

Term Information

Effective Term Summer 2017
Previous Value Summer 2012

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

We propose to add an online version of English 3372 to our curriculum to complement the standard in-person offering of the same course.

What is the rationale for the proposed change(s)?

We teach English 3372 primarily as a service to students who need General Education credit in literature; many English majors also take the course. The online version will provide access to a GE literature course for those in all-online programs in other colleges, those with scheduling difficulties for whatever reason, and students with disabilities. The online version is an alternative delivery method for the existing course, which we also plan to continue to teach in an in-person format.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

N/A

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area	English
Fiscal Unit/Academic Org	English - D0537
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	3372
Course Title	Science Fiction and/or Fantasy
Transcript Abbreviation	Sci Fi & Fantasy
Course Description	Introduction to the tradition and practice of speculative writing. Provides students the opportunity to examine and compare works of science fiction and/or fantasy.
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
<i>Previous Value</i>	14 Week, 12 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	Yes
Is any section of the course offered	100% at a distance
<i>Previous Value</i>	No
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No

Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark

Prerequisites and Exclusions

Prerequisites/Corequisites	Prereq: 1110.01 (110.01) or equiv.
Exclusions	Not open to students with credit for 372.

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code	23.1499
Subsidy Level	Baccalaureate Course
Intended Rank	Freshman, Sophomore, Junior

Requirement/Elective Designation

General Education course:

Literature

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- Students evaluate significant texts in order to develop capacities for aesthetic and historical response and judgment; interpretation and evaluation; and critical listening, reading, seeing, thinking, and writing.

Previous Value

Content Topic List

- Classic science fiction and fantasy
- Science fiction works and fantasy in literary contexts
- Science fiction works and fantasy in social contexts

COURSE CHANGE REQUEST
3372 - Status: PENDING

Last Updated: Heysel,Garett Robert
11/22/2016

Attachments

- Bernadette Vankeerbergen.3.docx: Cover Letter
(Cover Letter. Owner: Lowry,Debra Susan)
- English 3372 online rationale and GE assessment plan.docx: Rationale and Assessment Plan
(GEC Course Assessment Plan. Owner: Lowry,Debra Susan)
- 14 week version_de_syllabus_2017 online English 3372_Anderson_for review.docx: Sample Online Syllabus
(Syllabus. Owner: Lowry,Debra Susan)
- 6 week version_de_syllabus_2017 online English 3372_Anderson_for review.docx: Sample Online Syllabus
(Syllabus. Owner: Lowry,Debra Susan)
- Tech English 3372 Anderson 14 week.pdf: Tech Checklist
(Other Supporting Documentation. Owner: Lowry,Debra Susan)
- Tech Check English 3372 Anderson 6 week (1).pdf: Tech Checklist
(Other Supporting Documentation. Owner: Lowry,Debra Susan)
- English 3372 in- person syllabus.docx: In-Person Sample Syllabus
(Syllabus. Owner: Lowry,Debra Susan)
- English 3372 in-person syllabus II.docx: In-Person Sample Syllabus
(Syllabus. Owner: Lowry,Debra Susan)

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Lowry,Debra Susan	11/22/2016 12:13 PM	Submitted for Approval
Approved	Lowry,Debra Susan	11/22/2016 12:13 PM	Unit Approval
Approved	Heysel,Garett Robert	11/22/2016 12:26 PM	College Approval
Pending Approval	Nolen,Dawn Vankeerbergen,Bernadette Chantal Hanlin,Deborah Kay Jenkins,Mary Ellen Bigler Hogle,Danielle Nicole	11/22/2016 12:26 PM	ASCCAO Approval



November 21, 2016

Bernadette Vankeerbergen
Arts and Sciences Curriculum Assessment Committee
Arts and Humanities Panel

Course Delivery Change request: English 2261 online and English 3372 online

Dear Bernadette:

Attached is a request for a course change to offer online versions of English 2261 (Introduction to Fiction) and English 3372 (Special Topics in Science Fiction and Fantasy) in addition to our regularly taught sections of the course. This proposal was approved both by the English Department's Undergraduate Studies Committee and the English Department Council. We are forwarding for each course:

- (1) Two versions of the online syllabus for different semester lengths
- (2) A syllabus for each course as taught as an in-person section
- (3) A brief rationale explaining each course's role in our curriculum, with GE assessment plan
- (4) A technical report on each course from Mike Kaylor of ASC. The version you are receiving recommends minor revisions, which have been done and resubmitted to Mike.

We are hoping to offer these courses in Summer semester 2017 if they are approved, so we hope that you can review them very soon. If you require further information, please let me know.

Sincerely yours,

Clare A. Simmons
Professor and Director of Undergraduate Studies
Department of English

Rationale for an online version of English 3372, Special Topics in Science Fiction and/or Fantasy

Bulletin Description: Introduction to the tradition and practice of speculative writing. Provides students the opportunity to examine and compare works of science fiction and/or fantasy.

Prereq: 1110.01 (110.01) or equiv. Not open to students with credit for 372. GE lit course.

Reasons for an online version of English 3372: The Department of English is responding to a request from Arts and Sciences to create online General Education courses. English 3372, Special Topics in Science Fiction and/or Fantasy, has proved a very popular option with students, including students from outside ASC. It not only fulfills the General Education literature requirement but also gives upper-level credit. We believe that we could expand enrollment in the course with an online version. The proposal has been reviewed and approved by the Department of English's Undergraduate Studies Committee and by the English Department Council.

We teach English 3372 primarily as a service to students who need General Education credit in literature; many English majors also take the course. The online version will provide access to a GE literature course for those in all-online programs in other colleges, those with scheduling difficulties for whatever reason, and students with disabilities. The online version is an alternative delivery method for the existing course, which we also plan to continue to teach in an in-person format. The bulletin course description will remain the same. We hope to offer the online version in Summer 2017 but if the online version proves successful we may also experiment with offering it in other semesters. We are therefore attaching short (summer) and long versions of the syllabus.

A problem with developing an online outline for a "Special Topics" course is that every instructor will have different thematic ideas. The outline syllabus shows how one instructor might teach the course: with some sense of the theory and history of the genre but also with a very individual approach.

Methods of delivery: The syllabus follows the ODEE template and has been reviewed and approved by Mike Kaylor of ASC Tech and Mike Bierschenk, the point-person for online course development in the Department of English. The instructor will create video lectures and slide presentations with audio. We will work with ASC Tech to develop an archive of materials that might be used in a variety of iterations; because this is a special topics course, however, instructors will need to rely on developing their own online materials.

Enrollment: At least for the first iterations, we plan to limit enrollment to 40 students per section. Should demand be strong, we will add additional 40-person sections, each taught by a different instructor who will follow the template and use the course archive but create his/her own reading selections, related lectures, and assignments.

Who can teach this course: Any of our regular instructors for 3372 (who comprise regular and associated faculty and GTAs) and who feel they have the technical expertise can volunteer to teach the course. The course is supervised by the Popular Culture area convener and by the Director of Undergraduate Studies.

Assessment of Online Components

We will measure the effectiveness of the online delivery method by:

Comparing course completion rates and grade spread with the in-person 2261s

Comparing pretest/posttest scores with the in-person sections of 2261, which will use the same questions

Reviewing students' discursive comments, GE outcome scores, and SEI scores.

General Education Assessment: English 3372

a) Direct Measure

The main assessment will take the form of a pretest/posttest, assessed with the English Department's GE grading rubric (below). Because 3372 is a special topics course, each section will need to provide different assessment questions, but they will follow the guidelines below.

Assessment goals: Improved median scores in each category; at least 75% of posttest responses at rubric levels 3 and 4.

Part One (GE Goal: Students analyze, interpret, and critique significant literary works) will ask students to show their awareness of the conventions of science fiction and/or fantasy by responding to questions about a 150-word passage from a novel or short story. Typical questions: We see this scene primarily from [character x's] point of view. Why do you think the story privileges this viewpoint, and would the scene be different if told from y's point of view? The author of this passage invented the word [z]. From its context, what does z mean, and how is the reader supposed to think about z? How would you describe the emotional mood of this passage, and what specific uses of language guide you to this interpretation?

Part Two (GE Goal: Through reading, discussing, and writing about literature, students appraise and evaluate the personal and social values of their own and other cultures) will ask for a brief discussion of the student's reading experience. For example: "Name a work of science fiction that you have read or viewed that presents, or presented to its original readers or viewers, a vision of the future. How would you characterize its vision of the future, and to what extent do you agree with its level of optimism or pessimism? Explain your reasons for your response."

b) Indirect Measure

Students will be directed to complete this evaluation online together with the posttest; they will not be able to submit their final projects until they have completed it.

Directions: In order to assess the effectiveness of this General Education course, we are asking for students' input on learning objectives. Please place an X in grid below to indicate how strongly you agree that this course provided you with opportunities to meet the learning objectives. You may type in comments in the space provided. All responses are anonymous.

Literature ELO 1

Students analyze, interpret, and critique significant literary works.

This course provided opportunities for me to meet this objective.

Agree Strongly	Agree	Neutral	Disagree	Disagree strongly

Please explain:

Literature ELO 2

Through reading, discussing, and writing about literature, students appraise and evaluate the personal and social values of their own and other cultures.

This course provided opportunities for me to meet this objective.

Agree Strongly	Agree	Neutral	Disagree	Disagree Strongly

Please explain:

Department of English Rubric for assessing GE literature courses

(ELO 1) Students analyze, interpret, and critique significant literary works	Capstone (4) Students show interpretative skill and critical thinking in analyzing a literary work.	Milestone (3) Students show some critical thinking in analyzing a literary work.	Milestone (2) Students attempt an analysis of the literary work beyond mere summary.	Benchmark (1) Student attempts at a reading of the literary work show lack of comprehension, or provide only summary.
	Students use knowledge of literary terms, genre conventions, or historical context to support their reading of the text.	Students show awareness of literary terms, genre conventions, or historical context in responding to the text.	Students show some awareness of literary terms, genre conventions, or historical context.	Students show little or no awareness of literary terms, genre conventions, or historical context.
(ELO 2) Through reading, discussing, and writing about literature, students appraise and evaluate the personal and social values of their own and	Students are able to develop a thoughtful critical position responding to the social, cultural, and/or aesthetic values represented in the literary work.	Students are able to express a critical position with awareness of the social, cultural, and/or aesthetic values represented in the literary work.	Students are able to express a position with acknowledgment of the social, cultural, and/or aesthetic values represented in the literary work.	Students show no critical position and/or little awareness of the social, cultural, and/or aesthetic values represented in the literary work.

other cultures.				
	Students clearly articulate historical thinking and/or a self-awareness about their own subject-positions as readers.	Students effectively show some historical thinking and/or awareness of their own subject-positions as readers.	Students communicate some awareness that the values expressed in the text may differ from their own.	Students show little awareness that the values expressed in the text could differ from their own; and/or the level of writing makes it difficult to determine what they think.



SYLLABUS: ENGLISH 3372

SPECIAL TOPICS IN SCIENCE FICTION AND/OR FANTASY

SUMMER 2017 ONLINE

Course overview

Instructor

Instructor: Joshua Anderson

Email address: anderson.2701@osu.edu

Office hours: TBD

Course description

In this section of English 3372: Special Topics in Science Fiction and/or Fantasy, you will encounter exciting new strains in Native American literatures: Native “Slipstream” and Indigenous Futurism. Building from the work of previous generations of Native American writers, who asserted the power of “memory in the blood” and sought to reclaim ancestral traditions, kinships, and artifacts, the latest generation of Indigenous writers use technologies and imagination to travel deep into Indigenous pasts and forward into speculative futures. In doing so, these Native American authors de-stabilize Western and colonial fantasies of “cultural nostalgia” and “cultural amnesia,” recovering the remains of the past and riding the slipstream into new futures. In this course, we will travel to these re-constructed pasts and re-imagined futures, *Riding the Trail of Tears* (2011) with Cherokee author Blake Hausman, whose novel turns the 19th century Cherokee Trail of Tears into a tribally-run, virtual-reality tourist attraction. With Sherman Alexie we will take *Flight* (2007), journeying with Alexie’s young protagonist back in time to iconic Western sites, such as the Battle of the Little Bighorn, and forward into speculative futures. And, with Choctaw writer LeAnne Howe, we’ll travel back to America’s pastime in *Miko Kings* (2007), in which the protagonist discovers that a 1907 Indian baseball game in Oklahoma will affect Indians and baseball for the next four generations.

Together, the works of these writers will help us recognize that the “Indian” has long been a product of colonial “science” (blood quantum and eugenics), frontier “fiction” (what Mark Rifkin calls “Settler Common Sense”), and Western “fantasy” (myths of Manifest Destiny). However, rather than merely revising or rejecting these histories, Native “Slipstream” writers reassemble and re-construct provocative, potent alternatives to American histories that restrict Native peoples to the specimen boxes of the past, writing, instead, lively novels, poems, and short stories that “unsettle these Western fantasies.”

Course learning outcomes

By the end of this course, students should successfully be able to:

- Evaluate significant texts in order to develop capacities for aesthetic and historical response and judgment; interpretation and evaluation; and critical listening, reading, seeing, thinking, and writing.
- Analyze, interpret, and critique significant literary works.
- And, through reading, discussing, and writing about literature, students will be able to appraise and evaluate the personal and social values of their own and other cultures.

Course materials

Required

Under the Required Texts, you will notice that I list “Print” books, which are the books that you must purchase for this class—all of these texts should be available at the Campus bookstore or available for order at online book retailers. For all of the works specified as “Print,” I have provided the ISBN which you can use to purchase the same edition with the same pagination as me. My strong preference is that you to purchase these editions so that we can literally be “on the same page.” However, you can also purchase other editions, including ebook editions, if you prefer—just be aware that using other editions or formats of the required “Print” books will require you to be clear about which edition you are using and which chapter/page/section you are citing in all of your discussion posts and in your graded essays. The excerpts from books and short works listed as “Carmen” texts will be made available free of charge on our Carmen site. The films and television episodes listed on the syllabus are all available free of charge on our course OSU Secured Media Library. In the unlikely event that you have trouble accessing these films or experience a glitch in the service, notify me immediately by email. While I’ve made these films/TV shows available free of charge, you are also encouraged to access them via streaming services for a small fee, such as on Amazon Prime Video, or, if available, on Netflix. You, of course, can also purchase the DVD copies of the films.

Native American Authored Texts:

Flight: A Novel (2007), Sherman Alexie (Print), ISBN: 978-0802170378

Miko Kings: An Indian Baseball Story (2007), LeAnne Howe (Print), ISBN: 978-1879960787

Riding the Trail of Tears (2011), Blake Hausman (Print), ISBN: 978-0803239265

The Inconvenient Indian: A Curious Account of Native People in North America (2013), Thomas King (Print), ISBN: 978-0816689767

Select Short Stories (Carmen)

Non-Native Authored Time Travel:

The Time Machine (1895), H. G. Wells (Print), ISBN: 978-0393927948

“A Sound of Thunder” (1952), Ray Bradbury (Carmen)

Back to the Future, Part 3 (1990), film directed by Robert Zemeckis (available on OSU Secured Media Library)

“The 7th Is Made Up of Phantoms” (1963) *Twilight Zone* episode (available on OSU Secured Media Library)

Westworld (1973), film directed by Michael Crichton (available on OSU Secured Media Library)

Field of Dreams (1989), film directed by Phil Alden Robinson (available on OSU Secured Media Library)

Required supplemental materials

Selections from *Walking the Clouds: An Anthology of Indigenous Science Fiction* (2012), Grace L. Dillon (Carmen)

Selections from *Time Travel: The Popular Philosophy of Narrative* (2013), David Wittenberg (Carmen)

Selections from, *Time Travel: A History* (2016), James Gleick (Carmen)

Excerpts, “The Significance of the Frontier in American History” (1893), Frederick Jackson Turner (Carmen)

Excerpts, “Letters From an American Farmer” (1782), J. Hector St. John de Crèvecoeur (Carmen)

“To James Madison, Paris, September 6, 1789,” Thomas Jefferson (Carmen)

Optional materials

‘TimeTraveller™’ by Skawennati Fragnito (Mohawk): a “machinima” about a Mohawk time traveler: <http://www.timetravellertm.com/episodes/episode01.html>

The West Was Lost, by Beth Aileen Lameman (Anishinaabe, Metis), a steampunk web comic that revisions the Windigo tradition in an alternate history: <http://archive.zeros2heroes.com/content/comic/view/id/808303>

Horse, by Archer Pechawis (Mohawk), a short “Custer on the Slipstream” film, in which horses at the Battle of the Little Big Horn discuss the outcome of colonial violence: <https://www.youtube.com/watch?v=LHux2xuDBCg> also this version: <https://www.youtube.com/watch?v=rXz05PdmTBw>

Course Structure

This online course will be delivered entirely through Ohio State’s learning management system, Carmen (carmen.osu.edu), over fourteen weeks. I will upload to our course page all of the assigned readings, accompanied by instructor presentations that will discuss these readings in terms of their governing concepts and their formal features. Instructor presentations—which

will take the form of Prezis with a voiceover by me, complete with a transcription of the audio—will constitute the mode of delivery for the course content. Students must log in to Carmen to view all assigned readings and presentations.

See the course schedule below for assignment due dates and descriptions of the assignments on Carmen.

Course technology

For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24x7.

- **Self-Service and Chat support:** <http://ocio.osu.edu/selfservice>
- **Phone:** 614-688-HELP (4357)
- **Email:** 8help@osu.edu
- **TDD:** 614-688-8743

If you have trouble with Prezi, whether viewing instructor presentations or creating your own, please visit Prezi's support and troubleshooting pages at <https://prezi.com/support/> and <https://prezi.com/support/article/troubleshooting/>.

Technology skills necessary for this specific course

- Basic computer and web-browsing skills
- Navigating Carmen
- Accessing/Navigating the OSU Secured Media Library
- Navigating Prezi Presentations/Lectures (Carmen)

Necessary equipment

- Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed (optional, but you might use for leaving a video comment in a discussion board)
- Microphone: built-in laptop or tablet mic or external microphone (optional)

Necessary software

- For this class, you'll need consistent access to:
- OSU email and Carmen
- Video streaming capability
- Microsoft Word (all of your graded papers must be turned in as .doc or .docx files).

- By the way, Ohio State students are now eligible for free [Microsoft Office 365 ProPlus](#) through Microsoft's Student Advantage program. Each student can install Office on five PCs or Macs, five tablets (Windows, iPad® and Android™) and five phones.
- Students are able to access Word, Excel, PowerPoint, Outlook and other programs, depending on platform. Users will also receive 1 TB of OneDrive for Business storage.
- Office 365 is installed within your BuckeyeMail account. Full instructions for downloading and installation can be found <https://ocio.osu.edu/kb04733>.

Grading and faculty response

*** Guidelines for all course components can be found on Carmen under the "Assignment Prompts" module.**

Grades

Assignment or category	Percent
Weekly Reading Quizzes	15%
Weekly Discussion Posts and Peer Responses	20%
Unsettling Western Fantasies (5 pages, double-spaced)	25%
Native American Time-Travel Essay (8-10 pages, double-spaced)	40%
Total	100%

See course schedule, below, for due dates

Late assignments

Late submission of a final graded assignment will result in the deduction of one full letter grade for each day past the due date (for example, B+ to C+ for one day late, B+ to D+ for two days late, etc). The grade will not be affected when a draft or final graded assignment is late for reasons that would result in an excused absence, such as documented illness, family emergency, or pre-approved OSU scheduled event/activity. Students who know they will need a brief extension for a particular assignment must contact the instructor via email (anderson.2701@osu.edu) in advance of the due date to arrange for submission of the assignment.

Grading scale

	A 100% to 93%	A- < 93% to 90%
B+ < 90% to 87%	B < 87% to 83%	B- < 83% to 80%
C+ < 80% to 77%	C < 77% to 73%	C- < 73% to 70%
D+ < 70% to 67%	D < 67% to 60%	E < 60%

Faculty feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-HELP** at any time if you have a technical problem.)

Grading and feedback

For large weekly assignments, you can generally expect feedback within **7 days**.

E-mail

I will reply to e-mails within **24 hours on school days (Monday through Friday)**.

Discussion board

I will check and reply to messages in the discussion boards every **24 hours on school days**.

Attendance, participation, and discussions

Student participation requirements

Because this is a distance-education course, your attendance is based on your online activity and participation. The following is a summary of everyone's expected participation:

- **View/take notes on Prezi “Time Capsule” Lectures and Presentations: ONE WILL BE POSTED TO CARMEN EACH WEEK**

I will post the Prezi “Time Capsule” lectures and presentations to our shared Carmen site on Monday (by 9am) each week. The Prezi “Time Capsule” lectures will serve in place of more traditional, in-class instruction. Each “Time Capsule” will include short video and/or audio presentations and lectures that I have recorded in order to introduce you to the reading materials that week and to provide mini-lessons focused on particular questions that I hope you to engage with during that week. The “Time Capsule” lectures and presentations will also include informative slides that provide historical, theoretical, biographical, and/or cultural context about the assigned texts/authors. You will be responsible for viewing and navigating the Prezi “Time Capsules” each week. The materials covered in the “Time Capsules” should be helpful when you review for a weekly quiz or when you are drafting a discussion post or a longer graded assignment.

- **Logging in: AT LEAST TWICE PER WEEK**

Be sure you are logging in to the course in Carmen each week, including weeks with holidays or weeks with minimal online course activity. (During most weeks you will probably log in many times.) If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible*.

- **Communicating with Instructor: FLEXIBLE OPTIONS**

I will not be holding traditional office hours for this online class. However, there are two locations where you can go to communicate with me or ask questions about the course: 1) on a designated “Questions about the Course” discussion forum, where you can ask broad questions about the assignments, the course schedule, etc. I will check this discussion forum regularly throughout the semester and respond within 24 hours to questions/concerns (Monday through Friday). You are not required to post questions to the “Questions about the Course” discussion forum, but you are encouraged to use it to clarify anything about the syllabus, the assignments/rubrics, or to ask questions about accessing materials on Carmen and the Secured Media Library. Keep in mind that this forum will be visible to all students. 2) For any questions that you do not want to share with the rest of the class, please email me directly at anderson.2701@osu.edu, where I will respond within 24 hours (Monday through Friday). I will NOT be able to provide written feedback on full drafts of any assignment in this class. Instead, I will post short videos/Prezis that detail my expectations for each of the assignments and that offer advice about developing thesis statements, structuring academic arguments and close readings, etc.

- **Participating in discussion forums: 2 TIMES PER WEEK (UNLESS OTHERWISE NOTED)**

Most weeks you can expect to compose your own, original post to ONE of the two questions posted each week, AND to respond to at least ONE post by a classmate each week, for a total of ONE original post and ONE response each week. The discussion questions that I post will appear each week on Monday morning by 9am and will fall into two broad categories: 1) a discussion question focused on a particular passage, that will ask you to offer a close reading or interpretation of the specific language in the

passage, and 2) a broad question in which you will be asked to identify key themes, tropes, or other elements of the story in response to the discussion question. Unless otherwise specified, you will be allowed to choose which of the two questions you want to answer each week. Each question that I post will specify the required word count (usually 150-200 words for your post and usually 75-100 words for your response to a classmate's post), and I will offer instructions about what constitutes a "quality" post and "quality" response. You must post to ONE of the two discussion questions by Tuesday at 11:59pm each week and respond to ONE of your classmates by Thursday at 11:59pm.

Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, your posts and responses should still attend to issues of grammar, spelling, and punctuation. Informality (including an occasional emoji) is fine for non-academic topics.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels welcome and where people can disagree amicably. Remember that sarcasm doesn't always come across online, so let's try to avoid it.
- **Citing your sources:** When we have academic discussions, make sure to cite your sources to back up what you say. (For the novels or other course materials, list at least the title, author, and page numbers. For online sources, include a link.)
- **Backing up your work:** It is a good idea to compose your discussion posts in a word processor, where you can save your work, before copying it into the Carmen discussion.

Other course policies

Academic integrity policy

Policies for this online course

- **Quizzes and exams:** You must complete the weekly quizzes by Thursday at 11:59pm. The weekly quizzes will become available at 9am on Mondays. The quizzes will be open book and will focus primarily on the novels, short stories, films and TV episodes. Although the quizzes are open book, you will want to make sure that you have read and taken notes on all of the assigned materials for that week before taking the quiz. Quizzes will consist of approximately 7-10 questions ranging from true/false, matching, multiple choice, and fill in the blank. The questions will primarily focus on issues of plot, character, setting, and point-of-view, and occasionally, you will also be asked a question about a key concept from one of the secondary readings about time travel and/or

Western/Indigenous history. The quizzes will have a 30 minute time limit—which should be more than enough time to complete each quiz. During weeks in which you have an graded assignment due, there will not be a quiz, which should give you additional time to work on the assigned papers.

- **Written assignments:** Your written assignments, including discussion posts, must be your own original work. In formal assignments, you should follow MLA style to cite the ideas and words of your research sources. If you are unfamiliar with MLA citation style, please consult the Online Writing Lab at Purdue: <https://owl.english.purdue.edu/owl/resource/747/01/>. You are encouraged to ask a trusted person to proofread your assignments before you turn them in—but no one else should revise or rewrite your work. Assignment prompts and grading rubrics for the two essays will be available on the Carmen site on the first day of class—make sure you review these assignments and work on them well in advance of the deadline.
- **Reusing past work:** In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, you must discuss the situation with me first via email so that we can determine how to avoid self-plagiarism.

Ohio State's academic integrity policy

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's *Code of Student Conduct*, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's *Code of Student Conduct* and this syllabus may constitute "Academic Misconduct."

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's *Code of Student Conduct* is never considered an "excuse" for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- The Committee on Academic Misconduct web pages ([COAM Home](#))
- *Ten Suggestions for Preserving Academic Integrity* ([Ten Suggestions](#))
- *Eight Cardinal Rules of Academic Integrity* (www.northwestern.edu/uacc/8cards.htm)

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5- 487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

Copyright disclaimer

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Trigger warning

Some contents of this course may involve media that may be triggering to some students due to descriptions of and/or scenes depicting acts of violence, acts of war, or sexual violence and its aftermath. If needed, please take care of yourself while watching/reading this material (debriefing with a friend, contacting a Sexual Violence Support Coordinator at 614-292-1111, or Counseling and Consultation Services at 614-292-5766, and contacting the instructor if needed). Expectations are that we all will be respectful of our classmates while consuming this media and discussing it online and that we will create a safe online space for each other. Failure to show respect to each other may result in dismissal from the class.

Statement on title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu

Accessibility accommodations for students with disabilities

Requesting accommodations

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know via email immediately so that we can privately discuss options. You are also welcome to register with Student Life Disability Services to establish reasonable accommodations. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Students with disabilities (including mental health, chronic or temporary medical conditions) that have been certified by the Office of Student Life Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office of Student Life Disability Services is located in 098 Baker Hall, 113 W. 12th Avenue; telephone 614-292-3307, slds@osu.edu; slds.osu.edu.

Accessibility of course technology

This online course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- [Carmen \(Carmen\) accessibility](#)
- Streaming audio and video
- Synchronous course tools
- Prezi is not accessible by screen readers. I will provide Prezi lectures in alternate formats upon request; formats might include a flattened, alt-texted PDF, a captioned video, or another format as needed.

Additional resources

The Writing Center

The Writing Center provides professional writing tutoring and consultation for students at no additional cost. Make an appointment for an in-person or online through cstw.osu.edu/writing-center or by calling 614-688-4291. The satellite locations around campus offer short walk-in sessions, no appointment necessary. Writing tutors can offer constructive feedback at any stage of the writing process, from formulating ideas to revising drafts.

Student Advocacy Center

The Student Advocacy Center is here "to empower students to overcome obstacles to their growth both inside and outside the classroom, and to help them maximize their educational experience while pursuing their degrees at The Ohio State University." Should you experience a personal, family, or medical crisis that affects your ability to attend class or complete your work, please inform me and consider contacting Student Advocacy. The information you give to this office is protected under the Federal Educational Rights and Privacy Act. Student Advocacy: 1120 Lincoln Tower (Monday through Friday, 8:00 a.m. – 5:00 p.m.); 614-292-1111; advocacy@osu.edu; <http://studentlife.osu.edu/advocacy/>.

Counseling and Consultation Services

If you feel overwhelmed with coursework and/or life outside the classroom, or if you simply want to enjoy this time more, consider scheduling an appointment with someone at Counseling and Consultation Services by calling 614-292-5766.

Veteran Learning Community

Student veterans should get in touch with the Veterans Learning Community to access various resources available to them: <http://cfs.osu.edu/veteranslc/resources>. The Writing Center, for example, sets additional tutoring time aside exclusively for student veterans.

Arts & Sciences Advising and Services

Reach out to Arts & Sciences Advising and Services on OSU's main campus if you have questions about fulfilling General Education requirements, exploring or declaring a major, planning your degree progress, applying to graduate, or other aspects of your academic career. You can make appointments with Arts & Sciences Advising and Services by calling 614-292-6961, or you can seek walk-in help at 100 Denney Hall (West Lobby), 164 Annie & John Glenn Ave. Please visit <http://artsandsciences.osu.edu/about/college/contacts/advising> for more information.

Student Services—Buckeye Link

Buckeye Link (<http://buckeyelink.osu.edu>) is the online portal where students manage course enrollments, make tuition payments, view course grades, and more. If you experience trouble with your Buckeye Link account, e-mail buckeyelink@osu.edu or call 614-292-0300, 614-292-5587, or 800-678-6440 (toll free). Should any concerns arise with respect to your status as a student in this course, contact Student Academic Services by phone at 614-292-6446 or in person at 281 W. Lane Ave. (Monday-Thursday, 9 a.m. – 5 p.m.; Friday, 9 a.m. – 4 p.m.) Visit <http://ssc.osu.edu> for more information.

Your mental health!

A recent American College Health Survey found stress, sleep problems, anxiety, depression, interpersonal concerns, death of a significant other and alcohol use among the top ten health impediments to academic performance. Students experiencing personal problems or situational crises during the quarter are encouraged to contact OSU Counseling and Consultation Services (614-292-5766) for assistance, support and advocacy. This service is free and confidential.

Course schedule

In a course devoted to the study of time travel, we will likely never be exactly on the same reading timeline. However, the weekly reading schedule listed below details the days that I expect you to have completed the assigned readings. For example, in Week 1, I expect that you will have completed your reading of Bradbury’s short stories and the excerpt from Gleick’s book sometime on or before Monday. Each week, the key is to have all of assigned materials read/viewed before you complete your weekly discussion post, which will be due by 11:59pm every Tuesday. Remember, too, that you need to view Prezi “Time Capsule” lecture for each week, where you will find my short audio and/or video lectures about assigned readings, contextual information about authors, assigned texts, and/or the genre of time travel literatures, etc.

Because this course takes place in an online environment, you may need to adjust your own reading/viewing schedule to ensure that you complete the readings in advance of discussion post deadlines, quizzes, and assignment deadlines. Most weeks, you can expect to read roughly 100-150 from a novel or the equivalent from other sources, such as short stories or excerpts from theoretical or historical texts. Some weeks, I’ve reduced the reading load slightly to make room for viewing a film or TV episode.

Week	Dates	Topics, Readings, Assignments, Deadlines
1		Week 1 Topic: Course Introduction and Canonical Time Travel Writing Due: Course Introduction Discussion Post (due Monday by

		<p>11:59pm)</p> <p>Access: Prezi “Time Capsule” Presentation Week 1</p> <p>Weekly Reading Schedule:</p> <p>Monday: Ray Bradbury, “A Sound of Thunder” (1952) (203-215) (Carmen)</p> <p>Monday: Ray Bradbury, “The Time Machine” (1957) (324-331) (Carmen)</p> <p>Monday: Ch. 12 “What Is Time?” (247-269), in James Gleick’s <i>Time Travel: A History</i> (2016) (Carmen)</p> <p>Weekly Writing Schedule:</p> <p>Discussion Post Week 1: Due Tuesday (11:59pm)</p> <p>Discussion Response Week 1: Due Thursday (11:59pm)</p> <p>Quiz 1: Must be taken before Thursday (11:59pm)</p>
2		<p>Week 2 Topic: Unsettling Western Fantasies</p> <p>Access: Prezi “Time Capsule” Presentation Week 2</p> <p>Weekly Readings Schedule:</p> <p>Monday: Read excerpts from Turner, Crèvecoeur, and Jefferson (Carmen)</p> <p>Tuesday: Read Sherman Alexie short story, “Ghost Dance” (2003) (Carmen)</p> <p>Tuesday: View “The Seventh Is Made Up of Phantoms,” <i>Twilight Zone</i> episode (OSU Secured Media Library, Netflix, or Amazon Prime)</p> <p>Weekly Writing Schedule:</p> <p>Discussion Post Week 2: Due Tuesday (11:59pm)</p> <p>Discussion Response Week 2: Due Thursday (11:59pm)</p> <p>Quiz 2: Must be taken before Thursday (11:59pm)</p>
3		<p>Week 3 Topic: Native Slipstream and Indigenous Futurism</p> <p>Access: Prezi “Time Capsule” Presentation Week 3</p> <p>Weekly Reading Schedule:</p> <p>Monday: Ch. 1 “Forget Columbus,” in Thomas King’s <i>The Inconvenient Indian</i> (1-20) (Print)</p> <p>Tuesday: <i>Flight</i> (2007), Sherman Alexie (1-90) (Print)</p> <p>Tuesday: “Custer on the Slipstream” (1978), Gerald Vizenor (15-25) (Carmen)</p>
4		<p>Week 4 Topic: Indigenous Time Travel</p>

		<p>Access: Prezi “Time Capsule” Presentation Week 4</p> <p>Weekly Reading Schedule:</p> <p>Monday: Finish <i>Flight</i> (2007), (90-181)</p> <p>Tuesday: Read Grace Dillon’s Intro to <i>Walking the Clouds</i> (1-12) (Carmen)</p> <p>Discussion Post Week 4: Due Tuesday (11:59pm)</p> <p>Discussion Response Week 4: Due Thursday (11:59pm)</p> <p>Week 4 Quiz: Must be taken by Thursday (11:59pm)</p>
5		<p>Week 5 Topic: Time Travel and Tourism</p> <p>Access: Prezi “Time Capsule” Presentation Week 5</p> <p>Weekly Reading Schedule:</p> <p>Monday: View <i>Westworld</i> (1973) (OSU Secured Media Library)</p> <p>Tuesday: <i>Riding the Trail of Tears</i> (2011) (ch. 1-8; p. 1-126)</p> <p>Weekly Writing Due:</p> <p>Discussion Post Week 5: Due Tuesday (11:59pm)</p> <p>Discussion Response Week 5: Due Thursday (11:59pm)</p> <p>Week 5 Quiz: Must be taken by Thursday (11:59pm)</p>
6		<p>Week 6 Topic: Time Travel and Tourism, Part II</p> <p>Access: Prezi “Time Capsule” Presentation Week 6</p> <p>Reading Schedule:</p> <p>Monday: <i>Riding the Trail of Tears</i> (2011), ch. 9-15 (127-258)</p> <p>Monday: “Sympathy for the Robot,” Christopher Orr (2016): http://www.theatlantic.com/magazine/archive/2016/10/sympathy-for-the-robot/497531/</p> <p>Discussion Post Week 6: Due Tuesday (11:59pm)</p> <p>Discussion Response Week 6: Due Thursday (11:59pm)</p> <p>Week 6 Quiz: Must be taken by Thursday (11:59pm)</p>
7		<p>Week 7 Topic: Time Travel, Pasts and Futures</p> <p>Access: Prezi “Time Capsule” Presentation Week 6</p> <p>Reading Schedule:</p> <p>Monday: Finish <i>Riding the Trail of Tears</i>, (259-370)</p> <p>Tuesday: Ch. 3 “Too Heavy to Lift,” in <i>The Inconvenient Indian</i> (53-75)</p>

		<p>Discussion Post Week 7: Due Tuesday (11:59pm)</p> <p>Discussion Response Week 7: Due Thursday (11:59pm)</p> <p>Week 7 Quiz: Must be taken by Thursday (11:59pm)</p>
8		<p>Week 8 Topic: Time Travel Origins</p> <p>Access: Prezi “Time Capsule” Presentation Week 8</p> <p>Reading Schedule:</p> <p>Monday: read excerpts from <i>Time Travel: The Popular Philosophy of Narrative</i> (47-51; 79-90; and 143-147) (2013), David Wittenberg (Carmen)</p> <p>Tuesday: <i>The Time Machine</i> (1895), H. G. Wells (Print)</p> <p>Discussion Post Week 8: Due Tuesday (11:59pm)</p> <p>No Quiz or Response Due this Week</p> <p>Assignment Due: Unsettling Western Fantasies Paper (due Friday by 11:59pm).</p>
9		<p>Week 9 Topic: America’s Past-Time, Part I: Cultural Nostalgia and Amnesia</p> <p>Access: Prezi “Time Capsule” Presentation Week 9</p> <p>Reading Schedule:</p> <p>Tuesday: <i>Miko Kings: An Indian Baseball Story</i> (2007), LeAnne Howe, (1-81)</p> <p>Tuesday: Ch. 8 “What Indians Want,” in <i>The Inconvenient Indian</i> (193-214)</p> <p>Discussion Post Week 9: Due Tuesday (11:59pm)</p> <p>Discussion Response Week 9: Due Thursday (11:59pm)</p> <p>Week 9 Quiz: Must be taken by Thursday (11:59pm)</p>
10		<p>Week 10 Topic: America’s Past-Time, Part II</p> <p>Access: Prezi “Time Capsule” Presentation Week 10</p> <p>Reading Schedule:</p> <p>Monday: <i>Miko Kings</i> (2007), (82-186)</p> <p>Tuesday: Ch. 7 “Forget About It,” in <i>The Inconvenient Indian</i> (159-192)</p> <p>Discussion Post Week 10: Due Tuesday (11:59pm)</p> <p>Discussion Response Week 10: Due Thursday (11:59pm)</p> <p>Week 10 Quiz: Must be taken by Thursday (11:59pm)</p>

11		<p>Week 11 Topic: America’s Past-Time, Part III</p> <p>Access: Prezi “Time Capsule” Presentation Week 11</p> <p>Reading Schedule:</p> <p>Monday: View <i>Field of Dreams</i> (1989), film (available on OSU Secured Media Library)</p> <p>Tuesday: <i>Miko Kings</i> (2007), finish novel (187-221)</p> <p>Discussion Post Week 11: Due Tuesday (11:59pm)</p> <p>Discussion Response Week 11: Due Thursday (11:59pm)</p> <p>Week 11 Quiz: Must be taken by Thursday (11:59pm)</p>
12		<p>Week 12 Topic: Muting White Noise</p> <p>Access: Prezi “Time Capsule” Presentation Week 12</p> <p>Reading Schedule:</p> <p>Monday: View film <i>Back to the Future, Part 3</i> (1990), (OSU Secure Media Library or Amazon Prime)</p> <p>Tuesday: “Imagining the Reservation” (1993), Sherman Alexie (149-53) (Carmen)</p> <p>Tuesday: “Distances” (1993), Sherman Alexie, (104-109).</p> <p>Discussion Post Week 12: Due Tuesday (11:59pm)</p> <p>Discussion Response Week 12: Due Thursday (11:59pm)</p> <p>Week 12 Quiz: Must be taken by Thursday (11:59pm)</p>
13		<p>Week 13 Topic: Final Frontiers and New Futures</p> <p>Access: Prezi “Time Capsule” Presentation Week 13</p> <p>Reading Schedule:</p> <p>Monday: Ch. 9 “As Long As the Grass Is Green,” in <i>The Inconvenient Indian</i> (215-247).</p> <p>Monday: Excerpt from <i>Blackfoot Physics</i>, David Peat (178-218)</p> <p>Tuesday: “The Man Who Would Cross Time” (2006), Stephen Graham Jones short story http://juked.com/2006/03/crosstime.asp</p> <p>Discussion Post Week 13: Due Tuesday (11:59pm)</p> <p>Discussion Response Week 13: Due Thursday (11:59pm)</p>

		Week 13 Quiz: Must be taken by Thursday (11:59pm)
14		<p>Week 14 Topic: Course Wrap Up</p> <p>Access: Prezi "Time Capsule" Presentation Week 14</p> <p>Reading Schedule:</p> <p>Monday: "Future Home of the Living God" (2009), Louise Erdrich short story, (462-81) (Carmen)</p> <p>Tuesday: Excerpt from <i>Blackfoot Physics</i>, by David Peat (275-301)</p> <p>Final Frontiers: Course Wrap Up Discussion Post: Due Tuesday by 11:59pm (No quiz or response due)</p> <p>Assignment Due: Native Time Travel Essay (by Tuesday at 11:59pm of next week)</p>



SYLLABUS: ENGLISH 3372 SPECIAL TOPICS IN SCIENCE FICTION AND/OR FANTASY SUMMER 2017 ONLINE

Course overview

Instructor

Instructor: Joshua Anderson

Email address: anderson.2701@osu.edu

Office hours: TBD

Course description

In this section of English 3372: Special Topics in Science Fiction and/or Fantasy, you will encounter exciting new strains in Native American literatures: Native “Slipstream” and Indigenous Futurism. Building from the work of previous generations of Native American writers, who asserted the power of “memory in the blood” and sought to reclaim ancestral traditions, kinships, and artifacts, the latest generation of Indigenous writers use technologies and imagination to travel deep into Indigenous pasts and forward into speculative futures. In doing so, these Native American authors de-stabilize Western and colonial fantasies of “cultural nostalgia” and “cultural amnesia,” recovering the remains of the past and riding the slipstream into new futures. In this course, we will travel to these re-constructed pasts and re-imagined futures, *Riding the Trail of Tears* (2011) with Cherokee author Blake Hausman, whose novel turns the 19th century Cherokee Trail of Tears into a tribally-run, virtual-reality tourist attraction. With Sherman Alexie we will take *Flight* (2007), journeying with Alexie’s young protagonist back in time to iconic Western sites, such as the Battle of the Little Bighorn, and forward into speculative futures. And, with Choctaw writer LeAnne Howe, we’ll travel back to America’s pastime in *Miko Kings* (2007), in which the protagonist discovers that a 1907 Indian baseball game in Oklahoma will affect Indians and baseball for the next four generations.

Together, the works of these writers will help us recognize that the “Indian” has long been a product of colonial “science” (blood quantum and eugenics), frontier “fiction” (what Mark Rifkin calls “Settler Common Sense”), and Western “fantasy” (myths of Manifest Destiny). However, rather than merely revising or rejecting these histories, Native “Slipstream” writers reassemble and re-construct provocative, potent alternatives to American histories that restrict Native peoples to the specimen boxes of the past, writing, instead, lively novels, poems, and short stories that “unsettle these Western fantasies.”

Course learning outcomes

By the end of this course, students should successfully be able to:

- Evaluate significant texts in order to develop capacities for aesthetic and historical response and judgment; interpretation and evaluation; and critical listening, reading, seeing, thinking, and writing.
- Analyze, interpret, and critique significant literary works.
- And, through reading, discussing, and writing about literature, students will be able to appraise and evaluate the personal and social values of their own and other cultures.

Course materials

Required

Under the Required Texts, you will notice that I list “Print” books, which are the books that you must purchase for this class—all of these texts should be available at the Campus bookstore or available for order at online book retailers. For all of the works specified as “Print,” I have provided the ISBN which you can use to purchase the same edition with the same pagination as me. My strong preference is that you to purchase these editions so that we can literally be “on the same page.” However, you can also purchase other editions, including ebook editions, if you prefer—just be aware that using other editions or formats of the required “Print” books will require you to be clear about which edition you are using and which chapter/page/section you are citing in all of your discussion posts and in your graded essays. The excerpts from books and short works listed as “Carmen” texts will be made available free of charge on our Carmen site. The films and television episodes listed on the syllabus are all available free of charge on our course OSU Secured Media Library. In the unlikely event that you have trouble accessing these films or experience a glitch in the service, notify me immediately by email. While I’ve made these films/TV shows available free of charge, you are also encouraged to access them via streaming services for a small fee, such as on Amazon Prime Video, or, if available, on Netflix. You, of course, can also purchase the DVD copies of the films.

Native American Authored Texts:

Flight: A Novel (2007), Sherman Alexie (Print), ISBN: 978-0802170378

Miko Kings: An Indian Baseball Story (2007), LeAnne Howe (Print), ISBN: 978-1879960787

Riding the Trail of Tears (2011), Blake Hausman (Print), ISBN: 978-0803239265

The Inconvenient Indian: A Curious Account of Native People in North America (2013), Thomas King (Print), ISBN: 978-0816689767

Select Short Stories (Carmen)

Non-Native Authored Time Travel:

The Time Machine (1895), H. G. Wells (Print), ISBN: 978-0393927948

“A Sound of Thunder” (1952), Ray Bradbury (Carmen)

Back to the Future, Part 3 (1990), film directed by Robert Zemeckis (available on OSU Secured Media Library)

“The 7th Is Made Up of Phantoms” (1963) *Twilight Zone* episode (available on OSU Secured Media Library)

Westworld (1973), film directed by Michael Crichton (available on OSU Secured Media Library)

Field of Dreams (1989), film directed by Phil Alden Robinson (available on OSU Secured Media Library)

Required supplemental materials

Selections from *Walking the Clouds: An Anthology of Indigenous Science Fiction* (2012), Grace L. Dillon (Carmen)

Selections from *Time Travel: The Popular Philosophy of Narrative* (2013), David Wittenberg (Carmen)

Selections from, *Time Travel: A History* (2016), James Gleick (Carmen)

Excerpts, “The Significance of the Frontier in American History” (1893), Frederick Jackson Turner (Carmen)

Excerpts, “Letters From an American Farmer” (1782), J. Hector St. John de Crèvecoeur (Carmen)

“To James Madison, Paris, September 6, 1789,” Thomas Jefferson (Carmen)

Optional materials

‘TimeTraveller™’ by Skawennati Fragnito (Mohawk): a “machinima” about a Mohawk time traveler: <http://www.timetravellertm.com/episodes/episode01.html>

The West Was Lost, by Beth Aileen Lameman (Anishinaabe, Metis), a steampunk web comic that revisions the Windigo tradition in an alternate history: <http://archive.zeros2heroes.com/content/comic/view/id/808303>

Horse, by Archer Pechawis (Mohawk), a short “Custer on the Slipstream” film, in which horses at the Battle of the Little Big Horn discuss the outcome of colonial violence: <https://www.youtube.com/watch?v=LHux2xuDBCg> also this version: <https://www.youtube.com/watch?v=rXz05PdmTBw>

Course Structure

This online course will be delivered entirely through Ohio State’s learning management system, Carmen (carmen.osu.edu), over six weeks. I will upload to our course page all of the assigned readings, accompanied by instructor presentations that will discuss these readings in terms of their governing concepts and their formal features. Instructor presentations—which will take the form of Prezis with a voiceover by me, complete with a transcription of the audio—will

constitute the mode of delivery for the course content. Students must log in to Carmen to view all assigned readings and presentations.

See the course schedule below for assignment due dates and descriptions of the assignments on Carmen.

Course technology

For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24x7.

- **Self-Service and Chat support:** <http://ocio.osu.edu/selfservice>
- **Phone:** 614-688-HELP (4357)
- **Email:** 8help@osu.edu
- **TDD:** 614-688-8743

If you have trouble with Prezi, whether viewing instructor presentations or creating your own, please visit Prezi's support and troubleshooting pages at <https://prezi.com/support/> and <https://prezi.com/support/article/troubleshooting/>.

Technology skills necessary for this specific course

- Basic computer and web-browsing skills
- Navigating Carmen
- Accessing/Navigating the OSU Secured Media Library
- Navigating Prezi Presentations/Lectures (Carmen)

Necessary equipment

- Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed (optional, but you might use for leaving a video comment in a discussion board)
- Microphone: built-in laptop or tablet mic or external microphone (optional)

Necessary software

- For this class, you'll need consistent access to:
- OSU email and Carmen
- Video streaming capability
- Microsoft Word (all of your graded papers must be turned in as .doc or .docx files).
 - By the way, Ohio State students are now eligible for free [Microsoft Office 365 ProPlus](#) through Microsoft's Student Advantage program. Each student can

install Office on five PCs or Macs, five tablets (Windows, iPad® and Android™) and five phones.

- Students are able to access Word, Excel, PowerPoint, Outlook and other programs, depending on platform. Users will also receive 1 TB of OneDrive for Business storage.
- Office 365 is installed within your BuckeyeMail account. Full instructions for downloading and installation can be found <https://ocio.osu.edu/kb04733>.

Grading and faculty response

** Guidelines for all graded course components can be found on Carmen under the "Assignment Prompts" module.*

Grades

Assignment or category	Percent
Weekly Reading Quizzes	15%
Weekly Discussion Posts and Peer Responses	20%
Unsettling Western Fantasies (5 pages, double-spaced)	25%
Native American Time-Travel Essay (8-10 pages, double-spaced)	40%
Total	100%

See course schedule, below, for due dates

Late assignments

Late submission of a final graded assignment will result in the deduction of one full letter grade for each day past the due date (for example, B+ to C+ for one day late, B+ to D+ for two days late, etc). The grade will not be affected when a draft or final graded assignment is late for reasons that would result in an excused absence, such as documented illness, family emergency, or pre-approved OSU scheduled event/activity. Students who know they will need a brief extension for a particular assignment must contact the instructor via email (anderson.2701@osu.edu) in advance of the due date to arrange for submission of the assignment.

Grading scale

	A 100% to 93%	A- < 93% to 90%
B+ < 90% to 87%	B < 87% to 83%	B- < 83% to 80%
C+ < 80% to 77%	C < 77% to 73%	C- < 73% to 70%
D+ < 70% to 67%	D < 67% to 60%	E < 60%

Faculty feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-HELP** at any time if you have a technical problem.)

Grading and feedback

For large weekly assignments, you can generally expect feedback within **7 days**.

E-mail

I will reply to e-mails within **24 hours on school days (Monday through Friday)**.

Discussion board

I will check and reply to messages in the discussion boards every **24 hours on school days**.

Attendance, participation, and discussions

Student participation requirements

Because this is a distance-education course, your attendance is based on your online activity and participation. The following is a summary of everyone's expected participation:

- **View/take notes on Prezi “Time Capsule” Lectures and Presentations: ONE WILL BE POSTED TO CARMEN EACH WEEK**

I will post the Prezi “Time Capsule” lectures and presentations to our shared Carmen site on Monday (by 9am) each week. The Prezi “Time Capsule” lectures will serve in place of more traditional, in-class instruction. Each “Time Capsule” will include short video and/or audio presentations and lectures that I have recorded in order to introduce you to the reading materials that week and to provide mini-lessons focused on particular questions that I hope you to engage with during that week. The “Time Capsule” lectures and presentations will also include informative slides that provide historical, theoretical, biographical, and/or cultural context about the assigned texts/authors. You will be responsible for viewing and navigating the Prezi “Time Capsules” each week. The materials covered in the “Time Capsules” should be helpful when you review for a weekly quiz or when you are drafting a discussion post or a longer graded assignment.

- **Logging in: AT LEAST TWICE PER WEEK**

Be sure you are logging in to the course in Carmen each week, including weeks with holidays or weeks with minimal online course activity. (During most weeks you will probably log in many times.) If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible*.

- **Communicating with Instructor: FLEXIBLE OPTIONS**

I will not be holding traditional office hours for this online class. However, there are two locations where you can go to communicate with me or ask questions about the course: 1) on a designated “Questions about the Course” discussion forum, where you can ask broad questions about the assignments, the course schedule, etc. I will check this discussion forum regularly throughout the semester and respond within 24 hours to questions/concerns (Monday through Friday). You are not required to post questions to the “Questions about the Course” discussion forum, but you are encouraged to use it to clarify anything about the syllabus, the assignments/rubrics, or to ask questions about accessing materials on Carmen and the Secured Media Library. Keep in mind that this forum will be visible to all students. 2) For any questions that you do not want to share with the rest of the class, please email me directly at anderson.2701@osu.edu, where I will respond within 24 hours (Monday through Friday). I will NOT be able to provide written feedback on full drafts of any assignment in this class. Instead, I will post short videos/Prezis that detail my expectations for each of the assignments and that offer

advice about developing thesis statements, structuring academic arguments and close readings, etc.

- **Participating in discussion forums: 2 TIMES PER WEEK (UNLESS OTHERWISE NOTED)**
Most weeks you can expect to compose your own, original post to ONE of the two questions posted each week, AND to respond to at least ONE post by a classmate each week, for a total of ONE original post and ONE response each week. The discussion questions that I post will appear each week on Monday morning by 9am and will fall into two broad categories: 1) a discussion question focused on a particular passage, that will ask you to offer a close reading or interpretation of the specific language in the passage, and 2) a broad question in which you will be asked to identify key themes, tropes, or other elements of the story in response to the discussion question. Unless otherwise specified, you will be allowed to choose which of the two questions you want to answer each week. Each question that I post will specify the required word count (usually 150-200 words for your post and usually 75-100 words for your response to a classmate's post), and I will offer instructions about what constitutes a "quality" post and "quality" response. You must post to ONE of the two discussion questions by Tuesday at 11:59pm each week and respond to ONE of your classmates by Thursday at 11:59pm.

Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, your posts and responses should still attend to issues of grammar, spelling, and punctuation. Informality (including an occasional emoji) is fine for non-academic topics.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels welcome and where people can disagree amicably. Remember that sarcasm doesn't always come across online, so let's try to avoid it.
- **Citing your sources:** When we have academic discussions, make sure to cite your sources to back up what you say. (For the novels or other course materials, list at least the title, author, and page numbers. For online sources, include a link.)
- **Backing up your work:** It is a good idea to compose your discussion posts in a word processor, where you can save your work, before copying it into the Carmen discussion.

Other course policies

Academic integrity policy

Policies for this online course

- Quizzes and exams:** You must complete the weekly quizzes by Thursday at 11:59pm. The weekly quizzes will become available at 9am on Mondays. The quizzes will be open book and will focus primarily on the novels, short stories, films and TV episodes. Although the quizzes are open book, you will want to make sure that you have read and taken notes on all of the assigned materials for that week before taking the quiz. Quizzes will consist of approximately 7-10 questions ranging from true/false, matching, multiple choice, and fill in the blank. The questions will primarily focus on issues of plot, character, setting, and point-of-view, and occasionally, you will also be asked a question about a key concept from one of the secondary readings about time travel and/or Western/Indigenous history. The quizzes will have a 30 minute time limit—which should be more than enough time to complete each quiz. In weeks 3 and 6, there will be no quizzes in order to give you additional time to work on the assigned papers.
- Written assignments:** Your written assignments, including discussion posts, must be your own original work. In formal assignments, you should follow MLA style to cite the ideas and words of your research sources. If you are unfamiliar with MLA citation style, please consult the Online Writing Lab at Purdue: <https://owl.english.purdue.edu/owl/resource/747/01/>. You are encouraged to ask a trusted person to proofread your assignments before you turn them in—but no one else should revise or rewrite your work. Assignment prompts and grading rubrics for the two essays will be available on the Carmen site on the first day of class—make sure you review these assignments and work on them well in advance of the deadline.
- Reusing past work:** In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, you must discuss the situation with me first via email so that we can determine how to avoid self-plagiarism.

Ohio State's academic integrity policy

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's *Code of Student Conduct*, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's *Code of Student Conduct* and this syllabus may constitute "Academic Misconduct."

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University,

or subvert the educational process.” Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University’s *Code of Student Conduct* is never considered an “excuse” for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University’s *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- The Committee on Academic Misconduct web pages ([COAM Home](#))
- *Ten Suggestions for Preserving Academic Integrity* ([Ten Suggestions](#))
- *Eight Cardinal Rules of Academic Integrity* (www.northwestern.edu/uacc/8cards.htm)

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5- 487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

Copyright disclaimer

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Trigger warning

Some contents of this course may involve media that may be triggering to some students due to descriptions of and/or scenes depicting acts of violence, acts of war, or sexual violence and its aftermath. If needed, please take care of yourself while watching/reading this material (debriefing with a friend, contacting a Sexual Violence Support Coordinator at 614-292-1111, or

Counseling and Consultation Services at 614-292-5766, and contacting the instructor if needed). Expectations are that we all will be respectful of our classmates while consuming this media and discussing it online and that we will create a safe online space for each other. Failure to show respect to each other may result in dismissal from the class.

Statement on title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu

Accessibility accommodations for students with disabilities

Requesting accommodations

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know via email immediately so that we can privately discuss options. You are also welcome to register with Student Life Disability Services to establish reasonable accommodations. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Students with disabilities (including mental health, chronic or temporary medical conditions) that have been certified by the Office of Student Life Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office of Student Life Disability Services is located in 098 Baker Hall, 113 W. 12th Avenue; telephone 614-292-3307, slds@osu.edu; slds.osu.edu.

Accessibility of course technology

This online course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- [Carmen \(Carmen\) accessibility](#)
- Streaming audio and video
- Synchronous course tools
- Prezi is not accessible by screen readers. I will provide Prezi lectures in alternate formats upon request; formats might include a flattened, alt-texted PDF, a captioned video, or another format as needed.

Additional resources

The Writing Center

The Writing Center provides professional writing tutoring and consultation for students at no additional cost. Make an appointment for an in-person or online through cstw.osu.edu/writing-center or by calling 614-688-4291. The satellite locations around campus offer short walk-in sessions, no appointment necessary. Writing tutors can offer constructive feedback at any stage of the writing process, from formulating ideas to revising drafts.

Student Advocacy Center

The Student Advocacy Center is here "to empower students to overcome obstacles to their growth both inside and outside the classroom, and to help them maximize their educational experience while pursuing their degrees at The Ohio State University." Should you experience a personal, family, or medical crisis that affects your ability to attend class or complete your work, please inform me and consider contacting Student Advocacy. The information you give to this office is protected under the Federal Educational Rights and Privacy Act. Student Advocacy: 1120 Lincoln Tower (Monday through Friday, 8:00 a.m. – 5:00 p.m.); 614-292-1111; advocacy@osu.edu; <http://studentlife.osu.edu/advocacy/>.

Counseling and Consultation Services

If you feel overwhelmed with coursework and/or life outside the classroom, or if you simply want to enjoy this time more, consider scheduling an appointment with someone at Counseling and Consultation Services by calling 614-292-5766.

Veteran Learning Community

Student veterans should get in touch with the Veterans Learning Community to access various resources available to them: <http://cfs.osu.edu/veteranslc/resources>. The Writing Center, for example, sets additional tutoring time aside exclusively for student veterans.

Arts & Sciences Advising and Services

Reach out to Arts & Sciences Advising and Services on OSU's main campus if you have questions about fulfilling General Education requirements, exploring or declaring a major, planning your degree progress, applying to graduate, or other aspects of your academic career. You can make appointments with Arts & Sciences Advising and Services by calling 614-292-6961, or you can seek walk-in help at 100 Denney Hall (West Lobby), 164 Annie & John Glenn Ave. Please visit <http://artsandsciences.osu.edu/about/college/contacts/advising> for more information.

Student Services—Buckeye Link

Buckeye Link (<http://buckeyelink.osu.edu>) is the online portal where students manage course enrollments, make tuition payments, view course grades, and more. If you experience trouble with your Buckeye Link account, e-mail buckeyelink@osu.edu or call 614-292-0300, 614-292-5587, or 800-678-6440 (toll free). Should any concerns arise with respect to your status as a student in this course, contact Student Academic Services by phone at 614-292-6446 or in person at 281 W. Lane Ave. (Monday-Thursday, 9 a.m. – 5 p.m.; Friday, 9 a.m. – 4 p.m.) Visit <http://ssc.osu.edu> for more information.

Your mental health!

A recent American College Health Survey found stress, sleep problems, anxiety, depression, interpersonal concerns, death of a significant other and alcohol use among the top ten health impediments to academic performance. Students experiencing personal problems or situational crises during the quarter are encouraged to contact OSU Counseling and Consultation Services (614-292-5766) for assistance, support and advocacy. This service is free and confidential.

Course schedule

In a course devoted to the study of time travel, we will likely never be exactly on the same reading timeline. However, the weekly reading schedule listed below details the days that I expect you to have completed the assigned readings. For example, in Week 1, I expect that you will have completed your reading of Bradbury's short story and the excerpt from Gleick's book sometime on or before Monday. And, in Week 1, you'll need to complete your reading of the excerpts from Turner, Crèvecoeur, and Jefferson, as well as your viewing of *Back to the Future, Part 3* before you write your Week 1 discussion post, which is due Tuesday by 11:59pm. You could, of course, change the order in which you read/view these four items, but the key is to

have all of them read/viewed before you complete your weekly discussion post, which will be due by 11:59pm every Tuesday. Remember, too, that you need to view Prezi “Time Capsule” lecture for each week, where you will find my short audio and/or video lectures about assigned readings, contextual information about authors, assigned texts, and/or the genre of time travel literatures, etc.

Because this course takes place in an online environment, you may need to adjust your own reading/viewing schedule to ensure that you complete the readings in advance of discussion post deadlines, quizzes, and assignment deadlines. Most weeks, you can expect to read roughly 200-250 pages from a novel and approximately 20-30 pages of additional materials, such as short stories or excerpts from theoretical or historical texts. Some weeks, I’ve reduced the reading load slightly to make room for viewing a film or TV episode. We only have 6 weeks in the semester, so make sure to keep up with the readings/viewings. Note that falling even a few days behind our timeline will require a quantum leap for you to catch up.

Week	Dates	Topics, Readings, Assignments, Deadlines
1		<p>Week 1 Topic: Canonical Time Travel and Western Fantasies</p> <p>Writing Due: Course Introduction Discussion Post (due Monday by 11:59pm)</p> <p>Access: Prezi “Time Capsule” Presentation Week 1</p> <p>Weekly Reading Schedule:</p> <p>Monday: Ray Bradbury, “A Sound of Thunder” (1952) (203-215) (Carmen)</p> <p>Monday: Ray Bradbury, “The Time Machine” (1957) (324-331) (Carmen)</p> <p>Monday: Ch. 12 “What Is Time?” (247-269), in James Gleick’s <i>Time Travel: A History</i> (2016) (Carmen)</p> <p>Tuesday: Read excerpts from Turner, Crèvecoeur, and Jefferson (Carmen)</p> <p>Tuesday: View film <i>Back to the Future, Part 3</i> (1990), (OSU Secure Media Library or Amazon Prime)</p> <p>Weekly Writing Schedule:</p> <p>Discussion Post Week 1: Due Tuesday (11:59pm)</p> <p>Discussion Response Week 1: Due Thursday (11:59pm)</p> <p>Quiz 1: Must be taken before Thursday (11:59pm)</p> <p>Look Ahead to Next Week:</p>

		<p>Start reading <i>Flight</i> (2007) (finish by next Monday, 181 pages)</p> <p>Read Prompt for Unsettling Western Fantasies Essay</p>
2		<p>Week 2 Topic: Native Slipstream and Indigenous Futurism</p> <p>Access: Prezi “Time Capsule” Presentation Week 2</p> <p>Weekly Readings Schedule:</p> <p>Monday: Finish reading <i>Flight</i> (2007), Sherman Alexie (Print)</p> <p>Monday: Read Sherman Alexie short story, “Ghost Dance” (2003) (Carmen)</p> <p>Tuesday: Ch. 1 “Forget Columbus,” in Thomas King’s <i>The Inconvenient Indian</i> (1-20) (Print)</p> <p>Tuesday: View “The Seventh Is Made Up of Phantoms,” <i>Twilight Zone</i> episode (OSU Secured Media Library, Netflix, or Amazon Prime)</p> <p>Tuesday: “Custer on the Slipstream” (1978), Gerald Vizenor (15-25) (Carmen)</p> <p>Weekly Writing Schedule:</p> <p>Discussion Post Week 2: Due Tuesday (11:59pm)</p> <p>Discussion Response Week 2: Due Thursday (11:59pm)</p> <p>Quiz 2: Must be taken before Thursday (11:59pm)</p> <p>Look Ahead to Next Week:</p> <p>View <i>Westworld</i> (1973) film by next Monday</p> <p>Begin reading <i>Riding the Trail of Tears</i> (read through chapter 12, to page 208 in my edition, by next Tuesday)</p>
3		<p>Week 3 Topic: Unsettling Western Fantasies</p> <p>Access: Prezi “Time Capsule” Presentation Week 3</p> <p>Weekly Reading Schedule:</p> <p>Monday: View <i>Westworld</i> (1973) (OSU Secured Media Library)</p> <p>Monday: Ch. 3 “Too Heavy to Lift,” in <i>The Inconvenient Indian</i> (53-75)</p> <p>Tuesday: <i>Riding the Trail of Tears</i> (2011) (ch. 1 through 12)</p> <p>Tuesday: Read Grace Dillon’s Intro to <i>Walking the Clouds</i> (1-12) (Carmen)</p>

		<p>Weekly Writing Due:</p> <p>Discussion Post Week 3: Due Tuesday (11:59pm)</p> <p>(No Quiz or Response Due this Week)</p> <p>Assignment Due: Unsettling Western Fantasies Essay (by Friday 11:59pm)</p> <p>Look Ahead to Next Week:</p> <p>Finish reading <i>Riding the Trail of Tears</i> (Ch. 13 through the end of the novel, p. 207-370)</p> <p>Read <i>The Time Machine</i> (1895) (the short novel runs from pages 5-71 in my edition)</p>
4		<p>Week 4 Topic: Indigenous Time Travel and Canonical Time Travel</p> <p>Access: Prezi “Time Capsule” Presentation Week 4</p> <p>Weekly Reading Schedule:</p> <p>Monday: Finish <i>Riding the Trail of Tears</i> (2011)</p> <p>Tuesday: Finish <i>The Time Machine</i> (1895)</p> <p>Tuesday: Ch. 7 “Forget About It,” in <i>The Inconvenient Indian</i> (159-192)</p> <p>Discussion Post Week 4: Due Tuesday (11:59pm)</p> <p>Discussion Response Week 4: Due Thursday (11:59pm)</p> <p>Week 4 Quiz: Must be taken by Thursday (11:59pm)</p> <p>Look Ahead to Next Week:</p> <p>Read <i>Miko Kings</i> (entire novel, 221 pages, by next Tuesday)</p> <p>Read/Review Prompt for Indigenous Time Travel Essay</p>
5		<p>Week 5 Topic: Indigenous Time Travel, part II</p> <p>Access: Prezi “Time Capsule” Presentation Week 5</p> <p>Weekly Reading Schedule:</p> <p>Monday: read excerpts from <i>Time Travel: The Popular Philosophy of Narrative</i> (47-51; 79-90; and 143-147) (2013), David Wittenberg (Carmen)</p> <p>Monday: View <i>Field of Dreams</i> (1989), film (available on OSU)</p>

		<p>Secured Media Library)</p> <p>Tuesday: Finish <i>Miko Kings: An Indian Baseball Story</i> (2007), LeAnne Howe</p> <p>Tuesday: Ch. 8 “What Indians Want,” in <i>The Inconvenient Indian</i> (193-214)</p> <p>Discussion Post Week 5: Due Tuesday (11:59pm)</p> <p>Discussion Response Week 5: Due Thursday (11:59pm)</p> <p>Week 5 Quiz: Must be taken by Thursday (11:59pm)</p> <p>Look Ahead to Next Week:</p> <p>Read selected short stories and excerpts</p> <p>Begin to draft your final essay (if you haven’t already done so)</p>
6		<p>Week 6 Topic: Final Frontiers and Course Wrap Up</p> <p>Access: Prezi “Time Capsule” Presentation Week 6</p> <p>Reading Schedule:</p> <p>Monday: Ch. 9 “As Long As the Grass Is Green,” in <i>The Inconvenient Indian</i> (215-247).</p> <p>Monday: “Future Home of the Living God” (2009), Louise Erdrich short story, (462-81) (Carmen)</p> <p>Tuesday: “The Man Who Would Cross Time” (2006), Stephen Graham Jones short story http://joked.com/2006/03/crosstime.asp</p> <p>Tuesday: “Imagining the Reservation” (1993), Sherman Alexie (149-53) (Carmen)</p> <p>Final Frontiers: Course Wrap Up Discussion Post: Due Tuesday by 11:59pm (No quiz or response due)</p> <p>Assignment Due: Native Time Travel Essay (Next Tuesday: 11:59)</p>

Arts and Sciences Distance Learning Course Component Technical Review Checklist

Course: English 3372 Special Topics in Science Fiction and/or Fantasy

Instructor: Joshua Anderson

Summary: (6 week) Online Course

Standard - Course Technology	Yes	Yes with Revisions	No	Feedback/ Recomm.
6.1 The tools used in the course support the learning objectives and competencies.	✓			<p>The learning objectives and competencies are supported by the course tools used in this course in the following ways.</p> <ul style="list-style-type: none"> • Weekly discussion posts and peer responses • Weekly quizzes • Weekly readings • Weekly video lectures • Weekly viewing of film/TV shows • Topic based writing assignments
6.2 Course tools promote learner engagement and active learning.	✓			<p>Students will engage with the course materials and instructor in the following ways to promote active learning.</p> <ul style="list-style-type: none"> • Carmen discussion boards • Prezi "Time Capsules" • OSU secure media library • OSU email (instructor communication) • "Questions about the course" discussion forum (instructor communication) • Microsoft Office 365 ProPlus
6.3 Technologies required in the course are readily obtainable.	✓			<p>All technologies being used for this course are readily obtainable through the Carmen LMS and/or a standard web browser. The course materials section of the syllabus provides the students the needed information to access all technologies.</p>
6.4 The course technologies are current.	✓			<p>All technologies being used for this course are current and accessible through the Carmen LMS and/or a standard web browser.</p>

6.5 Links are provided to privacy policies for all external tools required in the course.	✓			Currently, Prezi is the only external tool being used for this course. An account is not required to view the Prezi "Time Capsules" video lectures so a privacy policy is not required for this course.
Standard - Learner Support				
7.1 The course instructions articulate or link to a clear description of the technical support offered and how to access it.		✓		Recommend that a link to the technical support available for Prezi be listed in the "Course technology" section of the syllabus. It is not clear if a student has a problem playing a Prezi lecture who they should contact for technical support (instructor or Prezi?).
7.2 Course instructions articulate or link to the institution's accessibility policies and services.	✓			a
7.3 Course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them.		✓		b
7.4 Course instructions articulate or link to an explanation of how the institution's student services and resources can help learners succeed and how learners can obtain them.		✓		c
Standard – Accessibility and Usability				
8.1 Course navigation facilitates ease of use.	✓			Recommend using the Carmen Distance Learning Course Shell to provide a consistent student-user experience in terms of navigation and access to content.
8.2 Information is provided about the accessibility of all technologies required in the course.		✓		Recommend that a link be provided on the syllabus for any accessibility information available for Prezi. (e.g. Will a screen reader work with this tool?)
8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.	✓			Recommend that resources be developed to address any requests for alternative means of access to course materials. These resources should be in formats that meet the needs of diverse learners.
8.4 The course design facilitates readability	✓			Recommend using the Carmen Distance Learning Course Shell to provide a consistent student-user experience in terms of navigation and access to content.
8.5 Course multimedia facilitate ease of use.	✓			All assignments and

				activities that use the Carmen LMS with embedded multimedia facilitates ease of use. All other multimedia resources facilitate ease of use by being available through a standard web browser.
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Reviewer Information

- Date reviewed: 11/8/2016
- Reviewed by: Mike Kaylor

Notes:

^aThe University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know via email immediately so that we can privately discuss options. You are also welcome to register with Student Life Disability Services to establish reasonable accommodations. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue. **Consider putting text for the accessibility statement in BOLD 16 pt font.**

^bAdd to the syllabus this link with an overview and contact information for the student academic services offered on the OSU main campus.
<http://artsandsciences.osu.edu/about/college/contacts/advising>

^cAdd to the syllabus this link with an overview and contact information for student services offered on the OSU main campus. <http://ssc.osu.edu>. Also, consider including this link in the “Other Course Policies” section of the syllabus.

Arts and Sciences Distance Learning Course Component Technical Review Checklist

Course: English 3372 Special Topics in Science Fiction and/or Fantasy

Instructor: Joshua Anderson

Summary: (6 week) Online Course

Standard - Course Technology	Yes	Yes with Revisions	No	Feedback/Recomm.
6.1 The tools used in the course support the learning objectives and competencies.	✓			<p>The learning objectives and competencies are supported by the course tools used in this course in the following ways.</p> <ul style="list-style-type: none"> • Weekly discussion posts and peer responses • Weekly quizzes • Weekly readings • Weekly video lectures • Weekly viewing of film/TV shows • Topic based writing assignments
6.2 Course tools promote learner engagement and active learning.	✓			<p>Students will engage with the course materials and instructor in the following ways to promote active learning.</p> <ul style="list-style-type: none"> • Carmen discussion boards • Prezi "Time Capsules" • OSU secure media library • OSU email (instructor communication) • "Questions about the course" discussion forum (instructor communication) • Microsoft Office 365 ProPlus
6.3 Technologies required in the course are readily obtainable.	✓			<p>All technologies being used for this course are readily obtainable through the Carmen LMS and/or a standard web browser. The course materials section of the syllabus provides the students the needed information to access all technologies.</p>
6.4 The course technologies are current.	✓			<p>All technologies being used for this course are current and accessible through the Carmen LMS and/or a standard web browser.</p>

6.5 Links are provided to privacy policies for all external tools required in the course.	✓			Currently, Prezi is the only external tool being used for this course. An account is not required to view the Prezi “Time Capsules” video lectures so a privacy policy is not required for this course.
Standard - Learner Support				
7.1 The course instructions articulate or link to a clear description of the technical support offered and how to access it.		✓		Recommend that a link to the technical support available for Prezi be listed in the “Course technology” section of the syllabus. It is not clear if a student has a problem playing a Prezi lecture who they should contact for technical support (instructor or Prezi?).
7.2 Course instructions articulate or link to the institution’s accessibility policies and services.	✓			a
7.3 Course instructions articulate or link to an explanation of how the institution’s academic support services and resources can help learners succeed in the course and how learners can obtain them.		✓		b
7.4 Course instructions articulate or link to an explanation of how the institution’s student services and resources can help learners succeed and how learners can obtain them.		✓		c
Standard – Accessibility and Usability				
8.1 Course navigation facilitates ease of use.	✓			Recommend using the Carmen Distance Learning Course Shell to provide a consistent student-user experience in terms of navigation and access to content.
8.2 Information is provided about the accessibility of all technologies required in the course.		✓		Recommend that a link be provided on the syllabus for any accessibility information available for Prezi. (e.g. Will a screen reader work with this tool?)
8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.	✓			Recommend that resources be developed to address any requests for alternative means of access to course materials. These resources should be in formats that meet the needs of diverse learners.
8.4 The course design facilitates readability	✓			Recommend using the Carmen Distance Learning Course Shell to provide a consistent student-user experience in terms of navigation and access to content.
8.5 Course multimedia facilitate ease of use.	✓			All assignments and

				activities that use the Carmen LMS with embedded multimedia facilitates ease of use. All other multimedia resources facilitate ease of use by being available through a standard web browser.
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Reviewer Information

- Date reviewed: 11/8/2016
- Reviewed by: Mike Kaylor

Notes:

^aThe University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know via email immediately so that we can privately discuss options. You are also welcome to register with Student Life Disability Services to establish reasonable accommodations. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue. **Consider putting text for the accessibility statement in BOLD 16 pt font.**

^bAdd to the syllabus this link with an overview and contact information for the student academic services offered on the OSU main campus.
<http://artsandsciences.osu.edu/about/college/contacts/advising>

^cAdd to the syllabus this link with an overview and contact information for student services offered on the OSU main campus. <http://ssc.osu.edu>. Also, consider including this link in the “Other Course Policies” section of the syllabus.

English 3372: Special Topics in Science Fiction
Our Bodies, Our Selves: Flesh and Personhood in Science Fiction (Fall 2016)
Wednesdays & Fridays, 12:45-2:05 in Denney 250

Professor Elizabeth Hewitt

Hewitt.33@osu.edu

Office Hours: Please schedule appointments with me at <https://elizabethhewitt.youcanbook.me/>

Course Goals

- To study the unique generic attributes and literary history of science fiction writing after WWII.
- To consider the differences (and lack of differences) between so-called lowbrow genre fiction and 'high' literature.
- To learn how imaginative writing is used to investigate identity, consciousness, and mind-body dualism; and to discover why science fiction might be especially suited towards such cognitive projects.
- To learn the crucial vocabulary necessary to study and write about fictional narrative.
- This course fulfills a **General Education requirement in Literature**. Students in this class will evaluate significant texts in order to develop capacities for aesthetic and historical response and judgment; interpretation and evaluation; and critical listening, reading, seeing, thinking, and writing.

General Education Expected Learning Outcomes

Literature

Goals: Students evaluate significant texts in order to develop capacities for aesthetic and historical response and judgment; interpretation and evaluation; and critical listening, reading, seeing, thinking, and writing.

- Students analyze, interpret, and critique significant literary works.
- Through reading, discussing, and writing about literature, students appraise and evaluate the personal and social values of their own and other cultures.

Required Books

- Philip K. Dick, *Do Androids Dream of Electric Sheep* (9780345404473)
- Charles Burns, *Black Hole* (978-0375714726)
- Octavia Butler, *Dawn* (978-0446603775)
- Stephen Graham Jones, *Mongrels* (978-0062412690)
- Greg Bear, *Blood Music* (978-1497637023)
- Amitav Ghosh, *The Calcutta Chromosome: A Novel of Fevers, Delirium & Discovery* (978-0380813940)
- Kazuo Ishiguro, *Never Let Me Go* (978-1400078776)
- All texts marked with * will be found at the course Carmen site. You must bring a copy of the text to class.

Required Assignments

Reading Quizzes. To ensure that you keep up with reading, there will be regular (but unscheduled) in-class quizzes. The cumulative average will constitute 15% of your grade, and I will drop your lowest grade.

Commonplace book and Discussion Posts. This course requires active (not passive) reading and the best way to do this is to keep a reading journal, or commonplace book. In this book (which can be paper or digital) you should record a basic summary of the texts we read (plot, characters, narrative voice) as well as more detailed observations and responses. This is a place to store the most interesting aesthetic, political, social, and philosophic issues the novel or story raises for you. You do not need to share this commonplace book with me, but you are required to submit a selection from it at least **4 times** throughout the semester on the Carmen discussion page. This discussion post (of approximately 400 words) can raise a question, offer a reading of a passage, offer a critique, etc. Each person is also required to offer a short response to someone else's discussion post at least **4 times** during the semester. The cumulative average of these discussion posts will constitute 15% of your grade.

First Paper. Your first written assignment will be due October 12th. It will be worth 20% of your grade.

Final Project/Paper. Your final written assignment will be due at the end of the semester. It will be worth 20% of your grade.

Final Examination. Comprising short answer and short essay, the examination will assess your ability to synthesize material from the semester. The exam is scheduled for **Monday, December 12 4:00-5:45pm**. The exam will be worth 20% of your grade.

Participation (irl and/or virtual). I expect engaged and thoughtful attention during class and it will be worth 10% of your grade. Students who regularly contribute either in class or online will receive an A. Students who only participate once a week will receive a B. Students who rarely contribute will receive a C and those who never contribute (but attend class) will receive a D. I expect you to regularly check in to Carmen, which is where I will post assignments, additional course materials, and changes to our syllabus.

Attendance and Lateness policy. Attendance is mandatory and I do not distinguish between excused and unexcused absences. If you miss more than 3 classes, I will lower your grade by half a grade. (Thus, if your final average is a B and you have missed 4 classes, then you will receive a C+ for a final grade). More than 5 missed classes will automatically result in a failing grade. Please arrive on time and do not leave early. You also must bring your book to class.

Academic honesty.

The term "academic misconduct" includes all forms of student academic misconduct wherever committed, which includes but are not limited to cases of plagiarism and dishonest practices in connection with examinations. Plagiarism is the representation of another's works or ideas as one's own, and includes the unacknowledged word for word use and/or paraphrasing of another person's work and/or ideas. I will report all instances of alleged academic misconduct to the Committee on Academic Misconduct.

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student

academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5- 487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

Students with disabilities.

Students with disabilities (including mental health, chronic or temporary medical conditions) that have been certified by the Office of Student Life Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office of Student Life Disability Services is located in 098 Baker Hall, 113 W. 12th Avenue; telephone 614-292-3307, slds@osu.edu; slds.osu.edu.

Electronic media policy.

Laptops and tablets are permitted, so long as they are being used for course-related activities (reading texts, taking notes). Please be courteous to your colleagues and me and do not browse. Please turn off your phone ringers before class and put your phones away.

Course Schedule.

- 8/24: Introduction
- 8/26: Judith Merrill, "Only a Mother" (1948)*; Anne McCaffrey, "The Ship Who Sang"* (1961)

- 8/31: Philip K. Dick, *Do Androids Dream of Electric Sheep* (1968), pp. 1-128
- 9/2: *Do Androids Dream* (continued), pp. 129-183

- 9/7: *Do Androids Dream* (finish novel); James Tiptree, Jr., "The Girl who was Plugged In"* (1973)
- 9/9: "The Girl who was Plugged In" (continued)

- 9/14: Samuel Delaney, "Aye and Gomorah"* (1967)
- 9/16: Charles Burns, *Black Hole* (1995-2005)

- 9/21: *Black Hole* (continued)
- 9/23: *Black Hole* (continued); Greg Egan, "Closer"* (1992)

- 9/28: Octavia Butler, *Dawn* (1987), pp.
 9/30: *Dawn* (continued)
- 10/5: *Dawn* (continued); Donna Haraway, "The Biopolitics of Postmodern Bodies"*
 10/7: James Patrick Kelly, "Mr. Boy" (1990); Pat Cadigan, "Pretty Boy Crossover" (1986)
- 10/12: "Pretty Boy Crossover" (continued); Nalo Hopkinson, "Greedy Choke Puppy"* (2001);
 Ursula LeGuin, "The Wife's Story"*
 10/14: **no class: Autumn Holiday**
- 10/19: Stephen Graham Jones, *Mongrels: A Novel* (2016)
 10/21: *Mongrels* (continued)
- 10/26: *Mongrels* (continued); Donna Haraway, from *When Species Meet**
 10/28: Greg Bear, *Blood Music* (1983)
- 11/2: *Blood Music* (continued)
 11/4: *Blood Music* (continued)
- 11/9: Amitav Ghosh, *The Calcutta Chromosome: A Novel of Fevers, Delirium & Discovery* (2001)
 11/11: **no class: Veteran's Day**
- 11/16: *The Calcutta Chromosome* (continued)
 11/18: *The Calcutta Chromosome* (continued)
- 11/23: no class (Thanksgiving)
 11/25: no class (Thanksgiving)
- 11/30: Kazuo Ishiguro, *Never Let Me Go* (2005)
 12/2: *Never Let Me Go* (continued)
- 12/7: Kafka, "A Report to the Academy"* (1917)

English 3372: Science Fiction

FutureNow

Prof. Jared Gardner

gardner.236@osu.edu

Journalism Bldg 0375 T R 2:20-3:40

<http://people.cohums.ohio-state.edu/gardner236/>

We think about science fictions as speculations about the future—what everyday life, political life, and our relationship to technology will look like 100, 1,000, or 10,000 years from now. But science fiction is also always thinking about the present and the decisions we are making now as individuals and a society. In this class we will be focusing on a broad subgenre of scifi sometimes called "social science fiction"—speculative fictions about how future society will be organized that always have one eye on the patterns and consequences of social behavior in the present.

This course fulfills a GEC requirement in Literature. As with all courses fulfilling this requirement, students in this class will evaluate significant texts in order to develop capacities for aesthetic and historical response and judgment; interpretation and evaluation; and critical listening, reading, seeing, thinking, and writing. Expected Learning Outcomes include: 1) analysis, interpretation, and critique of significant literary works and 2) through reading, discussing, and writing about literature, students will learn to appraise and evaluate the personal and social values of their own and other cultures.

SCHEDULE

Week 1

Tues 1/8 Introductions

Thurs 1/10 Octavia Butler, Parable of the Sower

Week 2

Tues 1/15 Parable of the Sower (continued) Thurs

1/17 Parable of the Sower (continued) Week 3

Tues 1/22 Robert Silverberg, "Sailing to Byzantium" (BB2) Thurs

1/24 Neal Stephenson, Diamond Age

QUIZ 1

Week 4

Tues 1/29 Diamond Age (continued) Thurs

1/31 Diamond Age (continued) Week 5

Tues 2/5 Diamond Age (concluded); Paolo Bacigalupi, Windup Girl

Thurs 2/7 Windup Girl (continued)

Week 6

Tues 2/12 Windup Girl (continued) Thurs

2/14 Windup Girl (continued)

QUIZ 2

Week 7

Tues 2/19 John Scalzi, et al., Metatropolis Thurs

2/21 Metatropolis (continued)

Fri 2/22 PAPER 1

Week 8

Tues 2/26 James Patrick Kelly, "Mr. Boy" (BB2) Thurs

2/28 NO CLASS

Week 9

Tues 3/5 David Marusek, Counting Heads Thurs

3/7 Counting Heads (continued)

Week 10

Tues 3/19 Counting Heads (continued)

Thurs 3/21 Nancy Kress, "Beggars in Spain" (BB2)

QUIZ 3

Week 11

Tues 3/26 Corey Doctorow, Down and Out in the Magic Kingdom Thurs

3/28 Down and Out (continued)

Friday 3/29 PAPER 2 Week

12

Tues 4/2 Down and Out (continued) Thurs

4/4 Charles Stross, Rule 34

Week 13

Tues 4/9 Rule 34 (continued) Thurs

4/11 Rule 34 (continued)

Week 14

Tues 4/16 Hugh Howey, Wool 1

Thurs 4/18 Wool and the future of scifi at the end of print; Conclusions

QUIZ 4

Mon 4/29 FINAL PAPER DUE

Required texts

1. Octavia Butler, *Parable of the Sower* (1993) 0446675504
2. Neal Stephenson, *Diamond Age* (1995) 0553380966
3. Cory Doctorow, *Down and Out in the Magic Kingdom* (2003) 076530953X (also available for free download)
4. David Marusek, *Counting Heads* (2005) 0765317540
5. Scalzi, et al, *Metatropolis* (2008) 0765327104 (originally released as an audiobook anthology; available in bargain hardcover edition at amazon.com)
6. Paolo Bacigalupi, *Windup Girl* (2009) 1597801585
7. Charles Stross, *Rule 34* (2011) 1937007669
8. Hugh Howey, *Wool* (2011-12) 1469984202 (released originally in kindle format)
9. *The Best of the Best, Volume 2: 20 Years of the Best Short Science Fiction Novels* 0312363427 [BB2 in schedule]

Course Requirements:

- Quizzes. To make sure that we are all on the same page in terms of lectures and discussions and that we are keeping up with the reading, there will be five (5) quizzes, which will be taken on Carmen. The cumulative average will constitute 25% of your grade.
- Regular and engaged attendance. If you miss more than 3 classes, your grade will be lowered one full grade for each class missed. There is no need to submit excuses for absences, as the same policy applies regardless of the reason for missing class. You should bring your text and writing materials/laptop to every class, and you should also come prepared with notes and questions on the readings. Participation in course discussion is encouraged, and for those who are more reticent about public conversation, there will be a discussion board on Carmen to facilitate our conversation. Both in-class and Carmen participation will constitute 10% of your grade.
- Short papers. There will be two (2) short (500-750 word; 2-3 pages) essays. The first of these short papers will be due on Friday, February 22. The second will be due on (or before) Friday, March 29. Each will be worth 20% of your grade. More specific guidelines will be posted on Carmen.
- Final Paper. Your final assignment will be a longer project, which will be due on Monday, April 29, and will be worth 25% of your grade.
- All course assignments must be completed to earn credit for this course.

Academic misconduct and plagiarism

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Laptop/Tablet/E-reader/Cellphones

You are allowed to use laptops, tablets and electronic readers (Kindles, nooks) in class so long as you are using them to take notes or look at class material. Please have respect for your education and your colleagues and do not use your devices for any non-course related purposes during class time. And kindly turn off the ringers on your phones.