

Term Information

Effective Term Summer 2020
[Previous Value](#) Summer 2017

Course Change Information

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

We propose to change the name of English 3372 (Science Fiction and/or Fantasy) to Special Topics in Science Fiction or Fantasy and to make this course repeatable to 6 hours, allowing simultaneous enrollment in different iterations of this course during the same term.

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

Vastly different topics are taught as English 3372, ranging from "Tolkien's Monsters" to "Feminist Sci-Fi." Thus, students who have taken English 3372 routinely seek to repeat it, and our advisors routinely petition ASC to allow them to do so. Changing the name and making the course repeatable reflects reality and aligns the course with analogous offerings such as English 3378 (Special Topics in Film and Literature) and English 3364 (Special Topics in Popular Culture).

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)?

None

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 Special Topics in Science Fiction or Fantasy
[Previous Value](#) Science Fiction and/or Fantasy
Transcript Abbreviation SciFi/Fantasy
[Previous Value](#) 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
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
Grading Basis Letter Grade
Repeatable Yes
[Previous Value](#) No
Allow Multiple Enrollments in Term Yes

Max Credit Hours/Units Allowed	6
Max Completions Allowed	2
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: English 1110
Previous Value	Prereq: 1110.01 (110.01) or equiv.
Exclusions	
Previous Value	Not open to students with credit for 372.
Electronically Enforced	No

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	<ul style="list-style-type: none">• 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.
Content Topic List	<ul style="list-style-type: none">• Classic science fiction and fantasy• Science fiction works and fantasy in literary contexts• Science fiction works and fantasy in social contexts
Sought Concurrence	No

COURSE CHANGE REQUEST
3372 - Status: PENDING

Last Updated: Lowry,Debra Susan
11/05/2019

Attachments

- 9.30.19 Hewitt English 3372 Syllabus (1).docx: Syllabus
(Syllabus. Owner: Lowry,Debra Susan)
- 9.30.19 Kaplan English 3372 Syllabus SP2018 (3).pdf: Syllabus
(Syllabus. Owner: Lowry,Debra Susan)
- English 3372 GE Assessment Plan.docx: GE Assessment Plan
(GEC Course Assessment Plan. Owner: Lowry,Debra Susan)

Comments

- Please provide GE assessment plan for this course. *(by Vankeerbergen,Bernadette Chantal on 10/31/2019 11:01 AM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Lowry,Debra Susan	10/16/2019 02:39 PM	Submitted for Approval
Approved	Winstead,Karen Anne	10/16/2019 02:39 PM	Unit Approval
Approved	Heysel,Garett Robert	10/22/2019 10:04 PM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	10/31/2019 11:01 AM	ASCCAO Approval
Submitted	Lowry,Debra Susan	11/05/2019 12:35 PM	Submitted for Approval
Approved	Lowry,Debra Susan	11/05/2019 12:36 PM	Unit Approval
Pending Approval	Heysel,Garett Robert Williams,Valarie Lucille	11/05/2019 12:36 PM	College Approval

English 3372: Feminist Science Fiction

Autumn 2019
Tuesdays & Thursdays, 2:20 - 3:40 pm
Denney Hall 250

Professor Elizabeth Hewitt
hewitt.33@osu.edu
Denney 530

Office Hours: make appointments at <https://calendly.com/elizabethhewitt>

Course Goals

- To study the unique generic attributes of science fiction.
- To study a crucial subgenre of science fiction that emphasizes gender and sex.
- To study the crucial vocabulary necessary to reading and writing about narrative fiction.
- To study the important relationship between fiction and political history.
- This course fulfills a GEC 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. 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.

Required Books:

- *Sisters of the Revolution: A Feminist Speculative Fiction Anthology* (PM Press | 9781629630359)
- Mary Shelley, *Frankenstein* (Norton Books | 9780393927931)
- Octavia Butler, *Dawn* (Grand Central Publishing | 9780446603775)
- Margaret Atwood, *The Handmaid's Tale* (Knopf | 9780385490818)
- James Tiptree, Jr., *Her Smoke Rose Up Forever* (Tachyon Publications | 9781892391209)
- Valentine De Landro, et.al, *Bitch Planet, vol. 1* (Image Comics | 9781632153661)
- Any text marked with an * will be located in Carmen <files>

Required Assignments

Reading Quizzes. To be successful in this course, you must read the assigned materials. To help ensure that you keep up with this reading, there will be unscheduled in-class quizzes (approximately eight throughout the semester). The cumulative average of all quizzes will constitute 20% of your final grade, but I will drop your lowest grade. If you are absent, you will receive a 0 for that day's quiz.

Response Paper. Please write a short (3-4 page) paper that responds to one particular story or novel we have read. Your task is to describe an issue—aesthetic, political, social, emotional, ethical, scientific, etc.—that the text raised for you. Explain to me how the text addresses this issue and your response to their treatment of it. The essay is worth 20% of your grade and will be due October 4.

Mixtape Project.

This project has two parts. **First**, please create a mixtape/playlist of at least five songs. This playlist can illustrate a particular moment from a story or novel, or it can be associated with a particular character from a story or novel, or it can be what you imagine the author might have listened to while writing the work. You may choose from any genre (and feel free to move between genres). Please use Spotify to construct your list-and send me a link to your playlist. **Second**, please write a short (3-4 page) paper that explains how and why you chose the songs you selected. Your explanation should be detailed and make specific references to your chosen songs and your chosen text. The project will be worth 20% of your grade and will be due November 25.

Participation and Carmen Posts. Success also requires you to be an engaged participant: in class and on the Carmen Discussion site. Every student is required to the Carmen Discussion site **once every three weeks** a brief response of approximately 200 words, which can take the form of an engaged question, a close reading, an association, an argument, or an impression. Use these posts as an opportunity to engage the material or your colleagues. I will provide a participation grade every two weeks: students who submit at least one post in the two weeks and who offer minimal in-class contributions will receive a B; students who write more than one post and/or contribute regularly in class will receive an A; students who do not write posts, but participate in class will receive a C; and students who don't write a response or participate in class will receive an E. The average of these bi-weekly participation grades will be worth 20% of your grade.

Final Examination. Comprising short answer and short essay, the exam will assess your ability to synthesize material from the course. The exam is scheduled for **Friday, December 6** between 4:00-5:45 pm. Please make your end-of-semester travel plans accordingly. The exam will be worth 20% of your grade.

Class Schedule:

Mothers, Daughters, & Wives

Tuesday 8/20: Introduction

Thursday 8/22: Judith Merrill, "Only a Mother" (1948)*

Tuesday 8/27: "Only a Mother" continued; Anne McCaffrey, "The Ship Who Sang" (1961)*

Thursday 8/29: McCaffrey, continued; Angélica Gorodischer, "The Perfect Married Woman" (1991) in *Sisters* pp. 63-66

Mothers & Monsters

Tuesday 9/3: Mary Shelley, *Frankenstein; or, The Modern Prometheus* (1818), pp. 5-80

Thursday 9/5: *Frankenstein*, pp. 80-105

Tuesday 9/10: *Frankenstein*, pp. 107-161

Thursday 9/12: *Frankenstein*, continued

Strange Journeys

Tuesday 9/17: Ursula LeGuin, "Sur" (1982) in *Sisters* pp. 283-297; Carol Emshwiller, "Boys" (2003) in *Sisters* pp. 235-247

Thursday 9/19: Anne Richter, "The Sleep of Plants" (1967) in *Sisters* pp. 131-36; Joanna Russ, "When it Changed" (1972) in *Sisters* pp. 195-202

Transformations

Tuesday 9/24: Octavia Butler, *Dawn* (1987), pp. 3-111

Thursday 9/26 *Dawn*, pp. 115-140

Tuesday 10/1: *Dawn*, pp. 141-248

Thursday 10/3: no classes

Tuesday 10/8: Eileen Gunn, "Stable Strategies for Middle Management" (1988) in *Sisters* pp. 249-260;

Susan Palwick, "Gestella" in *Sisters* pp. 215-234

Thursday 10/10: no classes

Sex and Violence

Tuesday 10/15: James Tiptree, Jr., "The Last Flight of Doctor Ain" (1969), pp. 1-7; "The Screwfly Solution" (1977), pp. 9-31; and "Your Faces, O My Sisters! Your Faces Filled of Light" (1976) pp. 145-62

Thursday 10/17: Tiptree, "The Women Men Don't See" (1973), pp. 115-43

Tuesday 10/22: Margaret Atwood, *The Handmaid's Tale*, pp. 1-106

Thursday 10/24: Atwood, pp. 107-140

Tuesday 10/29: Atwood, pp. 141-255

Thursday 10/31: Atwood, pp. 256-311

New Wave Feminisms

Tuesday 11/5: Pamela Zoline, "Heat Death of the Universe"*

Thursday 11/7: Samuel Delany, "Aye, Gomorah"*

Tuesday 11/12: James Tiptree, Jr., "The Girl Who was Plugged in" (1973), pp. 43-78

Thursday 11/14: Tiptree, "Houston, Houston, Do You Read?" (1976), pp. 163-216

Incarceration

Tuesday 11/19: L. Timmel Duchamp, "The Forbidden Words of Margaret A." (1980) in *Sisters* pp. 3-19

Thursday 11/21: *Bitch Planet*

Tuesday 11/26: *Bitch Planet* continued

Thursday 11/28: no classes

Tuesday 12/3: *Bitch Planet* continued

Course Policies.

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 B- for a final grade). Please

arrive on time and do not leave early: unless you have contacted me, I will count late arrivals and early exits as absences. You must bring your book to class.

Academic honesty.

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. I will report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the [Code of Student Conduct](#).

Students with disabilities.

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 immediately. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. 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** (slids@osu.edu) is located in 098 Baker Hall, 113 W. 12th Avenue.

Electronic media policy.

Laptops and tablets are permitted, so long as they are being used for course-related activities. Please be courteous to your colleagues and me and do not browse. Mobile phones are not permitted. Violations of this policy will result in an E for your participation grade.

ENG 3372 SF/F
SP 2018
TTh 9:35-10:55
Top Hat join code: 784876

Prof. M. Kaplan
kaplan.103
Office hours T 3:45-5:00
Denney Hall 464

Tolkien's Monsters

Tolkien's bestiary of wights, wargs, balrogs, and nazguls is half the fun of his books. Add the "races" of elves, dwarves, hobbits, orcs, and men and there is a lot to talk about. What is a monster and what do monsters mean? What are the relationships between Tolkien's monsters and the elves, dragons, and trolls of folklore and medieval epic? How have Tolkien's ideas about race affected subsequent fantasy literature and games? In looking at monsters, we'll examine the boundaries of the human and explore the violent language of dehumanization. We'll hew to the books, not the movies, and readings will include *The Hobbit*, *The Lord of the Rings* trilogy, Tolkien's essay "The Monsters and the Critics," modern theoretical works on monstrosity and about race, and comparative texts from folklore and medieval literature. This course fulfills a GEC 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. 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.

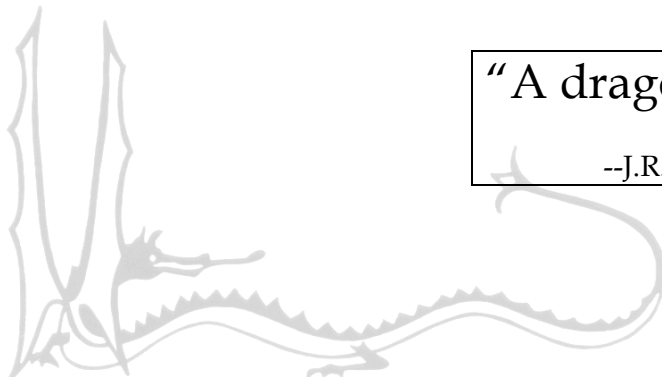
For purchase at the Ohio State University Bookstore

J.R.R. Tolkien, *The Hobbit. 75th Anniversary Edition* (ISBN 978-0-547-92822-7)

J.R.R. Tolkien, *The Lord of the Rings. 50th Anniversary One-Volume Edition* (ISBN 978-0-618-6415-7)

Other readings will be available via Carmen at carmen.osu.edu or osu.instructure.edu.

Install the **Top Hat Lecture** app on your mobile device if you have not already done so.



"A dragon is no idle fancy."

--J.R.R. Tolkien, "The Monsters and the Critics"

Assignments

Reading: There is a healthy amount of reading in this course. Approximately 100 pages of Tolkien's fiction is assigned as a block weekly. The reading is essential, and the Peter Jackson movies are not a substitute. Expect a multiple-choice reading quiz at the beginning of class on Tuesdays, administered via the Top Hat app. The course join code is 784876.

Other readings include Tolkien's essays, medieval texts, folk narrative, social sciences research, and more. Some of these are challenging—especially Tolkien's essays—but none of them is very long. In some cases, I have identified that certain pages are especially (esp.) important. Non-required but suggested readings are indicated as such either on the syllabus or on Carmen itself.

Exams: Both Midterm and Final exams will consist of essay questions. We'll discuss in class what those will look like.

Final project: Students will rank their top four choices from a list of topics and work together in groups. Individuals' grades will be a composite of the grade for their contribution to the group assigned by their fellow group members and a grade for the completed project assigned by me. The final project may be completed in any format *except* as an MS Word document. Clear your plan with me by **March 1**.

- 15% Reading quizzes
- 20% Midterm exam (Feb. 22), essay-based
- 30% Final exam, essay-based
- 35% Final group project

Policies

Attendance will be taken daily via the Top Hat app. After the first three absences, your final grade will be penalized by 3%. Please be on time.

Technology: Participation requires the use of a mobile device or laptop. Please set your phones to silent, however, and resist the perennial urge to surf the web or check your email during class time. Doing so distracts the people around you. (See Faria Sara, Tina Weston, and Nicholas J. Cepeda. "Laptop Multitasking Hinders Classroom Learning for Both Users and Nearby Peers." *Computers & Education* 62 (2013): 24–31.)

Please do not record lectures or classroom discussions in either video or audio form.

Academic Integrity: Do not plagiarize or engage in other forms of academic dishonesty. University rules require that I report all cases of suspected academic dishonesty to the Committee on Academic Misconduct. Plagiarism includes the unacknowledged word-for-word use and/or paraphrasing of another person's work, and/or the inappropriate unacknowledged use of another person's ideas. Academic misconduct includes copying others' work during

exams or allowing others to copy your own work. If you have any questions about what constitutes plagiarism or other academic misconduct, contact me before doing whatever it is you have questions about.

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. I will 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/>

Contacting me: Please email me directly rather than through the Carmen site, and put "ENG 3372" in the subject line so your message is sorted correctly by my email filters.

Office hours: I am available Tuesdays 3:45-5:00 in Denney 464 and, if that does not suit, by appointment. You do not need to set up an appointment to meet with me during regular office hours. You do not need a burning question, either. There are a lot of you! Come by and introduce yourself.

Class Cancellation Policy: If, due to emergency, class must be cancelled, I will ask that a note on department letterhead be placed on the door. I will also contact you by e-mail. Meanwhile, please have done the next reading assignment when the class meets again.

Students with disabilities.

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 immediately. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. 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 (slds@osu.edu) is located in 098 Baker Hall, 113 W. 12th Avenue.

Schedule of readings

Subject to revision as course pacing and logistics demand.

1	January 9 Many meetings	<i>Readings are due on the day for which they are listed. Readings in The Hobbit and LOTR (FR, TT, RK, and appendices) are listed by book and chapter numbers as well as page numbers, for those of you using your own editions.</i>
	January 11 Here be monsters	<i>The Hobbit, ch. I-III, pp. 1-51</i> Van Duzer: "Hic sunt dracones: The Geography and Cartography of Monsters" (48 short pp.) --For examples of medieval monsters, see Liber monstrorum <i>Suggested: KJ Charles, "How to Like Bad Things"</i> --I recommend re-reading this throughout the course.
2	January 16 Animals, humans, and hybridity (wargs, Beorn, giants)	<i>The Hobbit, ch. VI-VIII, pp. 52-150</i> Folklore texts: Giants
	January 18 Elves	<i>Sir Orfeo</i> , excerpt Folklore texts: "Abducted by Aliens"
3	January 23 Dragons	<i>The Hobbit, ch. IX-XIX, pp. 157-276</i> <i>Beowulf</i> , excerpts
	January 25 Monsters and meaning	Tolkien, "The Monsters and the Critics," pp. 5-36, esp. 16-36 MacDougal, <i>Racial Myth in English History</i> , pp. 89-103 Sayer, "Why the idea that the English have a common Anglo-Saxon origin is a myth" (c. 1150 words)
4	January 30 Monsters and Spectacle	<i>Fellowship of the Ring (FR), Book I, ch. 1-6. pp. 21-134</i> Garland-Thomson, "From Wonder to Error: Monsters from Antiquity to Modernity" (10 pp.) Corbey, "Ethnographic Showcases: Account and Vision" (9 pp.)

February 1	Price, "Vegetable Monsters: Man-Eating Trees in Fin-de-Siecle Fiction" (17 pp.)
Man-eating trees (Old Man Willow)	<i>Suggested:</i> Fine and Ellis, "The Menace of International Trade"
5 February 6	FR, I, ch. 7-12, pp. 123-215
Monsters of Philology (Barrow wights, Tom Bombadil)	MacDougal, <i>Racial Myth in English History</i> , pp. 119-124 Shippey, "Lit. and Lang.," esp. pp. 10-27 <i>Suggested, on medieval and pre-medieval burial customs:</i> Ellis Davidson, <i>Road to Hel</i> , pp. 7-29, 35 ff., 90-96, 105-111
February 8	Strickland: "Monstrosity and Race in the Late Middle Ages" (21 pp.)
Monstrosity and Race	Sturtevant, "Race is the original sin of the fantasy genre"
6 February 13	FR, II, 1-5, pp. 220-332
Language and Identity (Black Speech and Elvish)	Tolkien, "English and Welsh" (23 pp.) Note: The point of this reading is not the technical linguistic details but of Tolkien's ideas about language, esthetics, and identity.
February 15	"The Battle of Maldon"
Dúrin's Bane (Balrogs and Dwarves)	LOTR "Durin's Folk" Appendix A, pp. 1071-1078
7 February 20	FR, II, 6-10, pp. 333-407
The Fair Folk (Elves)	Saladin, "Perceived Attractiveness and Attributions of Criminality: What is Beautiful Is Not Criminal" (9 pp.) Folklore texts: Gifts of the Hidden Folk
February 22	
MIDTERM EXAM	

8	February 27	<i>The Two Towers (TT)</i>, III, 1-6, pp. 413-525
	Apes, atavism, and miscegenation (Orcs)	Jemisin, "The Unbearable Baggage of Orcing"
	March 1	<i>LOTR Appendix F, 1: The Languages and Peoples of the Third Age</i>
	Monstrous language (Black Speech)	Bauer and Trudgill, <i>Language Myths</i> , excerpts <i>Suggested (SPOILERS):</i> Flieger, "The Orcs and the Others: Familiarity as Estrangement in <i>The Lord of the Rings</i> "
9	March 6	<i>TT</i>, III, 7-10, pp. 526-600
	De/humanization (Ents, Huorns, Orcs)	Haslam and Loughnan, "Dehumanization and Infracumanization" (24 pp.) Taliesin, "The Battle of the Trees"
	March 8	Patrick, "The Iron Messiah"
	Monstrous industry (Isengard)	
	March 13 -15 <i>Spring Break</i>	<i>Note the reading assignment due after break.</i>
10	March 20	<i>TT</i>, IV, 1-10, pp. 604-742
	Descent and degeneration (Gollum)	
	March 22	Bakhtin, <i>Rabelais and his world</i> , excerpt
	Big Fat Spiders (Shelob, Mirkwood spiders)	Farrell, "Fat and the Un-Civilized Body" in <i>Fat Shame</i> <i>Suggested:</i> Raisborough, "Headless Zombies: Framing the Fat Body;" Qureshi, "Displaying Sara Baartman, the 'Hottentot Venus'"
11	March 27	<i>Return of the King (RK): V, 1-6, pp. 747-849</i>
	Men of the East and the South	Sinex, "'Monsterized Saracens,' Tolkien's Haradrim, and Other Medieval 'Fantasy Products'" (21 pp.)

	March 29		<i>Suggested (SPOILERS):</i> Flieger, "Tolkien's Wild Men"
	Wild Men and Woses		
12	April 3	RK: V, 7-10 – VI, 1-3, pp. 850-947	Folklore texts: Ghostly Troops
	Wraiths, the dead and undead (Nazgul)		
	April 5		Camp, "Black is Beautiful: An American History" (15 pp.)
	<i>"Black men like half-trolls"</i> (Haradrim)		
13	April 10	RK: VI, 4-10, pp. 948-1031	
	<i>"some were just poor bodies running away from trouble; but most were bad men..."</i>		Kteily and Bruneau, "Backlash: The Politics and Real-World Consequences of Minority Group Dehumanization" (17 pp.)
			Last, "How 'Hobbit Camps' Rebirthed Italian Fascism"
			<i>Re-read</i> Charles, "How to Like Bad Things"
	April 12		Layamon, <i>Brut</i> , excerpt
	The Departure of the Elves		Folklore texts: The Departure of the Fairies
14	April 17		Young, "Racial Logics, Franchising, and Video Game Genres: The Lord of the Rings" (21 pp.)
	Playing with Monsters		<i>Suggested:</i> Poor, "Digital Elves as a Racial Other in Video Games"
	April 19		Tolkien, "On Fairy Stories" (50 pp.)
	Recovery, Escape, Consolation		<i>Suggested:</i> Flieger, "There Would Always Be a 'Fairy-tale': J.R.R. Tolkien and the Folklore Controversy"

General Education Assessment: English 3372

GE Expected Learning Outcomes	Methods of Assessment <i>*Direct methods are required. Additional indirect methods are encouraged</i>	Level of student achievement expected for the GE ELO. <i>(for example, define percentage of students achieving a specified level on a scoring rubric</i>	What is the process that will be used to review the data and potentially change the course to improve student learning of GE ELOs
ELO 1 Students analyze, interpret, and critique significant literary works.	Direct Method: Pre/posttest passage analysis question (see below) Indirect Method: Course evaluation question	Improvement from pretest to posttest of all median scores on grading rubric; At least 75% receiving a 3 or 4 on the 4-point grading rubric Indirect: a mean score of at least 4 on a 5-point scale in student responses to “This course helped me meet this objective.”	Results will be shared with instructors, course director, and undergraduate studies committee, which will recommend improvements as appropriate
ELO 2 Through reading, discussing, and writing about literature, students appraise and evaluate the personal and social values of their own and other cultures.	Direct Method: Pre/posttest reading experience question (see below) Indirect Method: Course evaluation question	Improvement from pretest to posttest of all median scores on grading rubric; At least 75% receiving a 3 or 4 on the 4-point grading rubric Indirect: a mean score of at least 4 on a 5-point scale in student responses to “This course helped me meet this objective.”	Results will be shared with instructors, course director, and undergraduate studies committee, which will recommend improvements as appropriate

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

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