

Term Information

Effective Term Summer 2027

[Previous Value](#) [Autumn 2025](#)

Course Change Information

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

The addition of a DL offering of the class.

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

We are looking to help meet student demand for online GE Themes courses, and a DL option will make it easier to offer on our regional campuses so that students there have access to more GE Themes courses.

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	3350
Course Title	Time & Space Travel in Science Fiction
Transcript Abbreviation	SFTravel
Course Description	This course will focus on a classic trope in science fiction: traveling to imaginary lands and times. Travel has allowed writers to reimagine human relationships to lived environments by inviting comparisons between the past and present, between the here and there.
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
Previous Value	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, Wooster

Prerequisites and Exclusions

Prerequisites/Corequisites Prereq: English 1110.xx; or GE foundation writing and info literacy course.
Exclusions
Electronically Enforced Yes

Cross-Listings

Cross-Listings

Subject/CIP Code

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

Requirement/Elective Designation

Lived Environments

Course Details

Course goals or learning objectives/outcomes • The course will provide students an advanced study of science fiction with an emphasis on travel, temporality, and lived environments.

Content Topic List

- Science Fiction
 - Travel
 - Historical comparison
 - Environmental change
 - Human interaction with environment
 - Social change
 - Utopianism/Dystopianism

Sought Concurrence No

Attachments

- English 3350 DL Syllabus.pdf: DL Syllabus
(Syllabus. Owner: Higginbotham, Jennifer K)
- English 3350 reviewed.pdf: DL Cover Sheet
(Other Supporting Documentation. Owner: Higginbotham, Jennifer K)
- 3350 Workload Estimation.pdf: DL Workload Estimator
(Other Supporting Documentation. Owner: Higginbotham, Jennifer K)
- TimeTravelSyllabusRevised.docx: In-person Syllabus
(Syllabus. Owner: Higginbotham, Jennifer K)

COURSE CHANGE REQUEST
3350 - Status: PENDING

Last Updated: Vankeerbergen,Bernadette
Chantal
10/13/2025

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Higginbotham,Jennifer K	10/13/2025 12:30 PM	Submitted for Approval
Approved	Higginbotham,Jennifer K	10/13/2025 12:30 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	10/13/2025 08:38 PM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Neff,Jennifer Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	10/13/2025 08:38 PM	ASCCAO Approval



Syllabus

English 3350

Time and Space Travel in Science Fiction

Spring 2026

3 Credit Hours

Asynchronous Online

Course overview

Professor Information

- Dr. Shaun James Russell
- Russell.1131@osu.edu
- Virtual Office Hours: Tuesdays from 9:00 a.m. – 12:00 p.m. (noon)
- Zoom Meeting Link:
<https://osu.zoom.us/j/3211627548?pwd=Vlp5RG5ZamNFI1VZY1VpNC9xeExDdz09>

Note: My preferred method of contact is email, and you can typically expect a response within a day at most, and usually far less.

Course description

This course will focus on a classic trope in science fiction: traveling to imaginary lands and times. Travel has allowed writers to reimagine human relationships to lived environments by inviting comparisons between the past, present, and future, the here and there, the when and where, and various other comparative speculations besides. Through several novels, films, stories, and television episodes about time and space travel, students will gain an embedded understanding of lived environments from a variety of angles and perspectives.



Course expected learning outcomes

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

1. Understand temporality and spatiality in a speculative fiction context
2. Explore and analyze fictional approaches to time and space
3. Consider the relevance of speculative approaches to lived environments to contemporary, real-world lived environments
4. Develop interdisciplinary approaches (e.g. science, history, literary criticism) as means to understand advanced speculative concepts

General education goals and expected learning outcomes

This course fulfills the general requirements and expected learning outcomes for the GE Theme: Lived Environments

Goals

1. Inspect Lived Environments at a more advanced and in-depth level than in the Foundations component.
2. Integrate approaches to understanding lived environments by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.
3. Explore a range of perspectives on the interactions and impacts between humans and one or more types of environment (e.g., agricultural, built, cultural, economic, intellectual, natural) in which humans live.
4. Analyze a variety of perceptions, representations and/or discourses about environments and humans within them.

Expected Learning Outcomes

Successful students are able to:

- Engage in critical and logical thinking about the topic or idea of lived environments.



- Conduct an advanced, in-depth, scholarly exploration of the topic or idea of lived environments.
- Identify, describe, and synthesize approaches or experiences as they apply to lived environments.
- Demonstrate a developing sense of self as a learner through reflection, self-assessment and creative work, building on prior experiences to respond to new and challenging contexts.
- Engage with the complexity and uncertainty of human-environment interactions.
- Describe examples of human interaction with and impact on environmental change and transformation over time and across space.
- Inspect how humans' interactions with their environments shape or have shaped attitudes, beliefs, values and behaviors.
- Detail how humans perceive and represent the environments with which they interact.
- Analyze and critique conventions, theories and ideologies that influence discourses around environments.

In English 3350, students will fulfill these goals and learning outcomes by analyzing literature across media, studying each work in its historical context and with particular attention to the perspectives seen in the representation of environments in the past, in real or parallel presents, and in the imagined future. To explore varying perspectives, they will be given two assignments dedicated to speculating on how living in a different space or different time respectively impacts how they view “home”—physically and conceptually.

Students will compare and contrast the lived environments represented in the literature we read/watch, the lived environments of the authors that created the works, and the lived environments of our contemporary world and their own experiences.

How this online course works

Mode of delivery



This course is 100% online and asynchronous. There are no required sessions when you must be logged in to Carmen at a scheduled time.

Pace of online activities

This course is structured into weekly modules with a consistent deadline. Each module will open at 12:00 a.m. (Midnight) on Mondays, and close at 11:59 p.m. on Saturdays, giving you six days per week to complete all work for each module. Most readings and viewings will be available from the start of the semester, so it is possible to do *some* work ahead of time if necessary or desired, though I would encourage you to keep that to a minimum, as my required weekly video lectures (released with each module) will help contextualize the readings for the week to follow.

Credit hours and work expectations

This is a **3-credit-hour course**. According to Ohio State policy (go.osu.edu/credithours), students should expect around 9 hours of engagement with the class each week to receive a grade of (C) average. Actual hours spent will vary by student learning habits and the assignments each week.

Participation requirements

Because this is an online course, your attendance is based on your online activity and participation. The following is a summary of students' expected participation:

Participating in online activities

Despite this being an asynchronous, online course, weekly participation is essential. Each week will have Active Reading Responses and Reactions, Reading Quizzes, Speculative Essays, or the Final Exam, and all must be completed in a timely fashion. Likewise, watching the weekly video lecture is essential, as these will both recap the prior week's reading(s) (and your Active Reading Responses, when applicable) and foreground the current week's readings and assignments. Lecture engagement statistics will also be monitored.



Office hours and live sessions

There will be no live sessions in this course, and visiting during office hours (listed above) is completely optional.

Course communication guidelines

I have a very liberal communication policy in that I strongly encourage students to email me with any legitimate course-related questions, comments, and concerns. I firmly believe that open communication between students and professors is always beneficial to both. In other words, don't hesitate to reach out via email (russell.1131@osu.edu or through Carmen), and I'll typically respond within minutes, hours, or a day at most. You are free to address me as Professor Russell, Dr. Russell, or simply Shaun—whatever you are most comfortable with.

Writing style

Different kinds of writing require different styles. For the Active Reading Responses and Reactions, a more personal style is fine. Contractions, informal language, and unadorned prose is allowed in moderation. The two Speculative Essays should be in more elevated academic writing, requiring research (including proper citations), analysis, argument (via a central thesis), and generally formal, academic language (e.g. no contractions, limited personal pronouns etc.). More information on these expectations will be provided via an assignment sheet at least two weeks before each major paper is due.

Tone and civility

In communications between students and the professor (me), as well as between students, I am perfectly fine with a loose, casual, and unaffected tone. There should always be a course-related *reason* for any student-to-professor correspondence, but you are encouraged to speak plainly. That being said, in your correspondence with both me and your fellow students, you should always keep in mind that we are all in the academic context of a university course, and having a fundamental professional respect at the core of your communication is essential.



Citing your sources

Whenever you bring a primary or secondary source into your writing, it must be properly cited. In more informal writing like the Active Reading Responses, this might simply be providing proper quotations and page numbers for shared texts. In more formal work, such as the final paper, this will require a works cited/bibliography as well as in-text citations. Formatting style can be either MLA or Chicago.

Protecting and saving your work

Since this is an online course, technical mishaps are always possible. As such, I encourage you to compose your assignments on your own computers/tablets (or less ideally, phones) and save them accordingly so that you have backups if one of these technical mishaps occurs. In the digital environment, doing so is simply a “best practice.”

Course materials and technologies

Books

Required

The following required texts are available for purchase at the university bookstore, Barnes & Noble @ The Ohio State University, 1598 N High Street (<https://ohiostate.bncollege.com>):

- Arthur C. Clarke, *Rendezvous With Rama*
- Robert Heinlein, *The Moon is a Harsh Mistress*
- Mark Twain, *A Connecticut Yankee in King Arthur's Court*
- Kurt Vonnegut Jr., *Slaughterhouse Five*
- Other texts and viewings will be made available on Carmen

Recommended

- Janet E. Gardner and Joanne Diaz, *Reading and Writing About Literature*, 5th ed.



The required texts for purchase consist of four novels. Other texts will include a novella, short stories, films, and a TV episode (all on Carmen, possibly with a required temporary subscription to a streaming service based on availability of media). The recommended text is an excellent, easy-to-understand primer on how to read and write about literature, including examples of common assignments, useful terminology, advice on how to approach close-reading and analysis, and much more. It is not a *requirement*, but for students new to literary study, I strongly encourage its use. Shop around for the cheapest price and whatever medium (book or eBook) you prefer.

Course technology

Technology support

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available [at it.osu.edu/help](https://it.osu.edu/help), and support for urgent issues is available 24/7.

- Self-Service and Chat support: it.osu.edu/help
- Phone: 614-688-4357(HELP)
- Email: 8help@osu.edu
- TDD: 614-688-8743

Technology skills needed for this course

- Basic computer and web-browsing skills
- Navigating Carmen (go.osu.edu/canvasstudent)
- CarmenZoom virtual meetings (go.osu.edu/zoom-meetings)

Required Equipment

- Computer: current Mac (MacOs) or PC (Windows 10) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone



- Other: a mobile device (smartphone or tablet) to use for BuckeyePass authentication

Required software

- Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Full instructions for downloading and installation can be found at go.osu.edu/office365help.

Carmen Access

You will need to use BuckeyePass (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the Duo Mobile application to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution with you.



Grading and instructor response

How your grade is calculated

Assignment Category	Points and/or Percentage
Video Icebreaker and Syllabus Quiz	5% (2.5% each)
Active Reading Responses (8)	32% (4% each)
Active Reading Reactions (8)	8% (1% each)
Reading Quizzes (5)	10% (2% each)
Speculative Essay 1	15%
Speculative Essay 2	15%
Final Exam	15%
Total	100%

Description of major course assignments

Active Reading Responses and Reactions (x8)

- **Description**

In eight separate weeks of the semester, students will be expected to write an Active Reading Response to the week's reading(s). They will be provided with at least three prompts to choose from, and



will be expected to answer with their own informed thoughts. Relatedly, students will also be required to React to one student's response each week with a substantive post.

- **Academic integrity and collaboration guidelines**

Each Active Reading Response will need to be approximately **250 words**, and will need to make direct reference to the week's reading(s) via in-text citations. Additionally, each student's Reaction will need to be approximately **100 words**, directly related to the original student's response. Since these posts will be students' own informed responses based on their own interpretation of the prompt and analysis of the text(s), no consultation of generative AI will be permitted.

Reading Quizzes (x5)

- **Description**

In five separate weeks of the semester (offsetting weeks with an Active Reading Response), students will have a brief five- or six-question Reading Quiz that simply tests their ability to recall important factual details about the week's work. Students will have ten minutes to complete each quiz.

- **Academic integrity and collaboration guidelines**

Each quiz will have a short enough time allotted that it will be difficult to simply look up the correct answers on the fly, but not so short that they cannot spend a minute or so on each question, thinking of the appropriate answer. These quizzes are not intended to be difficult, but rather to build a student's ability to identify and retain key information.

Speculative Essay 1 & 2

- **Description**

These two essays will have a series of prompts requiring students to form speculative approaches to either the impact of conceptual space travel on their understanding of lived environments (the



first essay), or the impact of conceptual time travel (the second). The first essay will draw from themes and works introduced and explored in the first Unit (Weeks 1 to 7), and will require analysis, research, an arguable thesis statement, and reference to at least one of the works presented in the Unit. The second essay will similarly draw from themes and works introduced and explored in the second Unit (Weeks 8 to 15) and will have the same general requirements, with a completely distinct set of prompts.

- **Academic integrity and collaboration guidelines**

Each Speculative Essay will be approximately **1750 words**, and will be based on students' own thoughtful consideration of the available prompts. Both essays will require research and will demonstrate active engagement with the course theme and depth of thought. Students will need to provide proper citations for any primary and secondary sources consulted. Because these are both speculative papers based on student engagement with the course materials, no consultation of generative AI will be permitted.

Final Exam

- **Description**

The Final Exam will be administered online during Finals Week, and will consist of a blend of multiple choice questions, single-sentence answers, and a multi-paragraph response. The exam will be cumulative, considering works from the entire semester. Questions will draw from all readings and video lectures, and students will be encouraged from the first week onward to take pertinent notes in anticipation of this culminating assignment.

- **Academic integrity and collaboration guidelines**

Students will have approximately 90 minutes to complete the Final Exam online, though most students should be able to complete it in approximately one hour. This exam will technically be “open book,” due to the online nature of the course, though over half of the grade will be dependent on synthesis of the readings and lectures. No consultation of generative AI will be permitted.



Late assignments

Late work is strongly discouraged for any reason, especially given that there are only three papers in this course beyond the Reading Quizzes and Active Reading Responses, and Reactions. As such, submitting late work will result in a full letter grade being taken off the assignment grade for each day it is late. **Active Reading Responses, Reactions, and the Final Exam cannot be taken late.**

Grading Scale

We will be using a standard grading scale as follows, but note that if you find yourself within .5% of the next highest grade (e.g. 92.5%) at the end of the course, I will round up. Because of this lenient grading policy, grades are non-negotiable.

- 93-100: A
- 90-92: A–
- 87-89: B+
- 83-86: B
- 80-82: B–
- 77-79: C+
- 73-76: C
- 70-72: C–
- 67-69: D+
- 60-66: D
- Under 60: E

Instructor feedback and response time

Grading and feedback

Grading for all assignments will typically be completed within a week of submission. Likewise, all assignments that require feedback (e.g. essays, responses, final exam) will always receive several sentences of personalized commentary. Additionally, each major assignment will have an assignment sheet that provides all important details about assignment expectations. These assignment sheets will always be provided at least two weeks before the assignment due date.



Academic policies

Academic integrity policy

See **Descriptions of major course assignments**, above, for my specific guidelines about collaboration and academic integrity in the context of this online class.

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/>.

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:

- Committee on Academic Misconduct web page (go.osu.edu/coam)
- Ten Suggestions for Preserving Academic Integrity (go.osu.edu/ten-suggestions)

Copyright for instructional materials

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.

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 at titleix@osu.edu

Commitment to a diverse and inclusive learning environment

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Intellectual diversity

Ohio State is committed to fostering a culture of open inquiry and intellectual diversity within the classroom. This course will cover a range of information and may include discussions or debates about controversial issues, beliefs, or policies. Any such discussions and debates are intended to support understanding of the approved curriculum and relevant course objectives rather than promote any specific point of view. Students will be assessed on principles applicable to the field of study and the content covered in the course. Preparing students for citizenship includes helping



them develop critical thinking skills that will allow them to reach their own conclusions regarding complex or controversial matters.

Your mental health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614-292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

Accessibility accommodations for students with disabilities

Requesting accommodations

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. 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.

If you are isolating while waiting for a COVID-19 test result, please let me know immediately. Those testing positive for COVID-19 should refer to



the [Safe and Healthy Buckeyes site](#) for resources. Beyond five days of the required COVID-19 isolation period, I may rely on Student Life Disability Services to establish further reasonable accommodations. You can connect with them at slds@osu.edu; 614-292-3307; or slds.osu.edu.

Religious accommodations

Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.

With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement and the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.



If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the [Office of Institutional Equity](#).

Policy: [Religious Holidays, Holy Days and Observances](#)

Course Schedule

All assignments, readings, and video lectures will be clearly displayed on each weekly module on our course's Carmen page, but the following lays out weekly expectations. NOTE: Each module will unlock at 12:00 a.m. on Monday (midnight), then lock on Saturday at 11:59 p.m. All listed readings and assignments should be completed by the end of each Saturday.

Week	Date	Topics/Readings/Assignments
<u>UNIT 1: SPACE TRAVEL</u>		
1	Jan 12 th -17 th	<u>Topic:</u> Defining Time and Space Travel <u>Viewing:</u> <i>Twilight Zone</i> Season 1, Episode 1: "Where is Everybody?" <u>Assignments:</u> Video Icebreakers; Syllabus Quiz
2	Jan 19 th -24 th	<u>Topic:</u> Near Space 1 <u>Readings:</u> Heinlein, <i>The Moon is a Harsh Mistress</i> ch. 1-13 <u>Assignment:</u> Reading Quiz 1
3	Jan 26 th -31 st	<u>Topic:</u> Near Space 2



Week	Date	Topics/Readings/Assignments
		<u>Readings:</u> Heinlein, <i>The Moon is a Harsh Mistress</i> ch. 14-30 <u>Assignments:</u> Active Reading Response 1
4	Feb 2 nd -7 th	<u>Topic:</u> Farther Out 1 <u>Reading:</u> Clarke, <i>Rendezvous With Rama</i> ch. 1-22 <u>Assignment:</u> Reading Quiz 2
5	Feb 9 th -14 th	<u>Topic:</u> Farther Out 2 <u>Reading:</u> Clarke, <i>Rendezvous With Rama</i> ch. 23-46 <u>Assignment:</u> Active Reading Response 2
6	Feb 16 th -21 st	<u>Topic:</u> Farther Still <u>Viewing:</u> <i>Interstellar</i> (2014 film, dir. Christopher Nolan) <u>Assignment:</u> Active Reading Response 3
7	Feb 23 rd -28 th	<u>Topic:</u> Farthest <u>Viewing:</u> <i>Solaris</i> (2002 film, dir. Stephen Soderberg) <u>Assignments:</u> Reading Quiz 3; Speculative Essay 1
<u>UNIT 2: TIME TRAVEL</u>		
8	Mar 2 nd -7 th	<u>Topic:</u> The Past



Week	Date	Topics/Readings/Assignments
		<u>Readings:</u> Bradbury, “The Sound of Thunder” <u>Assignments:</u> Active Reading Response 4; Mid-semester Survey
   <u>SPRING BREAK: NO CLASS!</u>   		
10	Mar 16 th -21 st	<u>Topic:</u> The Past 2 <u>Readings:</u> Twain, <i>A Connecticut Yankee in King Arthur’s Court</i> <u>Assignment:</u> Active Reading Response 5
11	Mar 23 rd -28 th	<u>Topic:</u> The Present <u>Viewing:</u> <i>About Time</i> (2013 film, dir. Richard Curtis) <u>Assignment:</u> Reading Quiz 4
12	Mar 30 th -Apr 4 th	<u>Topic:</u> The Present 2 <u>Reading:</u> King, “The Langoliers” (novella) <u>Assignment:</u> Active Reading Response 6
13	Apr 6 th -11 th	<u>Topic:</u> The Future and Beyond 1 <u>Reading:</u> Vonnegut Jr., <i>Slaughterhouse Five</i> ch. 1-4 <u>Assignments:</u> Active Reading Response 7
14	Apr 13 th -18 th	<u>Topic:</u> The Future and Beyond 2



Week	Date	Topics/Readings/Assignments
		<u>Reading:</u> Vonnegut Jr., <i>Slaughterhouse Five</i> ch. 5-10 <u>Assignment:</u> Reading Quiz 5; Speculative Essay 2
15	Apr 20 th -25 th	<u>Topic:</u> The Future and Beyond 3 <u>Viewing:</u> <i>2001: A Space Odyssey</i> (1968 film, dir. Stanley Kubrick) <u>Assignment:</u> Active Reading Response 8
Finals	May 4 th	Final Exam Due Monday, May 4th at 11:59 p.m.

SYLLABUS: ENGLISH 3350; 3 credit hours

Time & Space Travel in Science Fiction



Autumn Semester 20xx

Tuesday, Thursday 4.10pm-5.30pm, Mendenhall Lab 175

Instructor: Clare Simmons. Office: Denney 571; e-mail simmons.9@osu.edu.

Office hours: Tuesday and Thursday 11.30am-12.30pm and by appointment in Denney 571; most Tuesdays and Thursdays I am also available before class.

ABOUT THIS COURSE: Traveling to different lands and times has been a classic trope in science fiction before the term “science fiction” even existed, because it has allowed writers to reimagine our relationships to our lived environments by inviting comparisons to imaginary lands and imaginary times. In this class, we will read literature that invites such comparison thereby allowing us to ask two critical questions. 1) How can this imaginative literature allow us to see our own world—the management of resources and the various arrangements of human life in relationship to the Earth—in an entirely new ways? 2) How can this literature inspire future projects and visions of alternative (and better) ways for humans to interact with their lived environments?

GENERAL EDUCATION GOALS AND EXPECTED LEARNING OUTCOMES

As part of the Lived Environments Theme of the General Education curriculum, this course is designed for the following:

General Expectations for All Themes	
Goals	Expected Learning Outcomes
GOAL 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations.	Successful students are able to:
	1.1 Engage in critical and logical thinking about the topic or idea of the theme. 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme.
GOAL 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.	2.1 Identify, describe, and synthesize approaches or experiences as they apply to the theme.
	2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.
Theme: Lived Environments	
Goals	Expected Learning Outcomes
GOAL 1: Successful students will explore a range of perspectives on the interactions and impacts between humans and one or more types of environments (e.g., agricultural, built, cultural, economic, intellectual, natural) in which humans live.	Successful students are able to:
	1.1 Engage with the complexity and uncertainty of human-environment interactions. 1.2 Describe examples of environmental change and transformation over time and across space, including the roles of human interaction and impact.
GOAL 2: Successful students will analyze a variety of perceptions, representations and/or discourses about environments and humans within them.	2.1 Analyze how humans' interactions with their environments shape or have shaped attitudes, beliefs, values and behaviors.
	2.2 Describe how humans perceive and represent the environments with which they interact.
	2.3 Analyze and critique conventions, theories, and ideologies that influence discourses around environments.

To be successful in this course, you should show that you have met the following goals:

THEME GOAL ONE: Students will engage in literary analysis (textual citation, close reading, historical contextualization, etc.) in written essays and journal responses that ask advanced questions about how imaginative literature offers social critique and posits social change.

THEME GOAL TWO: Students make connections between the course reading and their own experiences and interdisciplinary work across the humanities, natural sciences, and social sciences.

LIVED ENVIRONMENTS GOAL ONE: Students will analyze literature across media, studying each work in its historical context and with particular attention to the perspectives seen in the representation of environments in the past, in real or parallel presents, and in the imagined future. To explore varying perspectives, they will be given the assignment of imagining a future society or a past society where history played out differently.

LIVED ENVIRONMENTS GOAL TWO: Students will compare and contrast 1) the lived environments represented in the literature we read/watch; 2) the lived environments of the authors that created the works; and 3) the lived environments of our contemporary world and their own experience.

REQUIRED TEXTS (ordered through the University Barnes and Noble):

H.G. Wells, *The Time Machine*, Ed. Stephen Arata (Norton). ISBN 978-0-393-92794-8

Octavia E. Butler, *Kindred* (Beacon). ISBN 978-0-8070-8369-7

Safia Elhillo, *Home is not a country* (Make Me a World) ISBN 978-0-593-17705-1

Please obtain this edition of *The Time Machine* since we will be making use of some of the supplementary material in the book. Other readings are posted to Carmen. Please make sure you have access to the relevant day's readings during class sessions.

OUTLINE OF COURSE

Tuesday August 24: Introduction

PART 1: TRAVEL PROBLEMS

Thursday August 26: Read Ray Bradbury, "A Sound of Thunder," on Carmen.

Tuesday August 31: Selections from Charles Dickens, *A Christmas Carol*, on Carmen.

Thursday September 2: Selections from Mark Twain, *A Connecticut Yankee in King Arthur's Court*, on Carmen.

PART 2: SLEEPING INTO THE FUTURE

Tuesday September 7: Washington Irving, "Rip Van Winkle," on Carmen

Thursday September 9: Lydia Maria Child, "Hilda Silfverling," on Carmen

Tuesday September 14: Edward Bellamy, *Looking Backward* selections on Carmen; please read the first 8 chapters (pp. 1-40).

Thursday September 16: Edward Bellamy, *Looking Backward* selections; please read the remaining selections (pp. 40-91).

Tuesday September 21: William Morris, "News from Nowhere" selections, on Carmen; please read up to the end of chapter VIII (pp. 1-33)

Thursday September 23: William Morris, "News from Nowhere"; please read the remaining selections (pp. 33-69), on Carmen.

Tuesday September 28: H.G. Wells, *When the Sleeper Wakes*, selections on Camen; please read chapters 1-9 (pp. 1-40).

Thursday September 30: H.G. Wells, *When the Sleeper Wakes*; please read the remaining selections (pp.40-77).

Tuesday October 5: Imagined World project class presentations

Thursday October 7: Imagined World project class presentations

PART 3: TIME- SPACE TRAVEL AND IDENTITY

Tuesday October 12: Octavia Butler, *Kindred*; please read pp.9-74

Thursday October 14: Autumn Break

Tuesday October 19: Octavia Butler, *Kindred*; please read pp. 74-174

Thursday October 21: Octavia Butler, *Kindred*; please finish the novel

Tuesday October 26 : Safia Elhillo, *Home is not a country*; please read Part 1, pp. 3-81

Thursday October 28: Safia Elhillo, *Home is not a country*; please finish the book.

PART 4: TIME MACHINES!

Tuesday November 2: Introduction to Time Machines; selection from Harold Steele MacKaye, *The Panchronicon*, on Carmen.

Thursday November 4: H.G. Wells, *The Time Machine*; please read the story, pp. 3-71.

Tuesday November 9: *The Time Machine* movie.

Essay due on Carmen by 11.59pm

Thursday November 11: Veterans' Day; no class

Tuesday November 16: *The Time Machine*; please read critical essays on scientific and social contexts, pp. 157-73; Israel Zangwill, "Paradoxes of Time Travel," in *The Time Machine* book pp. 184-87; and Elaine Showalter's essay, pp. 213-21.

Thursday November 18: *Dr. Who*; browse the site
<https://thedoctorwhosite.co.uk/doctorwho/information-about-doctor-who/>

Tuesday November 23 (In person): Video: "Dr. Who: A Christmas Carol"

Wednesday November 24: Thanksgiving; no class

Thursday November 25: Thanksgiving; no class

Tuesday November 30: Poster Display day

Thursday December 2: Time machine movie to be decided by the will of the group

Tuesday December 7 (In person): Last day of class; conclusions?

Wednesday December 15: Final Exam due by 11.59pm; See "Assignments" and Carmen for guidelines. If you wish to submit earlier, that's fine by me!

COURSE REQUIREMENTS

The main requirements for this course are one paper, a research poster, a collaborative project, and quizzes and a final exam in similar format to the quizzes. **We will discuss these in class nearer the due dates; you can also find additional information on Carmen.**

Essay: The essay must be on a work we have read for class. **Choose one of the following topics and write a 1,000-1,500 word essay showing your own thoughts about one or two of the works that we have read so far. Your essay should have a thesis (the big point you are arguing) supported by evidence from the text. It must include at least some direct quotation from the text, and show how you respond to the environments imagined in the work. If you use any outside sources—you are not required to do so—**

please include a Works Cited page and ensure that all references to the work of others are fully documented.

Option 1: Compare and contrast specific aspects of the future worlds imagined in two of the texts we have read. (Note: I'm encouraging you here to focus on some of the ideas about the future world, rather than trying to cover everything.) Would you describe these aspects as utopian? Dystopian? A mixture of the two? And do you think the author of the work would agree with your reading of the text?

Option 2: Through the use of specific examples from the text, discuss the representation of gender, race, or economic relations in one, or at the most two, of the works that we have read so far. Even when imagining past or future, can authors escape from the cultural assumptions of their own time and culture?

Research Poster: I am asking everyone to create a poster display serving as an introduction to a work we have *not* read or viewed for class. You have probably seen many movies and television shows involving time travel; and/or you may have read books or graphic novels about traveling through time. In this course we couldn't sample them all—so this is your opportunity to become an expert on a work not studied for this class. Choose a work, and make a poster presentation (or laptop slide if you prefer) that does the following:

- a) Gives identifying information about the work (for example, writer, publication date, movie date)
- b) Includes a clear summary of the story (150-250 words approx.), explaining how it represents an environment.
- c) Includes something visual that will attract viewers' interest
- d) Tells others in at least 100 words why you are attracted or repelled by its representation of a specific environment.
- e) Includes bibliographical references to at least two outside sources.

Imagined World (group project): I am asking everyone to create an "imagined world"—either what they think the future will be like, or a past that has been messed up by time travel! I'd encourage you to do this in groups (maximum 5 people per group) but if you prefer to work alone, that's fine too. Then create a presentation of up to ten minutes to explain your concept to the class that includes both text and something visual, explaining clearly what kind of environment you imagine, and making it clear whether you regard it as an improvement on our world, or decidedly worse. You can do this through a slide presentation if you wish, but you are welcome to think of other ways to do this—maybe a map or model, a video, or even acting.

Quizzes/Exams: There will be no in-person exams for this course; I will post quizzes and exams to Carmen and you can complete them in your own time. They are designed not only to test your reading knowledge but also to give you scope to express your own thoughts about the environments represented in the texts. In most instances I will provide a passage from readings discussed in class, then ask you specific questions that ask you to demonstrate your knowledge of how poetry works. The questions will also give you an opportunity to express your own opinions on how the environment is imagined. The final exam will ask you to combine a reading response and a short essay that makes comparisons between worlds represented in the course.

You are welcome to make use of the texts, your notes, and my PowerPoints in completing your responses.

Careful reading in advance, regular attendance, and active participation are required to ensure that we have good class discussions. It is my intention to make a note of who attends and who does not, whether we meet in person or online. I am making the attendance policy more generous than usual in the current circumstances, but more than 4 absences will affect your participation grade, and anyone who is absent more than 8 times without notifying me will receive a fail *for the course*. Please try not to be late: missing more than 10 minutes of a class counts as half an absence. If you know you must miss a class, please let me know in advance; after-the-fact absences require documentation such as a doctor's note. Conversely, if I have to miss a class unexpectedly (I haven't done this in 30 years, but there could always be a first time), I'll send you an e-mail as early as I can.

CURRENT EMERGENCY

~~I am hoping that by the time this class begins we will all be vaccinated and physically able to attend the in-person class sessions. Nevertheless, everyone in the class should obey local and Ohio State-specific mandates regarding mask wearing and social distancing. If you are feeling unwell, please do not come to class; I will provide a Zoom link if necessary.~~

GRADING

Essay: 20% (200 points)

Research poster: 20% (200 points)

Imagined World: 10% (100 points)

Quizzes: 20% (200 points)

Final: 20% (200 points)

Attendance and Participation: 10% (100 points)

The course will be scored out of 1000 points, so each percent is worth 10 points. The grading scale, listed below, should give a sense of how letter grades correspond to percentage grades in this course.

93-100: A 90-92.9: A- 87-89.9: B+ 83-86.9: B 80-82.9: B- 77-79.9: C+

73-76.9: C 70-72.9: C- 67-69.9: D+ 60-66.9: D Below 60: E

PLAGIARISM AND ACADEMIC MISCONDUCT

Plagiarism is the unauthorized use of the words or ideas of another person by presenting them as one's own. You are not required to use secondary sources for your journal and portfolio; if you choose to do any research done for the assignments in this course, any words and ideas that you use must be properly documented. Committing plagiarism constitutes a serious offense that could result in a failing grade on the assignment or in the course or (depending on the circumstances) even suspension or dismissal from Ohio State.

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/>.

Disability statement

The University strives to make all learning experiences as accessible as possible. ~~In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's request process, managed by Student Life Disability Services.~~ If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. 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 contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Title IX:

All students and employees at Ohio State have the right to work and learn in an environment free from harassment and discrimination based on sex or gender, and the university can arrange interim

measures, provide support resources, and explain investigation options, including referral to confidential resources.

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 at titleix@osu.edu

Further Resources

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling [614-292-5766](tel:614-292-5766). CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at [614-292-5766](tel:614-292-5766) and 24 hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

Finally:

If you have any questions or concerns, do let me know. I'm looking forward to having you in this class.

Distance Approval Cover Sheet

For Permanent DL/DH Approval | College of Arts and Sciences
(Updated 2-1-24)

Course Number and Title:

Carmen Use

When building your course, we recommend using the [ASC Distance Learning Course Template](#) for CarmenCanvas. See [Carmen: Common Sense Best Practices](#) and [Carmen Fast Facts for Instructors](#) for more on using CarmenCanvas

☐ A Carmen site will be created for the course, including a syllabus and gradebook at minimum.

If no, why not?

Syllabus

☐ Proposed syllabus uses the ASC distance learning syllabus template, includes boilerplate language where required, as well as a clear description of the technical and academic support services offered, and how learners can obtain them.

☐ Syllabus is consistent and is easy to understand from the student perspective.

☐ Syllabus includes a schedule with dates and/or a description of what constitutes the beginning and end of a week or module.

☐ If there are required synchronous sessions, the syllabus clearly states when they will happen and how to access them.

Additional comments (optional).



Instructor Presence

For more on instructor presence: [About Online Instructor Presence](#).

For more on Regular and Substantive Interaction: [Regular Substantive Interaction \(RSI\) Guidance](#)

Students should have opportunities for regular and substantive academic interactions with the course instructor. Some ways to achieve this objective:

- ☐ Instructor monitors and engages with student learning experiences on a regular and substantive cadence.

Explain your plan for understanding student experiences of the course and how the instructor will be responsive to those experiences (**required**).

- ☐ Regular instructor communications with the class via announcements or weekly check-ins.
- ☐ Instructional content, such as video, audio, or interactive lessons, that is visibly created or mediated by the instructor.
- ☐ Regular participation in class discussion, such as in Carmen discussions or synchronous sessions.
- ☐ Regular opportunities for students to receive personal instructor feedback on assignments.

Please comment on this dimension of the proposed course (or select/explain methods above).

Delivery Well-Suited to DL/DH Environment

Technology questions adapted from the [Quality Matters](#) rubric. For information about Ohio State learning technologies: [Toolsets](#).

- ☐ The tools used in the course support the learning outcomes and competencies.
- ☐ Course tools promote learner engagement and active learning.
- ☐ Technologies required in the course have been vetted for accessibility, security, privacy and legality by the appropriate offices and are readily and reasonably obtainable.
- ☐ Links are provided to privacy policies for all external tools required in the course.

Additional technology comments:

Which components of this course are planned for synchronous delivery and which for asynchronous delivery (**required**)? (For DH, address what is planned for in-person meetings as well)

If you believe further explanation would be helpful, please comment on how course activities have been adjusted for distance learning:

Workload Estimation

For more information about estimating student workload, see [Workload Estimation](#).

- ☐ Course credit hours align with estimated average weekly time to complete the course successfully.
- ☐ Course includes regular substantive interaction well-suited to the learning environment at a frequency and engagement level appropriate to the course.

Provide a brief outline of a typical course week, categorizing course activities and estimating the approximate time to complete them or participate (**required**):

- ☐ In the case of course delivery change requests, the course demonstrates comparable rigor in meeting course learning outcomes.

Accessibility

See [Creating an Accessible Course](#) for more information. For tools and training on accessibility: [Digital Accessibility Services](#).

- ☐ Instructor(s) teaching the course will have taken Digital Accessibility training (starting in 2022) and will ensure all course materials and activities meet requirements for diverse learners, including alternate means of accessing course materials when appropriate.
- ☐ Information is provided about the accessibility of all technologies required in the course. All third-party tools (tools without campus-wide license agreements) have their accessibility statements included.

Description of any anticipated accommodation requests and how they have been/will be addressed.

Additional comments (optional):

Academic Integrity

For more information: [*Promoting Academic Integrity*](#).

- ☐ The course syllabus includes online-specific policies about academic integrity, including specific parameters for each major assignment:
- ☐ Assignments are designed to deter cheating and plagiarism and/or course technologies such as online proctoring or plagiarism check or other strategies are in place to deter cheating.

Additional comments (optional):

Frequent, Varied Assignments/Assessments

For more information: [*Designing Assessments for Students*](#).

Student success in online courses is maximized when there are frequent, varied learning activities. Possible approaches:

- ☐ Opportunities for students to receive course information through a variety of different sources, including indirect sources, such as textbooks and lectures, and direct sources, such as scholarly resources and field observation.
- ☐ Variety of assignment formats to provide students with multiple means of demonstrating learning.
- ☐ Opportunities for students to apply course knowledge and skills to authentic, real-world tasks in assignments.

Comment briefly on the frequency and variety of assignment types and assessment approaches used in this course or select methods above (**required**):

Community Building

For more information: [Student Interaction Online](#) and [Creating Community on Your Online Course](#)

Students engage more fully in courses when they have an opportunity to interact with their peers and feel they are part of a community of learners. Possible approaches:

- ☐ Opportunities for students to interact academically with classmates through regular class discussion or group assignments.
- ☐ Opportunities for students to interact socially with classmates, such as through video conference sessions or a course Q&A forum.
- ☐ Attention is paid to other ways to minimize transactional distance (psychological and communicative gaps between students and their peers, instructor, course content, and institution).

Please comment on this dimension of the proposed course (or select methods above)

Transparency and Metacognitive Explanations

For more information: [Increasing Transparency and Metacognition](#)

Students have successful, meaningful experiences when they understand how the components of a course connect together, when they have guidance on how to study, and when they are encouraged to take ownership of their learning. Possible approaches:

- ☐ Instructor explanations about the learning goals and overall design or organization of the course.
- ☐ Context or rationale to explain the purpose and relevance of major tasks and assignments.

- ☐ Guidance or resources for ancillary skills necessary to complete assignments, such as conducting library research or using technology tools.
- ☐ Opportunities for students to take ownership or leadership in their learning, such as by choosing topics of interest for an assignment or leading a group discussion or meeting.
- ☐ Opportunities for students to reflect on their learning process, including their goals, study strategies, and progress.
- ☐ Opportunities for students to provide feedback on the course.

Please comment on this dimension of the proposed course (or select methods above):

Additional Considerations

Comment on any other aspects of the online delivery not addressed above (optional):

Syllabus and cover sheet reviewed by *Bob Mick* on *10/8/25*

Reviewer Comments:

Additional resources and examples can be found on [ASC's Office of Distance Education](#) website.

Course Workload Estimator

Note: An enhanced version with new features has been released!
[Click here to switch to the Enhanced Course Workload Estimator](#)

READING

Pages Per Week:

225

Page Density:

450 Words

Difficulty:

Some New Concepts

Purpose:

Understand

Estimated Reading Rate:

24 pages per hour

☐ manually adjust

WRITING

Pages Per Semester:

25

Page Density:

250 Words

Genre:

Reflection; Narrative

Drafting:

No Drafting

Estimated Writing Rate:

0.75 hours per page

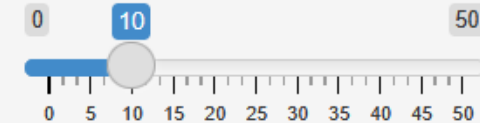
☐ manually adjust

EXAMS

Exams Per Semester:

1

Study Hours Per Exam:

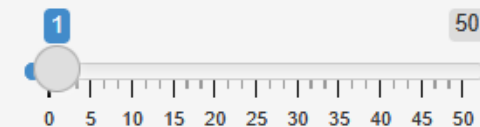


OTHER ASSIGNMENTS

Per Semester:

10

Hours Per Assignment:



COURSE INFO

Class Weeks:

15

ESTIMATED WORKLOAD

11.96 out of class hrs/wk

[Estimation Details](#)

Research & Design

[Elizabeth Barre](#)

[Justin Esarey](#)

Attachment from ODE/Bob Mick

English 3350 – Time and Space Travel in Science Fiction

I am returning the signed Distance Approval Cover Sheet after completing the review of the distance learning syllabus and cover sheet. Below are my comments regarding the syllabus.

1. Instructor Presence and Regular Substantiative Interaction (RSI):

Regular and substantiative interaction will exist on a regular weekly basis in the course between the instructor and students that includes:

- Direct instruction (weekly recorded lecture videos, @ least 20-40 minutes each)
- Instructor assessing and providing feedback on student's course work and assignments on a regular weekly basis
- Facilitating group discussion (required participation in weekly discussion board posts relabeled active reading responses with required responses to other student posts)
- Instructor providing opportunities to ask questions on content of course through email, discussion board, and live office hours

2. How this Online Course Works

This section provides clear direction for the students so they are aware of what they will be expected to complete each week and how they will interact with the instructor in this online course.

3. Credit hours and work expectations

The information in the syllabus and cover sheet states the total amount of time to be spent on this course with direct and indirect instruction is an average of 9 hours minimum per week. This is correct for a 3 cr hr, 14-week course.

4. Description of Major Assignments

All major assignments are clearly explained, except there is no description or explanation for the Video Icebreaker and Syllabus Quiz.