ENC 1145: Writing About Science Fiction: Social Norms and Anxieties

Class #12727, Section #35G4 Spring 2023

Instructor: Emily Hunsaker

Office Location: TUR 4339

Office Hours: T| 11:30 AM – 1:30 PM

Instructor Email: ehunsaker@ufl.edu

Class Schedule:

T | Period 7 (1:55 PM - 2:45 PM) MAT 0004

R | Periods 7-8 (1:55 PM - 3:50 PM) NRN 1001

Course Description:

This course examines works of science fiction, a genre of speculative fiction that imagines technological advances, especially ones that dramatically change human life. Such works often leverage contemporary anxieties, showcasing common fears about technology getting out of hand and changing humanity for the worse. These anxieties often rope together technology and human nature, depicting unbridled human corruption enabled by technological advancement. Given the past two centuries of rapid technological progress, these features of the genre offer contemporary readers peeks into the collective anxieties of past decades. But science fiction also lets us analyze the anxieties of our own time, helping us understand what we might fear about ourselves and society.

In this course, we will study a variety of science fiction texts delivered in multiple modes. Through these texts, students will develop critical arguments and articulate them clearly and professionally using MLA style guidelines. Students will receive written feedback with respect to grammar, punctuation, clarity, coherence, and organization

General Education Objectives:

A minimum grade of C is required for general education credit.

- This course fulfills 6,000 of the university's 24,000-word writing requirement (WR).
- *Composition courses* provide instruction in the methods and conventions of standard written English (grammar, punctuation, usage), as well as the techniques that produce effective texts. Composition courses are writing intensive. They require multiple drafts submitted to your instructor for feedback before final submission.
- Course content should include multiple forms of effective writing, different writing styles, approaches and formats, and methods to adapt writing to different audiences, purposes and contexts. Students should learn to organize complex arguments in writing using thesis statements, claims and evidence, and to analyze writing for errors in logic.
- The University *Writing Requirement (WR)* ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning. Course grades have two components. To receive writing requirement credit, a student must receive a grade of C or higher and a satisfactory completion of the writing component of the course. This means that written assignments must meet minimum word requirements totaling 6000 words.

General Education Learning Outcomes:

At the end of this course, students will be expected to have achieved the following learning outcomes in content, communication and critical thinking:

- **Content**: Students demonstrate competence in the terminology, concepts, theories and methodologies used within the academic discipline.
- **Communication**: Students communicate knowledge, ideas and reasoning clearly and effectively in written and oral forms appropriate to the discipline. Students will participate in class discussions throughout the semester to reflect on assigned readings.
- **Critical Thinking:** Students analyze information carefully and logically from multiple perspectives, using discipline-specific methods, and develop reasoned solutions to problems.

Course Texts:

Frankenstein by Mary Shelley

Martian Chronicles by Ray Bradbury

The Stepford Wives by Ira Levin

Feed by M.T. Anderson

Tacoma by Fullbright (videogame)

Weekly Schedule

Week	Read/watch/play	Submit
Week 1 Jan 9	**Introducing and developing the course** (no readings)	Fri – Disc 1
Week 2 Jan 16	**Why study literature? What is an arguable claim?** Fawaz Handout Maioli Handout	
Week 3 Jan 23	[Frankenstein by Mary Shelley (1831 version) through ch 12](#)	
Week 4 Jan 30	[Frankenstein by Mary Shelley (1831 version)](#)	Mon – Disc 2
Week 5 Feb 6	**Academic Research** Readings TBD	

Week 6
 	
Feb 13
	Selections from *Martian Chronicles* by Ray Bradbury (1950)
	
	    • The Rocket Summer
	    • The Taxpayer
	    • The Settlers
	    • The Green Morning
		Mon – Disc 3

	- The Locusts - The Musicians - The Watchers - The Long Years - There Will Come Soft Rains About the Author	
Week 7 Feb 20	*The Stepford Wives* by Ira Levin (1972)	Mon – Paper 1 Proposal
Week 8 Feb 27	*The Stepford Wives* by Ira Levin (1972)	Mon – Annotated Bibliography 1 Mon – Disc 4
Week 9 Mar 6	"Story of Your Life" by Ted Chiang (2002)	Mon – Paper 1 Wed – Disc 5
Week 10 Mar 11	Spring Break – no class	
Week 11 Mar 20	*Feed* by M.T. Anderson (2002)	Mon – Disc 6
Week 12 Mar 27	*Feed* by M.T. Anderson (2002) *Black Mirror* "San Junipero" (2011) pending availability	
Week 13 Apr 3	*All Systems Red* Martha Wells (2017)	Mon – Disc 7
Week 14 Apr 10	*Tacoma* by Fullbright (2017) (purchase on Steam or itch.io or watch playthroughs on YouTube)	Mon – Disc 8
Week 15 Apr 17	*Tacoma* by Fullbright (2017)	Mon – Paper 2 Proposal
Week 16 Apr 24	**Course wrap up. No class Thursday.** (No readings)	Mon – Annotated Bibliography 2 **May 1** Paper 2

Assignments

Analysis Paper 1   Due March 6th   2000 words

| Analysis Paper 2 | Due May 1st | 2000 words |
| Discussion posts | Due throughout the semester | 2000 words total |

Assessment

Grading Scale

A	4.00	93.0% +	B	3.00	83.0-86.9%	C	2.00	73.0-76.9%	D	1.00	63.0-66.9%
A-	3.67	90.0-92.9%	B-	2.67	80.0-82.9%	C-	1.67	70.0-72.9%	D-	0.67	60.0-62.9%
B+	3.33	87.0-89.9%	C+	2.33	77.0-79.9%	D+	1.33	67.0-69.9%	E	0.00	0.0-59.9%

Assessment Rubric

	Satisfactory	Unsatisfactory
Content	Digital documents exhibit evidence of expression of ideas supporting to the document's topic with a degree of complexity to serve the document's purpose and successfully provide that evidence to the document's audience. The document will display critically evaluation and synthesis of external resources when applicable and appropriate.	Digital documents display unclear development of the central topic, including underdeveloped expression of ideas. Documents may not include adequate use of external resources or insufficient application of such resources.
Organization and Coherence	Textual portions of digital documents display identifiable, readable structure for presenting theses, content, and research. Digital documents must also display logical or easy-to-follow navigation to guide readers through the document. Similarly, integration of multimodal components (i.e. images, video, sound) must be compatible with the document's overall organization	Digital documents lack clearly identifiable organization and/or navigation of content. Documents may lack a sense of cohesion of association between ideas and document components.
Argument and Support	Digital documents present ideas, claims, and evidence clearly. Connections between claims and evidence are distinct. The document does not provide generalization, instead offering concrete, specific information.	Digital documents provide generalizations and offer little or no support or evidence to a claim. Documents rely on summaries or thin narratives as the primary means of expression with no critical component.
Style	Digital documents employ writing styles that support the particular context, genre, discipline, and purpose of the document in order to best address the document's audience. Style should be addressed from the sentence level through the entire document.	Digital documents employ significant use of word choice inappropriate for the context, genre, or discipline. Document uses too many overly long, short, or awkward sentences. Documents may also use words incorrectly.
Mechanics	Papers will feature correct or error-free presentation of ideas. While documents may contain minor spelling, punctuation, or grammatical errors, such errors must be minimal and not distract from the document's purpose or readability.	Digital documents contain significant mechanical or grammatical errors that impede the reader's understanding of the document or the errors impede the document's ability to fulfill its purpose or undermine the writer's credibility
Design	Digital documents employ design strategies appropriate to the context, genre, purpose, and audience expectations and needs. Some degree of aesthetic creativity may be addressed, as well	Design elements impede the reader's ability to navigate the document or understand the document's content. Aesthetic considerations

		may be addressed, as well, depending upon the context.

For more information on UF's grading policies, please visit https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/

COVID Statement:

In response to COVID-19, the following recommendations are in place to maintain your learning environment, to enhance the safety of our in-classroom interactions, and to further the health and safety of ourselves, our neighbors, and our loved ones.

- If you are not vaccinated, get vaccinated. Vaccines are readily available and have been demonstrated to be safe and effective against the COVID-19 virus. Visit one.uf for screening / testing and vaccination opportunities.
- If you are sick, stay home. Please call your primary care provider if you are ill and need immediate care or the UF Student Health Care Center at 352-392-1161 to be evaluated.
- Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work.

Course Policies:

You must complete all major assignments to receive credit for this course.

Attendance:
- You will fail the course if you accrue **six** unexcused 50-minute absences.
- Missing a two-period block counts as **two** absences.
- Being tardy **three** times constitutes **one** absence. If you come in after I take attendance, you must see me after class so I can change the absent mark to a tardy.
- When you are absent, it is your responsibility to find out what you missed and come to the next class prepared; contact a classmate or me to find out what work you missed. It is also your responsibility to make yourself aware of all due dates.
- You must be present for all in-class activities to receive credit for them. Most in-class work cannot be made up.
- Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at: https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx

Accommodations:
Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting https://disability.ufl.edu/students/get-started/. It is important for students to share their accommodation letter with their instructors and discuss their access needs as early as possible in the semester

Classroom Behavior:
I will not tolerate any rude, coarse, or offensive remarks either in written assignments or in class discussion. Please keep in mind that students come from diverse backgrounds. Many of the texts we will discuss and write about engage controversial topics and opinions. Diversified student backgrounds combined with provocative texts require that you demonstrate respect for ideas that

may differ from your own. Disrespectful behavior will result in dismissal, and accordingly absence, from the class.

UF's policy on Sexual Harassment:

The University of Florida is committed to providing a safe educational, working, and residential environment that is free from sexual harassment or misconduct directed towards any and all members of the community: https://titleix.ufl.edu/about/title-ix-rights/

Submissions:

Traditional papers should be submitted with standard 1-inch margins, double spacing, and 12-point Times New Roman font. Traditional papers submitted on Canvas may be .doc, .docx, or .pdfs. The .pages filetype will not be accepted.

All submissions are due on Canvas at the assigned deadline.

Late papers will not be accepted without prior agreement. Failure of technology is not an acceptable excuse. If you require an extension, please send me an email at least 24 hours in advance of the assignment's due date, although an extension is never guaranteed.

Paper Maintenance Responsibilities:

Keep duplicate copies of all work submitted in this course. Save all returned, graded work until the semester is over.

Academic Honesty and Definition of Plagiarism:

A Student must not represent as the Student's own work all or any portion of the work of another. Plagiarism includes but is not limited to:

> a. Stealing, misquoting, insufficiently paraphrasing, or patch-writing.

> b. Self-plagiarism, which is the reuse of the Student's own submitted work, or the simultaneous submission of the Student's own work, without the full and clear acknowledgment and permission of the Faculty to whom it is submitted.

> c. Submitting materials from any source without proper attribution.

> d. Submitting a document, assignment, or material that, in whole or in part, is identical or substantially identical to a document or assignment the Student did not author.

UF students are bound by The Honor Pledge: "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code.

On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: 'On my honor, I have neither given nor received unauthorized aid in doing this assignment.'"

The Honor Code (https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code) specifies a number of behaviors that are in violation of this code and the possible sanctions.

Policy on environmental sustainability:

Whenever possible, I will use paper-sparing electronic media to distribute our course materials. When using physical texts, consider purchasing used copies rather than new. If you do not elect to keep your print books, consider sharing them with others after the semester ends. (For example, you could donate them to the Alachua County Friends of the Library annual book sale.)

Grade Appeals:

In 1000- and 2000-level courses, students may appeal a final grade by filling out a form available from Carla Blount, Program Assistant, in the Department office (4008 TUR). Please contact Ms. Blount at cblount@ufl.edu Grade appeals may result in a higher, unchanged, or lower final grade.

Course Evaluations:

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at https://gatorevals.aa.ufl.edu/students/. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via https://ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students at https://gatorevals.aa.ufl.edu/public-results/.

Additional Resources:

Students who are in distress or who are in need of counseling or urgent help: please contact umatter@ufl.edu or 352-392-1575 so that a team member can reach out to you.

Field and Fork Pantry –UF offers **free groceries** to students. If you're having a hard time budgeting enough to cover groceries, you can place an online order at the link and go pick up a bag of food. It's free and all you need is your UFID. No one will ask you if you "need" it; they will just hand you free food.

UF Counseling Services – UF offers a variety of **counseling options** for students, all of which are listed here. You can poke around this website to see what each option entails, but the first step is always to call 352-392-1575 for a brief consultation to figure out what kind of counseling would best suit your needs.

UMatterWeCare – This is **a catalog of UF student resources** sorted by concerns. If you need help with something and you don't know where to go, click that link and select your area of concern to find the resource you need. Some of the "Connect with Resource" links are broken or send you in loops, but the websites, emails, and phone numbers for each resource are still listed and functional.

The Writing Studio – This is a fabulous **resource for writing improvement**. If you can get a paper done a few days before the due date, schedule an appointment with the Writing Studio (the link has instructions) and they will teach you how to improve it before you turn it in. I will leave you comments on your submitted papers with tips on how to improve for next time, but if you bring it to the Writing Studio, you can improve it *before* you submit it. Not only will you improve your grade on the paper(s) you bring to them, but they will teach you how to make those same improvements to future papers on your own.

For information on UF Grading policies, see:
https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx