

ENGL 2130-090: Science Fiction Online asynchronous course

Instructor info

Kaitlin Hoelzer

kaitlin.hoelzer@utah.edu

Office hours: MW 3-4:30 pm on Zoom, or by appointment (Zoom link: <https://utah.zoom.us/j/93115182986>)

Course description

Welcome to ENGL 2130: Science Fiction. Together we'll explore several contemporary works of science fiction alongside literary theory about what science fiction is and what it can do. We'll also practice writing literary criticism of science fiction—a growing field within literary and cultural studies. I'm excited to learn alongside you this semester.

Please read the syllabus carefully. Here, you'll find a list of the required texts, descriptions of all your assignments, course policies on things like late work, extra credit, and grading, a schedule for the semester, and university policies and resources.

What to expect from this course

As an online course, **the bulk of this course consists of reading and writing on your own.** You'll need to be self-motivated in order to keep yourself on track. Each week you'll complete the assigned readings and work through the associated module, which includes comprehension questions and discussion questions. You are expected to use complete sentences and support your answers with specifics from the text for each discussion question. Your answers for discussion questions should be at least 3-4 sentences long.

Each week will have around 100 pages of reading total along with the required module. **You should expect to spend 3-6 hours on this course per week, just as you would with an in-person course.**

You can work through the modules at your own pace, so if you have extra time one week and a busy week coming up, feel free to do multiple modules in a week. You won't be able to move on to the next one until you've completed the one before it. Additionally, if you are working ahead, make sure you keep the dates of peer review in mind, as those can only be done on the assigned day.

Required texts

The following texts will be required. Whether you choose to use an ebook or a physical text is up to you. Some are available as ebooks through the University's Inclusive Access program; all are available at the University of Utah bookstore as well as through booksellers. I personally

recommend thriftbooks.com for cheap used books. They may also be available from the library, but if you plan to use a library copy, make sure you plan ahead so that you have the required text in time. Additional readings will be available through Canvas.

Olga Ravn, *The Employees: A Workplace Novel of the 22nd Century*

Becky Chambers, *Psalm for the Wild-Built*

Assignment overviews

Weekly modules

50% of final grade

Each week, you will complete the assigned reading, answer a few multiple choice questions about it, and work through the module for the week. These will include extra information, discussion questions, and activities. Essentially, they replace discussion and other in-class work. These make up the majority of your grade, so make sure you stay current on your reading and keep up with the modules. **Each week's module will be due on Friday at 11:59 pm, and each will be worth around 10% of your grade.**

Expectations for the modules: answer discussion questions in complete sentences with specific information. Each discussion question response should be 3-4 sentences at least. Whenever possible, you should support your answers with examples from the text.

The discussion questions aren't about finding the "right" answer, but rather, explaining some of your thoughts about the text with examples to support your ideas.

Paper 1 + process

20% of final grade

You will write a 3-4 page paper answering the question, "What is science fiction?" You'll use one literary text and at least one theoretical text from the course to make your claim. You'll also submit a proposal and a draft and complete a peer review.

Paper 2 + process

20% of final grade

Your final for this course will be a 5-6 page paper that answers the question, "What can science fiction do?" You will draw on one literary text and at least two theoretical readings to support your answer. You'll also submit a proposal and a draft and complete a peer review.

Other assignments

10% of final grade

These assignments include a syllabus quiz at the beginning of the semester and a mid-semester check-in survey.

Extra credit

This course has two extra credit opportunities: attending the writing center for help on any of your papers and doing your course evaluation at the end of the semester.

If you attend the writing center for help with any stage of either of your two papers, you can get an extra credit point. You'll submit a paragraph about your experience to Canvas to get those points. You can go as many times as you'd like during the semester. Each visit will be worth 1 point.

At the end of the semester, fill out your student evaluation and submit a screenshot of the screen that shows that it's finished on Canvas. This will earn you 1 point of extra credit.

Course policies

Attendance and participation

As this is an online course, there is no required attendance. **You are expected to keep up with the course modules, doing the readings and answering the questions. You are also expected to participate in peer reviews.** Each of these are graded separately; there will be no specific grade for your attendance and participation.

Diversity in the classroom

We will read texts by authors from various national, racial, and economic backgrounds and with differing genders, sexualities, and life experiences. While you do not have to adopt the viewpoints of every text with which we engage, our classroom will be a place to respectfully explore a variety of ideas, identities, and experiences. I ask that you read the assigned material with an open mind and come to class prepared to discuss it in a civil manner.

Contacting me

Please email me at kaitlin.hoelzer@utah.edu. I try to respond quickly, but I am a student like you, so I am also busy. I likely won't answer before 9 am or after 5 pm. Additionally, try to contact me ahead of time about assignments—if you email me at 8 pm on the night an assignment is due, you probably won't get your question answered in time.

I have office hours MW 3-4:30 pm on Zoom (<https://utah.zoom.us/j/93115182986>). This is a great time to come talk to me about class concepts, your grades, or other questions and concerns. If neither of those times work for you, contact me and we can set up an appointment at a different time.

Deadlines and late work

All assignments are due at 11:59 pm on the day assigned. In general, I accept late work up to a week after the due date assignments. After a week, you will receive a zero for the assignment.

You cannot turn peer review in late. Since peer review is often done in class and requires you to work with other people, being on time with drafts is extremely important. Feedback from your peers is a valuable part of the writing process.

Feedback

I will provide feedback on every major assignment giving you an idea of why you got the grade you did. I am also happy to meet with you during my office hours to discuss your grade in more detail if you have further questions.

I am also available to give feedback on drafts. If you send me a link to a google doc with a draft of your paper up to three days before the final draft is due, I will respond with comments on the google doc.

Extra credit

This course has two extra credit opportunities: attending the writing center for help on either of your papers and doing your course evaluation at the end of the semester.

If you attend the writing center for help with any stage of any of your papers, you can get 1 extra credit point. You'll submit a paragraph about your experience to Canvas to get those points, and you can go as many times as you'd like during the semester for extra credit. Each visit will be worth 1 point.

At the end of the semester, fill out your student evaluation and submit a screenshot of the screen that shows that it's finished on Canvas. This will earn you 1 point of extra credit.

Revision

Writing is an iterative process, meaning it gets better with practice. If you are unhappy with your grade on your midterm paper, you may request to do a revision to potentially raise your grade. This process will include scheduling a meeting with me within a week of getting your grade back, attending the writing center, and submitting a revised version of your paper. While I can't guarantee your grade will go up, papers generally get better after revision.

Academic integrity

Taking someone else's words, ideas, or concepts and using them without citing your source is plagiarism. So is using another student's essay, or part of their essay, as your own. In the world of writing (academic writing especially), this is a serious crime. Anyone who plagiarizes or

includes non-documented material from another source (including online sources) will receive a zero for the assignment. If you plagiarize repeatedly, you will fail the course.

If you ever have questions about what counts as plagiarism, please contact me. Additionally, students often plagiarize when they are overwhelmed. If you get so frustrated with an assignment that you feel like your only option is to plagiarize, come see me. I can help you figure out how to complete with assignment without cheating.

Diversity statement

Diversity in the classroom is key to providing and fostering critical, civil, and inclusive education. It is essential that we speak respectfully and listen attentively to one another in order to cultivate and sustain an open and equitable classroom environment. Respectful behavior will be extended to everyone (that is, both students and instructors), including respecting, for example, people of all ages, gender identities and expressions, sexual orientations, physical abilities, neurological and sensory processing, races, ethnicities, tribal affiliations and citizenships, nationalities, countries of origin, documentation status, language backgrounds, religious affiliations, political viewpoints, socioeconomic backgrounds, and educational pathways. We will not all think alike or share similar values, but we must learn to respect those differences and see them as our strengths to embrace rather than as our weaknesses to eschew. I will not tolerate classroom or online discriminatory behavior or rhetoric. We must learn from one another as we strive to build empathy and reciprocity around our different locations and positions. Questions, discussions, and respectful debate and civil disagreement are encouraged and indeed expected.

Indigenous land acknowledgement

We acknowledge that this land, which is named for the Ute Tribe, is the traditional and ancestral homeland of the Shoshone, Paiute, Goshute, and Ute Tribes. The University of Utah recognizes and respects the enduring relationship that exists between many Indigenous Peoples and their traditional homelands. We respect the sovereign relationship between tribes, states, and the federal government, and we affirm the University of Utah's commitment to a partnership with Native Nations and Urban Indian communities through research, education, and community outreach activities.

Religious observance

If you have a conflict between a religious holiday and a graded assignment or attendance, please contact me in advance so that we can make appropriate arrangements for homework and in-class work.

Disability accommodations

If you have a disability that could impair your progress in this course, please contact The Center for Disability Services (CDS) (disability.utah.edu). I will follow any guidelines and accommodations required by the CDS, but I can only do so if you have the proper documentation.

The Center for Disability Services (CDS) is the designated office of the University of Utah to evaluate disability documentation, determine eligibility, and implement reasonable accommodations for students enrolled at the University of Utah and its associated academic programs. Students are protected from discrimination under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act 1990 (ADA). In order to qualify for services under these mandates, the Center for Disability Services requires comprehensive and specific documentation to substantiate the presence of a disability and demonstrate functional limitations. The documentation establishes eligibility for services and is used for determining reasonable accommodations.

If, for any reason, you are uncomfortable going to the CDS or cannot get a needed accommodation, please make an appointment with me so that we can work out a solution.

Content accommodation

Please review the syllabus and readings to determine whether the content of the course or any of the readings conflicts with any of your core beliefs or would be difficult for you to read. If you do see such a conflict, you can drop the class, with no penalty, before the last day to drop courses. You are welcome to come and discuss any such conflict with me, as well. In certain situations, I will also replace the reading for you. In general, however, the purpose of this class is to expose you to a variety of ideas, and I will usually not make accommodations.

Schedule

Week 1—June 20

Reading: syllabus, Suvin, Bould et al., Thomas and Imarisha, MacKinnon

Assignments: syllabus quiz

Week 2—June 23-27

Reading: Ravn, *The Employees*; Rosinsky; Oziewicz

Assignments: week 1 module, week 2 module

Week 3—June 30-July 4

Reading: sci fi poetry, “How to Read a Poem”, Ronda, Thomas, Wälivaara, Vanderborg

Assignments: week 3 module

Week 4—July 7-11

Reading: none

Assignments: paper 1 + process

July 7: paper 1 proposal due 11:59 pm

July 9: draft of paper 1 due 9 am

July 9: peer review due 11:59 pm

July 11: paper 1 due 11:59 pm

Week 5—July 14-18

Reading: Chambers, *Psalm for the Wild-Built*; Gilarek, Beyond Gender Research Collective

Assignments: week 5 module, mid-semester check-in

Week 6—July 21-25

Reading: Jemisin, “Emergency Skin”; Schalk

Assignments: week 6 module, final paper proposal

Week 7—July 28-31

Reading: none

Assignments: paper 2 + process, any extra credit

July 30: draft of paper 2 due 9 am

July 30: peer review due 11:59 pm

Aug 1: paper 2 due 11:59 pm

University policies

COVID guidelines

For COVID-19, a close contact is defined as any person who was within 6 feet of an infected person for a cumulative total of at least 15 minutes over a 24-hour period, starting from 2 days before illness onset or a positive test and until the time the person is isolated, whether or not face coverings were being worn.

Close contact also includes instances where there was direct contact with infectious bodily fluids (like being coughed on), direct physical contact with the person (touching, hugging, or kissing), or touching a surface or object that may have been contaminated with the virus (shared door handles or tables, eating or drinking utensils, for instance) without proper personal protective equipment (PPE). Heavy breathing, such as during exercise, or talking loudly, singing or shouting, may increase the distance that virus particles spread and increase the risk of virus transmission. Being in an enclosed space (like a classroom) for an extended period of time, even if not within 6 feet may also be considered close contact.

Close contact generally does not include brief interactions, such as walking past a person. However, if you have been in a classroom with a student or instructor who has COVID-19 you will be considered to have been exposed.

If you meet this definition of a close contact, or have been exposed in a classroom, you may be contacted by a Salt Lake County Health Department or a University of Utah Contact Tracing Team or by your supervisor. You might see a missed call from an unknown Utah-based phone number. Please know that if you don't pick up, we will email your UID email address and/or send a text. Please check these regularly. If you believe it is likely that you have been exposed to someone with COVID-19, such as being in the same household, please follow the instructions below.

1. If you have been exposed but do not have symptoms, you should do the following (regardless of your vaccination status):
 - a. You do NOT need to quarantine and may return to your normal routine.
 - b. Enroll in active monitoring with the University Contact Tracing Team by marking 'exposed' to the question about COVID-19 status or test results on the self-report form. During active monitoring, you will monitor your symptoms and temperature for 10 days and report the results.
 - c. Wear a tight-fitting mask for 10 days. Day 0 is the day you were exposed.
 - d. Get tested 5 days after your exposure using a PCR test (i.e., not a home test). Contact the Contract Tracing Team to report the result. If you test positive, isolate as described below.

2. If you have symptoms (coughing, fever, respiratory distress, flu or cold symptoms), or suspect that you have COVID-19:
 - a. Get tested. Symptomatic testing is available on campus. Home tests (rapid antigen) are available at many local pharmacies. You should isolate at home while you are waiting for your results.
 - b. Fill out the self-report form and work with your instructors or supervisors to manage your absence.

3. Take the appropriate action for your test results:
 - a. If you have a negative test and your symptoms are improving, you may return to your regular routine while wearing a mask around others for 10 days.
 - b. If you have a positive test, isolate at home staying home for 5 days. Day 0 is the day you tested positive or started having symptoms, whichever is first. Get another test on Day 5 using an antigen test. COVID testing is available on campus. If your Day 5 is still positive, you should continue to isolate up to 10 days or until your symptoms are gone, you haven't had a fever for at least 24 hours, and you test negative using an antigen test (e.g., an at-home test), whichever occurs first.

More info: coronavirus.utah.edu

Drop/withdrawal policies

Students may drop a course within the first two weeks of a given semester without any penalties. Students may officially withdraw (W) from a class or all classes after the drop deadline through the midpoint of a course. A “W” grade is recorded on the transcript and appropriate tuition/fees are assessed. The grade “W” is not used in calculating the student’s GPA.

Course materials copyright

The Content is made available only for your personal, noncommercial educational, and scholarly use. You may not use the Content for any other purpose, or distribute, post or make the Content available to others unless you obtain any required permission from the copyright holder. Some Content may be provided via streaming or other means that restrict copying; you may not circumvent those restrictions. You may not alter or remove any copyright or other proprietary notices included in the Content.

Sale or distribution of information representing the work product of a faculty member to a commercial entity for financial gain is prohibited without the express written permission of the faculty member responsible for the course. (“Work product” means original works of authorship that have been fixed in a tangible medium and any works based upon and derived from the original work of authorship.)

Sexual misconduct

Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a civil rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran’s status, or genetic information.

If you or someone you know has been harassed or assaulted, you are encouraged to report it to university officials:

Title IX Coordinator & Office of Equal Opportunity and Affirmative Action
801-581-8365
oeo.utah.edu
135 Park Building
201 Presidents' Cir. Salt Lake City, UT 84112

Please note that as an instructor, I am a mandatory reporter. That means that if I learn of any sexual misconduct, regardless of whether it happened during your time at the U or with another U of U student, I am required by law to report it to the Title IX office. Title IX then will reach out to you with resources and options for moving forward.

Safety at the U

The University of Utah values the safety of all campus community members. You will receive important emergency alerts and safety messages regarding campus safety via text message. For more safety information and to view available training resources, including helpful videos, visit safeu.utah.edu (<http://safeu.utah.edu/>) .

To report suspicious activity or to request a courtesy escort, contact:

Campus Police & Department of Public Safety
801-585-COPS (801-585-2677)
1735 E. S. Campus Dr.
dps.utah.edu
Salt Lake City, UT 84112

Wellness at the U

Personal concerns like stress, anxiety, relationship difficulties, depression, or cross- cultural differences can interfere with a student's ability to succeed and thrive in this course and at the University of Utah.

Please feel welcome to reach out to your instructor or TA to handle issues regarding your coursework.

For helpful resources to manage your personal wellness and counseling options, contact:

Center for Student Wellness
801-581-7776
wellness.utah.edu
2100 Eccles Student Life Center
1836 Student Life Way Salt Lake City, UT 84112

Women's Resource Center
801-581-8030
womenscenter.utah.edu
411 Union Building
200 S. Central Campus Dr. Salt Lake City, UT 84112

Diverse student support

Your success at the University of Utah is important to all of us here! If you feel like you need extra support in academics, overcoming personal difficulties, or finding community, the U is here for you.

STUDENT SUPPORT SERVICES (TRIO)

TRIO federal programs are targeted to serve and assist low-income individuals, first-generation college students, and individuals with disabilities.

Student Support Services (SSS) is a TRIO program for current or incoming undergraduate university students who are seeking their first bachelor's degree and need academic assistance and other services to be successful at the University of Utah.

For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

Student Support Services (TRIO)

801-581-7188

trio.utah.edu

Room 2075

1901 E. S. Campus Dr. Salt Lake City, UT 84112

AMERICAN INDIAN STUDENTS

The AIRC works to increase American Indian student visibility and success on campus by advocating for and providing student-centered programs and tools to enhance academic success, cultural events to promote personal well-being, and a supportive “home-away-from-home” space for students to grow and develop leadership skills.

For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

American Indian Resource Center

801-581-7019

diversity.utah.edu/centers/airc

Fort Douglas Building 622

1925 De Trobriand St. Salt Lake City, UT 84113

BLACK STUDENTS

Using a pan-African lens, the Black Cultural Center seeks to counteract persistent campus-wide and global anti-blackness. The Black Cultural Center works to holistically enrich, educate, and advocate for students, faculty, and staff through Black-centered programming, culturally affirming educational initiatives, and retention strategies.

For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

Black Cultural Center

801-213-1441

diversity.utah.edu/centers/bcc

Fort Douglas Building 603

95 Fort Douglas Blvd. Salt Lake City, UT 84113

STUDENTS WITH CHILDREN

Our mission is to support and coordinate information, program development, and services that enhance family resources as well as the availability, affordability, and quality of child care for University students, faculty, and staff.

For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

Center for Childcare & Family Resources

801-585-5897

childcare.utah.edu

408 Union Building

200 S. Central Campus Dr. Salt Lake City, UT 84112

STUDENTS WITH DISABILITIES

The Center for Disability and Access is dedicated to serving students with disabilities by providing the opportunity for success and equal access at the University of Utah. They also strive to create an inclusive, safe, and respectful environment.

For more information about what support they provide and links to other resources, view their website or contact:

Center for Disability and Access

801-581-5020

disability.utah.edu

162 Union Building

200 S. Central Campus Dr. Salt Lake City, UT 84112

STUDENTS OF ETHNIC DESCENT

The Center for Ethnic Student Affairs offers several programs dedicated to the success of students with varied cultural and ethnic backgrounds. Its mission is to create an inclusive, safe campus community that values the experiences of all students.

For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

Center for Ethnic Student Affairs

801-581-8151

diversity.utah.edu/centers/cesa/

235 Union Building
200 S. Central Campus Dr. Salt Lake City, UT 84112

ENGLISH AS A SECOND/ADDITIONAL LANGUAGE (ESL) STUDENTS

If you are an English language learner, there are several resources on campus available to help you develop your English writing and language skills. Feel free to contact:

Writing Center
801-587-9122
writingcenter.utah.edu
2701 Marriott Library
295 S 1500 E Salt Lake City, UT 84112

English for Academic Success (EAS) Program
801-581-8047
linguistics.utah.edu
2300 LNCO
255 S. Central Campus Dr. Salt Lake City, UT 84112

English Language Institute
801-581-4600
continue.utah.edu/eli
540 Arapeen Dr. Salt Lake City, UT 84108

UNDOCUMENTED STUDENTS

Immigration is a complex phenomenon with broad impact—those who are directly affected by it and those who are indirectly affected by their relationships with family members, friends, and loved ones. If your immigration status presents obstacles that prevent you from engaging in specific activities or fulfilling specific course criteria, confidential arrangements may be requested from the Dream Center.

Arrangements with the Dream Center will not jeopardize your student status, your financial aid, or any other part of your residence. The Dream Center offers a wide range of resources to support undocumented students (with and without DACA) as well as students from mixed-status families.

For more information about what support they provide and links to other resources, view their website or contact:

Dream Center
801-213-3697
dream.utah.edu
80 Union Building

200 S. Central Campus Drive Salt Lake City, UT 84112

LGBTQ+ STUDENTS

The LGBTQ+ Resource Center acts in accountability with the campus community by identifying the needs of people with a queer range of [a]gender and [a]sexual experiences and responding with university-wide services.

For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

LGBTQ+ Resource Center

801-587-7973

lgbt.utah.edu

409 Union Building

200 S. Central Campus Dr. Salt Lake City, UT 84112

VETERANS & MILITARY STUDENTS

The mission of the Veterans Support Center is to improve and enhance the individual and academic success of veterans, service members, and their family members who attend the university; to help them receive the benefits they earned, and to serve as a liaison between the student veteran community and the university.

For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

Veterans Support Center

801-587-7722

veteranscenter.utah.edu

418 Union Building

200 S. Central Campus Dr. Salt Lake City, UT 84112

WOMEN

The Women's Resource Center (WRC) at the University of Utah serves as the central resource for educational and support services for women. Honoring the complexities of women's identities, the WRC facilitates choices and changes through programs, counseling, and training grounded in a commitment to advance social justice and equality.

For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

Women's Resource Center

801-581-8030

womenscenter.utah.edu

411 Union Building
200 S. Central Campus Dr. Salt Lake City, UT 84112

INCLUSIVITY AT THE U

The Office for Inclusive Excellence is here to engage, support, and advance an environment fostering the values of respect, diversity, equity, inclusivity, and academic excellence for students in our increasingly global campus community. They also handle reports of bias in the classroom as outlined below:

Bias or hate incidents consist of speech, conduct, or some other form of expression or action that is motivated wholly or in part by prejudice or bias whose impact discriminates, demeans, embarrasses, assigns stereotypes, harasses, or excludes individuals because of their race, color, ethnicity, national origin, language, sex, size, gender identity or expression, sexual orientation, disability, age, or religion.

For more information about what support they provide and links to other resources, or to report a bias incident, view their website or contact:

Office for Inclusive Excellence

801-581-4600
inclusive-excellence.utah.edu
70 Union Building
200 S. Central Campus Drive Salt Lake City, UT 84112

OTHER STUDENT GROUPS AT THE U

To learn more about some of the other resource groups available at the U, check out:

getinvolved.utah.edu/
studentsuccess.utah.edu/resources/student-support