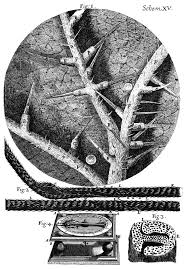
**Dr. Katie Sagal Office: South Hall 208**

**asagal@cornellcollege.edu/x4584 Office Hours: T/R, 12-12:30**

**M-F, 9-12:00 / Block 5 Durham, Thomas Commons**

**ENG 111 – Science Fiction & Science Fact**

In this first-year writing seminar, we will trace the history of science fiction as it is influenced by, and diverges from, scientific developments. Beginning with the seventeenth century and the origins of what we now think of as “modern” science, this course will highlight historical and contemporary fictions of science alongside the advancements in the physical sciences that inspired those texts. Along the way, we will question the fact that science and literature have often been considered separate fields of inquiry, evaluate just how “objective” science has been or could be, and examine the role that literary devices and trends played in the development of scientific knowledge. The course will ask students to produce multiple pieces of polished prose to be gathered together as part of a larger portfolio that explores these and other issues. Texts will include early examples of science fiction – from novels to poetry – as well as contemporary films, short stories, and other genres.

**Required Texts (available at the bookstore) \***H.G. Wells, *The Invisible Man* (Broadview)Tennyson, *In Memoriam A.H.H.* (Broadview)  
Martha Wells, *All Systems Red* (Tor)

\*Supplemental readings will be provided on Moodle

**Learning Outcomes & Skills Developed in This Course**

* Critical reading
* Writing as a continuous process
* Writing appropriately for a given audience
* Developing a thesis and sustaining an argument with evidence
* Evaluating, citing, and documenting sources appropriately
* Incorporating feedback and revision

**Educational Priorities**

* **Knowledge:** integrate and apply knowledge from a focused area of study as well as a broad general education which includes disciplinary and interdisciplinary perspectives in the arts, humanities, sciences, and social sciences.
* **Inquiry:** respond to the complexities of contemporary and enduring problems using information literacy tools, research skills, creative thinking, and analysis.
* **Communication:** speak and write clearly, listen and read actively, and engage with others in productive dialogue.
* **Intercultural Literary:** connect with diverse ideas and with people whose experiences differ from their own and that may be separated from them by time, space, or culture.

*This course supports the Educational Priorities and Outcomes of Cornell College with emphases on knowledge, inquiry, communication, and intercultural literacy.*

# **Course Policies**

## **Preparation & Attendance**

Come to class prepared to fully participate in all discussions and activities. I understand that not everyone is comfortable speaking frequently in class, but in such a small classroom environment it is to everyone’s benefit if we all contribute at least once in a while. Please bring all assigned readings to class on the day we will be discussing them so that you can refer to them while we talk. More than four absences from class meetings, individual meetings, or workshops may result in failure of the course.

## **Computers & Technology**

You should plan to bring your computer to class most days, unless you prefer to take notes by hand. Do not use your computer during class time for anything unrelated to class work or research. Turn your cellphone on vibrate and do not text or take calls except in case of emergency. Please do not have your phone out on the table or desk at any point, either; visible cell phones will result in deductions from your class participation grade.

## **Assignments**

Unless otherwise stated, assignments are due at the beginning of class (9 am). Please print all assignments (double-sided will save paper) and turn in hard copies unless I have specifically asked you to turn them in via Moodle; I do not want you to e-mail me assignments unless we have discussed this as a case-specific alternative. Staple or paper-clip all assignments of more than one page; I may be mercurial and not accept a random stack of pages. Put your name on the front page of each assignment.

## **Academic Honesty**

Cornell College expects all members of the Cornell community to act with academic integrity. An important aspect of academic integrity is respecting the work of others. A student is expected to explicitly acknowledge ideas, claims, observations, or data of others, unless generally known. When a piece of work is submitted for credit, a student is asserting that the submission is her or his work unless there is a citation of a specific source. If there is no appropriate acknowledgement of sources, whether intended or not, this may constitute a violation of the College’s requirement for honesty in academic work and may be treated as a case of academic dishonesty. The procedures regarding how the College deals with cases of academic dishonesty appear in The Catalogue, under the heading “Academic Honesty.” (<http://www.cornellcollege.edu/student_affairs/compass/academicpolicies.shtml>).

## **Accommodations**

Cornell College makes reasonable accommodations for persons with disabilities. Students should notify the Coordinator of Academic Support and Advising and their course instructor of any disability related accommodations within the first three days of the term for which the accommodations are required, due to the fast pace of the block format. For more information on the documentation required to establish the need for accommodations and the process of requesting the accommodations, see <http://www.cornellcollege.edu/academic-support-and-advising/disabilities/index.shtml>

## **Extensions & Due Dates**

I expect that you will turn in every assignment on the indicated due date on the course calendar, at the beginning of the class meeting. If you are unable to attend class for an excused reason (religious observation, sporting event, etc.), you should plan to turn the assignment in early. I am, however, also willing to be flexible and talk with you about your unique circumstances, so please, *talk to me first* if you feel you will be unable to make a certain deadline – turning in a paper or other assignment late without talking to me first will result in a deduction in your grade. For every day late on a major assignment, I will deduct one full letter grade from the grade it would have earned. For example, if you write a B+ paper, but turn that paper in one day late, I will give you a grade of C+.

## **Grading**

Your final grade in this class will be determined by a number of assignments, completed sequentially throughout the semester.

The break-down of your final grade is as follows:

Class participation & readings 10%  
Essay 1 20%  
Essay 2 20%  
Essay 3 25%  
Group Presentation 10%  
Final Project 15%

*\* Each of these projects supports the EPOs of Knowledge, Inquiry, Communication, and Intercultural Literacy.*

## **Contact Me**

My office hours are Tuesdays and Thursdays after class, from 12:00 – 12:30. You can also chat with me after class on non-office hours days. I encourage you to get in touch with me early in the block if you’re having any concerns, difficulties, or questions, or if you just want to chat. I can be reached at my college e-mail ([asagal@cornellcollege.com](mailto:asagal@cornellcollege.com)) until about 8 pm at night, and after about 8 am in the morning. I do not regularly check my e-mail between 8 pm – 8 am.

# **Course Calendar**

**\*Please note that all readings are due on the date they are listed\***

## **Week 1: Origins & 18th Century**

**Day 1, 1/14**

Introduction, review course syllabus  
Read in class “Approaches to Style” (Moodle)  
Read in class “Introduction” to *The Left Hand of Darkness* (Moodle)

**Day 2, 1/15**

Excerpt from *The Blazing World* (Moodle)   
Essay 1 Topic Brainstorming Session

**Day 3, 1/16**

Poems by Margaret Cavendish (Moodle)  
Essay 1 Thesis Workshop

**Day 4, 1/17**

Excerpts from *The Female Spectator* (Moodle)   
Essay 1 Draft Workshop

**Day 5, 1/18**

Essay 1 Due   
Selections from *Micrographia* (Moodle)  
Selections from *Philosophical Transactions of the Royal Society* (Moodle)

## **Week 2: 19th Century**

**Day 6, 1/21**

*The Invisible Man* (pp 47-109)

**Day 7, 1/22**

*The Invisible Man* (pp 110-171)  
Essay 2 Thesis Workshop

**Day 8, 1/23**

*In Memoriam A.H.H.* (pp 39-92)  
Work on your Group Presentations in class

**Day 9, 1/24**

*In Memoriam A.H.H.* (pp 93-146)  
Essay 2 Draft Workshop

**Day 10, 1/25**

Essay 2 Due  
Nathaniel Hawthorne, “Rappaccini’s Daughter” (Moodle)  
Group Presentations

## **Week 3: 20th Century & Research Paper**

**Day 11, 1/28**

*Blade Runner* (to be watched in class)  
W.A. Senior, “Blade Runner and Cyberpunk Visions of Humanity” (Moodle) (read for today)

**Day 12, 1/29**

Individual Meetings Part 1

**Day 13, 1/30**

Individual Meetings Part 2

**Day 14, 1/31**

Library Research Day (meet in Cole Library)

**Day 15, 2/1**

Essay 3 Draft Workshop  
Writing time in class

**Week 4: 21st Century**

**Day 16, 2/4**

Essay 3 Due  
*All Systems Red* (in its entirety)

**Day 17, 2/5**

Holly Black, “1UP” (Moodle)  
Work on Final Projects

**Day 18, 2/6**

Final Project Presentations

\*This syllabus is subject to revision at my discretion.