

 FLORIDA ATLANTIC UNIVERSITY	NEW COURSE PROPOSAL Undergraduate Programs		UUPC Approval <u>2-28-22</u> UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner Posted _____ Catalog _____
	Department English College Arts and Letters <i>(To obtain a course number, contact erudolph@fau.edu)</i>		
Prefix LIT Number 2018	<i>(L = Lab Course; C = Combined Lecture/Lab; add if appropriate)</i> Lab Code	Type of Course <input type="text" value="Lecture"/>	Course Title Special Topics in Literature
Credits <i>(Review Provost Memorandum)</i> 3	Grading <i>(Select One Option)</i> Regular <input checked="" type="radio"/> Pass/Fail <input type="radio"/> Sat/UnSat <input type="radio"/>	Course Description <i>(Syllabus must be attached; Syllabus Checklist recommended; see Guidelines)</i> LIT 2018 (Special Topics in Literature) is a course specifically focused on teaching students to better understand literature as a written art form. Students will also learn to employ academic writing to critically analyze the formal qualities that give meaning to literature. This class will focus on a Special Topic or theme.	
Effective Date <i>(TERM & YEAR)</i> 08/2022	Prerequisites, with minimum grade* ENC 1101 and 1102 with C or better		Corequisites N/A.
		Registration Controls <i>(Major, College, Level)</i> N/A.	
*Default minimum passing grade is D-. Prereqs., Coreqs. & Reg. Controls are enforced for all sections of course			
WAC/Gordon Rule Course <input checked="" type="radio"/> Yes <input type="radio"/> No WAC/Gordon Rule criteria must be indicated in syllabus and approval attached to proposal. See WAC Guidelines .		Intellectual Foundations Program (General Education) Requirement <i>(Select One Option)</i> <input checked="" type="radio"/> Humanities General Education criteria must be indicated in the syllabus and approval attached to the proposal. See GE Guidelines .	
Minimum qualifications to teach course Credentialing in English			
Faculty Contact/Email/Phone Wendy Hinshaw/ whinshaw@fau.edu		List/Attach comments from departments affected by new course	
Approved by Department Chair <u></u> College Curriculum Chair <u></u> College Dean <u></u> UUPC Chair <u></u> Undergraduate Studies Dean <u></u> UFS President _____ Provost _____		Date <u>1/20/22</u> <u>2/9/22</u> <u>2-11-2022</u> <u>2-28-22</u> <u>2-28-22</u> _____ _____	

Email this form and syllabus to mjenning@fau.edu seven business days before the UUPC meeting.

LIT 2018: Special Topics in Literature

Proposed Fall 2022

3 Credits

Instructor: Richard Potter

Office Location: CU 319

Office Hours: by appointment

Email: rpotter@fau.edu

Course Description

LIT 2018 (Special Topics in Literature) is a course specifically focused on teaching students to better understand literature as a written art form. Students will also learn to employ academic writing to critically analyze the formal qualities that give meaning to literature. This class will focus on a Special Topic or theme described below.

Course Topic: Dystopian Fiction

LIT 2018 is an introduction to the reading and analysis of dystopian fiction with an emphasis on critical thinking and writing. Focusing on a diverse selection of short stories and novels, we will explore the fundamental elements of this genre, with an emphasis on theme and motif.

While this course will make some attempt to chart the history of dystopian fiction, we will concentrate on more contemporary texts in the genre. The works that are conspicuously absent—*1984*, *Brave New World*, *Fahrenheit 451*—will be addressed and summarized during class discussions, thereby allowing for a more diverse selection of required texts. What's more, dystopian films and television shows will be discussed and sampled through the natural progression of the course.

Required Texts

- **Atwood, Margaret.** *The Handmaid's Tale*
- **Butler Octavia.** *Parable of the Sower*
- **Ishiguro, Kazuo.** *Never Let Me Go*
- **Saunders, George.** *In Persuasion Nation*
- **Various short readings (online)**

WAC Statement

This writing intensive course serves as one of two "Gordon Rule" classes at the 2000-4000 level that must be taken after completing ENC 1101 and 1102 or their equivalents. You must achieve a grade of "C" (not C-minus) or better to receive credit. Furthermore, this class meets the University-wide Writing Across the Curriculum (WAC) criteria, which expect you to improve your writing over the course of the term. The University's WAC program promotes the teaching of writing across all levels and all disciplines. Writing-to-learn activities have proven effective in developing critical thinking skills, learning discipline-specific content, and understanding and building competence in the modes of inquiry and writing for various disciplines and professions.

WAC Assessment Statement

If this class is selected to participate in the university-wide WAC assessment program, you will be required to access the online assessment server, complete the consent form and survey, and submit electronically a first and final draft of a near-end-of-term paper. Note: we are participating in this assessment program.

ADAAA Statement

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS)—in Boca Raton, SU 133 (561-297-3880); in [Davie, LA 203](#) (954-236-1222); or in Jupiter, SR 110 (561-799-8585) —and follow all SAS procedures.

Counseling and Psychological Services (CAPS) Center

Life as a university student can be challenging physically, mentally, and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to <http://www.fau.edu/counseling/>

Course Delivery Mode

This is a fully online course accessible only through FAU's learning management system—Canvas. The course is organized into modules with dates provided for each module. Dates and durations for each module may vary so please pay close attention to start and due dates.

Time Commitment per Credit Hour: This course has 3 credit hours. For traditionally delivered courses, not less than one (1) hour of classroom or direct faculty instruction each week for fifteen (15) weeks per Fall or Spring semester, and a minimum of two (2) hours of out-of-class student work for each credit hour. Equivalent time and effort is required for Summer Semesters, which may be offered over a shortened time frame. Fully Online courses, hybrid, shortened, intensive format courses, and other non-traditional modes of delivery will demonstrate equivalent time and effort.

Online Attendance Policy

Since the course is delivered online, you are expected to access the course **at least three times per week** to ensure you do not miss pertinent postings, messages, or announcements. It is imperative that you meet course deadlines and stay active in discussions, group projects, etc. If you are experiencing major illness, absences due to University duties, or other large-scale issues, contact the instructor immediately to formulate a resolution.

Netiquette and Classroom Etiquette Policy

Due to the casual communication common in the online environment, students are sometimes tempted to relax their grammar, spelling, and/or professionalism. Please remember that you are adult students and professionals—your communication should be appropriate.

For more in-depth information, please see the [FAU statement on Netiquette](#).

Minimum Technology Requirements for This Course

In this course you will need the following technology and computer requirements:

- Dependable computer
- Microsoft 365 Suite [Link to Downloadhttps://www.fau.edu/oit/getoffice365/](https://www.fau.edu/oit/getoffice365/)
- Reliable web browser (recommended [Chrome](#) or [Firefox](#))
- Internet Connection. Recommended: Broadband (high-speed) Internet connection with a speed of 4 Mbps or higher

Technical Support

In the online environment, technical issues are always possible (e.g., lost connection, hardware or software failure). Many of these can be resolved relatively quickly, but if you wait until the last minute before due dates, the chances of these glitches affecting your success are greatly increased. Please plan appropriately. If a problem occurs, it is essential you take immediate action to document the issue so your instructor can verify and take appropriate action to resolve the problem. Please take the following steps when a problem occurs:

Most issues in Canvas can be resolved by clicking on the “Help” tab located on the menu bar.

Additional Technical Support

Contact the eLearning Success Advisor for assistance: 561-297-3590. You can also complete a Help Desk ticket [Link to Help Desk](#). Make sure you complete the form entirely and give a full description of your problem so the Help Desk staff will have the pertinent information in order to assist you properly. This includes:

Intellectual Foundation (General Education) Program Outcomes.

This course partially fulfills the course requirements for the Humanities Foundation area in the FAU general education program. Through literature, the creative and performing arts, philosophy, and architecture, individuals and cultures interpret, express, and define their values and ideals. They also explore human potential, the human condition, and the imagination. Students fulfilling the Humanities requirement will be able to:

- reflect critically on the human condition.
- demonstrate the theory or methods behind forms of human expression.

Guidelines for Papers

All work you turn in must demonstrate a sincere effort on your part to construct a clear thesis and develop your argument logically in a well-organized essay, with support of major points by specific examples and quotations from the text. Ideally, the papers should present fresh, creative approaches based on your own ideas. All work should be free of mechanical errors and be thoroughly proofread.

Plagiarism

The Undergraduate Catalog describes academic irregularities, which, on the first occurrence, can result in a grade of “F” for the course and a notation on a student’s record, and, on the second occurrence, can result in expulsion from the University. Among these is plagiarism.

Plagiarism is a form of theft. It means presenting the work of someone else as though it were your own, that is, without properly acknowledging the source. Sources include published material and the unpublished work of other students. If you do not acknowledge the source, you show an intention to deceive.

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high-quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual

responsibility. Harsh penalties are associated with academic dishonesty. For more information, see http://wise.fau.edu/regulations/chapter4/Reg_4.001_5-26-10_FINAL.pdf

Formal Papers: Drafts and Revisions

You will write three analytical papers (1500 words). Missing or incomplete drafts will automatically lower the grade for the paper ½ a letter grade. You must keep electronic and paper copies of all your papers, drafts and revisions included. See attached rubric and error-tracking log.

Late papers will be accepted, though they will be marked off a letter grade for every calendar day that they are late. I will provide you with written instructions for each assignment, at least one week prior to the due date. Late papers will not be accepted for the final.

Assignment Feedback Policy

I will provide feedback on submitted assignments within one week of the submission date. Some assignments may require a longer review period, which I will communicate to you.

Quizzes

There will be quizzes on almost all of the readings. The quizzes are designed for students who have already read the text and have underlined/made some notes. You are welcome to use your book for your quizzes, but that can be a dubious benefit. If you spend too much time reading while taking the quiz, you'll run out of time. And I look for thorough, detailed answers rather than precise words or phrases. You have about five minutes per question.

Quiz makeups. Getting a zero on a quiz can really be a disaster for the overall average. I work (to an extent) with students to avoid that. Zeros on the quizzes can sometimes result from technological problems, scheduling difficulties, misunderstandings, etc. However, I need to be fair to everyone. With occasional exceptions, I cannot simply extend a quiz deadline for an individual student, nor clear an existing attempt. Rather I will either design a makeup quiz or give you a separate writing assignment. The makeup will always be more difficult and may include additional readings.

Class Participation

Most weeks we will have small group discussion assignments. In these groups, you are graded on your own individual participation and not the work of the group as a whole.

Grading

Writing Assignment One: 20%
Writing Assignment Two: 25%
Writing Assignment Three: 25%
Quizzes: 25%
Participation: 5%

Below is the grading guideline complete with the pass/fail threshold.

100-94: A	80-83: B-	67-69: D+
90-93: A-	77-79: C+	66-64: D
87-89: B+	74-76: C	63-60: D-
84-86: B	73-70: C-	Below 60: F

LIT 2018: Dystopian Fiction
Complete Schedule
 (amendments likely—always check announcements/modules)

Week/Module	Tuesday	Thursday
Module 1 Aug 23/25	Review syllabus and course organization in Canvas. Read excerpts from Orwell's 1984.	Introductions.
Module 2 Aug 30/Sept 1	Read Le Guin, Kafka (excerpt). Quiz 1	Discussion of imagery and setting.
Module 3 Sept 6/8	Read Octavia Butler's <i>Parable of the Sower</i> through Chapter 9 (until the break to 2026). Quiz 2	Group discussion of motif and symbolism.
Module 4 Sept 13/15	Read Octavia Butler's <i>Parable of the Sower</i> through Chapter 18. Quiz 3	Discussion of race and identity. Exercise on selections and integration of quotations.
Module 5 Sept 20/22	Finish reading Octavia Butler's <i>Parable of the Sower</i> . Quiz 4	First draft of Paper 1 due. "Identity and Motif in Octavia Butler's <i>Parable of the Sower</i> ." 500 – 750 words. See attached assignment prompt for details.
Module 6 Sept 27/29	Paper review and discussion: titles, thesis statements and topic sentences.	Final draft of Paper 1 due. "Identity and Motif in Octavia Butler's <i>Parable of the Sower</i> ." 1250 – 1500 words. See attached assignment prompt for details.
Module 7 Oct 4/6	Read through Chapter 12 in Ishiguro's <i>Never Let Me Go</i> . Quiz 5	Discussion of narration—point of view, style, tone. Why do we need a reliable narrator for Dystopian Fiction?
Module 8 Oct 11/13	Finish reading. Ishiguro's <i>Never Let Me Go</i> . Quiz 6 & 7 (mini-midterm)	Group discussion of film adaptation of literature.

Week/Module	Tuesday	Thursday
Module 1	Review syllabus and course organization in Canvas. Read excerpts from Orwell's 1984.	Introductions.
Module 2	Read Le Guin, Kafka (excerpt). Quiz 1	Discussion of imagery and setting.
Module 3	Read Octavia Butler's <i>Parable of the Sower</i> through Chapter 9 (until the break to 2026). Quiz 2	Group discussion of motif and symbolism.
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Module 5	Finish reading Octavia Butler's <i>Parable of the Sower</i> . Quiz 4	First draft of Paper 1 due. "Identity and Motif in Octavia Butler's <i>Parable of the Sower</i> ." 500 – 750 words. See attached assignment prompt for details.
Module 6	Paper review and discussion: titles, thesis statements and topic sentences.	Final draft of Paper 1 due. "Identity and Motif in Octavia Butler's <i>Parable of the Sower</i> ." 1250 – 1500 words. See attached assignment prompt for details.
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Module 8	Finish reading. Ishiguro's <i>Never Let Me Go</i> . Quiz 6 & 7 (mini-midterm)	Group discussion of film adaptation of literature.
Module 9	Read Atwood's <i>The Handmaid's Tale</i> through Chapter 6. Quiz 8	Discussion of dramatic structure. Exercise on plot and how it can be reflected in critical essays.

Module 10	Read Atwood's <i>The Handmaid's Tale</i> through Chapter 12. Quiz 9	Group discussion of the writing process (with a focus on Offred). Discussion of Dystopian Fiction as social commentary.
Module 11	Finish reading Atwood's <i>The Handmaid's Tale</i> . Quiz 10	Discussion of plot climax and epiphany. First draft of Paper 2 due. "The Handmaid's Tale: Select Topics." 500 – 750 words. See attached assignment prompt for details.
Module 12	Discussion of Paper 2: Paragraph organization and conclusions. Additionally, we will review research strategies and MLA citations (research optional for this paper, however).	Final draft of Paper 2 due. "The Handmaid's Tale: Select Topics." 1500 words. See attached assignment prompt for details.
Module 13	Read selections of Saunders. Quiz 11	Discussion of satire and dystopias.
Module 14	Read selections of Saunders. Quiz 12	Group discussion on literary theory and existentialism in particular. First draft of Paper 3 discussed: integrating outside sources employing the frame and case model.
Module 15	Discussion of Paper 3	Final draft of Paper 3 due. Saunders's short stories and "The Myth of Sisyphus."

Writing Assignment One

1500 Words (see attached grading rubric for further details)

In *Parable of the Sower*, the narrator Lauren Olamina describes her life from ages 15 to 18—three pivotal years that track her unique journey into adulthood. Whether by choice or forced by circumstances (or a combination of both), Lauren constantly forges ahead on her own identity quest. For this paper, analyze Lauren's mission and develop your own clear conclusion of who she has become by the end of the book.

Since this is a relatively short paper for such a long text, consider focusing on one aspect of her development. For instance, you could focus on how she comes to write and develop "Earthseed." Along those same lines, it's possible to understand her character by examining her relationship with religion in a more general way. Alternatively, you could write about how her romantic life informs her development. Her journey is also marked by a series of friendships. Of course, violence persists throughout the story and no doubt shapes her character. Again, you should focus on one of these ideas (or come up with your own) and you should not try and write about all of them. No matter what, your work should be based on quotations from the text.

Writing Assignment Two. Choose one of the following topics

1500 Words (see attached grading rubric for further details)

1. Many readers and critics have suggested that the elements and themes in *The Handmaid's Tale* are already present in our own society. Using examples from the text, write a paper that explores these connections. Ultimately, what can *The Handmaid's Tale* teach us about our own society?

Workshop/discussion questions:

How is Gilead like our own society? To put it bluntly, where in our society do you see sexism, and/or classism? Where do you see evidence of religious influence? How can (very) current events be framed by our reading of *The Handmaid's Tale*?

As a group, find five or more moments in the text that you feel connect to—if not critique—our own society and culture. Discuss and explain these connections. Note: try and find moments from different sections of the text; include at least one from the very last chapter.

2. Describe and explore the direct and indirect use of biblical allusions in *The Handmaid's Tale*. What do they tell us about Gilead? More precisely, what do they tell us about Offred, and her perspective on both herself and the world around her?

Workshop/discussion questions:

How exactly is Gilead governed according to the bible? As a group, find the moments in the text where the bible is referenced or alluded to directly. What kind of society does this create, encourage? How does the narrator fit into this design? How is she in conflict with it? How is that conflict resolved?

Note: If in the course of your analysis you find alternative themes or topics regarding the bible, feel free to explore them (however, you still must have one main thesis).

3. Examine and analyze *The Handmaid's Tale* as a novel about the writing process. What does Offred gain through language, storytelling and the written word in general? How else can you account for her obsession?

Workshop/discussion questions:

Why do you think the narrator tries to document her experience at all? Why does she sometimes “correct” herself and offer alternate versions of the same events? Besides the act of story telling, where else do you see her preoccupation with language? Why do you think it’s so important for her? How is her conflict reflected in the idea of language/storytelling? How is it ultimately resolved?

As a group, find five or more moments in the text that references the act of storytelling and language. Discuss and explain these moments using the questions above.

Note: try and find moments from different sections of the text; include at least one from the very last chapter.

Writing Assignment Three. Choose one of the following topics

1500 Words (see attached grading rubric for further details)

Saunders and “The Myth of Sisyphus”

In his short story collection *In Persuasion Nation*, Saunders paints a bizarre and absurd portrait of American life. The characters are by turns comic and tragic, likeable and disgusting, maligned and redeemed. Perhaps they even come off as cartoonish or whimsical. However, it's left up to the reader to try and make sense of their predicament, their pathos, and their plight.

For this paper, examine and evaluate at least two of Saunders' stories using Camus's essay “The Myth of Sisyphus” as a frame of reference. In short, how do the characters resemble Sisyphus? Construct an argument based on these analogies. What does Sisyphus's plight tell us about Saunders' characters? How does Sisyphus's story enhance the criticism of American, consumer society? What other insight does Camus' essay provide?

Grading Rubric for Formal Papers

The SUPERIOR (A) Paper

- Addresses the question or prompt fully
- Demonstrates substantial comprehension of relevant material
- Shows substantial depth, complexity, and creativity of thought
- Demonstrates very clear and coherent organization
- Develops arguments fully with ample support details
- Demonstrates superior control of diction, grammar, syntactic variety, and mechanical issues
- Displays excellent handling of MLA-style conventions
- Shows superior integration of source material and source documentation

The STRONG (B) Paper

- Addresses the question or prompt substantially, yet not fully
- Demonstrates good comprehension of relevant material
- Shows depth, complexity, and creativity of thought
- Demonstrates clear organization
- Develops arguments with good supporting details
- Demonstrates good control of diction, grammar, syntactic variety, and transitions
- Displays effective handling of MLA-style conventions
- Shows effective integration of source material and documentation of sources

The COMPETENT (C) Paper

- Adequately addresses the question or prompt
- Demonstrates adequate understanding of relevant material
- Shows clarity of thought but may treat the topic simplistically or repetitively, and/or may need some more complexity of ideas
- Demonstrates adequate organization
- Develops arguments adequately, with some detail
- Demonstrates adequate facility with syntax, grammar, mechanics, and usage but contains some errors
- Displays generally competent handling of MLA-style conventions
- Shows proper integration of sources and documentation of sources

The INADEQUATE (D and below) Paper

- May distort or neglect parts of the question or prompt, and/or
- Fails to comprehend relevant material
- Lacks clarity of thought or demonstrates confused or simplistic thinking and/or
- Lacks adequate organization, and/or
- Fails to provide adequate or appropriate details to support major ideas, or may provide details without tying them in to general ideas, and/or
- Demonstrates significant patterns of errors in language, syntax, or mechanics
- Displays insufficient handling of MLA-style conventions
- Shows inadequate integration and/or documentation of sources or lacks integration and/or documentation of sources

Error Tracking Log

<p>In this column, copy and paste the sentence that contains the sentence-level error from your essay. Highlight the error. See if you can find another example of the same error (one that I didn't identify for you) in your essay.</p>	<p>In this column, define the error and explain what it is. Cite a source (either your handbook or a reputable online source, such as Purdue OWL), and include a link or page number.</p>	<p>In this column, rewrite the sentence that contains this sentence-level error in your essay. Correct the error and highlight the correction.</p>	<p>Finally, explain a strategy that you will use to fix/correct/prevent this error in the future. What proofreading strategy do you need? What's the best way to catch it in your writing?</p>