COURSE CHANGE REQUEST
Undergraduate Programs

FLORIDA ATLANTIC UNIVERSITY

Department English

College Arts and Letters

UUPC Approval 10-12-2026
UFS Approval _____
SCNS Submittal _____
Confirmed _____
Banner Posted _____
Catalog _____

***Current* Course Prefix and Number**	LIT 2310	***Current* Course Title**	Science Fiction and Fantasy

*Syllabus must be attached for **ANY** changes to current course details. See Template. Please consult and list departments that may be affected by the changes; attach documentation.*

Change title to:

Change prefix

From: **To:**

Change course number

From: **To:**

Change credits*

From: **To:**

Change grading

From: **To:**

Change Writing Across Curriculum (WAC) **

Add ☐ **Remove** ☐

Change General Education Requirement***

Add ☑ Humanities **Remove** ☐

*See Definition of a Credit Hour.

**WAC criteria must be indicated in syllabus and approval attached to this form. See WAC Guidelines.

***GE criteria must be indicated in syllabus and approval attached to this form. See General Education Guidelines.

Change description to:

Change prerequisites/minimum grades to:

Change corequisites to:

Change registration controls to:

Please list existing and new pre/corequisites, specify AND or OR and include minimum passing grade (default is D-).

Effective Term/Year for Changes:	Fall 2028	**Terminate course? Effective Term/Year for Termination:**	
Faculty Contact/Email/Phone	Taryne Jade Taylor/ttaylor5@fau.edu/561-297-3830		

Approved by		***Date***
Department Chair	Oliver Buckton	9-28-2026
College Curriculum Chair		9/28/2026
College Dean		09/30/2026
UUPC Chair	Korey Sorge	10-12-2026
Undergraduate Studies Dean	Dan Mecroff	10-12-2026
UFS President		
Provost		

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

FLORIDA ATLANTIC UNIVERSITY

LIT 2310-001

Science Fiction and Fantasy

Date:

Building: Room:

3 Credit(s)

Fall 2028 - 1 Full Term

Instructor Information

Instructor Name
Email:
Office:
Office Hours:
Phone:

Course Description

An introduction to the close reading of science fiction and fantasy literature, which has always formed a key part of the Western canon. Includes content related to the Western Canon. This is a General Education course.

Instructional Method

In-Person
Traditional concept of in person. Mandatory attendance is at the discretion of the instructor.

Required Texts/Materials

The Island of Dr. Moreau by H.G. Wells, ISBN 978- 0141441023

The Princess and the Goblin by George MacDonald, ISBN 978- 1554810079

All other readings are available open access online (for free) and can be found linked on

Canvas. Please see the schedule to see all the assigned readings.

Gen Ed. Course Learning Outcomes

•Develop and refine your academic writing and critical thinking skills through the study of science fiction and fantasy literature

• Generate your own informed definition of science fiction and fantasy literature through formal and informal writing assignments

• Apply literary concepts to science fiction and fantasy in written and oral communication

• Analyze the historical contexts that led to the development of science fiction and fantasy horror literature as specific genres.

• Categorize significant literary movements that impacted the development of science fiction and fantasy

• Examine key literary figures and works of the genres.

• Write structured papers that incorporate research and engage in an analysis of science fiction and fantasy

• Develop as a writer and thinker by revising writing assignments about science fiction and fantasy

Writing Across the Curriculum Designated Course

This is a writing-intensive course that satisfies the state's College-Level Communication Skills requirement (formerly Gordon Rule). You must take and pass two 1000-level WAC courses (ENC 1101 and 1102 or their equivalents) before you may take two additional required 2000-4000 level writing intensive courses. 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. For more information, visit **www.fau.edu/wac**.

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.

FREE **writing** support is offered for this course through the University Center for Excellence in Writing (UCEW) at the CTL. Visit **fau.edu/ucew** to learn more.

Faculty Rights and Responsibilities

Florida Atlantic University respects the rights of instructors to teach and students to learn. Maintenance of these rights requires classroom conditions that do not impede their exercise. To ensure these rights, faculty members have the prerogative to:

• Establish and implement academic standards.

• Establish and enforce reasonable behavior standards in each class.

• Recommend disciplinary action for students whose behavior may be judged as disruptive under the Student Code of Conduct University Regulation 4.007.

Disability Policy

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) and follow all SAS procedures. SAS has offices across three of FAU's campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at www.fau.edu/sas/.

Course Evaluation Method

Your assignments will consist of the following, and will be weighted based on this breakdown:

20%: Participation

- Participation includes lively in class discussion, regular attendance, and written discussion questions
- Each unexcused absence from class beyond the second will result in grade reduction.
- Submitting discussion questions will be a standing assignment graded on completion: every day that class meets beyond the first week, each student will submit at least one discussion question to Canvas about the reading(s) to be discussed that day in class.
- There are 26 class meetings for which discussion questions can be submitted: a student will need to submit questions on 20 days in order to receive full credit, meaning that you can miss one here and there without a participation grade reduction, but not too many

15%: Course Blog

- You will complete 4 blog posts via Canvas Discussions, each analyzing a course text through close reading of that text.
- Posts should be 300-500 words each.
- The main goal for each post is to do a close reading of the text, so you'll use my "Formula for Fantastic Close Reading." Blogging allows you to practice and refine your writing and interpretation skills in a lower-stakes environment than a formal essay. This also allows me to give you faster and more frequent feedback on your writing. Blogging will help you prepare for the Close Reading Essay and Final Project.
- Posts are practice for the essays and can be used as the basis for the essays.
- You will be allowed to revise one blog post to replace your lowest blog post grade.
- Posts should follow MLA format as discussed in class.
- Your blog posts will be graded using a rubric. Successful posts will have arguable theses, appropriate textual evidence, strong analysis by way of close reading of the textual evidence, proofread and edited writing, clear organization, and correct MLA formatting.

20%: Close Reading Essay

- The Close Reading Essay will be an opportunity to expand on one of your Blog Posts.
- The essay should be between 1,250 to 1,500 words.
- The main goal for the essay is to complete a close reading of the text, so you'll use the same "Formula for Fantastic Close Reading" that you have practiced through your blog posts.
- You will also complete several scaffolding assignments in order to get feedback, refine your ideas, avoid procrastination, and increase your success. Though the assigned scaffolding assignments only include a thesis draft, logic skeleton, paper draft, and peer review, you are also encouraged to come to my office hours for feedback. Only the final submission of your essay will be graded. The lower stakes scaffolding assignments are designed to help you refine your writing and critical thinking through low stakes drafting.
- We will workshop your thesis, logic skeleton, and essay draft in class as a way to get you immediate peer and instructor reviews.
- The essay should follow MLA format.
- Your essay will be graded using a similar rubric to your blog posts. A successful essay will have an arguable thesis, appropriate textual evidence, strong analysis by way of close reading of the textual evidence, proofread and edited writing, clear organization, correct MLA formatting, and good overall presentation (title, transitions, introduction and conclusion).

25%: Research Essay

- Your goal for this paper is to analyze a primary source text we covered in class (e.g. one of the science fiction and fantasy stories) in the context of secondary source (aka scholarly research). This assignment not only builds on the close reading skills you've been practicing through your blog posts and Close Reading Essay, but also adds a scholarly research component.
- You will use your close reading skills to build your interpretation as well as secondary source research to support and enhance that interpretation. You will complete several scaffolding assignments in order to get feedback on your work, refine your ideas, avoid procrastination, and increase your success.
- We will complete the same scaffolding as for your Close Reading Essay and workshop your thesis draft, logic skeleton, and essay draft in class as a way to get you immediate peer and instructor feedback.
- The Research Essay should be 1,500-1,750 words
- The focus or star of the paper should be analysis of your primary text; the secondary sources (research) should provide context that further support and enhance your argument. Appropriate contexts include: genre/subgenre categories, cultural, historical, political, philosophical, and/or aesthetic contexts. You must use at least 3 reputable secondary sources in your paper. 1 of those 3 sources must be peer reviewed.
- Instead of my "Formula for Fantastic Close Reading," you will use my Formula for Close Reading + Research.
- The essay should follow MLA format .
- Your essay will be graded using a similar rubric to your Close Reading essay. A successful essay will have an arguable thesis informed by secondary source research, use appropriate textual evidence from your primary source and secondary source research, offer strong analysis by way of close reading of the textual evidence, be proofread and edited, have clear organization, use correct MLA formatting, and have good overall presentation (title, transitions, introduction and conclusion).
- We will workshop your thesis, logic skeleton, and essay draft in class as a way to get you immediate peer and instructor feedback.

20%: Final Revision

- You will choose either your Close Reading Essay or Research Essay of your essays to revise in response to the feedback you received on it from your instructor.
- A revision is a substantial reworking of a draft as distinct from editing and correction of surface errors)
- This assignment effectively replaces the final exam for the course, and is due when our final exam would normally take place.

You will receive instructor feedback on Canvas for each of these assignments that will assist in your development as a writer and critical thinker and assist you in the revision. Once I have graded each batch of essays, we will also reserve class time during the following class meeting to review some common issues and focus our attention on improving our writing.

Code of Academic Integrity

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 University Regulation 4.001.

Attendance Policy Statement

Students are expected to attend all their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of non-attendance. Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations, or participation in University-approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances, and debate activities. It is the student's responsibility to give the instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

Religious Accommodation Policy Statement

In accordance with the rules of the Florida Board of Education and Florida law, students have the right to reasonable accommodations from the University in order to observe religious practices and beliefs regarding admissions, registration, class attendance, and the scheduling of examinations and work assignments. University Regulation 2.007, Religious Observances, sets forth this policy for FAU and may be accessed on the FAU

website at www.fau.edu/regulations.

Any student who feels aggrieved regarding religious accommodations may present a grievance to the executive director of The Office of Civil Rights and Title IX. Any such grievances will follow Florida Atlantic University's established grievance procedure regarding alleged discrimination.

Time Commitment Per Credit Hour

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 are required for Summer Semesters, which usually have a shortened timeframe. Fully Online courses, hybrid, shortened, intensive format courses, and other non-traditional modes of delivery will demonstrate equivalent time and effort.

Course Grading Scale

Letter Grade	Letter Grade
A	94 - 100%
A-	90 - 93%
B+	87 - 89%
B	83 - 86%
B-	80 - 82%
C+	77 - 79%
C	73 - 76%
C-	70 - 72%
D+	67 - 69%
D	63 - 66%
D-	60 - 62%
F	Below 60

Grade Appeal Process

You may request a review of the final course grade when you believe that one of the following conditions apply:

• There was a computational or recording error in the grading.

• The grading process used non-academic criteria.

• There was a gross violation of the instructor's own grading system.

University Regulation 4.002 of the University Regulations contains information on the grade appeals process

Policy on Make-up Tests, Late work, and Incompletes

Consult the instructor to request an extension.

Policy on the Recording of Lectures

Students enrolled in this course may record video or audio of class lectures for their own personal educational use. A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach students about a particular subject. Recording class activities other than class lectures, including but not limited to student presentations (whether individually or as part of a group), class discussion (except when incidental to and incorporated within a class lecture), labs, clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, and private conversations between students in the class or between a student and the lecturer, is prohibited. Recordings may not be used as a substitute for class participation or class attendance and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the University's Student Code of Conduct and/or the Code of Academic Integrity.

Artificial Intelligence Preamble

FAU recognizes the value of generative AI in facilitating learning. However, output generated by artificial intelligence (AI), such as written words, computations, code, artwork, images, music, etc., for example, is drawn from previously published materials and is not your own original work.

FAU students are not permitted to use AI for any course work unless explicitly allowed to do so by the instructor of the class for a specific assignment. **[Policy 12.16 Artificial Intelligence]**

Class policies related to AI use are decided by the individual faculty. Some faculty may permit the use of AI in some assignments but not others, and some faculty may prohibit the use of AI in their course entirely. In the case that an instructor permits the use of AI for some assignments, the assignment instructions will indicate when and how the use of AI is permitted in that specific assignment. It is the student's responsibility to comply with the instructor's expectations for each assignment in each course. When AI is authorized, the student is also responsible and accountable for the content of the work. AI may generate inaccurate, false, or exaggerated information. Users should approach any generated content with skepticism and review any information generated by AI before using generated content as-is.

If you are unclear about whether or not the use of AI is permitted, ask your instructor before starting the assignment.

Failure to comply with the requirements related to the use of AI may constitute a violation of the **Florida Atlantic Code of Academic Integrity, Regulation 4.001.**

Proper Citation: If the use of AI is permitted for a specific assignment, then use of the AI

tool must be properly documented and cited. For more information on how to properly cite the use of AI tools, visit **https://fau.edu/ai/citation**

AI Language Specific To This Course

- AI Prohibited: The use of AI to assist in any work assigned in this specific course is prohibited.

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/

Title IX Statement

In any case involving allegations of sexual misconduct, you are encouraged to report the matter to the University Title IX Coordinator in the Office of Civil Rights and Title IX (OCR9). If University faculty become aware of an allegation of sexual misconduct, they are expected to report it to OCR9. If a report is made, someone from OCR9 and/or Campus Victim Services will contact you to make you aware of available resources including support services, supportive measures, and the University's grievance procedures. More information, including contact information for OCR9, is available at **https://www.fau.edu/ocr9/title-ix/**. You may also contact Victim Services at **victimservices@fau.edu** or 561-297-0500 (ask to speak to an Advocate) or schedule an appointment with a counselor at Counseling and Psychological Services (CAPS) by calling 561-297-CAPS.

Student Support Services and Online Resources

- Center for Learning and Student Success (CLASS)
- Counseling and Psychological Services (CAPS)
- FAU Libraries
- Math Learning Center
- Office of Information Technology Helpdesk
- Center for Global Engagement
- Office of Undergraduate Research and Inquiry (OURI)
- Science Learning Center
- Speaking Center
- Student Accessibility Services

- Student Athlete Success Center (SASC)
- Testing and Certification
- Test Preparation
- University Academic Advising Services
- University Center for Excellence in Writing (UCEW)
- Writing Across the Curriculum (WAC)

Course Topical Outline

Schedule of Classes

Note: It is your responsibility to do the assigned readings prior to each class meeting as indicated in the scheduled below.

Week 1: Utopia and Imagining a Better Future

8/21 Introductions: we will spend the first class meeting getting to know one another and discussing the history of "science fiction," and some different possible definitions for the genre.
Lecture: Writing about Literature

8/23 Ursula Le Guin, "The Ones Who Walk Away from Omelas" (1973) & Scott Santens, "It's Time for Technology to Serve all Humankind with Unconditional Basic Income" (2017)
Blog Post 1 due 8/23 (before class)

Week 2: Dystopia and What Technology May Do to Us

8/28 E. M. Forster, "The Machine Stops" (1909) & Dylan Walsh, "Study: Social media use linked to decline in mental health" (2022)
Lecture: Developing Research Questions & Arguable Theses
Blog Post 2 due 8/30 (before class)

8/30 Roald Dahl, "The Great Automatic Grammatizator" (1953) & Ted Chiang, "ChatGPT Is a Blurry JPEG of the Web" (2023)
Lecture: MLA Review
Blog Post 3 due 8/30 (before class)

Week 3: Communicating Across Distances: Aliens, Animals, and the People of Tomorrow

9/4 Arthur C. Clarke, "The Star" (1955), Ted Chiang, "The Great Silence" (2016), & Archibald MacLeish, "Epistle to be Left in the Earth" (1930)
Lecture: Writing About SF/F
Blog Post 3 due 8/30 (before class)

9/6 Stephen Vincent Benét, "By the Waters of Babylon" (1937) & Juliet Lapidos, "How to Communicate the Dangers of Nuclear Waste to Future Civilizations" (2009)
In class: Thesis Workshop
Thesis Draft Due (before class)

Week 4: Visualizing the Future with Satire and Dark Comedy

9/11 Kurt Vonnegut, "Harrison Bergeron" (1961) & "EPICAC" (1950)
Lecture: Successful Close Reading

9/13 Kurt Vonnegut, "2 B R 0 2 B" (1962)
In class: Logic Skeleton Workshop
Logic Skeleton Due (before class)

Week 5: Genetic Engineering and the Future of Human Biology

9/15 *The Island of Dr. Moreau by H.G. Wells* (1895) pages 1-64
Lecture: Research & Incorporating Sources
In class: Close Reading Essay Draft Workshop
Close Reading Essay Draft Due (before class)

9/20 *The Island of Dr. Moreau by H.G. Wells* (1896) pages 65-131

Week 6: Imagining and Living with Others

9/25 Pat Murphy, "Rachel in Love" (1987) & "Animal Research: The Ethics of Animal Experimentation"
Lecture: Writing Introductions and Conclusions

9/27 Rebecca Roanhorse, "Welcome to Your Authentic Indian Experience" (2017)
Close Reading Essay Due 9/27 at 11:59 PM

Week 7: Contemporary Futurisms

10/2 Sabrina Vourvoulias, "Saint Simon of 9th and Oblivion" (2021)
Lecture: Writing Longer Essays

10/4 W. E. B. DuBois, "The Comet" (1920)

Week 8: High Fantasy Before Tolkien

10/9 George MacDonald's *The Princess and the Goblin* (1870/1) pp. 1-46
Lecture: Flawlessly Incorporating Sources
In class: Secondary Source Workshop

10/11 MacDonald's *The Princess and the Goblin* (1870/1) pp. 47-123

Week 9: Ethics & Artificial Intelligence

10/16 Pat Cadigan, "AI and the Trolley Problem" (2018) & Johannes Himmelreich, "The Ethical Challenges Self-Driving Cars Will Face Every Day" (2018)
In class: Thesis Workshop
Thesis Draft Due (before class)

10/18 Nnedi Okorafor, "Spider the Artist" (2008) & Philip K. Dick, "Second Variety" (1953)

Week 10: Apocalypse and Horror

10/23 Ray Bradbury, "There Will Come Soft Rains" (1950)
Lecture: Editing versus Revision

10/25 Edgar Allan Poe, "The Fall of the House of Usher" (1839)
In class: Logic Skeleton Workshop

Logic Skeleton Due (before class)

Week 11: Modern Fairytales

10/30 Guillermo del Toro, *Pan's Labyrinth* (2006)
Lecture: The Research Essay
In class: Research Essay Draft Workshop
Research Essay Draft Due (before class)

11/1 Charles Perrault's "Bluebeard" (1697) & Nalo Hopkinson, "The Glass Bottle Trick" (2000)

Week 12: Outer Space and Inner Self

11/6 Ted Chiang, "Story of Your Life" (1998)

11/8 Research Essay Workshop

In class: Research Essay Draft Workshop II
Research Essay Due 11/8 at 11:59 PM

Week 13: "Weird" Fiction Old and New

11/13 C. L. Moore, "Shambleau" (1933)
Lecture: Editing and Proofreading

11/15 Jeff Vandermeer's "The Third Bear" (2007)
In class: Revision Essay Workshop
Revision Essay Draft Due (before class)

Week 14: Finding Meaning in a Post-Disaster Future

11/20 Octavia Butler, "Speech Sounds" (1983)
Lecture: Titles and Finishing Touches

11/22 Jorge Luis Borges, "The Library of Babel" (1941)

Final Exam Week:

Revision Essay Due 12/5 at 11:59 PM