Scorched Earth & Seedlings: Imagining the Environment in Speculative Futures
Monday/Wednesday, Spring 2018
Sections: A02: 9:30-10:45 AM (TLC 1106)
A04: 11:00-12:15 (Nursing 112)

Laura S. McKee
Email: lmckee@westga.edu
Office phone: 678-839-4965
Office Hours: Appointments are strongly encouraged for both on campus and electronic meetings. Please email me at least twelve hours in advance to schedule a meeting.
On campus (TLC 1112-C): Mon. & Wed: 8:15-9:25 AM, 12:30-1:45 & by appointment
Electronic (email & phone/Google Hangout by appt): Tues.: 11AM-4PM

The Prophecy #6, Fabrice Monteiro, 2013

Required Texts: *You must have a print version of the following texts. No ebooks, please, as we'll be doing extensive in-class activities that necessitate print copies of the texts.

1) Misc. (poems, stories, articles, essays, films, podcasts, visual art) to be posted in CourseDen (PDFs must be printed and brought to class; CourseDen readings should be kept in class folder for duration of semester) (Budget for printing: $10-15)
3) Parable of the Sower by Octavia Butler, 978-0446675505 (cover price: $16)
4) Mad Max: Fury Road (film), dir. George Miller, Warner Bros., 2015 (any format is fine: streaming, DVD, digital)

Materials Needed for Class:
1) Notebook for lecture & discussion notes
2) Folder or Binder for class handouts & readings printed from Course Den
3) Pencil or pen
4) Stapler (I won’t provide stapler; recommend purchasing small, travel-size stapler.)
5) Thumb drive or other electronic data storage device to save in-class writing

Section-specific Description:
This is a composition course specifically designed for STEM majors, which focuses on the intersection between the sciences and literature (STEM+ the Arts=STEAM). Broadly, we will explore thematic, philosophical, and ethical questions relevant both to the Humanities and STEM fields. In this section, we will examine how speculative fiction, film, and art explore issues relevant to STEM fields as well as the anxieties, fears, and hopes that emerge directly from current events and concerns, particularly climate change and the threat of nuclear war.

*Please note this a reading intensive course (you will read hundreds of pages), so please carefully follow the Course Schedule in anticipation of upcoming readings to be completed.

General 1102 Course Description: The course serves as a continuation of English 1101 and as an introduction to more sophisticated study of argument and textual analysis, focusing on the composition of increasingly complex analytical essays about written and visual texts. Students must demonstrate advanced competency in critical analysis and interpretation of texts.

General Learning Outcomes:
● To develop reading, understanding, and interpreting of a broad range of written and visual texts from a variety of genres, including but not limited to nonfiction, fiction, poetry, drama, and film. To extend the skills of analytical writing, critical thinking, and argumentative interpretation of meaning established in English 1101. To enhance the understanding of literary principles and the use of basic terms important to critical writing and reading. To construct essays using textual evidence from both primary and secondary sources.
Specific Learning Outcomes:

- **Critical Reading and Analysis:** Develop an understanding of genre and the role of genre in textual analysis. Understand connections between primary and secondary sources and how those connections affect and generate intertextuality.

- **Writing Process and Rhetorical Objectives:** Demonstrate the ability to connect primary and secondary sources in a logical, persuasive, and correct way. Expand the length and complexity in the writing and thinking process.

Minimal Competency Requirements:

- **Essay Level:** Continuation of the learning objectives of ENGL 1101, that is, creation of clear theses, effective introductions and conclusions, and logical, persuasive patterns of essay organization. Additional requirements include the ability to develop a logical argument advancing a particular explication or interpretation of a literary text, focusing on the ways in which the incorporation of secondary materials enhances argument.

- **Paragraph Level:** Continuation of the paragraph development skills required in ENGL 1101. Additionally be able to manage quotations from primary and secondary texts as a means for developing paragraphs, neither letting the quotations dominate the paragraphs inappropriately nor under-explaining the quotations once used.

- **Sentence Level:** Continuation of ENGL 1101, consistent evidence of sentence variety and control of syntax to achieve clarity. Consistent use of apt and varied diction. Additionally be able to use quotations in sentences while maintaining grammatical correctness and competent punctuation. Demonstrate a command of mechanics, grammar, and usage conventions of Standard Edited English as required in ENGL 1101.

- **Documentation Style:** Use the MLA style for documenting sources.

- **Technological Objective:** Demonstrate the ability to use word processing and to find and evaluate electronic resources.

Assessment Tools: You must complete all three essays to pass this class

<table>
<thead>
<tr>
<th>Assignment/Assessment Tool</th>
<th>Description</th>
<th>Percentage of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>Thoughtful participation in classroom and small group discussions as well as completion of in-class writing exercises, regular attendance, and arriving to class on time and prepared.</td>
<td>5%</td>
</tr>
<tr>
<td>Essay 1 (Explication/Response: <em>Annihilation</em>)</td>
<td>1000-1200 words (3-4 pages)</td>
<td>25%</td>
</tr>
<tr>
<td>Essay 2 (Literary Analysis with Secondary Sources: <em>Parable of the Sower</em>)</td>
<td>1300-1500 words (4-5 pages)</td>
<td>25%</td>
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<tr>
<td>Essay 3 (Comparative Analysis of <em>Fury Road</em> and other texts with Research)</td>
<td>1600-1800 words (6 pages)</td>
<td>30%</td>
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<tr>
<td>Quiz/Homework Average</td>
<td>To include both scheduled and pop quizzes on reading assignments from syllabus, as well as terms, formatting and grammar rules reviewed in class. <strong>Quizzes &amp; homework checks cannot be made up under ANY circumstances.</strong> This is another reason regular attendance is crucial. I will drop the lowest grade from this category at the end of the semester.</td>
<td>5%</td>
</tr>
<tr>
<td>Multimedia Presentation</td>
<td>Group (2-3 people) or Individual multimedia project (film, podcast, visual rhetoric/ art project that creatively and critically explores a topic from the semester. Class presentation length: 5-7 minutes.</td>
<td>10%</td>
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Email Policy: Please email me only from your UWG account. Though I will often reply much sooner, please allow 24 hours for a response during the week (48 hours over the weekend), before sending a follow-up email. Email is another opportunity to practice good writing techniques. Some general guidelines:

- Always include a greeting (Dear Instructor/Ms. McKee) and a closing with your name.
- Be sure to proofread for clarity, spelling, and grammar. Remember: well-written, courteous emails will get you far in life, and are MUCH more likely to receive prompt replies.
- Please also include your class and section number in the subject line.
- **I reserve the right to not respond to hastily crafted or disrespectful emails that don’t follow the above guidelines. Take your correspondence with me or any faculty member seriously.**
● **Note:** If you need help with the writing process, please consult me during office hours, as working through a draft is often a complex process often difficult over email.

**Attendance/Lateness Policy:** You may miss class up to 3 class sessions without penalty, no questions asked. **Use these days wisely.** After the 3rd absence, you MUST provide documentation (doctor’s note, death of immediate family member, legal reason etc.) Missing class for work, transportation issues etc. are NOT excusable absences. This is why you should use your freebies wisely over the semester. **For every unexcused absence after the initial 3 freebies, 10 points will be deducted from your final participation grade.** Arriving late or leaving early will count as a ½ absence. If you miss class, you need to check Course Den for any important announcements or adjustments to the syllabus. Keep in mind that you MUST be present in class for all homework and quizzes--these assignments can’t be submitted or made up outside of class.

**Disruptive Behavior Policy:** Students may be dismissed from any class meeting at which they exhibit behavior that disrupts the learning environment of others. Such behavior includes – but is not limited to – arriving late for class, allowing cell phones to ring, speaking disrespectfully to the instructor and/or to other students, checking email or surfing the web, and using personal audio or visual devices. **Each dismissal of this kind will count as an absence and will be applied toward the attendance policy above.**

**Department Paperless Policy:** As of Fall 2006, the English Department implemented a “paperless” policy in its classrooms. Therefore, all materials (handouts, assignment sheets, notes, etc.) will be made available online. Students may print these necessary course documents, including the syllabus, on their home computers.

**Role of the Writing Center:** The role of the Writing Center is to offer consultation in which tutors question, respond to, offer choices, and encourage revision in student essays. Tutors do not evaluate or prescribe solutions to problematic areas in student essays, and tutors are specifically trained to avoid appropriating the student’s work. For more information, visit the Writing Center online at [http://www.westga.edu/writing](http://www.westga.edu/writing).

**Laptop Policy/Cell Phone Policy:** You are allowed to use laptops to take notes and for in-class writing exercises. However, you may only have word processing programs open during class (i.e. Word)—in other words—**absolutely no Internet usage during class.** Be honest with yourself—if you can’t resist the temptation to check email or Facebook, don’t use your laptop or have your cell phone in sight. (Violations will significantly impact your participation grade.)

**Cell phone use is NOT allowed in class.** Please make sure your **cell phones are silenced and put away before class begins.** Failure to do so will impact your participation grade as above. This includes, texting, email, surfing the web, or **taking photos in class (not allowed without instructor permission. See additional info. under Taking Notes below).** If you’re looking at your lap, I pretty much assume you’re texting.

**Quizzes & Homework Checks:** Quizzes will consist of both scheduled and pop quizzes; homework checks will generally be unannounced. **Pop quizzes and homework checks can, under no circumstances, be made up.** This is another reason it is absolutely imperative you come prepared to every class and that you attend regularly. I will, however, drop your lowest quiz/homework grade at the end of the semester.

**Technology & CourseDen:** While we explore our relationship to technology on a philosophical level, we’ll also be using technology on a practical level to enhance the experience of the classroom, including online lectures, discussions, and assignment submission. CourseDen is the primary space for our online dialogue, and I’ll communicate frequently via this platform. All of our written materials (handouts, syllabus, assignment sheets etc) will be housed here as well. You should aim to check into CourseDen daily, and always check for announcements if you miss class.

**Taking Notes:** Learning to take comprehensive detailed notes is an absolutely critical skill for your college years. You are expected to take notes throughout every class session, and your notes should include key points and ideas raised in our conversations about the texts as well as my lectures and visual presentations. If you miss class for any reason, it is your responsibility to obtain a set of notes from a classmate—I do not provide my students with my lecture notes, nor do I post lectures on CourseDen. It’s fairly easy to record notes from PowerPoint presentations, but you need to practice synthesizing and summarizing information transmitted through spoken lectures and class discussions as well. That said, if you ever need an idea or concept repeated or clarified, don’t be afraid to ask!

**Submitting Assignments:** All formal, written assignments should be submitted in hard copy to me at the beginning of class on the due date. **In addition to a hardcopy, an electronic copy of each of the three major essays must be uploaded to CourseDen by the due date.**
date. (Emailed files will NOT be accepted.) All assignments should be double spaced in a 12-point plain font (i.e. Times New Roman), and follow MLA formatting guidelines. Unless I give explicit instructions otherwise, all homework assignments should be typed.

Late Assignments/Extra Credit: 10 points will be deducted for every class session late (unless for an excused absence with written documentation—see above). Don’t miss class because you haven’t finished an assignment—you don’t want to fall further behind by missing class, and you’ll receive the deduction either way. Keep in mind, however, that I will not accept assignments more than 14 days late. On occasion, I will offer extra credit opportunities for students who volunteer their writing for class discussion/group workshop. However, in general, no extra credit will be offered.

Plagiarism & Excessive Collaboration Policy: **(DON'T DO IT.)** Plagiarism will not be tolerated and is defined as using another’s words OR ideas (in whole or in part) without giving credit through proper documentation. **If plagiarism is suspected, the instructor reserves the right to submit a student’s paper to Turnitin.com, a plagiarism detection service.** Any plagiarized work found in a student paper or assignment will result in an automatic F for that assignment and potential UWG disciplinary action.

The Department of English and Philosophy defines plagiarism as taking personal credit for the words and ideas of others as they are presented in electronic, print, and verbal sources. The Department expects that students will accurately credit sources in all assignments. An equally dishonest practice is fabricating sources or facts; it is another form of misrepresenting the truth. Plagiarism is grounds for failing the course. By the end of the term in both ENGL 1101 and 1102, students should demonstrate the ability to produce independent writing (writing without collaborative assistance of peers, writing tutors, or professionals in the field) that shows an acceptable level of competence. Although classroom activities and out-of-class assignments may highlight collaborative learning and collaborative research, excessive collaboration (collaboration that results in the loss of a student’s voice/style and original claims to course-related work) is considered another form of academic dishonesty and therefore will not be permitted.

In short: if you’re using another writer’s ideas, research, or information (even if you translate into your own words), you must give credit through both in-text citations and a work cited page. (Don’t worry. I’ll teach you how to do this.)

Drafts and Draft Workshop: Because writing is a process, each of the formal writing assignments will build from syllabus readings, class discussions, in-class writings, and draft workshops. Draft workshops are peer review groups which allow you an opportunity to receive feedback during the final stages of revision as well as to practice your own critical reading and editing skills. These are crucial class sessions to attend. Rough drafts will be submitted or checked for completion at the end of workshop days (in class) and will count as a quiz grade.

Revision: Because revision is one of the most effective ways to improve as a writer, you will have the option (not mandatory) to revise the first paper. If you choose to accept the revision option, you will need to carefully review my comments on your graded paper and address all of the areas noted in need of improvement. Revisions also must be submitted with a detailed set of revision notes. I will NOT accept any revision without a complete set of notes. Only revised papers that merit a higher grade will receive one. If you do receive a higher grade on your revision, I will average the two grades (i.e. if you received a 70/C- on your paper and an 80/B- on your revision, you will receive a 75/C for your final grade). Revisions must be submitted within one week (along with the original, graded copy) of receiving your graded paper.

Grading Scale: A 90 – 100 (Excellent); B 80 – 89 (Good); C 70 – 79 (Fair); D 60 – 69 (Poor); F below 60 (Failure). Grading summary with the letter to numeric scale: A+=98%; A=95%; A-=92%; B+=88%; B=85%; B-=82%; C+=78%; C=75%; C-=72%; D+=68%; D=65%; D-=62%; F=50%

University Policies & General Course Information:

Important Information on University Policies, Honor Code, ADA, & Campus Carry:
Students should review the following information each semester, because these statements are updated as federal, state, university, and accreditation standards change:

https://www.westga.edu/administration/vpaa/assets/docs/faculty-resources/common_language_for_course_syllabi_v2.pdf

Confidential Discussions:
The Board of Regents, the governing body for the University System of Georgia, recently passed new rules regarding sexual misconduct and its reporting. (It’s called BOR 4.1.7 Sexual Misconduct Policy, link here: http://www.usg.edu/policymanual/section4/C327/) As of July 1, 2016, all faculty and staff must promptly and fully report complaints of or information regarding sexual misconduct to the Title IX Coordinator on campus. Here is the UWG Title IX website: https://www.westga.edu/hr/title-nine.php. For a definition of sexual misconduct see here: https://www.westga.edu/student-services/health/sexual-misconduct-policy.php. What this means is that I
cannot guarantee confidentiality if you come to me and tell me about an instance of sexual misconduct. I must report. However, the following locations and individuals can offer confidential support, and I strongly encourage you to talk to them. I can help you contact these places, too. Here is the contact list:

**HEALTH SERVICES** 678-839-6452

**COUNSELING CENTER** Counseling Center Location: 123 Row Hall Office Hours: Monday-Friday, 8:00 AM-5:00 PM Tel: (678) 839-6428 (after hours call UWG Police) Email: counseling@westga.edu

**PATIENT /VICTIM ADVOCATES** 678-839-0641; 678-839-5338 (after hours 678-839-6000)

(This one is not confidential, but you should have it) **UNIVERSITY POLICE** 678-839-6000 (96000 on campus)
UNIT 1: Annihilation

JANUARY

Week 1
Mon./1-8: Introduction to course, syllabus, & class procedures

Wed./1-10: Exploring ethical questions in STEM through Literature and Art; Language & Observation, Reading for Structure, Metaphor & Figurative Language
Read: (In-class handout) Sherman Alexie’s “Green World”

**Open drop ends Thursday, 1/10 at 11:59 p.m. No dropping classes with a refund after this date.

Week 2:
Mon./1-15: MLK Day; NO CLASS

Wed./1-17: The Elements of Story; Intro to Speculative Fiction & Film, Watch Pumzi in class
Read: “Cli-fi: a Short Essay on its Worlds and its Importance” by Gregers Andersen (link in CourseDen) & “Cli-Fi: a New Way to Talk about Climate Change” by John Abraham (links in CourseDen–please print and bring to class.)

Write in class: 2 paragraphs discussing how Pumzi relates to one or more of the “five imaginaries” that Anderson outlines in his essay. What current social or environmental issues does the work imagine, reflect, or speak to? Be specific and include examples from the work as evidence.

Week 3
Mon./1-22: Begin Discussion of Annihilation Intro to Literary Analysis as Argument; Intro to Essay 1
Read: Part One of Annihilation (01: Initiation & 02: Integration: 3-87)
Due: Study Guide 1 (Course Den)

Wed./1-24: Annihilation ctd.
Read: Part Two Annihilation (03: Immolation: 89-119)
Due: Study Guide 2 (Course Den)

Week 4
Mon./1-29: Annihilation ctd.; Intro to Essay 1
Read: Complete Annihilation (04: Immersion & 05: Dissolution: 121-195)
Due: Study Guide 3 (Course Den)

Wed./1/31: Developing thesis & introductory paragraph for Essay 1
Review MLA format (in-text citations; works cited); In-class writing
Read: Critical essay on Vandermeer (Course Den)
Due: TBA

FEBRUARY

Week 5
Mon./2-5: Developing Essay 1, Review of argument body paragraphs (claims, evidence, analysis); Review incorporating evidence (summary, quote, paraphrase), transitions, MLA format (in-text citations and works cited page)
Due: Draft of thesis & outline of introductory paragraph for Essay 1 (typed in electronic format) (will be checked in class for Quiz Grade)

Wed./2-7: Developing Essay 1; Review Transitions
DUE: Revised thesis and introductory paragraph + first 2 body paragraphs of essay 1 (typed) with transitions (will be checked in class for Quiz Grade)
UNIT 2: Parable of the Sower

Week 6
Mon./2-12: Revising Essay 1; Revision Workshop
*Due: Complete Draft of Essay 1 (bring typed, electronic copy; draft will be checked in class for quiz grade)

Wed./2-14: Introduction to Octavia Butler and Parable of the Sower
Read: Parable of the Sower (1-16) (Make sure to bring your book to class!)
**Due: Final Draft Essay 1 (due in hardcopy and in Course Den)

Week 7:
Mon./2-19: Parable of the Sower (POS)
Read: Chapters 3-10 (17-115)
Due: Parable of the Sower Study Guide 1

Wed./2-21: Parable of the Sower Ctd., Intro to Essay 2
Read: Chapters 11-16 (116-195)
Due: POS Study Guide 2

Week 8:
Mon./2-26: POS ctd., Developing Essay 2
Read: Finish POS. Chapters 17-25 (196-329)
Due: POS Study Guide 3

Wed./2-28: Introduction to & Responding to Secondary Sources, Developing Essay 2
Read: Secondary Source Packet 1 (Course Den)
Due: TBA
**LAST DAY TO WITHDRAW FROM CLASS WITH “W”: Feb. 28

MARCH

Week 9
Mon./3-5: Developing Essay 2; Using secondary sources in your analysis
Due: Draft of thesis statement & introductory paragraph and first body paragraph for Essay 2 (will be checked in class for Quiz Grade)

*Wed./3-7: Essay 2 Writing & Research Day: NO Class
(I will be at a work conference Wed-Friday of this week.)

Week 10
Mon./3-12: Revision Essay 2
*Due: Complete Draft of Essay 2 (checked in class for quiz grade)

Wed: 3/14: Intro to Essay 3 & Multi-Media Presentations; Discuss Examples of Visual Rhetoric and Art (Fabrice Monteiro, Thornton Dial, Vik Muniz etc.)
***Due: Final Draft of Essay 2

Week 11: Spring Break
Mon./3-19: Spring Break: NO CLASS

Wed./3-21: Spring Break: NO CLASS
Unit 3: *Fury Road & Art/Media as Critical Inquiry*

**Week 12**
Mon./3-26: Prepping for Multimedia presentations; Intro to Film & *Mad Max: Fury Road*
Due: TBA

Wed./3-28: *Fury Road ctd.*
Watch: All of *Fury Road: Mad Max* in preparation for class discussion
Due: *Fury Road Study Guide*
Read: TBA

**APRIL**

**Week 13:**
Mon./4-2: Intro to Research Methods ctd. Evaluating Sources, Developing Essay 3
Due: Proposal for Multimedia Presentation (submitted by each group or individual) in Course Den by 9 PM (Note by this date, once you commit to either group or individual project you CAN NOT change.)
Read: Rebecca Solnit essay (Course Den)

Wed./4-4: Developing Essay 3; Research methods ctd.
Due: 2 sources from online database

**Week 14**
Mon./4-9: Developing Essay 3
Due: Proposal for Essay 3

Wed./4-11: **Multi-Media Preparation Day: NO CLASS**
Groups should meet independently in lieu of class/Optional Conferences by appointment
*English Honors Day Ceremony at 3 pm*

**Week 15:**
Mon./4-16: Multimedia Presentations
Due: All multimedia presentations

Wed./4-18: Multimedia presentations ctd.
Due: TBA

**Week 16:**
Mon./4-23: Developing Essay 3
Due: Thesis statement and Intro Paragraph for Essay 3 (Will be checked in class for Quiz Grade)

Wed./4-25: **Developing Essay 3; Course Evaluations**
Due: First 2 pages of Essay 3 (Will be checked in class for Quiz Grade)

**Week 17:**
Mon./4-30: Revision strategies & Draft Workshop (LAST CLASS)
Due: First 4 pages of Essay 3 & Works Cited Page (Will be checked in class for Quiz Grade)

**Final Draft of Essay 3 & Portfolio Reflection due in CourseDen by 9 PM on Wed., May 2.**
Your final essay serves as the final exam. We will not meet during exam week.

***This syllabus is subject to change. The instructor reserves the right to make changes and/or adjustments to assignments, readings, and/or due dates as deemed necessary for the success of the class. If you miss class, it is your responsibility to check Course Den for any announcements regarding changes to the syllabus.***