Description:

In this class we will read and discuss several of the most influential and interesting novels in Dystopian Literature. Each of the texts that we will study has varying elements of stylistic and thematic significance, but all will be considered as artifacts of their particular historical era. We will begin with a fundamental review of dystopias and all of our readings and discussions will focus on how these texts reflect that genre. From what particular cultural milieu did these novels develop? How did they emerge? What were the central characteristics of those times, those authors, those works, and what were their most important legacies?

General Education Core Curriculum Objectives:
In any given semester, one or more of the following Core Curriculum Objectives for the English Foundational Component Area in Language, Philosophy, and Culture may be assessed. These objectives are:
1. Critical Thinking: Creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.
2. Communication Skills: Effective development, interpretation and expression of ideas through written, oral and visual communication.
4. Personal Responsibility: The ability to connect choices, actions and consequences to ethical decision-making.

English Program Learning Outcomes
As English majors and minors are required to take two courses of sophomore-level literature (inclusive of ENG 211, 212, 221, 222, 229, 230 or 233H), the following additional Program Objectives are also assessed:
1. The student will demonstrate the ability to read complex texts, closely and accurately (this correlates to the Core objective of Critical Thinking).
2. The student will demonstrate the ability to comprehend both traditional and contemporary schools/methods of critical theory and apply them to literary texts to generate relevant interpretations. (Demonstration includes the student’s ability to add to meaningful discourse, in oral communication and written communication; this correlates to the Core’s Communication objective).
3. The student will demonstrate knowledge of literary history in regard to particular periods of world literature; the student will further understand how human interactions, decisions, and actions carry with them consequences. (Knowledge of literary history entails competence in cultural considerations as well as understanding of how social and
civic responsibilities impact diverse communications; this correlates to the Core objectives of Social and Personal Responsibilities).
4. The student will demonstrate the ability to effectively conduct literary research. (This objective correlates to the Core objectives of Communication and Critical Thinking).
5. The student will demonstrate the ability to write clear, grammatically correct prose for a variety of purposes in regards to literary analysis. (This objective correlates to the Core objective of Communication).

Texts:
Butler *Parable of the Sower* ISBN 9780446675505

Course Requirements:
There will be readings and class discussions each day, with random quizzes when necessary. Quizzes will be short answers, designed to stimulate discussion of the assigned passages for that day and will count 10 points each. These reading quizzes cannot be made up unless you have written documentation of a severe illness or some other serious and unavoidable distress.

Students will write a core capstone essay on an aspect of world literature as defined by the instructor. More information on the essay will be forthcoming. Essays will be graded both on substance (critical thinking skills, quality and accuracy of ideas) as well as expression (tone, style, syntax, grammar, vocabulary). Assignment will be due prior to Finals Week.

The final exam may include short answer, and essay formats.

Grades:

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<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tr>
<td>Participation</td>
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<tr>
<td>Quizzes</td>
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<tr>
<td>Capstone Essay</td>
<td>20%</td>
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<tr>
<td>Decade Report</td>
<td>30%</td>
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<tr>
<td>Final Exam</td>
<td>30%</td>
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Participation—Attendance

Mere attendance is not participation. I will take attendance each day, but there is no attendance grade. Participation involves careful pre-class preparation and willingness to engage the ideas that you’ve developed with your professor and classmates. The best possible format for such a class is one that mixes lectures and class discussion. In order for this format to be successful we must all read each assignment, take active notes about the various readings and our responses to them, and be willing to both assert our opinions and conscientiously listen to the opinions of others. Do not be afraid to ask questions and to offer opinions about the reading assignments. A substantial part of your final grade is based upon class participation, so I encourage you to attend regularly, be on time, and respond thoughtfully.

Participation grades will be lowered by late arrival to class, by sleeping in class, by phones or other electronics going off in class, by net surfing, text messaging or any other disruption or discourtesy to the class.

WH Grades
Only assigned if course work cannot be completed due to unavoidable circumstances that must be documented for and approved by Dr. Given (with possible review and advice from the Department Chair).

Disabilities:
To obtain related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, Room 325, 468-3004/468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

Definition of academic dishonesty:
Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism include (1) submitting an assignment as if it were one’s own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from the Internet or another source; and (3) incorporating the words or ideas of another into one’s paper without giving the author due credit. Presenting someone else’s work as your own is a serious offense and will not be tolerated in the academic community of which you are a member. By this time in your academic career, you should be well acquainted with what constitutes plagiarism. If not, you should review the university policy on plagiarism at: http://www.sfasu.edu/policies/academic_integrity.asp
I reserve the right to fail any student who plagiarizes.

If you have ANY doubts about whether the idea that you are considering or the language that you are using is “yours” or someone else’s, SEE ME before you turn in your work and we will discuss how best to present it. Unfortunately, there have been several incidents at all undergraduate and graduate levels in which students thought that they could take shortcuts in their work without being caught and/or penalized. They were wrong. Remember—any of the Internet shortcuts available to students are also available to my colleagues and me. Our entire department is very serious about this issue and plagiarism in my class will result in a failing grade.

I HAVE READ AND DISCUSSED THE ABOVE GUIDELINES. I UNDERSTAND AND WILL WORK WITHIN THESE GUIDELINES AS LONG AS I AM ENROLLED IN THIS SECTION OF ENGLISH 233.

(Sign and Print your name here)
Tentative Class Plan English 233-Spring 2016

-Week 1: Jan 19-21
  T- Intro: Syllabus, Decade Reports & Capstone Essays
  R- Introduction: Characteristics of Dystopias

-Week 2: Jan 26-28
  T- Brave New World 3-122
  R- Brave New World 123-207

-Week 3: Feb 2-4
  T- Brave New World 208-259
  R- 1984 1-63

-Week 4: Feb 9-11
  T- 1984 63-167
  R- 1984 167-224

-Week 5: Feb 16-18
  T- 1984 225-312
  R- Lord of the Flies 1-58

-Week 6: Feb 23-25
  T- Lord of the Flies 59-150
  R- Lord of the Flies 151-202

-Week 7: Mar 1-3
  T- Lord of the Flies 203-285
  R- The Man in the High Castle 1-62

-Week 8: Mar 8-10
  T- The Man in the High Castle 63-194
  R- The Man in the High Castle 195-274
- Week 9: Mar 15-17
  T- SPRING
  R- BREAK

- Week 10: Mar 22-24
  T- optional conferences (capstones and/or decade reports)
  R- EASTER BREAK

- Week 11: Mar 29-31
  T- V 1-86
  R- V 87-142

- Week 12: Apr 5-7
  T- V 143-216
  R- V 217-265

- Week 13: Apr 12-14
  T- Parable of the Sower 1-99
  R- Parable of the Sower 101-149

- Week 14: Apr 19-21
  T- Parable of the Sower 151-269
  R- Parable of the Sower 270-329

- Week 15: April 26-28
  T- optional conferences (capstones)
  R- Capstone Essays Due

- Week 16: May 3-5
  T- optional conferences (decade reports)
  R- Decade Deports Due

- Week 17
  Final Exam