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# **ENGLISH 4900 – SPECIAL TOPICS: LITERATURE OF THE FANTASTIC**

Fall 2014

Dr. Crisp

Office: Liberal Arts Building Room 217

Email: jcrisp@daltonstate.edu

Phone: 706-272-2513

## **OFFICE HOURS:**

- TR, 10:45-12:15 and 1:30-2:00.
- Writing Lab: Wednesday, 10:00-11:00
- QEP Hours: Wednesday, 11:00-3:00 (Note: I can't guarantee I can see you during this time if I'm working on the QEP, but please feel free to stop by and check.
- Appointments: I'm on campus a lot, so don't hesitate to ask for an appointment.

## **REQUIRED MATERIALS:**

- *The Hobbit* by J. R. R. Tolkien (any edition; I will insist on timely re-reading for those who have already read this)
- *The Dark is Rising* by Susan Cooper (978-0689829833)
- *A Game of Thrones* by George R. R. Martin (any edition; I will insist on timely re-reading for those who have already read this)
- *Harry Potter and the Sorcerer's Stone* by J.K. Rowling (any edition; I will insist on timely re-reading for those who have already read this)
- A brief course pack of hard-to-find short stories and essays available in the college bookstore
- Assorted short stories and essays on reserve at Roberts Library and/or available on GeorgiaVIEW

## **CATALOG DESCRIPTION:**

Prerequisite: ENGL 3010

Examines a topic in literature, theory, and/or writing that transcends the boundaries of the fixed curriculum. May be repeated for a maximum of six hours with change of content.

Students must earn a **C** or better in order for an upper-level course to count towards a bachelor's degree.

## **COURSE DESCRIPTION:**

Swords, sorcery, dragons, faeries. Adventures and the hero's journey. The themes and trappings of high fantasy have an almost universal appeal to readers both young and old, but are they part of a tradition that is "merely" popular or of one that has enduring artistic value?

"High fantasy" is a much-debated term, so we will consider what it means as we read. Much high fantasy is set in an alternative world, but much of it involves an "underworld" of fantastical or magical creatures hiding in plain sight in our own familiar world. Still other high fantasy stories feature someone from our world who "crosses" into a separate fantastical world. Perhaps there are still other options waiting to be discovered?

Join us as we explore these questions and more while we examine the development and explosion of the genre from Tolkien to the present day.

## **STUDENT LEARNING OUTCOMES:**

1. Students will demonstrate the ability to think critically, analyzing and interpreting situations, events, practices, or literary or historical texts. (College-Level Competencies)
2. Students will demonstrate competence in written communication, producing well-organized writing that meets conventional standards of correctness, exhibits appropriate style and awareness of audience, and presents substantial material. (College-Level Competencies)
3. Students will demonstrate an ability to use research and technology effectively in communication and scholarship. (College-Level Competencies)

## **ASSESSMENT OF STUDENT LEARNING OUTCOMES:**

1. Measure: Students' competence will be measured by their scores on a comprehensive final examination that requires them to identify and evaluate relationships between texts and approaches to fantasy literature and the changes in those relationships over time.

Target: Seventy-five percent of students will score 75% or better on their scores on the exam.

2. Measure: Students' competence will be measured by rubric criteria evaluating the mechanics, logic, and support components of an analytical research essay examining a work of fantasy literature.

Target: Seventy-five percent of students will score 75% or better on the logic and support components of the analytic essay.

3. Measure: Students' competence will be measured by a rubric criterion evaluating the research component of an analytical research essay examining a work of fantasy literature.

Target: Seventy-five percent of students will score 75% or better on the exam.

## **COURSE REQUIREMENTS:**

You should read the assigned selections before class on the day they are listed and come to class prepared to discuss them. If you have genuine difficulty understanding a selection fully, that is ok, but you should be sure that you have read the selection more than once, carefully, and made your best effort before you come to class with that as your commentary. You are, after all, in the business of reading, so difficulty in understanding should be a rare exception in your studies.

## **Emergency Instructional Plan:**

If the college is closed for inclement weather or other conditions, please consult the course calendar that I gave you at the beginning of the semester and complete the assigned readings. Then, check the current unit in Georgia View for additional assignments, activities, and due dates. If it is not possible for me to upload additional assignments because of loss of power, please write a summary of the assigned reading, write a one-page analysis of some aspect of the reading that interests you, and bring them to the next class. If conditions allow, I will load a PowerPoint, lecture notes, or video of the missed lecture in Georgia View, and I will be available to answer questions through email. Compensatory make-up days may be required if the total number of days lost exceeds the equivalent of one week of class time.

## EVALUATION:

Assignments:	Value
A midterm and a comprehensive final exam. (short answer and paragraphs for midterm, short answer and essay question for the final)	30%
Scholarly essay "book club"	10%
A presentation on the research project early in the term. This will be developmental, a presentation and discussion of research in progress.	10%
A full draft of the research paper and peer editing. This should ideally be an expansion of your presentation topic, though I recognize that changes are sometimes unavoidable	10%
The completed essay based on the draft above and on instructor and peer feedback as well as your own considered revisions (12 pages plus Works Cited)	30%
A daily write-up on a discussion question related to the days' reading(s).	10%

## LATE WORK/MAKE-UP POLICY:

If you discover you will have a conflict with a due date, set up an appointment with me or see me during my office hours at least one week beforehand. I'm almost always happy to work out an extension with notice for reasonable causes. Don't surprise me on the due date or the days leading up to it with a sudden delay unless you have a genuine emergency and can document it.

## CHEATING AND/OR POOR CONDUCT:

I'll deal with any dishonest or disruptive behavior as specified in *The College Catalog*, which contains the *Student Handbook*.

Personal peeves are ringing phones and texting instead of paying attention; I'm even more annoyed if you do this to your peers than if you do this to me. If you think you may have an emergency come up during class time, put your phone on vibrate and let me know, then step out to take calls so you don't disrupt class.

## PLAGIARISM:

Plagiarism will not be tolerated; having completed English 1101, you should know what not to do! Presenting others' work or ideas, or portions thereof, as your own will result in a failing grade for the course. The student will be referred for disciplinary measures detailed in the *Catalog* and *Student Handbook*.

## Turn-It-In

By taking this course, you agree that all required papers are subject to submission for textual similarity review to Turnitin.com. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism in other papers. Use of the Turnitin.com service is subject to the Terms and Conditions of Use posted on the Turnitin.com site ([Terms and Conditions](#)).

Turnitin is also a service for peer review and draft feedback as well as a grading platform that allows rich feedback. We'll be using all of these functions this semester, and while you do not have to choose to participate, your access to responses and feedback will be delayed until the next class meeting if you choose not to access the service.

According to the Family Compliance Office of the U.S. Department of Education, your papers are education records within the meaning of the Family Educational Rights and Privacy Act of 1974 (FERPA) ([Information about FERPA](#)). Education records may not be disclosed to third parties in a form that identifies you without your consent. Since Turnitin.com is a third party, you must choose one of the two ways below (not both) to submit papers to Turnitin.com in order to comply with FERPA:

### 1. YOU CONSENT TO DISCLOSE PERSONAL IDENTIFICATION TO TURNITIN.COM.

You may consent to release your personal identification to Turnitin.com by establishing an account and uploading your paper. If you do not already have a Turnitin.com account, go to <http://www.turnitin.com>, click the "New Users" link in the upper right, and follow the instructions to create your student account. When you have an ID, add this class. The class ID for this class is **8345871**; the enrollment password is **dragon**

OR

### 2. YOU DO NOT CONSENT TO DISCLOSE PERSONAL IDENTIFICATION TO TURNITIN.COM.

If you choose not to consent to release your personal identification to Turnitin.com, you must send your paper to your instructor by email as an electronic attachment that can be opened by Microsoft Word, by the deadline given in the syllabus. Your identifying information will be removed and the paper uploaded to Turnitin.com for you. Because your paper will not be in a Turnitin.com account that is accessible to you, you will not be able to view your report on-line. Instead, after the deadline has passed and all papers have been processed by Turnitin.com, your instructor will email an electronic copy of your paper's report to you.

Your paper will be processed by Turnitin.com whichever option you choose. The different options simply determine how the paper is submitted to Turnitin.com, whether the paper has your name on it, and how you receive the Turnitin.com report.

Please note that in Turnitin.com there is a "test upload" assignment area for practice as well as the real assignment area for your paper. Because test uploads are not required or graded, and need not be a sample of your own work, they are not "education records." Therefore, test uploads will not be submitted for you.

Important note: If you upload an early draft of your paper to the test upload assignment, and then upload the final assignment, the final originality report will show that a substantial part of your paper is identical to your draft. That is as expected.

You can read more about Turnitin.com here: <http://www.turnitin.com>

### **COURSE CALENDAR:**

The attached calendar is subject to change at the instructor's discretion or as needed. Check GeorgiaView for the latest version.

### **ATTENDANCE POLICY:**

Come every day if at all possible; I'll do the same. For any absence after the third, I reserve the right to subtract one letter grade from your final class grade. Missed reading quizzes, including those from days when you were late, may not be made up.

### **Officially Approved DSC Groups and Activities: (Effective Fall 2013)**

When students are engaged in officially approved Dalton State groups or activities that require them to participate in events off campus during school days, they shall be treated similarly to any faculty or staff member acting in that same capacity. Thus, just as faculty and staff have excused absences from their regular work schedules, students shall be excused from class without penalty if they are off campus representing Dalton State College in an approved, official capacity during their regular class time. Examples include presenting a paper or otherwise participating in a conference, attending a University System student affairs event, participating in intercollegiate competition (athletic or academic), participating in an approved field trip, etc. Just as faculty and staff members are required to submit Request to Travel forms for approval, in order to be excused, the student needs to provide the following information to the instructor prior to the date when he/she will be absent from class:

- notification of the event (in the case of athletics, students should provide each instructor a schedule of away events at the beginning of the semester or as soon as possible after the schedule is available);

- estimated time of departure from and return to campus (for example, if a student has an away game in the evening and will not be leaving campus until 3:00, he/she will not be excused from classes prior to that time on that day; similarly if the event is in the morning and the student will be returning to campus during the day, he/she is expected to attend any class scheduled after the return trip); and
- contact information for the person or organization sponsoring/authorizing the student's participation in the event.

The student shall be allowed to make up any work missed during the time he/she is off campus representing DSC in an official capacity. He/she shall discuss what will be missed with the instructor and make arrangements to make up any assignments, tests, presentations, etc. that were scheduled on that date.

### **Disability Support Services: (revised July 30, 2014)**

Students with disabilities or special needs are encouraged to contact Disability Support Services. In order to make an appointment or to obtain information on the process for qualifying for accommodations, the **student** should visit the Disability Support Services Library Guide at <http://www.libguides.daltonstate.edu/Disability> or contact the Coordinator of Disability Support Services.

Contact information:

Andrea Roberson, Coordinator  
 Pope Student Center, lower level  
 706/272-2524  
[aroberson@daltonstate.edu](mailto:aroberson@daltonstate.edu)

### **DROP/WITHDRAWAL POLICY:**

Students wishing to withdraw from the course may do so without penalty until the mid-point of the semester, and a grade of **W** will be assigned. After that point, withdrawal without penalty is permitted only in cases of extreme hardship as determined by the Vice President for Academic Affairs; otherwise a grade of **WF** will be issued. (Please note: At Dalton State College, the Hardship Withdrawal process requires students to withdraw from all classes at the college.) The proper form for dropping a course is the **Schedule Adjustment Form**, which can be obtained at the Enrollment Services Office in Westcott Hall. The Schedule Adjustment Form must be submitted to the Enrollment Services Office. Students who disappear, completing neither the official withdrawal procedure nor the course work, will receive the grade of **F**. **This instructor will not withdraw students from the class. Withdrawal from any Dalton State College classes is a student responsibility.** The last day to drop classes without penalty is **XXXX**.

### **Complete Withdrawal Statement:**

"The proper form for withdrawing from all classes at the college after the official drop/add period but before the published withdrawal date is the **Schedule Adjustment Form**. *All students must* meet with a

staff member at the Office of Academic Resources in the Pope Student Center to initiate the withdrawal process. After meeting with the staff member, students will then finalize the withdrawal process in the [Enrollment Services Office](#).”

## **WORKFORCE DEVELOPMENT:**

Contact: Mr. Scott McNabb, Workforce Investment Act

If a student receiving aid administered by the DSC Workforce Development Department drops this class or completely withdraws from the College, the schedule adjustment form must be taken to the Workforce Development Office first. The office is located in the Technical Education Building, Room 214, and students can contact Mr. McNabb at 706-272-2635 from 8:00 a.m.-4:00 p.m. on Mondays, Tuesdays and Fridays. He is in the Georgia Department of Labor office on Wednesdays and Thursdays and can be reached at 706-272-4412.

## **English Department Plagiarism Policy**

You probably have heard of lawsuits about plagiarism in the publishing and recording industries. You may also have had classroom discussions about academic plagiarism. Derived from the Latin word *plagiarius* (kidnapper), *plagiarism* refers to a form of cheating that has been defined as “the false assumption of authorship: the wrongful act of taking the product of another person’s mind and presenting it as one’s own (Alexander Lindey, *Plagiarism and Originality* [New York: Harper, 1952] 2). To use another person’s ideas or expressions in your writing without acknowledging the source is to plagiarize. Plagiarism, then, constitutes intellectual theft and often carries severe penalties, ranging from failure in a course to expulsion from school.

Is the above paragraph an example of plagiarism even though it contains quotation marks and documentation within it? Yes, it is plagiarism because it was copied word for word from the [MLA Handbook for Writers of Research Papers](#), Fourth Edition by Joseph Gibaldi. It should be introduced and cited as follows:

Note the definition of plagiarism offered by the primary writer of a handbook for writing research papers:

You probably have heard of lawsuits about plagiarism in the publishing and recording industries. You may also have had classroom discussions about academic plagiarism. Derived from the Latin word *plagiarius* (kidnapper), *plagiarism* refers to a form of cheating that has been defined as “the false assumption of authorship: the wrongful act of taking the product of another person’s mind and presenting it as one’s own (Alexander Lindey, *Plagiarism and Originality* [New York: Harper, 1952] 2).

To use another person's ideas or expressions in your writing without acknowledging the source is to plagiarize. Plagiarism, then, constitutes intellectual theft and often carries severe penalties, ranging from failure in a course to expulsion from school (Gilbaldi 26).

In writing a research paper, every direct use from another source must be put into quotation marks and then cited within the body of the paper with the author's last name and the page number. Also, every phrase, word, idea, or passage which has been put into the writer's own words (paraphrased) and used in the paper must be cited at the end of the paraphrased material with the author's last name and page number, but the quotation marks are not necessary.

#### What Plagiarism Is:

The use of another's writing without proper use of quotation marks

The borrowing or buying of a term paper or speech

The borrowing of a phrase, use of an idea, or the paraphrasing of material if that information is not properly documented

#### What Plagiarism Is Not:

A summary of a total work based on the writer's impression

Original ideas and reactions based upon reading critical views in secondary sources

Common knowledge about the particular author, works, or topic

#### Instructors May Suspect Plagiarism If:

Writing or speaking style is significantly different from the student's normal style

Vocabulary used is that which is not commonly used by the student

Sentence structure varies widely from the student's writing

Specific and limited knowledge is treated as common knowledge

#### Consequences Of Plagiarism May Include:

0 on the paper or speech

F in class at the Instructor's discretion, if stated in the Instructor's syllabus

Referral to the Dean of Student Affairs with a conference pending

Referral to the Discipline Committee for appropriate action

Cases of plagiarism may be submitted to Student Conduct for a hearing and possible sanctioning. These sanctions could include:

- Disciplinary Warning
- Disciplinary Probation
- Disciplinary Suspension
- Disciplinary Expulsion

### Examples

Following you will find examples, both correct and incorrect, of various ways to use sources in your papers. First, read the **original material** and then compare the various styles of documentation.

#### Original Material

Although commentators differ on the question of which models and sources proved most significant, they tend to concur on the question of how *Huckleberry Finn* transformed American literature. Twain's innovation of having a vernacular-speaking child tell his own story *in his own words* was the first stroke of brilliance; Twain's awareness of the power of satire in the service of social criticism was the second. Huck's voice combined with Twain's satiric genius changed the shape of fiction in America (Fishkin 3).

#### Direct Quote

Even though literary critics may differ on the finer points of Twain's novel Huckleberry Finn, most tend to agree that Mark Twain's satiric genius and his use of the youthful Huck's voice as narrator change the shape of fiction in America (Fishkin 3).

It is widely felt that critics believe Mark Twain forever change American literature with his masterpiece Huckleberry Finn. According to critic Shelley Fishkin, Twain's innovation of having a vernacular-speaking child tell his own story in his own words was the first stroke of brilliance; Twain's awareness of the power of satire in the service of social criticism was the second (3).

### Short Paraphrase

Critics agree that Mark Twain changed the course of American fiction in his novel Huckleberry Finn with his skillful treatment of point of view and social satire (Fishkin 3).

### Long Paraphrase

Even though there is great dissension among commentators concerning the model Twain used to create Huckleberry Finn, almost all are in agreement on one aspect: how Huckleberry Finn permanently changed the face of American literature. Having a child tell the story in his own dialect combined with utilizing satire as a means of criticizing society were Twain's two strokes of genius that forever altered American literature (Fishkin 3).

### Incorrect Paraphrase

Mark Twain changed American literature. His innovation of having a vernacular-speaking child tell his town story in his own words was a stroke of brilliance. Also, the fact that he used the power of satire in the service for social criticism was innovative (Fishkin 3).

### Works Cited

Fishkin, Shelley Fisher. *Was Huck Black? Mark Twain and African-American Voices*. New York: Oxford UP, 1993.

## CALENDAR DR. CRISP ENGLISH 4900 FALL 2014

Subject to revision as needed; check GeorgiaView for the updated version.

All pages and selections listed are things you should read before class on the day listed.

### August

M	T	W	Th	F
11 Classes start	12 Introduction to the class and Joseph Campbell's Hero monomyth (on GeorgiaView),	13	14 Tolkien: "Beowulf: The Monsters and the Critics" (in course pack)	15
18	19 Tolkien: "Beowulf: The Monsters and the Critics" (in course pack)	20	21 <i>The Hobbit</i>	22
25	26 <i>The Hobbit</i>	27	28 <i>The Hobbit</i>	29

## September

M	T	W	Th	F
1 LABOR DAY CAMPUS CLOSED	2 <i>The Hobbit</i>	3	4 "The Rule of Names" (in course pack)	5
8	9 "Weyr Search" (in course pack)	10	11 Scholarly essay "book club"	12
15	16 Scholarly essay "book club"	17	18 <i>The Dark is Rising</i>	19
22	23 <i>The Dark is Rising</i>	24	25 <i>The Dark is Rising</i>	26
29	30 <i>The Dark is Rising</i> / review for midterm exam			

## October

M	T	W	Th	F
		1	2 Midterm exam	3
6	7 Presentations	8	9 Presentations	10
13 Fall Break	14 Fall Break	15	16 Presentations	17
20	21 Last day to drop Presentations	22	23 <i>A Game of Thrones</i>	24
27	28 <i>A Game of Thrones</i>	29	30 <i>A Game of Thrones</i>	31

## November

M	T	W	Th	F
3	4 <i>A Game of Thrones</i>	5	6 TBA/catch-up day Discussion of the publishing industry if time allows	7
10	11 <i>Harry Potter and the Sorcerer's Stone</i>	12	13 <i>Harry Potter and the Sorcerer's Stone</i>	14
17	18 <i>Harry Potter and the Sorcerer's Stone</i>	19	20 <i>Harry Potter and the Sorcerer's Stone</i>	21
24	25 Last class meeting: Exam review and whither the genre?	26 Thanksgiving holiday	27 Thanksgiving holiday	28 Thanksgiving holiday

## December

M	T	W	Th	F
1 Last day of classes (Monday-Wednesday classes)	2 DSC exams	3 DSC exams	4 DSC exams <b>Our final exam: 10:30-12:30 pm</b>	5 DSC exams
8 DSC exams	9 Grades due 4:00 pm	10	11	12 Graduation

Print Name: \_\_\_\_\_

## **SIGN-OFF SHEET**

English 4900

Fall 2014

Dr. Crisp

I have received and read this syllabus; my professor has explained it to me and has given me the opportunity to ask questions about anything I did not understand. I do understand the syllabus and agree to abide by its provisions.

Signature: \_\_\_\_\_

Date: \_\_\_\_\_