

CALIFORNIA STATE POLYTECHNIC UNIVERSITY, POMONA
ACADEMIC SENATE

GENERAL EDUCATION COMMITTEE

REPORT TO

THE ACADEMIC SENATE

GE-009-156

ENG 2803 – Fantasy and the Fantastic

General Education Committee

Date: 10/28/2016

Executive Committee
Received and Forwarded

Date: 11/02/2016

Academic Senate

Date: 11/09/2016
First Reading
11/30/2016
Second Reading

BACKGROUND:

The English and Foreign Languages department introduced a new semester length for GE area C3.

RESOURCES CONSULTED:

Faculty
Department Chairs
Associate Deans
Deans
Office of Academic Programs

DISCUSSION:

The GE Committee reviewed the ECO for this course and found it to satisfy the GE SLO's and other requirements of GE Area C3.

RECOMMENDATION:

The GE Committee recommends approval of GE-009-156, ENG 2803 – Fantasy and the Fantastic.

ENG - 2803 - Fantasy and the Fantastic

C. Course - New General Education* Updated

General Catalog Information

College/Department

English and Foreign Languages

Semester
Subject Area

ENG

Semester 2803
Catalog Number

Quarter Subject
Area

ENG

Quarter Catalog None
Number

Course Title Fantasy and the Fantastic

Units*

(3)

C/S
Classification *

C-03 (Lecture Composition/Counseling/Case Study)

To view C/S Classification Long Description click:

http://www.cpp.edu/~academic-programs/scheduling/Documents/Curriculum%20Guide/Appendix_C_CS_Classification.pdf

Component*

Lecture

Instruction Mode*	Face-to-Face
Grading Basis*	Graded Only
Repeat Basis*	May be taken only once
If it may be taken multiple times, limit on number of enrollments	1
Cross Listed Course Subject Area and Catalog Nbr (if offered with another department)	
Dual Listed Course Subject Area and Catalog number (If offered as lower/upper division or ugrd/grad)	
Choose appropriate type (s) of course(s)*	<input type="checkbox"/> Major Course <input type="checkbox"/> Service Course <input checked="" type="checkbox"/> GE Course <input type="checkbox"/> None of the above
General Education Area / Subarea*	C3

To view the General Education SubArea definitions, click <http://www.cpp.edu/~academic-programs/scheduling/Documents/Ch.3-GeneralEducationProposals.pdf>.

I. Catalog Description

Catalog Description	Fantasy as a literary genre. The history of fantasy and the nature of the fantastic. The significance of fantasy in human society and thought.
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II. Required Coursework and Background

Prerequisite(s) ENG 1101, 1103, or equivalent.

Corequisite(s)

**Pre or
Corequisite(s)**

Concurrent

III. Expected Outcomes

List the knowledge, skills, or abilities which students should possess upon completing the course.*

Students will demonstrate an ability to recognize and analyze a variety of literary works in the genre of fantasy. Students will demonstrate facility with close reading by 'placing' texts provided without context. Students will demonstrate the ability to apply the basic concepts of story telling--character, plot, setting and conflict--judiciously and productively in interpreting texts. Students will demonstrate fluent writing ability including an awareness of audience, purpose, form, and other rhetorical concepts. Students will demonstrate knowledge and comprehension of major texts and traditions in the genre of fantasy written in English or texts translated into English, as well as their social, cultural, theoretical, and historical contexts. Students will demonstrate an ability to analyze and engage texts from nontraditional, non-normative sources.

If this is a course for the major, describe how these outcomes relate to the mission, goals and objectives of the major program.

Explain how the course meets the description of the GE SubArea (s). Please select appropriate outcomes according to the GE Area/SLO mapping.

Fantasy is an enormously popular genre. Although accurate book sales figures are notoriously difficult to obtain, fantasy clearly outsells science fiction by several million copies a year. The tremendous popularity of movies made from fantasy novels--such as *The Hobbit* and *The Lord of the Rings* by J.R.R. Tolkien, the *Harry Potter* series by J. K. Rowling, and *Game of Thrones* by George R. R. Martin--is one indicator of the profound influence of fantasy on our culture. For most of history, indeed up until the realistic novel was invented in the 18th century, all literature could be considered fantasy. Our science fiction course always fills up with a waiting list. It is especially popular with engineers and science majors. Fantasy and science fiction are sometimes blurred together, but in science fiction, everything that happens is ultimately explainable. The laws of physics do not change, no matter how amazing the technology is. In fantasy, the unexpected, the impossible, the fantastic, can happen. If science fiction is a literature of ideas, fantasy is a literature of the imagination, in all its dark corners and bright possibilities. Fantasy explores human dreams, desires, passions, and nightmares in a way that science fiction cannot.

Describe how these outcomes relate to the associated GE Learning Outcomes listed below.*

Write effectively to various audiences by participating in discussion boards and writing a critical paper (Ia). Analyze major literary works of fantasy and describe their aesthetic, historical, and cultural significance in society (IIb). Describe the historical development of diverse fictional and fantastic cultures and analyze the role that cultural diversity plays in shaping core institutions and the behavior of individuals and societies (IIIa). Demonstrate activities, techniques, or behaviors that promote intellectual or cultural growth (IVb).

General Education Outcomes*

Ia. Write effectively for various audiences

IIb. Analyze major literary, philosophical, historical or artistic works and explain their significance in society.

IIIa. Analyze the historical development of diverse cultures and the role they play in shaping core institutions and practices of individuals and societies.

IVb. Demonstrate activities, techniques, or behaviors that promote intellectual or cultural growth.

To view the mapping, click <https://www.cpp.edu/~academic-programs/Documents/GE%20SLO%20Mapping.pdf>

IV. Instructional Materials

Provide bibliography that includes texts that may be used as the primary source for instruction, and other appropriate reference materials to be used in instruction. The reference list should be current, arranged alphabetically by author and the materials should be listed in accepted bibliographic form.

Instructional Materials*

Beagle, Peter, ed. *The Secret History of Fantasy*. San Francisco: Tachyon Publications, 2010. Print.

Carroll, Lewis. *Alice's Adventures in Wonderland & Through the Looking-Glass*. New York: Bantam Classics, 1984. Print.

Gaiman, Neil. *American Gods*. New York: Haper Torch, 2002.

Heaney, Seamus, trans. *Beowulf: A New Verse Translation (Bilingual Edition)*. New York: W. W. Norton, 2001. Print.

Holdstock, Robert. *Mythago Wood*. New York: Orb, 2003. Print.

Jones, Diana Wynne. *The Tough Guide to Fantasyland*. New York: Firebird, 2006. Print.

Le Guin, Ursula K. *A Wizard of Earthsea*. 1969. Spectra, 2004.

Lewis, C.S. *The Lion, the Witch, and the Wardrobe*. New York: Harper Collins, 1994. Print.

Lovecraft, H. P. *The Call of Cthulhu and Other Weird Stories*. New York: Penguin, 1999. Print.

Mirrlees, Hope. *Lud-in-the-Mist*. Rockford, MD: Wildside Books, 2013.

Stoker, Bram. *Dracula*. New York: Dover, 2000. Print.

Tolkien, J.R.R. *The Hobbit*. Boston: Houghton Mifflin, 1966.

Attebery, Brian. *Strategies of Fantasy*. Bloomington: Indiana Univ. Press, 1992. Print.

Clute, John and John Grant, eds. *The Encyclopedia of Fantasy*. New York: St. Martin's, 1997. Print.

Mendolesohn, Farah, and Edward James. *A Short History of Fantasy*. Oxfordshire: Libri Publishing, 2012. Print.

Mendolesohn, Farah. *Rhetorics of Fantasy*. Middletown, CT: Wesleyan Univ. Press, 2008. Print.

Vandermeer, Jeff. *Wonderbook: The Illustrated Guide to Creating Imaginative Fiction*. New York: Abrams Image, 2013.

Faculty are encouraged to make all materials accessible. Indicate with an asterisk those items that have had accessibility (ATI/Section 508) reviewed. For more information, <http://www.cpp.edu/~accessibility>

V. Minimum Student Material

List any materials, supplies, equipment, etc., which students must provide, such as notebooks, computers, internet access, special clothing or uniforms, safety equipment, lockers, sports equipment, etc. Note that materials that require the assessment of a fee may not be included unless the fee has been approved according to University procedures.

Minimum Student Material* Required texts, notebook, writing implement, word processor, printer, and internet access

VI. Minimum College Facilities

List the university facilities/equipment that will be required in order to offer this class, such as gymnastic equipment, special classroom, technological equipment, laboratories, etc.

Minimum College Facilities* Blackboard/whiteboard. Large lecture hall.

VII. Course Outline

Describe specifically what will be included in the course content. This should not be a repetition of the course description but an expansion that provides information on specific material to be included in the class, e.g. lecture topics, skills to be taught, etc. This should not be a week-by-week guide unless all instructors are expected to follow that schedule.

Course Outline* The course will include such topics as definitions of fantasy, origins and history of fantasy, fairy tales, elves and elfland, sword and sorcery, heroic fantasy, horror, wizards and magic, urban fantasy and other sub-genres, movies, graphic novels, and other media. It will also cover basic story craft such as character, plot, setting, and conflict.

VIII. Instructional Methods

Describe the type(s) of method(s) that are required or recommended for the instruction of this course (lectures, demonstrations, etc.). Include any method that is essential to the course, such as the use of particular tools or software.

Instructional Methods* Lecture. Discussion. Online Blogs. Discussion Boards.

IX. Evaluation of Outcomes

Describe the methods to be used to evaluate students' learning, i.e. written exams, Students write three exams that consist of short-answer questions about details of the stories, the motivations of characters, and the social and cultural implications of the texts under study.

Describe the meaningful writing assignments to be included.*

Instructors provide written feedback on short-answer and essays on exams to evaluate student understanding of and reflection on course material. Instructors provide written feedback on take-home exams with a writing component to ask students reflect on and explore course concepts and their relationship to one another. Instructors provide written feedback on online discussion board posts/blogs that prompt students to analyze the course material both individually and in collaboration with peers. Instructors provide written feedback on short written assignments—journal responses, reflections, commentaries, reviews, and others—which prompt students to organize their thoughts, comprehend course material, evaluate connections across course materials, encourage self-assessment, and foster a comfort with the course content. Instructors provide written feedback on short essays, which train students to make a claim, support an argument effectively, and draw connections and conclusion across the course material. Instructors provide feedback on in-class writing assessments—including regular quizzes, narrative responses, free-writes, 'minute papers,' reflections, and other formats—to prompt students to organize their thoughts, comprehend and synthesize course material, evaluate connections across course materials, encourage self-assessment 'on the spot,' and foster a comfort with the act of writing.

Discuss how these methods may be used to address the course and program outcomes, as appropriate. Include or attach a matrix to align the evaluation methods to the outcomes.*

Critical Reading: Students analyze short stories and novels in terms of plot, setting, character, and theme.

Writing: Students write discussion board posts, written exams and a critical paper.

Literary Traditions: Students learn about the history of fantasy as a genre.

If this is a general education course, discuss how these methods may be

Assessment 1a: Students are required to post once a week to a discussion board and respond to the posts of others. In addition, students submit a short critical paper analyzing a novel or short story.

used to address the associated GE Learning Outcomes listed below. Include or attach a matrix to align the evaluation methods to the outcomes.*

Assessment 2b: Students submit a critical paper at the end of the course in which they analyze a novel or short story and support their conclusions with evidence from the text or texts.

Assessment 3a: Students submit a critical paper at the end of the course in which they analyze a novel or short story and support their conclusions with evidence from the text or texts.

Assessment 4b: Students engage with the ideas, cultures, and issues of the texts under study in class and in electronically mediated discussions.

X. This OPTIONAL Section is for describing Course/Department/College specific requirements.

**Department/
College Required
ECO Information
(Optional)**