

Department of English & Writing Studies

English 2071F (001)
Speculative Fiction: Science Fiction
Fall 2025

Instructor: Prof. Alyssa MacLean (she/her)
alyssa.macleam@uwo.ca

Office Hours: Tuesdays 12-2 pm and Wednesdays 1:30-2:30 pm. These are held in person or remotely. See office hour signup sheet on OWL under “Learner Resources” to sign up for an appointment.

Course Description

Science fiction is a speculative art form that deals with new technologies, faraway worlds, and disruptions in the possibilities of the world as we know it. However, it is also very much a product of its time—a literature of social criticism that is anchored in a specific social and historical context. This course will introduce students to the narrative conventions and tropes of science fiction, starting with three highly influential works from the nineteenth and early twentieth century—Mary Shelley’s *Frankenstein*, H.G. Wells’ *The Time Machine* and Wells’s *The War of the Worlds*—that are preoccupied with humanity’s place in an inhospitable universe. A series of short stories by authors such as Ray Bradbury and Isaac Asimov will reflect the apocalyptic sensibility of the era of nuclear confrontation in the 1960s as well as the promise mid-century authors saw in new technologies. Building on these important precedents, our next texts use discussions of alien species to explore the nature of human identity. Ursula Le Guin’s novel *The Left Hand of Darkness* uses the trope of alien contact to explore the possibilities of an androgynous society unmarked by the divisions of gender. *District 9*, a film portraying the fate of an alien species on Earth, revisits many of the concerns raised by Wells in a postmodern context, and poses new questions about the limits of the human.

We will finish the course with novels examining the relationship between intelligence, human connection, technology, and environmental destruction. Rebecca Campbell’s apocalyptic novella *Arboreality* imagines the fate of human creativity in an apocalyptic future. Martha Wells’ “All Systems Red” novella from her *Murderbot Diaries* series foregrounds what many critics see as a crisis in defining human identity in a technological age. Victor LaValle’s graphic novel *Destroyer* comes full circle to re-examine many of the ideas about artificial intelligence brought up in Mary Shelley’s *Frankenstein*, repositioning the creature’s desires for love and vengeance in the embittered atmosphere of the contemporary United States. Assignments will include group work, class participation, two essays and a final exam.

Course format: this is an in-person synchronous course.

Use of recordings: Participants in this course are not permitted to record the sessions, except where recording is an approved accommodation, or the participant has the prior permission of the instructor.

Learning Objectives:

By the end of the course, successful students will be able to:

- Identify different generic qualities of science fiction, recognize the evolution of the genre, and situate individual works within wider debates about the genre
- Analyze individual works of science fiction in relation to their historical, political, and cultural context; compare how different works critique their respective societies
- Communicate ideas clearly and succinctly in assignments and literary analysis essays. This course will focus especially on the development of effective written communication skills. Students will learn to answer an essay question, analyze literary texts independently, and produce formal essays that have a clear, persuasive, well-argued thesis supported by appropriate textual evidence.
- Demonstrate academic integrity in all research processes—i.e. show an understanding of how new knowledge is created in the discipline, cite sources ethically and transparently, acknowledge the ideas that are theirs and not theirs, and make that difference clear to their readers.

Course Materials

- Shelley, Mary. *Frankenstein; Or, the Modern Prometheus*. 3rd ed. Ed. D. L. Macdonald and Kathleen Scherf. Broadview, 2012. [n.b. please buy this edition of this text; any other edition based on the **1818 version** of the text would be acceptable.]
- H. G. Wells, *The Time Machine* and *War of the Worlds*. Del Rey, 1968.
- Ursula K. Le Guin, *The Left Hand of Darkness*. Ace, 2010.
- Lavalley, Victor. *Victor Lavalley's Destroyer*. Illustrated by Dietrich Smith with Joana Lafuente. BOOM! Studios, 2017.
- Campbell, Rebecca. *Arboreality*. Stelliform Press, 2022.
- Wells, Martha. *The Murderbot Diaries*, Vol. 1. Tor, 2025.
- *District 9*. Directed by Neill Blomkamp. Sony Pictures, 2009. (This film is available through the library's databases.)
- Additional course readings will be posted on OWL under "Course Readings."

Cost of course materials, with appropriate links to the publisher are available at this link:

https://bookstore.uwo.ca/textbook-search?campus=UWO&term=W2025A&courses%5B0%5D=001_UW/ENG2071F

Methods and Evaluation

The final mark for the course will be arrived at as follows:

Academic Integrity tutorial on OWL (certificate submission required)	pass/fail
Essay # 1 (5 pages)	20%
Essay # 2 (8 pages)	30%
Class participation	10%
Quizzes	5%
Group work (including group presentation and report)	5%
Final Exam	30%

Please note: The department of English & Writing Studies does not release final grades. All undergraduate grade reports will be available online from the Office of the Registrar.

Students are fully responsible for looking at and being familiar with the information posted on the department website at <http://www.uwo.ca/english/undergraduate/Student%20Information.html>.

Please note the following exceptions to academic consideration:

- Because not all the Quizzes/participation exercises are required in the calculation of the final course grade, I reserve the right to deny academic consideration for any missed quizzes.
- Because the Group work grade is worth less than 5%, it fails to meet the minimum 10% threshold for academic consideration; I reserve the right to deny academic consideration for any missed presentations.
- Because the submission deadlines for Essay 1 and Essay 2 already include flexibility in the form of flex deadlines (see timetable), I reserve the right to deny academic consideration for assignments which are submitted following the end of the period of flexibility.

Further details about these assignments and deadlines will be found later in this syllabus under “Overview of Course Requirements and Assignments” (see the description of each assignment for details). Supporting documentation is **always** required for academic consideration requests for examinations scheduled by the office of the registrar (e.g. the April exam in this course).

When a student receives academic considerations or academic accommodations which overlap with the built-in flexibility of the assessment, the longest period of accommodation will determine the deadline. The built-in flexibility of the assessment should not be taken to extend any considerations or accommodations.

General Information

Land Acknowledgement

Western University is situated on the traditional territories of the Anishinaabeg, Haudenosaunee, Lunaapeewak and Chonnonton peoples, who have longstanding relationships to the land and region of southwestern Ontario and the City of London. The local First Nation communities of this area include Chippewas of the Thames First Nation, Oneida Nation of the Thames, and Munsee Delaware Nation. In the region, there are eleven First Nation communities and a growing Indigenous urban population.

Western values the significant historical and contemporary contributions of local and regional First Nations and all of the Original peoples of Turtle Island (North America).

OWL Brightspace

Students are responsible for checking the course OWL site (<https://westernu.brightspace.com/>) regularly for news and updates. This is the primary method by which information will be disseminated to all students in the class.

If students need assistance with the course OWL site, they can seek support on the [OWL Brightspace Help](#) page. Alternatively, they can contact the Western Technology Services Helpdesk. They can be contacted by phone at 519-661-3800 or ext. 83800.

Technical Requirements

This course requires you to have a reliable high-speed internet connection and a computer that meets the technical requirements for writing online timed assessments.

Electronic Devices and Aids in the Final Exam

The only aids permitted in the final exam will be paper translation dictionaries. All other aids (calculators, electronic translation dictionaries, cell phones, smart watches, etc.) are not permitted.

Statement on the Use of Generative Artificial Intelligence

Plagiarism includes, but is not limited to, the unacknowledged use of AI tools, such as ChatGPT and Google Translate, to create content that is submitted as one's own. **In this course, the use of AI (automatic translation tools, ChatGPT...) is prohibited.** If AI use is suspected, the instructor will ask for research notes, rough drafts, essay outlines, and other materials used in preparing assignments. Students are expected to **retain** these materials until after final grades have been entered. In the unlikely event of concerns being raised about the authenticity of any assignment, students may be asked to produce these materials; an inability to do so may weigh heavily against them. Assignments should reflect the students' own thoughts and independent written work. By adhering to these guidelines, students contribute to a responsible, ethical learning environment that promotes critical thinking and independent inquiry, and allows them to produce original written contributions.

Attendance and Illness Policy

Attendance is mandatory in all classes and tutorials. In cases of excessive absenteeism (e.g. more than 9 unexcused hours for a half course), which are not accounted for by either academic consideration or accommodation, students may be debarred from taking the final examination, and will receive an official warning to this effect by or before the course drop date (see Senate policy). In classes with or without final exams, students who do not attend class will receive 0% for course participation grades. Unless other policies dictate a different set of penalties in specific English and Writing Studies programs, this will apply to all department programs.

If there is a reason why you're not attending our class, please speak to me about it. The process for requesting academic accommodation on medical or other grounds is described in the "Accommodations" section near the end of this syllabus.

Please do not come to in-person class if you're feeling ill. I will be giving students **4 classes' worth of grace days for attendance and participation per semester**, to accommodate illness. Equally, assignment deadliness will have an automatic grace period built into the syllabus (see the timetable below and a full description under "Essays").

Intellectual Property and Copyright

All instructor-written materials (e.g. PowerPoints, lecture notes, oral lectures) for this course are created solely for students' personal use within the course, and remain the instructor's intellectual property. Further reproduction, fixation, distribution, transmission, dissemination, communication, or any other uses, without securing the consent of the copyright owner (the course instructor) may be an infringement of copyright. You may not distribute, email, or otherwise communicate these materials to any other person. These limitations extend to recording, photographing, or sharing lectures (online or in-person) and lecture material without permission. Posting the instructor's content from this course to online course sharing sites like OneClass or Course Hero without permission is both an infringement of intellectual property law and a violation of academic integrity guidelines. The instructor will pass these cases on to the Western University Ombudsperson or their Department Chair as appropriate.

Additional Information

Contact Information

I will normally respond to emails within 48 hours. I'm happy to discuss your ideas anytime during office hours. I hold my office hours in my office, with the ability to hold them on Zoom from there. Please sign up for an appointment slot via the link provided on OWL and indicate whether you want to come in-person or via Zoom. If you just want to drop by, please do, but understand that I'll have to attend to scheduled students first. If you can't attend my regularly-scheduled office hours, contact me and we can set up an appointment.

A Note on Our Class Content

Our course readings and discussions will often focus on serious, difficult, and potentially challenging topics that may ask you to step out of your normal comfort zone. Almost every work on our syllabus depicts mature, provocative, or even deliberately offensive content of some kind, such as trauma and gender-based violence, racist ideology, racial epithets, suicide, substance abuse, and forms of self-harm.

Readings and discussions might trigger strong feelings—anger, discomfort, anxiety, confusion, excitement, humor, and even boredom. Some of us will have emotional responses to the readings; some of us will have emotional responses to our peers' understanding of the readings. Nonetheless, we are all responsible for creating a space that is both intellectually rigorous and respectful, and I ask all students to come to class and participate in discussions in a spirit of intellectual curiosity, honesty, and empathy. Please be respectful (even when you strongly disagree) and be mindful of the ways that our identities position us in the classroom.

Please consider approaching me ahead of time if you'd like spoilers for certain kinds of content or other information that would help you feel more able to appreciate the readings or class discussion. If you think a particular reading or topic might be especially challenging or unsettling, I encourage you to reach out to campus counselling services; if need be, your counsellor can contact us to discuss the situation.

Contingency Plan for Instructor Illness

In the event that I fall ill and am unable to teach in-person, we may conduct that day's class as a synchronous online class over Zoom. The grading scheme will not change. In the event that online learning is required, a stable internet connection with working microphone and webcam will be required. If any changes in delivery format are necessary, I will communicate with you via Announcements on OWL to explain the new format for the class.

Overview of Course Requirements and Assignments

Academic Integrity Tutorial on Brightspace

All students are required to have completed the Centre for Teaching and Learning's Academic Integrity Tutorial. To access the tutorial, please use the link provided in the Learner Resources unit in the course OWL site. Any students who have not completed the tutorial from a previous 1000-level course must complete it and upload their certificate by Friday Sept. 26.

Class Participation and Engagement

This class depends upon regular and active engagement and participation from all students: this involves reading the course texts carefully before class, preparing questions for class discussion, listening actively, responding thoughtfully to other students, and coming to office hours. You must bring your assigned text to class so that you can participate fully in our

discussions. Readings should be completed in their entirety before our first class on them, even if we're covering them over multiple days.

Your participation mark is designed to measure your attendance, participation, engagement with other students, and evidence of consistent preparation and active learning. Short in-class writing assignments may be given during the semester to ensure that all students are contributing to the conversation. Failure to come to class prepared enough to ask a question, complete an in-class assignment, take notes, or participate in a discussion will negatively affect your participation grade.

Quizzes

Over the course of the year, I'll be giving 9 quizzes and/or short-answer assignments that are meant to test your comprehension of past class discussions and key concepts and monitor the class's comprehension of the assigned reading. For the most part, these quizzes will take place on OWL at the beginning of class. They will be conducted individually and marked individually. The lowest 2 quiz grades, including missed quizzes, will be dropped from consideration when calculating your final overall grade for quizzes (your best 7 out of 9 will be counted). *Because not all of the quizzes are required in the calculation of the final course grade, I reserve the right to deny academic consideration for these missed elements.*

Learning Pod Group Activities (Including the Close Reading Presentation)

In this class, you'll be assigned to a Learning Pod to foster collaboration and peer-led learning. Over the course of the semester, each Learning Pod will be asked to isolate a close reading passage of 3-10 sentences (or, in the case of a film, a short clip of roughly 3 minutes), in that week's assigned reading. Choose a close reading passage that a) bears significant meaning to the work, b) offers a wealth of opportunities for literary or film analysis, and c) offers new insight on the discussions about science fiction that we have had in previous classes. Deadlines for each Learning Pod are noted in the timetable below (we will try to coordinate your presentation day to line up chronologically with our analysis of the text). Each Learning Pod will be responsible for presenting the close reading in class, contributing to the discussion about that week's work(s), and writing up a 500-word summary of the 3 best ideas that came up in the class discussion about that work in that unit. I recommend assigning roles to each Learning Pod member to try to balance out the work for this assignment and make sure everyone has an opportunity to contribute.

Try to consider the following questions as you try to assess the strength of your choice of passage:

- Does it offer new kinds of information through multiple avenues of literary analysis (imagery, symbolism, paradox, setting, character development, etc.)
- Can you formulate an interesting and specific thesis about this passage?
- Will the passage's textual or formal elements inspire a good discussion based on the other conversations we've had in the class?
- Did examining this passage or moment closely prompt you to think in more complex ways about the work (or will it help others think in more complex ways about it)?
- Did it help you practice a particular approach to reading or interpreting literature or film that you hadn't tried before?

Possible roles include:

- Presenters (up to 2)
- Team Leader (coordinates with members, makes sure deadlines are reached)
- Summary writers

N.B. All members of the team should contribute to the selection and analysis of the passage.

The presentations may be difficult to reschedule, and will ideally take place on their assigned day unless multiple members of the Learning Pod are absent. In the second week of class, please exchange contact information with each other so that you can arrange to meet. I recommend setting aside at least 1 hour to meet in person prior to your presentation. **Please note that this assignment is structured in such a way that you will need to read your assigned text in advance!** I'm happy to consult with you in office hours if you'd like to discuss options as a group.

Each Learning Pod member will be required to submit a peer evaluation which I will use, along with your presentation and report, to determine your Learning Pod grade.

Invitation to Intervene: If there is some sort of behavioural issue or dispute occurring within your Learning Pod that is compromising the performance of the team, please email me with an invitation to intervene. Resolutions will vary depending on the problem and may include talking to different parties involved, giving one Learning Pod member a different mark than other members due to missed or partially-completed work, or assigning an alternative assessment for a Learning Pod member that is not participating fully (note that this alternative assessment may include an automatic grade cap to reflect that student's inability to work with the team).

Essays

There are 2 essays due for this class: one short essay (5 pages) and a research paper (8 pages).

Papers in English should be written in MLA format; this method of documentation is described in the *MLA Handbook for Writers of Research Papers*, 9th ed, which is available as a digital download on the university's library website: https://ocul-uwo.primo.exlibrisgroup.com/permalink/01OCUL_UWO/r0c2m8/alma991045045545305163. It's also available for purchase at the bookstore. The OWL at Purdue website also has an abbreviated guide to MLA guidelines at <http://owl.english.purdue.edu/owl/resource/747/01/>.

Further details of these papers will be announced later in the course. Essays must include textual support with analysis to earn a passing grade. On the day the essay is due, please upload a copy of your essay to the "Assignments" page in OWL.

Please note that because the submission deadline for the essays already include flexibility in the form of a flex deadline, I will not be granting further extensions. Students who want an extension beyond the flex deadline need to make a request for Academic Consideration through Academic Advising. Proposals that are more than 2 weeks late will not be accepted for credit. Essays that are more than 4 weeks late may not be accepted for credit, even with Academic Consideration. Please see "Flex deadline and late policy" below for more details.

Final Exam

This course will have a closed-book, 3-hour in-person final exam that will cover all of the material of the course. Further details will be provided later in the course. Please note that this assessment is central to the learning objectives for this course. Accordingly, students seeking academic consideration for this assessment will be required to contact the Academic Advising

office of your faculty of Registration and provide formal supporting documentation. Students who are granted academic consideration for this assessment will be provided with the opportunity to make up this work by writing the Special (make-up) Examination, which will be held in January. See the following link for details:

https://www.uwo.ca/univsec/pdf/academic_policies/exam/definitions.pdf

General Information About Academic Consideration and Missed Coursework

Students must familiarize themselves with the *University Policy on Academic Consideration – Undergraduate Students in First Entry Programs* posted on the Academic Calendar:

<https://www.uwo.ca/univsec/pdf/academicpolicies/appeals/academicconsiderationSep24.pdf>

This policy does not apply to requests for academic consideration submitted for **attempted or completed work**, whether online or in person. The policy also does not apply to students experiencing longer-term impacts on their academic responsibilities. These students should consult: [Accessible Education](#).

For procedures on how to submit Academic Consideration requests, please see the information posted on the Office of the Registrar's webpage:

<https://registrar.uwo.ca/academics/academicconsiderations/>

All requests for Academic Consideration must be made within 48 hours after the assessment date or submission deadline.

All academic consideration requests must include supporting documentation; however, recognizing that formal documentation may not be available in some extenuating circumstances, the policy allows students to make one Academic Consideration request without supporting documentation in this course. However, **the final examination for this course, which will be scheduled during the April examination period, is excluded from this policy and will therefore require formal supporting documentation.**

Flex Deadline and Late Policy in This Class

In this course, your written assignments have a no-questions-asked grace period of at least 48 hours. As the attached schedule shows, each paper has an official deadline and a “flex deadline” allowing for an automatic extension. As a result, the standard Policy on Academic Consideration – Undergraduate Students in First Entry Programs, which allows students to apply for automatic extensions without documentation, i.e.

https://uwo.ca/univsec/pdf/academic_policies/appeals/academic_consideration_Sep24.pdf, will not be applicable to the paper deadlines in this course. I will not be granting further extensions beyond the flex deadline. Students who are submitting their work after the original deadline but before the flex deadline do not need to notify me in advance.

Students who want an extension beyond the flex deadline may still seek out academic consideration, but the situation they're facing (i.e. the one they're seeking relief for) must have begun *before* the original deadline, and they will be required to go through academic counselling to have their extension request approved. Please note that the extension request may not be automatically granted by Academic Advising.

Assignments that are submitted late may receive fewer comments. Essays that are more than 4 weeks late will not be accepted, even with Academic Consideration.

Essential Learning Requirements

Even when Academic Considerations are granted for missed coursework, the following are deemed essential to earn a passing grade:

- a grade of 50% on the Research Paper, to satisfy the Senate requirement that students must demonstrate “some minimal competence in essay writing” in order to pass this E-designated course;
- a grade of 40% on the final exam, to ensure that students demonstrate sufficient mastery of the learning outcomes

Additional Statements

Statement on Academic Integrity

We (i.e. students in this course, Professor MacLean, the Department of English and Writing Studies, Western University, and the scholarly community at large) share an understanding of the ethical ways that we use to produce knowledge. A core practice of this shared value of academic integrity is that we acknowledge the contributions of others to our own work. However, it also means we produce our own contributions that add to the scholarly conversation: we don't buy or copy papers or exams, or have someone else edit them, or rely on AI to create them. We also don't falsify data or sources, or hand in the same work in more than one course.

One of the learning outcomes of this course is to cultivate a clear sense of what academic integrity is: what academic integrity means for this discipline, why it matters, and how to practice it in our research. Please come and see me any time you have questions about how or why we engage in the practices of attribution and citation.

Academic Offences

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

Plagiarism

Students must write their essays and assignments in their own words. Whenever students take an idea or passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence.

Statement on the Use of Plagiarism-Checking Software

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com <http://www.turnitin.com>.

All instances of plagiarism will be reported to the Chair of Undergraduate Studies. Proven cases of plagiarism will result in a grade of zero for the assignment. Subsequent offences will result in failure for the course.

AI Use

The use of AI software such as ChatGPT to draft or write assignments is strictly prohibited in this course. Any assignments that have been produced with the assistance of artificial intelligence will be considered instances of plagiarism.

For all assignments completed in this class, I may require you to attend an in-person interview to discuss your work before the mark is finalized. The purpose of such an interview is to confirm that the work you have submitted is your own. If you are unable to speak meaningfully and coherently about your written work, we may judge the work in question to be plagiarized.

Accommodation Policies

Religious Accommodation

Students should review the [policy for Accommodation for Religious Holidays](#) . Where a student will be unable to write examinations and term tests due to a conflicting religious holiday, they should inform their instructors as soon as possible but **not later than two weeks** prior to writing the examination/term test. In the case of conflict with a midterm test, students should inform their instructor as soon as possible but not later than one week prior to the midterm.

Religious Accommodation requests for final exams should be submitted via the Student Absence Portal.

Academic Accommodation and Accessible Education

Academic Accommodation is “a means of adjusting the academic activities associated with a course or program of student in order to permit students with disabilities to participate in those activities at the University and to fulfill the essential requirements of a course or program.”

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/Academic%20Accommodation_disabilities.pdf. Students with disabilities are encouraged to register with **Accessible Education** at the earliest opportunity. Accessible Education plays a central role in Western's efforts to ensure that its academic programs are accessible for all students.

http://academicsupport.uwo.ca/accessible_education/index.html

Special Examinations

A Special Examination is any examination other than the regular examination, and it may be offered only with the permission of the Dean of the Faculty in which the student is registered, in consultation with the instructor and Department Chair. Permission to write a Special Examination may be given on the basis of compassionate or medical grounds with appropriate supporting documents. To provide an opportunity for students to recover from the circumstances resulting in a Special Examination, the University has implemented Special Examinations dates. These dates as well as other important information about examinations and academic standing can be found [here](#).

Support Services

Academic Advising

Your Home Faculty's Academic Advising Office will support or refer whenever you have an issue that is affecting your studies, including information on adding/dropping courses, academic considerations for absences, appeals, exam conflicts, and many other academic related matters. Do not hesitate to reach out to them if you are struggling and unsure where to go for

help. Contact info for all Faculties is here:

https://registrar.uwo.ca/faculty_academic_counselling.html

Mental Health Support

Students who are in emotional/mental distress should refer to Mental Health@Western (<https://uwo.ca/health/>) for a complete list of options about how to obtain help.

Gender-Based and Sexual Violence

Western University is committed to reducing incidents of gender-based and sexual violence (GBSV) and providing compassionate support to anyone who is going through or has gone through these traumatic events. If you are experiencing or have experienced GBSV (either recently or in the past), you will find information about support services for survivors, including emergency contacts at the following website:

https://www.uwo.ca/health/student_support/survivor_support/get-help.html. To connect with a case manager or set up an appointment, please contact support@uwo.ca.

Learning Development and Success

Counsellors at the Learning Development and Success Centre <https://learning.uwo.ca> are ready to help you improve your learning skills. They offer presentations on strategies for improving time management, multiple-choice exam preparation/writing, textbook reading, and more. Individual support is offered throughout the Fall/Winter terms in the drop-in Learning Help Centre, and year-round through individual counselling.

USC

Additional student-run support services are offered by the USC, <https://westernusc.ca/services/>.

Schedule of Classes and Assignments

You are expected to have completed the assigned reading prior to the first class in which a work is being discussed. Please bring assigned readings to class. Deadlines are marked in **blue**; flex deadlines are marked in **green**.

N.B.: we may discover that we want to spend more time on certain readings and less time on others. I'll consider changing the schedule if such a change would benefit most students' learning in this course. If readings are modified, they will not vary significantly in page length.

Mon. Sept 8:	Introductions
Wed Sept. 10	Stanley Grauman Weinbaum, "A Martian Odyssey" NB: Fri Sept. 12 is the last day to add/drop a F/W course without penalty
Mon. Sept. 15:	Mary Shelley, <i>Frankenstein</i> (warning: it's long) and Appendix I: Introduction to Shelley's 1831 Edition (pp. 347-352).
Wed. Sept. 17:	<i>Frankenstein</i> con't
Mon. Sept. 22:	<i>Frankenstein</i> con't Presentations by Learning Pods 1 + 2 on <i>Frankenstein</i>—please choose a passage from Part II Ch. 8 to the end of the book.
Wed. Sept. 24:	<i>Frankenstein</i> con't Please complete the Academic Integrity tutorial on OWL and upload your certificate to "Assignments" by Friday Sept 26.
Mon. Sept. 29:	H. G. Wells, <i>The War of the Worlds</i>

	Presentation by Learning Pod 3 on <i>WotW</i>
Wed. Oct 1:	H. G. Wells, <i>The War of the Worlds</i>
Mon. Sept 6:	Donald Barthelme, "Game" Bradbury, "There Will Come Soft Rains"
Wed. Oct 8:	Le Guin, <i>The Left Hand of Darkness</i> Presentations by Learning Pods 4 + 5 on <i>TLHOD</i>—may present any day until Oct 22
Mon. Oct. 13:	Thanksgiving Weekend—no class on Monday
Wed. Oct. 15:	<i>The Left Hand of Darkness</i> con't
Mon. Oct. 20:	<i>The Left Hand of Darkness</i> con't
Wed. Oct. 22:	<i>The Left Hand of Darkness</i> con't Essay 1 due Essay 1 flex deadline is Friday Oct 24
Mon. Oct 27:	Rebecca Campbell, <i>Arboreality</i> Presentations by Learning Pods 6 + 7 on <i>Arboreality</i>
Wed. Oct 29:	<i>Arboreality</i> con't
Mon. Nov. 3 - Fri Nov. 9	READING WEEK—no class
Mon. Nov. 10:	Asimov, "Runaround" Aliette de Bodard, "Immersion"
Wed Nov. 12:	<i>District 9</i> Presentation by Learning Pod 8 on <i>District 9</i>
Mon. Nov. 17:	<i>District 9</i> con't
Wed. Nov. 19	Martha Wells, "All Systems Red," from <i>The Murderbot Diaries</i> Presentation by Learning Pod 9 on <i>Murderbot Diaries</i> Presentation by Learning Pod 10 on <i>Murderbot Diaries</i> or <i>Destroyer</i> (let me know your choice by Nov 3)
Mon. Nov. 24:	"All Systems Red" con't
Wed. Mar. 26:	LaValle, <i>Destroyer</i>
Mon. Dec. 1:	<i>Destroyer</i> con't Essay 2 due Dec 1 at 11:59 pm N.B. last day to withdraw from a Fall semester half-course
Wed. Dec. 3:	Dick, "Frozen Journey" Essay 2 flex deadline
Mon. Dec. 8:	Review
TBA	Cumulative exam scheduled during April exam period