Fond du Lac Tribal and Community College
COURSE OUTLINE FORM

03/19/19

Please return this form to the college vice president of academic affairs and the chairperson of the Academic Affairs and Standards Council (AASC)

1. Prepared by:_____

2. Date submitted:_____

3. Date approved:_____   Date revised___2/12/24_____

4. Department/discipline:_____English_____

5. Department(s) endorsement(s):_____
   (Signatures of the person(s) providing the endorsement are required.)

6. Course Title:___The Literature of Science Fiction_____

   Abbreviated course title for Transcripts (25 characters or less):__Science Fiction Literature__

7. Course Designator:_____ENGL_____   8. Course Level:____2035_____

9. Number of Credits: Lecture_____3_____   Lab_____

10. Control Number (on site)_____30_____   Control Number (online)_____25_____

11. Catalog/Course description:

    Designed to offer the student an understanding of the key concerns of science fiction, the course examines the relationship between humans and technology, the possibilities involved in alternate futures, and the ramifications of alternate value systems as reflected in the literature.

12. Course prerequisite(s) or co-requisite(s): Accuplacer scores/ Other courses
    Prerequisite(s): ENGL 1101 College Composition
    Co-requisite:

13. **Course Materials (**Recommended course materials and resources. List all that apply, e.g. textbooks, workbooks, study guides, lab manuals, videos, guest lecturers).

    Instructor's choice.

    Possible resources include an anthology such as The Oxford Book of Science Fiction Stories edited by Tom Shippey and selected novels covering a wide range of genres such as Arthur C. Clarke, Childhood's End or The City and the Stars; Isaac Asimov, The God's Themselves; Philip K. Dick, The Man in the High Castle or Through a Scanner Darkly; Robert Heinlein, Double Star of Starship Troopers; Dan Simmon, Hyperion or Endimion; Vernor Vinge, A Fire Upon the Deep; Ursula LeGuin, Earth Sea Trilogy or Left Hand of Darkness; Madeleine Engel, A Wrinkle in Time; C.S. Lewis, Out of the Silent Planet, Perelandra, or That Hideous Strength; Ray Bradbury, The Martian Chronicles

14. **Course Content** (Provide an outline of major topics covered in course)

    1. The Dawn of the Genre

a. Early writers such as Orson Welles, Jules Verne, Isaac Asimov, Ray Bradbury, Robert Heinlein, and Arthur C. Clarke
2. The Great Debate of the Middle Ages: Soft Science Fiction vs Hard Science Fiction
   a. Covering writers such as Robert Silverberg (soft) and Theodore Sturgeon (hard)
3. Contemporary Science Fiction
   a. Covering writers such as Greg Bear, David Brinn, Gregory Benford, and Vernor Vinge
4. What's Fantasy Got to Do With It?
   a. Covering writers such as Ursula LeGuin, Madeleine L'Engle, Patricia McCaffrey, Mercedes Lackey

15. **Learning Goals, Outcomes, and Assessment**
   At FDLTCC we have 4 Competencies Across the Curriculum (CAC) areas. They are as follows:

   A. Information Literacy (the ability to use print and/or non-print tools effectively for the discovery, acquisition, and evaluation of information.)
   B. Ability to Communicate (the ability to listen, read, comprehend, and/or deliver information in a variety of formats.)
   C. Problem Solving (the ability to conceptualize, apply, analyze, synthesize, and/or evaluate information to formulate and solve problems.)
   D. Culture (knowledge of Anishinaabe traditions and culture, knowledge of one's own traditions and culture, knowledge of others' traditions and cultures, culture of work, culture of academic disciplines and/or respect for global diversity.)

Upon completion of this course, the student will be able to:

Learning Outcomes	Competencies (CAC)	Cultural Standards
Recognize the scope and variety of works within the literature of science fiction.	A	
Analyze science fiction as an expression of individual and human values within a social and historical context.	C	7
Develop critical responses and articulate an informed personal reaction to the literature of science fiction as assigned in this course.	B	1
Evaluate the ways in which the literature of science fiction reflects and communicates attitudes towards diversity, racism, and bigotry as well as the dynamics of unequal power relations between groups.	D	2

WINHEC Cultural Standards:

1. **GIKENDAASOWIN – *Knowing knowledge:*** To develop human beings who value knowledge, learning, and critical thinking and are able to effectively use the language, knowledge, and skills central to an Ojibwe-Anishinaabe way of knowing.
2. **GWAYAKWAADIZIWIN – *Living a balanced way:*** To develop balanced human beings who are reflective, informed learners who understand the interrelatedness of human society and the natural environment, recognize the importance of living in harmony with creation, and are able to apply a systems approach to understanding and deciding on a course of action.
3. **ZOONGIDE'EWIN – *Strong hearted:*** To increase the students' capacity to live and walk with a strong heart, humble and open to new ideas and courageous enough to confront the accepted truths of history and society.
4. **AANGWAAMIZIWIN – *Diligence and caution:*** To develop students' capacity to proceed carefully, after identifying, discussing, and reflecting on the logical and ethical dimensions of political, social, and personal life.
5. **DEBWEWIN – *Honesty and integrity:*** To increase students' capacity to think and act with honesty and integrity as they understand and face the realities of increasingly interdependent nations and people.
6. **ZAAGI' IDIWIN – *Loving and Caring:*** To encourage students' acceptance of the diversity within their school, community, and environment by developing healthy, caring relationships built on respect for all.
7. **ZHAWENINDIWIN – *Compassion:*** To expand students' knowledge of the human condition and human cultures and the importance of compassion especially in relation to behavior, ideas, and values expressed in the works of human imagination and thought.

16. **Minnesota Transfer Curriculum (MnTC):** List which goal area(s) – up to two – this course fulfills.

See www.mntransfer.org

Goal Area(s):___6 & 7___

Goal 6: The Humanities and Fine Arts

Goal: To expand students' knowledge of the human condition and human cultures, especially in relation to behavior, ideas, and values expressed in works of human imagination and thought. Through study in disciplines such as literature, philosophy, and the fine arts, students will engage in critical analysis, form aesthetic judgments, and develop an appreciation of the arts and humanities as fundamental to the health and survival of any society. Students should have experiences in both the arts and humanities.

Students will be able to:
a. Demonstrate awareness of the scope and variety of works in the arts and humanities.
b. Understand those works as expressions of individual and human values within a historical and social context.
c. Respond critically to works in the arts and humanities.
d. Engage in the creative process or interpretive performance.
e. Articulate an informed personal reaction to works in the arts and humanities.

Goal 7: Human Diversity OPTION 1

Goal: To increase students' understanding of individual and group differences (e.g. race, gender, class) and their knowledge of the traditions and values of various groups in the United States.

Students should be able to evaluate the United States' historical and contemporary responses to group differences.

Students will be able to:
a. Understand the development of and the changing meanings of group identities in the United States' history and culture.
b. Demonstrate an awareness of the individual and institutional dynamics of unequal power relations between groups in contemporary society.
c. Analyze their own attitudes, behaviors, concepts and beliefs regarding diversity, racism, and bigotry.
d. Describe and discuss the experience and contributions (political, social, economic, etc.) of the many groups that shape American society and culture, in particular those groups that have suffered discrimination and exclusion.

17. Are there any additional licensing/certification requirements involved?
        Yes   X   No

Provide the required documentation to show course meets required licensing/certification standards.

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