

Course Syllabus

Course Information

LIT 3316.502 Literature of Science Fiction: Frankenstein 1818-2018

Fall 2018

Mondays, 7:00-9:45pm

JO 4.614

Professor Contact Information

Sabrina Starnaman, PhD

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Office: JO 4.634

Office Hours: Tuesdays, 3:00-5:00pm and by appointment

TA: Rawad Alhashmi

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Office Hours: Wednesdays, 1-3pm and by appointment

Course Pre-requisites, Co-requisites, and/or Other Restrictions

Completion of 040 core. Repeat Limit - LIT 3316 may only be repeated for a maximum of 6 semester credit hours.

Course Description

Mary Shelley's novel *Frankenstein; or, The Modern Prometheus* was first published in 1818 and is broadly hailed as the beginning of science fiction as we know it. In this course we will read and discuss how *Frankenstein* took cutting-edge science to the extreme in order to offer a humanistic critique of science and technology. Mary Shelley's story of monstrous creation has influenced all areas of human endeavor for 200 years. We will read and watch a variety of stories that explore the responsibilities of the maker and the implications of science.

Student Learning Objectives/Outcomes

- Students will be able to identify aspects of science fiction literature that define it as a unique genre in classroom discussion.
- Students will be able to apply their knowledge of literary themes covered in this course to the assigned texts in classroom discussion.
- Students will be able to write a short essay that uses appropriate examples from the text to make an argument related to Frankenstein and other aspects of science fiction covered in this course.
- Through reading texts that are new to them and through class discussion, students will find one or more texts that they enjoy reading and which stirs a personal desire to read more literature.

Required Textbooks and Materials

Frankenstein: Annotated for Scientists, Engineers, and Creators of All Kinds, Mary Shelley. (MIT Press, 2017) ISBN: 978-0-262-53328-7

R.U.R. (Rossum's Universal Robots), Karel Čapek. (Dover, 1920) ISBN: 978-0-486-41926-8

Strange Bodies, Marcel Theroux. (Farrar, Straus, 2014) ISBN: 978-0374270650 / eBook okay

Geek Love, Katherine Dunn. (Penguin, 1984) ISBN: 978-0-375-71334-7

Victor LaValle's Destroyer, Victor LaValle. (S+S, 2018) ISBN: 978-1-68415-055-7

Frankenstein in Baghdad, Ahmed Sadaawi. (Penguin, 2018, English trans.) ISBN: 978-0-14-312879-3

**Copies of the texts above are available at Off Campus Books.

Off Campus Books (located behind Fuzzy's Tacos)

561 W. Campbell Road, #201

Richardson, TX 75080

Films and videos *may* include

- *Ex Machina* (2014) 108 minutes

- *Frankenstein* (1931)
- *Penny Dreadful* (Season 1, episode 3) (2014-17) 47 minutes

Assignments & Academic Calendar

Date	In Class-Readings to be discussed. *Have all readings completed by class time unless otherwise noted.	Assignments Due/Notes
M 8/20	Course overview, syllabus. What is science fiction? Introduction to <i>Frankenstein</i> and Mary Shelley.	
M 8/27	<i>Frankenstein</i> (MIT annotated edition only)	
M 9/3	No Class - Labor Day	Get started reading ahead— <i>R.U.R.</i> , and <i>Strange Bodies</i>
W 9/5	Last day to drop without a “W”	
M 9/10	<i>R.U.R.</i> , <i>Frankenstein</i> (cont.), paper 1 overview	Paper 1 on <i>Frankenstein</i> or <i>R.U.R.</i> due by 6pm via link in eLearning. <i>Everyone is required to complete Paper 1.</i> No late papers accepted. Be reading <i>Strange Bodies</i> .
M 9/17	<i>Strange Bodies</i> , <i>R.U.R.</i> (cont.)	
M 9/24	<i>Strange Bodies</i> Review Paper 1	Start <i>Geek Love</i> early—read ahead!
M 10/1	<i>Geek Love</i> , paper 2A overview	Paper 1 Rewrite due. If you hate spoilers watch <i>Penny Dreadful</i> season 1, episodes 1 and 2 before next Monday
M 10/8	<i>Geek Love</i> , episode of <i>Penny Dreadful</i> (viewing in class, warning: nudity and sex)	Paper 2A on <i>Geek Love</i> due by 6pm via link in eLearning. No late papers accepted.
Sa 10/13	Midterm Grades available Midterm grades based on Paper 1 and all reading quizzes through October 8th	
M 10/15	<i>Victor LaValle's Destroyer</i> , paper 2B overview	
M 10/22	<i>Victor LaValle's Destroyer</i> , visit with Victor LaValle via Skype	Paper 2B on <i>Victor LaValle's Destroyer</i> due by 6pm via link in eLearning. No late papers accepted.
M 10/29	<i>Frankenstein</i> , the 1931 film	Sign up for creative project workshopping groups. Bring 8 copies of your completed story. Start <i>Frankenstein in Baghdad</i> early—read ahead!
M 10/29 & T 10/30	National Theater (London) Live Performance screen of <i>Frankenstein</i> at the Angelika Film Center. 2pm on Monday, 10/29 and 7pm on Tuesday, 10/30 https://www.angelikafilmcenter.com/plano/film/national-theatre-live-frankenstein-with-johnny-lee-miller-as-the-creature	
M 11/5	<i>Ex Machina</i> (viewing in class, warning: nudity and sex)	
M 11/12	Discuss <i>Ex Machina</i> , Introduce <i>Frankenstein in Baghdad</i> -have read pages 1-89,	Creative Project workshops meet this week

	final analytical paper overview	
M 11/19	No class- Fall Break	Finish <i>Frankenstein in Baghdad</i> . Start working on your final analytical paper.
M 11/26	<i>Frankenstein in Baghdad</i>	
M 12/3	<i>Frankenstein in Baghdad</i> Bringing it all together	
Sa 12/8		Final analytical paper over <i>Ex Machina</i> or <i>Frankenstein in Baghdad</i> due by 11:59pm Saturday, December 8 th via eLearning link. No late papers accepted.

Grading Policy

Short Papers- 2 @ 50 points each. See page 7-9. No late papers accepted. It is your responsibility to turn in your paper on time via eLearning.	100
Reading Quizzes- 8+ quizzes @ 20 points. Quizzes are unannounced and cannot be made up if missed. Days on which you are not present to take the quiz will count as absences.	160
Final Analytical Paper or Creative Project- Choice of analytical paper or creative project. 150 points. See page 10-12.	150
Attendance- Attendance is required; no late work is accepted and missed work cannot be made up. Two or more absences will lead to a deduction of points.	-50
Extra point essays- Two possible essays on stage and film adaptations of <i>Frankenstein</i> at 20 points each for a total of 40 points total. Directions given in class.	40
Total points possible	450

How to Calculate your Grade:

401+ points = A+	233-266 pts. = C+
380-400 pts. = A	200-232 pts. = C
367-379 pts. = A-	167-199 pts. = C-
330-366 pts. = B+	123-166 pts. = D
300-329 pts. = B	< 124 pts. = F
267-299 pts. = B-	

Course & Instructor Policies

Whole group discussions will dominate our class periods, though there will be some lecture and small group discussions. Active class participation is vital to the success of the course and to the quality of your experience in class. If you are present and engaged, our class will be productive and enjoyable. That means everyone needs to come to class **on time and be prepared**.

You must bring your texts to class. This class may ask you to read more than you are used to reading in other courses. You will need to reread passages multiple times in order to understand them. Start early and give yourself time to enjoy them. I wholeheartedly recommend taking notes in your books, flagging passages, and coming to class with questions/comments about the texts.

Anyone who uses a laptop, tablet, phone, etc. for activities not related to our work in class will have their behavior identified publicly, recorded, and their grade lowered accordingly. This behavior is disrespectful to your classmates and professor.

Taking copious notes is no guarantee of good performance in the course, and taking extensive notes can interfere with activities that make a greater contribution to your performance: listening, consulting the text, and participating in class discussion.

No late assignments are accepted. You may turn in assignments early though. There are opportunities to earn additional points to offset points missed.

We will use our full course time. (FYI: Packing up early is a pet peeve of mine).

PRO TIPS: You want to do well in this class?

- Read the syllabus carefully and refer to it often.
- Write in your books and/or take notes while you read! Pose questions and make observations as you read and write them down. Jot down page numbers that are relevant to the questions.
- Come to *every* class *prepared*. Read the texts carefully and take time to skim them before class to refresh details that you may have forgotten or details that you overlooked the first read-through.
- Consider using an audiobook version of the texts alongside the print texts.
- Listen and contribute actively to the conversation.
- Know where my office is. Know when I have my office hours. Know where Rawad's office is. Know when Rawad has office hours.
- Visit me in Office Hours, especially if you have a question or observation that you did not get to make in class. Visit me in Office Hours even if you don't have questions. The same goes for Rawad.
- Complete every assignment on time.
- If you have concerns or questions about your work or performance (at any stage in the process), come see me or Rawad. We are happy to work with you.
- Get the email addresses or phone numbers of a couple of students in case you have a question. I get 50-100+ emails a day; it is a better use of your time to ask me questions before or after class or in office hours. I will not respond to your email if I can answer your question in the next class. Many questions can be answered by referring to the syllabus or asking a classmate.
- Come to class on time and do not pack up early. If something comes up and you have to leave early, please talk to me about it. Life happens.
- If you are having difficulties (in life, class, etc.) talk to me before you get too far in a hole. Everyone has a tough semester.

Comet Creed

This creed was voted on by the UT Dallas student body in 2014. It is a standard that Comets choose to live by and encourage others to do the same:

“As a Comet, I pledge honesty, integrity, and service in all that I do.”

UT Dallas Syllabus Policies and Procedures

The information contained in the following link constitutes the University's policies and procedures segment of the course syllabus.

Please go to <http://go.utdallas.edu/syllabus-policies> for these policies.

The descriptions and timelines contained in this syllabus are subject to change at the discretion of the Professor.

FAQs (Frequently Asked Questions) for LIT 3316 Literature of Science Fiction

Missing Class

Q: I am . . . standing up in my sister's wedding / taking my parent/partner/pet to the doctor / scheduled for a Caesarian Section / picking up Pope Francis/my kid at the airport / bound to some obligation that will keep me from attending class . . . can I take the quiz before class?

A: No. Everyone takes the quiz in class at the same time. This is why there are extra points built into the course.

Q: I missed the quiz earlier because I . . . was abducted by aliens for 35 Earth minutes (4 days in alien time) / birthed a baby at 6:30pm this evening, but rushed to class immediately afterwards / was trying to submit my paper on eLearning but my computer crashed and I had to stay there and keep trying / some other unexpected event that made me miss part of class . . . can I take the quiz during break?

A: No. Everyone takes the quiz in class at the same time. This is why there are extra points built into the course.

Q: What if I bring you a note that proves that my absence is valid then can I make up the quiz?

A: No. This is why there are extra points built into the course.

Q: I work full time . . . so I will be late for class a lot / and will be traveling out of town on 4 Mondays during the semester / so I won't give your class much attention . . . what advice do you have for me?

A: Maybe you shouldn't take this class this semester. If this class is really important to you maybe you can change your work schedule.

Q: I am super sick and am . . . vomiting / in the hospital . . . should I come to class?

A: No. This is why there are extra points built into the course.

Q: Should I tell you why I missed class?

A: Not unless you really want to. If there is some unexpected, ongoing reason that arises during the semester that will make you miss more than one class come speak with me/contact me.

Q: Are you mad at me because I had to miss class?

A: No. This is why there are extra points built into the course.

Fear & Insecurity

Q: I am . . . an ATEC major not a Literary Studies Major / a Literary Studies major not some freaky science fiction nerd / a Computer Science/Neuroscience/Performing Arts major / a person enrolled at UTD and in this class . . . and I am worried that I won't do well because I don't have the required skill set for LIT 3316 Literature of Science Fiction.

A: I know. This course does not expect that you already 1. know how to do upper-division literary studies analysis (like those awesome advanced Literary Studies majors) or 2. already have an encyclopedic knowledge of science fiction (like those awesome nerds). In this class we will build a set of critical skills (reading and thinking) and technical skills (discussing and writing) from the ground up, while simultaneously developing a common set of texts that we can all talk about. This course is designed so that you can fail an assignment early in the semester and then get better at the task (with effort) and still do well in the class. This is not my first rodeo—don't worry. After a couple of weeks we will all be on common ground. The TA and I are here to help you. Don't fret in isolation, come fret with us. We can help you improve.

Q: I am returning to school after . . . 25 years in the work force / being a theoretical physicist/surgical nurse/hermit in the desert / some set of events that mean I am not a 20-year old college junior . . . and I am worried that I don't know how to be a successful student.

A: If you are worried about this you will likely work much harder than the 20-year old college junior who is smug about their mastery of university. Consider asking someone in this class who seems really good at

college to be your study partner. Put together a small group of interested students who will meet for coffee/wine/ice cream each week and discuss the readings and paper assignments before class (It isn't cheating. It is fulfilling your professor's greatest dream in life—the creation of a self-motivated student discussion group based on the professor's course. (*a beam of light breaks through the clouds, somewhere a choir sings*). The TA and I are here to help you. Don't fret in isolation, come fret with us. We can help you improve.

Q: I am . . . shy / quiet / not a shameless participator like the person sitting behind me . . . and therefore I don't feel comfortable speaking up in class, but I want to participate actively. What should I do?

A: Talk to me directly, perhaps after one of the first days of class. Come to my office hours or the TA's office hours and speak to us one-on-one. Write down your thoughts and share them with us. Make an appointment to see one of us. Make good use of the small group discussions that is why we have them.

eLearning

Q: I am . . . technophobic / positive that eLearning doesn't work on my computer / sure that I cannot figure out how to get to the online readings/submit my papers /technoaggressive . . . and therefore have trouble with eLearning. What should I do?

A: 1) You should have faith that you will make it work and 2) do not give up until you have made eLearning submit to you. There are links to online tutorials all over the eLearning page to help you. Use them. You should go explore eLearning before the eleventh hour when you need it to work perfectly for you. There is a virtual helpdesk on eLearning, if you have trouble ask them for help. However, if it is 25 minutes before your paper is due and you want them to help you submit it before it is late, your expectations are unreasonable.

Q: I thought turned in my paper last week and I didn't get a grade. I'm freaking out because eLearning says it never was submitted. I looked in my email, but I can't find the confirmation email that says it was submitted. What do I do! I wrote the paper! Can I send you my paper right now?

A: No, you cannot send us your paper after the deadline. If it was paper 1, you can submit your paper for the rewrite if the due date for the rewrite has not passed. If it was paper 2A that didn't get submitted you can write and submit *paper 2B* provided that the deadline for paper 2B has not passed. Otherwise you have to accept that you will not get any points on the paper. It is your responsibility to make sure you're your paper is actually uploaded to the turnitin link on eLearning. Sometimes students follow all the correct the procedures for uploading a paper to eLearning, but it just does not get submitted. I recommend that after you submit your paper you log back into eLearning and see that there is a paper awaiting grading in the Gradebook. eLearning will send you a confirmation email when your paper is uploaded, make sure that you verify that you get that email.

Q: I just finished my paper, it is 5:57pm on the day it is due at 6:00pm, I am trying to submit my paper via the eLearning/Turnitin.com link, but it isn't uploading! What do I do!

A: Build a time machine. If you wait until the last minute to submit your paper the odds of being thwarted by technology skyrocket. This is a big class and many other people have waited until the last minute. Instead submit your paper on Sunday afternoon or some other time well before the due date. This is your warning: I don't accept late work. This is why there are extra points built into the course. On the off chance that you are trying to turn it in early and it is still not uploading, send the TA an email explaining your distressing state of affairs with a .pdf attachment of your paper **EXACTLY AS IT WILL BE UPLOADED** to the eLearning/Turnitin.com site and keep trying to upload it before it is late. Obviously if you have evidence that you tried to submit your paper well before the 6:00pm cut off and you sent the TA an email with a .pdf of your paper in it well before the 6:00pm cut off, then I will work with you about the late submission of your paper. A screenshot of or email of your exchange with the helpdesk are excellent evidence that you were working on this problem before the paper was due.

Quizzes

Q: Will there be a quiz . . . today / next week / on the Monday after break?

A: Probably. Quizzes are unannounced and cannot be made up.

Q: Will the quiz be at the beginning of class because I . . . have to pick up my kid at the airport / am in labor / am bound to some obligation that will keep me from staying in class?

A: Quizzes may be given at the beginning, middle, or end of class. If you are not in the classroom when the other students complete the quiz then you have missed it and it cannot be made up.

Q: What material will the quiz cover?

A: Most likely the texts that you were supposed to read for class that day, plus any texts from the previous class if we did not have a quiz on them.

Miscellaneous

Q: If a book or story is listed on the syllabus calendar next to a certain date does that mean I should be reading it that week or that I should have finished reading by class that day?

A: You should have read the book in its entirety before you come to class that day.

Q: If a book, story, or book chapter is listed on the syllabus calendar on two sequential days does that mean that I should read the first half for the first date and have it finished for the next class?

A: No. You should have read the book, story, or book chapter in its entirety before you come to the first class. If a book is listed next to two sequential dates it means we will likely discuss the book over two class meetings.

Q: I am . . . claustrophobic and the size and intensity of this class is freaking me out / pregnant and have to pee a lot / a person who needs to get out of class in a hurry. What should I do?

A: Plan ahead if possible. Choose a seat at or near the end of the aisle. If you need to step out do so as quietly as possible and reenter as quickly and quietly as possible. Everyone here is human, . . . probably.

Short Papers 1 and 2A/B

Requirements:

- Paper 1 is required. Paper 1 on DUE Monday, September 10th by 6pm via Turnitin link on eLearning
- Students may complete paper 2A OR 2B, but cannot complete both. See calendar for dates.
- Papers are due by 6pm via Turnitin assignment link in eLearning on the days they are due. See Assignment Calendar for due dates. LATE PAPERS ARE NOT ACCEPTED. See FAQs or Course Policies for further information on this.
- Put the question or pair of questions from the Paper Prompts list below that you are using for your paper at the top of the paper. Papers must be between 400-500 words. Put the word count in the header of the paper. Word count includes only the words in the body of the paper, not the header or question that you are answering.
- Paraphrase from the text or correctly cite quotations using parenthetical citations; have one-inch margins, proper font, standard heading, proper headers and footers, indent paragraphs with no extra lines between them. All of these criteria of a properly executed paper should use MLA 8th edition guidelines. See the *MLA Handbook, 8th edition* or Purdue University's Online Writing Lab resources for details:
https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_general_format.html
- Please avoid plot summary. It wastes the precious few words you have available for this analytical paper. Get help with this before you submit your paper. Properly paraphrase or cite selections from the text, analyze, and explain how this relates to your claim. Use transitional words and phrases when appropriate.

- You do not need a bibliography at the end of the paper. We are all using the same editions so identifying the book title, date of publication, author's name in the first paragraph, along with parenthetical citations in the text is sufficient for this course.
- Papers are graded holistically. See rubric below.

Paper Prompts: Use one question or a complimentary pairing of questions to guide your paper. You should make sure to tailor the question to the text.

Does a creator have a responsibility to their creation?

Why do creators underestimate their creations?

Do creations owe anything to their creator?

What makes us human? Are these creatures actually human?

How do we define a monster? Why is the creature regarded as a monster? Are the creators actually the monsters?

How is this book a critique of its contemporary society? Science? Industry? Economics? etc.

In what ways is this book about individual human progress and humankind's desire for personal redemption?

Why is the creator motivated to take such action? What larger questions about humanity fuel their actions?

Short Paper HOW TO:

[Header example]

Sabrina Starnaman

Professor Sabrina Starnaman

LIT 3316

10 September 2018

499 words

[prompt question centered in the place of a title]

What makes us human? Is Victor Frankenstein's creature human?

Sample first paragraph/example claim:

Four qualities, in coexistence, distinguish humankind from beast: rational thought, appreciation of art, the ability for complex communication, and planning for the future. While animals may have some of these qualities, it is humankind that can display all of these qualities within the same person. The tragedy in Mary Shelley's 1818 novel *Frankenstein* hinges on the fact that Victor constructs and reanimates his very human creation but rejects him out of fear—fear of his “monstrous” appearance and fear of the responsibility for creation. In his rejection he wrongly deems his creation inhuman or monstrous.

Based on the claim above I would do the following things in this order in my paper:

-Give a reasonable definition (from your own mind) of what makes us human. (first paragraph)

-Explain that while Victor claims that the creature is not human, he really is. (first paragraph)

-Identify and analyze two, maybe three, examples from the text that show how the creature has the qualities that you have named as indicative of being human (i.e. rational thought, appreciation of art, the ability for complex communication, and planning for the future). (This will be the bulk of your paper. Probably 3-4+ well-developed paragraphs.)

-Lastly you will explain that: in *Frankenstein* Shelley explores the way the we de-humanize others when we are emotionally incapable of meeting our responsibility to them. Often we are afraid of fulfilling our basic obligations because we are afraid of difference or what we claim is monstrosity. The tragedy of *Frankenstein* is that the creature is fully human, but is rejected as inhuman by his creator. (last paragraph)

**If you did poorly on Paper 1 (earned less than 25 points on it) you may rewrite it. However, if you wish to rewrite it you must meet with Dr. Starnaman or Rawad to review your paper. You should attend office hours or make an appointment to see one of us. Bring the hard copy of your paper from eLearning with you. If you do not meet with us you may not submit a rewrite. Rewrites of paper 1 are due Monday, October 1st by 6pm via the Turnitin link on eLearning. No late papers accepted. You may only rewrite paper 1. We will use the higher of the two grades.

Grading:

Each paper is worth 50 points.

Criteria (in order of importance)	Excellent A	Very Good B+	Good B to B-	Satisfactory C+	Developing C to C-	Unsatisfactory D	Failing F
Thesis Statement of a clear thesis that guides the entire argument of the essay.	10	9	8-7	6	5-4	3	0
Evidence Effective and proper use of textual examples.	10	9	8-7	6	5-4	3	0
Organization Effective building of an argument that supports the thesis. Movement from one idea to the next makes sense--use of transitional words and phrases.	10	9	8-7	6	5-4	3	0
Writing Quality Quality of the writing in terms of syntax, grammar, punctuation, flow, etc. There should be few if any errors in spelling, grammatical structure, problems at the sentence level that hinder understanding, etc.	10	9	8-7	6	5-4	3	0
Format Proper format as	10	9	8-7	6	5-4	3	0

outlined by the assignment. Must meet and not exceed the word length requirement.							
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Creative Final Project (150 points total)

In this Literature of Science Fiction class you may choose to complete a creative project instead of writing an analytical paper. **Please know the Creative Project is *always more work than the Analytical Paper*.** If you cannot commit the time necessary to do this project, be honest with yourself and choose to write the short paper.

Structure: Students write a short story that engages a common theme that has been raised in this class. Sometimes they illustrate it as well. There are other possibilities negotiated on a case-by-case basis.

Requirements:

- A short story of about 1500-2100 words or not to exceed an unreasonable length (this will be determined as we go along).
- Writing: Timely production of story drafts that are shared with group members. You will distribute *hard copies* to your groupmates the Monday before your workshop.
- Workshopping: Attendance at writing workshops is *required*. You must attend the workshop dates that you have signed up for. If you cannot attend, then you cannot do the project.
- Reading & Responding: Timely revision comments on the work that your groupmates create. Revision comments are due at the workshop meeting.
- Your story must be turned in by the due date and time noted on the calendar of assignments. You may turn your final story in early if you wish.
- A short reflection paper to accompany your final story. This reflection will discuss how your story relates to the topic/stories from the course. You may also address what the experience of writing is was like and/or what you learned from the experience of writing it. It should be 400-600 words long.
- Please put the reflection paper after your story in the same document when you turn in to eLearning.

Point Distribution:

Workshop: 50 points This includes: 1. on-time delivery of enough copies of your complete story. It must have a beginning, middle, and end. It should not be a list of ideas, outline of a story, or a story without an ending. Include a version of the ending, even if you know it is not a satisfying ending. 2. careful reading and reflection on the stories of your groupmates. 3. on-time delivery of the written comments on each of your groupmates' stories.

Final product: 75 points for final, polished version of your story and **25 points** for the final, polished version of your reflective essay.

***Missing the workshop, not completing your story on time, or failing to make comments on your groupmates' stories will likely result in forfeiting the opportunity to do the creative project. It is at the discretion of the professor.

Due: Saturday, December 8th by 11:59pm via Turnitin link on eLearning

You will sign up for dates and times on Monday, October 29th. You **MUST** be present to sign up. Bring 8 copies of your story to exchange that night.

For the workshop meeting:

You must have read each group member's story carefully, be prepared to discuss it and have made written comments based on the handout that you will be given and directions I will give in class.

Final Analytical Project (150 points total)

In this Literature of Science Fiction class you may choose to complete a final analytical paper instead of a creative final project.

Structure: Students write extended analytical paper based the film *Ex Machina* or novel *Frankenstein in Baghdad*. Choose from the same set paper prompt questions used for paper 1 and 2A/2B.

Prompt: Use one question or a complimentary pairing of questions to guide your paper. You should make sure to tailor the question to the text.

Does a creator have a responsibility to their creation?

Why do creators underestimate their creations?

Do creations owe anything to their creator?

What makes us human? Are these creatures actually human?

How do we define a monster? Why is the creature regarded as a monster? Are the creators actually the monsters?

How is this book a critique of its contemporary society? Science? Industry? Economics? etc.

In what ways is this book about individual human progress and humankind's desire for personal redemption?

Why is the creator motivated to take such action? What larger questions about humanity fuel their actions?

Requirements:

- An analytical paper of 1500-2100 words (5-7 pages). Put the word count in the header of the paper. Word count includes only the words in the body of the paper, not the header or question that you are answering.
- You must choose to write about either the film *Ex Machina* or novel *Frankenstein in Baghdad*.
- Use the film *Ex Machina* or novel *Frankenstein in Baghdad*.
- In this paper you are expected to have a claim or thesis, use examples from the texts chosen, reference information from class discussion and handouts, and make a cohesive, well-supported argument about the texts chosen. This is simply an expansion of the kind of work you did in Papers 1 and 2A/B.
- The Final Paper is due by 11:59pm Saturday, December 8th via Turnitin assignment link in eLearning. See Assignment Calendar for due dates. LATE PAPERS ARE NOT ACCEPTED. See FAQs or Course Policies for further information on this.
- Put the question or pair of questions from the Paper Prompts list below that you are using for your paper at the top of the paper.
- Paraphrase from the text or correctly cite quotations using parenthetical citations; have one-inch margins, proper font, standard heading, proper headers and footers, indent paragraphs with no extra lines between them. All of these criteria of a properly executed paper should use MLA 8th edition guidelines. See the *MLA Handbook, 8th edition* or Purdue University's Online Writing Lab resources for details:
https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_general_format.html
- You do not need a bibliography at the end of the paper. We are all using the same editions so identifying the book title, date of publication, author's name in the first paragraph, along with parenthetical citations in the text is sufficient for this course.
- Papers are graded holistically. See rubric below.

Due: Saturday, December 8th by 11:59pm via Turnitin link on eLearning. No late papers accepted. You may turn this assignment in early if you wish.

Grading:

Criteria	Very Good A	Good B	Satisfactory C	Developing D	Unsatisfactory F	Failing F
Thesis Statement of a clear thesis that guides the entire argument of the essay.	30-23	22-18	17-12	11-7	6-3	5-2
Evidence Effective and proper use of textual examples.	30-23	22-18	17-12	11-7	6-3	5-2
Organization Effective building of an argument that supports the thesis. Movement from one idea to the next makes sense--use of transitional words and phrases.	30-23	22-18	17-12	11-7	6-3	5-2
Writing Quality Quality of the writing in terms of syntax, grammar, punctuation, flow, etc. There should be few if any errors in spelling, grammatical structure, problems at the sentence level that hinder understanding, etc.	30-23	22-18	17-12	11-7	6-3	5-2
Format Proper format as outlined by the assignment. Must meet and not exceed the word length requirement.	30-23	22-18	17-12	11-7	6-3	5-2