603-102-MQ Reflections English: Literary Genres

***Encountering the Other: AI Futures***

**Section 18002, winter 2020:** **Instructor Rebecca Million**

Classes: Tuesday & Thursday 2:30-5:30 Ponderation: Course hours per week

Room 4E15 2 hours theoretical work

2 hours practical work

3 hours of homework

~~Instructor’s Office: 3D-4~~

**~~Tel.: 514-931-8731, local 4312 Office hours:~~**

**~~e-mail:~~** [**~~rmillion@dawsoncollege.qc.ca~~**](mailto:rmillion@dawsoncollege.qc.ca) **~~Mon. 12:00-2:00, Thurs. 12:00-2:00, Fri. 2:30-3:30~~**

**~~or by MIO (my preferred mode of communication)\* or by appointment~~**

\* **When a reply is necessary**, e-mails will usually be answered within 48 hours. E-mails received after 4:00 p.m. weekdays or on the weekends will not be read before 9:00 a.m. the next business day.

**Prerequisites**: Students taking English 102 (Literary Genres) should have completed English 101 (Introduction to College English).

# Course Description and Content

**Paired course**: When we leave our known world and enter the unknown, we truly seek to learn from what is new and exciting, but we also bring ourselves and our baggage (literal and metaphorical) with us. On the adventure into the “new”, we see the world and the “Other” through the lens of our own culture, history, and psychology; a type of baggage often called a worldview. Our worldviews have been, can and will be challenged by our encounters with the “Other” -- and as the past has shown, this challenge can result in attempts to construct or maintain hierarchies resulting in violence and bloodshed as we struggle against difference and what it tells us about our failings … our darkest secret selves.

In this paired 102 Humanities and English course we will explore the next phase of the human adventure: our life with artificial intelligence (AI). Will we inevitably repeat the mistakes of the past and end up in yet another clash between civilizations and species? Will humanity as we know it cease to exist, either into extinction or to be replaced by new forms and bodies, or as consciousness with no bodies at all?

**English 102:** Writers have been thinking about AI and the future for a very long time. In the English course we will read literature (primarily Sci-fi, but not exclusively) and theory that will explore human hierarchies, non-human-intelligences we have already encountered (Like Nature and non-human animals to name just two), and possible futures – futures in which the human race is not necessarily at the top of the food chain. Through discussion, writing, and creative projects students will analyze texts and what they can tell us about ourselves and the “Other,” and try to envision how we might participate in a future world that we can scarcely even imagine.

***NOTE: This class is meant to be an inclusive learning environment. I am happy to help and welcome every student and will do what I can to facilitate your learning experience. Feel free to talk with me in confidence about any special needs or concerns.***

**Preferred Name/Pronoun:**

As a default, I will address you by the name listed on the class roster. If you have a name or pronoun preference I should be aware of, please let me know (in person or by MIO) as soon as possible.

Access the Preferred Names Program at Dawson to request your preferred name on college lists, IDs, etc. using the following link: <https://www.concordia.ca/students/preferred-name-requests.html>.

**Objective** **and Methodology**

The objective of this course is twofold: to enjoy works of literature, film, and theory by reading them through various analytical lenses and to articulate edited, structured critical responses to texts. We will divide our class time between interactive lectures, class discussion, group work and in-class writing assignments. On occasion during the term, the Humanities and English instructors will jointly work with students in what we are calling a *colloquium*, a forum where students and instructors will make links between the paired courses and between the texts and the world outside the college walls. Outside of class time, students will occasionally be required to meet with the English instructor to work on their essays one-on-one.

**Course texts (required)**

Students are expected to complete assigned readings **before** the class where they are scheduled to be discussed (consulting the class schedule) and to **bring** their course readings to every class.

**Course pack: *Reflections English: AI Futures***

(Course pack will only be in bookstore in mid-February; handouts will be provided until it is available)

***Frankenstein, or The Modern Prometheus* by Mary Shelley**

**Student Conduct and Attendance**

Everyone has the right to a safe and non-violent environment. Students are obliged to conduct themselves as stated in the Student Code of Conduct and in the ISEP section on the roles and responsibilities of students. (ISEP Section II-D)

Students should refer to the Institutional Student Evaluation Policy (Section IV-C) regarding attendance. If a student is attending an intensive course, the student must inform the teacher within the first two (2) weeks of class of the specific dates of any anticipated absences.

**Policy on Religious Observance**

Students who intend to observe religious holidays must inform their teachers in writing as prescribed in the ISEP Policy on Religious Observances. (ISEP Section IV-D)

[If applicable, a statement indicating any modifications to planned course activities resulting from the teacher’s own religious observances must be included as per ISEP Policy on Religious Observances. (ISEP Section IV-D)]

**Assessment Tools and Grade Distribution**

Two mini-essays, 10% each = 20% Take-home essay 20%

Research summary and discussion questions 10% Freewrites and short in-class work 10%

Creative piece 20%

SUMMATIVE ASSESSMENT: Take-home essay question exam 20% (PASS/FAIL)\*

\*Students must have a 60% minimum grade in the summative assessment to pass the course. Passing the summative assessment does not mean an automatic pass in the course.

*Note: A final grade of 60% is required to pass the course.*

**Dawson Grading Policy:** 90-100 Excellent (A) **/** 80-89 Very Good (B) **/** 70-79 Good (C) **/** 60-69 Pass (D) **/** -60 Fail (F)

**Late Penalties** ASSIGNMENTS SUBMITTED BY MIO OR E-MAIL WILL BE ACCEPTED BUT WILL NOT BE MARKED! ONLY HARD COPY SUBMISSIONS WILL BE MARKED. Students will incur a penalty of 5 marks per day on late assignments. Assignments will not be accepted at all after one week, unless the instructor has granted an extension.

All requests for extensions must be made in writing.

The creative assignment cannot be late, as it must be presented to the class on an assigned day.

**Classroom etiquette:** The college classroom should be an environment wherein mutual respect fosters learning and the free exploration of ideas.

* Students are fully expected to arrive on time for class. If you must enter the classroom when class is underway, please do so as quietly and unobtrusively as possible.
* Phones must be put away during class time.
* Please do not disrupt the class in any way. Talking while the instructor or another student is talking is disruptive.
* Laptops may be used in class only upon approval of the instructor. **Please speak to me before using a laptop in class.** I reserve the right to prohibit continued use of a laptop if I determine that it is hindering the user’s or any other student’s ability to pay attention and engage fully in classwork and discussion.

**Academic Integrity Policy**

Plagiarism is a serious academic offense. It is the use of another’s words or ideas without attribution or acknowledgement. Any form of cheating or plagiarism will result in a grade of zero on the test or assignment. It is the students' responsibility, moreover, to ensure that other students do not make unauthorized use of their work.

According to the Institutional Student Evaluation Policy (ISEP), the teacher is required to report to the Sector Dean all cases of cheating and plagiarism affecting a student's grade. (ISEP Section V-C)

**Ministerial Objectives and Standards**

The objective of this course is to enable students to apply a critical approach to literary genres. Students will learn to recognize literary genres and conventions. Students will also learn to situate a work within its literary and historical contexts and to analyze a representative work.

On successful completion of this course, students will be able to produce a 1000-word analytical essay with the aid of reference material. This essay will demonstrate a knowledge of formal characteristics and literary and rhetorical devices. This essay will also demonstrate use of appropriate terminology and thorough revision of form and content.

**102 EXIT PROFILE**

A student graduating from an English 102 course:

In reading

* recognizes formal characteristics of one or more literary genres
* understands the literal meaning of the text studied
* recognizes and appreciates the significance of stylistic and rhetorical features in the works studied
* perceives and appreciates the significance of historical and cultural context to the works studied

In writing

* can formulate and develop a thesis statement that pertains to some formal aspect of a literary work (e.g., analysis of character, plot, language or patterns of language, etc.)
* can develop a critical analysis that is distinct from a personal reaction or plot summary
* can locate supporting evidence within the literary work, present it clearly and logically, and explain how the evidence supports the thesis
* can maintain unity and coherence throughout the essay
* can write relatively clear and error-free sentences

**Competency 4EA1: To apply a critical approach to literary genres**

The following elements of the competency will be fully addressed:

1. To distinguish genres of literary texts.
2. To recognize the use of literary conventions within a specific genre.
3. To situate a work within its historical and literary period.
4. To explicate a discourse representative of a literary genre.
5. To edit the discourse.

The Institutional Student Evaluation Policy (ISEP) is designed to promote equitable and effective evaluation of student learning and is therefore a crucial policy to read and understand. The policy describes the rights and obligations of students, faculty, departments, programs, and the College administration with regard to evaluation in all your courses, including grade reviews and resolution of academic grievance. The ISEP is available on the Dawson website.