Course Specification

— (Bachelor)

Course Title:	**Science Fiction**
Course Code:	**ENG 3317**
Program:	**BA in English Language**
Department:	**Department of English**
College:	**College of Social Sciences.**
Institution:	**Umm Al-Qura University.**
Version:	**2**
Last Revision Date:	**2023**

Table of Contents

A. General information about the course:

1. Course Identification

1. Credit hours:

3

2. Course type

A.	☐ University	☐ College	■ Department	☐ Track	☐ Others
B.	☐ Required		■ Elective		

3. Level/year at which this course is offered:

The course can be taken at any level in the last two years of the program after passing the requirements.

4. Course general Description:

This course aims at introducing students to science fiction, its forms and its development across the ages. It will help them link the genre to the history of science and reinforce its importance in encouraging scientific advancements in the societies that embrace it. The course will also help students understand the complex relationship between utopias and dystopias, the authors' anxieties regarding the science of their era, and the complicated philosophical, political and social implications of scientific advancements. The focus will not solely be confined to literature. Other art forms and facets of popular culture such as film, comic books, manga, anime and video games will also be discussed.

Note: Students will focus only on one of the key texts suggested in the list of topics. Other texts may be mentioned as examples of a specific literary movement and will not be discussed in detail.

5. Pre-requirements for this course (if any):

Literary Criticism in Practice

6. Co-requirements for this course (if any):

None

7. Course Main Objective(s):

The main objective of this course is to familiarize students with the distinct qualities of science fiction and its development throughout history.

2. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	3 hours per week	100%
2	E-learning		
3	Hybrid ● Traditional classroom ● E-learning		

No	Mode of Instruction	Contact Hours	Percentage
4	Distance learning		

3. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	**Lectures**	28 hours
2.	**Laboratory/Studio**	
3.	**Field**	
4.	**Tutorial**	
5.	**Others (specify):** Exams	2 hours
Total		30 hours

B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
1.0	**Knowledge and understanding**			
1.1	Critique the forms and modes of science fiction in a variety of literary periods.	**K2**	- Traditional lecturing. - Reading critical articles. - Seminars	Quizzes and exams.
1.2	Examine the political, scientific, historical and cultural contexts that shaped science fiction.	**K2**		
1.3	Evaluate possible interrelationships between the selected texts and works of visual culture such as theatre, film and other art forms	**K3**	- Traditional lecturing. - Reading critical articles. - Seminars.	- Quizzes and exams. - Class discussion.

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
				Online discussions
2.0	**Skills**			
2.1	Interpret texts critically and analytically.	S2	- Traditional lecturing. - Class discussion. - Online discussion. - Reading analytical essays. - Seminars - Interactive workshops.	Open-book quizzes. Analytical exam questions. Analytical essay assignment. Class discussion
2.2	Demonstrate research and analytical skills	S5	- Traditional lecturing.	Analytical essay assignment
2.3	Build well-constructed responses (creative or academic) that reflect independent and personal understanding of the selected texts	S3	- Class discussion. - Online discussion. - Reading analytical essays. - Seminars - Interactive workshops.	Analytical essay assignment. Analytical exam questions. Creative assignment
2.4	Analyze the influence of the selected texts on theater, film and other art forms, both local and international	S2	- Analyzing or engaging with other art forms in class or online. - Reading critical articles. - Watching documentaries and critical content.	Class discussion. Online discussion. Analytical assignment. Creative assignment

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
			Interactive workshops.	
3.0	**Values, autonomy, and responsibility**			
3.1	Demonstrate ethical behavior in all professional, personal and academic contexts	**V1**	- Traditional lecturing - Reading scholarly articles.	Class discussion. Projects Assignments
3.2	Work responsibly and autonomously when performing a task individually or within a team.	**V2**	- Traditional lecturing - Class discussion. - Watching documentaries	
...				

C. Course Content

No	List of Topics	Contact Hours
1.	Introduction: The Two Cultures: Science Fiction and the History of Science The introduction should focus on the development of the genre and some of its most common themes	3
2.	The Evolution of Science Fiction **Suggested Texts:** Johannes Kepler's *Somnium* (1608), Mary Shelley's *Frankenstein* (1818), Ibn al-Nafis's *Theologus Autodidactus*, and *Arabian Nights*	5
3.	Science Fiction and Human Evolution: **Suggested Texts:** H.G Wells' *The Time Machine* and *The Island of Dr. Moreau*, William Golding's *The Inheritors,* Ibn Tufail's *Hayy Ibn Yaqzan,* The *Planet of the Apes* movies	5
4.	Midterm or Quizzes	2
5.	Dystopia and Utopia: **Suggested Texts:** Huxley's *Brave New World, William Golding's* Lord of the Flies,*,* Thomas Moore's *Utopia*.	5
6.	Space Travel in Science Fiction: **Suggested Texts:** Kass Morgan's *The 100*, Andy Weir's *The Martian*, H.G Wells' *The First Men in the Moon*, Verne's *From the Earth to the Moon*.	5
7.	Feminism and Science Fiction:	5

Suggested Texts: Lane's Mizora (1881), Corbett's New Amazonia (1889), Gilman's Herland (1915), Atwood's The Handmaid's Tale (1985).		
Total		**30**

D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	**Midterms or Quizzes:** The exam should contain at least 10% subjective questions dedicated to measuring the students' ability to analyze and think critically. Students should be held responsible for language mistakes. A "reasonable" percentage of the grade should be allocated to language and punctuation problems. A clear rubric should be followed.	6	30%
2.	**Assignments or Quizzes:** - Teachers have a choice between implementing quizzes and exams such as open-book exams and reading quizzes or assignments. - Assignments can include annotations, short written responses or analytical essays. -Topics, guidelines and deadlines should be specified at the beginning of the course. Assignments should be marked for structure, punctuation, content and proper citation of sources. A clear rubric should be followed.	9	10%
3.	**Discussion in class and online** Students should be encouraged to speak up and express their opinion on a variety of topics and issues related to the course.	weekly	10%
4.	**Final:** The exam should contain at least 20% subjective questions dedicated to measuring the students' ability to analyze and think critically. Students should be held responsible for language mistakes. A "reasonable" percentage of the grade should be allocated to language and punctuation problems. A clear rubric should be followed.	13	50%

*Assessment Activities (i.e., Written test, oral test, oral presentation, group project, essay, etc.).

E. Learning Resources and Facilities

1. References and Learning Resources

Essential References	The teacher should specify a selection of texts from the ones suggested in the list of topics or from the following anthologies: Evans, Arthur, Istvan Csicsery-Ronay, Joan Gordon, Veronica Hollinger, Rob Latham, Carol McGuirk. The Wesleyan Anthology of Science Fiction. Wesleyan University Press, 2010. Silverberg, Robert. The Science Fiction Hall of Fame, Vol. 1: 1929-1964. Orb Books, 2005. Other volumes in the same series are also included. Gunn, James. The Road to Science Fiction: From Gilgamesh to Wells. Volume 1. Scarecrow Press, 2002. Other volumes in the same series are also included. Attebery, Brian and Ursula K. Le Guin. The Norton Book of Science Fiction. Norton & Company, 1997.
Supportive References	Seed, David. Science Fiction: A Very Short Introduction. Oxford University Press, 2011. Determann, Jörg Matthias. Islam, Science Fiction and Extraterrestrial Life: The Culture of Astrobiology in the Muslim World. I.B. Tauris, 2020. Elzembely, Hosam A. Ibrahim and Emad El-Din Aysha. Arab and Muslim Science Fiction: Critical Essays. McFarland & Co Inc, 2021. Stableford, Brian. Science Fact and Science Fiction: An Encyclopedia. London: Routledge, 2006. Kaveney, Roz. From Alien to The Matrix: Reading Science Fiction Film. I. B. Tauris, 2005. James, Edward and Farah Mendlesohn. The Cambridge Companion to Science Fiction. Cambridge: Cambridge University Press. 2003. Sanders, Steven. The Philosophy of Science Fiction Film. University Press of Kentucky, 2010. Luckhurst, Roger. Science Fiction: A Literary History. British Library Publishing, 2018. Roberts, Adam. The History of Science Fiction. 2nd edition. Palgrave Macmillan, 2016.

	Bould, Mark, Andrew M. Butler, Adam Roberts, Sherryl Vint. The Routledge Companion to Science Fiction. Routledge, 2009. Gunn, James. Alternate Worlds: The Illustrated History of Science Fiction. 3rd ed. McFarland & Company, 2018. Canavan, Gerry and Eric Carl Link. The Cambridge History of Science Fiction. Cambridge University Press, 2019. Bould, Mark and Sherryl Vint. The Routledge Concise History of Science Fiction. Routledge, 2011.
Electronic Materials	
Other Learning Materials	

2. Required Facilities and equipment

Items	Resources
facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	Classrooms
Technology equipment (projector, smart board, software)	Screens and Projectors
Other equipment (depending on the nature of the specialty)	

F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching	Students Peer reviewer The institution	Institutionally controlled questionnaires/ Peer-review procedure.
Effectiveness of Students assessment	Teachers	Exams, assignments, and class discussions.
Quality of learning resources	Students Teachers	Institutionally controlled questionnaires
The extent to which CLOs have been achieved		
Other		

Assessors (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify)

Assessment Methods (Direct, Indirect)

G. Specification Approval

COUNCIL /COMMITTEE	DEPARTMENT COUNCIL
REFERENCE NO.	424040414453 / 132022
DATE	2023 - 1445