English 221 – Popular Literature ~ Afrofuturism
Item # 1225, Spring Quarter 2017

11:30 am - 12:20 pm/daily
Building C - 168, Main Campus, Bellevue College

Instructor: Catherine Berkenfield – please call me Catherine
Email: c.berkenfield@bellevuecollege.edu; Email is the best way to reach me. I will do my best to respond to emails within 24 hours M-F
Phone: 425.564.2121
Office location: Building R-230-S
Office hours: Monday-Friday 12:30 pm – 1:20 pm; and by appointment

Affirmation of inclusion

Bellevue College is committed to maintaining an environment in which every member of the campus community feels welcome to participate in the life of the college, free from harassment and discrimination. We value our different backgrounds at BC, and students, faculty, staff members, and administrators are to treat one another with dignity and respect

Instructor commitment to inclusion

This class is fundamentally “inclusive,” which means the course readings, materials, and teaching methods are meant to include and reflect a range of historically marginalized social and cultural voices. My overarching philosophical goal is to discover, sustain, and create social and cultural “hope” through the study and production of Afrofuturistic texts

Disability Resource Center

The Disability Resource Center (DRC) serves students with a wide range of learning challenges and disabilities. If you are a student who has a documented disability or learning challenge, and if you feel you may need accommodations in order to be successful in college, please contact the DRC as soon as possible

If you are a student with a documented autism spectrum disorder, there is an additional program available to you. Contact

https://www.bellevuecollege.edu/autismspectrumnavigators/

Email and phone number are on the website. ASN is located in the Library Media Center in D-125
If you are a person who needs assistance in an emergency situation, such as a fire, earthquake, etc., please meet with me to make a safety plan within the first week of the quarter.

You can find the DRC office in B-132 or you can call the reception desk at 425.564.2498. Deaf students can reach the office by Skype: the address is DRCatBC (NOTE: There is no @ sign…the address is actually DRCatBC). Please visit the DRC website for application information into the program and other helpful links:

www.bellevuecollege.edu/drc/

Accessibility

If you have not used the Canvas Learning Management system before, you can https://community.canvaslms.com/docs/DOC-2036 for helpful information.

The online parts of this course are designed to be welcoming to, accessible to, and usable by everyone, including students who have a variety of learning styles or who are new to online learning. Be sure to let me know immediately if you cannot use a required part of the course. Also, let me know about changes I can make to the course that will improve accessibility for future students.

Required material

Unless otherwise advised, you are expected to bring a copy of the assigned reading(s) every day:

- *Binti*, by Nnedi Okorafor, 9780765385253
- *Octavia’s Brood: Science Fiction Stories from Social Movements*, Ed. by Adrienne Maree Brown and Walidah Imarisha, 9781849352093
- *Parable of the Talents*, by Octavia E. Butler, 9780446675789
- Other required readings will be available on Canvas for download
- A dedicated course folder or binder to keep your notes and writing organized (this will help you write your papers!!)
- Pen, pencil, and lined paper; or tablet or laptop for writing activities and taking notes

Other

- Access to a Bellevue College email address (Get Your Email Here) and Canvas (Canvas Student Support)
- You MUST submit traditional writing assignments through Canvas using a .doc, .docx, or .pdf format; I cannot read other formats

Course objective and description
In this course we will investigate the themes, conventions, and cultural assumptions of genre-based popular literature. The topic of this course is Afrofuturism, a “popular” genre of textual production that has been recognized since 1993 (Dery).

Recommended prerequisites: ENGL& 101 or a literature course in the 100 series.

Students will be taught and assessed using the following course outcomes:

- Demonstrate literal and inferential comprehension of texts
- Pose and investigate interpretive questions on texts
- Write focused, unified, and well-developed analytical papers and exam essays
- Explain the development of a given genre of popular literature from its beginnings to its contemporary practice
- Identify genre conventions and apply them to sub-genres
- Use appropriate literary terminology in analyzing the various forms of popular literature
- Relate the sub-genres of the given literature to their cultural context
- Use various methods of literary analysis, such as formal, psychological, and/or feminist analysis/
- Demonstrate how popular literature reflects the concerns and prejudices of its own time
- Participate effectively in small student teams

Grading categories - VERY IMPORTANT!! YOU MUST KEEP EVERY SINGLE PIECE OF WRITING that you do for this class carefully organized in a folder or binder. The assignments are designed to build on each other, so easy reference is key to your success:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Team work/in-class writing</td>
<td>20%</td>
</tr>
<tr>
<td>Reading seminar participation</td>
<td>20%</td>
</tr>
<tr>
<td>Two short analytical projects</td>
<td>10%</td>
</tr>
<tr>
<td>Midterm exam</td>
<td>20%</td>
</tr>
<tr>
<td>Student-Instructor conference</td>
<td>5%</td>
</tr>
<tr>
<td>Final project</td>
<td>25%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong> of final grade</td>
</tr>
</tbody>
</table>

Please note: This course is a “college-level” course. Students who do not complete homework outside of class will not pass the course.

This course is a reading-intensive course, which will require both informal and formal writing. Students who do not wish to practice extensive reading and writing should not take this course.

I will not evaluate and grade every piece of writing you do this quarter. Your growth as a reader and writer will be directly tied to both the quantity of work you do and the time and care “you” put into your revised writings.
In summary, to earn a passing grade in English 221, you must make this course a priority in relation to your other life activities.

Criterion: Team work/in-class writing – Throughout the quarter, I will ask you to complete in-class work, including but not limited to: free writing, guided writing, project planning, prewriting, drafts, peer reviews, and/or revisions; short writing assignments; team or individual projects; and reading seminars.

This course has a “team” participation requirement. Students who do not wish to participate in team work should not take this course. Missed in-class teamwork cannot be made up. Students may miss 1 team assignment without a grade penalty.

Although I don’t prefer this teaching method, if I see a pattern of students not completing the readings, we will have reading quizzes.

Criterion: Reading seminar participation – Students should summarize, analyze, synthesize and evaluate text(s) using different critical perspectives. Be prepared to actively lead and participate in reading seminars.

Criterion: Two short analytical projects – Students will design, research, compose, and share two short analytical projects of their choice (e.g., film review, author showcase, consciousness-raising activity, etc.).

Criterion: Mid-term exam – Students will write an in-class mid-term exam where they will match authors to ideas, define course vocabulary and give illustrations, and identify quotations and explain their significance.

Criterion: Student-Instructor conference – Students will meet with the instructor to develop a personally meaningful and topically grounded final project (e.g., write a poem, story, song, author autobiography, or research paper; create a zine, video, or website; create a game; there are a lot of options to explore).

Criterion: Final project – Students will present their work to a public audience and reflect on audience feedback.

Bellevue College grading scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100%</td>
</tr>
<tr>
<td>A-</td>
<td>90-92%</td>
</tr>
<tr>
<td>B+</td>
<td>87-89%</td>
</tr>
<tr>
<td>B</td>
<td>83-86%</td>
</tr>
<tr>
<td>B-</td>
<td>80-82%</td>
</tr>
<tr>
<td>C+</td>
<td>77-79%</td>
</tr>
<tr>
<td>C</td>
<td>73-76%</td>
</tr>
<tr>
<td>C-</td>
<td>70-72%</td>
</tr>
<tr>
<td>D+</td>
<td>67-69%</td>
</tr>
<tr>
<td>D</td>
<td>63-66%</td>
</tr>
<tr>
<td>D-</td>
<td>60-62%</td>
</tr>
<tr>
<td>F</td>
<td>59% or lower</td>
</tr>
</tbody>
</table>
What the Grades Mean:

I will provide more detailed descriptions of grading criteria (rubrics) with major assignment, but as a general overview I have included a brief description of each grade:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>“A”</td>
<td>Excels at the assignment's expectations and shows mastery of course concepts. “A” work may contain a few trivial problematic issues but ultimately demonstrates exceptional work</td>
</tr>
<tr>
<td>“B”</td>
<td>Goes beyond the expectations for the assignment. “B” work develops above-average work but falls short of an “A” in one or more crucial areas</td>
</tr>
<tr>
<td>“C”</td>
<td>Competently meets the requirements for the assignment. A “C” is reserved for work that is adequate but does not go above and beyond the requirements for the assignment</td>
</tr>
<tr>
<td>“D”</td>
<td>Shows some attempt to meet requirements but fails. “D” work may head in the direction of competence, but needs significant work before the student has shown his/her understanding of the course outcomes</td>
</tr>
<tr>
<td>“F”</td>
<td>Fails to meet any of the assignment's requirements. The expectations for the assignment simply are not present or addressed. This includes failure to understand the assignment topic</td>
</tr>
</tbody>
</table>

Bellevue College Policies & Expectations

**Confidentiality and Mandatory Reporting**: As an instructor, one of my responsibilities is to help create a safe learning environment on our campus. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings.

**Sexual Assault and Other Forms of Sexual Misconduct**

I will try to keep information you share private to the greatest extent possible. However, I am **REQUIRED** to share with the Title IX Coordinator any and all information regarding sexual assault and other forms of sexual misconduct (e.g. dating violence, domestic violence, stalking) that may have occurred on campus or that impacts someone on campus. Students may speak to someone confidentially by contacting the BC Counseling Center at 425.564.5747. The Title IX Office can be contacted at 425.564.2641 and more information can be found on the Title IX [http://www.bellevuecollege.edu/titleix/](http://www.bellevuecollege.edu/titleix/)
Child Abuse and Vulnerable Person Abuse Reporting

Abuse means sexual abuse, sexual exploitation, or injury of a child/vulnerable person by any person under circumstances which cause harm to the child’s or vulnerable person’s health, welfare, or safety, excluding conduct permitted under RCW 9A.16.100; or it includes the negligent treatment or maltreatment of a child or vulnerable person by a person responsible for or providing care to the child or vulnerable person.

On a happier note…

Religious Holidays: students must submit a form to the Vice President of Student Affairs, Ata Karim, requesting an accommodation if they need to be absent from class. Students should write an email to ata.karim@bellevuecollege.edu that includes the following information:

- Student name & ID#
- Description of accommodation being requested
- Class (or classes) affected
- Date(s) of absence from class
- Name of instructor(s) to notify

Examples of unacceptable classroom behavior: On a college campus, everyone deserves the opportunity to study and learn in a safe environment and to be treated with courtesy and respect. Therefore, any student behavior that prevents the instructor from teaching, and/or prevents students from learning is not allowed.

If you do not behave in a way that is appropriate for maintaining a teaching and learning environment, I will ask you to leave the class for the day. Some examples of unacceptable behaviors are:

- arriving late or leaving early without speaking to the instructor (talk to me after class, not during)
- talking while others are trying to listen to the instructor or their team members
- talking during team check-ins and presentations
- derailing conversations; trolling
- bullying
- sleeping in class
- doing homework for this or other classes
- using electronic devices for personal reasons
- inappropriate comments or gestures
- and any form of harassment that affects other students’ ability to learn or the instructor’s ability to teach

If a student continues the behavior, they will not be allowed to attend class until they have met with me and the English Department Chair.
The Arts & Humanities Division recognizes the judgment of individual instructors in these matters. Please see the Student Code for additional examples of unacceptable behaviors.

Cell phone use, texting, and other electronic devices: Please silence your phone before you come into the classroom. THERE IS NO EXCUSE FOR TEXTING IN THE CLASSROOM. Using electronic devices in class is permitted if they are used to support learning in ENGL 101. Headphones are allowed in class if you have a specific accommodation from the Disability Resource Center or permission from the instructor during writing activities. Otherwise, take them off before you come into the classroom.

If I have to speak with you about this policy, you will no longer be allowed to use electronic devices in class. This will impact your learning and I will not write you a recommendation letter for transfer applications or employment.

Plagiarism

Plagiarism, also called academic dishonesty, is the act of using another writer’s words or ideas as your own. It also includes submitting work completed by the student for a previous class. According to the Arts & Humanities Division, plagiarism:

…may take many forms, including, but not limited to, using a paper written by someone else, using printed sources word-for-word without proper documentation, and paraphrasing or summarizing the ideas of others without acknowledging the source. Plagiarism can also occur when non-written ideas are taken without documentation—using someone else’s design or performance idea, for example. In short, plagiarism is passing off someone else’s ideas, words, or images as your own; it amounts to intellectual theft—whether or not it was your intention to steal. Bellevue College instructors have access to commercial plagiarism detection software, so please be advised that any work you submit may be tested for plagiarism. When you give someone your work and allow them to submit it under their own name, this is also plagiarism and you can be expelled from BC for participating.

If you are proved guilty of academic dishonesty (plagiarism), you will fail the assignment. If you plagiarize a second time, you will fail the class. You will also be reported to the Behavioral Intervention Team the first time you plagiarize and will participate in a hearing.

Attendance policy

I will take attendance at the beginning of each class. We have limited time together and we cannot afford to spend time helping tardy or absent students catch up with the course activities. Ask another student to fill you in if you are absent or come in late. Check Canvas for any missed assignments.
The BC Arts & Humanities Division’s policy for absences states that any student missing more than twenty percent of total class time for a course may receive an “F” grade for the course; therefore, any student missing 10 or more class meetings will automatically receive a failing grade. Three tardies = 1 absence. Students who miss the first week of class will be dropped from the course. Students who miss the first two days of class and do not provide documentation for why they are absent before the quarter starts will be dropped from the class to make room for students on the wait list.

You are responsible for keeping track of your own attendance, including tardies. When you are absent or tardy, write down the date and reason in your course notebook. When you attend student-instructor conferences, you will submit your attendance sheet as part of the conference.

I understand that students frequently have good personal and professional reasons for missing class. However, from the perspective of our English 101 learning community, the English Department, Bellevue College, the Northwest Commission on Colleges and Universities, the Council for Higher Education Accreditation and the U.S. Department of Education, your absence means you have not participated in the required quantity of classroom instruction to demonstrate the course outcomes. It is unethical, unprofessional, and unfair for an instructor to pass a student who has not attended 80% of class meetings.

Instructor workload

This course is administration heavy, grading-intensive, and fast-paced. I work with specific curriculum outcomes and weekly deadlines, and deal with the educational needs and management needs for current students and people I collaborate with.

Please understand how your choices and work habits impact me and also understand that when you impact me, you are impacting the quality of education for other students.

Missed or late assignments: If you miss an assignment or need to turn one in late, you need to fill out a missed/late form and submit it stapled to a paper copy of the missed assignment. See the course homepage in Canvas for a copy of the form.

Extra credit policy

Extra credit work will be assigned to benefit the class as a whole. Individual extra credit work WILL NOT be assigned.

Student workload

You can expect to spend 10-20 hours a week on class activities (5 hours in class and 5-15 hours outside of class).
Your role is to “communicate,” “self-regulate,” “develop understanding of your reading and writing practices,” and “set and reach your personal and academic goals by following instructor guidance.” If I agree to write a recommendation letter for a transfer application or job application, I will evaluate you on this behavior as well as your academic performance.

Communication with instructor

Students are welcome to discuss assignments before they are due; to let me know about issues interfering with school work; to ask for help with study, reading, and writing skills; etc.

Consider me a part of your academic and professional network and treat me the way you wish to be treated. Timely, self-reflective, polite communication is vital to effective learning relationships.

Tutoring and study skills development

Please see me if there is anything about the course you wish to discuss or need assistance with. It is my job to be here for you but it is also ALWAYS my privilege to get to know you and work with you to form and meet your academic goals.

However, if you feel you would benefit from ongoing tutoring or other academic assistance for this or any class at Bellevue College, please contact the Academic Success Center located in Building D – 204. Phone: 425.564.2200

Computer labs

Bellevue College offers a variety of computer and learning labs to enhance learning and student success. Find current campus locations for all student labs by visiting:

https://bellevuecollege.teamdynamix.com/TDClient/KB/ArticleDet?ID=24665

Public safety

Public Safety is located in the D–175 and they can be reached at 425.564.2400. Please ensure that you are signed up to receive alerts through our campus system by registering at RAVE Alert Registration

If a major emergency occurs, please follow these three rules:
1. Take directions from those in charge of the response – we all need to work together

2. Do not get in your car and leave campus (unless directed to) – we need to keep the streets clear for emergency vehicles

3. In an emergency, call 9-1-1 first, then public safety

Academic Calendars: Enrollment Calendar, College Calendar
Tips for Students
Self-Regulation Strategies

1. Understand the syllabus

2. Attend scheduled classes and manage your study time

3. Come to class prepared to listen and to participate

4. Always bring your books, paper, pen or pencil, tablet, computer, course folder, and homework

5. Understand you will have to share your writing with other students

6. Figure out what help you need during the quarter and explore what Bellevue College has to offer. Ask your academic advisor or your instructors for help

7. Talk with your instructor as soon as you have a problem

8. Use your textbook and other resources MORE than is required for the course

9. Hold on to all your work!

10. Be gentle with yourself!

11. Be kind to your fellow students and your instructor. We are all in this together and having a positive attitude inspires all of us to do our best work.

I look forward to a great quarter and welcome your feedback at any time!!!
Statement of Student Responsibility

I have read through the syllabus for Catherine Berkenfield’s course English 221—Popular Literature ~ Afroturism. I understand that the syllabus represents a contract between me as a student, Catherine as an instructor, the English Department, the Arts & Humanities Division, and Bellevue College as an institution. The syllabus lays out the rights and responsibilities for me and my instructor, and I know that I can rely on the document if some problem arises in class. I know that I should speak with my instructor first and, if she cannot answer my questions, she will provide contact information for someone else in the English Department or the Arts & Humanities Division who can assist me.

In particular, I understand that if I miss more than 10 class meetings, I will automatically fail English 221. I also understand that missing any number of class meetings will affect my final grade because class participation is a crucial component of learning.

Name (please print): ________________________________
Signature: ________________________________
Date: ________________________________

John Jude Palencar cover art for Parable of the Sower by Octavia E. Butler