Welcome to University Studies 1301 – Fall 2017
Utopian and Dystopian Literature

SECTION #: 11191; Monday/Wednesday @ 1:30-2:50 p.m. (Hybrid Class—50% f2f, 50% online); Quinn 203

INSTRUCTOR'S NAME: Steven T. Varela
OFFICE: UGLC 330
TELEPHONE NUMBER: 747.5963; 342-4337
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OFFICE HOURS: Online and MW from 12:30-1:30

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<tr>
<th>Peer Leader: Ana Rivera Gutierrez</th>
<th>Librarian: Angela Lucero</th>
<th>Advisor: Nisna Castaneda</th>
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<td><a href="mailto:arivera31@miners.utep.edu">arivera31@miners.utep.edu</a></td>
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Course Description

Through an immersive learning environment, using Utopian/Dystopian literature as the learning framework, students will gain 21st Century skills needed to be successful in any institution and organization. At the heart of this class is the necessity for students to re-think, re-design, and most important, re-imagine their current learning practices and educational experiences.

Students will be introduced to the specific methods and approaches of some of the most important kinds of criticism used in the study of literature today. Each text we read will be looked at from a genre and theory perspective, but the course's overall intent is to encourage students to formulate their own arguments about the aesthetic, political, and/or cognitive value of literature.

In addition, this course emphasizes effective and ethical rhetorical inquiry, including primary and secondary research methods; critical reading of verbal, visual, and multimedia texts (including artistic literature); systematic evaluation, synthesis, and documentation of information sources; and critical thinking about evidence and conclusions including the application of these to literature.

University 1301 Goals

Goal 1. Students will develop and apply elements of leadership through effective individual participation and meaningful team collaboration to empower them to be agents of change.

Goal 2. Students will examine the roles and responsibilities crucial for their success in college and beyond.

Goal 3. Students will identify, assess, and build on their strengths and experiences to develop academic and transitional strategies necessary for success in their academic, career, and life goals.
Goal 4. Students will engage in research and critical thinking activities that demonstrate their ability to effectively integrate their learning within, across, and beyond academic settings.

Goal 5. Students will engage in campus and community activities to increase their sense of academic and social belonging.

Course Theme Learning Objectives

Students will be able to:

- Read texts/communication "actively" (i.e. “dialogue” with text, ask questions, research unfamiliar textual references);
- Analyze information/communication "logically" (i.e. compare and contrast the use of devices, make meaningful connections between references in the text or between texts written by different authors);
- Write about information "critically" (i.e. develop interesting claims, make arguable points, attempt to answer a set of questions raised during the reading process, understand and apply theoretical approaches, and provide comprehensive commentary on ambiguous meanings).

Students will be able to:

- Communicate information clearly and effectively using a variety of tools, media and genres (oral, written, iconographic) in varied contexts for a variety of purposes.
- Demonstrate strategic and adaptable thinking patterns in learning and working conditions.
- Apply analysis, synthesis, and evaluative processes that enable productive problem solving and decision-making to strengthen performance in university and workforce setting.
- Work independently and collaboratively to solve problems, accomplish goals, and build a network to create a supportive and positive learning/working environment.
- Reflect and assess their interests, abilities, responsibilities, cultural understanding, and ethics in order to more effectively pursue their academic, career and life goals.
- Use real world digital tools, research, and resources to access, evaluate, and apply information appropriate for authentic tasks.

Class Format

- Flipped Classroom Utilizing Blackboard Learn
- Facilitated Small and Large Group Discussions
- Multimedia/Multimodal Assignments
- Guest Speakers
- Interactive/Immersive Activities
- On Campus Field Trips

Required Readings

The following additional readings will be provided by professor in your Blackboard shell:

* *Harrison Bergeron* by Kurt Vonnegut

* *Animal Farm* by George Orwell

* *Persepolis I and II* by Marjane Satrapi

* *Ishmael* by Daniel Quinn

**Additional Materials:**

* You need an active e-mail address and access to Blackboard.

* A daily/weekly/monthly calendar to plan ahead for your readings, assignments, exams, and activities for this and other courses.

**Grading and Performance Evaluation**

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<th>Grade</th>
<th>Project #1: What’s My Edge?</th>
<th>Project #2: From Classroom to Profession</th>
<th>Project #3: From Classroom to Community</th>
<th>Project #4: From Classroom to World</th>
<th>Responses to Readings (4)</th>
<th>Final Group Project: “Utepia”</th>
<th>Borders Postings [BP] on Blog</th>
<th>Video Reflection</th>
<th>Attending 2 campus events</th>
<th>End of Semester Survey</th>
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*Please note that a “C” is required to satisfy the core curriculum requirement.*

**Assignments**

Specific instructions and due dates on all assignments will be given in class and on class website. Please use this syllabus as an overview of the course. I highly recommend that you save copies of all your coursework.

* **Project #1 “What’s My Edge?”**: Students will read, discuss, and ultimate create a short video analyzing the Utopia/Dystopia of their personal identity. Will discuss identity assets that give them an edge towards academic, social, and professional goals. Full assignment sheet will be provided by instructor.

* **Project #2: From Classroom to Profession**: Students will create an infographic or visualized “map” to show the steps and needed resources for their degree to help them realize professional success. Full assignment sheet will be provided by instructor.

* **Project #3: From Classroom to Community**: Students will create a sequential art (at least 15 panels) comic inspired by *Persepolis* novel on a social issue affecting the region (team-based). Full assignment sheet will be provided by instructor.
**Essay #1: From Classroom to World:** Students will write a 3-5 page essay based on the *Ishmael* novel. Full assignment sheet will be provided by instructor.

**Response to Readings:** Students will read 4 short essays and respond with a written 1-page analysis using guide questions provided by instructor.

**Attending 2 Campus Events:** As part of the preparation for the final project, students must attend (and document) 2 UTEP campus events. Full assignment sheet will be provided by instructor.

**Final Group Project: “Utepia”**
This is a class project (research and team based). Students will construct their ideal university. Final product will be a poster for presentation at *Entering Students Research and Creative Projects Showcase*. Full assignment sheet will be provided by instructor.

**Borders Postings [BP] Blog**
You will be required to submit weekly postings based on the readings and classroom discussions of *Borders: Crossing into your future* [re: Borders]. You will be given a specific writing cue or question to answer each week to discuss your personal and social transition from high school to college. Due dates and details for each BP posting will be given in class.

**Video Reflection**
Students will participate in a video reflection to document their experience in the class and in final project.

**End of Semester Survey (Required)**
You will be receiving an invitation to complete the ESP Student Feedback Survey online in Week 13 of the semester. This is a required assignment. IT will notify me when you have completed the survey, but will not show me your responses. It’s completion will be noted on your e-portfolio and count as part of its grade.

**Extra Credit:** There will be numerous opportunities to earn extra credit throughout the semester by attending campus activities and other events identified by instructor.

- One immediate opportunity will be to use our Twitter hashtag to post images in our community related to our discussions in class. More information will be provided in class.
- A second immediate opportunity is to join UTEP Blast

**Entering Student Research and Creative Projects Showcase (extra credit)**
On Saturday, Dec. 9, from 1-4 p.m., the Entering Student Program will host an event to display the best projects from all UNIV 1301 sections. Students will present their work to peers, invited guests, and faculty. It is quite an honor to be nominated and then chosen for this event as it is a very competitive process. I hope that all of you will plan on participating. Location TBA.

**Resources**

**Academic Writing:**

For help with writing any assignments for this course, please visit the University Writing Center located in the UTEP library Room 227, [http://academics.utep.edu/writingcenter](http://academics.utep.edu/writingcenter), (915) 747-5486.

**Research:**
UTEP librarians are here to help you so please visit them for assistance if you should need it.

Computer Labs:

There are several computer labs on campus that you may use to access the course materials, complete assignments, print readings, directions, and assignments, as well as communicate with your peers and the instructor via the Blackboard course shell. Please call the main number at 747.5000 for information on lab locations and hours. Using the computer labs on campus and the class website allows you to complete and submit all work on time and keep up to date with communication and the course.

Policies and Other Important Information

Due Dates:

All assignments are due as directed in class; no late work is ever accepted without documentation of an emergency. Assignments must be submitted through our class website on due dates set by instructor. In the case of absences due to an official UTEP team/group activity with advance notification and supporting documentation from the coordinating department, arrangements must be made to submit all work early before a scheduled absence. Again, no late work will be accepted from any students.

Scholastic Dishonesty [From the Handbook of Operating Procedures: Student Affairs]:

Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes, but is not limited to cheating, plagiarism, collusion, and the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

Plagiarism [From the Handbook of Operating Procedures: Student Affairs]:

Plagiarism means the appropriation, buying, receiving as a gift, or obtaining by any means another's work and the unacknowledged submission or incorporation of it in one's own academic work offered for credit, or using work in a paper or assignment for which the student had received credit in another course without direct permission of all involved instructors.

Attendance Policy:

This syllabus only provides a general description of assignments—specific details and due dates that will enable the student to succeed in this class will always be given verbally in class. Missing instructions or due dates is not an excuse, and may cause the student to not understand what is required; consequently, causing poor grades.

Drop Policy:

The instructor reserves the right to drop a student for lack of attendance [more than four unexcused absences total], The instructor reserves the right to drop a student for lack of attendance and participation, or a lack of work turned in. If at any time a student decides to drop the course, it is the student’s responsibility to do so. If you drop before the UTEP drop deadline, you will receive a “W”. If you drop yourself or are dropped by the instructor after the deadline, you will receive an “F.”

Online Policies for Blackboard:

- You are required to check Blackboard daily for messages, updates and assignments.
• Respect and courtesy must be provided to fellow classmates and the instructor at all times, in all contexts. No harassment or inappropriate postings will be tolerated.
• Be professional and careful in what you say about others.
• When reacting to someone else's message, address and focus on the ideas, not the person who posted them.
• Be careful when using sarcasm and humor. Without face-to-face communications your joke may be viewed as criticism.

Classroom Courtesy:

Please be on time and stay in class the entire period as a courtesy to the instructor and other students. Students are expected to conduct themselves in a considerate manner, which includes not talking over the instructor or other students, the use of cell phones, computers, and other electronic devices.

Student Conduct: [From the Handbook of Operating Procedures: Student Affairs]

All students are expected and required to obey federal, state, and local laws, to comply with the Regents' Rules and Regulations, with The University of Texas System and University rules and regulations, with directives issued by an administrative official of the U.T. System or The University of Texas at El Paso in the course of his or her authorized duties, and to observe standards of conduct appropriate for an academic institution.

Students with Disabilities:

I will make any reasonable accommodations for students with limitations due to disabilities, including learning disabilities. Please see me personally in the first two weeks to discuss any special needs you might have. If you have a documented disability and require specific accommodations you will need to contact the Center for Accommodations and Special Services (CASS) in the East Union Bldg., Room 106 within the first two weeks of classes. CASS can also be reached in the following ways: Web: http://www.utep.edu/cass; Phone: 747-5148; Fax: 747-8712; Email: cass@utep.edu

Equity Statement:

All persons, regardless of gender, age, class, race, religion, physical disability, sexual orientation, etc., shall have equal opportunity without harassment in this course. This includes inappropriate comments about the above mentioned in class or in confidence. Any problems with or questions about harassment can be discussed confidentially with your instructor.

Syllabus Change Policy:

Except for changes that substantially affect the evaluation (grading) statement, this syllabus and the course calendar is a guide for the course and is subject to changes.

Copyright Policy:

Some of the materials in this course are copyrighted. Violation of US copyright law can result in civil damages up to $100,000 for each work copied. Copying of textbooks is not “fair use” under the Copyright Act. The “fair use doctrine” only permits non-commercial copying of part (in general, not more than 10%) of a copyrighted work. Do not bring a copied textbook to this class. Your cooperation is expected. Presentation material including music, images, and video may also be subject to copyright. For the purposes of this course, only use material that you have express permission to use (or is considered fair use). You can view a guideline for fair use from the UT system at http://www.utsystem.edu/ogc/intellectualproperty/copypol2.htm