



Course Prefix/Number/Title: ENGL 278 – Alternative Literature

Number of credits: 3 credits

Course Description: This course examines literary works in genres frequently judged "outside" the literary canon, such as science fiction, detective stories, ethnic and beat literature and focuses on the literary qualities they share with "high" literature.

Pre-/Co-requisites: None

Course Objectives:

Students will:

1. Demonstrate knowledge of alternative literature, author's lives, connected media and literary history
2. Demonstrate increased ability to interpret literature
3. Demonstrate ability to assess comparative aspects of literature and film
4. Express understanding of the contribution of alternative literature to America's identity

Instructor: Hattie Albertson

Office: Thatcher Hall #203

Office Hours: Monday & Wednesday 10AM – 12PM

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Lecture/Lab Schedule: Online

Textbook(s): *Geek Love* by Katherine Dunn

Course Requirements:

- Study Guides, Supplementary Reading
- Written Response Essays

Tentative Course Outline:

- Weeks One-Eight:
- *Geek Love* by Katherine Dunn
- Week Nine: A Closer Look at Alternative Literature
- Weeks Ten – Twelve : Detectives & Mystery
- Weeks Thirteen and Fourteen: Exploring Alternative Literature: Reading and Response
- Weeks Fifteen and Sixteen: Final Project

General Education Competency/Learning Outcomes:

Competency/Goal 7: Evaluates principles of Arts and Humanities

Learning Outcome 1: Creates art

- Performance Indicator 1: Applies knowledge of fundamentals of genres
- Performance Indicator 2: Creates original works of art

Learning Outcome 2: Analyzes art

- Performance Indicator 1: Demonstrates knowledge of art forms
- Performance Indicator 2: Applies base knowledge to critique art works

Learning Outcome 3: Evaluates aesthetics

- Performance Indicator 1: Demonstrates knowledge of systems of aesthetics
- Performance Indicator 2: Evaluates relationship of content and form in art works

Learning Outcome 4: Synthesizes interrelationships among arts, languages, the humanities, and societies

- Performance Indicator 1: Demonstrates knowledge of art forms in cultures
- Performance Indicator 2: Evaluates the impact of art on individuals and society

Learning Outcome 5: Communicates through listening, speaking, reading, and writing in a foreign language

- Performance Indicator 1: Listens to and derives meaning from a variety of foreign language sources
- Performance Indicator 2: Speaks in the foreign language for a variety of purposes and for diverse audiences
- Performance Indicator 3: Reads and derives meaning from a variety of materials written in a foreign language
- Performance Indicator 4: Writes in a foreign language for a variety of purposes and for diverse audiences

Relationship to Campus Focus:

Campus Focus: Nature, Technology, and Beyond

- Students will be familiar with the human environment in the past, present and future and how it relates to the development and influence of literature.
- Students will use technology to access course materials and become more familiar with technological tools for research and written processes.
- Students will use critical thinking to understand the importance and impact of alternative literature on self and society.

Classroom Policies:

Students are expected to contribute fully through-out written responses making direct correlations between course material and their own interpretations.

Student E-mail Policy:

Dakota College at Bottineau is increasingly dependent upon email as an official form of communication. A student's campus-assigned email address will be the only one recognized by the Campus for official mailings. The liability for missing or not acting upon important information conveyed via campus email rests with the student.

Academic Integrity:

According to the DCB Student Handbook, students are responsible for submitting their own work. Students who cooperate on oral or written examinations or work without authorization share the responsibility for violation of academic principles, and the students are subject to disciplinary action even when one of the students is not enrolled in the course where the violation occurred. The Code detailed in the Academic Honesty/Dishonesty section of the Student Handbook will serve as the guideline for cases where cheating, plagiarism or other academic improprieties have occurred.

Disabilities and Special Needs:

Students with disabilities or special needs (academic or otherwise) are encouraged to contact the instructor and Disability Support Services.

Title IX:

DCB faculty are committed to helping create a safe learning environment for all students and for the College as a whole. Please be aware that all DCB employees (other than those designated as confidential resources such as advocates, counselors, clergy and healthcare providers) are required to report information about such discrimination and harassment to the College Title IX Coordinator. This means that if a student tells a faculty member about a situation of sexual harassment or sexual violence, or other related misconduct, the faculty member must share that information with the College's Title IX Coordinator. Students wishing to speak to a confidential employee who does not have this reporting responsibility can find a list of resources on the DCB Title IX webpage.

AI Student Policy:

Unless otherwise indicated in the course syllabus, or in individual instructions for course assignments, or in the absence of the express consent of the course instructor, students are not allowed to utilize generative AI to help produce any of their academic work. Any violation of this policy will be considered an act of academic dishonesty as outlined within the Dakota College Code of Student Life.

RESPONSIBILITIES

Students	• Responsible to follow the syllabus and assignment instructions regarding use of generative AI for all academic work. • Obtain permission of the instructor prior to the use of generative AI that is outside of the syllabus or assignment instructions. Provide appropriate rationale for how the use of generative AI will enhance the learning experience for the assignment. • In instances where generative AI is permissible, appropriately cite the generative AI program used and
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	indicate where in the assignment it was used, in a brief submission statement.
Faculty	• Determine if the use of generative AI could enhance student learning in any assignment of project. • Clearly indicate in all course syllabi if generative AI is allowable for any academic work. • If allowable, give specific parameters for how and when generative AI may be used. • If a violation of generative AI for the individual course/syllabus is suspected, discuss the concern with the student. If violation is still suspected, inform the appropriate semester coordinator/program director.