



CHRISTIAN HERITAGE COLLEGE

**EL256**

## **FANTASY AND SCIENCE FICTION**

This sample unit outline is provided by CHC for prospective and current students to assist with unit selection.

Elements of this outline which may change with subsequent offerings of the unit include Content, Required Texts, Recommended Readings and details of the Assessment Tasks.

Students who are currently enrolled in this unit should obtain the outline for the relevant semester from the unit lecturer.

<b>Unit code</b>	EL256
<b>Unit name</b>	Fantasy and Science Fiction
<b>Associated higher education awards</b>	Bachelor of Education (Primary) Bachelor of Education (Secondary) Bachelor of Arts/Bachelor of Education (Secondary)
<b>Duration</b>	One semester
<b>Level</b>	Intermediate
<b>Core/elective</b>	Elective
<b>Weighting</b>	Unit credit points: 10 Course credit points: Bachelor of Education (Primary) 320 Bachelor of Education (Secondary) 320 Bachelor of Arts/Bachelor of Education (Secondary) 320
<b>Delivery mode</b>	Face-to-face on-site
<b>Student workload</b>	<i>Face-to-face on site</i> Contact hours 30 hours Reading, study and assignment preparation 120 hours <b>TOTAL 150 hours</b> Students requiring additional English language support are expected to undertake an additional one hour per week.
<b>Prerequisites/ co-requisites/ restrictions</b>	<i>Prerequisite:</i> 20 credit points of 100-level English units
<b>Rationale</b>	<p>The literary genres of Fantasy and Science Fiction have precipitated controversy in the Christian community. Concerns raised have related to “other worldliness” of the genres as well as the view of the genres as potentially leading readers into the unknown, even occult activities. Such views of the genres disregard the potential power of the genres as a vehicle for values and attributes considered to be good, wholesome and noble.</p> <p>This unit provides students with opportunities to carefully examine the uniqueness of Fantasy and Science Fiction genres and the impact they have had on the literary tradition. Students will also develop an understanding of the Christian and secular worlds of Fantasy and Science Fiction writing and the diversity of opinion surrounding both genres. Throughout the unit, students will be exposed to both written and visual texts, critically analysing the impact these have on the wider community. It is hoped students will be empowered to evaluate and appreciate the educational value of these texts as social commentary and reflection upon societal trends and impacts, and also as a tool for healthy growth and development in children and adolescents.</p>
<b>Prescribed text(s)</b>	Ende, M. (1997). <i>The Never Ending Story</i> . London, UK: Puffin. Huxley, A. (1983). <i>Brave New World</i> . Harlow, UK: Longman. Lawhead, S. (1989). <i>The Pendragon Cycle</i> . Wheaton, IL: Crossway. Le Guin, U. (1993). <i>The Earthsea Quartet</i> . London, UK: Puffin. L’Engle, M. (1979). <i>A Swiftly Tilting Planet</i> . New York, NY: Dell. Selected readings will be available via the Moodle™ site for this unit.

<b>Recommended readings</b>	<p><b>Books</b></p> <p>Bassham, G., &amp; Walls, J. L. (Eds.) (2005). <i>The chronicles of Narnia and philosophy: The lion, the witch, and the worldview</i>. Chicago, IL: Open Court.</p> <p>Bertonneau, T. &amp; Paffenroth, K. (2006). <i>The truth is out there: Christian faith and the classics of TV science fiction</i>. Grand Rapids, MI: Brazos.</p> <p>Card, O.S. (2013). <i>Writing fantasy and science fiction: How to create out-of-this-world novels and short stories</i>. Cincinnati, OH: Writer's Digest Books.</p> <p>Crome, A. &amp; McGrath, J. (2013). <i>Time and relative dimensions in faith, religion and Dr Who</i>. London, UK: Darton, Longman &amp; Todd Ltd.</p> <p>Hartwell, D.G. &amp; Jeschke, W. (Ed.) (2006). <i>The science fiction century: Vol. 1</i>. New York, NY: Orb books.</p> <p>Hartwell, D.G. &amp; Turner, G. (Ed.) (2006). <i>The science fiction century: Vol. 2</i>. New York, NY: Orb books.</p> <p>Hein, R. (2014). <i>Christian mythmakers</i>. (2nd ed.). Eugene, OR: Wipf &amp; Stock.</p> <p>Lacey, L. (2014). <i>The past that might have been, the future that may come: Women writing fantastic fiction, 1960s to the present</i>. Jefferson, NC: McFarland &amp; Company.</p> <p>Lewis, C. S. (2013). <i>The space trilogy</i>. London, UK: HarperCollins.</p> <p>Lewis, C. S. (2002). <i>The chronicles of Narnia (boxed set)</i>. London, UK: HarperCollins.</p> <p>McGrath, J. (2011). <i>Religion and science fiction</i>. Eugene, OR: Pickwick Publications.</p> <p>Tolkien, J. R. R. (2012). <i>The Hobbit and the Lord of the Rings (The Hobbit / The Fellowship of the Rings / The Two Towers / The Return of the King)</i>. London, UK: Del Rey Books.</p> <p>Tumminio, D.E. (2010). <i>God and Harry Potter at Yale: Teaching faith and fantasy in an Ivy League classroom</i>. Unlocking Press.</p> <p>Vint, S. (2014). <i>Science fiction: A guide for the perplexed</i>. New York, NY: Bloomsbury Academic.</p> <p><b>Journals and Periodicals</b></p> <p><i>Aurealis</i></p> <p><i>Locus</i></p> <p>In addition to the resources above, students should have access to a Bible, preferably a modern translation such as The Holy Bible: The New International Version 2011 (NIV) or The Holy Bible: New King James Version (NKJV).</p> <p>These and other translations may be accessed free on-line at <a href="http://www.biblegateway.com">http://www.biblegateway.com</a>. The Bible app from LifeChurch.tv is also available free for smart phones and tablet devices.</p>
<b>Specialist resource requirements</b>	<p>Nil</p>
<b>Content</b>	<ol style="list-style-type: none"> <li>1. Introduction to fantasy and science fiction literature</li> <li>2. Fantasy literature</li> <li>3. Science fiction literature</li> <li>4. Influence and analysis of CS Lewis, JRR Tolkien and JK Rowling</li> <li>5. Influence and analysis of Verne, Wells and Stoker</li> <li>6. Influence and analysis of science fiction on the big screen</li> <li>7. Analysis of Lucas's <i>Star Wars</i> phenomenon</li> <li>8. Analysis of <i>Doctor Who</i> and the search for truth</li> <li>9. Analysis of influence and analysis of the controversial authors – Pullman, Meyers</li> <li>10. Relevance of fantasy and science fiction literature in Christian contexts</li> <li>11. The necessity of the genres – an analysis of the impact in the literary tradition</li> <li>12. Where to from here? Imagination in the 21st century</li> </ol>

<b>Learning outcomes</b>	<p>On completion of this unit, students will have provided evidence that they have:</p> <ol style="list-style-type: none"> <li>1. identified and analysed the formulas used in fantasy and science fiction writing and visual text;</li> <li>2. identified and analysed the characteristics and varieties of fantasy and science fiction and their role in literature today;</li> <li>3. analysed and critically evaluated the role of fantasy and science fiction as a form of social comment and societal reflection;</li> <li>4. critically reflected on the power and effectiveness of the genres as a vehicle for Christian values and belief;</li> <li>5. created and applied strategies to evaluate the suitability of fantasy and science fiction texts for their own emotional and intellectual growth and where applicable, for the edification and growth of the individual; and</li> <li>6. communicated at an appropriate tertiary standard: with special attention to design elements, grammars, usage, logical relations, style, referencing and presentation.</li> </ol>
<b>Assessment tasks</b>	<p><b>Task 1: Seminar Presentation</b></p> <p>Word Length/Duration: 10 minutes</p> <p>Weighting: 20%</p> <p>Learning Outcomes: 1, 3-4, 6</p> <p>Assessed: Weeks 4-11</p> <p><b>Task 2: Term Paper</b></p> <p>Word Length/Duration: 2000 words</p> <p>Weighting: 40%</p> <p>Learning Outcomes: 1-6</p> <p>Assessed: Week 14</p> <p><b>Task 3: Creative Writing Folio</b></p> <p>Word Length/Duration: 2000 words</p> <p>Weighting: 40%</p> <p>Learning Outcomes: 1-6</p> <p>Assessed: Weekly</p>
<b>Unit summary</b>	<p>This unit encourages students to consider the two genres of Fantasy and Science Fiction with a view to appreciating their uniqueness as literary genres. Through critical analysis of a wide range of texts as examples of the genres, students will be encouraged to evaluate and reflect on the social impact of the genres in today's world, as well as on their potential power as a vehicle for Christian values and beliefs.</p>