



# Georgetown Summer 2025 Syllabus

## “Of Margins and Monsters”: Writing, Perspective, and Contact

*Instructor:* Casey Bieda (she/her)

*Email:* [casey.bieda@georgetown.edu](mailto:casey.bieda@georgetown.edu)

*Class Meeting:* (see course schedule)

*Office Hours:* After class, or by appointment via Zoom

*Office:* New North 316

---



*Princess Mononoke*, dir. Hayao Miyazaki, Studio Ghibli (1997)

## **Course Description**

Environmentalism, animality, faith, and technological development are key themes present in most science fiction. Science fiction, as genre, asks us to critically consider broader ideas of identity, power, action, interaction, and dialogue. It is a genre that mirrors important contemporary cultural struggles and is a sign post to guide us to what our society is asking questions about or wants to change. Moreover, science fiction is a prime example of how we can use writing and storytelling to ask relevant questions, challenge audiences into thinking about difficult and often “grey” topics, and advocate for a future that is mutually beneficial, progressive, and brighter.

Following the example of science fiction, this course teaches students who to write as a form of societal participation, how to ask questions, and how to engage with the perspectives of others and advocate for the future they want, the future they hope for. In this course, students will analyze several genres of science fiction in order to learn the importance of audience, narrative, perspective, form, authority, credibility, and intent in writing rhetoric. Students will explore a wide variety of texts and through close rhetorical engagement and written inquiry, bring to light the impact of language in mediation between familiar and unfamiliar perspectives. By writing

about our environment, our technology, our monsters, and the other creatures we share space with, students will better understand the impact of their participation in the world they inhabit, a world shaped by their actions, their ideas, and their words. Students will be able to write more effectively and affectively, so our world might continue to turn in more wonderful, wider, and weirder ways.

---

## **Writing Frameworks**

This course approaches writing with the following three frameworks:

### **Use writing as a tool for inquiry**

Writing is not only a means to represent one's knowledge and understanding but also an essential practice for discovering and integrating new ideas. We can support students' appreciation for and ability to use writing as a thinking practice in any of the following ways:

- Assign informal writing, such as journals, in-class writing, blogs, or other forms
- Ask students to frame questions about texts and/or themes, either in preparation for class discussions or as part of the process of developing their own inquiries and papers
- Suggest prewriting strategies to help students begin to articulate the ideas they will later develop into more formal essays and arguments

### **Practice writing as an iterative process**

Writing is not one activity; it is a multifaceted, reiterative process. In the process of writing any kind of text, writers may generate ideas, gather evidence, consider their purposes and audiences, make choices about form and language, plan and create a draft, consider feedback from readers, and revise. We can help students gain facility with these practices in any of the following ways:

- Provide guidelines for projects that explicitly engage students in various aspects of the writing process
- Provide feedback, in writing or in conversation, on students' work as their projects evolve
- Scaffold assignments incrementally, so that a series of short writing tasks across the semester develop material for a larger project due later in the term
- Practice specific strategies in class, such as exercises with using language in varied ways, constructing outlines, or identifying the choices made by the authors of course readings

- Give students opportunities to consult with their peers at various moments in the writing process, including discussions of ideas and strategies as well as reviews of outlines and drafts
- Ask students to document the development of a project, such as in a portfolio or a memo about their writing process
- Ask students to document their development as writers over the course of a semester, through a course portfolio or a self-evaluation

### ✓ **Approach writing as a rhetorical practice**

“Good writing” takes many forms. In order to write effectively, writers must think strategically about their rhetorical situations. Depending on context, purpose, and audience, writers make choices about content, style, and form. To do this well, writers must not only deploy this kind of strategic analysis, they must also have the flexibility to adapt their use of language, their approach to subjects, and the structure of their writing. This kind of rhetorical awareness can also help readers understand and interpret texts. We can help students develop both intellectual habits and textual agility in any of the following ways:

- Use readings to help students develop their ability to think rhetorically by analyzing texts from multiple genres that were written for varied contexts, purposes, and audiences
- Invite students to compare texts from different contexts or in different forms, identifying the strategic choices made by the authors and considering how different ways of writing construct meaning and affect readers in distinct ways
- Ask students to write in several different forms and styles and for both traditional and digital technologies
- Ask students to analyze their own writing situations, in this course and in others, including thinking about the different conventions, structures, and styles used in varied contexts
- Ask students to articulate the choices they are making as they develop their paper.





All texts will be made available via Canvas and Notion Landing Page—in either PDF or web link format. Some texts may change or be added to the list below.

## **“Human Animality”**

- *A Cyborg Manifesto* by Donna Haraway (pgs. 1-5)
- *Bisclavret* (Marie DeFrance)
- *Princess Mononoke* (1997)

## **“Writing as Conversation”**

- [Purdue Online Writing Lab \(OWL\)](#)
- Selected Articles from [Writing Spaces](#)
  - ★ Remember to pay attention to the course schedule to see which article to read for class.



## **Writing Requirements**

- Students will complete, over the course of the semester, approximately 15-20 pages of “finished writing”, developed through brainstorming, drafts, and revisions based on the instructor’s advice and classmate’s comments/peer editing.
  - “Finished writing” in this class constitutes polished, thoughtful and cohesive academic writing with a clear purpose and original thought.



## **Grade Distribution Breakdown:**

- **Participation** (including class attendance, discussion participation, and other short finished writing) –40%
  - Attendance- 20 points
  - In-Class Participation- 20 points
- **Research Paper - 60 %**
  - Annotated Bibliography - 20 points

- First Draft Peer Review - 30 points
- Professor Conferences - 10 Points
- Final Draft- 40 points

---

### Grade Scale:

A (100-94%) | A- (93-90%) | B+ (89-87%) | B (86-84%) | B- (83-80%) | C+ (79-77%) | C (76-74%) | C- (73-70%) | D (69-67%) | D (66-64%) | D- (63-60%) | F (> 60%)



A grade of 'C' or higher is required to fulfill the university writing requirement and this course may not be taken Pass/Fail.

---

### ★ A note about Canvas Grade Center

*The total percentage reflected in the Grade Center portion of Canvas is not an accurate representation of your current standing in class.*

- Canvas Grade Center is also not linked to the university registrar or the university itself-- therefore what is displayed in Grade Center is not your official grade recording, nor does it have any impact on your final grade totals.
- Grade Center is a tool for students to use to keep track of their missing or submitted work and feedback.
  - The percentage displayed is the percentage of your total work submitted.
    - However, as the syllabus notes, certain assignments are worth sometimes more or less of your entire grade average.
    - Canvas does not account for those grade weights.
  - ★ If you have a question about your class standing, midterm or final grades, please consult me directly.

---

### A note about AI Generated/Assisted Writing in this class:

There's a need now to address the use of AI in writing. Instructors are to decide on how AI can/should be used in our classes. For this class, I defer to the learning objectives which signal

that the purpose of this class is to teach students foundational skills, primarily awareness of rhetorical situations and skills needed to compose and argumentative written piece.

★ Before you can use a calculator, you have to do math longform to know how it works, and why it works, so you can do it on your own without the tool (better for your personal/career growth in the long run!)

Therefore:

- ★ ***AI Generated/Assisted writing will NOT be acceptable in this class in any form, and in any stage of the writing process including brainstorming, organization, summary, and finished writing*** ★.
- If I suspect AI writing or Turnitin detects it, ***I will have you redo the assignment.***
- If a student continues to submit AI writing, ***I will ask that student to continue to redo the assignment.***
  - If a student who has been asked to redo an assignment because of AI detection does ***not*** resubmit their assignment by the end of the semester, ***that assignment will be shown as and calculated as a 0 for final grades.***

---

## Class Policies

### Attendance and Participation

***Class attendance is required, with limited absences; class participation is essential to performance and affects your final grade.*** Because College Writing classes are normally grounded in discussions and class activities, not lectures, it is essential for students to be in class; in-class learning experiences cannot be replicated. Therefore, you should strive to attend every class, on time, in its entirety (technology permitting). Please keep the following in mind:

- In this class, you may have up to three unexcused absences without any effect on your grade —Please do try to save these absences for times when you *unexpectedly* need them!
- Accumulating more than three unexcused absences will negatively affect your course grade /class-participation grade.

- Excused absences include major religious holidays, medical or mental health events, approved disability-accommodation-related absences, and approved varsity athletic team events.
- For excused absences, it is your responsibility to supply the necessary documentation for your absence in a timely manner. If you need documentation for absences due to mental health or medical issues, see the Dean of Students office.
- **If you are absent, it is your responsibility to communicate with me in a timely manner regarding your absence and any make-up work.**

**Successful participation includes:**

- Active participation in classroom discussions and groups.
- Attentive listening and note-taking.
- Asking questions.
- Being prepared for class---keeping up with readings, having needed materials with you/accessible, etc.
- Making use of instructor office hours.
- Completing assigned work on time.

**Other class participation expectations:**

- You must submit all major writing assignments to pass the class.
- You cannot turn all of the work in at the end of the semester and pass the class.
  - This class is meant to build writing skills over a period of time and therefore students cannot meet learning outcomes and course goals by rushing to complete everything at the end and skipping class meetings.
- You must attend and participate in class meetings in order to pass the class and complete the course learning objectives.

**<sup>July</sup> 17 Late Work**

Generally, late work is not acceptable. I expect all assignments to be turned in at the noted time and date on the schedule. This policy not only applies to final papers, but to all assigned graded work.



- Any late work that is turned in will impact a student’s grade proportionate to its lateness.
- If there is an extenuating circumstance that prevents you from submitting an assignment, please contact me ahead of time to discuss the matter.
  - “Ahead of time” does not mean an hour before the assignment is due to ask for an extension.
    - ★ Extensions are something to be requested with cause, not something for the instructor to be informed of. Extensions are not always granted. Unless you adhere to the above guidelines, I will simply mark your assignment as “late”.

---

## **Conduct and Harassment**

I expect all students to be respectful and thoughtful in how they act and speak in class, and towards their classmates and instructor. Furthermore harassment of any kind is not tolerated in this classroom or at Georgetown University. Georgetown’s entire Harassment Policy and resources can be found [here](#).

### **Sexual Misconduct**

Georgetown University and its faculty and staff are committed to supporting survivors and those impacted by sexual misconduct, which includes sexual assault, sexual harassment, relationship violence, and stalking. Georgetown requires faculty members, unless otherwise designated as confidential, to report all disclosures of sexual misconduct to the University Title IX Coordinator or a Deputy Title IX Coordinator. If you disclose an incident of sexual misconduct to a professor or staff member in or outside of the classroom (with the exception of disclosures in papers), that faculty or staff member must report the incident to the Title IX Coordinator, or Deputy Title IX Coordinator. The coordinator will, in turn, reach out to the student to provide support, resources, and the option to meet. Please note that the student is not required to meet with the Title IX coordinator and no action will be taken without the student’s awareness. More information about reporting options and resources can be found on the Sexual Misconduct Website:

<https://sexualassault.georgetown.edu/resourcecenter>.

If you would prefer to speak to someone confidentially, Georgetown has a number of fully confidential professional resources that can provide support and assistance. These resources include:

- Health Education Services: Sexual Assault Response and Prevention: [sarp@georgetown.edu](mailto:sarp@georgetown.edu)

- Counseling and Psychiatric Services (CAPS): 202.687.6985

Additional resources are included below:

- Georgetown Self-Care Resource Guide: <https://studenthealth.georgetown.edu/health-promotion/self-care/>
- Georgetown Wellness Wheel: <https://studenthealth.georgetown.edu/hoya-wellness-wheel/>
- Georgetown Guide to Recognizing Students in Distress: <https://studentaffairs.georgetown.edu/studentoutreach/facultystaffresources/>

### **Pregnancy Modifications and Adjustments**

Georgetown University is committed to creating an accessible and inclusive environment for pregnant students. At any point throughout their pregnancy students may request adjustments/modifications based on general pregnancy needs or accommodations based on a pregnancy-related complication or medical need. Students may also request accommodations following labor and delivery based on a complication or medical need.

To request pregnancy modifications, please complete the SCS Pregnancy Modification Request Form: <https://forms.gle/ZBfASxui7u13A8TU6>

More information about pregnancy modifications can be found on the Title IX Georgetown University Website: <https://titleix.georgetown.edu/title-ix-pregnancy/student-pregnancy/>

---

### **Academic Integrity**

**Please read the university's Academic Integrity Code closely, and be sure to ask me if you have any questions. The code is available online [here](#).**

In writing papers, you must properly cite all sources (1) directly quoted, (2) paraphrased, or (3) consulted in any fashion. Sources include all printed material, any ideas or words you gather from interview or survey subjects, and any ideas or words you acquire from the internet. It is also considered plagiarism to submit informal assignments such as drafts and response papers without properly citing sources and acknowledging intellectual debts.

---

### **Sharing of Course Content**

***Students are not permitted to make visual or audio recordings, including live streaming, of classroom lectures or any class related content, using any type of recording devices (e.g., smart***

phone, computer, digital recorder, etc.) unless prior permission from the instructor is obtained , and there are no objections from any of the students in the class.

- If permission is granted, personal use and sharing of recordings and any electronic copies of course materials (e.g., PowerPoints, formulas, lecture notes and any classroom discussions online or otherwise) is limited to the personal use of students registered in the course and for educational purposes only, even after the end of the course.
- ★ Exceptions will be made for students who present a signed Letter of Accommodation from the Academic Support and Access Center.
- To supplement the classroom experience, lectures may be audio or video recorded by faculty and made available to students registered for this class. Faculty may record classroom lectures or discussions for pedagogical use, future student reference, or to meet the accommodation needs of students with a documented disability. These recordings are limited to personal use and may not be distributed (fileshare), sold, or posted on social media outlets without the written permission of faculty.
- Unauthorized downloading, file sharing, distribution of any part of a recorded lecture or course materials, or using information for purposes other than the student's own learning may be deemed a violation of university guidelines.

---

## Student Resources

Georgetown offers several additional support services for students:

- **Library Research Sessions and Guides**
  - Lauinger will also provide custom-designed interactive research orientations and guides for your courses, focused on the assignments and themes of your course. For assistance, contact Melissa Jones, [Melissa.Jones@georgetown.edu](mailto:Melissa.Jones@georgetown.edu).
- **Health Education Services (HES)**, located in 207 Village C West, helps students with issues including pregnancy, alcohol abuse, eating disorders, and stress management.
- **Campus Ministry** offers services to students from a variety of religious backgrounds.
- **The LGBTQ Center** (325 Leavey Center ) assists students who are lesbian, gay, bisexual, transgender, or questioning their sexual identity/gender.
- **The Center for Multicultural Equity and Access (CMEA)** is located on the fifth floor of the Leavey Center.

- The Academic Resource Center serves students with learning, physical, and/or psychological disabilities, and any student facing academic challenges. They also ensure that reasonable accommodations are made for students with disabilities. They are located on the third floor of the Leavey Center.
- The Academic Resource Center for Student-Athlete Services is directed by Dr. Shelly Habel, [skh@georgetown.edu](mailto:skh@georgetown.edu).
- Center for New Designs in Learning and Scholarship (CNDLS)
  - CNDLS offers a number of services for faculty, including workshops, individual assistance with course design, videotaping of classes for review/critique, and mid-semester assessment surveys to provide feedback from students on how the class is going.
- Gelardin New Media Center
  - Located on the 1st floor of Lauinger Library, Gelardin provides software, equipment, training, workshops, and one-on-one support for multimedia projects by faculty and students.