

## Course Proposal Form for Student-Facilitated Courses

### Directed Group Study (98 and 198)

*Read the instructions on the third page before completing and submitting this form. All fields are required.*

Date submitted			
Term to be offered			
Campus department			
Course title			
Course number (check one or both)	<input type="checkbox"/> 98 (LOWER DIVISION)	<input type="checkbox"/> 198 (UPPER DIVISION)	
Number of units		ATTACH a COMPLETED UNIT VALUE WORKSHEET (REQUIRED)	
Student facilitator name(s) (List all student facilitators, attach an additional sheet if necessary)			<input type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Student facilitator email address(es)			
Instructor of record name			
Instructor of record email address			

Answer the first four questions <i>either</i> on a separate sheet <i>or</i> indicate the page number where the answers can be found in your syllabus, and mark your answers to questions five through seven:	Check if on a separate sheet	or indicate syllabus page number
1. What is the nature of the subject matter or content of the course? (Include a weekly schedule that shows topics, readings, and assignments for each week.)	<input type="checkbox"/>	
2. What are the key learning outcomes? (What will students be expected to know or be able to do as a result of this course?)	<input type="checkbox"/>	
3. What are the methods of instruction (e.g., lecture, discussion, collaborative learning, etc.)?	<input type="checkbox"/>	
4. How will student performance be evaluated? (What will students be required to do to pass the class, and how much weight will each requirement have toward the final grade?)	<input type="checkbox"/>	
5. Is the faculty sponsor's letter of support attached? (Required)      Yes <input type="checkbox"/>		
6. Which UCFT* training has the student facilitator(s) attended? (All first time student facilitators must undergo training. Include training dates for all facilitators.) Facilitation & Collaborative Learning Strategies Workshop. List date (mm/dd/yy) attended: _____ or Facilitation Habits That Enhance Student Learning. List date (mm/dd/yy) attended: _____ or Three pillars of a Student-Centered Syllabus. List date (mm/dd/yy) attended: _____ or Other UCFT* organized training (List name and date) _____		
7. Who is the <b>department staff person</b> that the student facilitator(s) has consulted with to verify any required department procedures? Staff name: _____		

\*Undergraduate Course Facilitator Training and Resources

Signatures: My signature below acknowledges my responsibility for and approval of this proposal.	
Student course facilitator(s)	Date
Instructor of record	Date
Department chair	Date

Eric Falci

**NOTE:** The sponsoring department is responsible for the academic quality and administration of the course. See third page for submission instructions.

WORKSHEET TO CALCULATE WORKLOAD  
AND RESULTANT UNIT VALUE

Department	
Course Title	
Student Facilitator Name	

The standard of the University of California for determining the unit value of a course is that one unit equals a minimum of three hours of work per week, or at least 45 total hours over a 15-week semester. This work includes time spent in class as well as time spent doing work outside of class. Note that the 15<sup>th</sup> week of instruction is RRR week, and regular classroom meetings are not scheduled.

The worksheet below is intended to aid the student facilitator and instructor of record in developing the course and determining its workload and unit value. Since group study courses can take more than one form, all of the categories below may not be relevant to every course. When adding hours in "Other" type be sure to explain what those hours are for. All work hours should be supported by information in the course syllabus.

Requirement				Total Hours
In-class time		hours per week	weeks	
		X	=	
Reading		hours per week	weeks	
		X	=	
Writing Papers		hours per week	weeks	
		X	=	
Research/Study		hours per week	weeks	
		X	=	
Other:		hours per week	weeks	
		X	=	
Other:		hours per week	weeks	
		X	=	
Other:		hours per week	weeks	
		X	=	
Total:				
≥45 hours = <b>1 unit</b>		≥90 hours = <b>2 units</b>		≥135 hours = <b>3 units</b>

Unit Value:

This form is required to be submitted to the Academic Senate along with the proposal form and syllabus

## Course Proposal Form for Student-Facilitated Courses Directed Group Study (98 and 198)

**Instructions:** The course proposal form must be completed each semester by the sponsoring department for every student-facilitated 98 or 198 course offered for academic credit. **The department is responsible for the academic quality of the course and the submission of the proposal form to the Committee on Courses of Instruction (COCI).** It is also the department's responsibility to ensure that forms are completely and correctly filled out and that all required information is included. The form, these instructions, and checklists for student facilitators, instructors of record, and department chairs are available on the Special Studies website (<http://vcue.berkeley.edu/special-studies>).

On a separate sheet, student facilitators should provide a response to the first four numbered questions on the form. Please note: a well-written syllabus should address the first four questions; if the included syllabus does, please **indicate the page number on which the answer can be found, and also write the question number on the syllabus in the appropriate section.**

**Deadline:** The deadline for submitting the form to COCI is one month before the last day of instruction in the preceding semester (or summer). Individual department deadlines usually fall before COCI's deadline. **Late submissions**, if approved by the sponsoring department, must be accompanied by a letter from the department chair or dean (or their designate) clearly laying out the reasons for the lateness. Email is acceptable.

**Submission Instructions:** The sponsoring department should keep the original signed form and provide a copy to each of the following:

- **COCI**, Berkeley Division of the Academic Senate submitted via Proposal Portal <https://academic.senate.berkeley.edu/committees/coci/sfc>. Also attach a copy of the syllabus, answers to questions 1-4 (if not explicitly addressed in the syllabus), letter of support from the faculty sponsor, and the unit value worksheet.
- The relevant **dean** (if required by the dean)
- The **student facilitator**
- Optional: The Program for Democratic Education at Cal, 320 Eshleman Hall, if the facilitator wishes to affiliate and list the course with **DeCal**. For more information, visit <http://www.dec.al.berkeley.edu>. Note that DeCal is not affiliated with the Academic Senate and has different submission deadlines.

Departments may make arrangements for student facilitators to turn in the forms.

COCI will review proposals and copies will be kept on file in the Academic Senate. Due to the volume of submissions received, departments and facilitators will not be contacted to verify receipt of proposals or review by COCI. For questions about the form or directed group study courses, please contact the Academic Senate at (510) 642-4226 or [acad\\_sen@berkeley.edu](mailto:acad_sen@berkeley.edu).

### Undergraduate Course Facilitator Training and Resources (UCFTR)

The Student Learning Center's Undergraduate Course Facilitator Training and Resources (UCFTR) program offers a variety of facilitation and collaborative learning strategies workshops to support facilitators of any experience level in further honing their abilities to lead their 98/198 group study course. Attending any of the UCFTR's training activities by the Course Proposal Form deadline is required of all first-time facilitators. Information workshops do not count toward training. Returning facilitators are not required to undergo further training. See <http://slc.berkeley.edu/ucftr/> for more details.

- **Deadline for Training:** Some departments expect Facilitators to complete the training by their internal deadline, which may fall earlier than COCI's submission deadline.
- **Renewing Training:** Some departments require returning facilitators to renew their training prior to each semester they facilitate.

## Student Checklist for Student-Facilitated 98 and 198 Courses

Students who wish to initiate and facilitate a 98 or 198 course need to do the following:

1. ☐ We have secured faculty sponsorship (an "instructor of record") and course approval in the semester (or summer) before the class is to be offered. Note that a letter of support from your faculty sponsor is required. The deadline for submitting proposals to the Committee on Courses of Instruction (COCI) is one month before the end of instruction in the preceding semester (or summer). A letter must accompany late submissions from the dean or department chair (or their designate) clearly laying out the reasons for the lateness. Email is acceptable.
2. ☐ We know the role of the faculty member who serves as the instructor of record for student-facilitated special studies courses. Faculty responsibilities include:
  - a. ensuring that the course is within the scope of the department's academic program
  - b. approving the course syllabus
  - c. writing a letter of support to be included in the course proposal packet (See: Faculty Sponsor Letter of Support Instructions)
  - d. supervising and mentoring students who facilitate special studies courses
  - e. supervising and awarding all final grades
  - f. reporting grades to the Registrar
  - g. responding to and resolving complaints, conflicts, and grievances brought by students taking the course
3. ☐ Each student facilitator has completed one of the many pedagogical trainings offered by the Student Learning Center's UCfTR by the Course Proposal Form deadline. See [slc.berkeley.edu/programs/ucftr-resources](http://slc.berkeley.edu/programs/ucftr-resources) for more information.
4. ☐ We are familiar with policies and procedures related to special studies courses, as described on the special studies website: <http://vcue.berkeley.edu/special-studies>
5. ☐ We are familiar with policies and procedures related to academic accommodations for students with disabilities.   
[slc.berkeley.edu/programs/ucftr-resources](http://slc.berkeley.edu/programs/ucftr-resources)  
<http://dsp.berkeley.edu/about/policies-guidelines>  
<http://dsp.berkeley.edu/dspfaq.html>
6. ☐ We confirm that this course proposal adheres to UC Regents and campus policies for courses. A link for many resources may be found on the UCfTR website: [slc.berkeley.edu/programs/ucftr-resources](http://slc.berkeley.edu/programs/ucftr-resources)
7. ☐ We confirm that the course proposal has explicit academic content and requirements, beyond classroom attendance, for receiving credit. In particular:
  - a. Students read, as part of the course, articles, books, and/or primary source documents that place the topic of the course in an academic context.
  - b. Students are required to write a paper or complete a project related to the content of the course.
  - c. Students are informed in writing about what they need to do to pass the course.
  - d. Check to see that the course schedule adheres to campus policies for RRR week. All 98/198 courses (including but not limited to DeCal courses) are permanently exempt from the final exam requirement. Assignments may be due the last week of classes, as long as they are not designated as final exams or assessments. In general, such assignments should not have significantly more weight than other assignments given during the semester.
8. ☐ We have developed a written syllabus that includes:
  - a. outline of course content
  - b. reading list
  - c. statement of frequency of class meetings and schedule
  - d. clear description of assignments and requirements for passing the class (a syllabus template for student facilitated courses is available at: [slc.berkeley.edu/programs/ucftr-resources](http://slc.berkeley.edu/programs/ucftr-resources))
  - e. key learning outcomes (what will students know or be able to do as a result of this course?)
  - f. methods of instruction
  - g. methods of evaluation of student performance (98/198 courses are exempt from the final exam requirement)

For information on how to create a syllabus see: [http://teaching.berkeley.edu/sites/default/files/syllabus\\_components.pdf](http://teaching.berkeley.edu/sites/default/files/syllabus_components.pdf).
9. ☐ In collaboration with the sponsoring faculty member we have:
  - a. Developed a plan for how the faculty member will provide supervision and mentoring. (The faculty member could observe your course, review your course materials, meet with you to discuss course progress, offer advice on teaching strategies, suggest readings about good teaching practices, among other options.)
  - b. Identified an appropriate course evaluation form to be administered to students at the end of the term.
  - c. Identified an appropriate evaluation form for you to submit at the end of the term to the faculty sponsor that addresses your experiences in coordinating the class.
  - d. Established a mechanism for keeping accurate records and documentation to support the awarding of credit to enrolled students.
  - e. Identified in advance the resources you will need for your course.
10. ☐ We have completed the Special Studies Course Proposal Form and secured appropriate signatures.
11. ☐ Once the above steps are completed, consider:
  - a. If desired, request of your sponsoring department to enroll in a 99/199 independent study course, if offered, supervised by the sponsoring faculty member. Note, you cannot enroll as a student in the course you are facilitating.
  - b. If desired, submit a copy of the approved course proposal form to list the course on the DeCal student organization website (<http://decal.berkeley.edu/>). For more information: <http://vcue.berkeley.edu/special-studies>

## Faculty Checklist for Student-Facilitated 98 and 198 Courses

Have you checked to ensure the following?

1. ☐ I am available to provide support for the course. (Ultimately you are responsible for this course with the same level of obligation as for the courses you teach. Part of your obligation includes providing a letter of support for the course. If you do not have time to perform these duties, then you may want to reconsider sponsoring the course.)
2. ☐ The student has approached me the semester (or summer) before a class is to be offered to secure my approval and sponsorship. (The deadline for submitting proposals to COCI is one month before the end of instruction in the preceding semester (or summer). Late submissions must be accompanied by a letter from the dean or department chair (or their designate) clearly laying out the reasons for the lateness. Email is acceptable.)
3. ☐ I affirm that COCI has approved my department to offer a 98/198 course.
4. ☐ I affirm that the course number matches the content of the course (i.e, 98 for lower division and 198 for upper division).
5. ☐ I verify that the proposed course is in compliance with Academic Senate guidelines on unit values, is graded on a pass/ not pass basis, and has regularly scheduled meeting times.
6. ☐ I confirm that the proposed course has explicit academic content and requirements, beyond classroom attendance, for receiving credit. In particular:
  - a. Students read, as part of the course, articles, books, and/or primary source documents that place the topic of the course in an academic context.
  - b. Students are required to write a paper or complete a project related to the content of the course.
  - c. Students are informed in writing about what they need to do to pass the course.
  - d. Check to see that the course schedule adheres to campus policies for RRR week. All 98/198 courses (including but not limited to DeCal courses) are permanently exempt from the final exam requirement. Assignments may be due the last week of classes, as long as they are not designated as final exams or assessments. In general, such assignments should not have significantly more weight than other assignments given during the semester.
7. ☐ I confirm that this course proposal adheres to UC Regents and campus policies for courses. A link for many resources may be found on the UCFTTR website: [slc.berkeley.edu/programs/ucftr-resources](http://slc.berkeley.edu/programs/ucftr-resources).
8. ☐ I have clarified the respective roles and responsibilities of the student course facilitator and myself as the instructor of record. In particular:
  - a. I have reviewed and approve of the course syllabus prepared by the student course facilitator. The syllabus includes an outline of course content, the reading list, states the frequency of class meetings, and clearly specifies assignments and the requirements, beyond classroom attendance, for obtaining a passing grade. (For more information on how to create a syllabus see: [http://teaching.berkeley.edu/sites/default/files/syllabus\\_components.pdf](http://teaching.berkeley.edu/sites/default/files/syllabus_components.pdf))
- b. I have developed a plan for supervising the student course facilitator and reviewed this plan with the student course facilitator. (Supervision can take the form of in-class observations, review of course materials, and/or meetings with the student course facilitator, among other options.)
- c. The student course facilitator and I have identified an appropriate course evaluation form to be administered to students at the end of the term.
- d. The student course facilitator understands that I, as the instructor of record, am the one who has the responsibility for supervising the awarding of all final grades and for reporting the grades to the Registrar.
- e. With the student course facilitator, I have established a mechanism for keeping accurate records and documentation to support the awarding of credit to enrolled students.
- f. I, as the instructor of record, am aware that I am the appropriate person to respond to and resolve complaints, conflicts, and grievances brought by students taking the course.
- g. I confirm that the student facilitator has or is scheduled to complete in one of the Student Learning Center's UCFTTR pedagogical training workshops by the Course Proposal Form deadline. (See: <http://slc.berkeley.edu/ucftr/>).
- h. I confirm that the student course facilitator is not enrolled in the 98/198 class itself. Student facilitators may enroll in a 99/199 independent study course, if offered by the department, that you supervise.
- i. I will take the steps needed to set up the course bCourses site for the student facilitator.
9. ☐ I confirm that I have checked to see that my department can provide the resources needed for this course or are otherwise available (e.g., room space, course materials, technology requirements, etc).

### Next Steps:

1. Write a letter of support to accompany the course proposal. Please refer to the Faculty Sponsor Letter of Support Instructions.
  2. Sign the proposal if it meets the criteria for approval.
  3. Retain a copy for your files.
  4. Submit the proposal to the department chair for review. The department chair must approve the proposal for the course to be offered.
- For more information: [http://vcue.berkeley.edu/special\\_studies](http://vcue.berkeley.edu/special_studies)

## Department Chair Checklist for Student-Facilitated 98 and 198 Courses

This checklist is designed for use by department chairs (or equivalent) and designated department staff.

Have you checked to ensure the following?

1. ☐ I confirm that the course proposal has been submitted for my approval prior to the deadline of one month before the end of instruction in the semester (or summer) before the class is to be taught. (If the proposal is being submitted after the deadline a letter must accompany it from you (or your designate) clearly laying out the reasons for the lateness. Email is acceptable.)
2. ☐ I confirm that the Committee on Courses of Instruction (COCI) has approved my department to offer 98 or 198 courses.
3. ☐ I affirm that the instructor of record, per Academic Senate Regulation A205, is not supervising more than one Passed/Not Passed undergraduate course in any given term, exclusive of individual study or research courses, unless the Dean of the School or College in which the course is offered so has given approval to do so.
4. ☐ I confirm that my department is willing to provide appropriate administrative support for this course.
5. ☐ I confirm that the resources needed for this course can be provided by my department or are otherwise available to the student.

Have you verified that the instructor of record has made the appropriate decisions on the following?

1. ☐ I confirm that the course number matches the content of the course (i.e., 98 and 198 are group studies courses) and the material is lower (98) or upper (198) division in nature.
2. ☐ I confirm that the proposed course is in compliance with Academic Senate guidelines on unit value, is graded on a Passed/ Not Passed basis, and has regularly scheduled meeting times.
3. ☐ I confirm that this course proposal adheres to UC Regents and campus policies for courses. A link for many resources may be found on the UCFTTR website: [slc.berkeley.edu/programs/ucftr-resources](http://slc.berkeley.edu/programs/ucftr-resources).
4. ☐ I confirm that the proposed course has explicit academic content and requirements, beyond classroom attendance, for receiving credit. In particular:
  - a. Students read, as part of the course, articles, books, and/or primary source documents that place the topic of the course in an academic context.
  - b. Students are required to write a paper or complete a project related to the content of the course.
  - c. Students are informed in writing about what they need to do to pass the course.
  - d. Check to see that the course schedule adheres to campus policies for RRR week. All 98/198 courses (including but not limited to DeCal courses) are permanently exempt from the final exam requirement. Assignments may be due the last week of classes, as long as they are not designated as final exams or assessments. In general, such assignments should not have significantly more weight than other assignments given during the semester.
5. ☐ I verify that the instructor of record has:
  - a. Reviewed and approved the most current version of the syllabus
  - b. Included a letter of support with a clear plan for mentorship.
  - c. Has established with the student course facilitator a mechanism for keeping accurate records and documentation to support the awarding of credit to enrolled students.
  - d. Has ensured that the student course facilitator is not enrolled in the 98/198 course itself. The instructor of record may enroll the student course facilitator in a 99/199 course that s/he will supervise.

### Next Steps:

1. Sign the course proposal form if it meets the necessary criteria for approval.
2. Retain the original approved proposal with your department records.
3. Send a copy of the approved proposal form to the Committee on Courses of Instruction ([academic-senate.berkeley.edu/committees/coci/sfc](http://academic-senate.berkeley.edu/committees/coci/sfc)).
4. Provide your dean with a copy of the approved proposal form, if required.
5. Provide the student with a copy of the approved proposal.

For more information: [http://vcue.berkeley.edu/special studies](http://vcue.berkeley.edu/special_studies)

## Faculty Sponsor Letter of Support Instructions for Student-Facilitated 98 and 198 Courses

Instructors of record must accept specific responsibilities when agreeing to supervise a student-facilitated course. The Committee on Courses of Instruction (COCI) has provided an FAQ (<http://academic-senate.berkeley.edu/committees/coci/sfc/faq-ior>). If you are willing to accept these responsibilities, please verify as such by providing a letter of support for the course proposal.

**Instructions:** Attach a letter of support written on departmental letterhead. In this letter, briefly (1-2 sentences per question) respond to the following five questions:

1. How long have you known the student facilitator and in what context?
2. What is the process through which you mentored the development of the syllabus?
3. What is the academic value of the course (keeping in mind that topics need to engage with scholarly literature or have a substantive creative or technical component)?
4. Have you reviewed the course syllabus to make sure that it adheres to university policies (e.g., policies on the use of illegal substances, policy against intolerance, fees for courses, student activities, etc)? A link for many resources may be found on the Student Learning Center's Undergraduate Course Facilitator Training and Resources (UCFTR) website: [slc.berkeley.edu/programs/ucftr-resources](http://slc.berkeley.edu/programs/ucftr-resources).
5. What is your plan for supervision over the course of the semester the class is being offered (i.e., plan to meet weekly, observe the class, maintain class records, etc)?

# UNIVERSITY OF CALIFORNIA, BERKELEY

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SANTA BARBARA • SANTA CRUZ

322 Wheeler Hall  
BERKELEY, CALIFORNIA 94720-1030

DEPARTMENT OF English  
TEL: (510) 642-3467  
FAX: (510) 642-8738

November 26, 2024

To whom it may concern,

The following letter is in support of the proposed Decal, "Supernatural at Cal," for Spring 2025.

1. I have known Brissa Mejia for one semester now. She is currently taking my English 45A course and will also be taking the English 117B course I am teaching in the Spring 2025 semester.
2. Once the syllabus was complete, I reviewed the final version to ensure that it met the course objectives, was well-structured, and effectively communicated expectations to students.
3. The academic value of the course is that it will help students develop a new understanding of the evolving nature of the modern hero and how it applies to modern culture. Students will also examine horror literature through different lenses to further understand how horror literature confronts the problems in society through metaphor and reflection, allows us to gain an insight into the human experience by confronting our own fears, and gives us a deeper understanding of the cultural and historical context surrounding when a story was written. Students will develop these understandings by applying critical thinking, cultural literacy, and analytical skills in the literary texts and visual mediums assigned weekly.
4. Yes, I have reviewed the course syllabus to make sure that it adheres to university policies.
5. My plan for supervision is to check in weekly with the course facilitators to ensure that the class is being run efficiently and that the class records are being maintained properly.

Yours sincerely,

A handwritten signature in black ink, appearing to read "Oliver Arnold", written in a cursive style.

Oliver Arnold





## SUPERNATURAL AT CAL

English 198 (2 units) | Directed Group Study for Advanced Undergraduates  
UC Berkeley – Spring 2025

### **Class Meetings:**

Mondays, 5:00 PM to 6:30 PM  
Dwinelle Hall, Room TBD

### **Professor:**

**Professor Oliver Arnold** | oarnold@berkeley.edu  
Office Hours: M 3:30 - 4:00 PM, W 3:15 - 4:15 PM  
Office: 236 Wheeler Hall

### **Course Facilitator:**

**Brissa Mejia** | brissamejia@berkeley.edu | (510) 703-6778

### **Office Hours:**

**Brissa:** M 3:30 -5:00 PM, 📍 Free Speech Movement Cafe or Zoom

### **Course Overview:**

“The concept of a hero has evolved over time, and the modern understanding of a hero may differ significantly from the classical or traditional definitions. In modern culture, a hero is often seen as someone who is admired for their courage, selflessness, and noble qualities, and who is willing to take risks or make sacrifices in order to help others or achieve a noble goal” (Cambridge, 2022). In this course, students will explore the representation of “the modern hero” through the lens of the CW show Supernatural. With horror, comedy, and biblical elements, the crosscultural genre of the show is able to capture the diversity and mythological weight of Ancient Greek Epics and Tragedies through a modern scope. Weekly episodes will be paired to relevant readings regarding the mythological and literary connections behind the episodes. Students will learn to “close read” symbols in television, and analyze literary allusions through the visual medium.

### **Learning Goals:**

- ★ Learn how to identify a “modern hero” and its significance in literature and television
  - ★ Be introduced to the Horror Genre and understand its history
  - ★ Understand the historical context behind prominent Biblical, Classical and Horror figures
  - ★ Identify and use techniques of literary analysis
  - ★ Analyze literary allusions through visual mediums
  - ★ Engage in discussion relating to the significance of combining horror, comedy, and biblical elements
- 

### **Pre-requisites:**

- ★ Must have basic English literature comprehension and writing skills
- 

### **Skills to Develop:**

- ★ Communication skills during discussion
  - ★ Reading comprehension
  - ★ Developing and supporting close reading skills
  - ★ Deeper understanding on symbolism in the horror genre
  - ★ Understanding how the importance of teaching horror literature
- 

### **Required Texts:**

- ★ [John Winchester’s Journal](#)
- ★ [The “Supernatural” Book of Monsters, Spirits, Demons, and Ghouls](#)
- ★ [Supernatural: Bobby Singer’s Guide to Hunting](#)
- ★ [Supernatural, Humanity, and the Soul: On the Highway to Hell and Back](#)
- ★ [Official Class Playlist](#)

*Electronic versions of all the texts will be posted on Bcourses.  
They are also available at UC and local libraries.*

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### **Methods of Instruction:**

- ★ **Classes:** One one-and-half-hour block every Monday (excluding school holidays and breaks). Each class focuses on a specific Supernatural season(s) and features lectures, icebreakers, and discussion. The first 40-45 minutes will be dedicated to watching the season finales together in class, and the second half of the class will be dedicated to discussion about the assigned episodes and readings. During discussions, please keep in mind that there are first time watchers of the show in the class. Please do not discuss seasons ahead of schedule to keep storylines a surprise for new watchers.

- ★ **Homework:** Assignments will be watching specific episodes on your own before class (four episodes on your own). We will watch the season finales together in class. You will also have to do short reading assignments sometimes. Though, you may note, that in Week 9, Week 10, and Week 12, you will have to watch 5 episodes on your own including the season finales for Season 9, Season 11, and Season 14. This change is to make up for the amount of weeks in the semester to the amount of seasons of the show. If you have difficulties making these deadlines, please meet with a facilitator and we will accommodate you (don't worry if you have to go at your own pace!)
- ★ **Readings/Quizzes:** Every week, students will read articles, passages from literary horror texts, and watch videos related to that week's lectures. Quiz questions will be based on the content of the assigned episodes and readings. Quizzes will also be taken in small assigned groups so that you can collaborate on your answers and share knowledge.
- ★ **Midterm:** Students will be given different options for the midterm. All options of midterm will be presented in class except for the 3rd option. Instructions for the assignment will be given ahead of time for students to prepare.
- ★ **Final Project:** Students will be given an option of several different creative projects that showcase an understanding of everything taught throughout the semester. Instructions for the assignment will be given ahead of time for students to prepare.

### **Course Distribution:**

Your coursework will be evaluated by the course facilitators on a *Pass/No Pass* basis as follows:

40% Attendance & Participation  
 15% Weekly Quizzes  
 20% Midterm  
 25% Final Project

### **Attendance & Participation (40%):**

This course requires discussion and active participation from students. Be sure to complete and review the assigned readings, assigned episode(s), and quizzes in time for class discussion. Attendance is a prerequisite for class participation.

### **Attendance Policy:**

Students are allowed three unexcused absences. Any further absences will affect your participation grade and need to be made up through an alternative assignment, a one paragraph (roughly 7 sentences) reflection on the assignments for the week.

COVID/ILLNESS: If you are unwell, please protect our community and do not come to class; instead, email course facilitators for an alternative assignment and accommodations.

**Weekly Quizzes (15%):**

Students will be tested on their knowledge and understanding of the assigned weekly readings and episode(s) through weekly quizzes. Quizzes will be taken in groups.

**Midterm (20%):**

There will be one in-person Midterm exam. Attendance is mandatory.

**Final Project (25%):**

Students will showcase what they learned throughout the semester by completing a final project of their choosing. Prompts will be posted on Bcourses.

**Additional Course Policies:**

- ★ University Policies: The course is subject to university policies governing academic integrity, nondiscrimination, disability accommodation, and sexual harassment. Links to these policies are available on the course website.
- ★ Content Warning: We will be exploring mature themes of sex, violence, etc. Readings in this course may also include offensive language. While such language may be encountered on the page, it will never be spoken aloud in class. Please contact the facilitators if you have any questions or concerns regarding the material.
- ★ Accommodations: If you have a disability, or think you may have a disability, you can work with the Disabled Students' Program (DSP) to request an official disability-related accommodation. You can find more information about DSP, including contact information and the application process here: [dsp.berkeley.edu](https://dsp.berkeley.edu). If you require accommodations due to religious observance, athletic activities, or childcare, please inform the course facilitators as early as possible.
- ★ Academic Integrity: When you reference another person's ideas or work, cite that other person. This is true whether you are directly using that person's words, or only paraphrasing the "gist" of what they are saying. Engaging another person's work is a good thing (this is what we do as scholars); claiming another person's work as your own is not. Unsure if you're doing it right? Ask! Any instance of plagiarism or other academic dishonesty will result in a course grade of "F" and a report to the Office of Student Conduct. More information is available at: [sa.berkeley.edu/code-of-conduct](https://sa.berkeley.edu/code-of-conduct).

- ★ No Commercial Use: Do not sell, forward, or otherwise share any materials from this class to any individual or business, online or otherwise. Do not create audio recordings of any lectures or discussion sections without prior consent of the instructor.

### Course Calendar:

Take into notice: Those of you who are already avid fans of the show will probably see a lot of their favorite episodes missing from the syllabus! We're sorry about this, and understand that there are so many episodes important to the show, and it was very difficult for us to condense our choices into the list you see here. You are always welcome to watch more episodes, or do projects on other episodes, but class discussions and quizzes will be on assigned episodes. First time watchers of the show; if you find that your schedule allows and want to watch more of the show, then feel free to reach out to a facilitator with your specific interests and we can recommend you more episodes that will fit your projects and your experience with the show.

<b>Week 1:</b> Feb 3, 2025	<b>Watch:</b> S1 E1 Pilot S1 E3 Dead in the Water S1 E6 Skin S1 E17 Hell House S1 E22 Devil's Trap ( <b>in class</b> ) <b>Read:</b> Introduction to the course: no readings other than the syllabus! <b>Quiz:</b> Introduce yourself quiz!
<b>Week 2:</b> Feb 10, 2025	<b>Watch:</b> S2 E1 In My Time of Dying S2 E5 Simon Said S2 E15 Tall Tales S2 E21 All Hell Breaks Loose Part 1 S2 E22 All Hell Breaks Loose Part 2 ( <b>in class</b> ) <b>Read:</b> <a href="#">Romulus by Plutarch</a> (only the first 15 paragraphs) and Nelson's Appropriation (on class drive) <b>Quiz:</b> S1, S2, and readings assessment.
<b>Week 3:</b> Feb 17, 2025	<b>Administrative Holiday (no class)</b> <b>Watch:</b> S3 E1 The Magnificent Seven S3 E2 The Kids Are All Right S3 E12 Jus in Bello S3 E13 Ghostfacers! S3 E16 No Rest For the Wicked <b>Read:</b> <a href="#">Ghost Hunting and Reality TV</a> , pg. 250-258
<b>Week 4:</b> Feb 24, 2025	<b>Watch:</b> S4 E1 Lazarus Rising S4 E6 Yellow Fever S4 E13 After School Special

	<p>S4 E18 The Monster at the End of This Book  S4 E22 Lucifer Rising <b>(in class)</b>  <b>Read:</b> <a href="#">Grief, Mourning, and the Horrors of Familial Inheritance</a> only the first 4 paragraphs  <b>Quiz:</b> S4, and readings assessment.</p>
<b>Week 5:</b> March 3, 2025	<p><b>Watch:</b> S5 E1 Sympathy for the Devil  S5 E5 Fallen Idols  S5 E13 The Song Remains the Same  S5 E16 Dark Side of the Moon  S5 E22 Swan Song <b>(in class)</b>  <b>Read:</b> <a href="#">The 12 Archangels</a> and <a href="#">Revelations 12</a>  <b>Quiz:</b> S5, and reading assessment.</p>
<b>Week 6:</b> March 10, 2025	<p><b>Watch:</b> S6 E1 Exile on Main St.  S6 E4 Weekend at Bobby's  S6 E15 The French Mistake  S6 E20 The Man Who Would Be King  S6 E22 The Man Who Knew Too Much <b>(in class)</b>  <b>Read:</b> <a href="#">The Anatomy of Metafiction: A Story about Storytelling</a>  <b>Quiz:</b> S6, and reading assessment.</p>
<b>Week 7:</b> March 17, 2025	<p><b>Watch:</b> S7 E1 Meet the New Boss  S7 E8 Season 7, Time for a Wedding!  S7 E10 Death's Door  S7 E20 The Girl With the Dungeons and Dragons Tattoo  S7 E23 Survival of the Fittest <b>(in class)</b>  <b>Read:</b> Bobby Singer's Guide to Hunting, pg 121-131 (on class drive)  <b>Quiz:</b> "Midterm" in class.</p>
<b>Week 8:</b> March 24, 2025	<p><b>Spring Break (no class)</b>  <b>Watch:</b> S8 E1 We Need to Talk About Kevin  S8 E8 Hunteri Heroici  S8 E12 As Time Goes By  S8 E17 Goodbye Stranger  S8 E23 Sacrifice  <b>Read:</b> <a href="#">Fan Culture Ch 6: Collective Intelligence &amp; Knowledge Culture pg. 136-140, 145-149</a> and optional <a href="#">Looney Toons</a></p>
<b>Week 9:</b> March 31, 2025	<p><b>Watch:</b> S9 E1 I Think I'm Gonna Like It Here  S9 E5 Dog Dean Afternoon  S9 E23 Do You Believe in Miracles?  S10 E1 Black  S10 E 5 Fan Fiction  S10 E23 Brother's Keeper <b>(in class)</b>  <b>Read:</b> <a href="#">The Book of Cain and Abel</a></p>

	<b>Quiz:</b> S9, S10, and readings assessment.
<b>Week 10:</b> April 7, 2025	<b>Watch:</b> S11 E1 Out of the Darkness, Into the Fire S11 E20 Don't Call Me Shurley S11 E23 Alpha and Omega S12 E1 Keep Calm and Carry On S12 E12 Regarding Dean S12 E23 All Along the Watchtower ( <b>in class</b> ) <b>Read:</b> Rock, Pathos, Shivers: The Music of Supernatural (on class drive) <b>Quiz:</b> S11, S12, and readings assessment.
<b>Week 11:</b> April 14, 2025	<b>Watch:</b> S13 E1 Lost and Found S13 E4 The Big Empty S13 E10 Wayward Sisters S13 E16 ScoobyNatural S13 E23 Let the Good Times Roll ( <b>in class</b> ) <b>Read:</b> <a href="#">Rise of Horror-themed Cinema Ch. 1 Literature Introduction pg. 21-22</a> <b>Quiz:</b> S13, and readings assessment.
<b>Week 12:</b> April 21, 2025	<b>Watch:</b> S14 E1 Stranger in a Strange Land S14 E13 Lebanon S14 E20 Moriah S15 E1 Back and to the Future S15 E18 Despair S15 E19 Inherit the Earth ( <b>in class</b> ) S15 E20 Carry On ( <b>in class</b> ) <b>Read:</b> N/A Enjoy the end of the show <b>Quiz:</b> S15, S15, reading assessment
<b>Week 13:</b> April 28, 2025	<b>Watch:</b> N/A <b>Read:</b> N/A <b>Quiz:</b> Fun activity for our last day of class; Please wear comfortable shoes and layer your clothing!
<b>Week 14:</b> May 5, 2025	<b>Read:</b> RRR Week; no class but final projects will be due.

This is to certify that

**BRISSA MEJIA**

has completed COCI-mandated pedagogical training to  
conduct a Student-Facilitated Course (SFC) through the workshop entitled

**FACILITATION HABITS THAT  
ENHANCE STUDENT LEARNING**

offered by the UC Berkeley Student Learning Center's  
Undergraduate Course Facilitator Training & Resources Program.



Jee Soo Kang, UCFTTR Interim Coordinator

**5-9-2024**

Training Completion Date

