

# English Composition II: From the Country House to Dystopian Sci-Fi: Class and Marginal Characters in Film and Television

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Last Updated: Fri, 01/02/2026

**Course prefix:** ENGL

**Course number:** 1102

**Section:** L4

**CRN**

30410

**Instructor first name:** Emiliano

**Instructor last name:** Gutierrez-Popoca

**Semester:** Spring

**Academic year:** 2026

## **Course description:**

In ENGL 1102 you will further develop key communication skills that will contribute to success in your academic and professional career. Throughout the course, we will rely on the power of Written, Oral, Visual, Electronic, and Nonverbal (*WOVEN*) modes of communication. Through *WOVEN* communication projects (called artifacts in this course) we will critically engage with and research the theme of marginal characters in film and television.

While the lifestyle of the rich and famous is still at the center of the entertainment industry, in recent years, audiences have turned to stories coming from the fringes of society. The success of *Downton Abbey*, highlighting the drama of the servants of an early-twentieth-century, English country house, or the more recent *Squid Game* phenomenon show how the mainstream industry as well as critics and scholars are captivated by narratives that give voice to the marginalized. In this course, you will develop *WOVEN* communication skills in individual and collaborative projects by engaging with films and TV series that amplify these marginal voices.

In your artifacts for this course, you will analyze and critique the portrayal of social inequality and the interactions between people divided by class in these stories and investigate what we can learn from this analysis about the challenges faced by present-day societies. For Artifact 1, you will prepare a class presentation on a show or film that centers on the experience of those living at the margins of society. Next, for Artifact 2, you will collaborate with other students to do research, write a script, and edit a video essay on one

of the international films focusing on precarious domestic workers discussed in class—*Roma* (Mexico, 2018) or *Parasite* (South Korea, 2019). Finally, for Artifact 3, you and your team will build a website exploring the world of a class dystopia portrayed in film in *Never Let Me Go* (2010), or *Snowpiercer* (2013).

**Academic honesty/integrity statement:**

Students are expected to maintain the highest standards of academic integrity. All work submitted must be original and properly cited. Plagiarism, cheating, or any form of academic dishonesty will result in immediate consequences as outlined in the university's academic integrity policy.

**Core IMPACTS statement(s) (if applicable):**

**This is a Core IMPACTS course that is part of the Writing area.**

Core IMPACTS refers to the core curriculum, which provides students with essential knowledge in foundational academic areas. This course will help master course content, and support students' broad academic and career goals.

This course should direct students toward a broad Orienting Question:

- How do I write effectively in different contexts?

Completion of this course should enable students to meet the following Learning Outcomes:

- Students will communicate effectively in writing, demonstrating clear organization and structure, using appropriate grammar and writing conventions.
- Students will appropriately acknowledge the use of materials from original sources.
- Students will adapt their written communications to purpose and audience.
- Students will analyze and draw informed inferences from written texts.

Course content, activities and exercises in this course should help students develop the following Career-Ready Competencies:

- Critical Thinking
- Information Literacy
- Persuasion