

Undergraduate Academic Board Agenda

August 22, 2008
ADM 204
2:00 – 5:00 pm

I. Roll

() Hilary Davies, Chair	(e) Cheryl Smith	() Deborah Mole
() Bettina Kipp Lavea	() Toni Croft	() Erik Hirschmann
() Suzanne Forster	() Robin Wahto	() Utpal Dutta
() Fred Barbee	(e) Kenrick Mock	() vacant (CAS)
() Catherine Sullivan	() Marion Yapuncich	() vacant (FS At Large)
() Hilary Seitz	() Delany Smith	

II. Approval of the Agenda (pg. 1-3)

III. Approval of Meeting Summary for April 25, 2008 (pg. 4-9)

IV. Administrative Report

A. Assistant Provost Tom Miller

B. Registrar John Allred

V. Chair's Report

A. UAB Chair- Hilary Davies

B. GER Chair-

VI. Program/Course Action Request – Second Reading

VII. Program/Course Action Request – First Reading

The following courses were approved last year for 1st reading at the last UAB meeting:

Chg BA A361 Human Resource Management (3 cr) (3+0) (pg.)

Chg ENGL A325 Neoclassical Literature (3 cr) (3+0) (pg.)

Chg ENGL A351 Poetry (3 cr) (3+0) (pg.)

Chg ENGL A363 Short Story (3 cr) (3+0) (pg.)

Chg ENGL A403 Topics in Autobiography (3 cr) (3+0) (pg.)

Chg ENGL A435 History of Criticism (3 cr) (3+0) (pg.)

Chg ENGL A499 English Honors Thesis (3 cr) (3+0) (pg.)

Chg BA English, Rhetoric and Language Option (pg.)

- Chg BA English, Literature Option (pg.)
- Chg ES A209 Engineering Statistics (3 cr) (3+0) (pg. 170-173)
- Chg ES A210 Engineering Dynamics (3 cr) (3+0) (pg. 174-177)
- Chg CE A402 Transportation Engineering (3 cr) (3+0) (pg. 178-183)
- Chg CE A404 Highway Engineering (3 cr) (3+0) (pg. 184-189)

The following courses are normal first readings:

- Chg LING A101 The Nature of Language (3 cr) (3+0) (pg.)
- Chg ENGL A330 Literature of Romanticism (3 cr) (3+0) (pg.)
- Add ENGL A477 Public Science Writing (3 cr) (3+0) (pg.)
- Chg AKNS A101A Elementary Central Yup'ik Language I (4 cr) (4+0) (pg.)
- Chg AKNS A101B Elementary Tlingit Language I (4 cr) (4+0) (pg.)
- Chg AKNS A101C Elementary Alaska Native Language I (4 cr) (4+0) (pg.)
- Chg AKNS A102A Elementary Central Yup'ik Language II (4 cr) (4+0) (pg.)
- Chg AKNS A102B Elementary Tlingit Language II (4 cr) (4+0) (pg.)
- Chg AKNS A102C Elementary Alaska Native Language II (4 cr) (4+0) (pg.)
- Chg AKNS A109A Central Yup'ik Orthography (4 cr) (4+0) (pg.)
- Chg AKNS A109B Tlingit Orthography (4 cr) (4+0) (pg.)
- Chg AKNS A109C Alaska Native Language Orthography (4 cr) (4+0) (pg.)
- Chg AKNS A201 Native Perspectives (3 cr) (3+0) (pg.)

VIII. Old Business

IX. New Business

- A. Tom Miller- Accreditation Update/ Institutional Outcomes (emailed to UAB)
- B. Curriculum Process Update
- C. UAB Goals for 2008-2009 (pg.)

X. Informational Items and Adjournment

- A. [Curriculum Log](#)
- B. [Curriculum Handbook](#)

Undergraduate Academic Board Summary

April 25, 2008
ADM 204
2:00 – 5:00 pm

I. Roll

() Barbara Brown	(x) Fred Barbee	(x) Len Smiley
(x) Caedmon Liburd	() Gail Holtzman	(x) Robin Wahto
(x) Catherine Sullivan	() Grant Baker	(x) Roy Poole
(x) Cheryl Smith	(x) Hilary Davies	(x) Stephen Gillon
(x) Deborah Mole	(x) Hilary Seitz	(x) Suzanne Forster
(x) Erik Hirschmann	() Toni Croft	

II. Approval of the Agenda (pg. 1-3) Approved

III. Approval of Meeting Summary for April 18, 2008 (pg. 4-9) Approved

IV. Administrative Report

A. Assistant Provost Tom Miller

Letters went out to Deans and Directors regarding:
Assessment of outcomes
Related Instruction

B. Registrar John Allred

V. Chair's Report

A. UAB Chair- Caedmon Liburd

B. GER Chair- Suzanne Forster

Approved JPC, tabled ART, approved SOC/PS

VI. Program/Course Action Request – Second Reading

A. CAS

Move that ART A160 and A491 be reviewed as GERs due to unique circumstances

Chg ART A160 Art Appreciation (3 cr) (3+0) (pg. 10-16)

For A160, Waive for GER approval

Approved by UAB

Chg ART A491 Senior Seminar (3 cr) (3+0) (pg. 85-90)

For A491, Waive for GER approval

Approved by UAB

Add ART A203 Introduction to Art Education (3 cr) (3+0) (pg. 17-21)

Approved

Add ART A204 History and Philosophy of Art Education (3 cr) (3+0) (pg. 22-26)

Approved

Chg ART A213 Beginning Painting (3 cr) (0+6) (pg. 27-32)

Approved

Chg ART A272 Beginning Fiber Structures (3 cr) (0+6) (pg. 33-38)

Approved

Add ART A303 Curriculum Planning and Interpretation in Art (3 cr) (3+0) (pg. 39-46)

Approved

Add ART A304 Art Experience: Social, Cultural, and Educational (3 cr) (3+0) (pg. 47-51)

Approved

Chg ART A372 Intermediate Fiber Structures (3 cr) (0+6) (pg. 52-56)

Approved

Chg ART A390 Selected Topics in Studio Art (3 cr) (0+6) (pg. 57-61)

Approved

Add ART A403 Arts and Technology (3 cr) (3+0) (pg. 62-68)

Approved

Add ART A404 Diversity and Visual Culture (3 cr) (3+0) (pg. 69-74)

Approved

Chg ART A472 Advanced Fiber Structures (3 cr) (3+0) (pg. 75-79)

Approved

Chg ART A490 Selected Topics in Studio Art (3 cr) (0+6) (pg. 80-84)

Approved

Chg Bachelor of Arts, Art (pg. 91)

Approved

Chg Bachelor of Fine Arts, Art (pg. 92)

Approved

Chg SOC A307 Demography (3 cr) (3+0)

Approved w/ addition of course level justification

Chg SOC A351 Political Sociology (3 cr) (3+0) (cross listed w/ PS A351)

Chg PS A351 Political Sociology (3 cr) (3+0) (cross listed w/SOC A351)

Approved w/ addition of course level justification

Chg Sociology BA/BS

Approved

Chg PSY A428 Evolutionary Psychology (3 cr) (3+0) (pg. 106-110)

Approved

Chg JPC A403 Communications and Media Research (3 cr) (3+0) (pg. 11-116)

Approved

B. COE

Chg EDSE A483 Language and Literacy: Assessment and Intervention (3 cr) (3+0) (pg. 117-123)

Approved

C. CTC

Chg AAS Welding and Nondestructive Testing Technology (pg. 124-125)

Approved

Chg PEP A130 Introduction to Coaching (3 cr) (3+0) (pg. 126-130)

Approved

Del PEP A131 Sport First Aid (1 cr) (1+0) (pg. 131)

Approved

Chg Coaching Minor (pg. 132-146)

Approved

Del Occupational Endorsement Certificate, Coaching Leadership (pg. 147-148)

Approved

D. KPC

Add PER A172 Fishing Academy (2 cr) (1+2) (pg. 149-152)

Approved

VII. Program/Course Action Request – First Reading

Add Minor, Art Education (pg. 153-166)
Waive first and approved for second reading

Chg Psychology BA, Psychology BS (pg. 167-169)
Waive first and approved for second reading

Chg ES A209 Engineering Statistics (3 cr) (3+0) (pg. 170-173)
Accepted for 1st

Chg ES A210 Engineering Dynamics (3 cr) (3+0) (pg. 174-177)
Accepted for 1st

Chg CE A402 Transportation Engineering (3 cr) (3+0) (pg. 178-183)
Accepted for 1st

Chg CE A404 Highway Engineering (3 cr) (3+0) (pg. 184-189)
Accepted for 1st

Chg ENGL A325 Neoclassical Literature (3 cr) (3+0) (pg. 190-193)

Chg ENGL A351 Poetry (3 cr) (3+0) (pg. 194-197)

Chg ENGL A363 Short Story (3 cr) (3+0) (pg. 198-201)

Chg ENGL A403 Topics in Autobiography (3 cr) (3+0) (pg. 202-206)

Chg ENGL A435 History of Criticism (3 cr) (3+0) (pg. 207-210)

Chg ENGL A499 English Honors Thesis (3 cr) (3+0) (pg. 211-212)

Chg BA English, Rhetoric and Language Option (pg. 213)

Chg BA English, Literature Option (pg. 214-216)

All ENGL courses and programs accepted for 1st

Chg ECON A315 Urban and Regional Economics (3 cr) (3+0) (pg. 217-221)
Accepted for 1st

Chg ECON A325 History of Economic Thought (3 cr) (3+0) (pg. 222-225)
Accepted for 1st

Chg ECON A337 Developmental Economics (3 cr) (3+0) (pg. 226-230)
Accepted for 1st

Chg ECON A341 Labor Economics (3 cr) (3+0) (pg. 231-234)
Accepted for 1st

Chg BA A361 Human Resource Management (3 cr) (3+0) (pg. 235-239)
Accepted for 1st

VIII. Old Business

IX. New Business

A. Purge List (pg. 240-242)
Approved

B. 2nd Reading: language for syllabi for GER Capstone courses

As an integrative capstone to your general education experience, this course asks you to synthesize what you have learned from your general education courses. As an outcome of this course, you will be able to integrate knowledge by accessing, comparing, and judging knowledge gained from diverse fields and critically evaluate and apply your understanding of these fields and the human problems they address in the evolving realities of the 21st century. Course specific evidence of student accomplishment will be archived and used to assess the effectiveness of the General Education Requirements at UAA.

Approved

C. Election of Chair

Nomination (Robin Wahto): Hilary Davies
2nd: Caedmon Liburd
Approved

D. Curriculum Handbook Documents (pg. 244-253)

X. Informational Items and Adjournment

A. [Curriculum Log](#)

B. [Curriculum Handbook](#)

C. Catalog Language (pg. 243)

Meeting Adjourned



Curriculum Action Request

University of Alaska Anchorage

Proposal to Initiate, Add, Change, or Delete a Course or Program of Study

1a. School or College CB CBPP		1b. Division ADBP Division of Business Programs		1c. Department Business Administration	
2. Course Prefix BA	3. Course Number A361	4. Previous Course Prefix & Number N/A		5a. Credits/CEU 3	5b. Contact Hours (Lecture + Lab) (3+0)
6. Complete Course/Program Title Human Resource Management					
Abbreviated Title for Transcript (30 character)					
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development					
8. Type of Action <input checked="" type="checkbox"/> Course <input type="checkbox"/> Program			9. Repeat Status N/A # of Repeats Max Credits		
<input type="checkbox"/> Add <input type="checkbox"/> Prefix <input type="checkbox"/> Course Number <input checked="" type="checkbox"/> Change <input type="checkbox"/> Credits <input type="checkbox"/> Contact Hours <small>(mark appropriate boxes)</small> <input type="checkbox"/> Title <input type="checkbox"/> Repeat Status <input type="checkbox"/> Delete <input type="checkbox"/> Grading Basis <input type="checkbox"/> Cross-Listed/Stacked <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Course Prerequisites <input type="checkbox"/> Other Restrictions <input type="checkbox"/> Co-requisites <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major <input checked="" type="checkbox"/> Other CBPP 5-Year Program Review			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG		
			11. Implementation Date semester/year From: Spring/2009 To: /9999		
			12. <input type="checkbox"/> Cross Listed with _____ <input type="checkbox"/> Stacked with _____ Cross-Listed Coordination Signature		
13. List any programs or college requirements that require this course Bachelor of Business Administration; Bachelor of Science, Aviation Technology					
14. Coordinate with Affected Units: CTC, CBPP Department, School, or College _____ Initiator Signature Date					
15. <input type="checkbox"/> General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone					
16. Course Description Provides students with an overview of human resource management in today's globally competitive and continually changing environment. Students gain an increased understanding of the importance of good human resource management in the current marketplace and learn to view human resource issues from both the strategic and tactical perspectives.					
17a. Course Prerequisite(s) (list prefix and number) BA A300		17b. Test Score(s) N/A		17c. Co-requisite(s) (concurrent enrollment required) N/A	
17d. Other Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level			17e. Registration Restriction(s) (non-codable) College of Business and Public Policy majors must be admitted to upper-division standing.		
18. <input checked="" type="checkbox"/> Mark if course has fees Standard CBPP computer lab fee					
19. Justification for Action To update course requirements, outline, and as part of the CBPP Five-Year Review Program					

Initiator (faculty only) Date

Initiator (PRINT NAME)

____ Approved
____ Disapproved: _____
Department Chairperson Date

____ Approved
____ Disapproved: _____
Curriculum Committee Chairperson Date

____ Approved
____ Disapproved: _____
Dean/Director of School/College Date

____ Approved
____ Disapproved: _____
Undergraduate or Graduate
Academic Board Chairperson Date

____ Approved
____ Disapproved: _____
Provost or Designee Date

COURSE CONTENT GUIDE
UNIVERSITY OF ALASKA ANCHORAGE
COLLEGE OF BUSINESS AND PUBLIC POLICY

I. **Date Initiated:** March 1, 2008

II. **Course Information**

College/School: College of Business and Public Policy
Department: Business Administration
Program: Bachelor of Business Administration; Bachelor of Science, Aviation Technology
Course Title: Human Resource Management
Course Number: BA A361
Credits: 3
Contact Hours: 3 per week x 15 weeks = 90 hours
0 lab hours
6 to 9 hours outside of class per week x 15 weeks = 90 hours to 135 hours
Grading Basis: A – F
Course Description: Provides students with an overview of human resource management in today’s globally competitive and continually changing environment. Students gain an increased understanding of the importance of good human resource management in the current marketplace and learn to view human resource issues from both the strategic and tactical perspectives.
Course Prerequisites: BA A300
Registration Restrictions: College of Business and Public Policy majors must be admitted to upper-division standing.
Fees: Standard CBPP computer lab fee

III. **Course Activities**

- A. Discussion and lecture
- B. Videos
- C. Small group discussion
- D. PowerPoint presentations
- E. Small group activity

IV. **Guidelines for Evaluation**

- A. Examinations
- B. Papers
- C. Class participation

V. Course Level Justification

The course requires knowledge gained in lower-division courses and requires a prerequisite.

VI. Outline

- A. Introduction to Human Resource Issues and Challenges
- B. International Human Resource Management in a Global Economy
- C. Human Resource Management laws: EEO, Affirmative Action, Legislation, Federal Laws, Executive Orders
- D. Creating High Performance Work Systems
- E. Recruitment and Careers: Expanding the Talent Pool
- F. The Employee Selection Process
- G. Training and Development
- H. Appraising and Improving Workplace Performance
- I. Compensation
- J. Pay For Performance: Incentives and Rewards
- K. Employee Benefits
- L. Employee Rights and Discipline
- M. The Dynamics of Labor Relations

VII. Suggested Text

Bohlander, G. & Snell, S. (2007). *Managing Human Resources*, 14th ed. Thompson Southwestern. Mason: Ohio.

VIII. Bibliography

Carr-Ruffino, N. (2005). *Making Diversity Work*, 1st ed. Pearson Education, Inc., Upper Saddle River: New Jersey.

Manning, G. & Curtis, K. (2007). *The Art of Leadership*, 2nd ed. McGraw-Hill Irwin, New York: NY.

McAlister, D.T.; Ferrell, O.C.; Ferrell, L. (2005). *Business and Society*, 1st ed. Houghton Mifflin Company: New York, New York.

Meredith, J.R. & Mantel, S.J. (2006). *Project Management – A Managerial Approach*, 1st ed. John Wiley & Sons: New York, New York.

Nkomo, S.M.; Fottler, M.D.; McAfee, R.B. (2008). *Human Resource Management Applications – Cases, Exercises, Incidents, and Skill Builders*, 6th ed. Thomson Southwestern: Mason, Ohio.

Redman, T. & Wilkinson, A. (2006). *Contemporary Human Resource Management*, 2nd ed. Prentice Hall: Essex, England.

Shaw, W. (2008). *Business Ethics*, 6th ed. Thomson Wadsworth: Belmont, California.

Steingold, F.S. (1997). *The Employer's Legal Handbook*, 2nd ed. Nolo Press: Berkeley, California.

Stewart, G.L.; Manz, C.C.; Sims, H.P. (1999). *Team Work and Group Dynamics*, 1st ed. John Wiley & Sons, Inc.: New York, New York.

IX. Instructional Goals and Student Outcomes

A. Instructional Goals The instructor will:
1. Present a summary of the critical content from each chapter of the text
2. Solicit current events commentary from students related to the chapter, content, and critical ideas under discussion
3. Facilitate discussion among students related to the critical ideas under consideration
4. Present ideas, observations, and questions related to the critical ideas as they may apply to the current workplace, their career, and their belief about the workplace
5. Coordinate small group activities related to the weekly topic, such as evaluating performance appraisal forms, creating a comparative matrix of employee benefits or health plans, or developing a career plan for themselves that will guide them for 3-8 years
6. Present video clip examples from corporations highlighting various human resource skills, programs, strategies, and initiatives
7. Exhibit exemplar human resource management skills designed to maximize class interaction, engagement, responsiveness, and equity

B. Student Outcomes Student will be able to:	Assessment Method
1. Identify laws and/or executive orders that are the source of workplace policies and practices	Examinations, papers, and class participation
2. Develop high-performance work systems to accomplish business objectives	Examinations and papers
3. Develop the process for hiring a worker into a company to fill a position that contributes to the strategic and tactical mission of the organization	Examinations and papers
4. Plan and conduct a behavioral-based interview	Examinations, papers, and class participation
5. Determine behavioral and performance requirements for a position	Examinations and papers
6. Develop and deliver performance appraisal feedback to an employee based on observation and recording actual behaviors	Examinations, papers, and class participation
7. Develop a training program for an employee demonstrating and explaining the important factors required to ensure success	Examinations and papers
8. Describe the various components that contribute to the total compensation of an employee	Examinations and papers
9. Demonstrate the use of rewards and incentives in the workplace to engage employees and enhance productivity	Examinations and papers
10. Describe the basic rules and processes guiding labor relations in organizations	Examinations and papers
11. Describe factors that contribute to the process of employee discipline	Examinations and papers
12. Compare and contrast between voluntary and non-voluntary benefits provided to employees in an organization	Examinations and papers

Course Content Guide
University of Alaska Anchorage
College of Arts and Sciences
Department of English
Date: April 14, 2007

- College/School: College of Arts and Sciences
- Subject: English
- Course Number: ENGL A325
- Course Title: Neoclassical Literature
- Number of Credits (3+0)
- Grading Basis: A-F
- Course Description: A selective survey of primarily British literature of the period 1660-1798.
- Prerequisites: ENGL A201 and ENGL A202
- Restrictions: None
- Lab Fees: None
- Status of Course: The course meets a period requirement in the English Major.
- Course Level Justification: This course is placed at the junior level in parallel with other English Department period courses as a preliminary to study in greater depth.

I. Instructional Goals, Defined Outcomes, and Methods of Assessment

Instructional Goals. The instructor will:	Defined Outcomes. Students will be able to:	Methods of Assessment:
Present the history of the development of British literature in the period 1660-1798	Place texts in terms of their historical sequence and context	Quizzes, examinations
Explain the uses and expectations of the pre-eminent genres of eighteenth-century literature	Identify eighteenth-century genres and discuss their characteristic uses	Quizzes, examinations, papers
Demonstrate the analysis of eighteenth-century texts through the explication of their allusions and their modes of engagement with their audiences	Produce complete written explications of poetic texts demonstrating application of multiple modes of analysis	Papers, examinations

II. Topical Outline of Course Content

- 1.0 Structures of the Eighteenth-Century Literary World
 - 1.1 The Institution of Authorship
 - 1.2 Education
 - 1.3 Class
 - 1.4 Patronage
 - 1.5 Audience
- 2.0 Genre in the Eighteenth-Century Literary World
 - 2.1 Non-fiction prose
 - 2.2 Prose fiction
 - 2.3 Traditional verse forms
 - 2.4 Mock forms
 - 2.5 Satire
 - 2.6 Drama
- 3.0 Clusters around Major Authors
 - 3.1 The Age of Dryden—poetry, criticism, and drama
 - 3.2 The Age of Swift and Pope—poetry and drama
 - 3.3 The Age of Johnson—poetry and non-fictional prose
 - 3.4 The Age of Fielding, Richardson, and Burney—prose fiction

III. Suggested Text

Sherman, Stewart, ed. *The Restoration and the 18th Century*. Volume 1C of *The Longman Anthology of British Literature*, ed. David Damrosch and Kevin J. H. Dettmar. 3rd ed. New York: Pearson, 2006.

IV. Bibliography

Note: This is a selective list of references for teaching. It does not include other literature anthologies or translations.

Bender, John. *Imagining the Penitentiary: Fiction and the Architecture of Mind in Eighteenth-Century England*. Chicago: U of Chicago P, 1987.

Castle, Terry. *Masquerade and Civilization in Eighteenth-Century Culture and Fiction*. Stanford: Stanford U P, 1986.

David, Lennard. *Factual Fictions: The Origins of the English Novel*. New York: Columbia U P, 1983.

DeMaria, Robert, ed. *British Literature, 1640-1789: A Critical Reader*. Malden, MA: Blackwell, 1999.

Doody, Margaret. *The Daring Muse: Augustan Poetry Reconsidered*. Cambridge: Cambridge UP, 1985.

Eagleton, Terry. *The English Novel: An Introduction*. Malden, MA: Blackwell, 2005.

Ezell, Margaret J. M. *Social Authorship and the Advent of Print*. Baltimore: Johns Hopkins U P, 1999.

- Fisk, Deborah Payne, ed. *The Cambridge Companion to English Restoration Theatre*. Cambridge: Cambridge U P, 2000.
- Hunter, J. Paul. *Before Novels: The Cultural Contexts of Eighteenth-Century Fiction*. New York: Norton, 1980.
- Mullan, John, and Christopher Reid. *Eighteenth-Century Popular Culture: A Selection*. Oxford, Oxford U P, 2000.
- Nussbaum, Felicity, and Laura Brown. *The New Eighteenth Century: Theory, Politics, English Literature*. New York: Methuen, 1987.
- Paulson, Ronald. *Breaking and Remaking: Aesthetic Practice in England, 1700-1820*. New Brunswick: Rutgers U P, 1989.
- Richetti, John. *The Cambridge History of English Literature, 1660-1780*. Cambridge: Cambridge UP, 2005.
- Todd, Dennis, and Cynthia Wall, eds. *Eighteenth-Century Genre and Culture: Serious Reflections on Occasional Forms: Essays in Honor of J. Paul Hunter*. Newark, DE: U of D Press, 2005.
- Todd, Janet. *The Sign of Angellica: Women, Writing, and Fiction, 1660-1800*. New York: Columbia U P, 1989.
- Waller, Maureen. *1700: Scenes from London Life*. New York: Four Walls Eight Windows, 2000.
- Zunshine, Lisa, and Jocelyn Harris, eds. *Approaches to Teaching the Novels of Samuel Richardson*. New York: M LA, 2006.
- Zwicker, Stephen N., ed. *The Cambridge Companion to English Literature, 1650-1740*. Cambridge: Cambridge U P, 2000.

Course Content Guide
University of Alaska Anchorage
College of Arts and Sciences
Department of English
Date: April 14, 2008

- College/School: College of Arts and Sciences
- Subject: English
- Course Number: ENGL A351
- Course Title: Poetry
- Number of Credits (3+0)
- Grading Basis: A-F
- Course Description: An intensive study of the forms and techniques used by poets.
- Prerequisites: ENGL A201 and ENGL A202
- Restrictions: None
- Lab Fees: None
- Status of Course: The course is a Core Course in the English Major.
- Course Level Justification: This course is placed at the junior level in parallel with other English Department genre courses as a preliminary to study in greater depth.

I. Instructional Goals, Defined Outcomes, and Methods of Assessment

Instructional Goals. The instructor will:	Defined Outcomes. Students will be able to:	Methods of Assessment:
Present the history of the development of poetic forms in English	Place poems in terms of their historical context	Quizzes, examinations
Explicate the techniques of scansion and the identification of poetic forms and figures	Discuss the use of meter, rhyme, genre, and figures of speech in individual poetic texts	Quizzes, examinations
Demonstrate the analysis of poems through the application of their place in poetic history and their use of formal devices	Produce complete written explications of poetic texts demonstrating holistic application of multiple modes of analysis	Papers, examinations

II. Topical Outline of Course Content

Note: This outline covers the formal and analytic aspects of the subject, which may be demonstrated using different poetic texts by individual instructors.

- 1.0 Sound and Meter
 - 1.1 Accentual-Syllabic verse
 - 1.2 Accentual verse
 - 1.3 Syllabic verse
 - 1.4 Free verse
 - 1.5 Rhyme
- 2.0 Form
 - 2.1 Stanzaic verse
 - 2.2 Stichic verse
 - 2.3 Prose poetry
 - 2.4 Visual poetry
- 3.0 Syntax
 - 3.1 Diction
 - 3.2 Speaker
 - 3.3 Tone
- 4.0 Figures of Speech and Thought
 - 4.1 Figures of Balance and Parallelism
 - 4.2 Figures of Repetition
 - 4.3 Figures of Address
 - 4.4 Figures of Syntactic Deviation
 - 4.5 Figures of Syntactic Deviation
 - 4.6 Figures of Verbal Play
 - 4.7 Metaphor and Simile
 - 4.8 Metonymy and Synecdoche
 - 4.9 Personification
 - 4.10 Irony and Paradox

III. Suggested Texts

Adams, Stephen J. *Poetic Designs: An Introduction to Meters, Verse Forms, and Figures of Speech*. Peterborough, Ontario: Broadview, 2000.

Harmon, William, ed. *The Top 500 Poems: A Columbia Anthology*. New York: Columbia UP, 1992.

IV. Bibliography

Note: This is a selective list of references for teaching. It does not include other literature anthologies or translations.

Caplan, David. *Poetic Form: An Introduction*. New York: Pearson, 2007.

---. *Questions of Possibility: Contemporary Poetry and Poetic Form*. Oxford: Oxford UP, 2005.

Eagleton, Terry. *How to Read a Poem*. Malden, ME: Blackwell, 2007.

Fenton, James. *An Introduction to English Poetry*. New York: Farrar, Straus and Giroux: 2004.

- Fussell, Paul. *Poetic Meter and Poetic Form*. Rev. ed. New York: McGraw-Hill, 1979.
- Gregerson, Linda. "Rhetorical Contract in the English Poem." *Kenyon Review* 28.2 (Spring 2006): 161-78.
- Gross, Harvey, ed. *The Structure of Verse: Modern Essays on Prosody*. New York: Fawcett, 1956.
- Herrnstein Smith, Barbara. *Poetic Closure: A Study of How Poems End*. Chicago: U of Chicago P. 1968.
- Pottle, Frederick A. *The Idiom of Poetry*. 2nd edition. Bloomington: Indiana UP, 1963.
- Robinson, Jenefer. "The Art of Distancing: How Formal Devices Manage Our Emotional Responses to Literature." *Journal of Aesthetics and Art Criticism* 62.2 (Spring 2004): 153-62.

COURSE CONTENT GUIDE
UNIVERSITY OF ALASKA ANCHORAGE
COLLEGE OF ARTS AND SCIENCES
Department of English

Date: February 2008
Course Number: ENGL A363
Course Title: Short Story
Credits: Three (3+0)
Grading Basis: A-F
Course Description: An examination of the development of the short story as a separate genre and an intensive study of the techniques used by writers in this form.
Prerequisites: ENGL A201 and ENGL A202
Restrictions: None
Lab fees: None
Status of course relative to degree: Fulfills requirement in genre studies for English Literature majors
Course Level Justification: This is a 300-level course because it assumes students have had some exposure to literature and the basic vocabulary and concepts of literary analysis, and are somewhat familiar with writing formal papers of literary analysis.
Course Activities: Lecture, reading of representative stories and theory, and discussion of readings

I. Instructional Goals and Objectives

- A. Instructional Goals:** The instructor will
1. Make students aware of the significance of narrative in human life;
 2. Present the formal elements of the short story and their function;
 3. Introduce terminology and concepts critical to the interpretation of short stories and story cycles;
 4. Expose students to the range of traditional and contemporary short story theory;
 5. Familiarize students with the historical context responsible for the development of various short story genres and their salient features.
- B. Outcomes:** Upon completion of the course students will be able to
1. Understand the importance of narrative in meaning-making and the enjoyment of life;
 2. Identify and discuss the formal elements of the short story and employ them in analyzing stories;
 3. Use critical vocabulary appropriate to the analysis and interpretation of short stories and story cycles;

4. Articulate and apply some of the major short story theories;
5. Discuss the historical development and social context of at least three genres (e.g. gothic, realist, minimalist) of short fiction;
6. Write detailed analyses of selected short stories demonstrating the ability effectively to research secondary source materials using the library and electronic sources.

C. Methods of Assessment

Reading quizzes, participation in class discussions, papers, and essay exams.

II. Topical Course Outline

This course focuses on the elements of the short story, critical vocabulary appropriate to the analysis and interpretation of short stories, and close examination of exemplary short stories and short story cycles (which vary from semester to semester). The course covers both the development of the genre and examples of a wide variety of techniques within the genre.

- 1.0 History and definition of the short story genre
 - 1.1 Pre-19th century
 - 1.2 19th century
 - 1.3 Modern short stories
 - 1.4 Postmodern short stories
 - 1.5 Definition, especially in relationship to novel and poetry
- 2.0 Textual analysis or issues of technique in the short story
 - 2.1 Plot (order, duration, frequency); story and narrative
 - 2.2 Focalization (issues of voice and point of view)
 - 2.3 Characterization (round/flat; individualism/community, centered/decentered)
 - 2.4 Setting
 - 2.5 Style and language
 - 2.6 Theme
- 3.0 Decoding texts
 - 3.1 Ideology
 - 3.2 Subjectivity
 - 3.3 Discourse
- 4.0 Theoretical issues
 - 4.1 Author and narrator
 - 4.2 Reader or narratee
 - 4.3 Text
 - 4.4 World or context
- 5.0 Exemplary short stories
- 6.0 Exemplary short story cycles

III. Suggested Texts (texts may vary; those listed below have been used successfully in recent semesters):

Alexie, Sherman. *The Lone Ranger and Tonto Fistfight in Heaven*. New York:

HarperCollins, 1993.
Charters, Ann, ed. *The Story and Its Writer: An Introduction to Short Fiction*.
4th ed. Boston: Bedford Books of St. Martins P, 1995.
Joyce, James. *Dubliners*. 1914. New York: Penguin, 2000.
Kenan, Randall. *Let the Dead Bury Their Dead*. San Diego: Harcourt, 1992.
Lahiri, Jhumpa. *Interpreter of Maladies*. New York: Mariner, 1999.
O'Brien, Tim. *The Things They Carried*. New York: Broadway, 1990.

IV. Bibliography:

- Balogun F., Odun. *Tradition and Modernity in the African Short Story: An Introduction of Literature in Search of Critics*. Contributions in Afro-American Studies, 41. Series Ed. Henry Louis Gates. New York: Greenwood, 1991.
- Cohan, Steven and Linda M. Shires. *Telling Stories: A Theoretical Analysis of Narrative Fiction*. London & New York: Routledge, 1988.
- Colby, Paul. *Narrative. The New Critical Idiom*. London: Routledge, 2001.
- Herman, David, Manfred Jahn, and Marie Laure-Ryan, Eds. *The Routledge Encyclopedia of Narrative Theory*. London: Routledge, 2005.
- Herman, David. *Story Logic: Problems and Possibilities of Narrative*. Lincoln: U of Nebraska P, 2004.
- Hoffman, Michael J. and Patrick D. Murphy, ed. *Essentials of the Theory of Fiction*. 2nd ed. Durham: Duke UP, 1996.
- Levy, Andrew. *The Culture and Commerce of the American Short Story*. Cambridge Studies in American Literature and Culture. Cambridge: Cambridge UP, 1993.
- Lohafer, Susan. *Reading for Storyness: Preclosure Theory, Empirical Poetics, and Culture in the Short Story*. Baltimore: Johns Hopkins U P., 2003.
- Martin, Wallace. *Recent Theories of Narrative*. Ithaca: Cornell UP, 1986.
- May, Charles E., ed. *The New Short Story Theories*. Athens: Ohio UP, 1994.
- . *The Short Story: The Reality of Artifice*. New York: Routledge, 2002.
- Mullan, John. *How Novels Work*. Oxford: U of Oxford P, 2006.
- Rabinowitz, Peter. *Before Reading: Narrative Conventions and the Politics of Literature*. Ithaca: Cornell UP, 1987.
- O'Neill. *Fictions of Discourse: Reading Narrative Theory*. Toronto: U of Toronto P, 1996.
- Richter, David H. *Narrative/Theory*. White Plains, NY: Longman, 1996.
- Van Peer, Willie and Seymour Chatman. *New Perspectives on Narrative Perspective*. Albany: SUNY UP, 2001.
- Winther, Per, Jakob Lothe, and Hans Hanssen Skei. eds. *The Art of Brevity: Excursions in Short Fiction Theory and Analysis*. Columbia: U of South Carolina P, 2004.

Course Content Guide
University of Alaska Anchorage
College of Arts and Sciences
Department of English
Date: March, 2008

Subject:	English
Course Number:	ENGL A403
Course Title:	Topics in Autobiography
Credits:	Three (3) (3+0)
Grading basis:	A-F
Course Description:	Study of autobiography and the techniques used and issues raised in this form, with readings focused on a selected theme. Practice in writing autobiography. Special Note: Applies once toward Specialized Studies requirement for English majors; may be repeated once with a change of subtitle for elective credit.
Prerequisites:	ENGL A211 or A212 or A213 or A214 with a minimum grade of C
Restrictions:	None
Lab Fees:	None
Status of Course:	Satisfies the Specialized Studies requirement in the Literature Option for English majors. Fulfills an elective for the Women's Studies minor.
Course Activities:	Upper-division course based on lecture, reading on life-writing theory and representative autobiographies, and discussion of readings; student reports and presentations; substantive written assignments, including autobiography.
Course Level Justification:	Because this course requires substantial writing, completion of the sophomore-level writing requirement is important for student success; as well, the course assumes student familiarity with genre conventions for narrative. Thus, it is appropriately placed at the 400 level.

I Instructional Goals and Defined Outcomes

A. Instructional Goals. The instructor will:

1. present the formal elements and conventions of autobiographical practice;
2. outline the major historical developments of the autobiographical tradition in the West;
3. expose students to the critical vocabulary necessary to the analysis and interpretation of autobiography;
4. teach the major concepts in traditional and contemporary autobiographical theory;
5. compare cultural and historical concerns with representations of subjectivity in Western and Non-Western traditions.

B. Student Outcomes. Students will be able to:

1. identify the formal elements and conventions of autobiographical practice;
2. trace the major historical developments of the autobiographical tradition in the West;
3. employ the critical vocabulary appropriate to the analysis and interpretation of autobiography;
4. discuss important concepts in traditional and contemporary autobiographical theory;
5. compare cultural and historical concerns of representations of subjectivity in Western and

- Non-Western traditions;
6. demonstrate this knowledge in discussions, presentations, and analytical and autobiographical writings.

C. Methods of Assessment:

Evaluation procedures may vary at the discretion of the instructor. In general, students are evaluated on completion of assigned readings, participation in class discussions and presentations, and both academic and creative writing projects, including journals and autobiographical writing.

II Course Content Guide:

This course focuses on the elements and historical development of autobiography, critical vocabulary appropriate to the analysis and interpretation of autobiography, examination of exemplary autobiographies (which vary from semester to semester), and discussion of theoretical issues regarding representation of subjectivity. The course will cover both the development of autobiography as a genre and examples of a wide variety of techniques within the genre. The following outline and bibliography represent one approach to the course: Contemporary Women's Autobiography.

- 1.0 Definitions and conventions of autobiography and memoir:
 - 1.1 Definitions
 - 1.2 Characteristics and conventions
 - 1.2.1 Traditional autobiography in the West
 - 1.2.2 Conventions associated with women's autobiography
 - 1.2.3 Non-Western and Third-World autobiography
- 2.0 Emergence and development of autobiography as a genre in the West
 - 2.1 Origins of life writing in the West
 - 2.2 Autobiography in the Enlightenment
 - 2.3 Nineteenth-century autobiography
 - 2.4 Twentieth-century autobiography
 - 2.5 Postmodern autobiography
- 3.0 Analysis of narrative techniques in life writing
 - 3.1 Emplotment and other organizational strategies
 - 3.2 Themes and contexts of reference
 - 3.3 Voice
 - 3.4 Style and language
 - 3.5 Other rhetorical strategies such as self-reflexivity and intertextuality
- 4.0 Models of autobiography
 - 4.1 Conversion narratives
 - 4.2 Captivity narratives
 - 4.3 Slave narratives
 - 4.4 Secular success stories
 - 4.5 Auto-pathology
 - 4.6 Familial and cultural autobiography such as *mestizaje* and *testimonio*
- 5.0 Other models of life writing
 - 5.1 Autobiographical fiction
 - 5.2 As-told-to-autobiography
 - 5.3 Oral narrative and documentary
 - 5.4 Popular, non-literary forms such as personal ads and talk shows
- 6.0 Theoretical issues

- 6.1 Definitional issues regarding the boundaries of the genre
- 6.2 Post-structuralist and postmodern challenges to subjectivity
- 6.3 The workings of memory
- 6.4 Truth and fictionality in autobiography
- 6.5 Gender and cultural differences in self-representation
- 7.0 Exemplary autobiographies
- 8.0 Practice in writing autobiography
 - 8.1 Experimentation with voice
 - 8.2 Guided journaling on selected life events, memories, and perceptual triggers
 - 8.3 Development of theme, contexts of reference, or focus for narrative structure
 - 8.4 Selection and revision of journal pages into autobiography chapter
 - 8.5 Selection of title, dedication, chapter titles, and epigraph

III **Suggested Texts:** (will vary with topic: class texts for course on Contemporary Women's Autobiography):

- Cofer, Judith. Silent Dancing: A Partial Remembrance of a Puerto-Rican Childhood. Houston: Arte Publico, 1990.
- Cliff, Michelle. Abeng. Trumansburg, NY: Crossing, 1984.
- Karr, Mary. The Liar's Club: A Memoir. New York: Penguin, 1985.
- Kusz, Natalie. Road Song: A Memoir. New York: Farrar Strauss, 1990.
- Mairs, Nancy. Remembering the Bone House: An Erotics of Place and Space. New York: Harper, 1989.
- Mora, Pat. House of Houses. Boston: Beacon, 1997.
- Sarrault, Nathalie. Childhood. New York: Braziller, 1984.

IV **Bibliography:**

- Adams, Timothy Dow. Telling Lies in Modern American Autobiography. Chapel Hill: U of North Carolina P, 1990.
- Anderson, Linda. Autobiography. The New Critical Idiom. New York: Routledge, 2001.
- Andrews, William L., ed. African American Autobiography: A Collection of Critical Essays. New Jersey: Prentice Hall, 1993.
- Anzaldúa, Gloria. Borderlands/La Frontera: The New Mestiza. San Francisco: Aunt Lute Books, 1987.
- Barros, Carolyn A. Autobiography: Narrative of Transformation. Ann Arbor: U of Michigan P, 1998.
- Benstock, Shari, ed. The Private Self: Theory and Practice of Women's Autobiographical Writings. Chapel Hill: U of North Carolina P, 1988.
- Braham, Jeane. Crucial Conversations: Interpreting American Literary Autobiographies by Women. New York: Teacher's College P, 1995.
- Cahill, Susan, ed. Writing Women's Lives: an Anthology of Autobiographical Narratives by Twentieth Century American Women Writers. New York: HarperPerennial, 1994.
- Culley, Margo, ed. American Women's Autobiography: Fea(s)ts of Memory. Wisconsin, U of Wisconsin P, 1992.
- De Man, Paul. "Autobiography as De-Facement." Modern Language Notes. 94 (1979): 920-930.
- Eakin, Paul John, ed. American Autobiography: Retrospect and Prospect. Wisconsin: U of Wisconsin P, 1991.
- Eakin, Paul John, ed. Touching the World: Reference in Autobiography. New Jersey: Princeton UP, 1992.

- Ender, Eleveyne. Architexts of Memory: Literature, Science, and Autobiography. Ann Arbor: U of Michigan P, 2005.
- Flax, Jane. Thinking Fragments: Psychoanalysis, Feminism, and Postmodernism in the Contemporary West. Berkeley: U of California P, 1990.
- Folkenflik, Robert, ed. The Culture of Autobiography: Constructions of Self-Representation. California: Stanford UP, 1993.
- Fuss, Diana. Inside/Out: Lesbian Theories, Gay Theories. New York: Routledge, 1991.
- Gabara, Rachel. From Split to Screened Selves: French and Francophone Autobiography in the third Person. Palo Alto: Stanford UP, 2006.
- Gyatso, Janet. Apparitions of the Self: The Secret Autobiographies of a Tibetan Visionary. Princeton: Princeton UP, 1999.
- Hassan, Ihab. Out of Egypt: Scenes and Arguments of Autobiography. 1986.
- Heilbrun, Carolyn G. Writing a Woman's Life. New York: Ballantine, 1988.
- Hooks, Bell. Talking Back: Thinking Feminist, Thinking Black. Boston: South End, 1989.
- Hornung, Alfred. "Autobiography." International Postmodernism: Theory and Literary Practice. Eds. Hans Bertens and Douwe Fokkema. Philadelphia: Johns Benjamins, 1997.
- Jelinek, Estelle C. The Tradition of Women's Autobiography: From Antiquity to the Present. Boston : Twayne, 1986.
- Jelinek, Estelle C., ed. Women's Autobiography: Essays in Criticism. Bloomington: Indiana UP, 1980.
- Lionnet, Françoise. Autobiographical Voices: Race, Gender, Self-Portraiture. Ithaca: Cornell U P, 1989.
- Lang, Candace. "Autobiography in the Aftermath of Romanticism." Diacritics 12 (1982): 2-16.
- Lejeune, Philippe. On Autobiography. Trans. Katherine Leary. Ed. Paul John Eakin. Minneapolis, U of Minnesota P, 1989.
- Moseley, Marcus. Being for Myself Alone: Origins of Jewish Autobiography. Palo Alto: Stanford UP, 2006.
- Najmabadi, Afsaneh. Women's Autobiography in Contemporary Iran. Cambridge: Harvard UP, 2008.
- Ng, Janet. The Experience of Modernity: Chinese Autobiography in the Early Twentieth Century. Ann Arbor: U of Michigan P, 2003.
- Nussbaum, Felicity. The Autobiographical Subject: Gender and the Ideology in Eighteenth-Century England. Boston: Johns Hopkins U P, 1989.
- Olney, James, ed. Studies in Autobiography. New York: Oxford U P, 1988.
- Owens, Derek. Resisting Writings (and the Boundaries of Composition). Dallas: Southern Methodist U P, 1994.
- Perreault, Jeanne. Writing Selves: Contemporary Feminist Autobiography. Minneapolis: U of Minnesota P, 1995.
- Smith, Sidonie, and Julia Watson, eds. Interfaces: Women, Autobiography, Image, Performance. Ann Arbor: U of Michigan P, 2002.
- . De/Colonizing the Subject: The Politics of Gender in Women's Autobiography. Minneapolis: U of Minnesota P, 1992.
- . Getting a Life: Everyday Uses of Autobiography. Minneapolis: U of Minnesota P, 1996.
- Smith, Sidonie. Subjectivity, Identity, and the Body: Women's Autobiographical Practices in the Twentieth Century. Bloomington: Indiana UP, 1993.

Course Content Guide
University of Alaska Anchorage
College of Arts and Sciences
Department of English
Date: April 14, 2008

- College/School: College of Arts and Sciences
- Subject: English
- Course Number: ENGL A435
- Course Title: History of Criticism
- Number of Credits (3+0)
- Grading Basis: A-F
- Course Description: Critical theory from its classical origins to the present.
- Prerequisites: ENGL A201 and ENGL A202
- Restrictions: None
- Lab Fees: None
- Status of Course: The course is a Core Course in the English Major.
- Course Level Justification: This course is placed at the senior level because of its application to a wide range of works from different periods and genres taught at the junior level and its theoretical difficulty.

I. Instructional Goals, Defined Outcomes, and Methods of Assessment

Instructional Goals. The instructor will:	Defined Outcomes. Students will be able to:	Methods of Assessment:
Clarify the distinction between analysis and evaluation of literary texts	Distinguish between analysis and evaluation of literary texts	Study guides, papers, examinations
Articulate the various premises from which critical analysis may begin	Discuss the different premises from which critical analysis may begin	Study guides, papers, examinations
Elucidate the historical relationships between differing critical schools and their individual proponents	Evaluate the historical relationships between differing critical schools and their individual proponents	Study guides, papers, examinations

II. Topical Outline of Course Content

Note: This course proceeds historically from the earliest works of literary criticism to quite recent ones. Instructors' specific selections vary from semester to semester, but all will touch upon the following areas:

- 1.0 Philosophical Assumptions Affecting Critical Practice
 - 1.1 Essentialism
 - 1.2 Constructionism
 - 1.3 Canonicity
- 2.0 Orientations of Critical Theories
 - 2.1 Mimetic Theories
 - 2.2 Pragmatic Theories
 - 2.3 Expressive Theories
 - 2.4 Objective Theories
- 3.0 Applications of Critical Theories
 - 3.1 Interpreting Literary Works as Representations
 - 3.2 Interpreting Literary Works as They Address Audiences
 - 3.3 Interpreting Literary Works as They Reveal Their Authors
 - 3.4 Interpreting Literary Works as Self-Contained Artifacts

III. Suggested Texts

- Leitch, Vincent B., ed. *The Norton Anthology of Theory and Criticism*. New York: Norton, 2001.
- Richter, David, ed. *The Critical Tradition: Classic Texts and Contemporary Trends*. 3rd edition. Boston: Bedford/St. Martin's, 2007.

IV. Bibliography

Note: This is a selective list of references for teaching. It does not include other literature anthologies or translations.

- Abrams, M.H. *The Mirror and the Lamp: Romantic Theory and the Critical Tradition*. New York: Norton, 1953.
- Culler, Jonathan. *Literary Theory: A Very Short Introduction*. Oxford: Oxford UP, 2000.
- Eagleton, Terry. *Literary Theory: An Introduction*. 2nd ed. Minneapolis: U of Minnesota P, 1996.
- Grabes, Herbert. "Constructing a Usable Literary Past: Literary History and Cultural Memory." *The Yearbook of Research in English and American Literature* 21 (2005): 129-43.
- Hume, Robert D. "Construction and Legitimation in Literary History." *Review of English Studies: The Leading Journal of English Literature and the English Language* 56.226 (Sept. 2005): 632-61.
- Lipking, Lawrence. "Literary Criticism and the Rise of National Literary History." In *The Cambridge History of English Literature, 1660-1780*. John Richetti, ed. Cambridge: Cambridge UP, 2005.
- Moretti, Franco. *Graphs, Maps, Trees: Abstract Models for a Literary History*. London: Verso, 2005.
- Perkins, David. *Is Literary History Possible?* Baltimore: Johns Hopkins UP, 1992.

Richter, David, ed. *Falling into Theory: Conflicting Views on Reading Literature*.
Boston: Bedford/St. Martin's, 2001.

Rorty, Richard. "Looking Back at *Literary Theory*." In *Comparative Literature in an Age of Globalization*. Haun Saussy, ed. Baltimore: Johns Hopkins UP, 2006. 63-67.

Smallwood, Philip, ed. *Critical Pasts: Writing Criticism, Writing History*. Lewisburg, PA: Bucknell UP, 2004.

COURSE CONTENT GUIDE
UNIVERSITY OF ALASKA ANCHORAGE
COLLEGE OF ARTS AND SCIENCES
February, 2008

Course Number: ENGL A499
Course Title: English Honors Thesis
Credits: 3 (9 + 0) Student is expected to meet with faculty mentor on a weekly basis to review work in progress.
Grading Basis: A – F Individual instructors will explain their policies and procedures at the beginning of the semester
Course Description: Individual in-depth study of a selected topic, resulting in a thesis.
Registration Restriction: Completion of 6 credits of 400-level topics courses w/ grade of A (ENGL A403, A404, A429, A440, A444, A490, A491)
Status relative to degree: Required for English Honors
Lab fees: None
Course Activities: Each student will work individually with a faculty mentor to research and write an article length essay.

I. Instructional Goals and Objectives

A. Instructional Goals: The instructor will

1. guide student in selecting research sources;
2. ensure the student has been exposed to the range of information available to the topic;
3. encourage student to independently limit, shape, and think critically about the topic and thesis;
4. urge student to ensure understanding of theoretical perspective and in-depth analysis of selected topic;
5. review and edit student's work to ensure a quality product.

B. Outcomes: Upon completion of the course students will be able to

1. research a topic of their choice;
2. demonstrate detailed knowledge of the subject matter;
3. demonstrate independent thinking;
4. complete a sophisticated analysis using one or more theoretical perspectives;
5. write a substantial piece of polished prose in the appropriate disciplinary style.

II. Outline: N/A This course involves independent research, under the direction of a faculty mentor. Topics researched will vary.

III. Suggested Text: Texts will vary with subject
Gibaldi, Joseph. *MLA Style Manual and Guide to Scholarly Publishing*, 2nd ed. New York: Modern Language Association, 1998.

IV. Bibliography: Will vary with the topic selected

BACHELOR OF ARTS, ENGLISH

ADMISSION REQUIREMENTS

Complete the Baccalaureate Degree Programs Admission Requirements at the beginning of this chapter.

GRADUATION REQUIREMENTS

Students must complete the following graduation requirements:

A. GENERAL UNIVERSITY REQUIREMENTS

Complete the General University Requirements for Baccalaureate Degrees located at the beginning of this chapter.

B. GENERAL EDUCATION REQUIREMENTS

Complete the General Education Requirements for Baccalaureate Degrees listed at the beginning of this chapter.

C. COLLEGE OF ARTS AND SCIENCES REQUIREMENTS

Complete the College of arts and Sciences requirements listed at the beginning of the CAS section.

D. MAJOR REQUIREMENTS

Students working toward a degree in English may choose from three options: Literature, Rhetoric and Language, or Education.

1. Complete the following core courses (15 credits):

ENGL A201 Masterpieces of World Literature I 3

ENGL A202 Masterpieces of World Literature II 3

ENGL A351 Poetry 3

ENGL A434 History of Rhetoric 3

ENGL A435 History of Criticism 3

2. Complete one of the following options:

Literature Option (24 credits)

Complete 3 credits from National Literatures: 3

ENGL A301 Literature of Britain I (3)

ENGL A302 Literature of Britain II (3)

ENGL A305 Topics in National Literatures (3)

ENGL A306 Literature of the United States I (3)

ENGL A307 Literature of the United States II (3)

Complete 3 credits from each Period: 9

Early

ENGL A310 Ancient Literature (3)

ENGL A315 Medieval Literature (3)

ENGL A320 Renaissance Literature (3)

Middle

ENGL A325 Neoclassical Literature (3)

ENGL A330 Literature of Romanticism(3)

ENGL A340 The Victorian Period (3)

Late

ENGL A342 The Modernist Period (3)

ENGL A343 Contemporary Literature (3)

ENGL A440 Topics in 20th Century

Comparative Literature (3)

Complete 3 credits from Genre: 3

ENGL A361 The Novel (3)

ENGL A363 Short Story (3)

ENGL A371 Prose Nonfiction (3)

ENGL A381 Drama (3)

ENGL A383 Film Interpretation (3)

ENGL A391 Genres of Subject and Theme (3)

Complete 6 credits from Specialized Studies: 6

ENGL A424 Shakespeare (3)

and one of the following:

ENGL A403 Topics in Autobiography (3)

ENGL A404 Topics in Women's Literatures (3)

ENGL A429 Major Authors (3)

ENGL A444 Topics in Native Literatures (3)

ENGL A445 Alaska Native Literatures (3)

Complete upper division English or Creative Writing Literary Arts elective 3

Rhetoric and Language Option (24-25 credits)

Complete 6 credits from Nature of Language: 6

LING A101 The Nature of Language (3)

LING A201 Intermediate Grammar (3)

Complete 6 credits from Advanced Composition: 6

ENGL A311 Advanced Composition (3)

ENGL A312 Advanced Technical Writing (3)

ENGL A313 Professional Writing and Editing (3)

ENGL A414 Research Writing (3)

Complete 3-4 credits from Applied Linguistics: 3-4

ENGL A450 Linguistics and Language Teaching (4)

ENGL A452 English Grammar and Language

Teaching (4) ENGL A487 Standard Written English (3)

ENGL A495 Internship in Professional Writing (1-3)

Complete 3 credits from Rhetoric and

Language Theory: 3

ENGL A475 Modern Grammar (3)

ENGL A476 History of the English

Language (3)

ENGL A491 Topics in Composition and Rhetoric (3)

Complete 6 credits upper division elective: 6

One upper division Rhetoric course

One upper division English or Creative Writing Literary Arts course

Education Option (25 credits)

Complete 12 credits from Reading & Literature: 12

ENGL A424 Shakespeare (3)*

and one of the following:

ENGL A361 The Novel (3)

ENGL A363 Short Story (3)

ENGL A371 Prose Nonfiction (3)

ENGL A381 Drama* (3)

ENGL A383 Film Interpretation* (3)

ENGL A391 Genres of Subject and Theme (3)

and one of the following:

ENGL A306 Literature of the United States I (3)

ENGL A307 Literature of the United States II (3)

and one of the following:

ENGL A305 Topics in National Literatures (3)

ENGL A343 Contemporary Literature (3)

ENGL A440 Topics in twentieth-Century

Comparative Literature (3)

ENGL A444 Topics in Native Literatures (3)

ENGL A445 Alaska Native Literatures (3)

Complete 3 credits from Language & Composition: 3

ENGL A311 Advanced Composition (3)

ENGL A312 Advanced Technical Writing (3)

ENGL A313 Professional Writing and Editing (3)

ENGL A414 Research Writing (3)

ENGL A491 Topics in Composition and Rhetoric (3)

Complete 10 credits from Language Development &

Analysis: 10

LING A201 Intermediate Grammar (3)

and one of the following:

ENGL A450 Linguistics and Language Teaching (4)

ENGL A452 English Grammar and Language Teaching (4)

and one of the following: 3

ENGL A475 Modern Grammar (3)

ENGL A476 History of English Language (3)

ENGL A487 Standard Written English (3)

**Recommended course*

3. A total of 120 credits is required for the degree, of which 42 credits must be upper division.

MINOR, ENGLISH

The Department of English offers a minor in English with an emphasis in Literature, Linguistics, or Professional Writing. A total of 18 credits is required for the minor.

Students majoring in another subject who wish to minor in English must complete the following requirements.

LINGUISTICS EMPHASIS

1. Complete these required courses (6 credits): 6

LING A101 The Nature of Language (3)

LING A201 Intermediate Grammar (3)

2. Complete 12 credits from the following: 12

ANTH A210 Introduction to Anthropological Linguistics (3)

ANTH A361 Language and Culture (3)

ENGL A450 Linguistics and Language Teaching (4)

ENGL A452 English Grammar and Language Teaching (4)

ENGL A475 Modern grammar (3)

ENGL A476 History of English Language (3)

ENGL A487 Standard written English (3)

ENGL A490 Selected topics in English (3)*

**Counts for Linguistics Minor only when focus is on language.*

LITERATURE EMPHASIS

ENGL A201 Masterpieces of World Literature I 3
ENGL A202 Masterpieces of World Literature II 3
ENGLA351 Poetry 3
ENGL A424 Shakespeare 3
ENGL A435 History of Criticism 3
Upper division English elective 3

PROFESSIONAL WRITING EMPHASIS

One of the following: 3

ENGL A212 Technical Writing (3)
ENGL A213 Writing in the Social and
Natural Sciences (3)
ENGL A214 Persuasive Writing (3)

Two of the following: 6

ENGL A311 Advanced Composition (3)
ENGL A312 Advanced Technical Writing (3)
ENGL A313 Professional Writing and Editing (3)

One of the following: 3

ENGL A414 Research Writing (3)
ENGL A495 Internship in Professional
Writing (1-3)

And both of the following:

ENGL A434 History of Rhetoric 3
Upper division elective approved by the
English Department 3

FACULTY

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