General Education Review Committee
Agenda

September 21, 2007
ADM 201
12:30 p.m. – 1:30 p.m.

I. Roll
( ) Doug Parry  CAS  Oral Communication
( ) Erik Hirschman  Mat-Su/UAB
( ) Caedmon Liburd  UAB
( ) Patricia Fagan  CAS  Humanities
( ) Dan Schwartz  COE
( ) Jack Pauli  CBPP/UAB
( ) Jeane Breinig  CAS  Written Communication
( ) Len Smiley  CAS/UAB  Quantitative Skills
( ) Suzanne Forster  CAS
( ) Robin Wahto  CTC
( ) Walter Olivaress  CAS  Fine Arts
( ) Tom Miller  OAA  Guest
( ) Gail Holtzman  CHSW
( ) Grant Baker  SOENGR/UAB
( ) Karl Wing  USUAA

II. Approval of Agenda (pg. 1)

III. Approval of Summary (pg. 2)

IV. Chair’s Report

V. Course Action Requests
  Chg  ENGL  A121  Introduction to Literature (3 cr) (3+0) (pg. 3-6)
  Chg  ENGL  A201  Masterpieces of World Literature I (3 cr) (3+0) (pg. 7-10)
  Chg  ENGL  A202  Masterpieces of World Literature II (3 cr) (3+0) (pg. 11-15)
  Chg  ENGL  A211  Academic Writing About Literature (3 cr) (3+0) (pg. 16-19)
  Chg  ENGL  A213  Writing in the Social and Natural Sciences (3 cr) (3+0) (pg. 20-23)
  Chg  ENGL  A305  Topics in National Literature (3 cr) (3+0) (pg. 24-34)
  Chg  ENGL  A306  Literature of the United States I (3 cr) (3+0) (pg. 35-39)
  Chg  ENGL  A307  Literature of the United States II (3 cr) (3+0) (pg. 40-45)
  Chg  ENGL  A434  History of Rhetoric (3 cr) (3+0)

No revisions received

VI. Old Business
   A. Revisit updating of GER courses

VII. New Business

VIII. Informational Items and Adjournment
I. Roll
( ) Doug Parry CAS Oral Communication
( ) Erik Hirschman Mat-Su/UAB
( ) Caedmon Liburd UAB
(X) Patricia Fagan CAS Humanities
( ) Dan Schwartz COE
(X) Jack Pauli CBPP/UAB
( ) Jeane Breinig CAS Written Communication
(X) Len Smiley CAS/UAB Quantitative Skills
(X) Suzanne Forster CAS
(X) Robin Wahto CTC
( ) Walter Olivares CAS Fine Arts
(X) Tom Miller OAA Guest
(X) Gail Holtzman CHSW
( ) Grant Baker SOENGR/UAB
( ) Karl Wing USUAA

II. Approval of Agenda (pg. 1)

III. Approval of Summary (pg. 2)

IV. Chair’s Report

V. Course Action Requests
None

VI. Old Business
A. Revisit updating of GER courses (pg. 3-6)
   Discussion on number of courses that have not responded to GER updates
   Discussion items:
   Concern- faculty controlled not tech controlled
   Committee should remain part of Faculty Senate
   Perhaps have a grandfather system, where new distance courses must come through committee
   Idea to create a list of essential elements within distance delivery course that the committee can view
   Need to make people aware of differences in delivery mode
   Perhaps create a committee that works with both UAB and GAB, but works for UAB and GAB (has to be a review group)

VII. New Business
A. Election of Chair- Suzanne Forster

VIII. Informational Items and Adjournment

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
AS CAS

1b. Division
AHUM Division of Humanities

1c. Department
English

2. Course Prefix
ENGL

3. Course Number
A121

4. Previous Course Prefix & Number

5a. Credits/CEU
3 CR

5b. Contact Hours
(Lecture + Lab) (3+0)

6. Complete Course/Program Title
Introduction to Literature

7. Type of Course

8. Type of Action

9. Repeat Status No

10. Grading Basis

11. Implementation Date
From: SP/2008
To: /9999

12. Cross Listed with

13. List any programs or college requirements that require this course

14. Coordinate with Affected Units:
UAA Faculty List Serve
Department, School, or College

15. General Education Requirement

16. Course Description
Course for non-majors. Introduction to analysis and appreciation of fiction, drama, and poetry. Emphasis on reading and discussion.

17a. Course Prerequisite(s) (list prefix and number)

17b. Test Score(s)

17c. Co-requisite(s) (concurrent enrollment required)

17d. Other Restriction(s)

17e. Registration Restriction(s) (non-codable)

18. Mark if course has fees

19. Justification for Action
ENGL A121 is a GER course whose CCG is being updated to reflect current standards.

Initiator (faculty only) Date

Approved Disapproved:

Dean/Director of School/College Date

Approved Disapproved:

Department Chairperson Date

Approved Disapproved:

Academic Board Chairperson Date

Approved Disapproved:

Provost or Designee Date
Course Content Guide
University of Alaska Anchorage
College of Arts and Sciences
Department of English
Date: April 18, 2007

- College/School: College of Arts and Sciences
- Subject: English
- Course Number: ENGL A121
- Course Title: Introduction to Literature
- Number of Credits (3+0)
- Grading Basis: A-F
- Course Description: Course for non-majors. Introduction to analysis and appreciation of fiction, drama, and poetry. Emphasis on reading and discussion.
- Prerequisites: None
- Restrictions: None
- Lab Fees: None
- Status of Course: The course fulfills a General Education Requirement (Humanities)
- Course Level Justification: As a broad introduction to literature with no pre-requisites, this course is appropriately placed at the 100-level.

I. Course Activities:
Lecture, small and large-group discussion, guided listening to audio and video recordings, in-class writing exercises, reading journals, and short papers

II. Instructional Goals and Defined Outcomes
A. Instructional Goals. The instructor will:
   1. Introduce students to significant works of fiction, poetry, and drama and the human problems they address.
   2. Introduce literary terminology and critical strategies necessary to discuss and analyze these texts.
   3. Relate texts to each other and to the cultural and historical contexts in which they developed and their relevance to contemporary issues.

B. Defined Outcomes. Students will be able to:

<table>
<thead>
<tr>
<th>Student Outcomes</th>
<th>Assessment Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analyze works of fiction, poetry, and drama and articulate the human problems they address</td>
<td>Quizzes, writing exercises, short answer essay exams, reading-journal entries</td>
</tr>
<tr>
<td>Employ technical vocabulary and critical strategies to the analysis of various literary texts</td>
<td>Quizzes, objective exams, short-answer essays, reading-journal entries</td>
</tr>
<tr>
<td>Identify significant historical and cultural relationships among texts</td>
<td>Objective and short-answer exams, reading-journal entries</td>
</tr>
</tbody>
</table>
C. Methods of Assessment:
Reading quizzes; short writing assignments; reading-journal entries; participation; objective, short answer and essay exams focusing on genre analyses of individual texts.

III. Topical Course Outline

1.0  Introduction
  1.1  Objectives and procedures
  1.2  Discussion of the nature of literature

2.0  Short Fiction
  2.1  Plot
  2.2  Setting
  2.3  Characterization
  2.4  Narrative perspective
  2.5  Figurative Language such as metaphor, symbol, allegory and irony
  2.6  Theme
  2.7  Literary techniques and movements, including but not limited to sketches, fantasy, realism, postmodernism
  2.8  Critical interpretive strategies (gender, postcolonial, psychological, etc.)

3.0  Poetry
  3.1  Figurative language (including but not limited to simile, metaphor, personification)
  3.2  Diction
  3.3  Syntax, lineation, punctuation
  3.4  Sonic devices (including but not limited to alliteration, assonance, rhyme, and metrics)
  3.5  Major poetic genres (lyric, dramatic, narrative) and forms (including but not limited to sonnets, villanelles, ballads, haiku)
  3.6  Historical development of the lyric

4.0  Drama
  4.1  Play structure; theater structure
  4.2  Historical overview of drama in the West
  4.3  Genre: tragedy, comedy, melodrama, and “mixed forms”
  4.4  Modes: including but not limited to and not necessarily all of the following: realism, naturalism, determinism, surrealism
  4.5  Critical interpretive strategies (gender, postcolonial, psychological, etc.)

IV. Suggested Texts
Abcariad, Richard and Marvin Klotz. Literature: Reading and Writing the Human Experience. 8th ed. New York: St. Martin’s, 2005
V. Bibliography


## Proposed Course Change

**Course Prefix:** ENGL  
**Course Number:** A201

### Course Title

**Masterpieces of World Literature I**

**Abbreviated Title for Transcript:** Masterpieces of World Lit I

### Description

Introductory course for majors and non-majors. Emphasizes understanding literature, forming critical vocabulary, and developing critical judgment. Selected masterpieces from ancient times through the Renaissance.

### Prerequisites

- **Course Prerequisite(s):** ENGL A111

### Requirements

**General Education Requirement:** Humanities

### Registration Restrictions

**Non-codable:**

- **Mark if course has fees:**

### Justification for Action

ENGL A201 is a GER course whose CCG is being updated to reflect current standards.
Course Content Guide
University of Alaska Anchorage
College of Arts and Sciences
Department of English
Date: April 18, 2007

- College/School: College of Arts and Sciences
- Subject: English
- Course Number: ENGL A201
- Course Title: Masterpieces of World Literature I
- Number of Credits (3+0)
- Grading Basis: A-F
- Course Description: Introductory course for majors and non-majors. Emphasizes understanding literature, forming critical vocabulary, and developing critical judgment. Selected masterpieces from ancient times through the Renaissance.
- Prerequisites: ENGL A111
- Restrictions: None
- Lab Fees: None
- Status of Course: The course fulfills a General Education Requirement (Humanities), is a Core Course in the English Major, and is a prerequisite for most upper-division English courses.
- Course Level Justification: As a course satisfying a Humanities GER, and as the gateway to the English Major, this course is best suited to the sophomore year, after a student has taken at least one course in academic writing (ENGL A111).

I. Instructional Goals and Defined Outcomes

A. Instructional Goals. The instructor will:
   1. relate texts to the historical contexts in which they developed and the human problems they address.
   2. introduce terminology necessary to discuss these texts with precision.
   3. relate older texts to each other thematically and demonstrate their relevance to issues of the present day.

B. Defined Outcomes. Students will be able to:
   1. recognize such genres as epic, lyric, and historical and fictional narrative and place a variety of older texts in their cultures and periods of origin.
   2. apply technical terminology appropriately to diverse texts.
   3. compare texts from different cultures and “translate” concerns of older texts into contemporary equivalents.

C. Methods of Assessment:
   1. Essay exam questions focusing on analysis of individual texts
   2. Essay exam questions focusing on comparisons of texts from different cultures
3. Short papers relating texts to contemporary concerns

II. Topical Course Outline

Note: This course proceeds historically from the earliest literary works to literature of the seventeenth century CE. It includes a selection of significant texts from the Middle East, Asia, and Europe. Instructors’ specific selections vary from semester to semester.

A. Cultural origins
1. Gilgamesh
2. The Hebrew Bible
3. Homeric epic
4. Classic of Poetry
5. Ramayana
6. Bhagavad Gita

B. Successor cultures
1. Greek tragedy
2. Greek philosophy
3. Chinese philosophy
4. Latin epic and lyric
5. The New Testament

C. Cultural dispersion and development
1. The Middle East
   a. The Koran
   b. The Thousand and One Nights
2. Asia
   a. T’ang poetry
   b. Japanese poetry and fiction
3. Europe
   a. Beowulf
   b. Dante
   c. Montaigne
   d. Milton
   e. Shakespeare

III. Suggested Texts


IV. Bibliography

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


### Curriculum Action Request
University of Alaska Anchorage
Proposal to Initiate, Add, Change, or Delete a Course or Program of Study

1a. School or College  
AS CAS

1b. Division  
AHUM Division of Humanities

1c. Department  
English

2. Course Prefix  
ENGL

3. Course Number  
A202

4. Previous Course Prefix & Number

5a. Credits/CEU  
3 CR

5b. Contact Hours  
(Lecture + Lab) (3+0)

6. Complete Course/Program Title  
Masterpieces of World Literature II

Abbreviated Title for Transcript (30 character)

7. Type of Course  
☑ Academic  
☐ Non-credit  
☐ CEU  
☐ Professional Development

8. Type of Action  
☒ Course  
☐ Program

☐ Add  
☐ Change  
☒ Delete

(mark appropriate boxes)

☐ Prefix
☐ Credits
☐ Title
☐ Grading Basis
☐ Course Description
☐ Test Score Prerequisites
☐ Co-requisites
☐ Other Restrictions
☐ Class
☐ Level
☐ College
☐ Major
☑ Other Update CCG

9. Repeat Status No  
# of Repeats  
Max Credits

10. Grading Basis  
☑ A-F  
☐ P/NP  
☐ NG

11. Implementation Date  
semester/year

From: SP/2008  
To: /9999

12. ☐ Cross Listed with  
☑ Stacked  
with  
Cross-Listed Coordination Signature

13. List any programs or college requirements that require this course  
BA in English

14. Coordinate with Affected Units:  
UAA Faculty List Serve

Department, School, or College  

Initiator Signature  
Date

15. ☐ Oral Communication  
☐ Written Communication  
☐ Quantitative Skills  
☒ Humanities  
☐ Fine Arts  
☐ Social Sciences  
☐ Natural Sciences  
☐ Integrative Capstone

16. Course Description  
Introductory course for majors and non-majors. Emphasizes understanding literature, forming critical vocabulary, and developing critical judgment. Selected masterpieces from the Renaissance to the present.

17a. Course Prerequisite(s) (list prefix and number)  
ENGL A111

17b. Test Score(s)

17c. Co-requisite(s) (concurrent enrollment required)

17d. Other Restriction(s)  
☐ College  
☐ Major  
☐ Class  
☐ Level

17e. Registration Restriction(s) (non-codable)

18. ☐ Mark if course has fees

19. Justification for Action  
ENGL A202 is a GER course whose CCG is being updated to reflect current standards.
Course Content Guide  
University of Alaska Anchorage  
College of Arts and Sciences  
Department of English  
Date: April 18, 2007

- College/School: College of Arts and Sciences  
- Subject: English  
- Course Number: ENGL A202  
- Course Title: Masterpieces of World Literature II  
- Number of Credits (3+0)  
- Grading Basis: A-F  
- Course Description: Introductory course for majors and non-majors. Emphasizes understanding literature, forming critical vocabulary, and developing critical judgment. Selected masterpieces from the Renaissance to the present.  
- Prerequisites: ENGL A111  
- Restrictions: None  
- Lab Fees: None  
- Status of Course: The course fulfills a General Education Requirement (Humanities), is a Core Course in the English Major, and is a prerequisite for most upper-division English courses.  
- Course Level Justification: As a course satisfying a Humanities GER, and as the gateway to the English Major, this course is best suited to the sophomore year, after a student has taken at least one course in academic writing (ENGL A111).

I. Instructional Goals and Defined Outcomes

A. Instructional Goals. The instructor will:  
   1. relate texts to the historical contexts in which they developed and the human problems they address.  
   2. introduce terminology necessary to discuss these texts with precision.  
   3. relate texts to each other thematically and demonstrate their relevance to issues of the present day.

B. Defined Outcomes. Students will be able to:  
   1. recognize such genres as epic, lyric, and historical and fictional narrative and place a variety of texts in their cultures and periods of origin.  
   2. apply technical terminology appropriately to diverse texts.  
   3. compare texts from different cultures and “translate” their concerns into contemporary equivalents.

C. Methods of Assessment:  
   1. Essay exam questions focusing on analysis of individual texts  
   2. Essay exam questions focusing on comparisons of texts from different cultures
3. Short papers relating texts to contemporary concerns

II. Topical Course Outline

Note: This course proceeds historically from literary works of the seventeenth century to literature of the present. It includes a selection of significant texts from the Middle East, Asia, Europe and the Americas. Instructors’ specific selections vary from semester to semester.

A. Vernacular Literature in China & Japan (1550-1800)
   1. *Monkey*
   3. Saikaku, Basho, and Akinari

B. The Enlightenment in Europe
   1. Moliere, Racine, Voltaire
   2. Swift and Pope

C. Revolution & Romanticism in Europe & America
   1. Rousseau, Lamartine, Hugo
   2. Blake, Wordsworth, Coleridge, Shelley, Keats
   3. Goethe, Holderlin, Heine
   4. Pushkin
   5. Frederick Douglass, Walt Whitman, Melville, Dickinson

D. Realism, Naturalism, & Symbolism in Europe
   1. Flaubert: *Madame Bovary*
   2. Dostoevsky: *Notes from Underground*
   3. Tolstoy: *The Death of Ivan Ilyich*
   4. Ibsen: *Hedda Gabler*
   5. Chekhov: “The Lady with the Dog”

E. The Twentieth Century
   2. Europe: Freud, Yeats, Pirandello, Proust, Mann, Rilke, Joyce, Woolf, Kafka, Akmatova, Brecht, Garcia Lorca, Neruda, Beckett, Camus, Solzhenitsyn, Lessing
   4. Africa: Birago Diop, Chinua Achebe, Wole Soyinka

III. Suggested Texts


IV. Bibliography

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


Dürer, C.S. *Herman Melville, Romantic and Prophet: A Study of His Romantic Sensibility and His Relationship to European Romantics.* 1996.


Templeton, Joan. *Ibsen’s Women.* 1997.


Wheatley, K. *Shelley and His Readers: Beyond Paranoid Politics.* 1999.

Curriculum Action Request
University of Alaska Anchorage
Proposal to Initiate, Add, Change, or Delete a Course or Program of Study

1a. School or College
AS CAS

1b. Division
AHUM Division of Humanities

1c. Department
English

2. Course Prefix
ENGL

3. Course Number
A211

4. Previous Course Prefix & Number

5a. Credits/CEU
3 CR

5b. Contact Hours (Lecture + Lab) (3+0)

6. Complete Course/Program Title
Academic Writing About Literature
Academic Writing About Lit.
Abbreviated Title for Transcript (30 character)

7. Type of Course
☒ Academic ☐ Non-credit ☐ CEU ☐ Professional Development

8. Type of Action
☒ Course ☐ Program
☐ Add ☐ Change ☐ Delete

☐ Prefix ☐ Credits ☐ Title
☐ Course Description ☐ Test Score Prerequisites ☐ Other Restrictions
☐ Other update CCG

9. Repeat Status No ☐ # of Repeats ☐ Max Credits

10. Grading Basis
☒ A-F ☐ P/NP ☐ NG

11. Implementation Date
From: SP/2008 To: /9999

12. ☐ Cross Listed with
☒ Stacked with

Cross-Listed Coordination Signature

13. List any programs or college requirements that require this course

14. Coordinate with Affected Units:
UAA Faculty List Serve
Department, School, or College

Initiator Signature ☐ Date

15. General Education Requirement
☒ Oral Communication ☐ Written Communication ☐ Quantitative Skills ☐ Humanities
☐ Fine Arts ☐ Social Sciences ☐ Natural Sciences ☐ Integrative Capstone

16. Course Description
Instruction in writing based on close analysis of literature. Develops a broad range of expository writing skills. Research paper required.

17a. Course Prerequisite(s) (list prefix and number)
ENGL A111 with minimum grade of C

17b. Test Score(s)

17c. Co-requisite(s) (concurrent enrollment required)

17d. Other Restriction(s)
☐ College ☐ Major ☐ Class ☐ Level

17e. Registration Restriction(s) (non-codable)

18. ☒ Mark if course has fees

19. Justification for Action
English A211 is a GER Written Communication course whose CCG is being updated to reflect current standards.

☐ Approved ☐ Disapproved:
Initiator (faculty only) Date

☐ Approved ☐ Disapproved:
Dean/Director of School/College Date

☐ Approved ☐ Disapproved:
Department Chairperson 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 Arts and Sciences
Department of English
Date: April 13, 2007

- College/School: College of Arts and Sciences
- Subject: English
- Course Number: ENGL A211
- Course Title: Academic Writing About Literature
- Number of Credits (3+0)
- Grading Basis: A-F
- Course Description: Instruction in writing based on close analysis of literature. Develops a broad range of expository writing skills. Research paper required.
- Prerequisites: ENGL A111 with minimum grade of C
- Restrictions: None
- Lab Fees: Yes
- Course Attributes: UAA GER Written Communication
- Course Level Justification: As a course satisfying three hours of the six hour UAA GER Written Communication requirement, this course is best suited to the sophomore year, after a student has taken at least one course in academic writing (ENGL A111).

I. Instructional Goals and Defined Outcomes
A. Instructional Goals. The instructor will:
   1. introduce the academic reading, writing, and research tasks as a series of related processes,
   2. introduce the practice of the close reading of texts according to a range of theoretical orientations, and
   3. emphasize the writing conventions common to academic writing about literature.

B. Defined Outcomes. Students will be able to:
   1. write analytically about literary texts (poetry, drama, short fiction),
   2. research materials and synthesize ideas from scholarly sources, and
   3. develop essays according to the grammatical, mechanical, stylistic, generic, documentation, and theoretical conventions appropriate to academic writing about literature.

C. Methods of Assessment:
   1. Short responses to literary texts, critical theories, and academic sources.
   2. Library assignments for identifying, evaluating, summarizing, incorporating, and documenting sources.
   3. Analytical and expository essays detailing a critically informed and coherent
argument based upon the close reading of a literary text.

III. Topical Course Outline
   Note: Organization of the course will vary from instructor to instructor, but should include the following.
   A. Critical Reading & Research Process
      1. Critical Reading
      2. Identifying Sources
      3. Evaluating Sources
      4. Summarizing, Paraphrasing, & Quoting Sources
      5. Documenting Sources
   B. The Writing Process
      1. Drafting / Inventing
      2. Composing / Shaping
      3. Revising / Polishing
   C. Close Reading & Literary Theory
      1. Literary Formalism / New Criticism
      2. Structuralism
      3. Reader Response Theory
      4. Psychoanalytic Theory
      5. Feminist & Gender Theory
      6. Deconstructive Theory
      7. Historianc Theory
      8. Cultural Studies Approaches

IV. Suggested Texts

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


## University of Alaska Anchorage
### Proposal to Initiate, Add, Change, or Delete a Course or Program of Study

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
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</thead>
<tbody>
<tr>
<td>AS CAS</td>
<td>AHUM Division of Humanities</td>
<td>English</td>
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<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEU</th>
<th>5b. Contact Hours (Lecture + Lab)</th>
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<tbody>
<tr>
<td>ENGL</td>
<td>A213</td>
<td></td>
<td>3</td>
<td>(3+0)</td>
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</table>

**Complete Course/Program Title**

Writing in the Social and Natural Sciences
Writing in Soc & Nat Sciences

**Abbreviated Title for Transcript (30 character)**

**Type of Course**

- Business
- Accounting
- Economics
- Finance

**Type of Action**

- Course
- Program
- Add
- Change
- Delete

<table>
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<tr>
<th>6. Complete Course/Program Title</th>
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<tbody>
<tr>
<td>Writing in the Social and Natural Sciences</td>
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<td>Writing in Soc &amp; Nat Sciences</td>
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**Abbreviated Title for Transcript (30 character)**

**Type of Course**

- Academic
- Non-credit
- CEU
- Professional Development

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<th>7. Type of Course</th>
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<td>Academic</td>
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<th>8. Type of Action</th>
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<tr>
<td>Course</td>
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<td>Program</td>
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<th>9. Repeat Status No</th>
<th># of Repeats</th>
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<th>12. Cross Listed with</th>
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<th>13. List any programs or college requirements that require this course</th>
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<tr>
<td>Applies toward GER Written Communication Requirement</td>
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**Coordinate with Affected Units:**

UAA Faculty List Serve

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<tr>
<th>14. Coordinate with Affected Units:</th>
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<tbody>
<tr>
<td>Department, School, or College</td>
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<tr>
<th>Initiator Signature</th>
<th>Date</th>
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<tr>
<th>15. General Education Requirement</th>
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<tbody>
<tr>
<td>Oral Communication</td>
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<tr>
<td>Written Communication</td>
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<td>Quantitative Skills</td>
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<td>Humanities</td>
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<td>Fine Arts</td>
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<td>Social Sciences</td>
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<td>Natural Sciences</td>
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<td>Integrative Capstone</td>
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<tr>
<th>16. Course Description</th>
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<tr>
<td>Instruction in academic writing based on close analysis of readings in various disciplines, primarily the social and natural sciences. Develops a broad range of expository writing skills, including composition of the empirical report. Research paper required.</td>
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<thead>
<tr>
<th>17a. Course Prerequisite(s) (list prefix and number)</th>
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<tbody>
<tr>
<td>ENGL A111 with minimum grade of C</td>
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<th>17b. Test Score(s)</th>
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<tr>
<th>17c. Co-requisite(s) (concurrent enrollment required)</th>
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<tr>
<td>N/A</td>
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<th>17d. Other Restriction(s)</th>
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<tr>
<td>College</td>
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<td>Major</td>
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<td>Class</td>
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<td>Level</td>
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<th>17e. Registration Restriction(s) (non-codable)</th>
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<tr>
<th>18. Mark if course has fees</th>
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<tr>
<th>19. Justification for Action</th>
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<td>GER update</td>
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### Approved

Initiator (faculty only) Date

Dean/Director of School/College Date

Department Chairperson Date

Undergraduate or Graduate Academic Board Chairperson Date

Curriculum Committee Chairperson Date

Provost or Designee 20/Date
I. Course Information

A. College/School: College of Arts and Sciences
B. Subject: English
C. Course Number: ENGL A213
D. Course Title: Writing in the Social and Natural Sciences
E. Number of Credits (3+0)
F. Grading Basis: A-F
G. Course Description: Instruction in academic writing based on close analysis of readings in various disciplines, primarily the social and natural sciences. Develops a broad range of expository writing skills, including composition of the empirical report. Research paper required.
H. Prerequisites: ENGL A111 with minimum grade of C
I. Restrictions: None
J. Lab Fees: Yes
K. Status of Course: The course fulfills 3 credits of the written communication requirement for Associate and Baccalaureate degrees.
L. Course Level Justification: As a course satisfying a Written Communication GER, this course is best suited to the freshman year, before the student completes upper division coursework in their major (ENGL A111).

II. Course Activities:
Lecture, discussion, collaborative learning groups, analysis of disciplinary writing, online exercises, extensive reading, writing, and revising

III. Guidelines for Evaluation:
Students are graded on completed writing assignments, reading comprehension, sentence-level style revisions, presentation of research findings, class attendance and participation.
IV. Course Content Outline:

A. Scientific Communication in Social and Historical Context
   1. Discourse communities
   2. The development of the scientific journal and the experimental article
   3. Philosophies of language: positivist and constructivist

B. A Scientific Writing Style
   1. Overview: Agency and ethos in the objective language of science
   2. Parallel structure
   3. Passive and active voice
   4. Nominalizations
   5. Noun strings
   6. Conciseness
   7. Coherence
   8. Cohesion

C. Disciplinary Genres
   1. Critique
   2. Book review
   3. Review article—secondary literature
   4. Empirical report—primary literature
   5. Ethnography—participant observation
   6. Proposals

D. Methods and Variables of Discourse Analysis
   1. Overview of research in the area of discourse analysis
   2. Corpus selection—locating primary literature through the databases
   3. Data collection—qualitative and quantitative variables
   4. Forum analysis
      a) Author guidelines
      b) Audience
      c) Institutional and organizational affiliations
      d) Genres
   5. Presentation analysis
      a) Structure
      b) Document design
   6. Language analysis
      a) Verb voice
      b) Nominalization
      c) Hedging
      d) Technical vocabulary
      e) Reading level
   7. Citation analysis
      a) Documentation systems (numerical and parenthetical)
      b) Direct and indirect referencing style
c) Location and frequency
d) Self-citation

8. Empirical format
   a) Introductory moves
   b) Methodology
   c) Results—visual and verbal representation
   d) Discussion moves

E. The Social Dimensions of Scientific Writing
   1. Science writing for a lay audience
   2. Narratives of scientific discovery
   3. Media coverage of science

F. Presentations
   1. Previewing and presenting
   2. Designing visuals to aid presentation

V. Instructional Goals, Student Outcomes, and Methods of Evaluation:

<table>
<thead>
<tr>
<th>Instructional Goals</th>
<th>Defined Outcomes</th>
<th>Methods of Assessment</th>
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</thead>
<tbody>
<tr>
<td>The instructor will:</td>
<td>At the conclusion of the class, students will be able to:</td>
<td>The following exercises and assignments may be used to evaluate students:</td>
</tr>
<tr>
<td>Narrate the historical background and development of scientific genres and style.</td>
<td>Recognize and compare the linguistic differences between scientific writing in the 18th-19th century and in the 20th-21st century.</td>
<td>• Class discussion • Reading quizzes</td>
</tr>
<tr>
<td>Introduce the vocabulary and principles of scientific style and the rhetorical implications of that style.</td>
<td>Assess and revise sentence style, adjusting features such as active and passive voice, nominalizations, conciseness, etc.</td>
<td>• Completion of a series of style exercises • Unit test that requires students to identify the stylistic weakness of a sentence and implement the stylistic principle that would help them revise it. • Data collection and analysis of the stylistic features in a scientific report</td>
</tr>
</tbody>
</table>
## Proposal to Initiate, Add, Change, or Delete a Course or Program of Study

### 1a. School or College
AS CAS

### 1b. Division
AHUM Division of Humanities

### 1c. Department
English

### 2. Course Prefix
ENGL

### 3. Course Number
A305

### 4. Previous Course Prefix & Number

### 5a. Credits/CEU
3

### 5b. Contact Hours
Lecture + Lab (3+0)

### 6. Complete Course/Program Title
National Literatures in English

### 7. Type of Course
- Academic
- Non-credit
- CEU
- Professional Development

### 8. Type of Action
- Add
- Change
- Delete

### 9. Repeat Status
- Yes
- # of Repeats
- 1
- Max Credits
- 6

### 10. Grading Basis
- A-F
- P/NP
- NG

### 11. Implementation Date
- From: SP/2008
- To: /9999

### 12. Cross Listed with
- Stacked
- with

### 13. List any programs or college requirements that require this course
Fulfills National Literatures Requirement for the English major; fulfills CAS Arts & Letters Requirement

### 14. Coordinate with Affected Units
UAA Faculty List Serve

### 15. General Education Requirement
- Oral Communication
- Written Communication
- Quantitative Skills
- Humanities
- Fine Arts
- Social Sciences
- Natural Sciences
- Integrative Capstone

### 16. Course Description
Study of selected national literatures composed in English, excluding the literature of England and the United States. Each offering examines the literature of a particular "nation"—a group of people or peoples united by multiple factors such as common descent, language, culture, government, history, geographical location—in which publication is largely in the English language. Examples include literature of Canada, Ireland, Scotland, Australia, New Zealand, Nigeria, or the Caribbean. The selected focus of each course offering is identified in the subtitle.

Special Note: Applies once toward national literatures requirements for English majors; may be repeated once for elective credit with a change of subtitle. ENGL A201 and A202 recommended.

### 17a. Course Prerequisite(s)
(ENGL A211 or A212 or A213 or A214) with a minimum grade of C

### 17b. Test Score(s)

### 17c. Co-requisite(s)

### 17d. Other Restriction(s)

### 17e. Registration Restriction(s)
N/A

### 18. Mark if course has fees

### 19. Justification for Action
ENGL A305 is a GER course whose CCG is being updated to clarify the parameters of the course and reflect current standards. Special Note has been augmented to include the recommendation of ENGL A201 and ENGL A202.

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Initiator (faculty only) Date

Approved  Disapproved:

Dean/Director of School/College Date

Approved  Disapproved:

Department Chairperson Date

Approved  Disapproved:

Academic Board Chairperson Date

Approved  Disapproved:

Provost or Designee Date

Annex
Course Information

a. College or School: College of Arts and Sciences
b. Course Subject: ENGL
c. Course Number: A305
d. Credits/Contact: 3 credits, 3 + 0
e. Title: National Literatures in English
f. Grading Basis: A – F
g. Prerequisites: C or better in (ENGL A211 or 212 or 213 or 214) with a minimum grade of C
h. Course Fees: No
i. Description: Study of selected national literatures composed in English, excluding the literature of England and the United States. Each offering examines the literature of a particular “nation”—a group of people or peoples united by multiple factors such as common descent, language, culture, government, history, geographical location—in which publication is largely in the English language. Examples include literature of Canada, Ireland, Scotland, Australia, New Zealand, Nigeria, or the Caribbean. The selected focus of each course offering is identified in the subtitle.
Special Note: Applies once toward national literatures requirements for English majors; may be repeated once for elective credit with a change of subtitle. ENGL A201 and A202 recommended.
j. Course attributes: UAA GER Humanities Requirement

Instructional Goals and Student Outcomes

The instructor will:
1. Provide information and/or readings on the development of English as a publishing language in the selected nation or region. Often this background will involve broad questions concerning colonial and postcolonial processes affecting language use, change, and status.
2. Explain how the selected texts assigned in the course have been chosen; guide students in recognizing and analyzing themes and techniques.
3. Provide resources for assessing historical and literary significance of selected texts.

Students will be able to: 

<table>
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<tr>
<th>Assessment</th>
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<tr>
<td>1. Explain the historical processes by which English became a</td>
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significant publishing language in the selected nation, and the
relationship of English to indigenous and other languages. tests, papers

2. Explain the role that a language and a literature have in forming a
sense of national identity.

3. Identify significant texts composed in English; discuss prominent
themes and techniques, placing them in their historical and cultural
tests, papers

contexts.

4. Analyze the historical and literary significance of selected texts,
including intertextual relationships within and beyond the literature
tests, papers
of the selected nation.

Guidelines for Evaluation
Individual faculty members explain their policies at the beginning of the semester. Specific
assignments will vary. In general, students are graded on participation in discussion of
assigned readings, quizzes, midterm and final examinations, and one or more formal papers.

Course Level Justification
The course requires experience reading and researching complex texts, as well as advanced
writing skill.

Sample Course Outline
The content of selected course topics will vary. In general, the following issues will be
addressed:

A. Nations and literature
   1. Concepts of nationhood
   2. Social and cultural functions of a national language
   3. Social and cultural functions of a national literature
   4. Postcolonialism and national literatures

B. Introduction to the selected national literature
   1. Physical geography
   2. Key events in political history
   3. Cultural history
   4. Literary traditions
      a. Language(s)
      b. Genres
      c. Publishing systems
      d. Significant authors

C. Social/cultural context
   1. National identity
   2. Gender roles
   3. Educational systems
   4. Politics
5. Mythology

D. Literary context
1. Development of a particular genre
2. Intertextual relationships within the literary system
3. Intertextual relationships other literatures in English

E. Analysis of exemplary texts

Course Texts
Selected texts will vary, depending on the national literature studied. The following is a specimen reading list.


Secondary


Bibliography
Course Overview
Welcome to Scottish Literature! My name is Genie Babb, and I’m your instructor for this course. The subtitle is “Fictions and Faces of a ‘Stateless’ Nation,” and we will read Scottish writing from the last two centuries—after its union with England (and before its devolution in 1999). Though the Kingdom of Scotland willingly relinquished its sovereign status in 1707 (not without struggles and aftershocks), its distinct national identity flourishes down to the present day. Indeed, the 1999 reinstatement of political autonomy in certain arenas has prompted sociologist David McCrone to term current-day Scotland not so much “stateless” as “understated.”

The richness of the Scottish literary tradition necessitates setting limits on our explorations. A thousand-year history has produced a wealth of oral literature in Gaelic and Scots, as well as an impressive body of written work that parallels and counterpoints the standard periods and genres of English literature. We will focus on prose fiction and non-fiction (and one poem) published in Scots and English from the late 18th century to the late 20th century.

Even given that focus, we can only scratch the surface of all the wonderful Scottish texts that are available. As we read these fascinating texts, we will address some difficult but interesting questions:

- What kinds of stereotypes and misinformation do we as non-Scottish readers bring to the study of Scottish literature? (I’m assuming that most of us aren’t Scots, but if any of you are, so much the better!)
- Is there a characteristic “Scottish identity” and how has “it” changed over time? How have Scots negotiated the radical cultural differences among themselves? How has the cultural and political dominance of England shaped the Scottish sense of self?
- How have different authors addressed Scottish identity in their literature? What unique contributions have Scottish writers made to world literature? How have Scottish writers appropriated and refashioned literary genres and modes from England, Europe, and elsewhere?
- How have the geography, topography, climate, flora, and fauna of Scotland influenced the sense of Scottish identity? How has the vast Scottish diaspora impacted what it means to be Scottish?

I’m glad you’ve joined me for this exploration of Scottish literature and identity. Reading and thinking about national identities will, I hope, enrich your awareness of your own heritage. I look forward to interacting with each of you!

Course Prerequisites
Prerequisite: ENGL A211 with minimum grade of C or ENGL A212 with minimum grade of C or ENGL A213 with minimum grade of C.

Required Texts
Primary
Here is an annotated list of the literary texts in the order that we will read them (i.e., don’t follow this order on a Works Cited page!):

McCrum, Sharyn. Highland Laddie Gone. New York: Ballantine, 1986. This is a rather unorthodox place to begin, but I chose this mystery because it’s a quick, fun read; it introduces some of the important themes and historical events we’ll encounter throughout the semester; and it addresses some misconceptions and stereotypes many of us have about Scotland. One of the “Elizabeth MacPherson” mystery series, this book deals with the connections between Scotland and the southern United States. The story centers around a “Highland Games” festival held in Virginia—a fictionalized version of an event celebrated worldwide. More than any other we’ll read, this text reminds us of the Scottish “diaspora”—the millions of emigrants who have settled in all parts of the globe over the centuries, yet who still cherish (some would say flaunt) their Scottish roots.
Johnson, Samuel, and James Boswell. *A Journey to the Western Islands of Scotland and The Journal of a Tour to the Hebrides*. 1775 and 1786. London: Penguin, 1984. Two books in one, these are non-fictional travel accounts—the earliest of the texts we’ll read. While revolution was brewing in the thirteen colonies, Samuel Johnson and his young Scottish friend, James Boswell (who was to become Johnson’s celebrated biographer) were touring the rugged “Highlands and Islands” of Scotland. Those of you who have taken History of Criticism will recognize Dr. “Vice-should-always-disgust” Johnson, and will not be surprised that he never hesitates to form a judgment or give an opinion. He represents an English view of Scotland, often condescending and critical, yet observant and astute. Boswell as a native Scot represents a different point of view, and as the book jacket comments “it is very lucky that as Johnson was observing Scotland, Boswell was observing Johnson.” Together these texts represent insider and outsider perspectives that fruitfully set the stage for discussions of Scottish identity. Many of their pronouncements will be quoted and challenged by another traveler we’ll read later in the semester—Neil Gunn.

Hogg, James. *Four Tales*. Edinburgh: Canongate, 2001. A contemporary of Walter Scott, James Hogg (called “the Ettrick Shepherd” due to his humble beginnings) collected and transcribed oral tales of the sort that caught Johnson’s ear—of the Second Sight, for example. Hogg represents a darker, earthier, more violent Scottish tradition than Sir Walter Scott’s romanticized evocations of the past. This collection contains four traditional tales (one in verse form) from the Scottish borders, retold in Hogg’s forceful, vivid style. The tales blur the borders between fact and fantasy, natural and supernatural phenomena, creating uncanny, disturbing visions of the issues raised by contemporaries Scott and Ferrier, and anticipating by two centuries the modern fantasies of Iain Banks. In addition, Hogg introduces theme of the double or doppelganger, a figure that will find its way into all subsequent fiction we’ll read.

Scott, Walter. *Waverley*. 1814. London: Penguin, 1985. As scholar Ian Duncan has noted, one reason for studying Scottish literature is its influence on world literature: “Scottish writers from the century of Enlightenment and Romanticism — Hume and Smith, ‘Ossian’, Burns and Scott — enjoyed a huge international popularity and prestige, across continental Europe and North America and other European colonies, defining the intellectual and literary genres of modernization throughout (at least) the nineteenth century.” Nowhere is this influence more evident that in the impact of Walter Scott’s creation of the genre of historical romance—a genre borrowed and adapted the world round. *Waverley*, as the first of its kind, took the world by storm, and created great interest in Scotland and in the way history shapes identity. The novel centers around an important historical event—the ‘45—that we’ll already have encountered in McCrumb, and it explores the vexed relations within Scotland—between Highlanders and Lowlanders, between Catholicism and Calvinism, between clan and commerce, between tradition and progress—as well as the troubled interactions with Scotland’s more powerful partner—England. These tensions are experienced through the eponymous hero, a poignant embodiment of the theme of the doubled or divided self.


Stevenson, Robert Louis. *The Master of Ballantrae*. 1889. London: Penguin, 1996. Set in the same period as *Waverley*, this novel presents a much darker vision of Scottish history. The central figures, two brothers who are bitter rivals, foreground the issues of divided loyalties and doubled identities, a theme that Stevenson first famously explored in *The Strange Case of Dr. Jekyll and Mr. Hyde*. Stevenson evokes the uncanny feel of folk legends, while remaining within the bounds of the all-too-real.

Gunn, Neil. *Off in a Boat*. 1938. New York: New Amsterdam, 1990. The third of the three travel accounts we’ll read, this book relates the voyage of the 27-foot *Thistle* through the Hebrides in 1937. In addition to narrating the adventures that he and his wife Daisy have on their journey, Gunn frequently takes spirited issue with Johnson and Boswell. A book that makes one wish to have a boat!

resonates with the themes of doubling and identity traced throughout our reading. Life begins to imitate art when the heroine finds her own characters and plots inexplicably brought to life by her cohorts at the mysterious Autobiography Association. Spark foregrounds changing roles and expectations for women in post-war London: “[T]hat day in the middle of the twentieth century,” her young narrator exclaims, “I felt more than ever how good it was to be a woman and an artist there and then.”

Banks, Iain M. *Feersum Endjinn*. New York: Bantam, 1994. A prolific writer of both mainstream and science fiction novels, Iain Banks has created an intriguing story of the future that combines dizzying technological innovation and post-modern story-telling techniques with good old-fashioned mystery, intrigue, and apocalypse. Though Banks by no means limits himself to Scottish themes and settings, he shows his debt to his native literary tradition in many fascinating ways, not least in his echoes of the folk and fairy tales immortalized by Hogg, Scott, and others. Moreover, the bewildering convolutions of identity that arise in the virtual reality sequences give a new twist to the theme of the double. And as if that weren’t enough, you’ll “hear” a Scottish voice—listen carefully!

Dunn, Douglas, ed. *The Oxford Book of Scottish Short Stories*. Oxford: Oxford UP, 2001. Each one of you will do a report on a story of your own choosing. You may pick from this book or from another book that I own—a collection of short stories by women (it is currently out of print, so I was unable to order it for the class). There are so many wonderful Scottish writers that I wanted you to be able to choose one yourself.

*Secondary*


**Technology and Delivery Methods**

**Course Method of Delivery**
This is a web-based distance education course. All of the content, activities, and student-to-student/student-to-faculty interactions for this course will be facilitated online through Blackboard.

**Course Pacing**
Some distance education courses allow participants to complete work at their own pace, and some do not. This course does not. Like most on-campus courses, this class has regular weekly due dates for assignments and class interactions. To maintain consistency and to allow you a measure of flexibility, however, all weekly assignments will be due on the same day of the week for every week of the course (usually midnight on Thursday).

**Contact and Communication**

**Instructor Contact Information**
There are several ways to contact me, depending on what you want to ask or communicate.

- Email – afgnb@uaa.alaska.edu
- Face-to-face Office Hours – 2:00-3:00 pm Monday/Tuesday in K208G or by appointment.
- Voicemail – (907) 786-4380
Ask Questions in Class
In a traditional, face-to-face course, students can ask questions in class by simply raising a hand. In an online course, asking questions is a little more difficult. To do so in this class, post a message to the Discussion Board. Posting questions to a common area will allow us to discuss and resolve problems in a group setting rather than one-on-one.

Submitting Papers
Written assignments can be turned in to me in one of the following ways:

- Send through the Digital Drop Box.
- Send as an attachment to my e-mail address afgnb@uaa.alaska.edu
- Fax document to the English Department at (907) 786-4383.
- Drop hard copy of document by the English Department K212.

Assignments and Grading

Attendance
Although this is a distance-delivered course, you will have many opportunities to engage in the class and interact with others on a regular basis. I suggest that students log on to the course web site at least 3-4 times each week to check announcements, post contributions to each week’s Discussion Board forum, view/review course content, pose questions, read the postings of others, and engage in collaborative activities.

Reading Assignments
Keeping up with the assigned reading is crucial to success in this class. Complete assigned readings early in the week indicated on the Course Calendar. Please mark passages about which you have comments or questions so that you may bring them up on the Discussion Board. Do realize that on average you’ll be reading 200-300 pages per week. I suggest starting early and staging your reading to avoid burnout.

Discussion Board Postings (Class Participation)
Since this is a online course, students take responsibility for generating much of the discussion. You’ll need to post 35 times to the Discussion Board over the course of the semester for full credit (this comes out to a little under 3 postings per week—you can miss 4 posting opportunities with impunity). Postings are the equivalent of class participation—once that week has passed, you cannot make it up with extra postings another week. Postings can take three forms:

Close Reading: Each student is responsible for generating class discussion by doing a “close reading” three times during the semester. In preparation, choose a specific passage from the primary text assigned for that week’s reading. On the Discussion Board, quote the passage (and give the page number), analyze it, and offer a question or two for fellow students to contemplate.

Context Exploration: “Context exploration” involves generating discussion on the relationship between a primary text and its context (historical, cultural, political, economic, etc.) two times during the semester.

Responses to postings by classmates and instructor: The third way to earn points for posting is to respond to close readings, context explorations, other responses, or questions posed by me.
**Reports on Individually Selected Short Stories**

Twice during the semester, we’ll break from the regular routine to do reports on individually selected short stories. Each student will read and report on a short story that you select yourself from the Oxford collection or from my collection of short stories by Scottish women; each person must do a different story.

**Written Work**

There are two substantial papers required for this course, described below. Further elaboration of each assignment will be given online. **Late Policy:** Paper #1 may be turned in up to one week late, but it will not be eligible for a grade in the A range. Paper #2 must be turned in on the due date since it is the end of the semester.

**Exams**

**Exams #1 and #2:** The **first two** exams are non-cumulative, closed-book exams that you must take in a proctored environment. Each will be composed of short answer, objective questions based on primary texts and Discussion Board postings.

**Exam #3:** The **third** exam will be a cumulative, open-book, timed essay exam that will be given online during finals week. **This exam will be identical to the assessment pre-test you take in the first week of class.**

**Grading**

Your grades will be available to you on Blackboard, week by week. Incompletes are given only if an unforeseen, major emergency is encountered at the end of the session—satisfactory progress must have been made up to that point. Grades will be assigned as follows:

- Preparatory tasks (1st week): 20 points including Pre-test
- Discussion board posts: 105 points (3 points each per 35 posts, including close readings and context explorations)
- Close Readings: 30 (10 points per 3 posts)
- Context Explorations: 20 (10 points per 2 posts)
- Short Story Report: 25 points for report and participation
- Paper #1: 175 points
- Paper #2: 250 points
- Exam #1: 100 points
- Exam #2: 100 points
- Exam #3: 175 points

**Total:** 1000 points

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**Course Calendar**

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<thead>
<tr>
<th>Week/Date</th>
<th>Reading: Primary</th>
<th>Reading: Secondary</th>
<th>Assignments Due</th>
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<tbody>
<tr>
<td><strong>Week 1</strong></td>
<td><strong>Highland Laddie Gone</strong> (all)</td>
<td>McCrone “Scotland, Small?” (online)</td>
<td>➢ Preparatory Tasks due <em>Wed</em> midnight 9/1</td>
</tr>
<tr>
<td>8/30-9/5</td>
<td>A Journey Johnson (all)</td>
<td>Levi, Intro to Johnson and Boswell</td>
<td>➢ Posts on McCrumb/McCrone due <em>Fri</em> midnight 9/5</td>
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<td>➢ Posts on Johnson/Levi due <em>Sun</em> midnight 9/5</td>
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<tr>
<td><strong>Week 2</strong></td>
<td><strong>Journal</strong> Boswell (all)</td>
<td><strong>SCH Ch. 1-2</strong></td>
<td>➢ All posts due <em>Thurs</em> midnight</td>
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<tr>
<td>9/6-9/7 Labor Day(s)</td>
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<td>9/8-9/12</td>
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<td>Week 3</td>
<td>9/13-9/19</td>
<td>Four Tales (all)</td>
<td>SCH Ch. 3-5</td>
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<tr>
<td>Week 4</td>
<td>9/20-9/26</td>
<td>Waverley Ch. 1-33</td>
<td>SCH Ch. 6</td>
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<td>Week 5</td>
<td>9/27-10/3</td>
<td>Waverley Ch. 34-72</td>
<td>Hook, Intro to Waverley</td>
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<td>Week 6</td>
<td>10/4-10/10</td>
<td>Marriage pp. 1-231</td>
<td>n/a</td>
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<td>Week 7</td>
<td>10/11-10/17</td>
<td>Marriage pp. 231-468</td>
<td>Kirkpatrick, Intro to Marriage</td>
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<td>Week 8</td>
<td>10/18-10/24</td>
<td>Short Story Reports</td>
<td>n/a</td>
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<td>Week 9</td>
<td>10/25-10/31</td>
<td>Master of Ballantrae (all)</td>
<td>Poole, Intro to Master</td>
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<td>11/1-11/7</td>
<td>Off in a Boat Ch. 1-X</td>
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<td>Week 11</td>
<td>11/8-11/14</td>
<td>Off in a Boat Ch. XI-XXII</td>
<td>Connell, “Modes of Marginality” (online)</td>
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<td>11/15-11/21</td>
<td>Loitering (all)</td>
<td>n/a</td>
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<td>Week 13</td>
<td>11/22-11/28 Thanksgiving Holiday 11/24-25</td>
<td>Feersum Endjinn pp. 3-123</td>
<td>n/a</td>
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<td>Week 14</td>
<td>11/29-12/5</td>
<td>Feersum Endjinn pp. 124-311</td>
<td>SCH Ch 8</td>
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<td>12/6-12/12</td>
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<td>Week 16</td>
<td>12/13-12/18</td>
<td>Exam #3 (online)</td>
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1a. School or College
   AS CAS

1b. Division
   AHUM Division of Humanities

1c. Department
   English

2. Course Prefix
   ENGL

3. Course Number
   A306

4. Previous Course Prefix & Number

5a. Credits/CEU
   3 CR

5b. Contact Hours
   (Lecture + Lab) (3+0)

6. Complete Course/Program Title
   Literature of the United States I

   Literature of the US I

   Abbreviated Title for Transcript (30 character)

7. Type of Course
   ☒ Academic  ☐ Non-credit  ☐ CEU  ☐ Professional Development

8. Type of Action
   ☒ Add  ☐ Change  ☐ Delete
   (mark appropriate boxes)

9. Repeat Status No  # of Repeats  Max Credits

10. Grading Basis
    ☒ A-F  ☐ P/NP  ☐ NG

11. Implementation Date
    From: SP 2008  To: 9999

12. ☐ Cross Listed with
    ☐ Stacked with
    Cross-Listed Coordination Signature

13. List any programs or college requirements that require this course

14. Coordinate with Affected Units: UAA Faculty List Serve
    Department, School, or College
    Initiator Signature  Date

15. ☒ General Education Requirement
    ☐ Oral Communication  ☐ Written Communication  ☐ Quantitative Skills  ☒ Humanities
    ☐ Fine Arts  ☐ Social Sciences  ☐ Natural Sciences  ☐ Integrative Capstone

16. Course Description
    Study of significant writers of the United States focusing primarily on the 19th Century and including literature that reflects important cultural, historical, political, and aesthetic forces.

17a. Course Prerequisite(s) (list prefix and number)
    (ENGL A211, or A212, or A213, or A214) with a minimum grade of C

17b. Test Score(s)

17c. Co-requisite(s) (concurrent enrollment required)

17d. Other Restriction(s)

17e. Registration Restriction(s) (non-codable)

18. ☐ Mark if course has fees

19. Justification for Action
    ENGL A306 is being updated to reflect current standards for the GER.

Initiator (faculty only)  Date  ☐ Approved  ☐ Disapproved: Dean/Director of School/College  Date

☐ Approved  ☐ Disapproved:
   Department Chairperson  Date

☐ Approved  ☐ Disapproved:
   Undergraduate or Graduate
   Academic Board Chairperson  Date

☐ Approved  ☐ Disapproved:
   Provost or Designee  Date

35
Course Content Guide  
University of Alaska Anchorage  
College of Arts and Sciences  
Department of English  
Date: April 27, 2007

- College/School: College of Arts and Sciences  
- Subject: English  
- Course Number: ENGL A306  
- Course Title: Literature of the United States I  
- Number of Credits: (3+0)  
- Grading basis: A-F  
- Course Description: Study of significant writers of the United States focusing primarily on the 19th Century and including literature that reflects important cultural, historical, political, and aesthetic forces.  
- Prerequisites: (ENGL A211 or A212, or A213, or A214) with a minimum grade of C  
- Restrictions: None  
- Lab Fees: None  
- Course Attributes: UAA GER Humanities Requirement  
- Status of Course: The course fulfills an upper-division distribution requirement in the English Major.

I. Instructional Goals and Defined Outcomes

A. Instructional Goals. The instructor will:

1. Relate texts to their specific historical contexts and to the human condition on which the texts comment.  
2. Discuss how texts fit into the literary history of the United States during the nineteenth century and—perhaps—earlier.  
3. Examine how the theories of American literature—dialectic, cultural hero, periodization, multiculturalism—amplify an understanding of texts and movements during the period.

B. Defined Outcomes. Students will be able to:

1. Determine how texts are related to historical context and the human condition.  
2. Identify the principal movements in the literary history of the United States before the twentieth century.  
3. Evaluate how successfully theories of American literature explain the importance and value of particular literary texts in any of the principal genres: fiction; poetry; drama; essay.
C. Methods of Assessment

1. Research-based papers examining the significance of particular texts.
2. Presentations focused on examining and explaining broad aspects of the literary history of the period.
3. Non-multiple choice quizzes focused on assessing the care and understanding with which students read the required texts.
4. Essay exam questions focused on close reading of texts and the relation between literary theory and textual fact.

II. Sample Content Outline

1.0 Theories of Literature of the United States
   1.1 Dialectic
   1.2 Cultural Hero
   1.3 Periodization
   1.4 Multiculturalism

2.0 The Colonial Period
   2.1 The religious and secular poetry of the period
   2.2 The historical writing of the period
   2.3 The political texts of the period

3.0 Literary Movements
   3.1 American Transcendentalism
   3.2 Realism
   3.3 Naturalism

4.0 Sociocultural Influences
   4.1 The democratization of the presidency (Jackson, 1828)
   4.2 The increase in manhood suffrage
   4.3 The growth of reform ((1836-1881)
   4.4 Slavery
   4.5 The Civil War (1861-1865)
   4.6 Reconstruction (1865-1877)
   4.7 Industrial transformation (1866-1900)
   4.8 The elimination of the frontier (1890 census)
   4.9 The rise of populism (1890's)

III. Suggested Text


Alternative anthology:

IV. Bibliography

Note: This is a selective list of references (primary and secondary) for teaching.

Suggested anthologies
Primary Texts
Douglass, Fredrick. *The Narrative of the Life of Frederick Douglass.* 1892.
Fuller, Margaret. *Woman in the Nineteenth Century.* 1845.

Secondary Sources


### Curriculum Action Request

**University of Alaska Anchorage**

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

<table>
<thead>
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<th>1a. School or College</th>
<th>1b. Division</th>
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<th>5b. Contact Hours</th>
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<td>Literature of the US II</td>
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<th>Stacked with</th>
<th>Cross-Listed Coordination Signature</th>
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### General Education Requirement

- Oral Communication
- Written Communication
- Quantitative Skills
- Humanities
- Fine Arts
- Social Sciences
- Natural Sciences
- Integrative Capstone

### Course Description

Study of significant writers of the United States focusing primarily on the 20th Century and including literature that reflects important cultural, historical, political, and aesthetic forces.

### Course Requirements

- **17a. Course Prerequisite(s)** (list prefix and number)
  - (ENGL A211 or A212 or A213 or A214) with a minimum grade of C

- **17b. Test Score(s)**

- **17c. Co-requisite(s)** (concurrent enrollment required)

- **17d. Other Restriction(s)**

- **17e. Registration Restriction(s)** (non-codable)

- **18. Mark if course has fees**

- **19. Justification for Action**
  
  ENGL A307 is a GER course whose CCG is being updated to reflect current standards. Change in course prerequisites is to include ENGL A214, a 200-level composition course option not available when the course was last updated.

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**Initiator (faculty only)**  
**Date**  

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**Approved**  
**Disapproved:**

**Dean/Director of School/College**  
**Date**

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**Approved**  
**Disapproved:**

**Department Chairperson**  
**Date**

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**Approved**  
**Disapproved:**

**Undergraduate or Graduate Academic Board Chairperson**  
**Date**

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**Approved**  
**Disapproved:**

**Provost or Designee**  
**Date**
Course Content Guide  
University of Alaska Anchorage  
College of Arts and Sciences  
Department of English  
Date: April 27, 2007

College/School: College of Arts and Sciences  
Subject: English  
Course Number: ENGL A307  
Course Title: Literature of the United States II  
Number of Credits: (3+0)  
Grading Basis: A-F  
Course Description: Study of significant writers of the United States focusing primarily on the 20th Century and including literature that reflects important cultural, historical, political, and aesthetic forces.  
Prerequisites: (ENGL A211 or A212 or A213 or A214) with a minimum grade of C  
Restrictions: None  
Lab Fees: None  
Course Attributes: UAA GER Humanities Requirement  
Status of Course: The course fulfills the National Literatures category of the Literature Option and the Reading & Literature category in the Education Option, and is an elective in the Rhetoric and Language option of the English Major.  
Course Level Justification: Because this course requires substantial writing, completion of the sophomore-level writing requirement is important for student success; thus it is appropriately placed at the 300 level.

I Instructional Goals and Defined Outcomes

A. Instructional Goals. The instructor will:

1. Relate texts to their specific historical contexts and to the human condition on which the texts comment.

2. Discuss how texts fit into the literary history of the United States from the end of the nineteenth century to the early twenty-first century.

3. Examine how theories of American literature—dialectic, periodization, multiculturalism—amplify an understanding of texts and movements during the period.

B. Defined Outcomes. Students will be able to:

1. Determine how texts are related to historical context and the human condition.

2. Identify the principal movements in the literary history of the United States from the end of the nineteenth to the early twenty-first century as well as representative writers from those movements.
3. Evaluate how successfully theories of American literature explain the importance and value of particular literary texts in any of the principal genres: fiction, poetry, and drama.

C. Methods of Assessment
1. Research-based papers examining the significance of particular texts.
2. Short-answer reading quizzes focused on assessing the care and understanding with which students read the required texts.
3. Essay exam questions focused on close reading of texts and the relation between literary theory, literary history, and textual fact.

II. Content Outline:
1.0 Unifying Critical Issues
   1.1 Canonicity
   1.2 Cultural Communities of the United States
   1.3 Literary Themes of the United States
2.0 Literary Movements
   2.1 Realism (1855-1900)
   2.2 Regionalism/Local Color Movement (1865-1910)
   2.3 Naturalism (1880-1920)
   2.4 Modern Period (1910 – 1965)
   2.5 Harlem Renaissance (1920-1935)
   2.7 Vietnam War (1963-1975)
   2.8 Postmodern Period (1965-2001)
   2.9 Post-Positivism (2001-present)
3.0 Socio-cultural Influences
   3.1 The American Dream
   3.2 The closing of the American Frontier (1893)
   3.3 The Alaska Gold Rush (1890s)
   3.4 The Gilded Age (1890- WWI)
   3.5 World War I and the Spanish Flu Pandemic (1914-1919)
   3.6 The Jazz Age/Roaring Twenties (1918-1929)
   3.7 The Great Depression and the Dust Bowl (1929-1936)
   3.8 World War II
   3.9 Post-WWII recovery and the Cold War
   3.10 The Vietnam War Era (1963-1975)
   3.11 Immigration, Trans-nationalism, and the Global Community

III. Bibliography
Note: This is a selective list of references (primary and secondary) for teaching. Two sorts of texts may be used, either standard anthologies of literature of the United States covering the appropriate period of study (with Heath Anthology especially recommended), genre anthologies such as The Oxford Book of American Short Stories, edited by Joyce Carol Oates, or the Scribner Anthology of Contemporary American Short Fiction, edited by Lex Williford and Michael
Martone, or individual works. The following bibliography is a sampling of some of the books which may be used:

**Primary Texts:**
Barth, John. “Lost in the Funhouse.” 1967
Cather, Willa. *O Pioneers!*, 1913.
Chopin, Kate. *The Awakening*, 1897.
Freeman, Mary Wilkins. “The Revolt of Mother.” 1891.
Howells, William Dean. “Editha.” 1905
Hughes, Langston. assorted poems, 1920’s

**Selected Secondary Sources:**


