General Education Review Committee
Agenda

November 9, 2007
ROOM CHANGE: ADM 204
12:30 p.m. – 1:30 p.m.

I. Roll
( ) Erik Hirschman Mat-Su/UAB Natural Sciences
( ) Caedmon Liburd UAB
( ) Patricia Fagan CAS Humanities
( ) Bob Capuozzo COE
( ) Jack Pauli CBPP/UAB
( ) Jeane Breinig CAS Written Communication
( ) Len Smiley CAS/UAB Quantitative Skills
( ) Suzanne Forster CAS
( ) Robin Wahto CTC/UAB
( ) Walter Olivares CAS Fine Arts
( ) Tom Miller OAA Guest
( ) Grant Baker SOENGR/ UAB
( ) Karl Wing USUAA

II. Approval of Agenda (pg. 1-2)

III. Approval of Summary (pg. 3-4)

IV. Chair’s Report

V. Course Action Requests
Chg MUS A121 Music Appreciation (3 cr) (3+0) (pg. 5-9)
Chg MUS A221 History of Music I (3 cr) (3+0) (pg. 10-14)
Chg MUS A222 History of Music II (3 cr) (3+0) (pg. 15-20)
Chg MUS A331 Form and Analysis (3 cr) (3+0) (pg. 21-26)
Chg GEOL A111 Physical Geology (4 cr) (3+3) (pg. 27-30)
Chg GEOL A115 Environmental Geology (3 cr) (3+0) (pg. 31-33)
Chg GEOL A115L Environmental Geology Laboratory (1 cr) (0+3) (pg. 34-36)
Chg HIST A131 History of United States I (3 cr) (3+0) (pg. 37-43)
Chg HIST A132 History of United States II (3 cr) (3+0) (pg. 44-50)
Chg LING A101 The Nature of Language (3 cr) (3+0) (pg. 51-56)
Chg ENGL A212 Technical Writing (3 cr) (3+0) (pg. 57-63)
Chg ENGL A301 Literature of Britain I (3 cr) (3+0) (pg. 64-67)
Chg ENGL A302 Literature of Britain II (3 cr) (3+0) (pg. 68-71)
VI. Old Business

VII. New Business

VIII. Informational Items and Adjournment
General Education Review Committee  
Summary  

October 26, 2007  
ADM 201  
12:30 p.m. – 1:30 p.m.  

I. Roll  
( ) Erik Hirschman  
( ) Caedmon Liburd  
(x) Patricia Fagan  
(x) Bob Capuozzo  
(x) Jack Pauli  
( ) Jeane Breining  
( ) Len Smiley  
(x) Suzanne Forster  
(x) Robin Wahto  
(x) Walter Olivares  
( ) Tom Miller  
(x) Gail Holtzman  
( ) Grant Baker  
( ) Karl Wing  
Mat-Su/UAB  
UAB  
CAS  
COE  
CBPP/UAB  
CAS  
CAS/UAB  
CAS  
OAA  
CHSW/UAB  
SOENGR/ UAB  
Natural Sciences  
Humanities  
Quantitative Skills  
Written Communication  

II. Approval of Agenda (pg. 1-2)  
Approved  

III. Approval of Summary (pg. 3-4)  
Approved  

IV. Chair’s Report  

V. Course Action Requests  
Chg  
MUS A121  Music Appreciation (3 cr) (3+0) (pg. 5-9)  
Accepted  
Chg  
MUS A221  History of Music I (3 cr) (3+0) (pg. 10-14)  
Revisions will be brought back to GER  
Chg  
MUS A222  History of Music II (3 cr) (3+0) (pg. 15-19)  
Revisions will be brought back to GER  
Chg  
MUS A331  Form and Analysis (3 cr) (3+0) (pg. 20-24)  
Revisions will be brought back to GER  
Chg  
GEOL A111  Physical Geology (4 cr) (3+3)  
Tabled- Initiator unable to attend  
Chg  
GEOL A115  Environmental Geology (3 cr) (3+0)  
Tabled- Initiator unable to attend  
Chg  
GEOL A115L  Environmental Geology Laboratory (1 cr) (0+3)  
Tabled- Initiator unable to attend  
Chg  
HIST A131  History of United States I (3 cr) (3+0)  
Tabled- No revisions received
Chg  HIST A132  History of United States II (3 cr) (3+0)
**Tabled** - No revisions received

Chg  LING A101  The Nature of Language (3 cr) (3+0)
**Tabled** - No revisions received

Chg  ENGL A212  Technical Writing (3 cr) (3+0)
**Tabled** - No revisions received

Chg  ENGL A301  Literature of Britain I (3 cr) (3+0)
**Tabled** - No revisions received

Chg  ENGL A302  Literature of Britain II (3 cr) (3+0)
**Tabled** - No revisions received

VI.  Old Business

VII.  New Business

VIII.  Informational Items and Adjournment

*Meeting Adjourned @ 1:39*
# Curriculum Action Request

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

## 1. School or College  
AS CAS

## 2. Course Prefix  
MUS

## 3. Course Number  
A121

## 1b. Division  
AFAR Division of Fine Arts

## 1c. Department  
MUSIC

## 4. Previous Course Prefix & Number

## 5a. Credits/CEU  
3

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

## 6. Complete Course/Program Title  
Music Appreciation

## Abbreviated Title for Transcript (30 character)

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

## 8. Type of Action  
- Add
- Change

## 9. Repeat Status No  
- # of Repetitions
- Max Credits

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

## 11. Implementation Date  
From: Fall/08  
To: /9999

## 12. Cross Listed with

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

## 14. Coordinate with Affected Units:  
- Faculty List Serve
- Deans & Directors
- Anchorage, Mat-Su, Kodiak & KPC

## 15. General Education Requirement

## 16. Course Description

Basic elements of the physics of musical sound and music notation, followed by a survey of the history and development of Western music from the early Middle Ages to the present. Special Note: Music majors may not use this course towards their GER-Fine Arts requirement.

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

## 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

Previous CCG (dated 1988) needed to be updated to reflect current teaching practices.

---

**Approved**  
Initiator (faculty only)  
Date

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

**Approved**  
Department Chairperson  
Date

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

**Approved**  
Curriculum Committee Chairperson  
Date

**Approved**  
Provost or Designee  
Date
I. **Course description:** Basic elements of the physics of musical sound and notation, followed by a survey of the history and development of Western music from the early Middle Ages to the present. Special Note: Music majors may not use this course towards their GER-Fine Arts requirement.

II. **Course design**
   A. **overview:** This course introduces students to the physics of musical sound, the development of musical instruments, the rudiments of music notation, and basic models of musical form. This course offers students an opportunity to understand the relationship between music, the other fine arts and society, as Western civilization has advanced and absorbed other cultural currents.
   
   B. **credits:** 3
   
   C. **contact hours:** 3 + 0
   
   D. **degree requirements met:** Fine Arts GER
   
   E. **grading basis:** A – F
   
   F. **prerequisites:** N/A
   
   G. **registration restrictions:** N/A
   
   H. **Course level justification:** This course fulfills the Fine Arts GER requirement that provides the student with an introduction to music as an academic discipline.

III. **Course Activities:** Students will be required to read the class text and listen to and evaluate the class music CDs. Students will be tested on knowledge of the text and quizzed on the music CDs. Students will be required to attend at least one concert during the semester and write a brief paper on each concert attended.

IV. **Evaluation:** Grading basis is A – F. Evaluation may vary slightly with each instructor, but the following are areas that must be included in the evaluation:
   
   A. regular class attendance with evidence of sufficient consistent study.
   
   B. skill in the description of historical characteristics of style.
   
   C. competence in listening and historical placement of the various examples discussed in class.
   
   D. development of interpretative skills and understanding of form and structure.
V. Instructional Goals and Student Outcomes:

Instructional Goals: Teacher will:
A. demonstrate the requisite skills necessary to recognize musical instruments, melodic structures, forms, tempi and performance techniques.
B. assist the student in discovering cultural origins of Western music.
C. examine all major Western musical developments and place them historically.
D. explain music terminology.

Defined Outcomes: Student will be able to:

<table>
<thead>
<tr>
<th>Student Outcomes</th>
<th>Assessment Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>identify musical instruments, forms, tempi and performance techniques</td>
<td>Objective exams</td>
</tr>
<tr>
<td>identify the cultural sources of Western art music</td>
<td>Objective exams</td>
</tr>
<tr>
<td>identify Western art music historical periods and place each in perspective</td>
<td>Objective exams</td>
</tr>
<tr>
<td>use standard terminology in describing the hearing of recorded and live musical events</td>
<td>Objective essay or essays</td>
</tr>
</tbody>
</table>

VI. Course Outline

A. Development of listening skills
   1. Identifying instruments by ear and their function in Western art music
   2. Identifying compositional and performance techniques used by composers and performers
   3. Identifying elementary musical forms

B. Development of recognition of different styles
   1. Analyzing form and structure (e.g. binary, ternary, ritornello, sonata-allegro)
   2. Identifying relationship between emerging styles and musical technology in historical perspective
   3. Identifying relationship between notated and improvisational styles through historical periods

C. Development of writing about the aural experience
   1. Interpreting & articulating aural skills
   2. Conventions for writing about music

D. Historical Perspective
   1. Study of Western art music from the Middle Ages, Renaissance, Baroque, Classical, Romantic, and 20th century periods to the present
   2. Attention to geography and cultural developments

VII. Suggested texts


VIII. Bibliography


Gottlieb, R. (1999). *Reading jazz, a gathering of autobiographies, reportage and criticism from 1919 to now.* Vintage Books, USA.


Stravinsky, Igor (1940). *Poetics of music in the form of six lessons (the charles eliot norton lectures).* Harvard.


Curriculum Coordination Form

Notification Date: Sept. 7, 2007

Initiating unit: Music

Affected unit(s):

Course Prefix and Number: MUS A121    Previous Prefix and Number:

Complete Course/Program Title: Music Appreciation

Previous Course/Program Title:

Description of Action: change course description and up-date CCG

Supporting documentation of the proposal is attached.

Initiating faculty are also REQUIRED to send an email to uaa-faculty@uaa.alaska.edu describing the proposal, including the proposed action and the course prefix, number, course description, prerequisite, and any other relevant information.

Any questions concerning the proposed changes may be addressed to the appropriate department chair, or the chair of the appropriate curriculum committee. Written comments may also be sent to the UAB or GAB, in care of the Governance Office, at the following address:

University of Alaska Anchorage
Governance Office, ADM 213
3211 Providence Drive
Anchorage, AK 99508

If no written comments are received by the UAB or GAB within ten (10) days of notification date shown above, it is assumed that there are no objections to the proposal.

Note: Acknowledgement of coordination does not mean approval, it is only meant to verify that coordination has occurred.
# Curriculum Action Request

**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>AS CAS</th>
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</thead>
<tbody>
<tr>
<td>2. Course Prefix</td>
<td>MUS</td>
</tr>
<tr>
<td>3. Course Number</td>
<td>A221</td>
</tr>
<tr>
<td>4. Previous Course Prefix &amp; Number</td>
<td></td>
</tr>
<tr>
<td>5. Credits/CEU</td>
<td>3</td>
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<tr>
<td>5b. Contact Hours</td>
<td>(Lecture + Lab) (3+0)</td>
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<tr>
<th>6. Complete Course/Program Title</th>
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<tbody>
<tr>
<td>History of Music I</td>
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</tbody>
</table>

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

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<tr>
<th>7. Type of Course</th>
<th>Academic</th>
<th>Non-credit</th>
<th>CEU</th>
<th>Professional Development</th>
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<th>8. Type of Action</th>
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<th>Program</th>
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<tr>
<td>Add</td>
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<td>Change</td>
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<tr>
<td>Delete</td>
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<th>9. Repeat Status No</th>
<th># of Repeats</th>
<th>Max Credits</th>
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<tr>
<th>10. Grading Basis</th>
<th>A-F</th>
<th>P/NP</th>
<th>NG</th>
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<tr>
<th>11. Implementation Date</th>
<th>semester/year</th>
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<tr>
<td>From: Fall/08</td>
<td>To: /9999</td>
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<tr>
<th>12. Cross Listed with</th>
<th>Stacked with</th>
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<tr>
<th>13. List any programs or college requirements that require this course</th>
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<tbody>
<tr>
<td>Bachelor of Arts, Music; Bachelor of Music, Performance; Bachelor of Music, Music Education</td>
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<tr>
<th>14. Coordinate with Affected Units:</th>
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<tr>
<td>Faculty List Serve, Deans &amp; Directors, Anchorage, Mat-Su, Kodiak &amp; KPC</td>
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</table>

| Department, School, or College | Initiator Signature | Date |

<table>
<thead>
<tr>
<th>15. X General Education Requirement</th>
<th>Oral Communication</th>
<th>Written Communication</th>
<th>Quantitative Skills</th>
<th>Humanities</th>
</tr>
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<tbody>
<tr>
<td>X Fine Arts</td>
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<tr>
<td>X Social Sciences</td>
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<td>X Natural Sciences</td>
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<tr>
<td>X Integrative Capstone</td>
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<tr>
<th>16. Course Description</th>
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<tbody>
<tr>
<td>Music before 1750. Explores stylistic developments and structure from Antiquity through Medieval, Renaissance, and Baroque eras within their historical context. Special Note: BA music majors may not use this course towards their GER-Fine Arts or CAS Humanities sequence requirements.</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>17a. Course Prerequisite(s) (list prefix and number)</th>
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<tbody>
<tr>
<td>MUS A121 or MUS A131</td>
</tr>
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<tr>
<th>17b. Test Score(s)</th>
<th>17c. Co-requisite(s) (concurrent enrollment required)</th>
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<tr>
<th>17d. Other Restriction(s)</th>
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<tr>
<td>College</td>
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</table>

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

| 18. Mark if course has fees |

<table>
<thead>
<tr>
<th>19. Justification for Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Previous CCG (dated 2002) needed to be updated to reflect current teaching trends. Student Outcomes needed to be updated to comply with GER Fine Arts &amp; Humanities requirements.</td>
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<table>
<thead>
<tr>
<th>Initiator (faculty only)</th>
<th>Date</th>
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<table>
<thead>
<tr>
<th>Approved</th>
<th>Disapproved:</th>
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<tbody>
<tr>
<td>Dean/Director of School/College</td>
<td>Date</td>
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<tr>
<th>Approved</th>
<th>Disapproved:</th>
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<tbody>
<tr>
<td>Department Chairperson</td>
<td>Date</td>
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<tr>
<th>Approved</th>
<th>Disapproved:</th>
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<tbody>
<tr>
<td>Undergraduate or Graduate Academic Board Chairperson</td>
<td>Date</td>
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<tr>
<th>Approved</th>
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<tr>
<td>Provost or Designee</td>
<td>Date</td>
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<table>
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<tr>
<th>Approved</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Curriculum Committee Chairperson</td>
<td>Date</td>
</tr>
</tbody>
</table>

<table>
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<th>Disapproved:</th>
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</thead>
<tbody>
<tr>
<td>X Oral Communication</td>
<td></td>
</tr>
<tr>
<td>X Written Communication</td>
<td></td>
</tr>
<tr>
<td>X Quantitative Skills</td>
<td></td>
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<tr>
<td>X Humanities</td>
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<tr>
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</table>
I. **Course Description:** Music before 1750. Explores stylistic developments and structure from Antiquity through Medieval, Renaissance, and Baroque eras within their historical context. Special Note: BA music majors may not use this course towards their GER-Fine Arts or CAS Humanities sequence requirements.

II. **Course Design:** overview: A course focusing upon the study of music from Antiquity, Medieval, Renaissance and Baroque.

A. **credits:** 3
B. **contact hours:** 3 + 0
C. **degree requirements met:** One semester of MUS A221 satisfies half of the lower division History of Music requirement for music majors.
D. **grading basis:** A – F
E. **prerequisites:** MUS A121 or MUS A131
F. **course level justification:** This course prepares the student for all upper division Music History Seminars that are required for graduation.

III. **Course Activities:** Class activities include guided discussion of assigned readings as well as close examination and analysis of music scores. The student will be required to listen to the examples for the course and submit written assignments as required. The written assignments will involve a substantial research paper.

IV. **Evaluation:** Grading basis is A-F. Grades will be based on these criteria:
A. Successful completion of all assigned projects.
B. Successful completion of assigned homework.
C. Successful completion of objective examinations.
D. Active participation in class discussions.
E. Research paper.
V. Instructional Goals and Defined Outcomes:

Instructional Goals: Teacher will:

1. Explain the significance and roles of music from Antiquity, Medieval, Renaissance, and Baroque eras.
2. Organize and place all selected music examples into their respective periods of social, artistic, and political history.
3. Examine the different styles of music with scores, CDs, and, video demonstrations.

Defined Outcomes: Student will be able to:

<table>
<thead>
<tr>
<th>Student Outcomes</th>
<th>Assessment Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify and describe music from Antiquity, Medieval, Renaissance, and Baroque eras</td>
<td>Written assignments</td>
</tr>
<tr>
<td></td>
<td>Research paper</td>
</tr>
<tr>
<td>Place works of music in their historical contexts</td>
<td>Objective examinations</td>
</tr>
<tr>
<td>Analyze musical styles and present a reasoned assessment of their significance</td>
<td>Special project</td>
</tr>
<tr>
<td>Recognize the impact of music on the development of civilization</td>
<td>Special project</td>
</tr>
<tr>
<td>Recognize the impact of music respective to periods of social, artistic and political history</td>
<td>Special project</td>
</tr>
</tbody>
</table>

VI. Course Outline:

1.0 Development of analytical skills
   1.1 Analysis of historical documents and musical scores
   1.2 Development of critical thinking about specific works
   1.3 Development of critical thinking about historical music documents

2.0 Development of recognition of the different styles and periods in the history of music
   2.1 Study of Western art music from Antiquity, Medieval, Renaissance, and Baroque eras
   2.2 Composers
   2.3 Forms
   2.4 Modality vs. tonality
   2.5 Modulations
   2.6 Various rhythmic treatments according to different styles
3.0  Historical Perspective
3.1   Study of Western art music from Antiquity, through Medieval, Renaissance, and Baroque eras
3.2  Attention to cultural and artistic developments
3.3  Attention to social and political history with respect to each composer’s music and its development

VII.  Suggested Texts:


VIII. Bibliography


Gottlieb, R. (1999). Reading jazz, a gathering of autobiographies, reportage and criticism from 1919 to now. Vintage Books, USA.


Curriculum Coordination Form

Notification Date: Sept. 7, 2007

Initiating unit: Music

Affected unit(s):

Course Prefix and Number: MUS A221  Previous Prefix and Number:

Complete Course/Program Title: History of Music I

Previous Course/Program Title:

Description of Action: Change course description and update CCG

Supporting documentation of the proposal is attached.

Initiating faculty are also REQUIRED to send an email to uaa-faculty@uaa.alaska.edu describing the proposal, including the proposed action and the course prefix, number, course description, prerequisite, and any other relevant information.

Any questions concerning the proposed changes may be addressed to the appropriate department chair, or the chair of the appropriate curriculum committee. Written comments may also be sent to the UAB or GAB, in care of the Governance Office, at the following address:

University of Alaska Anchorage
Governance Office, ADM 213
3211 Providence Drive
Anchorage, AK 99508

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Note: Acknowledgement of coordination does not mean approval, it is only meant to verify that coordination has occurred.
### 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  
AFAR Division of Fine Arts  

1c. Department  
MUSIC  

<table>
<thead>
<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5. Credits/CEU</th>
<th>5b. Contact Hours (Lecture + Lab)</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS</td>
<td>A222</td>
<td></td>
<td>3</td>
<td>(3+0)</td>
</tr>
</tbody>
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6. Complete Course/Program Title  
History of Music II

Abbreviated Title for Transcript (30 character)  

7. Type of Course  

- Academic  
- Non-credit  
- CEU  
- Professional Development

8. Type of Action  

- Add  
- Change  
- Delete

<table>
<thead>
<tr>
<th>9. Repeat Status No</th>
<th># of Repeats</th>
<th>Max Credits</th>
</tr>
</thead>
</table>

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

11. Implementation Date  

From: Fall/2008  
To: 9999

12. Cross Listed with  

Stacked with  

Cross-Listed Coordination Signature

13. List any programs or college requirements that require this course  
Bachelor of Arts, Music; Bachelor of Music, Performance; Bachelor of Music, Music Education

14. Coordinate with Affected Units:  
Faculty List Serve, Deans & Directors, Anchorage, Mat-Su, Kodiak & KPC  
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  
Western Art music since 1750. Stylistic developments and structure through Classical, Romantic, and 20th Century eras within their historical context. Also covers World Music topics, with attention to the Music of the North (Alaska Native). Special Note: BA music majors may not use this course towards their GER-Fine Arts or CAS Humanities sequence requirements.

17a. Course Prerequisite(s) (list prefix and number)  
MUS A121 or MUS A131

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  
Previous CCG (dated 2002) needed to be updated to reflect current teaching practices. Student Outcomes needed to be updated to comply with GER Fine Arts & Humanities requirements.

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Approved  
Disapproved:  
Initiator (faculty only)  
Date  

Approved  
Disapproved:  
Dean/Director of School/College  
Date

Approved  
Disapproved:  
Department Chairperson  
Date

Approved  
Disapproved:  
Undergraduate or Graduate  
Date  

Approved  
Disapproved:  
Academic Board Chairperson  

Approved  
Disapproved:  
Provost or Designee  
Date
I. Course Description: Western Art music since 1750. Stylistic developments and structure through Classical, Romantic, and 20th Century eras within their historical context. Also covers World Music topics, with attention to the Music of the North (Alaska Native). Special Note: BA music majors may not use this course towards their GER-Fine Arts or CAS Humanities sequence requirements.

II. Course Design: overview: A course focusing upon the study of Western Music through Classical, Romantic, and 20th Century eras. The course focuses on specific examples of music by exposure to scores, recordings and instruments of these eras. This course also covers the study of World Music topics, with attention to Music of the North (Alaska Native).

   A. credits: 3
   B. contact hours: 3 + 0
   C. degree requirements met: One semester of MUS A222 satisfies half of the lower division History of Music requirement for Music majors.
   D. grading basis: A – F
   E. prerequisites: MUS A121 or MUS A131
   F. course level justification: This course prepares the student for all upper division Music History Seminars that are required for graduation.

III. Course Activities: Class activities include guided discussion of assigned readings as well as close examination and analysis of music scores. The student will be required to listen to the examples for the course and submit written assignments. The written assignments will involve a substantial research paper.
IV. **Evaluation:** Grading basis is A- F. Grades will be based on these criteria:

A. Successful completion of all assigned projects.
B. Successful completion of assigned homework.
C. Successful completion of objective examinations.
D. Active participation in class discussions.
E. Research paper.

V. **Instructional Goals and Defined Outcomes:**

**Instructional Goals:** Teacher will:

1. Explain the significance and roles of music of the Classical, Romantic, 20th century eras as well as World Music, and Music of the North (Alaska Native).
2. Organize and place all selected music examples into their respective periods of social, artistic, and political history.
3. Examine the different styles of music with scores, CDs, and video demonstrations.

**Defined Outcomes:** Student will be able to:

<table>
<thead>
<tr>
<th>Student Outcomes</th>
<th>Assessment Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify and describe music from Classical, Romantic, 20th century eras, as well as World Music, and Alaska Native Music</td>
<td>Written assignments, Research paper</td>
</tr>
<tr>
<td>Place works of music in their historical context</td>
<td>Objective examinations</td>
</tr>
<tr>
<td>Analyze musical styles and present a reasoned assessment of their significance</td>
<td>Special project</td>
</tr>
<tr>
<td>Recognize the impact of music on the development of civilization</td>
<td>Special project</td>
</tr>
<tr>
<td>Recognize the impact of music respective to periods of social, artistic and political history</td>
<td>Special project</td>
</tr>
</tbody>
</table>

VI. **Course Outline:**

1.0 Development of analytical skills

1.1 Analysis of historical documents and musical scores
1.2 Development of critical thinking about specific works
1.3 Development of critical thinking about historical music documents
1.4 Stylistic analysis of various recordings of Western Music, World Music, and Alaska Native Music
2.0 Development of recognition of the different styles and periods in the history of music

2.1 Study of Western art music from Classical, Romantic, and 20th Century eras with special attention to the Music of the North (Alaska Native)

2.2 Composers

2.3 Forms

2.4 Tonality

2.5 Modulations

2.6 Various rhythmic treatments according to different styles

3.0 Historical Perspective

3.1 Study of Western art music from Classical, Romantic, 20th century eras as well as World Music, and Music of the North (Alaska Native).

3.2 Attention to cultural and artistic developments

3.3 Attention to social and political history with respect to each composer’s music and its development

VII. Suggested Texts:


VIII. Bibliography


Coray, J. (1954). Audio recordings of original songs of the Denaina of Nondalton (from the personal collection of Craig Coray, with transcriptions by Craig Coray).


Gottlieb, R. (1999). Reading jazz, a gathering of autobiographies, reportage and criticism from 1919 to now. Vintage Books, USA.


Stravinsky, Igor (1940). *Poetics of music in the form of six lessons (the charles eliot norton lectures)*. Harvard.


Curriculum Coordination Form

Notification Date: Sept. 7, 2007

Initiating unit: Music

Affected unit(s):

Course Prefix and Number: MUS A222  Previous Prefix and Number:

Complete Course/Program Title: History of Music II

Previous Course/Program Title:

Description of Action: change course description and update CCG

Supporting documentation of the proposal is attached.

Initiating faculty are also REQUIRED to send an email to uaa-faculty@uaa.alaska.edu describing the proposal, including the proposed action and the course prefix, number, course description, prerequisite, and any other relevant information.

Any questions concerning the proposed changes may be addressed to the appropriate department chair, or the chair of the appropriate curriculum committee. Written comments may also be sent to the UAB or GAB, in care of the Governance Office, at the following address:

University of Alaska Anchorage
Governance Office, ADM 213
3211 Providence Drive
Anchorage, AK 99508

If no written comments are received by the UAB or GAB within ten (10) days of notification date shown above, it is assumed that there are no objections to the proposal.

Note: Acknowledgement of coordination does not mean approval, it is only meant to verify that coordination has occurred.
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
AFAR Division of Fine Arts

1c. Department
MUSIC

2. Course Prefix
MUS

3. Course Number
A331

4. Previous Course Prefix & Number

5a. Credits/CEU
3

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

6. Complete Course/Program Title
Form and Analysis
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
semester/year
From: Fall/2008 To: /9999

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

13. List any programs or college requirements that require this course
Bachelor of Arts, Music; Bachelor of Music, Performance; Bachelor of Music, Music Education

14. Coordinate with Affected Units:
Faculty List Serve, Deans & Directors, Anchorage, Mat-Su, Kodiak & KPC
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
Structural principles of music of the 18th and 19th centuries.

17a. Course Prerequisite(s) (list prefix and number)
MUS A232 and (Hist A101 or A102 or ENGL A201 or A202)

17b. Test Score(s)

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

17d. Other Restriction(s)

17e. Registration Restriction(s) (non-codable)
Completion of GER Tier 1 and Tier 2 courses and junior standing.

18. ☐ Mark if course has fees

19. Justification for Action
Update CCG to comply with GER Integrative Capstone curriculum requirements.

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

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

Curriculum Committee Chairperson Date
Approved: Provost or Designee Date
Disapproved: 21
I. Course Description: Structural principles of music of the 18\textsuperscript{th} and 19\textsuperscript{th} centuries.

II. Course Design:
   A. Overview: This course examines the formal design of instrumental and vocal music of the Baroque, Classical, and Romantic eras. Forms examined include binary and ternary forms, contrapuntal structures, rondos, variation techniques, and sonata form. Extensive writing is required. The course is required for all music majors.
   B. credits: 3
   C. contact hours: 3 + 0
   D. degree requirements met: Bachelor of Arts, Bachelor of Music, and GER capstone
   E. grading basis: A – F
   F. prerequisites: MUS A232
   G. course level justification: This course is an upper division capstone course which concludes the student’s study of the organizational principles of Western music. These principles are studied in progressive detail in the four-semester lower division sequence of courses in Music Theory (MUS A131, A132, A231, A232) and Sightsinging and Ear Training (MUS A133, A134, A233, A234).

III. Course Activities: Lecture and listening to musical examples, class discussions, group projects, written analyses, descriptions of the various forms, and a paper analyzing a single movement of a sonata form.

IV. Evaluation: Grading basis is A- F. Grades will be based on these criteria:
   A. Successful completion of all assigned chapter projects.
   B. Successful completion of the Mid-Term and Final examinations.
   C. Active participation in class discussions and group projects.
   D. Class attendance.
V. Instructional Goals and Defined Outcomes:

Instructional Goals: Teacher will:
1. Demonstrate and explain in detail the basic structural phenomena and principles including cadences, phrases, and periodic forms.
2. Discuss and demonstrate structural organization of small complete binary and ternary forms.
3. Discuss and demonstrate the construction of the larger forms such as the sonata and the rondo out of the smaller forms.
4. Discuss other organizational principles of music.
5. Attention to historical background of the Baroque, Classical, and Romantic eras.

Defined Outcomes: Student will be able to:

<table>
<thead>
<tr>
<th>Student Outcomes</th>
<th>Relation to GER Capstone requirements</th>
<th>Assessment Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate the basic technical principles used in the construction of music</td>
<td>Utilize critical thinking and written and oral communication skills to define the basic technical principles used in the construction of music.</td>
<td>Written description of short pieces of music as part of chapter assignments</td>
</tr>
<tr>
<td>Analyze through musical literacy the understanding of small forms of music</td>
<td>Integrate knowledge of small music forms into their respective periods of social, artistic and political history. Utilize critical thinking and written communication skills to defend the analyses.</td>
<td>Analysis of music and written explanation of the structural principles involved as part of the in-class reports and the mid-term and final examinations</td>
</tr>
<tr>
<td>Analyze a piece of music in sonata form</td>
<td>Integrate knowledge of Classical and early Romantic sonata forms into their respective periods of social, artistic and political history. Utilize critical thinking and written communication skills to defend the analyses.</td>
<td>Scholarly paper on the organization of a piece of Classical music in 1st movement sonata form</td>
</tr>
</tbody>
</table>
Communicate an understanding of the reciprocal relationship between Baroque, Classical, and Romantic forms, the periods in which they developed, and the human problems they address.

Integrate knowledge of Baroque, Classical, and Romantic sonata forms into their respective periods of social, artistic and political history. Utilize critical thinking and communication skills to defend the analyses.

Relating sonata forms to social and political developments of the periods in which they developed.

VI. Course Outline:

1.0 Historical Background of the Baroque, Classical, and Romantic eras.
   1.1 Organize and place all selected music examples into their respective periods of social, artistic, and political history.

2.0 Development of Analytical Skills.
   2.0 Recognizing structural phenomena
   2.1 Recognizing and identifying cadences
   2.2 Recognizing and identifying phrases
   2.3 Recognizing and identifying small periodic forms

3.0 Identifying and Distinguishing Between the Small Forms.
   3.1 Binary
   3.2 Ternary
   3.3: Rounded Binary

4.0 Identifying Structural Functions.
   4.1 Expository Function
   4.2 Transitional Function
   4.3 Developmental Function
   4.4 Introductory Function
   4.5 Terminative Function
   4.6 Parenthetical Function

5.0 Applying these Skills and Principles to the Analyses of the single movement Sonata Form of the Classical and early Romantic eras.
   5.1 The Exposition
   5.2 The Development
   5.3 The Recapitulation

6.0 Development of the Vocabulary and Genre Conventions for Analyzing Music.
   6.1. Identifying, labeling, and writing about structural phenomena in a concise scholarly manner.
   6.2. Conventions for essays on music.
VII. Suggested Texts:


VIII. Bibliography


Curriculum Coordination Form

Notification Date: Sept. 7, 2007

Initiating unit: Music

Affected unit(s):

Course Prefix and Number: MUS A331  Previous Prefix and Number:

Complete Course/Program Title: Form and Analysis

Previous Course/Program Title:

Description of Action: Update CCG to comply with Integrative Capstone curriculum requirements.

Supporting documentation of the proposal is attached.

Initiating faculty are also REQUIRED to send an email to uaa-faculty@lists.uaa.alaska.edu describing the proposal, including the proposed action and the course prefix, number, course description, prerequisite, and any other relevant information. DO NOT SEND ATTACHMENTS.

Any questions concerning the proposed changes may be addressed to the appropriate department chair, or the chair of the appropriate curriculum committee. Written comments may also be sent to the UAB or GAB, in care of the Governance Office, at the following address:

University of Alaska Anchorage
Governance Office, ADM 213
3211 Providence Drive
Anchorage, AK 99508

If no written comments are received by the UAB or GAB within ten (10) days of notification date shown above, it is assumed that there are no objections to the proposal.

Note: Acknowledgement of coordination does not mean approval, it is only meant to verify that coordination has occurred.
## Curriculum Action Request

**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>AMSC</td>
<td>Geological Sciences</td>
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<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>
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<td>GEOL</td>
<td>A111</td>
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<td>4</td>
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### Complete Course/Program Title

**Physical Geology**

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

### Type of Course

- **Academic**
- **Non-credit**
- **CEU**
- **Professional Development**

### Type of Action

- **Add**
- **Change** (mark appropriate boxes)
- **Delete**

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<th># of Repeats</th>
<th>Max Credits</th>
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<th>10. Grading Basis</th>
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<td>P/NP</td>
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<td>semester/year</td>
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<th>12. Cross Listed with</th>
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<td>Stacked</td>
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</table>

**Cross-Listed Coordination Signature**

### List any programs or college requirements that require this course

**Bachelor of Science, Geologic Sciences**

### Coordinate with Affected Units

- CAS, UAA faculty list-serv, extended campuses
- Department, School, or College

**Initiator Signature**

**Date**

### General Education Requirement

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

### Course Description

Introduction to physical geology. Study of earth, its materials, and processes affecting changes on and within. Laboratory training in use of topographic maps, and recognition of common rocks and minerals.

### Course Prerequisite(s) (list prefix and number)

- MATH A055

### Test Score(s)

### Co-requisite(s) (concurrent enrollment required)

### Other Restriction(s)

- **College**
- **Major**
- **Class**
- **Level**

### Registration Restriction(s) (non-codable)

### Mark if course has fees

### Justification for Action

To update the course to reflect the new GER category descriptions published in the 06-07 catalog.
Course Content Guide
University of Alaska Anchorage
GEOL A111
Physical Geology

I. Date of Initiation: Fall 2007

II. Course Information:
   A. College or School: CAS
   B. Course Subject: Geological Sciences
   C. Course Number: A111
   D. Number of Credits: 4.0 (3+3)
   E. Course Title: Physical Geology
   F. Grading Basis: A-F
   G. Course Description: Introduction to physical geology. Study of earth, its
      materials, and processes affecting changes on and within. Laboratory training in
      use of topographic maps, and recognition of common rocks and minerals.
   H. Course Prerequisites: MATH A055
   I. Restrictions: none
   J. Fees: yes

III. Instructional Goals and Student Outcomes:

   A. Instructional Goals. The instructor will:
      1) Present briefly the background of the study of the Earth including
         formation and structure.
      2) Discuss the unifying theory of plate tectonics and present models that
         assess geologic processes using plate tectonic theory.
      3) Discuss atomic structure and the formation of Earth materials (minerals
         and rocks).
      4) Identify the internal and external processes that have shaped the Earth
         and apply the relevant information in order to make appropriate personal
         and professional decisions
      5) Adopt critical perspectives for understanding geological processes in the
         context of geologic time

   B. Student Outcomes. The students will:
      1) Identify the ways in which theory of plate tectonics has advanced the
         overall understanding of Earth's processes.
      2) Demonstrate what is currently known about Earth processes and the
         factors that affect them and develop hypotheses related to these systems.
      3) Integrate geologic knowledge and employ laboratory skills to synthesize
         creative thinking, critical judgment, and personal experience regarding
         the development and modification of the Earth.
      4) In laboratory, students will (1) demonstrate the ability
to identify minerals and rocks in the settings encountered by professionals in the discipline, and (2) will critically observe geologic processes and will accurately record and analyze their observations.

IV. Course Evaluation and Assessment

Students will be evaluated based on lecture mid-term and final examinations, laboratory rock and mineral examinations, lab exercises, and a final lab project. These will be used as assessment tools to judge student performance.

V. Course Level Justification

This course requires little to no knowledge of geological sciences. However, it does require some basic math skills.

VI. Topical Course Outline

1. Introduction to geology
2. Earth formation
3. Earth structure
4. Plate Tectonics
5. Atomic Structure
6. Minerals
7. Igneous rocks
8. Sedimentary rocks
9. Metamorphic rocks
10. Geologic time
11. Physical and chemical weathering
12. Mass movement
13. Streams
14. Coastal processes
15. Groundwater
16. Glaciers
17. Structural geology
18. Earthquakes and seismology

VII. Suggested Text(s)


VIII. Bibliography


### Curriculum Action Request

**University of Alaska Anchorage**

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

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<tr>
<th>6. Complete Course/Program Title</th>
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Environmental Geology

Abbreviated Title for Transcript (30 character)

<table>
<thead>
<tr>
<th>7. Type of Course</th>
<th>8. Type of Action</th>
<th>9. Repeat Status No</th>
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<th>13. List any programs or college requirements that require this course</th>
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<th>14. Coordinate with Affected Units: CAS, UAA faculty list-serv, extended campuses</th>
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<tr>
<th>15. General Education Requirement</th>
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Oral Communication
Written Communication
Quantitative Skills
Humanities
Fine Arts
Social Sciences
Natural Sciences
Integrative Capstone

<table>
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<th>16. Course Description</th>
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An introduction to the study of applied environmental geology with a focus on geologic processes and linkages to environmental hazards and risks. Both internal and external Earth processes and related topics such as earthquakes and volcanic eruptions as well as coastal processes and mineral and energy resources will be included.

<table>
<thead>
<tr>
<th>17a. Course Prerequisite(s) (list prefix and number)</th>
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<tbody>
<tr>
<td>MATH A055</td>
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<tr>
<th>19. Justification for Action</th>
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To update the course to reflect the new Natural Science GER category descriptions published in the 06-07 catalog.

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<th>Date</th>
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<th>Department Chairperson</th>
<th>Date</th>
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<th>Date</th>
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Course Content Guide
University of Alaska Anchorage
GEOL A115
Environmental Geology

I. Date of Initiation: Spring 2008

II. Course Information:
   A. College or School: CAS
   B. Course Subject: Geological Sciences
   C. Course Number: A115
   D. Number of Credits: 3.0 (3+0)
   E. Course Title: Environmental Geology
   F. Grading Basis: A-F
   G. Course Description: An introduction to the study of applied environmental geology with a focus on geologic processes and linkages to environmental hazards and risks. Both internal and external Earth processes and related topics such as earthquakes and volcanic eruptions as well as coastal processes and mineral and energy resources will be included.
   H. Course Prerequisites: MATH A055
   I. Restrictions: none
   J. Fees: yes

III. Instructional Goals and Student Outcomes:
   A. Instructional Goals. The instructor will:
      1) Introduce basic internal and external geological processes and cycles (oceans, geosphere, tectonics, atmosphere and hydrosphere) that affect the geologic environment on Earth.
      2) Present basic concepts dealing with how humans interact with the geologic environment.
      3) Design critical thinking exercises that require the students to use the scientific method and form hypotheses.

   B. Student Outcomes. The students will:
      1) Demonstrate a basic knowledge of earth environmental processes and modern environmental geology problems.
      2) Make connections between human interactions and the geologic environment to begin the process of comprehending the role of human impacts on the planet.
      3) Apply their knowledge through problem solving, critical thinking exercises, and formulating hypotheses as applied to environmental geology.
      4) Discover advances in environmental geology and their applications to the modern environment.

IV. Course Evaluation and Assessment
Students will be evaluated based on problem set assignments, several exams, and summaries of guest speaker lectures. These will be used as assessment tools to judge student performance.

V. Course Level Justification

This course is designed as a GER natural science option for the non-science major and is intended to be an introduction of basic environmental geology concepts and requires some basic math skills.

VI. Topical Course Outline

1. Population growth
2. Plate Tectonics
3. Earth materials
4. Volcanoes and volcanic hazards
5. Earthquakes and earthquake hazards
6. Streams and flooding
7. Coastal processes
8. Mass wasting
9. Earth and climate change
10. Water resources and pollution
11. Soils and weathering
12. Mineral resources
13. Fossil fuel energy sources
14. Alternative energy sources
15. Air pollution
16. Land-Use

VII. Suggested Text(s)


VIII. Bibliography


1a. School or College AS CAS
1b. Division AMSC
1c. Department Geological Sciences
2. Course Prefix GEOL
3. Course Number A115L
4. Previous Course Prefix & Number
5. Credits/CEU 1
5a. Contact Hours (Lecture + Lab) (0+3)
6. Complete Course/Program Title Environmental Geology Laboratory
Environmental Geology Lab
Abbreviated Title for Transcript (30 character)
7. Type of Course ☑ Academic ☐ Non-credit ☐ CEU ☐ Professional Development
8. Type of Action ☑ Prefix ☑ Course Number ☑ Change Credits ☑ Contact Hours ☑ Grading Basis ☑ Course Description ☑ Test Score Prerequisites ☑ Co-requisites ☑ Other Restrictions ☑ Class ☑ Level ☑ College ☑ Major ☑ Other update instructor goals and student outcomes
9. Repeat Status No # of Repeats 0 Max Credits
10. Grading Basis ☑ A-F ☑ P/NP ☑ NG
11. Implementation Date From: SP/08 To: /9999
12. ☐ Cross Listed with ☑ Stacked with ☑ Cross-Listed Coordination Signature
13. List any programs or college requirements that require this course GER
14. Coordinate with Affected Units: CAS, UAA faculty list-serv, extended campuses
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 Investigation of problems in environmental geology related to volcanic and earthquake hazards, surface and groundwater pollution, landslides, coastal processes, and waste disposal with emphasis on the Anchorage area and Alaska. Several local field trips are included.
17a. Course Prerequisite(s) (list prefix and number) GEOL A115 or concurrent enrollment and MATH A055
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 To update the course to reflect the new Natural Science GER category descriptions published in the 06-07 catalog and to change the course to a 1 credit lab instead of a 1-2 credit lab option.

Approved
Disapproved:
Initiator (faculty only) Date
Approved
Disapproved:
Department Chairperson Date
Approved
Disapproved:
Academic Board Chairperson Date
Approved
Disapproved:
Curriculum Committee Chairperson Date
Approved
Dean/Director of School/College Date
Approved
Disapproved:
Undergraduate or Graduate Date
Approved
Provost or Designee Date

131 UAA faculty list-serv, extended campuses
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 Investigation of problems in environmental geology related to volcanic and earthquake hazards, surface and groundwater pollution, landslides, coastal processes, and waste disposal with emphasis on the Anchorage area and Alaska. Several local field trips are included.
17a. Course Prerequisite(s) (list prefix and number) GEOL A115 or concurrent enrollment and MATH A055
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 To update the course to reflect the new Natural Science GER category descriptions published in the 06-07 catalog and to change the course to a 1 credit lab instead of a 1-2 credit lab option.

Approved
Disapproved:
Initiator (faculty only) Date
Approved
Disapproved:
Department Chairperson Date
Approved
Disapproved:
Academic Board Chairperson Date
Approved
Curriculum Committee Chairperson Date
Approved
Dean/Director of School/College Date
Approved
Disapproved:
Undergraduate or Graduate Date
Approved
Provost or Designee Date
Course Content Guide
University of Alaska Anchorage
GEOL A115L
Environmental Geology Laboratory

I. Date of Initiation: Spring 2008

II. Course Information:
   A. College or School: CAS
   B. Course Subject: Geological Sciences
   C. Course Number: A115L
   D. Number of Credits: 1 (0 + 3)
   E. Course Title: Environmental Geology Laboratory
   F. Grading Basis: A-F
   G. Course Description: Investigation of problems in environmental geology related to volcanic and earthquake hazards, surface and groundwater pollution, landslides, coastal processes, and waste disposal with emphasis on the Anchorage area and Alaska. Several local field trips are included.
   H. Course Prerequisites: GEOL A115 or concurrent enrollment and MATH A055
   I. Restrictions: none
   J. Fees: yes

III. Instructional Goals and Student Outcomes:
   A. Instructional Goals. The instructor will:
      1) Briefly review basic internal and external geological processes and cycles (oceans, geosphere, tectonics, atmosphere and hydrosphere) that affect the geologic environment on Earth.
      2) Provide guidance for hands-on laboratory exercises to complement the lecture material in GEOL A115 Environmental Geology.
      3) Lead field trips in the Anchorage area so that students can practice what they have learned in the field, implement the scientific method, and learn about the local geologic environment they live in.

   B. Student Outcomes. The students will:
      1) Demonstrate a basic knowledge of earth environmental processes and modern environmental geology problems.
      2) Solve basic environmental geology problems through hands-on laboratory exercises and critical thinking exercises with an emphasis on human interactions with the geologic environment.
      3) Attend several field trips in the local Anchorage area to apply their knowledge in the field, use the scientific method, form their own hypotheses about environmental problems where they live, and pursue discoveries of the science in this environment.
IV. Course Evaluation and Assessment

Students will be evaluated based on several laboratory exercises and preparatory exercises for field trips. These will be used as assessment tools to judge student performance.

V. Course Level Justification

This course is designed as a GER natural science laboratory course for the non-science major and is intended to be an introduction of basic environmental geology concepts and requires some basic math skills.

VI. Topical Course Outline

1. Population growth
2. Maps
3. Plate Tectonics
4. Earth materials
5. Volcanoes and volcanic hazards
6. Earthquakes and earthquake hazards
7. Streams and flooding
8. Coastal processes
9. Mass wasting
10. Water resources and pollution
11. Soils and weathering
12. Alternative energy sources
13. Land-Use
14. Field trips to the Anchorage Landfill, Tsunami Warning Center, and various locations in Anchorage to study geologic hazards and land-use.

VII. Suggested Text(s)


VIII. Bibliography


## Curriculum Action Request

**University of Alaska Anchorage**

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

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<thead>
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<th>1a. School or College</th>
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<th>5b. Contact Hours (Lecture + Lab)</th>
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<tr>
<td>Stacked with</td>
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| 13. List any programs or college requirements that require this course |
| Required for History Major and Forty-Ninth State Fellows Program; Selection for History minor and CAS Cultural Heritage |

| 14. Coordinate with Affected Units: |
| CAS, Canadian Studies, Forty-Ninth State Fellows Program, Mat-Su College, KPC, Kodiak College, PWSCC |

| Department, School, or College |
| Initiator Signature | Date |

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<th>15. General Education Requirement</th>
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<th>16. Course Description</th>
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<td>A chronological overview of United States history from ancient America through the Civil War. Examines social, political, and economic forces that have shaped the country during the period. Students will be introduced to primary sources and interpretations in American history.</td>
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| 17a. Course Prerequisite(s) (list prefix and number) |
| 17b. Test Score(s) |
| 17c. Co-requisite(s) (concurrent enrollment required) |

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<th>17d. Other Restriction(s)</th>
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| 17e. Registration Restriction(s) (non-codable) |

| 18. Mark if course has fees |

| 19. Justification for Action |
| Update CCG to meet current descriptors |

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**Initiator (faculty only)**

**Initiator (PRINT NAME)**

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**Approved**

**Disapproved**

**Dean/Director of School/College**

**Department Chairperson**

**Curriculum Committee Chairperson**

**Undergraduate or Graduate Academic Board Chairperson**

**Provost or Designee**
Course Content Guide  
University of Alaska Anchorage  
Department of History: Hist A131 History of United States I

I. Initiation Date: September 2007

II. Course Information:
A. College: College of Arts and Sciences  
B. Department: History  
C. Course Title: United States I  
D. Course Subject/number: Hist A131  
E. Credit Hours: 3.0 Credits  
F. Contact Time: 3+0 Contact Time  
G. Grading Information: A-F  
H. Course Description: A chronological overview of United States history from ancient America through the Civil War. Examines social, political, and economic forces that have shaped the country during the period. Students will be introduced to primary sources and interpretations in American history.

I. Course Prerequisites: None  
J. Course Fees: None

III. Instructional Goals and Student Outcomes

The Instructor will present:  
Content, chronology, and context.

Student will be able to:  
Demonstrate factual knowledge of the history of the United States through the Civil War.

Identify key themes in the social, political, economic, and cultural development of the United States.

Change and continuity over time.

Identify, analyze, and evaluate the factors determining change or continuity in American history.

Identify and analyze factors in the development of contemporary American society, institutions, beliefs, and practices.
Communication and critical thinking in historical study.  
Write and edit essays and papers demonstrating knowledge of historical content and interpretive analysis.  
Produce written assignments with sound content, style, grammar, organization, evidence, and conclusions.

Primary and secondary historical sources and approaches to them.  
Identify and analyze secondary and primary documents (including textual documents, visual images, films, and artifacts)  
Recognize bias and consider its impact on evidence and conclusions.  
Formulate and pose germane questions of sources.

Historical methods.  
Synthesize, analyze, and evaluate information in order to construct a well supported argument.  
Analyze historical evidence and data and determine the significance.

IV. Guidelines for Evaluation:

Students will be evaluated on the above outcomes through attendance and participation in classroom discussions, performance on essay, short answer and objective exams, and analytical essays based on assigned readings of both primary and secondary sources. Assignments will emphasize critical reading, writing, and historical thinking skills. Assessment methods include summary and content, compare/contrast, review/critique, and analytical exercises.
V. Course Level Justification:

History A131 is an introductory survey level course in American history. The course seeks to develop student capacity to analyze and evaluate historical data and apply both written and oral skills that demonstrate these abilities. It provides the necessary knowledge base to fulfill the goals of 100-level general education courses in the Humanities and provides part of the skills and content core for the History major.

VI. Topical Course Outline:

1.0 Pre-Columbian America
2.0 Meeting of Three Worlds
3.0 Southern Colonial Development
4.0 Northern Colonial Development
5.0 Eighteenth Century America
6.0 Crisis and Revolution
7.0 Confederation and New Republic
8.0 Jefferson’s America
9.0 Early Industrialization
10.0 Jacksonian America
11.0 Westward Expansion
12.0 Slavery in the Antebellum South
13.0 Prelude to War
14.0 Civil War

VII. Suggested Texts:


**VIII. Select Bibliography:**


Curriculum Coordination Form

Notification Date: September 28, 2007

Initiating unit: Department of History

Affected unit(s): CAS

Course Prefix and Number: Hist A131

Previous Prefix and Number:

Complete Course/Program Title: History of the United States I

Previous Course/Program Title:

Description of Action: Update CCG

Supporting documentation of the proposal is attached.

Initiating faculty are also REQUIRED to send an email to uaa-faculty@uaa.alaska.edu describing the proposal, including the proposed action and the course prefix, number, course description, prerequisite, and any other relevant information.

Any questions concerning the proposed changes may be addressed to the appropriate department chair, or the chair of the appropriate curriculum committee. Written comments may also be sent to the UAB or GAB, in care of the Governance Office, at the following address:

University of Alaska Anchorage
Governance Office, ADM 213
3211 Providence Drive
Anchorage, AK 99508

If no written comments are received by the UAB or GAB within ten (10) days of notification date shown above, it is assumed that there are no objections to the proposal.

Note: Acknowledgement of coordination does not mean approval, it is only meant to verify that coordination has occurred.
### Curriculum Action Request

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

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**AHUM Division of Humanities**  
History of United States II

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

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<tr>
<td>5b. Contact Hours (Lecture + Lab)</td>
<td>(3+0)</td>
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**Complete Course/Program Title**  
History of United States II

**Type of Course**  
- Academic
- Non-credit
- CEU
- Professional Development

**Type of Action**  
- Course
- Program

**Repeat Status No**

**Grading Basis**
- A-F
- P/NP
- NG

**Implementation Date**
- From: Fall/2008  
- To: 9999

**Course Description**  
A chronological overview of United States history from Reconstruction to the present. Examines social, political, and economic forces that have shaped the country during the period. Students will be introduced to primary sources and interpretations in American history.

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

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**  
Update CCG to meet current descriptors

---

**Initiator (faculty only)**

**Initiator (PRINT NAME)**

---

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

**Disapproved**  
Date

**Approved**  
Department Chairperson  
Date

**Disapproved**  
Date

**Approved**  
Curriculum Committee Chairperson  
Date

**Disapproved**  
Provost or Designee  
Date
Course Content Guide  
University of Alaska Anchorage  
Department of History: Hist A132 History of United States II

I. Initiation Date: September 2007

II. Course Information:
A. College: College of Arts and Sciences 
B. Department: History 
C. Course Title: United States II 
D. Course Subject/number: Hist A132 
E. Credit Hours: 3.0 Credits 
F. Contact Time: 3+0 Contact Time 
G. Grading Information: A-F 
H. Course Description: A chronological overview of United States history from Reconstruction to the present. Examines social, political, and economic forces that have shaped the country during the period. Students will be introduced to primary sources and interpretations in American history.

I. Course Prerequisites: None 
J. Course Fees: None

III. Instructional Goals and Student Outcomes

The Instructor will present: 

Content, chronology, and context. 

Students will be able to:

Demonstrate factual knowledge of the history of the United States since the Civil War.

Identify key themes in the social, political, economic, and cultural development of the United States.

Change and continuity over time.

Identify, analyze, and evaluate the factors determining change or continuity in American history.

Identify and analyze factors in the development of contemporary American society, institutions, beliefs and practices.
Communication and critical thinking in historical study.  
Write and edit essays and papers demonstrating knowledge of historical content and interpretive analysis.

Produce written assignments with sound content, style, grammar, organization, evidence, and conclusions.

Primary and secondary historical sources. 
Identify and analyze secondary and primary documents (including textual documents, visual images, films, and artifacts)

Recognize bias and consider its impact on evidence and conclusions.

Formulate and pose germane questions of sources.

Historical methods. 
Synthesize, analyze, and evaluate information in order to construct a well supported argument.

Analyze historical evidence and data and determine the significance.

IV. Guidelines for Evaluation:

Students will be evaluated on the above outcomes through attendance and participation in classroom discussions, performance on essay, short answer and objective exams, and analytical essays based on assigned readings of both primary and secondary sources. Assignments will emphasize critical reading, writing, and historical thinking skills. Assessment methods include summary and content, compare/contrast, review/critique, and analytical exercises.
V. Course Level Justification:

History A132 is an introductory survey level course in American history. The course seeks to develop student capacity to analyze and evaluate historical data and apply both written and oral skills that demonstrate these abilities. It provides the necessary knowledge base to fulfill the goals of 100-level general education courses in the Humanities and provides part of the skills and content core for the History major.

VI. Topical Course Outline:

1.0 Reconstruction
2.0 The West after 1865
3.0 Industrialization
4.0 Labor and Immigration
5.0 The 1890s: Politics and Economy
6.0 Imperialism Abroad
7.0 The Progressive Era
8.0 World War I
9.0 The Roaring 20s
10.0 The Great Depression and New Deal
11.0 World War II
12.0 The 1950s: Cold War at Home and Abroad
13.0 The Vietnam Era
14.0 Since 1975

VII. Suggested Texts:


**VIII. Select Bibliography:**


Curriculum Coordination Form

Notification Date: September 28, 2007

Initiating unit: Department of History

Affected unit(s): CAS

Course Prefix and Number: Hist A132       Previous Prefix and Number:

Complete Course/Program Title: History of the United States II

Previous Course/Program Title:

Description of Action: Update CCG

Supporting documentation of the proposal is attached.

Initiating faculty are also REQUIRED to send an email to uaa-faculty@uaa.alaska.edu describing the proposal, including the proposed action and the course prefix, number, course description, prerequisite, and any other relevant information.

Any questions concerning the proposed changes may be addressed to the appropriate department chair, or the chair of the appropriate curriculum committee. Written comments may also be sent to the UAB or GAB, in care of the Governance Office, at the following address:

University of Alaska Anchorage
Governance Office, ADM 213
3211 Providence Drive
Anchorage, AK 99508

If no written comments are received by the UAB or GAB within ten (10) days of notification date shown above, it is assumed that there are no objections to the proposal.

Note: Acknowledgement of coordination does not mean approval, it is only meant to verify that coordination has occurred.
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<table>
<thead>
<tr>
<th>10. Grading Basis</th>
<th>11. Implementation Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>A-F</td>
<td>semester/year</td>
</tr>
</tbody>
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<tr>
<th>12. Cross Listed with</th>
</tr>
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</table>

Mark appropriate boxes

<table>
<thead>
<tr>
<th>13. List any programs or college requirements that require this course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rhetoric Track of English Major</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>14. Coordinate with Affected Units: UAA Faculty List Serve</th>
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Initiator Signature: Date

<table>
<thead>
<tr>
<th>15. General Education Requirement</th>
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<tbody>
<tr>
<td>Oral Communication</td>
</tr>
<tr>
<td>Fine Arts</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>16. Course Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A beginning course in the study of language. Introduction to systematic analysis of human language and description of its grammatical structure, distribution, and diversity.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>17a. Course Prerequisite(s) (list prefix and number)</th>
<th>17b. Test Score(s)</th>
<th>17c. Co-requisite(s) (concurrent enrollment required)</th>
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<tbody>
<tr>
<td>None</td>
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<table>
<thead>
<tr>
<th>17d. Other Restriction(s)</th>
<th>17e. Registration Restriction(s) (non-codable)</th>
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<tbody>
<tr>
<td>College</td>
<td>Major</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| 18. Mark if course has fees |

<table>
<thead>
<tr>
<th>19. Justification for Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>LING A101 is a GER course whose CCG is being updated to reflect current standards.</td>
</tr>
</tbody>
</table>

---

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

Approved Disapproved: Curriculum Committee Chairperson Date
Course Content Guide  
University of Alaska Anchorage  
College of Arts and Sciences  
Department of English and Linguistics  
Date: April 18, 2007

- College/School: College of Arts and Science  
- Subject: Linguistics  
- Course Number: LING A101  
- Course Title: The Nature of Language  
- Number of Credits: 3 (3+0)  
- Grading Basis: A-F  
- Course Description: A beginning course in the study of language. Introduction to systematic analysis of human language and description of its grammatical structure, distribution, and diversity.  
- Prerequisites: None  
- Restrictions: None  
- Lab Fees: None  
- Course Attributes: Fulfills a Humanities General Education Requirement.  
- Status of Course: A prerequisite for English 450; a requirement for English Majors in the Rhetoric program.

I. Instructional Goals and Defined Outcomes

The instructor will:

- Familiarize the students with International Phonetic Alphabet as a means to transcribe the most common vowels and consonants.
- Introduce the students with linguistic analysis procedures to diagram words, phrases, and complex sentences.
- Familiarize the students with the main theories of first- and second-language acquisition.
- Familiarize the students with the parts of the brain that are responsible for language.

The student will be able to:  

<table>
<thead>
<tr>
<th>The student will be able to:</th>
<th>Assessment Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use linguistic concepts to analyze the structure of sounds, words, and phrases in language.</td>
<td>Performance on quizzes and exams</td>
</tr>
<tr>
<td>Describe linguistic and non-linguistic factors that affect first- and second-language acquisition.</td>
<td>Performance on quizzes and exams</td>
</tr>
<tr>
<td>Identify the parts of the human brain that are responsible for language.</td>
<td>Performance on quizzes and exams</td>
</tr>
</tbody>
</table>
II. Course Level Justification
This course is an introduction and requires no prior knowledge of linguistics.

III. Topical Course Outline
This course surveys the various formal levels of linguistic representation and analysis.
Topics for special focus will be chosen from the following:

1.0 Theories of Language: Semiotic, Structuralist, Generative/Transformational
2.0 Sounds of Language
   2.1 Phonetics and the International Phonetic Alphabet
   2.2 Phonological Variation and Regional Accents
   2.3 Phonemic Representation and Allophony
   2.4 Spelling and Orthographic Alternatives
3.0 Words of Language
   3.1 Morphology of Roots, Stems, Affixes
   3.2 Processes of New Word Formation
   3.3 Etymology and the Growth of Word Meaning
   3.4 Morphological Variation and Allomorphy
4.0 Syntax of Language
   4.1 Constituent Structure of Phrases, Clauses, Sentences
   4.2 Phrase Structure Trees and Sentence Diagramming
   4.3 Transformations
   4.4 Dialectal Variation in Sentence Structure
5.0 Semantics of Language
   5.1 Linguistic versus Extra-linguistic Meaning
   5.2 Pragmatics and Speech-Act Theory
   5.3 Anomaly
   5.4 Metaphor and Figurative Meaning
6.0 Varieties of Language
   6.1 Regional and Social Dialects
   6.2 Standard versus Nonstandard Dialects
   6.3 Pidgins, Creoles, and Lingua Franca
   6.4 Styles, Registers, and Taboo Words
   6.5 Historical Variation and Evolution
7.0 Acquisition of Language
   7.1 Behaviorist versus Cognitivist Theories
   7.2 Normal Stages of Acquisition
   7.3 Brain Development, Dyslexia, and Aphasia
   7.4 Second-Language Acquisition

V. Suggested Text

VI. Bibliography:


**Curriculum Action Request**  
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>
</tr>
</thead>
<tbody>
<tr>
<td>AS CAS</td>
<td>AHUM Division of Humanities</td>
<td>English</td>
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</table>

<table>
<thead>
<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>A212</td>
<td></td>
<td>3</td>
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**6. Complete Course/Program Title**  
Technical Writing

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

<table>
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<tr>
<th>7. Type of Course</th>
<th>8. Type of Action</th>
<th>9. Repeat Status No</th>
<th># of Repeats</th>
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<td>Change</td>
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</table>

**10. Grading Basis**  
A-F □ P/NP □ NG

**11. Implementation Date**  
semester/year  
From: FA/2008  
To: /9999

**12. Cross Listed with**  
Stacked 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**

<table>
<thead>
<tr>
<th></th>
<th>□ Oral Communication</th>
<th>□ Written Communication</th>
<th>□ Quantitative Skills</th>
<th>□ Humanities</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>□ Fine Arts</td>
<td>□ Social Sciences</td>
<td>□ Natural Sciences</td>
<td>□ Integrative Capstone</td>
</tr>
</tbody>
</table>

**16. Course Description**

Instruction in basic communicative purposes, forms, styles, and visual elements commonly used by professionals who write and edit technical documents. Provides experience in writing and editing in a collaborative environment. Requires a research report.

**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)**

<table>
<thead>
<tr>
<th></th>
<th>College</th>
<th>Major</th>
<th>Class</th>
<th>Level</th>
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</table>

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

**18. Mark if course has fees**

**19. Justification for Action**

ENGL A212 is being updated to reflect current GER standards.

---

**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**  
Date

57
Course Content Guide
Department of English
April 18, 2007

I. Course Information
A. College/School: College of Arts and Sciences
B. Course Number: ENGL A212
C. Course Title: Technical Writing
D. Number of Credits (3+0)
E. Grading Basis: A-F
F. Course description: Instruction in basic communicative purposes, forms, styles, and visual elements commonly used by professionals who write and edit technical documents. Provides experience in writing and editing in a collaborative environment. Requires a research report.
G. Prerequisites: ENGL A111 with minimum grade of C.
H. Restrictions: None
I. Lab Fees: Yes
J. Course Attributes: UAA GER Written Communication
K. 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 work groups, analysis of writing, writing, and revising.

III. Guidelines for Evaluation
Students are graded on completed writing assignments and participation in online and in-class activities.

IV. Instructional Goals. The instructor will:
A. Introduce technical communication and explain its role in business and industry.
B. Introduce students to the theories, principles, and conventions related to document and information design, professional writing genres, professional writing style, and usability needed for producing effective technical documents.
C. Foster critical thinking skills needed to create, design, and transmit technical information so that people can understand it easily and use it safely, effectively, and efficiently.
D. Impress upon students that effective technical communication is based on principles for ethical communication.
E. Help students understand the importance of reader-oriented and task-oriented responses to writing situations.

F. Help students gain an understanding of collaboration in the workplace and develop an appreciation for collaborative work.

G. Acquaint students with visual and textual elements, composing tasks, and genres common in technical communication and with the rhetorical situations that elicit these elements, tasks, and genres.

V. **Topical Course Outline**

A. **The Technical Communication Environment**
   1. Characteristics of technical communication
   2. The role of the writer
   3. Writing collaboratively
   4. Ethical principles and legal considerations
   5. Writing for diverse audiences

B. **Theories and Concepts**
   1. Given-new theory
   2. Queuing, chunking, and filtering
   3. Information Mapping
   4. Usability
   5. Task orientation
   6. Genre as social action

C. **Planning and Producing Effective Documents**
   1. Analyzing audience and purpose
   2. Conducting primary research
   3. Conducting secondary research
   4. Organizing information for readers
   5. Designing documents for readers
   6. Revising for document coherence

D. **Textual Elements**
   1. Reader-oriented language, sentences, and paragraphs
   2. Titles, headings, and lists
   3. Definitions and descriptions
   4. Front and back matter
   5. Documentation

E. Visual Elements
1. Goals of document and page design
2. Principles of document and page design
3. Planning and designing pages and documents
4. Creating graphics

F. Applications
1. Letters, memos, and e-mails
2. Job application materials
3. Empirical reports
4. Proposals
5. Informal reports
6. Instructions and manuals
7. Oral presentations

VI. Student Outcomes and Methods of Evaluation

<table>
<thead>
<tr>
<th>Students will be able to:</th>
<th>Methods of Assessment</th>
</tr>
</thead>
</table>
| Identify characteristics and practices important and relevant to technical communicators and use them to individually and collaboratively analyze and improve documents. | • reading questions  
• quizzes  
• analysis of documents  
• collaborative revision of ineffective documents  
• case study exercises |
| Collaboratively and individually plan and construct documents for readers and users.     | Writing assignments, oral presentations, exams              |
| Respond to writing situations with the appropriate visual elements, textual elements, and genre. |                                                            |
| Communicate effectively in a variety of written contexts and formats.                    |                                                            |
| Adhere to expectations and conventions for content, development, and structure of textual elements, visual elements, and genres. |                                                            |
| Produce researched reports using primary and secondary research methods.                 | Writing assignments, oral presentations, reports            |
VII. Suggested Texts

One of the following textbooks is recommended:


VIII. Selected Bibliography:


# Curriculum Action Request

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

## Course Information

| 1a. School or College | AS CAS | 1b. Division | AHUM Division of Humanities | 1c. Department | English |
|-----------------------|--------|-------------|-----------------------------|-----------------|

<table>
<thead>
<tr>
<th>2. Course Prefix</th>
<th>ENGL</th>
<th>3. Course Number</th>
<th>A301</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th></th>
<th>5. Credits/CEU</th>
<th>3 CR</th>
<th>5b. Contact Hours (Lecture + Lab)</th>
<th>(3+0)</th>
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<table>
<thead>
<tr>
<th>6. Complete Course/Program Title</th>
<th>Literature of Britain I</th>
</tr>
</thead>
</table>

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

## Type of Course

- [ ] Academic  
- [ ] Non-credit  
- [ ] CEU  
- [ ] Professional Development

## Type of Action

- [ ] Add  
- [ ] Change  
- [ ] Delete

## Course Details

<table>
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<th>8. Type of Action</th>
<th>Add</th>
<th>Change</th>
<th>Delete</th>
</tr>
</thead>
</table>

### Prefix

- [ ] Credits
- [ ] Title
- [ ] Grading Basis
- [ ] Course Description
- [ ] Test Score Prerequisites
- [ ] Other Restrictions

<table>
<thead>
<tr>
<th>10. Grading Basis</th>
<th>A-F</th>
<th>P/NP</th>
<th>NG</th>
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</table>

<table>
<thead>
<tr>
<th>11. Implementation Date</th>
<th>semester/year</th>
</tr>
</thead>
</table>

**From:** FA/2008  
**To:** /9999

## Course Description

Study of significant writers of Britain from Anglo-Saxon times to the Restoration.

17a. Course Prerequisite(s) (list prefix and number)  
(ENGL A211, or A212, or A213 or A214)  
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)

## Course Description

- Mark if course has fees

## Justification for Action

English A301 is being updated to reflect current GER standards.
College/School: College of Arts and Sciences  
Subject: English  
Course Number: ENGL A301  
Course Title: Literature of Britain I  
Number of Credits: (3+0)  
Grading Basis: A-F  
Course Description: Study of significant writers of Britain from Anglo-Saxon times to the Restoration.  
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 for 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 the historical and biographical contexts in which they developed and the human problems they address
   2. Introduce terminology and critical approaches necessary to discuss these texts with precision
   3. Relate texts to each other in theme and literary manner and show their relevance to issues of their day and the present day

B. Defined Outcomes: Students will be able to:
   1. Analyze a variety of texts as they relate to their origins in the author’s biography and their historical context
   2. Apply critical terms and approaches to diverse texts
   3. Compare texts from different authors and historical eras and link them to issues in their historical contexts

C. Methods of Assessment:
   1. Objective exam questions eliciting interpretation of key passages
   2. Essay exam questions eliciting comparisons of texts from different eras and authors
II. Topical Course Outline:

I. The Middle Ages
   A. Bede, Caedmon
   B. “Dream of the Rood”
   C. Beowulf
   D. Chaucer
   E. Margery Kempe
   F. Everyman

II. The Sixteenth Century
   A. Spenser
   B. Shakespeare

III. Early 17th Century
   A. Donne
   B. Wroth
   C. Bacon, Burton, Browne
   D. Marvell
   E. Milton

III. Suggested Texts:


IV. Bibliography


1a. School or College  
AS CAS  

1b. Division  
AHUM Division of Humanities

1c. Department  
English

2. Course Prefix
ENGL

3. Course Number
A302

4. Previous Course Prefix & Number

5a. Credits/CEU
3 CR

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

6. Complete Course/Program Title  
Literature of Britain II

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  
BA in English

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 Britain from the Restoration to the present.

17a. Course Prerequisite(s) (list prefix and number)
(English A211 or A212, or A213 or A214) 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 A302 is a GER course whose CCG is being updated to reflect current standards.

Initiator (faculty only)  Date  

Dean/Director of School/College  Date

Department Chairperson  Date  

Undergraduate or Graduate  Date

Academic Board Chairperson

Provost or Designee  Date

Curriculum Committee Chairperson  Date

Approved
Disapproved:

Approved
Disapproved:

Approved
Disapproved:
I. Instructional Goals and Defined Outcomes

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

B. Defined Outcomes. Students will be able to:
   1. analyze a variety of texts as they relate to their origins in the author’s biography and the historical and cultural context
   2. apply critical terms and approaches to diverse texts
   3. compare texts from different authors and eras and link them to issues in their historical contexts.
C. Methods of Assessment:
   1. objective exam questions eliciting interpretation of key passages
   2. essay exam questions eliciting comparisons of texts from different historical eras and authors
   3. short papers interpreting texts for their historical significance

II. Topical Course Outline:
   A. Restoration and 18th Century
      1. Dryden
      2. Behn
      3. Swift
      4. Pope
      5. Johnson
   B. Romantic Period
      1. Blake
      2. Wollstonecraft
      3. Wordsworth
      4. Coleridge
      5. Byron
      6. Shelley
      7. Keats
   C. Victorian Age
      1. Carlyle
      2. Mill
      3. Ruskin
      4. Arnold
      5. Tennyson
      6. Robert Browning
      7. Elizabeth Barrett Browning
      8. Christina Rossetti
   D. Twentieth Century
      1. Conrad
      2. Yeats
      3. Woolf
      4. Joyce
      5. Eliot
      6. Beckett

III. Suggested Texts:


IV. Bibliography