

General Education Review Committee Agenda

12:30-1:30
April 16, 2010
ADM 204

I. Call to Order

Roll

() Suzanne Forster	UAB/CAS	Written Communication
() Oliver Hedgepeth	UAB/CBPP	
() Utpal Dutta	UAB/SOE	
() Kevin Keating	UAB/Library	
() Deborah Fox	UAB/Mat-Su	
() Kenrick Mock	UAB/CAS	
() Len Smiley	CAS	Quantitative Skills
() Barbara Harville	CAS	Oral Communication
() Walter Olivares	CAS	Fine Arts
() Patricia Fagan	CAS	Humanities
() Beverly Barker		Natural and Physical Sciences
() Catherine Sullivan	CHSW	
() Robert Capuozzo	COE	
() Sandra Pence	CTC	
() Vacant		Social Sciences
() Hilary Davies	UAB	Ex officio/UAB Chair
() Bart Quimby	UAB	Ex officio/OAA
() Vacant	Student	

II. Approval of Agenda (pg. 1)

III. Approval of Summary (pg. 2)

IV. Report from Associate Vice Provost Bart Quimby

V. Chair's Report

VI. Course Action Requests

Chg ENGL A414 Research Writing (3 cr) (3+0) (pg. 3-10)

Chg ENGL A445 Alaska Native Literatures (3 cr) (3+0) (pg. 11-17)

COMM courses will not be discussed at 04/16/10 agenda.
They will be discussed at 04/23/10 agenda.

Chg COMM A111 Fundamentals of Oral Communication (3 cr) (3+0)

Chg COMM A235 Small Group Communication (3 cr) (3+0)

Chg COMM A237 Interpersonal Communication (3 cr) (3+0)

Chg COMM A241 Public Speaking (3 cr) (3+0)

VII. Old Business

A. Subcommittee Discussions

VIII. New Business

IX. Informational Items and Adjournment

General Education Review Committee Summary

12:30-1:30
March 26, 2010
ADM 204

I. Call to Order

Roll

(x) Suzanne Forster	UAB/CAS	Written Communication
() Oliver Hedgepeth	UAB/CBPP	
(x) Utpal Dutta	UAB/SOE	
(x) Kevin Keating	UAB/Library	
(x) Deborah Fox	UAB/Mat-Su	
(x) Kenrick Mock	UAB/CAS	
(x) Len Smiley	CAS	Quantitative Skills
(x) Barbara Harville	CAS	Oral Communication
() Walter Olivares	CAS	Fine Arts
() Patricia Fagan	CAS	Humanities
(x) Beverly Barker		Natural and Physical Sciences
(e) Catherine Sullivan	CHSW	
(x) Robert Capuozzo	COE	
(x) Sandra Pence	CTC	
() Vacant		Social Sciences
(x) Hilary Davies	UAB	Ex officio/UAB Chair
(x) Bart Quimby	UAB	Ex officio/OAA
() Vacant	Student	

II. Approval of Agenda (pg. 1) **Approved**

III. Approval of Summary (pg. 2) **Approved with addition of humanities word**

IV. Report from Associate Vice Provost Bart Quimby

V. Chair's Report

VI. Course Action Requests Add GEOG A390A Topics in Global Geography (3 cr) (3+0) (pg. 3-12) **Approved**

VII. Old Business A. Subcommittee Discussions

VIII. New Business

IX. Informational Items and Adjournment

Meeting adjourned



Course Action Request

University of Alaska Anchorage

Proposal to Initiate, Add, Change, or Delete a Course

1a. School or College AS CAS		1b. Division AHUM Division of Humanities			1c. Department English							
2. Course Prefix ENGL	3. Course Number A414	4. Previous Course Prefix & Number n/a	5a. Credits/CEUs 3	5b. Contact Hours (Lecture + Lab) (3+0)								
6. Complete Course Title Research Writing <small>Abbreviated Title for Transcript (30 character)</small>												
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development												
8. Type of Action: <input type="checkbox"/> Add or <input checked="" type="checkbox"/> Change or <input type="checkbox"/> Delete <small>If a change, mark appropriate boxes:</small>				9. Repeat Status No # of Repeats 0 Max Credits 3								
<input type="checkbox"/> Prefix <input type="checkbox"/> Course Number <input type="checkbox"/> Credits <input type="checkbox"/> Contact Hours <input type="checkbox"/> Title <input type="checkbox"/> Repeat Status <input type="checkbox"/> Grading Basis <input type="checkbox"/> Cross-Listed/Stacked <input checked="" type="checkbox"/> Course Description <input checked="" type="checkbox"/> Course Prerequisites <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Other Restrictions <input type="checkbox"/> Registration Restrictions <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major <input checked="" type="checkbox"/> Other Update CCG (please specify)				10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG								
				11. Implementation Date <small>semester/year</small> From: Fall/2010 To: 9999/9999								
				12. <input type="checkbox"/> Cross Listed with _____ <input type="checkbox"/> Stacked with _____ Cross-Listed Coordination Signature								
13a. Impacted Courses or Programs: List any programs or college requirements that require this course. <small>Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at www.uaa.alaska.edu/governance.</small>												
<i>Impacted Program/Course</i>		<i>Catalog Page(s) Impacted</i>	<i>Date of Coordination</i>		<i>Chair/Coordinator Contacted</i>							
1. See Attached												
2.												
3.												
Initiator Name (typed): <u>Jacqueline Cason</u> Initiator Signed Initials: _____ Date: _____												
13b. Coordination Email Date: <u>2/16/2010</u> <small>submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)</small>			13c. Coordination with Library Liaison Date: <u>2/16/2010</u>									
14. General Education Requirement <input type="checkbox"/> Oral Communication <input checked="" type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities <small>Mark appropriate box:</small> <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone												
15. Course Description (<i>suggested length 20 to 50 words</i>) A guided deep revision of a research paper from a student's home discipline, adapted to a specific scholarly or professional audience. Concentration on audience, method, argument, evidence, and style.												
16a. Course Prerequisite(s) (<i>list prefix and number</i>) (ENGL A211, or ENGL A212, or ENGL A213, or ENGL A214) with a minimum grade of C		16b. Test Score(s) n/a		16c. Co-requisite(s) (<i>concurrent enrollment required</i>) n/a								
16d. Other Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level			16e. Registration Restriction(s) (<i>non-codable</i>) n/a									
17. <input type="checkbox"/> Mark if course has fees			18. <input type="checkbox"/> Mark if course is a selected topic course									
19. Justification for Action Updating CCG to reflect current standards; eliminating "Offered Fall Semesters" from Special Note for scheduling flexibility.												
<table style="width: 100%; border: none;"> <tr> <td style="width: 45%; border: none;"> <input type="checkbox"/> Approved _____ Date _____ <input type="checkbox"/> Disapproved _____ Date _____ Initiator (faculty only) <u>Jacqueline Cason</u> Initiator (TYPE NAME) </td> <td style="width: 55%; border: none;"> <input type="checkbox"/> Approved _____ Date _____ <input type="checkbox"/> Disapproved _____ Date _____ Dean/Director of School/College </td> </tr> <tr> <td style="border: none;"> <input type="checkbox"/> Approved _____ Date _____ <input type="checkbox"/> Disapproved _____ Date _____ Department Chairperson </td> <td style="border: none;"> <input type="checkbox"/> Approved _____ Date _____ <input type="checkbox"/> Disapproved _____ Date _____ Undergraduate/Graduate Academic Board Chairperson </td> </tr> <tr> <td style="border: none;"> <input type="checkbox"/> Approved _____ Date _____ <input type="checkbox"/> Disapproved _____ Date _____ Curriculum Committee Chairperson </td> <td style="border: none;"> <input type="checkbox"/> Approved _____ Date _____ <input type="checkbox"/> Disapproved _____ Date _____ Provost or Designee </td> </tr> </table>							<input type="checkbox"/> Approved _____ Date _____ <input type="checkbox"/> Disapproved _____ Date _____ Initiator (faculty only) <u>Jacqueline Cason</u> Initiator (TYPE NAME)	<input type="checkbox"/> Approved _____ Date _____ <input type="checkbox"/> Disapproved _____ Date _____ Dean/Director of School/College	<input type="checkbox"/> Approved _____ Date _____ <input type="checkbox"/> Disapproved _____ Date _____ Department Chairperson	<input type="checkbox"/> Approved _____ Date _____ <input type="checkbox"/> Disapproved _____ Date _____ Undergraduate/Graduate Academic Board Chairperson	<input type="checkbox"/> Approved _____ Date _____ <input type="checkbox"/> Disapproved _____ Date _____ Curriculum Committee Chairperson	<input type="checkbox"/> Approved _____ Date _____ <input type="checkbox"/> Disapproved _____ Date _____ Provost or Designee
<input type="checkbox"/> Approved _____ Date _____ <input type="checkbox"/> Disapproved _____ Date _____ Initiator (faculty only) <u>Jacqueline Cason</u> Initiator (TYPE NAME)	<input type="checkbox"/> Approved _____ Date _____ <input type="checkbox"/> Disapproved _____ Date _____ Dean/Director of School/College											
<input type="checkbox"/> Approved _____ Date _____ <input type="checkbox"/> Disapproved _____ Date _____ Department Chairperson	<input type="checkbox"/> Approved _____ Date _____ <input type="checkbox"/> Disapproved _____ Date _____ Undergraduate/Graduate Academic Board Chairperson											
<input type="checkbox"/> Approved _____ Date _____ <input type="checkbox"/> Disapproved _____ Date _____ Curriculum Committee Chairperson	<input type="checkbox"/> Approved _____ Date _____ <input type="checkbox"/> Disapproved _____ Date _____ Provost or Designee											

English A414 CAR

13a.

Impacted Program/Course	Catalog Page(s) Impacted	Dates of Coordination	Chair/Coordinator Contacted
BA in English (literature, rhetoric and language, and education options)	100-101	2/12/2010	Judith Moore, Chair, Dept. of English
Minor in English (literature and professional writing emphasis)	101-102	2/12/2010	Judith Moore, Chair, Dept. of English
Certificate in Paralegal Studies	155 and 444	2/16/2010	Pamela Kelley, Paralegal Coordinator
PARL 256	444	2/16/2010	Pamela Kelley, Paralegal Coordinator
PARL 456	444	2/16/2010	Pamela Kelley, Paralegal Coordinator
BSW	162	4/12/2010	Elizabeth Sirles, Director School of Social Work
BA and BS in Computer Science	99-100 and 357	2/16/2010	Sam Thiru, Chair, Dept of Mathematical Sciences

Course Content Guide
University of Alaska Anchorage
College of Arts and Sciences
Department of English

I . Initiation Date: February 8, 2010

II . Course Information

- | | |
|-------------------------------|--|
| A. College: | College of Arts and Sciences |
| B. Course Title: | Research Writing |
| C. Course Number: | ENGL A414 |
| D. Credit Hours: | 3 credits |
| E. Contact Time: | 3+0 |
| F. Grading Information: | A-F |
| G. Course Description: | A guided deep revision of a research paper from a student's home discipline, adapted to a specific scholarly or professional audience. Concentration on audience, method, argument, evidence, and style. |
| H. Status of Course: | The course fulfills the following requirements for the BA in English: language and composition requirement for the education option, advanced composition requirement for the rhetoric and language option, and elective requirement for the literature option. It also fulfills the advanced composition requirement for the Minor in English, professional writing emphasis, and fulfills an elective requirement for the Minor in English, literature emphasis. |
| I. Lab Fees: | None |
| J. Coordination: | UAA Faculty Listserv |
| K. Prerequisites: | [ENGL A211, or ENGL A212, or ENGL A213, or ENGL A214] with a minimum grade of C |
| L. Registration Restrictions: | N/A |
| M. Classification | General education course |

III . Course Level Justification

As a course that invites the deep revision of a previously written research paper, this course is best suited to students in their junior or senior years who have completed some disciplinary course work and who have gained some experience with disciplinary

research methods. It is also appropriate for graduate students working on a thesis or literature review.

IV. Instructional Goals and Defined Outcomes

Instructional Goals <i>The instructor will:</i>	Student Outcomes <i>Students will be able to:</i>	Assessment Methods
Provide an overview of research considerations and guide students to address these issues in discussion and in writing.	Compose a focused response to specific research issues (e.g. definition of research, research questions, methodology, roles and ethical responsibilities, research biases) and revise that document with reflection at end of term.	Reading discussion exercises Written document Revised document with reflection
Introduce concepts necessary to analyze discourse communities and scholarly publication forums.	Select a forum, lead a guided tour of that forum, and compose a written analysis of the forum and discourse community for which they will be revising their paper.	Reading discussion exercises Written document
Guide students in an extended tour of library resources and search strategies, emphasizing subject-specific research guides, and including bibliographic management systems.	Complete an extended library tour of electronic library resources and export a variety of peer-reviewed resources for their paper to their bibliographic management program.	Reflective document Shared bibliography
Provide an overview of select issues relevant to scholarly writing—e.g. plagiarism, documentation, errors, style.	Analyze the connection between these issues, their writing, disciplinary values.	Blog postings
Demonstrate argumentation strategies.	Make claims and support them with reasons and evidence, and connect their reasons to their claims with explicit or implied warrants.	Blog postings Revised Paper
Guide students through a process of deep revision, including a research proposal and conference presentation, and respond to multiple drafts of paper and presentation.	Revise a research paper and deliver a conference-style presentation.	Revision Plan Research Proposal Presentation Delivery Revised Paper Portfolio

V. Topical Course Outline

A. Research Considerations

1. Defining Research
 2. Research Questions, Motives
 3. Methodologies
 4. Research Roles and Ethical Responsibilities
 5. Background and Biases of the Researcher
- B. Forum Analysis
1. Discourse Communities
 2. Discourse Conventions (genre, citations, editorial policies, methods)
 3. Paradigms and Doxa
 4. Pre-socialized, Socialized, Post-socialized Writers
 5. Forum History, Mission, Impact
 6. Professional Associations and Publications
- C. Library Research Skills and Critical Information Literacy
1. The Information Cycle
 2. Primary, Secondary, and Tertiary Literature
 3. Literature Reviews
 4. Devising a Search Strategy
 5. Key Terms and LCSH Terms
 6. Subject-specific Research Guides
 7. Databases
 8. Web-based Searching
 9. Evaluating Evidence
 10. Bibliographic Management Systems
- D. Draft Analysis and Revision Planning
1. Assignment Analysis
 2. Evaluation Analysis
 3. Rhetorical Purpose
 4. Forum Selection
 5. Planning: Outlining and Storyboarding
 6. Global, Local, and Surface Revisions
 7. Introductions and Conclusions
 8. Revising for Organization and Argument
 9. Communicating Evidence Visually
 10. Revising for Style
- E. Proposal Writing and Conference Presentation
1. Calls for Proposals
 2. Research Proposals and Prospectuses
 3. Delivery and Memory
- F. Argumentation
1. Engaging Sources
 2. Making Claims
 3. Reasons and Evidence
 4. Refutation and Response
 5. Warrants

VI. Suggested Texts

Booth, W. C., Colomb, G. G., & Williams, J. M. (2008). *The craft of research*, 3rd edition. Chicago: U of Chicago P.

Murray, D. M. (2004). *The craft of revision*. 5th edition. Boston: Thomson/Heinle.

VII. Bibliography

Atkinson, C. (2005). *Beyond bullet points: Using Microsoft® PowerPoint® to create presentations that inform, motivate and inspire*. Redmond, WA: Microsoft.

Barzun J. & Graff, H. F. (2004). *The modern researcher*, 6th ed. Belmont, CA: Thomson/Wadsworth.

Bazerman, C. & Prior, P. A. (2004). *What writing does and how it does it: An introduction to analyzing texts and textual practices*. Mahwah, N.J.: Lawrence Erlbaum.

Becker, H. S. (2006). *Tricks of the trade: How to think about your research while you're doing it*. Chicago: U of Chicago P.

Booth, W. C.; Colomb, G. G.; & Williams J. M. (2008). *The craft of research*, 3rd edition. Chicago: U of Chicago P.

Brent, D. (1992). *Reading as rhetorical invention: Knowledge, persuasion, and the teaching of research-based writing*. Urbana, Ill.: National Council of Teachers of English.

Burkhardt, J. M., MacDonald, M. C., & Rathemacher, A. J. (2003). *Teaching information literacy: 35 practical, standards-based exercises for college students*. Chicago: American Library Association.

Coley, S. M. & Scheinberg, C. A. (2000). *Proposal writing*, 2nd ed. Thousand Oaks, CA: Sage.

Creswell, J. W. (2007). *Qualitative inquiry & research design: Choosing among five approaches*, 2nd ed. Thousand Oaks: Sage.

Creswell, J. W. (2003). *Research design: Qualitative, quantitative, and mixed method approaches*, 2nd ed. Thousand Oaks, CA: Sage.

Fahnestock, J. & Secor, M. (2004). *A rhetoric of argument*. Brief ed., 3rd ed. Boston: McGraw-

Hill.

- Gavin, C. (2008). *Teaching information literacy: A conceptual approach*. Lanham, Md.: Scarecrow.
- Gibson, C. (2006). *Student engagement and information literacy*. Chicago: Association of College and Research Libraries, American Library Association.
- Hansen K. (2000). *A rhetoric for the social sciences: A guide to academic and professional communication*. Upper Saddle River, N.J.: Prentice Hall.
- Holloway, B. R. (2003). *Proposal writing across the disciplines*. Upper Saddle River, NJ: Prentice Hall.
- Huff, A. S. (2001). *Writing for scholarly publication*. Thousand Oaks, CA: Sage.
- Hult, C. A. (2006). *Researching and writing across the curriculum*, 3rded. New York: Pearson/Longman.
- Johnson, K. & Magusin, E. (2005). *Exploring the digital library: A guide for online teaching and learning*. 1st ed. San Francisco, CA: Jossey-Bass.
- Lester, J. D. (2008). *The essential guide: Research writing across the disciplines*, 4th ed. New York: Pearson/Longman.
- Mackey T. P. & Jacobson, T. (2008). *Using technology to teach information literacy*. New York: Neal-Schuman.
- Miller-Cochran, S. K. & Rodrigo, R. L. (2009). *The Wadsworth guide to research*. Boston, MA: Wadsworth Cengage Learning.
- Nelson, J. S., Megill, A., & McCloskey, D. N. (1987). *The Rhetoric of the human sciences: Language and argument in scholarship and public affairs*. Madison: U of Wisconsin P.
- Ragains, P. (2006). *Information literacy instruction that works: A guide to teaching by discipline and student population*. New York: Neal-Schuman.
- Reynolds, G. (2008). *Presentation Zen: Simple ideas on presentation design and delivery*. Berkeley, CA: New Riders.
- Staines, G. M., Johnson, K., & Bonacci, M. A. (2008). *Social sciences research: Research, writing, and presentation strategies for students*, 2nd ed. Lanham, MD: Scarecrow.
- Tensen, B. L. (2007). *Research strategies for a digital age*. 2nd ed. Boston, MA.: Thomson Wadsworth.

Turabian, K. L. (2007). *A manual for writers of research papers, theses, and dissertations: Chicago style for students and researchers*, 7th ed. Chicago: U of Chicago P.



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

1a. School or College AS CAS		1b. Division AHUM Division of Humanities			1c. Department English	
2. Course Prefix ENGL	3. Course Number A445	4. Previous Course Prefix & Number n/a	5a. Credits/CEUs 3	5b. Contact Hours (Lecture + Lab) (3+0)		
6. Complete Course Title Alaska Native Literatures						
Abbreviated Title for Transcript (30 character)						
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development						
8. Type of Action: <input type="checkbox"/> Add or <input checked="" type="checkbox"/> Change or <input type="checkbox"/> Delete				9. Repeat Status No # of Repeats 0 Max Credits		
If a change, mark appropriate boxes:				10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG		
<input type="checkbox"/> Prefix <input type="checkbox"/> Course Number <input type="checkbox"/> Credits <input type="checkbox"/> Contact Hours <input type="checkbox"/> Title <input type="checkbox"/> Repeat Status <input type="checkbox"/> Grading Basis <input type="checkbox"/> Cross-Listed/Stacked <input checked="" type="checkbox"/> Course Description <input checked="" type="checkbox"/> Course Prerequisites <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Other Restrictions <input type="checkbox"/> Registration Restrictions <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major <input checked="" type="checkbox"/> Other Update CCG (please specify)				11. Implementation Date semester/year From: Fall/2010 To: 9999/9999		
				12. <input type="checkbox"/> Cross Listed with _____ <input type="checkbox"/> Stacked with _____ Cross-Listed Coordination Signature _____		
13a. Impacted Courses or Programs: List any programs or college requirements that require this course. Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at www.uaa.alaska.edu/governance .						
Impacted Program/Course		Catalog Page(s) Impacted	Date of Coordination	Chair/Coordinator Contacted		
1. BA in English		100-101	2/12/2010	Judith Moore, Chair, Dept. of English		
2. Minor in English		101-102	2/12/2010	Judith Moore, Chair, Dept. of English		
3. Minor in Alaska Native Studies		87	2/16/2010	Nancy Furlow, Interim Director, Alaska Native Studies		
Initiator Name (typed): <u>Jeane Breinig</u>						
Initiator Signed Initials: _____ Date: _____						
13b. Coordination Email Date: <u>2/16/2010</u> submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)				13c. Coordination with Library Liaison Date: <u>2/16/2010</u>		
14. General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input checked="" type="checkbox"/> Humanities Mark appropriate box: <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone						
15. Course Description (suggested length 20 to 50 words) Study of traditional, historical stories and contemporary texts written in English by Alaska Natives.						
16a. Course Prerequisite(s) (list prefix and number) [ENGL A211, or ENGL A212, or ENGL A213, or ENGL A214] with a minimum grade of C		16b. Test Score(s) n/a		16c. Co-requisite(s) (concurrent enrollment required) n/a		
16d. Other Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level		16e. Registration Restriction(s) (non-codable) n/a				
17. <input type="checkbox"/> Mark if course has fees				18. <input type="checkbox"/> Mark if course is a selected topic course		
19. Justification for Action Updating CCG to reflect current standards; deleting "Offered Fall Semesters" from Special Note for scheduling flexibility.						
Initiator (faculty only) _____ Date _____ <u>Jeane Breinig</u>				<input type="checkbox"/> Approved		
Initiator (TYPE NAME)				<input type="checkbox"/> Disapproved Dean/Director of School/College _____ Date _____		
<input type="checkbox"/> Approved				<input type="checkbox"/> Approved Undergraduate/Graduate Academic _____ Date _____		
<input type="checkbox"/> Disapproved Department Chairperson _____ Date _____				<input type="checkbox"/> Disapproved Board Chairperson _____		
<input type="checkbox"/> Approved				<input type="checkbox"/> Approved		
<input type="checkbox"/> Disapproved Curriculum Committee Chairperson _____ Date _____				<input type="checkbox"/> Disapproved Provost or Designee _____ Date _____		

Course Content Guide
University of Alaska Anchorage
College of Arts and Sciences
Department of English

I . Initiation Date: February 8, 2010

II . Course Information

- | | |
|-------------------------------|--|
| A. College: | College of Arts and Sciences |
| B. Course Title: | Alaska Native Literatures |
| C. Course Number: | ENGL A445 |
| D. Credit Hours: | 3 credits |
| E. Contact Time: | 3+0 |
| F. Grading Information: | A-F |
| G. Course Description: | Study of traditional, historical stories and contemporary texts written in English by Alaska Natives. |
| H. Status of Course: | The course fulfills the Specialized Studies requirement for the BA in English, literature option. It also fulfills an elective for the BA in English, rhetoric and language option and education option. It is also an elective for the Minor in English, literature emphasis, and the Minor in Alaska Native Studies. |
| I. Lab Fees: | None |
| J. Coordination: | UAA Faculty Listserv |
| K. Prerequisites: | [ENGL A211 or ENGL A212 or ENGL A213 or ENGL A214] with a minimum grade of C |
| L. Registration Restrictions: | N/A |
| M. Classification | General Education course |

III . Course Level Justification

This course offers an in-depth examination of a specialized subject matter and is more appropriately placed at the 400 level, after students have been introduced to the subject matter in such courses as ENGL 202, ENGL 306, ENGL 307 or ENGL 343. The course addresses complex literary texts and engages interdisciplinary readings and theory. Because this course requires substantial writing, completion of a sophomore level writing course is important for student success.

IV. Instructional Goals and Defined Outcomes

Instructional Goals <i>The instructor will:</i>	Student Outcomes <i>Students will be able to:</i>	Assessment Methods
Provide an overview of historical background and sociopolitical context of Alaska Native cultures, languages, and their oral/written literatures.	Identify and explain differences between oral and written texts, determine how texts are related to their historical/political background and the human problems they address.	Quizzes, class discussions
Discuss various categories of American Indian/Alaska Native oral literatures, introduce interpretive approaches to indigenous oral texts, and explain the related ethical issues. Demonstrate interpretive strategies.	Identify genres and interpretative approaches to oral texts, identify and analyze the ethical issues and apply appropriate interpretive strategies to selected texts.	Class discussions, papers, presentations, and/or exams
Introduce significant genres and interpretive strategies for texts written in English by Alaska Native writers, and demonstrate interpretive strategies.	Articulate the differences among genres and evaluate and synthesize interpretive strategies. Apply strategies to specific texts.	Class discussion, papers, presentations and/or exams

V. Topical Course Outline

A. Overview of Alaska Native Cultures and Literatures

1. Indigenous groups in Alaska: Aleut (Unangan); Alutiiq (Sugpiaq), Athabaskan, Eyak, Haida, Inupiat, Tlingit, Central Yup'ik, St. Lawrence Island Yup'ik, Chup'ik, Tsimshian
2. Historical background and sociopolitical context of Alaska Native languages and literatures

B. The Oral Tradition

1. Definition of "oral tradition" in American Indian/Alaska Native literatures
2. Cross-cultural comparisons of oral and written literary traditions
3. Transcription and translation issues: language loss, ethical issues

C. Approaches to American Indian/Alaska Native Oral Literatures

1. Categorization of indigenous oral literatures: Ritual drama (chants, ceremonies, rituals), songs, narratives, oratory, speech, sacred, non-sacred
2. Introduction of meta-language of selected Alaska Native oral literatures, and conventions of form from different linguistic groups: E.g., Yup'ik

- distinguishes between *quilirat* (origin/creation stories) and *qanemcit* (anecdotes and historical accounts)
3. Introduction to linguistic, folkloric, and literary interpretive strategies: ethnopoetics, discourse, performance, rhetorical analysis, and related ethical issues
- D. Analysis of Selected Oral Texts from different Alaska Native cultural groups
1. Evaluation and analysis of interpretive strategies
 2. Application of selected interpretive strategies
- E. Approaches to American Indian/Alaska Native written literatures
1. Categorization of written literatures: as told to, autobiography, contemporary creative: memorate, memoir, poetry, plays, fiction/non-fiction
 2. Introduction to interpretive strategies: cultural/historical, reader/response, feminist, indigenous feminist, postcolonial
- F. Analysis of Contemporary Alaska Native Literatures Written in English
1. Evaluation and synthesis of interpretive strategies
 2. Application of selected interpretive strategies

VI. Suggested Texts

Note: Texts may vary from semester to semester.

Primary Texts:

- Dauenhauer, Nora Marks and Richard, eds. *Haa Tuwunáagu Yís for Healing Our Spirit Tlingit Oratory*. Seattle: U of Washington P, 1990. Print.
- Dauenhauer, Nora Marks. *Life Woven with Song*. Tucson: U of Arizona P, 2000. Print.
- Fienup-Riordan, Ann, and Lawrence D. Kaplan, eds. *Words of the Real People: Alaska Native Literature in Translation*. Fairbanks: U of Alaska P, 2007. Print.
- Hayes Ernestine. *Blonde Indian*. Tucson: U of Arizona P, 2006. Print.
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