I. Call to Order
Roll
(1) Suzanne Forster UAB/CAS Written Communication
(1) Oliver Hedgepeth UAB/CBPP
(1) Utpal Dutta UAB/SOE
(1) Kevin Keating UAB/Library
(1) Deborah Fox UAB/Mat-Su
(1) Kenrick Mock UAB/CAS
(1) Len Smiley CAS Quantitative Skills
(1) Barbara Harville CAS Oral Communication
(1) Walter Olivares CAS Fine Arts
(1) Patricia Fagan CAS Humanities
(1) Beverly Barker UAB Ex officio/UAB Chair
(1) Catherine Sullivan CHSW
(1) Robert Capuozzo COE
(1) Sandra Pence CTC
(1) Vacant Social Sciences
(1) Hilary Davies UAB Ex officio/OAA
(1) Bart Quimby UAB Ex officio/OAA
(1) 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.

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 CAS 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
1. **School or College**
   - AS CAS

2. **Course Prefix**
   - ENGL

3. **Course Number**
   - A414

4. **Previous Course Prefix & Number**
   - n/a

5. **Credits/CEUs**
   - 3

6. **Complete Course Title**
   - Research Writing

7. **Type of Course**
   - Academic

8. **Type of Action:***
   - Add

9. **Repeat Status No**
   - # of Repeats 0

10. **Grading Basis**
   - A-F

11. **Implementation Date**
    - semester/year
    - From: Fall/2010
    - To: 9999/9999

12. **Cross Listed with**

13a. **Impacted Courses or Programs:**
   - List any programs or college requirements that require this course.

13b. **Initiator Signed Initials:**
   - Jacqueline Cason

13c. **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.

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

<table>
<thead>
<tr>
<th>Instructional Goals</th>
<th>Student Outcomes</th>
<th>Assessment Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Provide an overview of research considerations and guide students to address these issues in discussion and in writing.</strong></td>
<td><strong>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.</strong></td>
<td>Reading discussion exercises&lt;br&gt;Written document&lt;br&gt;Revised document with reflection</td>
</tr>
<tr>
<td><strong>Introduce concepts necessary to analyze discourse communities and scholarly publication forums.</strong></td>
<td><strong>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.</strong></td>
<td>Reading discussion exercises&lt;br&gt;Written document</td>
</tr>
<tr>
<td><strong>Guide students in an extended tour of library resources and search strategies, emphasizing subject-specific research guides, and including bibliographic management systems.</strong></td>
<td><strong>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.</strong></td>
<td>Reflective document&lt;br&gt;Shared bibliography</td>
</tr>
<tr>
<td><strong>Provide an overview of select issues relevant to scholarly writing—e.g. plagiarism, documentation, errors, style.</strong></td>
<td><strong>Analyze the connection between these issues, their writing, disciplinary values.</strong></td>
<td>Blog postings</td>
</tr>
<tr>
<td><strong>Demonstrate argumentation strategies.</strong></td>
<td><strong>Make claims and support them with reasons and evidence, and connect their reasons to their claims with explicit or implied warrants.</strong></td>
<td>Blog postings&lt;br&gt;Revised Paper</td>
</tr>
<tr>
<td><strong>Guide students through a process of deep revision, including a research proposal and conference presentation, and respond to multiple drafts of paper and presentation.</strong></td>
<td><strong>Revise a research paper and deliver a conference-style presentation.</strong></td>
<td>Revision Plan&lt;br&gt;Research Proposal&lt;br&gt;Presentation Delivery&lt;br&gt;Revised Paper&lt;br&gt;Portfolio</td>
</tr>
</tbody>
</table>

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


VII. Bibliography


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  
☑ Academic  
☐ Preparatory/Development  
☐ Non-credit  
☐ CEU  
☐ Professional Development

8. Type of Action:  
☐ Add  
☐ Change  
☐ Delete

If a change, mark appropriate boxes:

- Prefix
- Credits
- Title
- Grading Basis
- Cross-Listed/Stacked
- Course Description
- Course Prerequisites
- Test Score Prerequisites
- Co-requisites
- Registration Restrictions
- Other Restrictions
- Class
- Level
- College
- Major
- Other Update CCG (please specify)

9. Repeat Status No  
# of Repeats 0  
Max Credits

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

11. Implementation Date  
Semester/year  
From: Fall/2010  
To: 9999/9999

12. ☐ Cross Listed with

☐ 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.

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<td>100-101</td>
<td>2/12/2010</td>
<td>Judith Moore, Chair, Dept. of English</td>
</tr>
<tr>
<td>2. Minor in English</td>
<td>101-102</td>
<td>2/12/2010</td>
<td>Judith Moore, Chair, Dept. of English</td>
</tr>
<tr>
<td>3. Minor in Alaska Native Studies</td>
<td>87</td>
<td>2/16/2010</td>
<td>Nancy Furlow, Interim Director, Alaska Native Studies</td>
</tr>
</tbody>
</table>

Initiator Name (typed): Jeane Breinig

Initiator Signed Initials: ____________________  Date: ____________________

13b. Coordination Email  
Date: 2/16/2010

submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison  
Date: 2/16/2010

14. General Education Requirement  
Mark appropriate box:

☐ Oral Communication  
☐ Written Communication  
☐ Quantitative Skills  
☐ Humanities  
☐ Fine Arts  
☐ Social Sciences  
☐ Natural Sciences  
☐ 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)  
☐ College  
☐ Major  
☐ Class  
☐ Level

16e. Registration Restriction(s) (non-codable)  
n/a

17. ☐ Mark if course has fees

18. ☐ 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)  
Initiator (TYPE NAME)  
Date

Approved  
Disapproved

Dean/Director of School/College  
Date

Approved  
Disapproved

Undergraduate/Graduate Academic  
Date

Board Chairperson

Approved  
Disapproved

Provost or Designee

Date
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

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<th>Student Outcomes</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Instructional Goals</strong>&lt;br&gt;The instructor will:</td>
<td><strong>Student Outcomes</strong>&lt;br&gt;Students will be able to:</td>
<td><strong>Assessment Methods</strong></td>
</tr>
<tr>
<td>Provide an overview of historical background and sociopolitical context of Alaska Native cultures, languages, and their oral/written literatures.</td>
<td>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.</td>
<td>Quizzes, class discussions</td>
</tr>
<tr>
<td>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.</td>
<td>Identify genres and interpretative approaches to oral texts, identify and analyze the ethical issues and apply appropriate interpretive strategies to selected texts.</td>
<td>Class discussions, papers, presentations, and/or exams</td>
</tr>
<tr>
<td>Introduce significant genres and interpretive strategies for texts written in English by Alaska Native writers, and demonstrate interpretive strategies.</td>
<td>Articulate the differences among genres and evaluate and synthesize interpretive strategies. Apply strategies to specific texts.</td>
<td>Class discussion, papers, presentations and/or exams</td>
</tr>
</tbody>
</table>

V. Topical Course Outline

A. Overview of Alaska Native Cultures and Literatures
   1. Indigenous groups in Alaska: Aleut (Unangan); Alutiiq (Sugpiaq), Athabascan, 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 *qulirat* (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:


Secondary Texts:


**VII. Bibliography**

Note: This is a selective list of references for teaching.

**Primary Texts:**


Secondary Texts:


