

Submit original with signatures + 1 copy + electronic copy to UAF Governance.  
 See <http://www.uaf.edu/uafgov/faculty/cd> for a complete description of the rules governing curriculum & course changes.

**TRIAL COURSE OR NEW COURSE PROPOSAL**

**SUBMITTED BY:**

|               |                   |                 |           |
|---------------|-------------------|-----------------|-----------|
| Department    | ENGL              | College/School  | CLA       |
| Prepared by   | Rich Carr         | Phone           | 474-6361  |
| Email Contact | rscarr@alaska.edu | Faculty Contact | Rich Carr |

1. ACTION DESIRED (CHECK ONE): Trial Course  New Course

2. COURSE IDENTIFICATION: Dept ENGL Course # 440 No. of Credits 3

Justify upper/lower division status & number of credits: Course will include intensive reading of primary and secondary texts as well as multiple writing and speaking assignments. Those assignments require additional research for completion. Credits appropriate for number of hours met during semester.

3. PROPOSED COURSE TITLE: STUDIES IN 20<sup>TH</sup> & 21<sup>ST</sup> CENTURY BRITISH LITERATURE

4. To be CROSS LISTED? YES/NO no If yes, Dept: Course # (Requires approval of both departments and deans involved. Add lines at end of form for such signatures.)

5. To be STACKED? YES/NO no If yes, Dept: Course #

6. FREQUENCY OF OFFERING: Every third spring  
 Fall, Spring, Summer (Every, or Even-numbered Years, or Odd-numbered Years) - or As Demand Warrants

7. SEMESTER & YEAR OF FIRST OFFERING (if approved) Spring 2012

8. COURSE FORMAT: NOTE: Course hours may not be compressed into fewer than three days per credit. Any course compressed into fewer than six weeks must be approved by the college or school's curriculum council. Furthermore, any core course compressed to less than six weeks must be approved by the core review committee.

COURSE FORMAT: (check all that apply)  1  2  3  4  5  6 weeks to full semester

OTHER FORMAT (specify)

Mode of delivery (specify lecture, field trips, labs, etc) Lecture, discussion

9. CONTACT HOURS PER WEEK: 3 LECTURE hours/weeks LAB hours/week PRACTICUM hours/week

Note: # of credits are based on contact hours. 800 minutes of lecture=1 credit. 2400 minutes of lab in a science course=1 credit. 1600 minutes in non-science lab=1 credit. 2400-4800 minutes of practicum=1 credit. 2400-8000 minutes of internship=1 credit. This must match with the syllabus. See <http://www.uaf.edu/uafgov/faculty/cd/credits.html> for more information on number of credits.

OTHER HOURS (specify type)

10. COMPLETE CATALOG DESCRIPTION including dept., number, title and credits (50 words or less, if possible):

ENGL 440, W, O/2 Studies in 20<sup>th</sup> - 21<sup>st</sup> Century British Literature (h)  
 3 Credits Offered Every Third Spring

Variable subject matter in significant topics in modern and contemporary British literature. Focus may be prose—fiction and non-fiction, poetry, drama, film, or a combination of the above. Course may be repeated for credit when content varies. Prerequisite: ENGL 211X or 213X or permission of instructor

*once Rse*

11. **COURSE CLASSIFICATIONS:** (undergraduate courses only. Use approved criteria found on Page 10 & 17 of the manual. If justification is needed, attach on separate sheet.)

H = Humanities  S = Social Sciences

Will this course be used to fulfill a requirement for the baccalaureate core? YES  NO

IF YES, check which core requirements it could be used to fulfill:  
 O = Oral Intensive, Format 6  W = Writing Intensive, Format 7  Natural Science, Format 8

12. **COURSE REPEATABILITY:**

Is this course repeatable for credit? YES  NO

Justification: Indicate why the course can be repeated (for example, the course follows a different theme each time).

The course can cover substantially different subject matter in each iteration; course instructor is likely to vary as well.

How many times may the course be repeated for credit?  TIMES

If the course can be repeated with variable credit, what is the maximum number of credit hours that may be earned for this course?  CREDITS

13. **GRADING SYSTEM:** Specify only one.

LETTER:  PASS/FAIL:

**RESTRICTIONS ON ENROLLMENT (if any):**

14. **PREREQUISITES** ENGL 211X or 213X or permission of instructor  
 These will be required before the student is allowed to enroll in the course.

**RECOMMENDED**   
 Classes, etc. that student is strongly encouraged to complete prior to this course.

15. **SPECIAL RESTRICTIONS, CONDITIONS** none

16. **PROPOSED COURSE FEES** \$none  
 Has a memo been submitted through your dean to the Provost & VCAS for fee approval? Yes/No

17. **PREVIOUS HISTORY**

Has the course been offered as special topics or trial course previously? Yes/No

If yes, give semester, year, course #, etc.:

18. **ESTIMATED IMPACT**

WHAT IMPACT, IF ANY, WILL THIS HAVE ON BUDGET, FACILITIES/SPACE, FACULTY, ETC.

No impact expected

19. **LIBRARY COLLECTIONS**

Have you contacted the library collection development officer (kljensen@alaska.edu, 474-6695) with regard to the adequacy of library/media collections, equipment, and services available for the proposed course? If so, give date of contact and resolution. If not, explain why not.

No  Yes  I have taught undergraduate and graduate level courses in

|  |  |  |  |   |
|--|--|--|--|---|
|  |  |  |  | modern British literature here (ENGL 447, 608) and found the collections adequate for research assignments. |
|--|--|--|--|---|

20. **IMPACTS ON PROGRAMS/DEPTS**

What programs/departments will be affected by this proposed action?  
 Include information on the Programs/Departments contacted (e.g., email, memo)

The English major will be affected. Majors must complete five electives at 300- or 400-level. This course is one of those 400-level electives.

21. **POSITIVE AND NEGATIVE IMPACTS**

Please specify positive and negative impacts on other courses, programs and departments resulting from the proposed action.

The course could draw students from outside the department both because of its content and because of its W and O/2 designation.

**JUSTIFICATION FOR ACTION REQUESTED**

The purpose of the department and campus-wide curriculum committees is to scrutinize course change and new course applications to make sure that the quality of UAF education is not lowered as a result of the proposed change. Please address this in your response. This section needs to be self-explanatory. Use as much space as needed to fully justify the proposed course.

This course is one element of a major revision to the English Department undergraduate curriculum; it is one of ten courses proposed as part of this revision. Our curriculum has long been based in periods and separated according to genre; the revised plan seeks greater alignment with English curricula nationally. This course essentially will replace ENGL 446 (Major Modern and Contemporary Poetry) and ENGL 447 (British Prose after 1900), both of which are among the fourteen courses the Department will delete in order to effect this revision. ENGL 440 allows for greater flexibility regarding content and will insist on the rigor essential to a 400-level course offering.

**APPROVALS:**

|   |                        |      |           |
|---|------------------------|------|-----------|
| Signature, Chair,<br>Program/Department of:                 | <i>Richard Stan</i>    | Date | 9-28-2010 |
|   | English                |      |           |
| Signature, Chair, College/School Curriculum<br>Council for: | <i>W. T. C.</i>        | Date | 10-13-10  |
|   | CLA                    |      |           |
| Signature, Dean, College/School<br>of:                      | <i>Monica Hartmann</i> | Date | 10-14-10  |
|   | CLA                    |      |           |
|   |                        | Date |           |

Signature of Provost (if applicable)

Offerings above the level of approved programs must be approved in advance by the Provost.

ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE GOVERNANCE OFFICE

|  |      |
|--|------|
|  | Date |
| Signature, Chair, UAF Faculty Senate Curriculum Review Committee |      |

ADDITIONAL SIGNATURES: (As needed for cross-listing and/or stacking)

|  |      |
|--|------|
|  | Date |
| Signature, Chair, Program/Department of: |      |

|  |      |
|--|------|
|  | Date |
| Signature, Chair, College/School Curriculum Council for: |      |

|                                     |      |
|-------------------------------------|------|
|                                     | Date |
| Signature, Dean, College/School of: |      |

**ATTACH COMPLETE SYLLABUS (as part of this application).**

Note: The guidelines are online: <http://www.uaf.edu/uafgov/faculty/cd/syllabus.html>

The department and campus wide curriculum committees will review the syllabus to ensure that each of the items listed below are included. If items are missing or unclear, the proposed course change will be denied.

**SYLLABUS CHECKLIST FOR ALL UAF COURSES**

During the first week of class, instructors will distribute a course syllabus. Although modifications may be made throughout the semester, this document will contain the following information (as applicable to the discipline):

**1. Course information:**

Title,  number,  credits,  prerequisites,  location,  meeting time (make sure that contact hours are in line with credits).

**2. Instructor (and if applicable, Teaching Assistant) information:**

Name,  office location,  office hours,  telephone,  email address.

**3. Course readings/materials:**

Course textbook title,  author,  edition/publisher.  
 Supplementary readings (indicate whether  required or  recommended) and  
 any supplies required.

**4. Course description:**

Content of the course and how it fits into the broader curriculum;  
 Expected proficiencies required to undertake the course, if applicable.  
 Inclusion of catalog description is *strongly* recommended, and  
 Description in syllabus must be consistent with catalog course description.

**5.  Course Goals (general), and (see #6)**

**6.  Student Learning Outcomes (more specific)**

**7. Instructional methods:**

Describe the teaching techniques (eg: lecture, case study, small group discussion, private instruction, studio instruction, values clarification, games, journal writing, use of Blackboard, audio/video conferencing, etc.).

**8. Course calendar:**

A schedule of class topics and assignments must be included. Be specific so that it is clear that the instructor has thought this through and will not be making it up on the fly (e.g. it is not adequate to say "lab". Instead, give each lab a title that describes its content). You may call the outline Tentative or Work in Progress to allow for modifications during the semester.

**9. Course policies:**

Specify course rules, including your policies on attendance, tardiness, class participation, make-up exams, and plagiarism/academic integrity.

**10. Evaluation:**

Specify how students will be evaluated,  what factors will be included,  their relative value, and  
 how they will be tabulated into grades (on a curve, absolute scores, etc.)

**11. Support Services:**

Describe the student support services such as tutoring (local and/or regional) appropriate for the course.

**12. Disabilities Services:**

The Office of Disability Services implements the Americans with Disabilities Act (ADA), and insures that UAF students have equal access to the campus and course materials.

State that you will work with the Office of Disabilities Services (208 WHIT, 474-5655) to provide reasonable accommodation to students with disabilities."

**ENGLISH 440 STUDIES IN 20<sup>TH</sup> – 21<sup>ST</sup> CENTURY BRITISH LITERATURE**

**Fiction of the Modern and Post-Modern Era**

|                 |  |               |              |
|-----------------|--|---------------|--------------|
| Instructor:     | Rich Carr  | Office :      | 816 Gruening |
| Telephone:      | 474-6361   | Office Hours: | 3:30 – 5 TR  |
| E-mail address: | <a href="mailto:rscarr@alaska.edu">rscarr@alaska.edu</a> | Session:      | Spring 2012  |

---

**REQUIRED TEXTS**

Barker, Pat. *Regeneration*.

Conrad, Joseph. *The Secret Agent*.

Galsworthy, John. *The Forsyte Saga Vol I: The Man of Property*.

Greene, Graham. *Brighton Rock*.

Joyce, James. *Dubliners*.

Mansfield, Katherine. *Bliss and Other Stories*.

Murdoch, Iris. *A Severed Head*.

Waugh, Evelyn. *The Loved One*,

Wells, HG. *The Time Machine*.

Welsh, Irvine. *Trainspotting*.

Woolf, Virginia. *Mrs Dalloway*.

Although I have placed an order with the UAF Bookstore and urge you to take advantage of their service, I do not require that you use a specific edition. In certain cases—Mansfield, Welsh, Barker, Woolf—you are likely to find one edition, with others, a variety. I leave the choice to you.

**COURSE DESCRIPTION**

We will survey works by those considered the major writers of twentieth-century British Prose fiction. Although these writers have achieved *classic* status, many of the works here listed were originally labeled revolutionary for their innovations in style, character presentation, subject matter, theme. Our course list will take us from the close of the Victorian era to the closing years of the twentieth century. Surveying these works in relation to the larger social, cultural, and historical context will allow us to recover that revolutionary quality as we seek to assess the contribution to fiction of these twentieth-century masters.

English 440 is a W course; students should be prepared to write frequently in class in addition completing required writing assignments. Students must write two response papers, a textual paper focused on *Dubliners*, and an extended research paper on a topic approved by the instructor. Students will subject the final paper to a formal writing process: submission of the first

draft will be followed by a conference with the instructor; students will then submit a final, revised version of the paper for evaluation. English 440 is targeted for English majors and minors well advanced in their study; completion of English 211X or English 213X is a prerequisite for enrollment.

English 440 is also an O/2 course. Those enrolled will deliver two oral presentations: a short (five minutes) talk ) on one of the required texts, focusing on an aspect of the work in a way that will serve as a springboard to class discussion and a longer (ten-twelve minutes), more formal speech ) introducing the class to a primary work not included in the syllabus. You will select a date for the first oral presentation on the second day of class. We will begin the longer presentations in Week 6, setting aside class time for two presentations in each class period, except for review and exam day. You will need to have selected your primary work for that talk by Week 4.

Assignment sheets for writing and speaking assignments will be distributed separately.

---

### NOTES ON O/2 and W DESIGNATORS

The O/2 component of the course follows the guidelines for oral intensive courses—public/large class (Please see italicized letters on the syllabus identifying where in the course these components appear).

- A 20% of the final grade is based on oral communication
- B One short oral presentation (five minutes)
- C One longer oral presentation (ten to twelve minutes) with Q & A to follow
- D. Students will receive feedback/ evaluation from the instructor on both presentations

ENGL 400 is also a W course; writing activities—two response papers, a textual paper on *Dubliners*, a research paper, and two essay-based examinations—will account for 70% of the final grade. I have listed below the W precepts that apply to English 440 (Please see boldfaced letters on the course syllabus indicating where these components appear):

- A A majority of the final grade will be derived from writing activities.
- B A research paper or project is required to pass the course
- C Personal conferences with the instructor will be required
- D Student will receive feedback on writing and be given the opportunity to revise papers for a better grade

### GOALS AND OUTCOMES

The course will introduce students to major British prose fiction writers of the past century, writers whose work in various ways altered the course of such writing in English. The course will also connect to the time periods and the social circumstances in which these works emerged. *What is art? What is literature? Why must they matter to individuals and society?* These are questions underpinning the course; students will likely enter the course with questions of their own. Through instructor lecture, assigned readings, class discussion, student written and oral presentations those

completing the course successfully will have gained a wide-ranging knowledge of twentieth-century British literature and literary and cultural history; they will have gained in their ability to articulate their views in speech and in writing; they will also be able to articulate more confidently their response to the above and other related questions.

Specifically, on completion of English 440 students should be able to

\*define *modernism* as it applies generally to the arts, but specifically to prose fiction. In this defining process they should identify key experimental aspects of modernism as those features appear in modernist fiction.

\*define *post-modernism* and identify ways in which fiction labeled as post-modernist contrasts with modernist fiction.

\*demonstrate awareness of how historical, cultural, and social realities of the twentieth century influenced literary and artistic production.

\*synthesize ideas from the assigned works in such manner as to show how writers' works connected to each other.

\*place an additional primary work within the appropriate cultural-social-historical context.

## SUMMARY OF COURSE REQUIREMENTS

Response papers 600-800 words each 10% of final grade (A- Note that 70% of course involves writing)

|                          |         |
|--------------------------|---------|
| Oral Presentations—Short | 5% (B)  |
| --Formal                 | 15% (C) |

(A – 20% of final grade based on oral presentations)

*Dubliners* paper

|                 |     |
|-----------------|-----|
| 1200-1500 words | 10% |
|-----------------|-----|

Literary Research Paper (B)

|                 |    |
|-----------------|----|
| 3000-3300 words | 20 |
|-----------------|----|

|                     |    |
|---------------------|----|
| Midterm Examination | 10 |
|---------------------|----|

|                   |    |
|-------------------|----|
| Final Examination | 20 |
|-------------------|----|

|                            |  |
|----------------------------|--|
| Attendance & participation | 10—including participation in discussion, in-class writing |
|----------------------------|--|

The response papers and the *Dubliners* can be revised for a higher grade if (1) you discuss the revision plan with the instructor and (2) you discuss the revised draft with a Writing Center tutor. (D).

You will receive a graded commentary sheet on your oral presentations; you can then discuss those evaluations with the instructor at your convenience. (D)



I reserve the right to lower your final grade if you miss more than *four* class sessions; *eight absences* is grounds for receiving a failing grade.

All work must be completed to receive credit for English 440.

Proven instances of *plagiarism* will result in course failure. I refer you to the 'Student Code of Conduct' on pp. 49-50 of the *UAF Catalog 2010-11* and specifically to point #2 of the "common guidelines for academic integrity": "Students will not represent the work of others as their own. A student will attribute the source of information not original with himself or herself ... in compositions, theses, or other reports."

## EVALUATION

Each of your submissions and presentations will receive a letter grade appropriate to the quality of the work. Grading standards will follow UAF guidelines; plus/minus grading will be used to place a submitted work within the larger range of the letter grade.

- A = An honor grade, indicates originality and independent work, a thorough mastery of the subject, and the satisfactory completion of more work than is regularly required
- B = Indicates outstanding ability above the average level of performance
- C = Indicates a satisfactory or average level of performance
- D = The lowest passing grade, indicates work of below average quality and performance
- F = Indicates failure to meet lowest standards

You will receive comments on all written and oral work in addition to the grade. I will be happy to discuss your work with you either in progress or after the evaluation.

## SUPPORT SERVICES

Please take advantage of the UAF Writing Center, located in 801 Gruening. Offering thirty-minute sessions, the Center matches students with a writing teacher who will address your particular writing needs at any stage of the writing process—planning, drafting, revising. You can call 474-5314 to find the hours or make an appointment; you can also visit the Center to schedule a tutorial.

The Speaking Center, 5<sup>th</sup> Floor Gruening, will address your speaking needs for these and other presentations. Call 474-6591 to schedule a session.

The Office of Disability Services implements the American with Disabilities Act (ADA), insuring that UAF students have equal access to course materials. I will work with the Office to provide reasonable accommodation to students with disabilities. You can contact them at 474-5655.

## GENERAL READING AND ASSIGNMENT SCHEDULE

- |          |  |
|----------|--|
| Wk 1 – R | Course introduction, <i>Upstairs, Downstairs episode</i> |
| Wk 2 T   | Wells  |
| R        | Galsworthy, Part I, Part II Chap.I - VI                  |

|       |   |  |   |
|-------|---|--|---|
| Wk 3  | T | Galsworthy, Part II Chap VII-XIII, Part III  |   |
|       | R | Conrad, Ch I - VII   |   |
| Wk 4  | T | Conrad, Ch VIII - XIII   | Reading Response #1 due, proposals<br>for oral presentation #2 (C)  |
|       | R | Joyce, "The Sisters," "Araby," "An Encounter," "Eveline," "After the Race," "Two Gallants"             |   |
| Wk 5  | T | Joyce, "The Boarding House," "A Little Cloud," "Counterparts," "Clay," "Ivy Day in the Committee Room" |   |
|       | R | Joyce. "A Mother," "Grace," "The Dead" <i>Dubliners</i> paper due                                      |   |
| Wk 6  | T | Woolf, pp. 3 - 163   | Oral presentations (#2) begin (C)   |
|       | R | Woolf, pp. 164 - 296   |   |
| Wk 7  | T | Mansfield, pp. 1-144   | Meetings to discuss literary research paper<br><b>(B, C – Individual meetings to brainstorm ideas for research paper)</b> |
|       | R | Mansfield, pp. 145-207   |   |
| Wk 8  | T | Mansfield pp. 208-280 ; Review for exam  |   |
|       | R | Mid-term examination   |   |
| Wk 9  | T | Greene, Parts I - IV   |   |
|       | R | Greene, Parts V - VII  |   |
| Wk 10 | T | Waugh , pp. 1-60   | Reading Response #2 due   |
|       | R | Waugh, pp. 61-164  |   |
| Wk 11 | T | Murdoch, Ch 1-19   |   |
|       | R | Murdoch, Ch 20-30  |   |
| Wk 12 | T | Welsh, pp. 3-105   | Draft of research paper due   |
|       | R | Welsh, pp. 109-223   |   |
| Wk 13 | T | Welsh, pp. 227-79  | Individual writing conferences<br><b>(C, D – Conferences on rough drafts of research paper)</b>                           |
|       | R | Welsh, pp. 283-344   |   |

|         |                       |  |
|---------|-----------------------|--|
| Wk 14 T | Barker, Ch 1-10       |  |
| R       | Barker, Ch 11-16      |  |
| Wk 15 T | Barker, Ch 17-21      |  |
| R       | Review for final exam | Literary research paper due ( <b>B</b> ) |

Final examination 1:00-3:00 Tuesday, May 8

---