

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	Alla Ivanchikova	Phone	474-5996
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Email Contact	aivanchikova@alaska.edu	Faculty Contact	Alla Ivanchikova
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1. ACTION DESIRED (CHECK ONE):	Trial Course	<input type="checkbox"/>	New Course	<input checked="" type="checkbox"/>
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2. COURSE IDENTIFICATION:	Dept	ENGL	Course #	460	No. of Credits	3
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Justify upper/lower division status & number of credits:	Course will include intensive reading in current literary theory and criticism as well as research project or projects using the same. Credits appropriate for number of hours met during semester.
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3. PROPOSED COURSE TITLE:	Studies in Comparative/ World Literature
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4. CROSS LISTED? YES/NO	No	If yes, Dept:		Course #	
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(Requires approval of both departments and deans involved. Add lines at end of form for such signatures.)

5. STACKED? NO	YES/	No	If yes, Dept:		Course #	
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6. FREQUENCY OF OFFERING:	Every third fall
(Every or Alternate) Fall, Spring, Summer — or As Demand Warrants	

7. SEMESTER & YEAR OF FIRST OFFERING (if approved)	Fall 2011
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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 one)

<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input checked="" type="checkbox"/>	X	6 weeks to full semester
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OTHER FORMAT (specify)	
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Mode of delivery (specify lecture, field trips, labs, etc)	Lecture, discussion, film screenings
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9. CONTACT HOURS PER WEEK:	<input type="text" value="3"/>	LECTURE hours/weeks	<input type="text"/>	LAB hours /week	<input type="text"/>	PRACTICUM hours /week
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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/cr/credits.html> for more information on number of credits.

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

ENGL F460 W, O/2 Studies in Comparative/ World Literature (h)
 3 Credits Offered Every Third Fall
 Intensive study of variable topics in Comparative/ World Literature studies. May focus on themes, such as gender and race in world literature; a specific period, such as World Literature after 1945; a particular region, such as Africa; an important author; or an aspect of contemporary literary theory and criticism. Intensive readings and research in contemporary literary theory and criticism will foster in-depth understanding of chosen topic. Course may be repeated ~~twice~~ ^{once} for credit when content varies. **Prerequisites: COMM F131X or COMM F141X; ENGL F211X or F213X, or permission of instructor**

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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	<input checked="" type="checkbox"/>	N = Natural Science	<input type="checkbox"/>	S = Social Sciences	<input type="checkbox"/>
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Will this course be used to fulfill a requirement for the baccalaureate core?

<input checked="" type="checkbox"/>	YES	<input type="checkbox"/>	NO
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IF YES, check which core requirements it could be used to fulfill:

O = Oral Intensive, Format 6	<input type="checkbox"/>	0/2	W = Writing Intensive, Format 7	<input checked="" type="checkbox"/>	W	Natural Science, Format 8	<input type="checkbox"/>
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12. COURSE REPEATABILITY:

Is this course repeatable for credit?

<input checked="" type="checkbox"/>	YES	<input type="checkbox"/>	NO
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Justification: Indicate why the course can be repeated (for example, the course follows a different theme each time).

The course covers substantially different subject matter in each iteration.
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How many times may the course be repeated for credit?

<input type="text" value="1"/>	TIMES
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If the course can be repeated with variable credit, what is the maximum number of credit hours that may be earned for this course?

<input type="text"/>	CREDITS
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13. GRADING SYSTEM:

LETTER:	<input checked="" type="checkbox"/>	PASS/FAIL:	<input type="checkbox"/>
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RESTRICTIONS ON ENROLLMENT (if any)

14. PREREQUISITES	COMM F131X or COMM F213X; ENGL F211X or ENGL F213X or permission of instructor
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These will be required before the student is allowed to enroll in the course.

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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**

No

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

18. ESTIMATED IMPACT

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

This course is part of a major revision of the undergraduate curriculum and is being substituted for a prior course that is being deleted. Total number of 400 level course offerings will not change. Current facilities adequate.

19. LIBRARY COLLECTIONS

Have you contacted the library collection development officer (ffklj@uaf.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

x

Contacted Karen Jensen on Sept. 14, 2010. Received e-mail that materials needed would fit into library budget.

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)

English offerings will be enhanced.

21. POSITIVE AND NEGATIVE IMPACTS

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


This course is designed to update the English major and minor so they are aligned with current national trends. This course will only impact the English department and will not duplicate offerings in other units.

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 being developed to utilize the expertise of recent English department faculty and to incorporate current disciplinary developments in English studies in the English Department curriculum. The course is designed to intensely engage English students in the study of comparative and world literature by focusing on specific topics. This will supplement the knowledge and expertise of English students who are primarily interested in world literature. Both departmentally and institutionally, the quality of UAF education will increase with the addition of this course.


APPROVALS:

	Date	Sept 28, 2010
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Signature, Chair, Program/Department of:	English
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	Date	10/13/10
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Signature, Chair, College/School Curriculum Council for:	CLA
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	Date	10-14-10
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Signature, Dean, College/School of:	CLA
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	Date	
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Signature of Provost (if applicable)	
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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	
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Signature, Chair, UAF Faculty Senate Curriculum Review Committee	
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ADDITIONAL SIGNATURES: (If required)

	Date	
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Signature, Chair, Program/Department of:	
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	Date	
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Signature, Chair, College/School Curriculum Council for:	
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	Date	
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Signature, Dean, College/School of:	
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ATTACH COMPLETE SYLLABUS (as part of this application).

Note: syllabus must follow the guidelines discussed in the Faculty Senate Guide <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:

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

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

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

3. Course readings/materials:

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

4. Course description:

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

5. θ Course Goals (general) and θ Student Learning Outcomes (more specific)

6. Instructional methods:

θ 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.).

7. Course calendar:

θ 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.

8. Course policies:

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

9. Evaluation:

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

10. Support Services:

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

11. 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.

θ State that you will work with the Office of Disabilities Services (203 WHIT, 474-7043) to provide reasonable accommodation to students with disabilities."

University of Alaska Fairbanks

**ENGL 460 – Studies in Comparative/World Literature:
“Fundamentalism and Literature”
(h) (0/2) (w)**

Term: Fall 2011	Professor: Dr. Alla Ivanchikova
Time: TBA	Office: 814 Gruening
Room: TBA	Phone: 907-474-5996
Office hours: Tue/Thur 2.30-3.30 pm	Email: aivanchikova@alaska.edu

Course description and goals

While fundamentalism insists on the literal reading of *the Supreme Book* (the Bible, the Quran), it frequently finds itself threatened by various *books* and literary texts. When Salman Rushdie published his novel titled *Satanic Verses*, he found himself in danger as he became subject to *fatwa* (the Supreme Leader of Iran, Ayatollah Ruhollah Khomeini, issued a “death penalty” against the author for the book’s supposed blasphemy). Banned in India, the book was burned in demonstrations in the United Kingdom, and was the subject of a violent riot in Pakistan. The “Rushdie Affair” exposed the vulnerability of arts and the authors in the face of religious censorship and persecution; at the same time, it revealed the vulnerability of religious movements in the face of literature. Why is fundamentalism threatened by literature? Does this mean that books, not just the Book, are seen to have great power over people? Join us in this discussion based course and learn about the clashes and turf wars between fundamentalism and literature in today’s world.

The course is an excellent opportunity to broaden your horizons, and learn new facts about various cultures worldwide. It is also an opportunity to acquire valuable critical thinking skills through an encounter with complex literary texts.

Student learning outcomes

After this course, students should be able to:

- Provide a definition of the term “fundamentalism” and explain the difference between fundamentalism and closely related concepts, such as “orthodoxy,” “tradition,” “extremism.”
- Provide examples of at least 5 literary texts that engage with the issues of fundamentalism.
- Discuss the controversy surrounding Salman Rushdie’s novel *Satanic Verses*.
- Explain how globalization and the rise of fundamentalist movements worldwide are interrelated.
- Demonstrate sensitivity to the biases and limitations of their own point of view regarding fundamentalism.

Prerequisites

- ENGL 111X
- ENGL 211X or ENGL 213X
- COMM 131X or COMM 141X

Instructional methods and (w) (o/2) designators

This is a discussion-based course: although I will offer mini-lectures to introduce the basics, the emphasis will be on class discussions and small group activities.

Because the course is listed as an oral communication intensive (O/2), each student will also be required to deliver 2 oral presentations.

A	15 % of the final grade will be based on oral communication
B	1 oral presentation (minimum of 5 minutes), and
C	1 oral presentation of 8-10 minutes with Question & Answer
D	Instructor will provide evaluation/feedback on all presentations

Since this is also a writing-intensive course (w), writing activities will determine a significant portion of your grade (up to 75 %).

A	A majority of the final grade will be derived from writing activities
B	A research paper/project is required to pass this course
C	Personal conference with the instructor will be required
D	Instructor will provide feedback on your writing; an earlier draft of each paper and at least one subsequent revision will be required.

See below for detailed explanations of all assignments.

Required texts

- Rushdie, Salman. Satanic Verses Ed. Beth Newman. New York: Random House, 1998. ISBN-13: 978-0-8129-7671-7
- Kureishi, Hanif. The Black Album with My Son the Fanatic: A Novel and a Short Story. New York: Scribner, 2009. ISBN 978-1439131091
- Ali, Monica. Brick Lane. New York: Oxford UP, 2003. ISBN 978-0743243315
- LaHaye, Tim, and Jerry B. Jenkins. Left Behind: A Novel of the Earth's Last Days. Wheaton: Tyndale House Publishers, 1997. ISBN: 978-0-8423-2911-8
- Ruthven, Malise. Fundamentalism: A Very Short Introduction. New York: Oxford UP, 2004. ISBN 978-0-19-921270-5.
- Articles posted on E-Reserve. The password for all these readings is "worldlit". Students are responsible for printing these materials out before the class and bringing them to class.

A Note about the Texts:

- All texts listed above are required texts and will be used extensively. If you are unable to buy any of the books, copies of all the readings will be available in the Rasmuson Library (course reserve). You will not be permitted to take them home, but you can check them out for 2 hours at a time.
- E-Reserve reading should be printed out and brought to class. Since laptop computers are not allowed during regular classes, you will not be able to read off a screen.

Communication

Blackboard: If I need to contact a particular student or if I have to reach the whole class, I will use Blackboard e-mail system. Establish or maintain an e-mail account and check your e-mail messages on a regular basis. Make sure you are able to receive messages I send through Blackboard. I will send out a TEST message during the first two weeks of the semester. You are required to notify me if you were unable to receive my e-mails.

Contacting me: The best way to reach me is via email. I have a lot of students and sometimes you have to wait for my response. Usually, I respond to all email requests within 24 hours. Feel free to e-mail me again if you do not hear back from me within this time frame.

Phone: If you choose to contact me via the phone, please do so during my office hours only. Please do not leave messages asking me to call you back as **I normally do not call students back on their home or mobile phones.**

Evaluation and grading criteria

Overall, both the success of this course and your final mark will depend of each your individual contribution to class discussions and on your willingness to work on improving your writing and analytical thinking skills. This is a discussion-based course in which class discussions and group activities will be essential to your success. In-class assignments will vary, but will include brief responses to the assigned readings, quizzes, and discussion summaries. It is therefore extremely important to come prepared and to do your readings at home. Though there will be lectures to introduce the basics, the course will stress student participation in group discussions.

In order to earn credit for ENG200, you **must** complete the following components of the course: two response papers, the midterm, and the final examination. This course will **not** be graded on a curve. Missing assignments will receive a 0 mark. Late assignments are subject to penalty (see details below).

Categories	Dates	Value
Paper 1 (an analytical essay)	Week 6	15 points
Paper 2 (a research paper)	Week 12	25 points
Final examination	Week 15	35 points

Oral presentation 1	To be scheduled individually	5 points
Oral presentation 2	Week 14	10 points
Participation	Daily in class	10 points
Total		100 points

REMEMBER: You are responsible for your success in this course. If at any point in the year you have questions or concerns, it is up to you to consult the professor. You are always welcome to visit during office hours or to make an appointment to discuss any aspect of the course.

Attendance/ Participation

Attendance: Your attendance and participation are central to your success of this course. Students are required to attend the classes they signed up for. Attendance will be taken BEFORE each class begins. You are allowed 4 non-penalized absences (2 weeks of classes). Every absence over 2 weeks of classes will cause your final grade to be lowered by a minimum of 4 points. Absences in the excess of 3 classes will also automatically disqualify you from writing the extra credit assignment and thus will have an adverse effect on your overall grade.

Your 2 weeks of non-penalized absences should be used for personal illness, family illness, travel, automobile problems, etc. **Please do not use all your absences early in the semester, as I do not distinguish between excused and unexcused absences.**

If you miss a class, it is your responsibility to contact someone in the class to find out what you missed. You are encouraged to make arrangements with your group if you are to miss group work. The best practice would be: contacting your group leader in advance and notifying him/her of your expected absence; volunteering to contribute to the group work from home (through discussion notes or otherwise).

Lateness: Students are expected to be in class on time. Lateness of 10 minutes or more will be counted as half an absence (the same policy applies to leaving early). Please allow extra time for road delay and/ or parking problems. If you have to arrive late or to leave early due to a legitimate reason, please arrange this with me before the class: no 1/2 unexcused absence note will be added.

Participation: Regular participation is required for this course. Students are expected to participate every time (or close to that). While participating, all students are expected to show evidence of time spent with the material, and an ability to demonstrate understanding of all concepts discussed in the assigned readings.

Some students like to participate in discussions without having read the assigned materials. While participating when unprepared is not going to hurt you, it is not going to help you earn a better grade.

To earn the full participation points (5) you will need to produce work that far exceeds my normal expectations. Students who earn the full 5 points usually prepare notes at home and are not only prepared to respond to my questions, but are eager to start their own discussion topics. Preparedness to respond to my questions about the text is my normal expectation in this course.

Participation will not be graded on a curve. It is your sole responsibility to take initiative during discussion times, even if everyone else is quiet. In a quiet class, everyone might get a 0 for participation; in an active class, everyone might get a full score.

Assignments

There will be two 4-5 page essays that you will write for this course. The first paper is an analytical essay. The second paper is a research paper. Please note that a 4 page essay is the **minimum** requirement. Essays under 4 pages will be subject to penalties. You will be required to conduct library/ internet research for the research paper.

Essays will be due BEFORE the class on the date marked in the outline. Electronic submissions will not be accepted; it is your responsibility to print out your work and submit it on time! Handwritten papers will not be accepted. Please use Microsoft Word or a comparable word processing program and submit clearly printed, proofread essays. All essays will require a title page with your name, student number, the course number, the date, and the essay title clearly printed. Use Times New Roman font (12 pt.), double-spaced formatting, with 1 inch margins. Each page should be numbered. Handwritten essays will not be accepted. Improperly formatted assignments will result in penalties.

Both in-text citing and the Works Cited page should be done according to MLA style (Rasmuson Library and the Writing Center both have copies of the *MLA Handbook*, which explains MLA Style.)

Essays will be evaluated based on their content, structure, technical aspects and improvement.

- Content component includes originality, clarity, arguments, the use of sources.
- Essay structure component includes the overall design of the essay (intro, thesis statement, body paragraphs, conclusion, etc), stylistic components (such as connections between the paragraphs or individual sentences), and a sense of audience.
- Technical aspects include grammar, style, typos, bibliography and referencing, formatting.
- Improvement aspect – overall development as compared to earlier efforts (e.g. drafts shared with me during my office hours).

Late Assignment Penalties: Submitting an essay late will result in marks being deducted (normally, half letter grade for each day the paper is late, including weekends). To avoid penalties, you must speak with me in advance if you anticipate handing an assignment in late due to special circumstances, such as illness or a personal/family emergency. **Remember that having a lot of work to do for your other courses is not a reasonable excuse for a late assignment in this course.** Unless prior arrangements have been made or you present a medical/legal note explaining why your assignment has been handed in late, points will be deducted. **No unexplained late assignments will be accepted after they are 7 days late.** All requests for extensions should be made in person or, if you are unable to attend class or office hours, by phone. Email requests for

extensions will not be acknowledged. No late assignments will be accepted after the last day of classes. Late assignments will receive a grade only (no written comments).

Essay Guidelines:

For both essays, I will provide detailed guidelines containing essay topics and instructions at least 3 weeks before each essay is due. You should consider Essay Guidelines to be extensions of this syllabus.

Revision Process:

Before you start writing your essay, you will submit an outline for approval. You will be required to submit a draft of the essay and will then revise it (for appropriate dates, see class schedule). At least one personal conference will be devoted to the discussion of student's writing.

NOTE: While students will be developing and handing in their research project in stages, they will only receive a grade for the final draft. Prior drafts will receive written and/or oral comments. Furthermore, any student who does not complete any one stage of the draft/revision process will receive a full letter grade penalty on their research essay final grade (for instance, they would drop from a B+ to a C+), and any student failing to complete more than stage will not receive credit for the research essay and hence will not receive credit for this course.

A Note on Writing a Research Paper

Research paper: What does it mean? A research paper is similar to a response paper in many ways. Just like your response paper, it should also have a thesis statement and an argument. It should have a title, an intro, a conclusion. Just like your response paper, it has to engage with the primary source (the book). A research paper, however, will present your reading of the primary source as a result of your engagement with and your evaluation of secondary sources (commentaries, articles, reviews). Your major secondary source will be a scholarly commentary. Each research paper MUST contain at least two references to scholarly commentaries. To locate scholarly resources, you will have to perform an online search or a library search. Library catalogue keyword searches are usually most effective.

Step one: Read the novel at least once before you start writing. Write down your ideas while you are reading as they tend to evaporate the moment the book is over. Read critically, ask questions. Select scenes that you think are important, use a pencil to mark the page so you can find it later. After you finish reading, look over the ideas you've put down on the paper and make an outline for your future essay. Start with the title, write it down even if you are not sure about it – you can change it later. Put down ideas for each paragraph. Achebe's novel is very complex in part because it does not have a single, easily identifiable point of view, but exposes different aspects of life in a traditional African village through multiple perspectives. The ultimate meaning of the novel, then, is something you develop as you read along, something for which you have to take the final responsibility.

Step two: For your research paper, you will be required to do library/ internet research. Find reviews, articles, blog entries and other materials for this paper. Select and save the most interesting ones. Make sure you have all necessary exit data to properly quote these electronic sources you are going to use in your essay. Reading other people's reviews will give you more ideas for your paper.

Step three: Prepare a bibliography page. Your essay should contain a research bibliography (your "Works Cited" page). It should list at least two scholarly publications closely related to the novel and at least three other (non-scholarly) publications. All materials, including the novel itself and all the non-scholarly materials should be cited according to MLA standards. This is your chance to really learn how to do it: marks will be deducted for incorrect referencing. You will need to indicate which sources are scholarly. Your "Works Cited" page will look like this:

Works Cited:

The novel (full reference)

Scholarly publications: (list)

Other Materials: (list)

NOTE: An online resource is, most likely, not a scholarly publication! Some exceptions to this rule include: Online copies of scholarly articles also available in print format; Articles published in online academic journals associated with major universities. Remember that many online sources (Wikipedia, for example) may resemble scholarly sources because they sound serious. Don't be misled: they aren't.

A **scholarly commentary** is usually 1) a book published by a university press, 2) an article published in a scholarly magazine, 3) a textbook. **Non-scholarly** secondary sources are numerous and can include book reviews, newspaper articles, non-scholarly online publications, web pages, blog entries, Wikipedia entries and so forth. Use such sources with caution and verify the information they contain: remember that online sources are not verified by experts and are often unreliable. They are useful, however, as a pool of ideas, interpretations, etc providing a multiplicity of ways of reading. Use them as inspiration and engage them in a dialogue. Select and save the most interesting ones. Make sure you have all necessary exit data to properly quote all the electronic sources you are going to use in your essay. Include at least three of them in your "Works Cited" page.

Final examination

The cumulative final exam will be based on the material covered both in the readings and in class discussions. The exam will contain short and long answer questions; there will be one short essay question (1000 words). No textbooks, notes, or electronic devices will be allowed during the exam. Please note that registering in this course commits you to the date and time of the course final examination. If you are aware of possible conflicts with that date, please see me immediately during the first week of the course, in case you need to register in another course to accommodate the conflict. For appeals for deferred exams, please see the Calendar. Students may be asked for identification when writing a test or examination.

Oral presentations

- This course requires you to give two oral presentations. Presentation topics will be assigned by the instructor. You will not be able to change topics. Presentation #1 will be at minimum 5 minutes; presentation #2 must be at minimum 8-10 minutes and include a question and answer segment. You will receive feedback from me on both presentations. All presentations must have a clear introduction-body- conclusion organization, appropriate to the discipline.
- All presentations will receive evaluation by the instructor on oral communication competency (including responsiveness to audience questions), as well as on subject mastery.
- Students will receive, as part of the course structure, information/instruction on effective speaking, on organization of material for effective presentation, and on development and use of media and visual aids.

Grade definitions as suggested by the University of Alaska Fairbanks

Each of you begin as an “average” student, i.e. with a C grade and proceed to work from there. To obtain an “A” grade you will need to produce work that far exceeds my normal expectations. My normal expectations are regular attendance, hard work, evidence of time spent with the material, and an ability to demonstrate understanding of all concepts.

This course will **not** be graded on a curve.

	UAF definition
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

Plagiarism

Plagiarism is a serious offence and will not be tolerated in this course. Students are encouraged to familiarize themselves with the UAF standards and policies concerning plagiarism. In general, plagiarism involves borrowing someone else’s ideas, sentences, phrases, or terms without referencing them in the text. Improper referencing, quoting or paraphrasing can result in plagiarism.

In this class, we will discuss the basic differences between quoting, paraphrasing, and plagiarizing and learn how to avoid plagiarism. Word for word plagiarizing will always result in a 0 mark for an assignment. Any student who will submit a paper not written by him or herself (such as a paper purchased or downloaded from the web) will fail the entire course, even if parts of the downloaded paper were modified. If unsure what constitutes plagiarism, take a look at a short PowerPoint on our class website:

<http://www.lectureguru.net/courses/worldlit11/service/plagiarism.html>

Students are advised to consult the **UAF Student Code of Conduct** for the rules regarding Registration, Voluntary Withdrawals, Academic Misconduct including **plagiarism**, and appeals.

Sharing your work with the class

Let me know if you're **unwilling to share your work**. I assume that most students are willing to share their work and thus assist other students. To help clarify standards, I'll usually select one or two strong examples of "A" work and will have copies available in my office. I will cover the names of the students whose work I've selected. If you're unwilling to share your work with others, please let me know early in the semester and I will exclude your assignments from consideration.

Classroom courtesies

- All students are expected to maintain a courteous atmosphere in the classroom treating each other with respect.
- Cell phones and pagers must be turned off before the class starts.
- Laptops will not be allowed and must be turned off and stored away before the class starts. Exception: laptops will be allowed during group project preparation only.

Support services

Students with documented disabilities requiring academic accommodations for tests/exams (e.g., private space) or during lectures/laboratories (e.g., access to volunteer note-takers) are encouraged to contact the Coordinator of Disability Services, 208 Whitaker, at 474-5655 or 474-1827 (TTY) to discuss appropriate options. All information about disability is confidential.

I encourage you to make use of **the Writing Center (8th floor, Gruening Building)** where you can take a draft of any writing which provides excellent advice, tutoring and assistance.

If you need a coach to help you prepare for your oral presentation, or if you simply want to become a more effective speaker, make use of **the Speaking Center** at UAF. **The Speaking Center** is located in the Department of Communication on the fifth floor of Gruening. Come to Room 507 to meet with a Speaking Center coach.

Tentative Schedule:

(Th): Introduction to the course

Week 1

(T): Read: Ruthven, "Ch. 1: Family Resemblances" and "Ch. 2: The Scandal of Difference" from Fundamentalism: A Very Short Introduction

(Th): Read: Rushdie, The Satanic Verses, Ch. 1&2

Week 2

(T): Read: Rushdie, The Satanic Verses, Ch. 3&4

(Th): Read: Rushdie, The Satanic Verses, Ch. 5&6

Week 3

(T): Read: Rushdie, The Satanic Verses, Ch. 7-9

(Th): Class Discussion of Frederic Regard's "Humanism Restyled: Salman Rushdie, the *Fatwa*, and the Resurrection of the Author"; Catherine Pessoa-Miquel's "Salman Rushdie's Confrontation with Fundamentalism" (E-Reserve)

Week 4

(T): Read: Kureishi, The Black Album, pages 1-100

(Th): Read: Kureishi, The Black Album, pages 101-200

Week 5

(T): Read: Kureishi, The Black Album, pages 201-285

(Th): Read: Kureishi, "My Son, the Fanatic"; "Interview with Hanif Kureishi" in Black Album

***** Essay 1 outline is due *****

Week 6

(T): Read: Helga Ramsey-Kurz, "Literature as the 'Schismatic Other of the Sacred Text' or Itself Sacred? *The Black Album* by Hanif Kureishi" (E-Reserve: Pages 161-181)

(Th): Film screening: *Paradise Now*

***** Essay 1 (First Draft) is due *****

Week 7

- (T): Film screening: *Paradise Now* (continued) and class discussion.
(Th): Read: Malise Ruthven, Fundamentalism: A Very Short Introduction, Ch. 3&4

Week 8

- (T): Read: Malise Ruthven, Fundamentalism: A Very Short Introduction, Ch. 5-7
(Th): Read: Monica Ali, *Brick Lane*. Pages 1-90

***** Essay 1 (Final Version) is due *****

Week 9

- (T): Read: Monica Ali, *Brick Lane*. Pages 91-200
(Th): Read: Monica Ali, *Brick Lane*. Pages 201-310

Week 10

- (T): Read: Monica Ali, *Brick Lane*. Pages 311-417
(Th): Film screening: *Kadosh* ("The Holy")

Week 11

- (T): Film screening: *Kadosh* ("The Holy")
(Th): Film discussion

***** Essay 2 draft is due *****

Week 12

- (T): Read LaHaye, Left Behind
(Th): Read LaHaye, Left Behind

Week 13

(T): Read LaHaye, Left Behind

(Th): Read: Kevin L. Cope, "The Left Behind Series and the Incongruities of Fundamentalist Idealism" (E-Reserve: Pages 181-205). Class discussion of Left Behind; drawing connections with other texts discussed in the course; final definitions and clarifications.

Week 14

(T): Final Presentations

(Th): Final Presentations

***** Essay 2 (Final Version) is due *****

Week 15

Final exams.