

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	Terry Reilly	Phone	474-5180
Email Contact	<a href="mailto:tjreilly@alaska.edu">tjreilly@alaska.edu</a>	Faculty Contact	Terry Reilly

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

2. COURSE IDENTIFICATION:  
 Dept: ENGL Course #: ~~X38~~435 No. of Credits: 3

Justify upper/lower division status & number of credits:  
 Course will include intensive reading in literature, theory and criticism as well as research project or projects using the same. Credits appropriate for number of hours met during semester.

3. PROPOSED COURSE TITLE: Authors

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 Fall  
 Fall, Spring, Summer (Every, or Even-numbered Years, or Odd-numbered Years) - or As Demand Warrants

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

**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 F430<sup>5</sup> Course Title (h) Authors Course number is 435. (jbh - 2/25/2011)  
3 Credits Offered Fall 2011  
Intensive, in-depth study of the works of an individual author. Readings from the author's oeuvre along with significant criticism and commentary on the author's works. Course may be repeated ~~two times~~ <sup>once</sup> for credit when content varies. Prerequisites: ENGL F211X or ENGL F213X or permission of instructor. (3+0)

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 covers substantially different subject matter in each iteration.

How many times may the course be repeated for credit? 1 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 ENGL 213X or permission of instructor

These will be required before the student is allowed to enroll in the course.

RECOMMENDED none

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 (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	<input type="checkbox"/>	Yes	<input checked="" type="checkbox"/>	Contacted Karen Jensen on 14 September 2010. Received e-mail that materials needed would fit into library budget.
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**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
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**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.
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**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 forms part of a major revision to the English undergraduate 400 level curriculum. It is designed to better utilize the expertise of English department faculty and to incorporate current disciplinary developments into the English Department curriculum. Both departmentally and institutionally, the quality of UAF education will increase with the addition of this course.
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**APPROVALS:**

<i>Richard Scan</i>	Date	9-28-10
Signature, Chair, Program/Department of:	<i>English</i>	

<i>Yul Te</i>	Date	10/20/10
Signature, Chair, College/School Curriculum Council for:	CLA	

<i>Ante Hampton</i>	Date	10-28-10
Signature, Dean, College/School of:	CLA	

	Date	
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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 430<sup>5</sup>  
Authors  
Thomas Pynchon  
Fall 2011  
3 credits  
Gruening 310 TR 2:00-3:30  
Prerequisites: English 211X or 213X  
or permission of the instructor

Terry Reilly, Instructor  
Office: Gruening 844  
Office hours: TR 12:00-200  
Tel: 474-5180  
[tjreilly@alaska.edu](mailto:tjreilly@alaska.edu)

**Course description:**

This lecture- and discussion-based course will be an in-depth study of the works of Thomas Pynchon. We will be reading most of Pynchon's works, as well as significant commentary and criticism relating to his novels and short stories. The overall course goal is to acquire an understanding of the works of one of the major American authors of the late twentieth- and early twenty-first centuries.

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**Outcomes:**

By the end of the course students will have read the significant works of Thomas Pynchon. Their writing portfolio (See 'Evaluation') requires that they produce thirty pages of writing on the author. Pynchon is an intellectually demanding writer; this requirement ensures substantial research and thought on the writer and works. A successful student will have gained in skill and confidence in producing high-quality, well-researched interpretive discussions on a major literary figure.

**Primary texts (all by Thomas Pynchon):**

**Required**

*Slow Learner*

*V.*

*The Crying of Lot 49*

*Gravity's Rainbow*

*Vineland*

*Mason & Dixon*

*Against the Day*

*Inherent Vice*

**Secondary Texts:**

**Recommended but not required**

Berressem, Hanjo. *Pynchon's Poetics*. Chicago: University of Illinois Press, 1998.

Grant, J. Kerry. *A Companion to V.* Athens, Georgia: University of Georgia Press, 2001.

Grant, J. Kerry. *A Companion to The Crying of Lot 49*. Athens, Georgia: University of Georgia Press, 1994.

Weisenberger, Steven. *A Gravity's Rainbow Companion*. Athens, Georgia: University of Georgia Press, 1988.

Selections from the journal *Pynchon Notes*.  
Selections from various websites and the pynchon-l list.

**Calendar:**

Week 1

*Slow Learner*

Week 2

*The Crying of Lot 49*

Week 3

*Vineland*

Week 4

*Vineland*. Begin *Inherent Vice*, Date for submission of ten-page paper (See **Evaluation**)

Those planning to use the other options (one 20-page + one ten-page or one 30-page) must schedule a conference with me

Week 5

*Inherent Vice*

Week 6

*Gravity's Rainbow*

Week 7

*Gravity's Rainbow*

Week 8

*Gravity's Rainbow*

Week 9

*Mason & Dixon*, Date for submission of 2<sup>nd</sup> ten-page paper or twenty-page paper (See **Evaluation**). Those planning to write one thirty-page paper must schedule a conference with me

Week 10

*Mason & Dixon*

Week 11

*Mason & Dixon* Draft due for those writing a 30-page paper

Week 12

*Against the Day*

Week 13

*Against the Day*

## Week 14

*Against the Day*, Writing Portfolio due at end of final class session (See **Evaluation**)

The last day of class is December 12. Presentations will take place during the exam period. (Note to reviewers: This course has twice been taught as a Special Topics course and each time enrolled 8-10 students. These presentations can thus fit into the 2-hr period (if enrollment is higher, we will find a second period for these presentations).

### Course policies:

- 1) Come to class and don't be late. This is a seminar, and I expect those enrolled to attend regularly. Please notify me when you will be absent. Should you miss more than two class periods, I will need to meet with you to ascertain the reason. This course can only succeed if all attend and all contribute. Students missing more than *four* class periods will receive a failing grade for English 430.
- 2) Read the texts. Make sure that you have read the assignment before the class session. I will distribute reading assignments for the longer works at the appropriate time.
- 3) Discuss the texts. For the class to work as a seminar you will need to contribute to the discussion. I am not here to lecture to you; I am here to facilitate the discussion.
- 4) Don't plagiarize or you will fail the course. Please refer to the "Student Code of Conduct" on pp.49-50 of the 2010-11 *UAF Catalog*.

### Evaluation:

Class attendance and participation	25%
Class presentation(s)+	25%
Portfolio*	50%

+ I will provide a separate assignment sheet detailing the oral presentation. I will expect a ten-minute talk on an aspect of Pynchon's writing. By that point you will have read the full body of the author's work; the larger theme you choose to explore will thus develop out of this knowledge. The topic will need to be approved and should be *substantially* different from the focus of the written work. You will need to provide me with an outline and a list of primary and secondary sources used for the presentation the day you deliver your talk.

\*The portfolio consists of a minimum of 30 pages of critical writing in articles, notes or commentary of varying length. This could take shape as, for example, three ten (10) page papers, a twenty (20) page paper and a ten (10) page paper, or a single thirty (30) page paper. I will meet individually with you early in the semester to discuss likely writing options with you. I will spend class time early on discussing the writing options, provide assignment sheets indicating the scope needed for the paper or papers, and detailing the expectations I have for writing at the 400-level.

### Grading System—UAF Definition



- A An honor grade, indicates original and independent work, a thorough mastery of the subject, and the satisfactory completion of more work than is regularly required.
- B Outstanding ability above the average level of performance.
- C A satisfactory or average level of performance.
- D Lowest passing grade; work of below average quality and performance.
- F Failure to meet the lowest standards.

**Support services:**

- 1) Use the Writing Center, 801 Gruening, 474-5314. Discussing your writing with a tutor as part of your writing process will lead to a stronger, better thought-out final product.
- 2) Sign up for the pynchon-l list serv
- 3) The Pynchon Hot Line is 474-5180.
- 4) Students with disabilities are welcomed. I will work with the Office of Disability Services (208 WHIT, 474-5655) to provide reasonable accommodation to students with a disability.