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FEB 19 2016

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FORMAT 2

Submit originals (including syllabus) and one copy and electronic copy to the **Faculty Senate Office**
See http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures-/ for a complete description of the rules
governing curriculum & course changes.

CHANGE COURSE (MAJOR) and DROP COURSE PROPOSAL
Attach a syllabus, except if dropping a course.

SUBMITTED BY:

Department	ENGL	College/School	CLA
Prepared by	**Daryl Farmer**	Phone	**5307**
Email Contact	dlfarmer@alaska.edu	Faculty Contact	**Daryl Farmer**

1. COURSE IDENTIFICATION: *As the course now exists.*

Dept	ENGL	Course #	272	No. of Credits	3

COURSE TITLE | Introduction to Creative Writing: ~~Fiction~~ *Poetry* (RSC)

2. ACTION DESIRED: √ *Check the changes to be made to the existing course.*

Change Course [X]   If Change, indicate below what is changing.   Drop Course [ ]

NUMBER	[X]	TITLE	[X]	DESCRIPTION	[X]
PREREQUISITES*	[X]			FREQUENCY OF OFFERING	

*Prerequisites will be *required* before a student is allowed to enroll in the course.

CREDITS (including credit distribution)

COURSE CLASSIFICATION

ADD A STACKED LEVEL (400/600) Include syllabi.   Dept. [ ]   Course # [ ]

How will the two course levels differ from each other? How will each be taught at the appropriate level?:

Stacked course applications are reviewed by the (Undergraduate) Curricular Review Committee and by the Graduate Academic and Advising Committee. Creating two different syllabi—undergraduate and graduate versions—will help emphasize the different qualities of what are supposed to be two different courses. The committees will determine: 1) whether the two versions are sufficiently different (i.e. is there undergraduate and graduate level content being offered); 2) are undergraduates being overtaxed?; 3) are graduate students being undertaxed? In this context, the committees are looking out for the interests of the students taking the course. Typically, if either committee has qualms, they both do. More info online - see URL at top of this page.

ADD NEW CROSS-LISTING	Dept. & No. [ ]	Requires approval of both departments and deans involved. Add lines at end of form for additional signatures.
STOP EXISTING CROSS-LISTING	Dept. & No. [ ]	Requires notification of other department(s) and mutual agreement. Attach copy of email or memo.

OTHER (specify)

3. 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 and the appropriate Faculty Senate curriculum committee. 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 [X] *6 weeks to full semester*

OTHER FORMAT (specify all that apply)

Mode of delivery (specify lecture, field trips, labs, etc.)   Lecture, peer workshop

4. **COURSE CLASSIFICATIONS**: (undergraduate courses only. Use approved criteria found in Chapter 12 of the curriculum manual. If justification is needed, attach separate sheet.)

H = Humanities	H		S = Social Sciences	

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

IF YES*, check which core requirements it could be used to fulfill:

O = Oral Intensive, *Format 6 also submitted		W = Writing Intensive, *Format 7 submitted		X = Baccalaureate Core	

4.A *Is course content related to northern, arctic or circumpolar studies? If yes, a "snowflake" symbol will be added in the printed Catalog, and flagged in Banner.*

YES [ ]   NO [X]

5. **COURSE REPEATABILITY**:

Is this course repeatable for credit?   YES [ ]   NO [X]

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

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

6. *COMPLETE CATALOG DESCRIPTION including dept., number, title, credits, credit distribution, cross-listings and/or stacking, clearly showing the changes you want made. (Underline new wording strike-through old wording and use complete catalog format including dept., number, title, credits and cross-listed and stacked.)*

Example of a complete description:

PS F450 Comparative ~~Aboriginal~~ Indigenous Rights and Policies (s)
3 Credits
Offered As Demand Warrants
~~Case-study~~ Comparative approach ~~in assessing Aboriginal~~ to analyzing Indigenous rights and policies in different nation-state systems. ~~Seven Aboriginal situations~~ Multiple countries and specific policy developments examined for factors promoting or limiting self-determination. Prerequisites: Upper division standing or permission of instructor. (Cross-listed with ANS F450.) (3+0)

ENGL ~~F272 Introduction to~~ Creative Writing: Poetry (h)
3 Credits
Offered Fall ~~and Spring~~

Forms and techniques of poetry ~~for beginning students~~; discussion of students' work in class and in individual conferences. Prerequisites: ENGL F111X or permission of instructor. (3+0)

7. *COMPLETE CATALOG DESCRIPTION AS IT SHOULD APPEAR AFTER ALL CHANGES ARE MADE:*

ENGL F3~~72~~XW Intermediate Creative Writing: Poetry (h)   F3xx: number to be determined.
3 Credits
Offered Fall

Forms and techniques of poetry. Students' work read and discussed in class and in conference with the instructor. Close study of the techniques of established writers. ENGL F111X; ENGL F211X or ENGL F213X; ENGL F2~~7~~XX or permission of instructor. (3+0)   ENGL F2xx - Introduction to Creative Writing (h)--See #81-UNC

8. *GRADING SYSTEM: Specify only one.*
LETTER: [X]   PASS/FAIL: [ ]

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

We anticipate increased enrollment. The new minor will add 3 upper division courses per year. This means that CRW faculty will be less available for teaching Core courses. The Department plans to fill this gap with additional adjunct support.

10. 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	x	Yes		Course will use existing resources

11. 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 Department

12. POSITIVE AND NEGATIVE IMPACTS

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

Positive impact: this new course will replace the current ENGL F272 Introduction to Creative Writing: Poetry. It will be part of a sequence designed to restructure the creative writing courses (see "Justification" below). Since the proposed changes are primarily to the structure of the sequence of courses offered, no negative impacts are anticipated. Rather, we expect that, with experience of creative writing through the proposed multi-genre course ENGL F271 Introduction to Creative Writing, enrollment in ENGL F372 should be strong.

13. 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. If you ask for a change in # of credits, explain why; are you increasing the amount of material covered in the class? If you drop a prerequisite, is it because the material is covered elsewhere? If course is changing to stacked (400/600), explain higher level of effort and performance required on part of students earning graduate credit. Use as much space as needed to fully justify the proposed change and explain what has been done to ensure that the quality of the course is not compromised as a result.
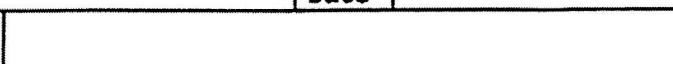
ENGL F372 Intermediate Creative Writing: Poetry is designed to be part of a sequence of courses that restructure the creative writing offerings in line with a new proposed Minor in Creative Writing. Currently courses are genre-specific at the introductory 200-level. The new sequence of courses will lead students from a more general introductory course (ENGL F271 Introduction to Creative Writing), through genre-specific courses (ENGL F371 Intermediate Creative Writing: Fiction; ENGL F372 Intermediate Creative Writing: Poetry; ENGL F373 Intermediate Creative Writing: Nonfiction) then on to the advanced classes (ENGL F471 Undergraduate Writers' Workshop, ENGL F473 Topics in Creative Writing, ENGL 488 Dramatic Writing).

Such a sequence allows students to develop an understanding of the principles and techniques of effective creative writing across the major genres (fiction, poetry and nonfiction) before moving on to more specialized genre-specific courses at the intermediate level. The courses offered at the 400-level will assume a higher level of competency, self-motivation and knowledge of the genres.
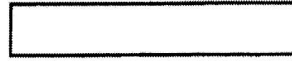
APPROVALS: *(Forms with missing signatures will be returned. Additional signature blocks may be added as necessary.)*

[signature]	Date	Feb 18, 2016
Signature, Chair		
Program/Department of:	*English*	
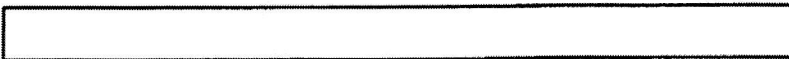
Rob Duke	Date	February 18, 2016
Signature, Chair, College/School		
Curriculum Council for:		

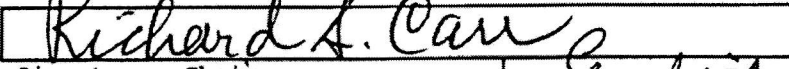| *[signature]*	Date	February 19, 2016
Signature, Dean, College/School		
of:		

Offerings **above the level** of approved programs must be approved in advance by the Provost (e.g., non-graduate level program offering of a 600-level course):
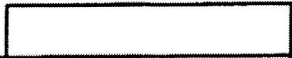
	Date	
Signature of Provost (if applicable)		

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

	Date	
Signature, Chair		
Faculty Senate Review Committee: ___Curriculum Review ___GAAC		
___Core Review ___SADAC		

ADDITIONAL SIGNATURES: *(As needed for cross-listing and/or stacking; add more blocks as necessary.)*

Richard L. Carr	Date	Nov 9, 2015
Signature, Chair	*English*	
Program/Department of:		

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

	Date	
Signature, Dean, College/School		
of:		

Note: If **removing** a cross-listing, you may attach copy of email or memo to indicate mutual agreement of this action by the affected department(s).

If degree programs are affected, a Format 5 program change form must also be submitted.

ATTACH COMPLETE SYLLABUS (as part of this application). This list is online at:
http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures-/uaf-syllabus-requirements/
The Faculty Senate 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
(or changes to it) may 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.) ☐ Publicize UAF regulations with regard to the grades of "C" and below
as applicable to this course. (Not required in the syllabus, but is a convenient way
to publicize this.) Link to PDF summary of grading policy for "C":
http://www.uaf.edu/files/uafgov/Info-to-Publicize-C_Grading-Policy-UPDATED-May-2013.pdf

11. **Support Services:**
   ☐ Describe the student support services such as tutoring (local and/or regional)
appropriate for the course.

12. **Disabilities Services:** Note that the phone# and location have been **updated.**
http://www.uaf.edu/disability/   The Office of Disability Services implements the Americans with
Disabilities Act (ADA), and ensures that UAF students have equal access to the campus
and course materials.
   ☐ State that you will work with the Office of Disabilities Services (208
WHITAKER BLDG, 474-5655)to provide reasonable accommodation to students with
disabilities.

5/21/2013

Note: F3xx: course number to be determined.

ENGL 372: Intermediate to Poetry Workshop

Instructor: Sean Hill
Office: TBA
Office phone: TBA

E-mail: seanhill73@gmail.com
Office hours: Daily 12-1
Mailbox: TBA

Note: The syllabus is subject to changes as announced in class and on Blackboard.

REQUIRED TEXT:
Writing Poems by Boisseau, Bar-Nadav, and Wallace
Wind in a Box by Terrance Hayes
Native Guard by Natasha Trethewey
Approaching Ice by Elizabeth Bradfield
A Murmuration of Starlings by Jake Adam York

SUPPLEMENTAL ONLINE READING:
PermaFrost
*Subscribe to Poem-A-Day at http://www.poets.org/poemADay.php
*Subscribe to PEN Poetry Series at http://www.pen.org/topic/poetry-series
How a Poem Happens will be assigned reading. http://howapoemhappens.blogspot.com/
Check Poetry Daily everyday. http://poems.com/
Check Verse Daily everyday. http://www.versedaily.org/
Browse From the Fishouse at least once a week. http://www.fishousepoems.org/
The Academy of American Poets is a great resource. EXPLORE! http://www.poets.org/
Poetry Foundation is a great as well. EXPLORE! http://www.poetryfoundation.org/
Poetry Society of America is great too. EXPLORE! http://www.poetrysociety.org/psa/
Favorite Poem Project EXPLORE! http://www.favoritepoem.org/

ADDITIONAL REQUIRED TEXTS: A good dictionary and a thesaurus

COURSE DESCRIPTION:

From Catalog: Forms and techniques of poetry. Students' work read and discussed in class and in conference with the instructor. Close study of the techniques of established writers. ENGL F111X; ENGL F211X or ENGL F213X; ENGL F271; or permission of instructor. (3+0)

The goal of this course is to further develop students' knowledge of the art and craft of poetry and to raise their level of sophistication when engaging poetry. In this course students will analyze published poems for specific strategies and discuss the ways the poet uses these various techniques to establish motivation and emotional depth, and create linguistic music. Following thorough discussions in class, students will write poems that are modeled after or inspired by the poets we have been discussed.

Instructional Goals: Objectives of the teacher.
      A. Reinforce students' understanding of the elements of poetic craft.
      B. Analyze and model various writing techniques used by poets.
      C. Introduce a range of writing assignments that represents conventions and
      innovations within poetry.

Student Outcomes: Activities the students do in order to achieve mastery.
      A. Articulate stylistic features, rhetorical conventions, and innovations in poetry.
      B. Imitate writing techniques and begin to develop writing skills in poetry.
      C. Write a range of texts that demonstrate knowledge of poetry, its conventions,
      and its innovations.

CLASS POLICIES:

Class Participation: You must be ready to share your ideas and insights on all the assigned readings. And because you'll be getting feedback and comments from your classmates on your poems, this also means you need to come to class prepared to make respectful yet rigorous criticisms of the work presented in workshop.

Student Attendance:
Student grades are based on class participation and completion of assignments by end of course.
- Full and prompt attendance and active participation in original and revised writing assignments, writing exercises, class discussions, and reading assignments for the entire session ensures a passing grade.
- Regular, reliable attendance and participation in original and revised writing assignments, writing exercises, class discussions, and reading assignments for the entire session allows a passing grade.

Grading:
20% Poem Revision Final Assignment [A] [B]
30% class participation (attendance, discussion, critiques)
50% successful completion of class assignments: writing assignments, poems, quizzes, and vocabulary lists. [A]

This course will not be graded on a curve. Grading will follow UAF guidelines, and plus/minus grading will be used within the following ranges:

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 (for example out of a possible 100 points, 90 points, or above)
B = Indicates outstanding ability above the average level of performance (89-80)
C = Indicates a satisfactory or average level of performance (79-70).
D = The lowest passing grade, indicates work of below average quality and performance (69-60).

F = Indicates failure to meet lowest standards (below 59 points).

UAF uses a plus/minus letter grade system.

A+ = 100-98	B+ = 89-87	C+ = 79-77	D+ = 69-67	F = 59-0
A = 97-94	B = 89-84	C = 76-74	D = 66-64	
A- = 93-90	B- = 83-80	C- = 73-70	D- = 63-60	

Class Atmosphere and Safety: We will discuss ideas and writing as a class, in small groups, and one-on-one. **All opinions are respected in this class**. Students will be mindful of their classmates' feelings when commenting on each other's opinions. **You may disagree with each other, and with me, as long as it is done in an atmosphere of mutual respect. Use of electronic devices** such as laptops, music players/headphones, cell phones and the like distracts from our class focus and is therefore not allowed unless approved by the instructor. Cell phones must be kept silent. **Texting** in class is disrespectful and distracting and **will not be tolerated**.

<u>WRITTEN WORK</u>:
1. Quizzes: There will be occasional quizzes.
2. Poems: due to the workshop for the term. **[A]**
3. Poem Critiques: Five sentences minimum of thoughtful critique. **[D]**
4. End of term: A single thoughtfully revised poem, all of your drafts of that poem, and a one-page minimum reflective essay about your revision process in a manila folder due at the end of the term. **[D]**

1. Quizzes: There will be occasional quizzes covering poetic terminology and other material we discuss in class or taken from our reading.

2. Ongoing Vocabulary Lists/Word Bank: For ten class meetings, you must look up and write out the correct definition(s) for <u>two</u> <u>unfamiliar</u> words—at least one from the reading for this class or from the subject list I give you. For the reading assignments from this class include the title of the source and the page number, if applicable, where the word occurs along with the definition.
- To earn full points, you must use the definition that is correct for the context of the word in the source. For example, "partial" has two different meanings depending on the context of the sentence in which it's used.
- To earn points, you must look up words that are not basic vocabulary. For example, definitions of friend, working, telephone, or elephant will earn no points.
- Each vocabulary word is worth five points, for a total of 100 points by the end of the semester.

<u>UAF SPONSORED READINGS:</u> Please plan to attend as many UAF readings this semester as possible. For every two readings you attend you will receive **extra credit** equivalent to one reading response. You will be able to find the schedule for the Midnight Sun Visiting

Writers Series at this website—http://www.alaska.edu/english/mfa/visitwriter/this-years-schedule/index.xml.

University Resources

The Writing Center: 8th Floor Gruening – http://www.alaska.edu/english/writing-center/
The Writing Center is a resource of the English Department that offers free tutoring and feedback on you writing projects in any discipline. Tutorial sessions are by appointment, or you may see a tutor as a walk-in. The center has a computer lab with free printing up to 25 pages per visit. Phone: 907-474-5314.
      Hours: Mon – Thur 10 am – 4 pm, 7 pm – 10 pm
           Fri 10 am – 1 pm and Sun 1 pm – 6 pm

Disability Services:
UAF is committed to equal opportunity for students with disabilities. If you have a disability, which might affect your ability to succeed in this course, please see me so we may discuss accommodations. You are also encouraged to contact Mary Matthews the Director of Disability Services at 907-474-5655.

Veterans' Services:
UAF is committed to veterans and has a range of staff specially trained to address the specific needs and concerns of veterans. Please visit this website:
http://www.uaf.edu/veterans/.

TENTATIVE CLASS SCHEDULE

Week One
Sep 4   Introduction to Course: Get to know each activities, Expert/Authority language talk

Week Two
Sep 9   Reading: Writing Poems: "Starting Out" pp 1-19
Sep 11   Reading: Writing Poems: "Subject Matter" pp 97-116
Sep 12   Deadline for adding classes, late registration and fee payment;
                5 p.m. in person, midnight at UAOnline

Week Three
Sep 16   Assignment Due 1 pages 15-16 # 1 and 2, 3, or 4
Sep 18   Reading: Writing Poems: "The Sound (And Look) of Sense" pp 77-94
Sep 19   Deadline for 100 percent refund of tuition and fees

Deadline for student- and faculty-initiated drops
(course does not appear on academic record)

Week Four
Sep 23   Assignment Due 2 pages 90-91 # 1, 2, 3, 4 or 5
Conferences Group 1 [C]
Sep 25   Reading: Writing Poems: "Metaphor" pp 117-136

Week Five
Sep 30   Assignment Due 3 pages 131-132 # 1, 2, 3, or 4
Conferences Group 2 [C]
Oct 2   Reading: Writing Poems: "Making the Line (I)" pp 41-58

Week Six
Oct 7   Assignment Due 4 pages 53-55 # 2, 4, or 5
Oct 9   Reading: Writing Poems: "Tale, Tell, and Tone" pp 137-157

Week Seven
Oct 14   Assignment Due 5 pages 152 # 1, 2, 3, or 4
Conferences Group 1 [C]
Oct 16   Reading: Writing Poems: "The Mysteries of Language" pp 158-176

Week Eight
Oct 21   Assignment Due 6 pages 172-173 # 2, 3, 4, or 5
Conferences Group 2 [C]
Oct 23   Reading: Writing Poems: "Finding the Poem" pp 179-200

Week Nine
Oct 28   Assignment Due 7 pages 194-195 # 2, 3, 4, or 5
Oct 30   Reading: Writing Poems: "Devising and Revising" pp 201-218
Oct 31   Deadline for student- and faculty-initiated withdrawals
                 (W grade appears on academic record)

Week Ten
Nov 4   Assignment Due 8 pages 212-213 # 1, 2, 3, or 4
Nov 6   Workshop & Group 1 Poem 1 Due [D]

Week Eleven
Nov 11   Workshop & Group 2 Poem 1 Due [D]
Nov 13   Workshop & Group 1 Poem 2 Due [D]

Week Twelve

Nov 18   Workshop & Group 2 Poem 2 Due **[D]**

Nov 20   Workshop & Group 1 Poem 3 Due **[D]**

Week Thirteen

Nov 25   Workshop & Group 2 Poem 3 Due **[D]**

Nov 27 – 30   THANKSGIVING HOLIDAYS

Week Fourteen

Dec 2   Workshop & Group 1 Poem 4 Due **[D]**

Dec 4   Workshop & Group 2 Poem 4 Due **[D]**

Week Fifteen

Dec 9   Workshop & Group 1 Poem 5 Due **[D]**

Dec 11   Workshop & Group 2 Poem 5 Due **[D]**

                Class Poet Anthology / Last Day of Class

FINAL REVISION PORTFOLIOS DUE THURSDAY DEC. 11

FINAL EXAM PERIOD TUESDAY, DEC. 16 AT 3:15 – 5:15