

Submit originals and one copy and electronic copy to **Governance/Faculty Senate Office**  
 See <http://www.uaf.edu/uafgov/faculty/cd> for a complete description of the rules governing curriculum & course changes.

**CHANGE COURSE (MAJOR) and DROP COURSE PROPOSAL**

**SUBMITTED BY:**

<b>Department</b>	ENGL	<b>College/School</b>	CLA
<b>Prepared by</b>	Chris Coffman	<b>Phone</b>	X5233
<b>Email Contact</b>	cecoffman@alaska.edu	<b>Faculty Contact</b>	Chris Coffman

**1. COURSE IDENTIFICATION:**

Dept  Course #  No. of Credits

**COURSE TITLE**

**2. ACTION DESIRED:**

Change Course  If Change, indicate below what change. Drop Course

<b>NUMBER</b>	<input type="text"/>	<b>TITLE</b>	<input checked="" type="checkbox"/>	<b>DESCRIPTION</b>	<input checked="" type="checkbox"/>
<b>PREQUISITES</b>	<input type="text"/>			<b>FREQUENCY OF OFFERING</b>	<input checked="" type="checkbox"/>
<b>CREDITS (including credit distribution)</b>	<input type="text"/>			<b>COURSE CLASSIFICATION</b>	<input type="text"/>
<b>CROSS-LISTED</b>	<input type="text"/>	Dept.	<input type="text"/>	(Requires approval of both departments and deans involved. Add lines at end of form for such signatures.)	
	<input type="text"/>	Dept.	<input type="text"/>		
<b>STACKED (400/600)</b> Include syllabi.	<input type="text"/>	Dept.	<input type="text"/>	Course #	<input type="text"/>
<b>OTHER (please specify)</b>	<input style="width: 100%;" type="text" value="Repeatability"/>				

**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. 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 all that apply)**

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

**4. 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 also submitted  W = Writing Intensive, Format 7 submitted  Natural Science, Format 8 submitted

**5. 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?  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. **CURRENT CATALOG DESCRIPTION AS IT APPEARS IN THE CATALOG: including dept., number, title and credits**

**ENGL F482A Undergraduate Seminar (h)**

3 Credits

Offered Spring Odd-numbered Years

Intensive study of selected topics in the discipline. Prerequisites: ENGL F211X or ENGL F213X or permission of instructor. (3+0)

7. **COMPLETE CATALOG DESCRIPTION AS IT WILL APPEAR WITH THESE CHANGES: (Underline new wording strike through old wording and use complete catalog format including dept., number, title, credits and cross-listed and stacked.) PLEASE SUBMIT NEW COURSE SYLLABUS. For stacked courses the syllabus must clearly indicate differences in required work and evaluation for students at different levels.**

**ENGL F482 Topics in Language and Literature (h)**

3 Credits Offered Every Fall and Spring

Intensive study of variable topics in language and literature. May focus on themes, such as race, war, or the natural world; an aspect of language and linguistics; or an aspect of contemporary literary theory. Intensive readings and research in contemporary theory will foster in-depth understanding of chosen topic. Course may be repeated once for credit when content varies. Prerequisites: ENGL F211X or ENGL F213X or permission of instructor. (3+0)

8. **IS THIS COURSE CURRENTLY CROSS-LISTED?**

YES/NO  No

If Yes, DEPT

NUMBER

(Requires written notification of each department and dean involved. Attach a copy of written notification.)

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

LETTER:  X

PASS/FAIL:

10. **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.

11. **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

The department is familiar with the library's holdings and is satisfied that they meet the needs of this course.

12. **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.

13. **POSITIVE AND NEGATIVE IMPACTS**

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

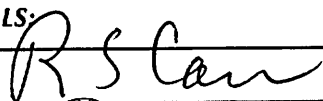
This course is designed to update the English major and minor so they are aligned with current national trends. This course will only impact the English department and will not duplicate offerings in other units.

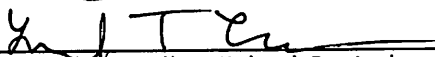
**JUSTIFICATION FOR ACTION REQUESTED**


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. 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.

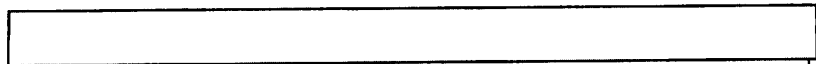

This course forms part of a major revision to the English undergraduate 400 level curriculum. It is designed to better utilize the expertise of English department faculty and to incorporate current disciplinary development into the English Department curriculum. Both departmentally and institutionally, the quality of UAF education will increase with the addition of this course.

**APPROVALS:**

  
Signature, Chair, Program/Department of: English Date 9-28-10

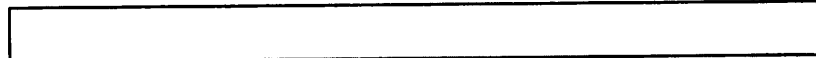

  
Signature, Chair, College/School Curriculum Council for: CLA Date 12-1-10

  
Signature, Dean, College/School of: CLA Date 12-3-10

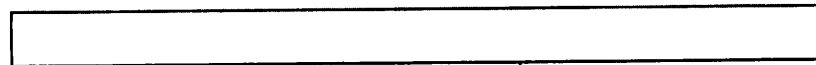


  
Signature of Provost (if applicable) Date 


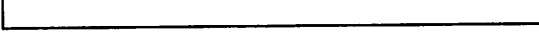
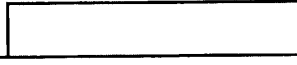
**Offerings above the level of approved programs must be approved in advance by the Provost.**


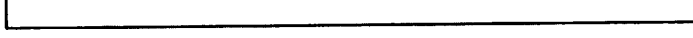
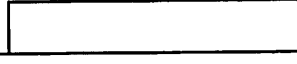
**ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE GOVERNANCE OFFICE.**

  
Signature, Chair, UAF Faculty Senate Curriculum Review Committee Date 

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

  
Signature, Chair, Program/Department of:  Date 

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

  
Signature, Dean, College/School of:  Date 

**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."

**UNIVERSITY OF ALASKA-FAIRBANKS**  
**COURSE SYLLABUS ENGL 482, FALL 2012**  
**Topics in Language and Literature: Environmental Literature**  
**3 credits, T 6-9, Gruening 412,**

**INSTRUCTOR INFORMATION:**

Derick Burleson  
Phone: 474-5230  
Email: [dwburleson@alaska.edu](mailto:dwburleson@alaska.edu)  
Office: G868  
Hours: TTh 2-5

**Prerequisites:** ENGL F211X or ENGL F213X or permission of instructor.

**TEXTS:**

*The Ecocriticism Reader*, Glotfelty and Fromm, eds. (Univ. of Georgia Press)  
*Walking and Nature*, Henry David Thoreau, Ralph Waldo Emerson (Beacon Press)  
*A Sand County Almanac*, Aldo Leopold (Ballantine Books)  
*Pilgrim at Tinker Creek*, Annie Dillard (Harper Perennial)  
*Desert Solitaire*, Edward Abbey (Touchstone)  
*No Nature: New and Selected Poems*, Gary Snyder (Pantheon)  
*The Omnivore's Dilemma*, Michael Pollan (Penguin)  
*Ordinary Wolves*, Seth Kantner (Graywolf)

**COURSE DESCRIPTION:**

Readings and discussions will be focused on literature and criticism which engage the natural world and the role of humans in that world. As students intensively read and respond to both prose and poetry, they will examine the deep interactions between texts, writers, and the various ecosystems they inhabit..

**COURSE GOALS :**

To introduce students to environmental literatures and ecocriticism.

**STUDENT LEARNING OUTCOMES:**

Students will become familiar with the range of environmental literatures and will become proficient in applying ecocritical approaches to primary texts while improving their writing, research and analytical skills.

**INSTRUCTIONAL METHODS:**

Lecture and discussion.

**COURSE CALENDAR:**

## **Week 1**

Introductions: Ecocriticism Reader, Introduction, 5-23

## **Week 2**

“The Trouble with Wilderness,” William Cronon; Thoreau, “Walking” (Campus Field Study)

## **Week 3**

Emerson “Nature” (presentation); Ecocriticism 24-36

## **Week 4**

A Sand County Almanac (presentation); Ecocriticism 37-54; Journals due Thursday

## **Week 5**

A Sand County Almanac. Pilgrim at Tinker Creek (presentation); Ecocriticism 55-70

## **Week 6**

Pilgrim at Tinker Creek. Field Study at Creamer’s Field

## **Week 7**

Monkey Wrench Gang (presentation); Ecocriticism 71-83

## **Week 8**

The Monkey Wrench Gang. No Nature (presentation) Ecocriticism 83-102, Journals due Thursday

## **Week 9**

No Nature. The Omnivore’s Dilemma (presentation) Ecocriticism 103-132

## **Week 10**

The Omnivore’s Dilemma. Field Study at Calypso Farm Ecocriticism 133-161

## **Week 11**

Ordinary Wolves (presentation); Ecocriticism, 162-195

## **Week 12**

Ordinary Wolves. (presentations); Ecocriticism, 194-225; Journals due Thursday

### **Week 13**

Outside ecowriters (presentations)

### **Week 14**

Final exam, Wed. May 11, 2-4 p.m.; Final Research paper due

## **COURSE POLICIES:**

More than three absences will result in the loss of one letter grade from the final course score. Students should arrive on time. Being tardy three times will result in one absence. One letter grade will be subtracted for each day an essay or journal is late. More than five absences will result in failure for the course. Students are expected to participate in class, and a lack of participation will result in an absence. Students should remember that all academic work is expected to be their own. The Modern Language Association defines plagiarism as, "The act of using another person's ideas or expressions in your writing without acknowledging the source." Such academic dishonesty will result in an F for the assignment.

## **EVALUATION:**

Students will be evaluated by the following criteria:

\* **Reading Journal (25%):** explore the relationship between yourself, the texts we read this semester, and nature (the place we live, work and play) in a generous (at least three pages, typed, double-spaced) analytic and personal response to each book. Journals will be due at the beginning of class the Thursday of Weeks 4, 8, and 12

\* **Student Class Presentations: (25%)** students will each give a presentation and lead class discussion for one of the books from the reading list. All students will give a final, brief presentation on an ecowriter (instructor approved) from outside readings.

\* **Research Essay: (25%)** A 12-15 page researched essay on a pre-approved topic, using an ecocritical approach to a primary text.

\* **Final Exam: (25%)** Objective and Essay questions in a two hour comprehensive exam.

## **SUPPORT SERVICES**

The UAF Writing Center is available to provide students with assistance in research, writing, and documentation.

## **DISABILITIES SERVICES**

Students with documented disabilities, which, if not addressed, will affect your performance in this class, please see me during the first week of classes. I will work with the Office of Disabilities Services (203 WHIT, 474-7043) to provide reasonable accommodations for students with disabilities.