

Submit originals and one copy and electronic copy to **Governance/Faculty Senate Office**
(email electronic copy to fysenat@uaf.edu)

REQUEST FOR CORE ORAL INTENSIVE DESIGNATOR

SUBMITTED BY:

| | | | |
|----------------------|-------------------|------------------------|-------------------------|
| Department | ENGLISH | College/School | College of Liberal Arts |
| Prepared by | Rich Carr | Phone | X6361 |
| Email Contact | rscarr@alaska.edu | Faculty Contact | Rich Carr |

See <http://www.uaf.edu/uafgov/faculty/cd> for a complete description of the rules governing curriculum & course changes.

1. COURSE IDENTIFICATION:

| | | | | | |
|-------------|------|-----------------|-----|-----------------------|---|
| Dept | ENGL | Course # | 440 | No. of Credits | 3 |
|-------------|------|-----------------|-----|-----------------------|---|

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|---------------------|--|
| COURSE TITLE | Studies in 20 th - 21 st -Century British Literature |
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|------------------------|--------------------------|-------------------------------------|-------------------------------------|
| Existing Course | <input type="checkbox"/> | New Course Pending Approval* | <input checked="" type="checkbox"/> |
|------------------------|--------------------------|-------------------------------------|-------------------------------------|

*Must be approved by appropriate Curriculum Council.)

2. EMPHASIS DESIRED: (See Guidelines for Oral Intensive Designator)

| | |
|---------------------------------------|-------------------------------------|
| Group (medium or large class) | <input type="checkbox"/> |
| Public (medium or large class) | <input type="checkbox"/> |
| Public (small class) | <input type="checkbox"/> |
| Public (large class) "O/2" | <input checked="" type="checkbox"/> |

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

ENGL 440 W, O/2 Studies in 20th – 21st Century British Literature (h)
 3 Credits Offered Every Third Spring
 Variable subject matter in significant topics in modern and contemporary British literature. Focus may be prose—fiction and nonfiction, poetry, drama, film, or a combination of the above. Course may be repeated for credit when content varies.
 Prerequisite: ENGL 211X or 213X or permission of instructor.

once

JUSTIFICATION FOR ACTION REQUESTED

The purpose of the department and campus-wide curriculum committees is to scrutinize course designator 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 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 in the English undergraduate 400-level curriculum. It is designed to take better advantage of English Department faculty and to incorporate current disciplinary developments into advanced undergraduate study. Both departmentally and institutionally, the quality of UAF education will increase with the addition of this course.

This course has been conceived from the outset as one fulfilling the requirements of the O/2 designator. All oral presentations have been designed to advance student learning of course subject matter and will thus only enhance the quality of their education at UAF.

The attached syllabus must clearly reflect the following basic elements for the **ORAL COMMUNICATION** emphasis requested. Please note them directly on the syllabus, using the corresponding letter. (See Guidelines in this manual.)

GROUP (medium or large class) (Regularly enrolling at least 12 students)

- A 15% of the final grade based on oral communication
- B 1 ongoing, integrated group project with 5-8 students
- C 2 presentations (minimum of 5 minutes per member)
- D Question & Answer period for both presentations
- E Group and Individual grading
- F Instructor Evaluation/Feedback on all presentations

PUBLIC (medium or large class) (Regularly enrolling at least 12 students)

- A 15% of the final grade based on oral communication
- B 3 presentations (minimum of 5 minutes each)
- C Question & Answer period for both presentations
- D Instructor Evaluation/Feedback on all presentations


PUBLIC (small class) (Regularly enrolling less than 12 students)

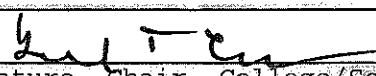
- A 15% of the final grade based on oral communication
- B 2 presentations of 20 minutes with Question & Answer or
3 presentations of 10 minutes with Question & Answer
- C Instructor Evaluation/Feedback on all presentations


PUBLIC (large class) (Regularly enrolling 20 or more students)
"0/2"

- A 7.5% of the final grade based on oral communication
- B 1 presentation (minimum of 5 minutes), and
- C 1 presentation of 8-10 minutes with Question & Answer
- D Instructor Evaluation/Feedback on all presentations

APPROVALS:

| | |
|---|--------------------------|
|  Signature, Chair Program/Department of: | Date <u>Sept 28, '10</u> |
| English | |

| | |
|--|----------------------|
|  Signature, Chair, College/School Curriculum Council for: | Date <u>10/13/10</u> |
| CLA | |

| | |
|---|----------------------|
|  Signature, Dean, College/School of: | Date <u>10-14-10</u> |
| CLA | |

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

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| | |
| Signature, Chair, Senate Core Review Committee | |

ENGLISH 440 STUDIES IN 20TH – 21ST CENTURY BRITISH LITERATURE

Fiction of the Modern and Post-Modern Era

| | | | |
|-----------------|--|---------------|--------------|
| Instructor: | Rich Carr | Office : | 816 Gruening |
| Telephone: | 474-6361 | Office Hours: | 3:30 – 5 TR |
| E-mail address: | rscarr@alaska.edu | Session: | Spring 2012 |

REQUIRED TEXTS

Barker, Pat. *Regeneration*.

Conrad, Joseph. *The Secret Agent*.

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

Greene, Graham. *Brighton Rock*.

Joyce, James. *Dubliners*.

Mansfield, Katherine. *Bliss and Other Stories*.

Murdoch, Iris. *A Severed Head*.

Waugh, Evelyn. *The Loved One*,

Wells, HG. *The Time Machine*.

Welsh, Irvine. *Trainspotting*.

Woolf, Virginia. *Mrs Dalloway*.

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

COURSE DESCRIPTION

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

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

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

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

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

NOTES ON O/2 and W DESIGNATORS

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

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

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

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

GOALS AND OUTCOMES

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

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

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

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

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

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

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

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

SUMMARY OF COURSE REQUIREMENTS

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

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

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

Dubliners paper

| | |
|-----------------|-----|
| 1200-1500 words | 10% |
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Literary Research Paper **(B)**

| | |
|-----------------|----|
| 3000-3300 words | 20 |
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| Midterm Examination | 10 |
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| Final Examination | 20 |
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| Attendance & participation | 10—including participation in discussion, in-class writing |
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The response papers and the *Dubliners* can be revised for a higher grade if (1) you discuss the revision plan with the instructor and (2) you discuss the revised draft with a Writing Center tutor. **(D)**.

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

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

Wk 14 T Barker, Ch 1-10
 R Barker, Ch 11-16
Wk 15 T Barker, Ch 17-21
 R Review for final exam

Literary research paper due **(B)**

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