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(email electronic copy to [fysenat@uaf.edu](mailto:fysenat@uaf.edu))

**REQUEST FOR CORE WRITING 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<sup>th</sup> – 21<sup>st</sup> Century British Literature

Existing Course	<input type="checkbox"/>	New Course Pending Approval*	<input checked="" type="checkbox"/>
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\*Must be approved by appropriate Curriculum Council.)

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

ENGL 440 W, O/2 Studies in 20<sup>th</sup>-21<sup>st</sup> 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. (3 + 0) <sup>once</sup>

**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.

The course is being developed to take full advantage of English department faculty expertise and to incorporate current disciplinary developments in English studies into the Department curriculum. Both departmentally and institutionally, the quality of UAF education will increase with the addition of this course.

English 440 has been conceived of from the outset as a course fulfilling the requirements of the W designator. The quantity and range of writing assignments have been designed to advance student learning of course subject matter and will thus enhance the quality of their UAF education.

The attached syllabus must clearly reflect the following basic elements for a class to be **WRITING INTENSIVE**. Please note them directly on the syllabus, using the corresponding letter. (See Guidelines in this manual.)

- A A majority of the final grade is derived from writing activities
- B A research paper/project
- C Personal conference with the student
- D Drafts/revisions/Feedback

**APPROVALS:**

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

<i>YITZ</i>	Date	<i>10-14-10</i>
Signature, Chair, College/School Curriculum Council for:	<i>CLA</i>	

<i>Ulrich Hartmann</i>	Date	<i>10-4-10</i>
Signature, Dean, College/School of:	<i>CLA</i>	

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

	Date	
Signature, Chair, Senate Core Review Committee		

## ENGLISH 440 STUDIES IN 20<sup>TH</sup> – 21<sup>ST</sup> 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:	<a href="mailto:rscarr@alaska.edu">rscarr@alaska.edu</a>	Session:	Spring 2012

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### 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.

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### 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* as 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)**

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)*

I reserve the right to lower your final grade if you miss more than *four* class sessions; *eight absences* is grounds for receiving a failing grade.

All work must be completed to receive credit for English 440.

Proven instances of *plagiarism* will result in course failure. I refer you to the 'Student Code of Conduct' on pp. 49-50 of the *UAF Catalog 2010-11* and specifically to point #2 of the "common guidelines for academic integrity": "Students will not represent the work of others as their own. A student will attribute the source of information not original with himself or herself ... in compositions, theses, or other reports."

## EVALUATION

Each of your submissions and presentations will receive a letter grade appropriate to the quality of the work. Grading standards will follow UAF guidelines; plus/minus grading will be used to place a submitted work within the larger range of the letter grade.

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

You will receive comments on all written and oral work in addition to the grade. I will be happy to discuss your work with you either in progress or after the evaluation.

## SUPPORT SERVICES

Please take advantage of the UAF Writing Center, located in 801 Gruening. Offering thirty-minute sessions, the Center matches students with a writing teacher who will address your particular writing needs at any stage of the writing process—planning, drafting, revising. You can call 474-5314 to find the hours or make an appointment; you can also visit the Center to schedule a tutorial.

The Speaking Center, 5<sup>th</sup> Floor Gruening, will address your speaking needs for these and other presentations. Call 474-6591 to schedule a session.

The Office of Disability Services implements the American with Disabilities Act (ADA), insuring that UAF students have equal access to course materials. I will work with the Office to provide reasonable accommodation to students with disabilities. You can contact them at 474-5655.

## GENERAL READING AND ASSIGNMENT SCHEDULE

Wk 1 – R	Course introduction, <i>Upstairs, Downstairs</i> episode
Wk 2 T	Wells
R	Galsworthy, Part I, Part II Chap.I - VI

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>(B, C – Individual meetings to brainstorm ideas for research paper)</b>
	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 <b>(C, D – Conferences on rough drafts of research paper)</b>
	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>(B)</b>

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

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