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

**REQUEST FOR CORE ORAL INTENSIVE DESIGNATOR**

<b>SUBMITTED BY:</b>			
Department	ENGL	College/ School	CLA

Prepared by	Jennifer Schell	Phone	
			474-1982

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

<b>1. COURSE IDENTIFICATION:</b>			
Dept	ENGL	Course #	410
		No. of Credits	3

Public (large class) "O/2"

**COURSE TITLE** Studies in American Literature to 1900

Existing Course

New Course Pending Approval\*

\*Must be approved by appropriate Curriculum Council.)

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

Group (medium or large class)

Public (medium or large class)

Public (small class)

Public (large class)	"O/2"	x		
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**3. CURRENT CATALOG DESCRIPTION AS IT APPEARS IN THE CATALOG: including dept., number, title and credits**

**ENGL F410 W, O/2 Studies in American Literature to 1900 (h)**  
 3 Credits Offered Every Third Spring  
 Intensive study of variable topics in American literature to 1900. May focus on themes such as race or war in literature; a specific period such as novels of the 1850s; particular genres such as horror, Westerns, or travel writing; an important author; or an aspect of contemporary literary or cultural theory. Intensive readings and research in contemporary literary theory and criticism will foster in-depth understanding of chosen topic. Course may be repeated **once** for credit when content varies. **Prerequisites: COMM F131X or F141X; ENGL F211X or ENGL F213X or permission of instructor. (3+0)**

**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 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.

This course has been conceived from the outset to fulfill the requirements of the O/2 designator. All oral presentations have been designed to advance students' learning of the course's subject matter, and will 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>B</b>	1 ongoing, integrated group project with 5-8 students	
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<b>C</b>	2 presentations (minimum of 5 minutes per member)	
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<b>D</b>	Question & Answer period for both presentations	
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<b>E</b>	Group and Individual grading	
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<b>F</b>	Instructor Evaluation/Feedback on all presentations	
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<b><i>PUBLIC (medium or large class)</i></b>	(Regularly enrolling at least 12 students)	
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<b>A</b>	15% of the final grade based on oral communication	
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<b>B</b>	3 presentations (minimum of 5 minutes each)	
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<b>C</b>	Question & Answer period for both presentations	
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<b>D</b>	Instructor Evaluation/Feedback on all presentations	
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<b><i>PUBLIC (small class)</i></b>	(Regularly enrolling less than 12 students)	
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<b>A</b>	15% of the final grade based on oral communication	
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<b>B</b>	2 presentations of 20 minutes with Question & Answer <u>or</u>	
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3 presentations of 10 minutes with Question & Answer

**C** Instructor Evaluation/Feedback on all presentations

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

**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: Richard Alan Date: Sept 28, 2010

Signature, Chair Program/Department: English  
of:

Signature: L. T. C. Date: 10/13/10

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

<i>Anita Hartmann</i>	Date	10-14-10
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Signature, Dean, College/School of:	CLA
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<b>ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE GOVERNANCE OFFICE</b>		
	Date	

Signature, Chair, Senate Core Review Committee	
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**Instructor: Dr. Jennifer Schell**  
**Office: 862 Gruening**  
**Office Phone: 474-1982**  
**Mailbox: 850 Gruening**  
**Office Hours: TR 10:00am-12:30pm**  
**Email Address: jschell5@alaska.edu**

**Course: ENGL 410**  
**CRN: 78589**  
**Time: MWF 9:15-10:15**  
**Room: 254 Gruening**  
**Credits: 3**

**Prerequisites: ENGL 211X, ENGL 213X, COMM 131X, COMM 141X, or permission of instructor**  
**Meets: O/2 and W Requirements**

**ENGL 410**  
**Studies in American Literature to 1900:**  
**Transatlantic Migrations**

**Course Description and Goals:**

This semester we will be examining the work of writers of who contributed to what might be called a specifically “American” literary identity. Because the colonies of the New World were settled by a wide variety of Europeans and Africans—who all had different cultural belief systems and artistic traditions—we will be employing an interdisciplinary and transnational approach to our analysis of early American literature. Our main premise is that, during the colonial and Revolutionary periods, disparate peoples from Europe, Africa, North America, South America, and the Caribbean Islands migrated around a region that we will be calling simply the Atlantic. As these individuals moved about the hemisphere, they impacted each others’ lives in myriad ways. Sometimes, they came into conflict with one another. Occasionally, they formed close transnational bonds with one another. Inevitably, they shared aspects of their cultures with each other. Over the course of the term, then, we will be taking a close look at how Europeans, Africans, and Native Americans interacted throughout the colonial and Revolutionary eras. We will also be looking at the literature these peoples wrote, and we will be examining how it changed as a result of their dealings with one another. To begin, we will consult the writings of some early European explorers. Then, we will consider the literary productions of American writers alongside those of their European counterparts. Highlights include pieces by Daniel Defoe, Jonathan Swift, Mary Prince, Olaudah Equiano, Susanna Rowson, Pontiac, and Washington Irving.

**Student Learning Outcomes:** This semester we will:

- Study key texts which informed the development of early American literature.
- Trace the origins of American culture from a transatlantic and interdisciplinary perspective.
- Closely analyze each work and discuss its formal and artistic elements.
- Collaboratively discuss the issues contained in each reading.
- Keep a reading journal.
- Conduct in-depth analysis of particular texts and issues by attending a writing conference and composing a 10-12 page term paper. **(Format 7 for W course—items A, B, C, D)**
- Make two oral presentations (one will be 12-15 minutes long; the other will be 8-10 minutes long). **(Format 6 for O/2 Course—item A, B, C, D)**

**Required Texts:**

- Ashley Bowen—*The Autobiography of Ashley Bowen, 1728-1813*. (Broadview Press 2006)

- Charles Brockden Brown—*Ormond*. (Broadview Press 1999)
- *The Classic Slave Narratives* (Signet Classics 2002)
- Daniel Defoe—*Robinson Crusoe*. (Penguin Classics 2003)
- Washington Irving—*A History of New York* (Penguin Classics 2008)
- Susanna Rowson—*Charlotte Temple and Lucy Temple* (Penguin Classics 1991)
- Unca Eliza Winkfield—*The Female American; or, The Adventures of Unca Eliza Winkfield* (Broadview Press 2000)
- Readings posted on Blackboard or on e-reserve at <http://eres.uaf.edu/>.

## The Work of the Course

**Questions and Help:** If you have any questions at all about any of the course materials, assignments, or policies, you should not hesitate to contact me for help. You can always ask during class, but I am also available via email, after class (for a quick question), and during my office hours. If you have a question about an assignment that is due the next day, please try to email me early enough to give me time to write you back.

**Preparation:** Although there may be some brief lectures here and there, this course will emphasize discussion. Therefore, your preparation for, attendance at, and participation in each meeting are crucial for everyone, yourself included, to learn the maximum from the class. For the most part, you will be participating in general class-wide discussions of the readings; however, there will be some days when you will be working in smaller groups. Naturally, part of being prepared for class includes completing each reading assignment. As you do so, you should take notes and annotate the text (or mark things with little post-it notes). Checking Blackboard on a regular basis will also help you prepare for class and keep on schedule.

**Participation:** As I mentioned, I will expect each of you to contribute substantially to every class meeting, and twenty percent of your final grade will reflect your participation in this class during the semester. **(Format 6 for 0/2 Course—item A, D)** Your participation grade is essentially a measure of your intellectual engagement in the class. Thus, I take into account a wide variety of factors when I determine it (some of which include: attendance, quality of contributions, preparedness, tardiness, demeanor, degree of professionalism, and overall behavior). If you aren't comfortable talking in class, you can participate by corresponding with me via email or coming to my office hours. In order for us to have productive discussions, we must maintain an environment in which everyone in class feels comfortable. This being the case, I have listed some things of which you should be mindful when you speak in class.

1. Bring up your ideas, questions, and comments in class and in office hours.
2. Feel free to disagree with and challenge your colleagues' ideas.
3. Keep in mind that you are ultimately responsible for the things that you say in class. Please be sensitive to and respectful of the thoughts, feelings, and opinions of others (whether they are spoken or unspoken). That means that you should be careful how you phrase comments about sensitive issues, such as politics, race, sexuality, religion, current events, abortion, suicide, abuse, depression, alcoholism, etc. This does not mean that we cannot discuss controversial issues or disagree with one another about them. However, it does mean that we should remember that everyone comes to this class with a wide range of personal experiences, knowledges, and opinions, and we should recognize and appreciate this diversity.



4. When you comment on any given text or issue, you should be as analytical as you possibly can. To the best of your abilities, you should try to maintain a detached and objective stance on the reading materials and class discussions. Non-analytical comments often take the form of “I like/dislike/hate/am bored by the reading.” These kinds of statements should be avoided at all costs.
5. Last but not least, please do not over-share with us or get emotionally invested in this class or the readings/discussions it involves.

**Reading Journal:** This semester, you will be keeping an electronic reading journal. **(Format 7 for W course—item A)** You will be required to complete one entry for each reading assignment. The topic of each entry is up to you; however, the subject of your writing should be both academic and analytical. The journal is your place to jot down ideas for your presentations or your paper. You can also use it to mark your observations about the literature for the purposes of future discussion. Each entry should be approximately half a page long (double spaced), and it should be submitted via email. They will be due by 8:00am every Tuesday and Thursday (you can email them the night before if you wish). No late journal entries will be accepted.

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**Assignments:** You will be making two oral presentations over the course of the term. The first one will be on one of our assigned authors/readings (it will be 12-15 minutes long). **(Format 6 for 0/2 Course—item A, C, D)** The second one will be on the same subject as your term paper (it will be 8-10 minutes long). There will be a question and answer period after each presentation. You will receive feedback from me about each of these presentations. **(Format 6 for 0/2 Course—item A, B, D)** You will also complete a research paper, which is required to be approximately 10-12 pages long. You will complete this paper in stages, submitting various portions of it throughout the last half of the semester. You will receive written feedback from me about these assignments. **(Format 7 for W course—items A, B, D)** All papers for this course will be submitted electronically via email (or you can use the Drop Box on Blackboard). Of course, I will take very seriously all writing that you hand in and will expect you to do the same, and the following policies apply to each and every document you submit in the course. All work is due on the day specified. Any work submitted after that date will be accepted, but a penalty of one full letter grade for each day late (including weekends) will be applied to the final grade for that assignment. All written work must be typed and must adhere to the *MLA Handbook* in all matters of paper format, quotation, citation, documentation, and style. We will spend some time in class going over this. This course demands that your writing be free of spelling and typographical errors, which are completely unacceptable in university-level work. The quality of your writing in this course should represent the quality of your ideas, and your compositions should demonstrate your best writing ability and most creative thinking. If I find that a paper is carelessly done or edited, I reserve the right to turn it back to you for revision before I grade it. Of course, the late penalties will apply. More specific information about these papers will be given throughout the term.

**Conferences:** Towards the end of the semester, you will be meeting with me to discuss your progress in the course and your research paper. Class has been cancelled to accommodate these conferences. Feel free to raise any questions or concerns you might have about your progress in the class. **(Format 7—item C)**

**Writing Center:** The Writing Center, located in Gruening 801, is an excellent resource for working on editing and revision, on problems of getting started or organizing scattered materials, on a recurrent issue or on a single moment of difficulty. The consultants can work with you on a one-time basis, or they can supplement your work in this course throughout the term. I might suggest that you go to the center for help on a particular problem. You can also make your own appointments for help with this class or any others you

may have while at UAF. If you are interested in taking advantage of their services, you should take a look at their website (<http://www.alaska.edu/english/studentresources/writing/>) or call ahead (474-5314) to make an appointment.

**Speaking Center:** If you would like help with your oral presentations, you can visit the Speaking Center, which is located in the Communications Department (Gruening 507). Speaking coaches can assist you with various facets of your class presentations, including defining topics and organizing talks. They can also help you practice your delivery. If you would like more information or an appointment, please call 474-5470 or e-mail [fyspeak@uaf.edu](mailto:fyspeak@uaf.edu).

**Blackboard:** We will be using Blackboard this semester. Make sure to check it at least once a week. Assignments will be posted and updated on Blackboard. If there are any changes to the syllabus, I will post them on Blackboard.

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### Grade Breakdown:

- First presentation=10% (Format 6 for 0/2 Course—item A, C, D)
- Second presentation=10% (Format 6 for 0/2 Course—item A, B, D)
- Class participation=15% (Format 6 for 0/2 Course—item A, D)
- Reading journal=10% (Format 7 for W course—item A)
- Term paper topic=5% (Format 7 for W course—items A, B, D)
- Thesis statement and Outline=5% (Format 7 for W course—items A,B,D)
- Bibliography=10% (Format 7 for W course—items A, B, D)
- Rough draft=15% (Format 7 for W course—items A, B, D)
- Final Draft=20% (Format 7 for W course—items A, B, D)

**Grading:** Grading will follow UAF guidelines:

- A range<sup>1</sup> =Indicates exceptionally original work and independent thinking as well as complete mastery.
- B range = Indicates outstanding ability above the average level of performance.
- C range = Indicates a satisfactory or average level of performance.
- D range = Indicates work of below average quality and performance.
- F range = Indicates failure to meet the lowest standards.

## Course Policies

**Email Correspondence:** Email is the best way to get in touch with me, and I welcome emails from all of my students. There are, however, a few guidelines you should follow. Please remember to be professional. That means that you should be polite, courteous, and to the point. I would highly recommend that you not send email that looks like a text message—in other words, include a greeting and a signature and avoid shorthand.

**Office Hours:** Feel free to come by and see me during office hours. I can answer any questions that you might have about the readings or discussions. Also, I can look at drafts of your papers with you and give you

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<sup>1</sup> For + grades, the standards are slightly higher than those stated for any given range, and for – grades, the standards are slightly lower than those stated for any given range.

advice on how to improve your writing. If those times are not good, you can always email me to make an appointment.

**Books:** You will need to purchase the books for the course and bring them to class with you every day. If you do not bring your books to class, you will not be counted present for that day. If you are completing the readings on Blackboard, you should bring them with you to class.

**Tardiness, Early Exits, and Misc. Classroom Behavior:** Make sure to come to class on time. Once the door is shut, I have started class. Under no circumstances, should you enter class after the door has been shut. In order to be counted present for the day, you have to attend the entire class. Therefore, you will not receive credit for that day's attendance if you leave class and do not return. Once class has begun, do not take a break (bathroom or otherwise) unless you have some kind of extreme emergency. Try to be as non-disruptive as possible as you exit and enter. Food and beverages are permitted in class, but, again, try to be non-disruptive. If you sleep through class, you will not be counted as present. If you do work for another class during our allotted time period, you will not be counted as present.

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**Attendance:** Attendance is mandatory. Because I realize that personal concerns may cause you to miss class, you will be allowed five free absences. You do not need to provide excuses for these. Once you use up your free ones, each additional absence will result in your final grade for the entire course being reduced by a FULL letter grade. If you are over the absence limit, you need to provide an excuse and documentation for your absence in order to get it excused. To receive credit for an excused absence, you must present evidence of an unavoidable contingency, such as—but certainly not limited to—a major illness or a death in the family. Just because you present documentation for an absence does not necessarily mean that it will be excused. Ultimately, I reserve the right to decide whether or not an absence is excused. Only after your free absences are used up will you be allowed to provide excuses for absences. You should budget your absences and plan accordingly. In the event of an outbreak of epidemic disease, these policies are subject to change.

**Make up Work:** Of course, you will be allowed to make up any work that you miss as a result of absence. You should contact me ASAP to make arrangements to do so. I do not assign extra work for absences or any other reason. If you are not doing well in the course and are behind in the course, it stands to reason that you cannot handle more work. Do the best you can with the assignments that are due.

**Cell Phones:** Do not forget to turn off all cell phones or other electronic devices before you get to class (or a conference during my office hours). Please do not set them to vibrate. During class, all cell phones should be put away in your bag.

**Laptop Computers and Other Electronic Devices:** No laptops or other electronic devices are permitted in this class. That includes: dictionaries, calculators, cell phones (etc.), computers, tape recorders, cameras, games, etc. If it requires the use of batteries or an electrical socket, it is not permitted. If you need to use a laptop in order to bring the readings to class, please let me know.

**Weather, Emergencies, and Class Cancellations:** Should severe weather or any other kind of emergency occur, you should assume that we are meeting unless you are specifically notified via email or on Blackboard. If for some reason, you cannot come to class, you are free to use one of your allotted absences. Should class be cancelled, you will receive email and instructions about readings and assignments.

**Disabilities:** The University of Alaska Fairbanks is committed to equal opportunity for students with disabilities. Students with disabilities are encouraged to contact the Office of Disability Services in 208 Whitaker at 474-5655 or 474-1827 (TTY). Please see the section on Disability Services on page 32 of the UAF Fall 2009 Class Schedule for more information.

**Student Code of Conduct, Academic Integrity, and Plagiarism:** All students are required to read and abide by the Student Code of Conduct on pages 117-118 of the UAF Fall 2009 Class Schedule. According to this Code of Conduct:

“Disciplinary action may be initiated by the university and disciplinary sanctions imposed against any student or student organization found responsible for committing, attempting to commit, or intentionally assisting in the commission of any of the following prohibited forms of conduct:

1. cheating, plagiarism, or other forms of academic dishonesty;
2. forgery, falsification, alteration, or misuse of documents, funds, or property;...”

*(University of Alaska Fairbanks Class Schedule: Fall 2009 117)*

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What this policy means for us is that cheating and plagiarism are absolutely prohibited in this class, and there are severe penalties for committing these offenses. Plagiarism and cheating are both grounds for failure in this class. For our purposes, here, plagiarism is defined as taking the thoughts and ideas (no matter what form they may take or what medium in which they appear) of another individual and presenting them as your own. Therefore, if you are drawing on or quoting the work of others (including published authors, fellow students, teachers, friends, relatives, etc.), you must acknowledge that you are doing so. In this class, you will need to cite your sources using the *MLA* style guidelines. If you are directly quoting someone else, you must indicate that you are doing so by naming your source, using appropriate quotation marks, and giving the reference for your material. If you are summarizing or referring to the work of others, you need to make that clear to your readers as well. You should, above all, turn in written assignments that are of your own composition, not the work of others. Be careful not to lose your writings or lend them to others. You should expect that any paper that you submit for this class will be spot-checked regularly for plagiarism.

**Scheduling:** You should follow the syllabus for the schedule of all readings and assignments. Certain minor items on this syllabus may be subject to change, and you will be informed in class of all changes that I might make. If you are absent, you are responsible for making up the work, and it is usually a good idea to check Blackboard or contact me or someone else in class about what you missed.

**Extenuating Circumstances:** If you have any extenuating circumstances that might interfere with the course policies as they are stated on the syllabus, you should let me know ASAP.

## Tentative Schedule of Readings

	MONDAY	WEDNESDAY	FRIDAY
WEEK 1 1/22			First Day of Class Introductions and Distribution of Syllabi
WEEK 2 1/25-1/29	Paul Gilroy—selections from <i>The Black Atlantic</i> (ER)	Marcus Rediker and Peter Linebaugh—selections from <i>The Many Headed Hydra</i> (ER) and Christopher Columbus—“Letter to Luis de Santangel” and “Letter to Ferdinand and Isabella” (ER)	Bartolomé de las Casas—“The Very Brief Relation” and “The Coast of Pearls” Samuel de Champlain—“The Voyages” John Smith—“General History” and “A Description of New England” (ER)
WEEK 3 2/1-2/5	John Winthrop—“A Model of Christian Charity” Thomas Morton—“New English Canaan” (ER) <b>Presentations</b>	Anne Bradstreet: “In Honor of Queen Elizabeth” “Contemplations” (ER) <b>Presentations</b>	Daniel Defoe— <i>Robinson Crusoe</i>  <b>Presentations</b>
WEEK 4 2/8-2/12	<i>Robinson Crusoe</i> cont. <b>Presentations</b>	<i>Robinson Crusoe</i> cont. <b>Presentations</b>	<i>Robinson Crusoe</i> cont. <b>Presentations</b>
WEEK 5 2/15-2/19	Olaudah Equiano— <i>Interesting Narrative</i> <b>Presentations</b>	<i>Interesting Narrative</i> cont. <b>Presentations</b>	<i>Interesting Narrative</i> cont. <b>Presentations</b>
WEEK 6 2/22-2/26	<i>Interesting Narrative</i> cont.  <b>Presentations</b>	<i>Interesting Narrative</i> cont.  <b>Presentations</b>	<i>Interesting Narrative</i> cont. and “Amazing Grace” (ER)  <b>Presentations</b>
WEEK 7 3/1-3/5	Unca Eliza Winkfield— <i>The Female American</i>	<i>The Female American</i> cont.	<i>The Female American</i> cont.
WEEK 8 3/8-3/12	NO CLASS SPRING BREAK	NO CLASS SPRING BREAK	NO CLASS SPRING BREAK
WEEK 9 3/15-3/19	Ashley Bowen— <i>Autobiography of Ashley Bowen</i>	Pontiac—“Speech at Detroit” Samson Occom—from <i>A Short Narrative of My Life</i> Red Jacket—“Speech to the U.S. Senate” Tecumseh—“Speech to the Osages” (ER)	Royall Tyler— <i>The Contrast</i> (ER)  <b>Term Paper Topic Due</b>

WEEK 10 3/22-3/26	Samuel Richardson— selections from <i>Pamela</i> (ER)	Susanna Rowson— <i>Charlotte Temple</i>	<i>Charlotte Temple</i> cont.  <b>Term Paper Thesis Statement and Outline Due</b>
WEEK 11 3/29-4/2	<i>Charlotte Temple</i> cont.	Samuel Taylor Coleridge— “The Rime of the Ancient Mariner” (ER)	Charles Brockden Brown— <i>Ormond</i>  <b>Term Paper Bibliography Due</b>
WEEK 12 4/5-4/9	<i>Ormond</i> cont.	<i>Ormond</i> cont.	<i>Ormond</i> cont.
WEEK 13 4/12-4/16	<i>Ormond</i> cont.	Jonathan Swift—from <i>Gulliver’s Travels</i> (ER)	Washington Irving— <i>History of New York</i>  <b>Term Paper Rough Draft Due</b>
WEEK 14 4/19-4/23	<i>History of New York</i> cont.	<i>History of New York</i> cont.	<b>Class Cancelled for Conferences</b>
WEEK 15 4/26-4/30	<b>Class Cancelled for Conferences</b>	<i>History of New York</i> cont.	<i>History of New York</i> cont.
WEEK 16 5/3-5/7	Mary Prince— <i>History of Mary Prince</i>	<i>History of Mary Prince</i> cont.	LAST DAY OF CLASS Jane Johnston Schoolcraft— Selected Poems (ER)
WEEK 17 5/10-5/13	FINAL EXAM WEEK	Final Exam—8:00am-10:00am <b>Final Presentations Due and Final Papers Due at 5:00pm via Email</b>	