

Submit originals and one copy and electronic copy to **Governance/Faculty Senate Office**  
 (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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Email Contact	jschell5@alaska.edu	Faculty Contact	
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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 #	415	No. of Credits	3

<b>COURSE TITLE</b>	<b>Studies in 17C &amp; 18C British Literature</b>
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Existing Course	<input type="checkbox"/>	New Course Pending Approval*	<input checked="" type="checkbox"/>
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\*Must be approved by appropriate Curriculum Council.)

<b>2. EMPHASIS DESIRED:</b> (See Guidelines for Oral Intensive Designator)			
Group (medium or large class)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Public (medium or large class)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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<b>Public (small class)</b>			
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<b>Public (large class)</b> "O/2"	x		
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**3. CURRENT CATALOG DESCRIPTION AS IT APPEARS IN THE CATALOG: including dept., number, title and credits**

**ENGL F415 W, O/2 Studies in 17C & 18C British Literature (h)**  
 3 Credits    Offered Every Third Fall  
 Intensive study of variable topics in 17C & 18C British Literature. May focus on themes or subjects such as gender or war in literature; a specific period such as literature of the 1660s; particular genres such as the gothic, satire, the sentimental novel; 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)

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**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.

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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) "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 Stan Date: 9-28-10

Signature, Chair, Program/Department of: English

	Date	10/13/10
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Signature, Chair, College/School Curriculum Council for:	CLA
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	Date	10-14-10
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Signature, Dean, College/School of:	CLA
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**ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE GOVERNANCE OFFICE**

	Date	
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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: jschell5@alaska.edu**

**Course: ENGL 415**  
**CRN: 78598**  
**Time: TR 3:40-5:10pm**  
**Room: 405 Gruening**  
**Credits: 3**

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

**ENGL 415**  
**Studies in Seventeenth- and Eighteenth-Century British Literature:**  
**The Uses and Abuses of Power**

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**Course Description and Goals:**

One of the constant preoccupations of British writers of the seventeenth and eighteenth centuries was power, especially with respect to who was using and who was abusing it. This fascination should not be all that surprising given the religious, political, and social turmoil in England at this time. The English Civil War began in 1642 and did not end until 1651. Puritan forces led by Oliver Cromwell revolted against Charles I, deposing him and sentencing him to death in 1649. After Charles' execution, Cromwell served as Lord Protector of England until his death in 1658, at which point the monarchy was restored. While this turmoil was going on, England was beginning to establish a strong colonial foothold in the New World. In addition to their devastating impact on the indigenous peoples of the Americas, these various imperialist projects prompted the slave trade to flourish. For writers who chose to address the political, religious, and colonial issues of the day, questions about power—who had it? who didn't? how was it being wielded?—were inevitable. Political, religious, and colonial concerns were not the only ones for eighteenth century British authors, however. Many of these writers explored issues having to do with gender inequality and oppression. Some critiqued class hierarchies. Others took aim at international affairs, notably those having to do with Ireland and the Americas. Still others, examined the justice system. All told, over the course of two centuries, British writers created a massive body of literature which examines the inner workings of the power struggles of the day. To better understand these issues, we are going to examine a variety of readings, all of which have to do with the uses and abuses of power, from across the era. In this way, we will explore the myriad ways in which discourses of power impacted the literary works of the seventeenth and eighteenth centuries.

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

- Study key texts which informed the development of seventeenth- and eighteenth-century British literature.
- Trace various manifestations of the “uses and abuses of power” in the readings.
- Closely analyze each work and discuss its formal and artistic elements.
- Collaboratively discuss the issues contained in each reading.
- 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 0/2 Course—item A, B, C, D)

### Required Texts:

- William Defoe's *Moll Flanders* (Penguin Classic 1989)
- Olaudah Equiano's *Interesting Narrative* (Penguin Classic 2003)
- Aphra Behn's *Oronookoo* (Penguin Classic 2004)
- William Godwin's *Caleb Williams* (Penguin Classic 2005)
- Henry Fielding's *Joseph Andrews* (Penguin Classic 1999)
- Selected readings posted on either Blackboard or e-Reserve.

## 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.

**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 (Grueing 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.

#### **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 of the subject.  
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.

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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.

**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 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 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.

**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 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*)

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 Assignments

	TUESDAY	THURSDAY
WEEK 1		First Day of Class Introductions, Syllabus, Etc.
WEEK 2	Michel Foucault— <i>Discipline and Punish</i> (selections on e-res)	Thomas Hobbes— <i>Leviathan</i> (selections on e-res) John Locke— <i>An Essay Concerning the True Extent and End of Civil Government</i> (selections on e-res)
WEEK 3	John Milton— <i>Paradise Lost</i> (selections on e-res) First Presentations	John Milton— <i>Paradise Lost</i> (selections on e-res) First Presentations
WEEK 4	Aphra Behn— <i>Oronookoo</i> First Presentations	Olaudah Equiano— <i>Interesting Narrative</i> “Amazing Grace” (on e-res) First Presentations
WEEK 5	Olaudah Equiano— <i>Interesting Narrative</i> First Presentations	Olaudah Equiano— <i>Interesting Narrative</i> First Presentations
WEEK 6	Selected Robert Herrick poems (on e-res) First Presentations	Selected Andrew Marvell poems (on e-res) First Presentations
WEEK 7	William Congreve— <i>The Way of the World</i>	William Congreve— <i>The Way of the World</i>
WEEK 8	Daniel Defoe— <i>Moll Flanders</i>	Daniel Defoe— <i>Moll Flanders</i>
WEEK 9	Daniel Defoe— <i>Moll Flanders</i>	Daniel Defoe— <i>Moll Flanders</i>  <b>Term Paper Topic Due</b>
WEEK 10	Mary Astell— <i>A Serious Proposal to the Ladies</i> (selections on e-res)	Alexander Pope—“The Rape of the Locke” (on e-res)  <b>Term Paper Thesis Statement and Outline Due</b>
WEEK 11	Jonathan Swift—“A Modest Proposal” (on e-res)	Thomas Paine— <i>Common Sense</i> (selections on e-res)  <b>Term Paper Bibliography Due</b>
WEEK 12	Henry Fielding— <i>Joseph Andrews</i>	Henry Fielding— <i>Joseph Andrews</i>
WEEK 13	Mary Wollstonecraft— <i>Vindication of the Rights of Women</i> (selections on e-res) <b>Rough Draft of Term Paper Due</b>	<b>THANKSGIVING BREAK</b>
WEEK 14	William Godwin— <i>Caleb Williams</i>	<b>Class Cancelled for Writing Conferences</b>

WEEK 15	William Godwin— <i>Caleb Williams</i>	William Godwin— <i>Caleb Williams</i>
WEEK 16	Finals Week <b>Final Presentations and Final Draft of Term Papers Due on Day of Final Exam</b>	