

NEW COURSE FORM

| | | | | |
|------------|--|---|--|--|
| a. | Course will be offered (check all that apply): | <input type="checkbox"/> Fall | <input checked="" type="checkbox"/> Spring | <input checked="" type="checkbox"/> Summer |
| b. | Will the course be offered every year? | YES <input type="checkbox"/> | NO <input checked="" type="checkbox"/> | |
| | If NO, explain: | <u>With only one faculty member qualified to teach in this area, we simply cannot commit to offering this course EVERY year. It will be taught frequently, and it will also be delivered via Distance Learning.</u> | | |
| 5. | Are facilities and personnel necessary for the proposed new course available? | YES <input checked="" type="checkbox"/> | NO <input type="checkbox"/> | |
| | If NO, explain: | _____ | | |
| 6. | What enrollment (per section per semester) may reasonably be expected? | <u>90-100</u> | | |
| 7. | Anticipated Student Demand. | | | |
| a. | Will this course serve students primarily within the degree program? | YES <input type="checkbox"/> | NO <input checked="" type="checkbox"/> | |
| b. | Will it be of interest to a significant number of students outside the degree pgm? | YES <input checked="" type="checkbox"/> | NO <input type="checkbox"/> | |
| | If YES, explain: | <u>This course is designed to offer a literature course for the new General Education Global Dynamics requirement. Students from any program can take the course for this requirement.</u> | | |
| 8. | Check the category most applicable to this course: | | | |
| | <input type="checkbox"/> Traditional – Offered in Corresponding Departments at Universities Elsewhere | | | |
| | <input checked="" type="checkbox"/> Relatively New – Now Being Widely Established | | | |
| | <input type="checkbox"/> Not Yet Found in Many (or Any) Other Universities | | | |
| 9. | Course Relationship to Program(s). | | | |
| a. | Is this course part of a proposed new program? | YES <input type="checkbox"/> | NO <input checked="" type="checkbox"/> | |
| | If YES, name the proposed new program: | _____ | | |
| b. | Will this course be a new requirement ⁵ for ANY program? | YES <input type="checkbox"/> | NO <input checked="" type="checkbox"/> | |
| | If YES ⁵ , list affected programs: | _____ | | |
| 10. | Information to be Placed on Syllabus. | | | |
| a. | Is the course 400G or 500? | YES <input type="checkbox"/> | NO <input checked="" type="checkbox"/> | |
| | If YES, the <i>differentiation for undergraduate and graduate students must be included</i> in the information required in 10.b . You must include: (i) identification of additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See <i>SR 3.1.4.</i>) | | | |
| b. | <input type="checkbox"/> The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from 10.a above) are attached. | | | |

⁵ In order to change a program, a program change form must also be submitted.

NEW COURSE FORM

Signature Routing Log

General Information:

Course Prefix and Number: ENG 181

Proposal Contact Person Name: Dr. Peter Kalliney Phone: 7-6964 Email: pjkall2@uky.edu

INSTRUCTIONS:

Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

Internal College Approvals and Course Cross-listing Approvals:

| Reviewing Group | Date Approved | Contact Person (name/phone/email) | Signature |
|----------------------|---------------|---|-----------|
| English Dept., DUS | 4/7/11 | M. Giancarlo / 7-1587 / matthew.giancarlo@uky.edu | |
| English Dept., Chair | 4/7/11 | E. Rosenman, Chair / 7-2901 / rosenman@email.uky.edu | |
| College of A&S | 9/27/11 | Anna Bosch, Associate Dean / 7-6689 / bosch@uky.edu | |
| | | / / | |
| | | / / | |

External-to-College Approvals:

| Council | Date Approved | Signature | Approval of Revision ⁶ |
|------------------------------|---------------|----------------------------|-----------------------------------|
| Undergraduate Council | 12/13/2011 | Sharon Gill | |
| Graduate Council | | | |
| Health Care Colleges Council | | | |
| Senate Council Approval | | University Senate Approval | |

Comments:

⁶ Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.

ENG 181
Global Literature in English
(to satisfy Gen. Ed. Global Dynamics requirement)

Faculty designer: Peter Kalliney, Associate Professor, English

Contact: pjcall2@uky.edu

Office: 1261 Patterson Tower

Office Phone: 257-6964

Mail: 1243 Patterson Tower

Office Hours: Monday 9-11AM

Teaching assistants and discussion section instructors: XXX

Course Description (from UK Bulletin)

A survey and investigation of postcolonial international literature in English, with an emphasis on global issues of national identity, transnationalism, and world Anglophone literature. Provides General Education credit for Global Dynamics.

Course Outline

In 1827, JW von Goethe famously said, "National literature is now a rather unmeaning term; the epoch of world literature is at hand, and everyone must strive to hasten its approach." Despite Goethe's demand that we read literature in a global context, the study of literature in English continues to be dominated by British and American examples. What would a course on global literature in English look like? To what extent is English now a global language, no longer the property of any national group? How has fiction contributed to this process? This experiment in reading extra-national literature turns to some of the language's most compelling novelists--such as James Joyce, VS Naipaul, Salman Rushdie, and Nadine Gordimer--to explore the idea of global citizenship and cosmopolitan English. The course will consider how 20th- and 21st-Century writers approach the problem of belonging to, and being excluded from, national territories and nationalist affiliations. Examinations, quizzes, writing assignments, attendance and participation, and level of preparedness will be used to evaluate student performance.

Texts

Achebe, Chinua. Things Fall Apart.

Coetzee, JM. Life and Times of Michael K.

Dangarembga, Tsitsi. Nervous Conditions.

Joyce, James. A Portrait of the Artist as a Young Man.

Rhys, Jean. Voyage in the Dark.

Naipaul, VS. A House for Mr Biswas.

Rushdie, Salman. Midnight's Children.

Graded Assignments

- Weekly quizzes (pass ten of twelve); 10 points each, 100 points cumulative (10%)
- Participation (discussion sections); 200 points cumulative (20%)
- Midterm** take-home essay; 200 points (20%)
- Midterm** in-class exam; 100 points (10%)
- Final** Take-home essay; 200 points (20%)
- Final** exam (in-class); 200 points (20%)

Submission of Work

Students must submit **hard copies** of take-home essays. No email/blackboard submissions will be accepted. All other assignments to be completed in class.

Course Objectives

1. To explore English as a global language through modern fiction. Now that English is no longer the property of its creators (the English, of course!) and their transatlantic partners in North America, how have modern writers transformed the language as an imaginative resource capable of expressing global problems?
2. To think about the problems of belonging and exclusion--what we might call global citizenship--in the varied contexts of the Anglophone world.

(Student) Learning Outcomes

1. Demonstrate a grasp of the origins and shaping influence of human diversity and issues of equality in this world.
2. Demonstrate an understanding of the civic, and other, complexities and responsibilities of actively participating in a diverse, multiethnic, multilingual world community.
3. Demonstrate an awareness of how individual and collective decision making and civic responsibilities often generate ethical dilemmas, conflicts, and trade-offs that must be thoughtfully evaluated, weighed, and resolved.
4. Demonstrate an awareness of major elements of at least one non-US culture or society, and its relationship to the 21st century context. However, this does not preclude a studied examination of the historical evolution of such issues, or an emphasis upon one prominent time period.
5. Demonstrate an understanding of how local features (economic, cultural, social, political and religious) of urban or rural communities, ethnicities, nations and regions are often linked to global trends, tendencies, and characteristics that often mutually shape one another.
6. Demonstrate an understanding of at least two of the following, as they pertain to the subject matter of the course: a) Societal, cultural, and institutional change over time; b) Civic engagement; c) Cross-national and/or comparative issues; d) Power and resistance.

Policies

Absences: students may miss two classes (unexcused) during the term. Religious holidays (please give advance notice in writing) and illness (with documentation) count as excused absences; students will not be penalized under such circumstances. Each subsequent absence will negatively affect class participation grades. Make-up opportunities: student are eligible to complete make-up work for **excused absences** at the earliest opportunity; students should consult instructor when they present written excuses for absences.

Excused absences: Students need to notify the professor of absences prior to class when possible. S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit “reasonable cause for nonattendance” by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754).

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused or unexcused) per university policy.

Verification of absences: Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request “appropriate verification” when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required prior to the absence.

Assigned texts: I expect students to bring the reading material to class every meeting.

Classroom conduct: I find cellular phones distracting during class, as well as students clicking away at laptop computers. Please turn off cell phones (**do not** set to vibrate) unless you speak with me at the beginning of the semester. Similarly, I ask students to take notes the old-fashioned way—with pen and paper. Finally, I expect all discussions to be conducted with respect for other members of the class and the university community.

Disabilities: If you have a documented disability that requires academic accommodations, please contact the instructor as soon as possible during scheduled "office hours." In order to receive accommodations in this course, you must provide me with a **Letter of Accommodation** from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, jkarnes@email.uky.edu) for coordination of campus disability services available to students.

Grading: I use a numerical system for grading. There are one thousand (1000) points for the semester. Final letter grades will be calculated on a declining ten percent (10%) scale: over 90% will translate to a grade in the "A" range, between 80-89.9% in the "B" range, and so forth. Here is the exact formula: 900 total points or more: A; 899-800: B; 799-700: C; 699-600: D; 600>: E. I do not "round up" grades: 899 points is a B, not an A.

Midterm: Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar (<http://www.uky.edu/Registrar/AcademicCalendar.htm>).

Lateness and late work: I expect all students to be on time for the start of class. More than two instances of lateness will negatively affect a student's class participation grade.

Office hours: I will hold office hours Monday 9-11AM. I realize that this may not be convenient for everyone so I am also available by appointment (email is best for setting times). I strongly urge you to take advantage of my office hours; don't contact me only when you have serious problems.

Plagiarism and academic integrity: The Oxford English Dictionary defines plagiarism as "The action or practice of taking someone else's work, idea, etc., and passing it off as one's own; literary theft." Plagiarism, therefore, involves directly appropriating someone else's words **or** paraphrasing someone else's ideas--without attributing them to their proper source. Both types of "theft" are strictly prohibited, and this applies to all forms of source material--books, periodicals, the internet, or even conversations with a peer. This also includes submitting work written by someone known directly or indirectly to the "thief"--including work written by another student, or a paper written explicitly for sale, or even "cutting and pasting" sections from text online. Outcomes may include, but are not limited to: failing the assignment; failing the course; more serious disciplinary action.

Academic integrity: Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of *Student Rights and Responsibilities* (available online <http://www.uky.edu/StudentAffairs/Code/part2.html>) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

Week 1

Wed Jan 11: introduction, overview

Fri Jan 13: discussion sections

Weeks 2-3: James Joyce, A Portrait of the Artist as a Young Man

Mon Jan 16: **NO CLASS (MLK Day)**

Wed Jan 18: chapters 1-2, Portrait

Quiz #1

Fri Jan 20: chapters 1-2, Portrait (sections)

Mon Jan 23: chapter 3, Portrait

Quiz #2

Wed Jan 25: chapters 4-5, Portrait

Fri Jan 27: chapters 4-5, Portrait (sections)

Week 4: Jean Rhys, Voyage in the Dark

Mon Jan 30: Voyage (read whole novel)

Quiz #3

Wed Feb 1: Voyage

Fri Feb 3: Voyage (sections)

Weeks 5-6: Chinua Achebe, Things Fall Apart

Mon Feb 6: first half, Fall Apart

Quiz #4

Wed Feb 8: first half, Fall Apart

Fri Feb 10: first half, Fall Apart (sections)

Mon Feb 13: second half, Fall Apart

Quiz #5

Wed Feb 15: second half, Fall Apart

Fri Feb 17: second half, Fall Apart (sections)

Week 7-9: VS Naipaul, A House for Mr Biswas

Mon Feb 20: first third, Biswas

Quiz #6

Take-home midterm exam questions distributed (essay response, 4-5 pages)

Wed Feb 22: first third, Biswas

Fri Feb 24: first third, Biswas (sections)

Mon Feb 27

In-class midterm exam administered; take-home essay due

Wed Feb 29: middle third, Biswas

Fri Mar 2: middle third, Biswas (sections)

Mon Mar 5: final third, Biswas

Quiz #7

Wed Mar 7: final third, Biswas

Fri Mar 9: final third, Biswas (sections)

SPRING BREAK March 9-16

Week 10: Tsitsi Dangarembga, Nervous Conditions

Mon Mar 19: Nervous Conditions (read whole novel)

Quiz #8

Wed Mar 21: Nervous Conditions

Fri Mar 23: Nervous Conditions (sections)

Weeks 11-12: Salman Rushdie, Midnight's Children

Mon Mar 26: first half, Midnight's Children

Quiz #9

Wed Mar 28: first half, Midnight's Children

Fri Mar 30: first half, Midnight's Children (sections)

Mon Apr 2: second half, Midnight's Children

Quiz #10

Wed Apr 4: second half, Midnight's Children

Fri Apr 6: second half, Midnight's Children (sections)

Take-home essay questions distributed (essay response, 4-5 pages)

Week 13: JM Coetzee, Life and Times of Michael K

Mon Apr 9: Michael K (first half)

Quiz #11

Wed Apr 11: Michael K (first half)

Fri Apr 13: Michael K (sections)

Take-home essay due

Week 14: JM Coetzee, Life and Times of Michael K

Mon Apr 16: Life and Times of Michael K (second half)

Quiz #12

Wed Apr 18: Life and Times of Michael K (second half)

Fri Apr 20: Life and Times of Michael K (sections)

Week 15: Review, evaluations, exam

Mon Apr 23: evaluations, review

Wed Apr 25: review

Fri Apr 27: review

Final exam: Apr 30 - May 4, Room TBA

General Education Course Approval Cover Sheet

Date of Submission 7/April/2011

1. Check which area(s) this course applies to

- | | | | |
|----------------------------------|--------------------------|--|-------------------------------------|
| Inquiry – Arts & Creativity | <input type="checkbox"/> | Composition & Communications - II | <input type="checkbox"/> |
| Inquiry – Humanities | <input type="checkbox"/> | Quantitative Foundations | <input type="checkbox"/> |
| Inquiry – Nat/Math/Phys Sci | <input type="checkbox"/> | Statistical Inferential Reasoning | <input type="checkbox"/> |
| Inquiry – Social Sciences | <input type="checkbox"/> | U.S. Citizenship, Community, Diversity | <input type="checkbox"/> |
| Composition & Communications - I | <input type="checkbox"/> | Global Dynamics | <input checked="" type="checkbox"/> |

2. Provide Course and Department Information.

Department: English

Course Prefix and Number: ENG 181 Credit hours: 3

Course Title: Global Literature in English

Expected # of Students per Calendar Yr: 100 Course Required for Majors in your Program (check one)? Yes No

Prerequisite(s) for Course? none

This request is for (check one) A New Course An Existing Course

Departmental Contact Information

Name: Dr. Peter Kalliney Email: pjcall2@email.uky.edu

Office Address: 1243 POT (mail) 1261 POT (office) Phone: 7-6964

3. In addition to this form, the following must be submitted for consideration:

- A syllabus that conforms to the Senate Syllabi Guidelines, including a mapping of the stated learning outcomes to those presented on the corresponding Course Template.
- A completed Course Review Form. See the Gen Ed website <http://www.uky.edu/gened/forms.html> for these forms. Proposals prepared prior to September 15th, 2010 are allowed to use a narrative instead of the Course Review Form.
- If applicable, a major course change form for revision of an existing course, or a new course form for a new course.

4. Signatures

Department Chair: _____ Date: _____

Dean: _____ Date: _____

All proposals are to be submitted from the College Dean's Office
Submission is by way of the General Education website <http://www.uky.edu/gened>

**Course Review Form
Global Dynamics**

Reviewer Recommendation

Accept Revisions Needed

Course: ENG 181 Global Literature in English

Using the course syllabus as a reference, identify when and how the following learning outcomes are addressed in the course. Since learning outcomes will likely be addressed multiple ways within the same syllabus, please identify a representative example (or examples) for each outcome.

Course activities which enable students to demonstrate a grasp of the origins and shaping influence of human diversity and issues of equality in the world.

Date/location on syllabus of assignment:
Weeks 4-6

Brief Description:

Please note that for this and for the other Learning Outcomes (LOs) listed on this Review Form, the literary texts on the syllabus have been chosen explicitly to match the LO topics for reading, discussion, and assessment. Reading and discussion of Jean Rhys's **Voyage in the Dark** and Chinua Achebe's **Things Fall Apart** will help students confront issues of cultural, gendered, and racial difference and questions of cultural and racial diversity—and the violence often resulting from cultural contact and from controversies over equality, justice, and exploitation.

Course activities which enable students to demonstrate an understanding of the civic and other complexities and responsibilities of actively participating in a diverse, multiethnic, multilingual world community.

Date/location on syllabus of assignment:
Weeks 2-3 and 10

Brief Description:

Reading and discussion of James Joyce's **A Portrait of the Artist as a Young Man** and Nadine Gordimer's **A World of Strangers** will underscore the complexity of civic engagement in the context of ethnic, political, and religious sectarianism. Joyce's text is a classical novel in this regard.

Course activities which enable students to demonstrate an awareness of how individual and collective decision making and civic responsibilities often generate ethical dilemmas, conflicts, and trade-offs that must be thoughtfully evaluated, weighed, and resolved.

Date/location on syllabus of assignment:
Weeks 5-6, 7-9, and 14

Brief Description:

Reading and discussion of Chinua Achebe's **Things Fall Apart**, V.S. Naipaul's **A House for Mr. Biswas**, and J.M. Coetzee's **Disgrace** will consider ethical dilemmas generated by political conflict and attempts at political reconciliation.

Course activities which enable students to demonstrate an awareness of major elements of at least one non-US culture or society, and its relationship to the 21st century context. This does not preclude a studied examination of the historical evolution of such issues, or an emphasis on one prominent time period.

Date/location on syllabus of assignment:
Entire course

Brief Description:

By design the whole course is "global" in focus and it draws students to think about contemporary global-cultural dynamics. Major geographical and cultural areas under consideration include the Caribbean, Ireland, West and South Africa, and the Indian subcontinent.

Course activities which enable students to demonstrate an understanding of how local features (economic, cultural, social, political and religious) of urban or rural communities, ethnicities, nations and regions are often linked to global trends, tendencies, and characteristics that mutually shape one another.

Date/location on syllabus of assignment:
Weeks 11-12 and 13

Brief Description:

In particular, reading and discussion of Salman Rushdie's *Midnight's Children* and Anita Desai's *Baumgartner's Bombay* will place the "local" or regional question of Indian and Pakistani independence (from metropolitan Britain) in the context of global cultural and political change in the period of postwar decolonization.

Evidence that this course's learning environment encourages students to actively learn about, and gain understanding of, at least two of the following:

- o social, cultural, and institutional change;
- o civic engagement;
- o regional, national or cross-national comparisons;
- o power and resistance.

Date/location on syllabus of such evidence:
Weeks 8 and 15

Brief description:

The midterm exam and final exam (in-class), as well as the take-home essays (midterm and final), will ask students to demonstrate their knowledge of how cultural change, civic engagement, transnational developments, and questions of power are manifested in the assigned course texts. While all four of these categories will be treated in some way, in particular this course will emphasize "regional, national, or cross-national comparisons" (a strong element throughout the semester) and "power and resistance", which is a central theme of global Anglophone literature and post-colonial studies. Assignments on these specific topics will follow course discussion as it develops throughout the semester.

An assignment, constituting a minimum of 15% of the course grade, which can be submitted as an artifact of the above set of six student learning outcomes.

Date/location on syllabus of such an assignment:
Weeks 8 and 15

Brief description:

Please see the previous description. The exams and take-home essays will fulfill this requirement. Please note from the syllabus that the midterm take-home essay, the final take-home essay, and the final exam are each worth 20% of the total grade. These are assessable course artifacts for these LOs.

The non-US focus constitutes at least 50% of the course.

Brief Description:

By explicit design the entire course is about non-US culture. It situates "English" and "English literature" in a global context of diverse world Anglophone cultures.

Palpable evidence that students make effective use of library facilities or information sources, when applicable, in order to demonstrate information literacy in the exploration of the course's major thematic foci.

Date/location on syllabus of such an assignment:

Weeks 8 and 15

Brief description:

The midterm and final take-home essays will ask students to supplement textual analysis with secondary research. This is part of the English Department's explicit program LOs. So as a part of the course design, on-line information resources will be made available to students, through UK InfoKat and Blackboard, for pursuing the course topics in independent and graded writing assignments. Part of the assessment rubric for these tasks will include successful research. This will help students to directly connect the issues raised in the course to contemporary concerns and events.

Reviewer Comments:

Distance Learning Form

This form must accompany every submission of a new/change course form that requests distance learning delivery. This form may be required when changing a course already approved for DL delivery. **All fields are required!**

Introduction/Definition: For the purposes of the Commission on Colleges Southern Association of Colleges and Schools accreditation review, *distance learning* is defined as a formal educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructors are not in the same place. Instruction may be synchronous or asynchronous. A distance learning (DL) course may employ correspondence study, or audio, video, or computer technologies.

A number of specific requirements are listed for DL courses. **The department proposing the change in delivery method is responsible for ensuring that the requirements below are satisfied at the individual course level.** It is the responsibility of the instructor to have read and understood the university-level assurances regarding an equivalent experience for students utilizing DL (available at <http://www.uky.edu/USC/New/forms.htm>).

| | |
|---|--|
| Course Number and Prefix: ENG 181 | Date: 04/04/2011 |
| Instructor Name: Peter Kalliney | Instructor Email: pjcall2@uky.edu |
| Check the method below that best reflects how the majority of course of the course content will be delivered. | |
| Internet/Web-based <input checked="" type="checkbox"/> | Interactive Video <input type="checkbox"/> |
| Hybrid <input type="checkbox"/> | |

| Curriculum and Instruction | |
|-----------------------------------|---|
| 1. | <p>How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?</p> <p>The course conforms to USS guidelines. Regular interaction will be facilitated through on-line assignments, discussion sessions, and scheduled TA support for students (see syllabus).</p> |
| 2. | <p>How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.</p> <p>The scope of the course and syllabus assignments are the same as the proposed regular semester course. The textbooks are the same, and the assignments are mostly the same. The assessment of student learning outcomes is identical to the regular semester of ENG 181, with the added component of weekly quizzes to keep students on track.</p> |
| 3. | <p>How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.</p> <p>The learning and assessment components of this course (lectures; quizzes; exams; student essay assignments) will be delivered exclusively through UK's secure Blackboard web portal. Students must sign on with their UK identification to access the secure materials. Regular course policies can thus be enforced by the faculty instructor and TA instructor through the university-monitored forums of Blackboard.</p> |
| 4. | <p>Will offering this course via DL result in at least 25% or at least 50%* (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?</p> <p>no</p> <p>If yes, which percentage, and which program(s)?</p> <p>—</p> <p>*As a general rule, if approval of a course for DL delivery results in 50% or more of a program being delivered through DL, the effective date of the course's DL delivery will be six months from the date of approval.</p> |

Abbreviations: TASC = Teaching and Academic Support Center DL = distance learning DLP = Distance Learning Programs

Distance Learning Form

This form must accompany every submission of a new/change course form that requests distance learning delivery. This form may be required when changing a course already approved for DL delivery. **All fields are required!**

| | |
|--|--|
| 5. | <p>How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?</p> <p>Access will be provided by Blackboard direct access portals, as well as instructor and TA interface provided by Blackboard. Resources are listed on the syllabus, following the guidelines provided by our Distance Learning team. The same online information resources made available in the Spring will also be made available during the Summer.</p> |
| <i>Library and Learning Resources</i> | |
| 6. | <p>How do course requirements ensure that students make appropriate use of learning resources?</p> <p>Blackboard direct access portals and the regular schedule of student assignments.</p> |
| 7. | <p>Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.</p> <p>There are no laboratories in this ENG class, and library access is already very well handled online by the resources available through W.T. Young. We will be using readily accessible reference materials as well as current</p> |
| <i>Student Services</i> | |
| 8. | <p>How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Teaching and Academic Support Center (http://www.uky.edu/TASC/index.php) and the Information Technology Customer Service Center (http://www.uky.edu/UKIT/)?</p> <p>Yes, see syllabus under "Electronic Access and Support".</p> |
| 9. | <p>Will the course be delivered via services available through the Teaching and Academic Support Center?</p> <p>Yes <input checked="" type="checkbox"/></p> <p>No <input type="checkbox"/></p> <p>If no, explain how students enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.</p> <p>—</p> |

Distance Learning Form

This form must accompany every submission of a new/change course form that requests distance learning delivery. This form may be required when changing a course already approved for DL delivery. **All fields are required!**

| | |
|-----|--|
| 10. | <p>Does the syllabus contain all the required components, below? <input checked="" type="checkbox"/> Yes</p> <ul style="list-style-type: none"> <input type="checkbox"/> Instructor's <i>virtual</i> office hours, if any. <input type="checkbox"/> The technological requirements for the course. <input type="checkbox"/> Contact information for TASC (http://www.uky.edu/TASC/; 859-257-8272) and Information Technology Customer Service Center (http://www.uky.edu/UKIT/; 859-257-1300). <input type="checkbox"/> Procedure for resolving technical complaints. <input type="checkbox"/> Preferred method for reaching instructor, e.g. email, phone, text message. <input type="checkbox"/> Maximum timeframe for responding to student communications. <input type="checkbox"/> Language pertaining academic accommodations: <ul style="list-style-type: none"> <input type="checkbox"/> "If you have a documented disability that requires academic accommodations in this course, please make your request to the University Disability Resource Center. The Center will require current disability documentation. When accommodations are approved, the Center will provide me with a Letter of Accommodation which details the recommended accommodations. Contact the Disability Resource Center, Jake Karnes, Director at 859-257-2754 or jkarnes@email.uky.edu." <input type="checkbox"/> Information on Distance Learning Library Services (http://www.uky.edu/Libraries/DLLS) <ul style="list-style-type: none"> <input type="checkbox"/> Carla Cantagallo, DL Librarian <input type="checkbox"/> Local phone number: 859 257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6) <input type="checkbox"/> Email: dllservice@email.uky.edu <input type="checkbox"/> DL Interlibrary Loan Service: http://www.uky.edu/Libraries/libpage.php?lweb_id=253&llib_id=16 |
| 11. | <p>I, the instructor of record, have read and understood all of the university-level statements regarding DL.</p> <p>Instructor Name: Peter Kalliney Instructor Signature:</p> |

Course proposal, summer 2012 (online)
ENG 181
Global Literature in English
(to satisfy Gen. Ed. Global Dynamics requirement)

Faculty designer: Peter Kalliney, Associate Professor, English
Contact: pjkall2@uky.edu
Blackboard message (preferred contact)
Office: 1261 Patterson Tower
Office Phone: 257-6964
Mail: 1243 Patterson Tower
Office hours (email contact): Monday 9-11AM

Teaching assistants and discussion section instructors: XXX

Course Description (from UK Bulletin)

A survey and investigation of postcolonial international literature in English, with an emphasis on global issues of national identity, transnationalism, and world Anglophone literature. Provides General Education credit for Global Dynamics.

Course Outline

In 1827, JW von Goethe famously said, "National literature is now a rather unmeaning term; the epoch of world literature is at hand, and everyone must strive to hasten its approach." Despite Goethe's demand that we read literature in a global context, the study of literature in English continues to be dominated by British and American examples. What would a course on global literature in English look like? To what extent is English now a global language, no longer the property of any national group? How has fiction contributed to this process? This experiment in reading extra-national literature turns to some of the language's most compelling novelists--such as James Joyce, VS Naipaul, Salman Rushdie, and Nadine Gordimer--to explore the idea of global citizenship and cosmopolitan English. The course will consider how 20th- and 21st-Century writers approach the problem of belonging to, and being excluded from, national territories and nationalist affiliations. Examinations, quizzes, writing assignments, attendance and participation, and level of preparedness will be used to evaluate student performance.

Texts

Achebe, Chinua. Things Fall Apart.
Coetzee, JM. Life and Times of Michael K.
Dangarembga, Tsitsi. Nervous Conditions.
Joyce, James. A Portrait of the Artist as a Young Man.
Rhys, Jean. Voyage in the Dark.
Naipaul, VS. A House for Mr Biswas.

Rushdie, Salman. Midnight's Children.

Graded Assignments

- Weekly quizzes (pass ten of twelve); 10 points each, 100 points cumulative (10%)
Bi-weekly short quizzes, designed to keep you on track with the reading, graded Pass/Fail. Quizzes are worth 10 points each; students who pass 10 (of 12) quizzes will earn full marks for this category. Quizzes will ask 1-2 informational and interpretive questions about the assigned reading. Biweekly, normally M and W.
- Participation (online discussion sections); 200 points cumulative (20%)
Written responses to discussion questions (or "prompts") on the course blackboard. This is the online version of discussion sections. Weekly, normally over the weekend.
- Midterm essay; 200 points (20%)
4-5 page essay. Students will base their essays on questions posted one week before the due date (Week 4). There will be at least two choices of topic.
- Midterm exam; 100 points (10%)
A comprehensive 1.5-hour exam on the Friday of Week 4. This will cover all the material read up to that point. Multiple choice, passage IDs, and short answer.
- Final essay; 200 points (20%)
Same structure as midterm essay.
- Final exam; 200 points (20%)
A comprehensive 2-hour exam that will cover all the material for the whole course. Multiple choice, passage IDs, and short answer.

Submission of Work

All coursework will be coordinated through Blackboard resources. All work will be submitted via Blackboard. **Work sent via email will not be accepted.**

Grading

I use a numerical system for grading. There are one thousand (1000) points for the semester. Final letter grades will be calculated on a declining ten percent (10%) scale: over 90% will translate to a grade in the "A" range, between 80-89.9% in the "B" range, and so forth. Here is the exact formula: 900 total points or more: A; 899-800: B; 799-700: C; 699-600: D; 600>: E. I do not "round up" grades: 899 points is a B, not an A.

Course Objectives

1. To explore English as a global language through modern fiction. Now that English is no longer the property of its creators (the English, of course!) and their transatlantic partners in North America, how have modern writers transformed the language as an imaginative resource capable of expressing global problems?

2. To think about the problems of belonging and exclusion--what we might call global citizenship--in the varied contexts of the Anglophone world.

(Student) Learning Outcomes

1. Demonstrate a grasp of the origins and shaping influence of human diversity and issues of equality in this world.
2. Demonstrate an understanding of the civic, and other, complexities and responsibilities of actively participating in a diverse, multiethnic, multilingual world community.
3. Demonstrate an awareness of how individual and collective decision making and civic responsibilities often generate ethical dilemmas, conflicts, and trade-offs that must be thoughtfully evaluated, weighed, and resolved.
4. Demonstrate an awareness of major elements of at least one non-US culture or society, and its relationship to the 21st century context. However, this does not preclude a studied examination of the historical evolution of such issues, or an emphasis upon one prominent time period.
5. Demonstrate an understanding of how local features (economic, cultural, social, political and religious) of urban or rural communities, ethnicities, nations and regions are often linked to global trends, tendencies, and characteristics that often mutually shape one another.
6. Demonstrate an understanding of at least two of the following, as they pertain to the subject matter of the course: a) Societal, cultural, and institutional change over time; b) Civic engagement; c) Cross-national and/or comparative issues; d) Power and resistance.

Course components

This class will consist primarily of these elements for delivering content and facilitating student interaction:

1. **READING!** This is a modern online Distance Learning course. But at heart, this is still a very traditional class in literature and reading. You should plan to spend several hours every day reading your books, thinking about them, struggling with them, learning from them.
2. Online lectures and narrated slideshows. These are the heart of the teaching materials of this course. The recorded lectures and slides are ordered sequentially and are designed to be viewed in order. They provide background, textual explication, and thematic or topical discussions. The course calendar provides a broad overview of the sequence of texts and presentations for the 8 weeks of the class.
3. Online quizzes and exams. These are the evaluation and assessment components of the course.
4. Online bulletin board postings and exchanges. Various assignments will require students to contribute their thoughts and readings.

Course policies:

1. **Communication:** All communication for this course is best accomplished through the "Messages" feature on the course's Blackboard website. Communications with the

instructor/TA will be answered ASAP, generally within 24 hours during the workweek (longer on weekends.)

2. Electronic access and support: Complete the following steps to make sure your computer is correctly configured and the necessary software is installed. **You will not be able to access course material if you fail to complete these steps.**

- i. Go to this site to check the **minimum hardware, software and browser requirements:** <http://wiki.uky.edu/blackboard/Wiki Pages/Bb9 Hardware and Software Requirements.aspx>
- ii. Internet Explorer is NOT recommended for Blackboard. **Firefox is the recommended Internet browser for the course.** Go to <https://download.uky.edu/> to download a free version of Firefox. Log in with your **LINK BLUE** id and password and search for **Firefox**.
- iii. Go to <http://java.com> and click on the **Free Java Download** button. Run the installer to get the latest version.
- iv. You will also need **Flash, Adobe Acrobat Reader and QuickTime** movie player. Go to <http://wiki.uky.edu/blackboard/Wiki Pages/Browser Check.aspx> then click **BbGO!** If you do not have these installed, you can download them from this site.
- v. To download **Windows Media Player**, click this link: <http://www.microsoft.com/windows/windowsmedia/player/10/default.aspx>
- vi. Students and faculty can download **Microsoft Office Suite** (including Word and PowerPoint) from this site: <https://download.uky.edu/>. If you experience technical difficulties contact the Customer Service Center at 859-218-HELP (4357) or by e-mail at helpdesk@uky.edu. Please also inform the course instructor when you are having technical difficulties.
- vii. For additional support, contact the UK Teaching and Academic Support Center (TASC) at <http://www.uky.edu/TASC/DL/BBsupport.php> (859-257-8272), and the UK Instructional Technology (IT) team at <http://www.uky.edu/TASC/IT/index.php>.

3. Bb 101 for First-Time Online Students: This is a brief introduction for students using Blackboard for the first time. Go to <http://elearning.uky.edu> and log in with your Link Blue ID. Click on the Courses link near the top left of the page (to the right of My Bb and under the Library tab). In the Course Search line, type **Bb9-101** (exactly as you see it there, including the hyphen). Find the Course ID (first column) **Bb9- 101-Online-Stu**, and click the down arrow next to the Course ID. Click **Enroll** then **Submit**.

4. Attendance, late work/make-ups: Because this is an on-line Distance Learning course on an accelerated summer schedule, there is no room for make-ups. Be sure to complete all assignments during the windows of time provided. Please plan accordingly. If there are extreme extenuating circumstances as defined by the University Senate Rules (USR V.2.4.2), please contact the course instructors immediately. Attendance in an online course means viewing the online course materials (such as lectures) and participating in online discussions.

Excused absences: Students need to notify the professor of absences prior to class when possible. S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a)

serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit “reasonable cause for nonattendance” by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754).

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused or unexcused) per university policy.

Verification of absences: Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request “appropriate verification” when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required prior to the absence.

5. Academic integrity: Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of *Student Rights and Responsibilities* (available online <http://www.uky.edu/StudentAffairs/Code/part2.html>) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

Plagiarism: The Oxford English Dictionary defines plagiarism as "The action or practice of taking someone else's work, idea, etc., and passing it off as one's own; literary theft." Plagiarism, therefore, involves directly appropriating someone else's words **or** paraphrasing someone else's ideas--without attributing them to their proper source. Both types of "theft" are strictly prohibited, and this applies to all forms of source material--books, periodicals, the internet, or even conversations with a peer. This also includes submitting work written by someone known directly or indirectly to the "thief"--including work written by another student, or a paper written explicitly for sale, or even "cutting and pasting" sections from text online. Outcomes may include, but are not limited to: failing the assignment; failing the course; more serious disciplinary action.

6. Distance Learning Library Services <http://www.uky.edu/Libraries/DLLS>: For additional help, consult these resources: Carla Cantagallo, DL Librarian, Email dlservice@email.uky.edu Local phone number: 859. 257.0500, ext. 2171; Long-distance phone number: (800) 828-0439 (option #6). DL Interlibrary Loan service: http://www.uky.edu/Libraries/libpage.php?lweb_id=253&llib_id=16

7. Special needs: If you have a documented disability that requires special or different accommodations, please consult with the instructor, preferably before the start of class. In order to receive accommodations for this course, you must provide a Letter of Accommodation

from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, e-mail address jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

8. Appropriate online behavior: Students are expected to maintain decorum that includes respect for other students and the instructor. Virtual communication and discussion "in cyberspace" occur in a social environment where normal rules of social interaction apply. The remoteness of the recipients is no excuse to behave in an anti-social manner and post unacceptable messages. Unacceptable messages include those that harass, intimidate, threaten, belittle, ridicule, expressed hatred for, or aggression toward others. Discussion board and other electronic communication for this course should relate only to the course subject matter, generally respond to the instructor threads, and always seek to further the aims of that particular discussion forum or chat session (e.g., stay on topic). Contributions to discussion boards and synchronous chat are the intellectual property of the authors. Students who quote another person in class projects, publications or even in remarks made on the discussion board should always acknowledge the source of that quote (e.g., do not plagiarize your classmates). Personal comments about other users and their views should not be placed in any of our Blackboard course areas that are viewable by other users. Do not copy private messages to another person without the author's explicit permission. Consult the UK Student Rights and Responsibilities regarding the steps for addressing unresolved academic issues at <http://www.uky.edu/StudentAffairs/Code/part2.html>.

Week 1: Introduction

Th Jun 7: introduction, overview

Week 2: James Joyce, A Portrait of the Artist as a Young Man

M Jun 12: chapter 1-2, Portrait

Quiz #1

T Jun 13: chapter 3, Portrait

W Jun 14: chapter 4, Portrait

Quiz #2

Th Jun 15: chapter 5, Portrait

Sun Jun 18: **Discussion board response due**

Week 2: Jean Rhys, Voyage in the Dark and Chinua Achebe, Things Fall Apart

M Jun 19: Voyage in the Dark (read whole novel)

Quiz #3

T Jun 20: Voyage

W Jun 21: Things Fall Apart (read whole novel)

Quiz #4

Th Jun 22: Fall Apart

Midterm essay questions distributed

Sun Jun 25: **Discussion board response due**

Week 4: VS Naipaul, A House for Mr Biswas

M Jun 26: first third, Biswas

Quiz #5

T Jun 27: first third, Biswas

W Jun 28: first third, Biswas

Discussion board response due **note unusual due date**

Sun Jul 1: **Midterm essay due; Midterm exam administered**

Week 5: A House for Mr Biswas

M Jul 2: middle third, Biswas

Quiz #6

T Jul 3: final third, Biswas

W Jul 4: **NO CLASS/LECTURE**

Th Jul 5: final third, Biswas

Quiz #7

Sun Jul 8: **Discussion board response due**

Week 6: Salman Rushdie, Midnight's Children

M Jul 9: first half, Midnight's Children

Quiz #8

T Jul 10: first half, Midnight's Children

W Jul 11: second half, Midnight's Children

Quiz #9

Th Jul 12: second half, Midnight's Children

Sun Jul 15: **Discussion board response due**

Week 7: Tsitsi Dangarembga, Nervous Conditions

M Jul 16: first half, Nervous Conditions

Quiz #10

T Jul 17: first half, Nervous Conditions

W Jul 18: second half, Nervous Conditions

Quiz #11

Th Jul 19: second half, Nervous Conditions

Final essay questions distributed

Sun Jul 22: **Discussion board response due**

Week 8: JM Coetzee, Life and Times of Michael K

M Jul 23: first half, Michael K

Quiz #12

T Jul 24: first half, Michael K

W Jul 25: second half, Michael K

Discussion board response due **note unusual due date**

Th Jul 26: second half, Michael K

Week 9: Review, final exam

M Jul 30: review

Final essay due

T Jul 31: review

W Aug 1: evaluations

Th Aug 2: **FINAL EXAM**