

OCT 21 2008

LSC Use Only No:	LSC Action-Date:	UWUCC USE Only No.	UWUCC Action-Date:	Senate Action Date:
		08-39j	AP-11/18/08	App-4/21/09

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

Contact Person Wendy Carse	Email Address wcarse@iup.edu
Proposing Department/Unit English	Phone 357-2261

Check all appropriate lines and complete information as requested. Use a separate cover sheet for each course proposal and for each program proposal.

1. Course Proposals (check all that apply)

New Course Course Prefix Change Course Deletion
 Course Revision Course Number and/or Title Change Catalog Description Change

ENGL 214 The Novel	ENGL 340 The Novel
<i>Current Course prefix, number and full title</i>	<i>Proposed course prefix, number and full title, if changing</i>

2. Additional Course Designations: check if appropriate

This course is also proposed as a Liberal Studies Course. Other: (e.g., Women's Studies, Pan-African)
 This course is also proposed as an Honors College Course.

3. Program Proposals

New Degree Program Program Title Change Other
 New Minor Program New Track Catalog Description Change Program Revision

<i>Current program name</i>	<i>Proposed program name, if changing</i>
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4. Approvals		Date
Department Curriculum Committee Chair(s)		10/15/08
Department Chair(s)		10/15/08
College Curriculum Committee Chair		10/16/08
College Dean		10/21/08
Director of Liberal Studies *		
Director of Honors College *		
Provost *		
Additional signatures as appropriate: (include title)		
UWUCC Co-Chairs		11/18/08

Received

NOV 13 2008

* where applicable

Received

FEB 20 2009

Received

JAN 26 2009

Received

OCT 22 2008

Liberal Studies

Liberal Studies

Liberal Studies

Liberal Studies

Part II. Description of the Curriculum Change

1. New Syllabus of Record

1. Catalog Description:

ENGL 340 The Novel

3c-01-3cr

Prerequisites: ENGL 101, 122, or permission

Focuses on the forms and theories of the novel as a genre. Emphasizes major writers and movements as well as significant historical developments.

II. Course Objectives:

At the end of the course students will be able to:

1. Analyze the qualities and characteristics that define the novel as a genre.
2. Explain the historical and cultural evolution of the novel genre, including current scholarly controversies surrounding the genre, its categories, and specific texts.
3. Apply a variety of theoretical approaches to reading novels.
4. Analyze texts through writing and discussion.
5. Distinguish “major” and “literary” writers and novels in the canon from “popular” novels and formulate opinions as to the value and significance of such distinctions
6. Apply studies in the novel to student-identified interests, including personal reading, coursework, teaching, etc.

III. Course Outline

Taking Our Literary Pulse: The Current State of Reading Novels	(3 hours)
Jonathan Franzen “Why Bother? (The Harper’s Essay)”	
Excerpt: <i>Reading at Risk, NEA Report (2004)</i>	
Origins and First Forms of the Novel	(9 hours)
Excerpts: <i>Tale of Genji, Don Quixote, Tom Jones</i>	
<i>Robinson Crusoe</i>	
Realism and Social Critique in the Novel	(6 hours)
<i>Huckleberry Finn</i> and Critical Controversies essays	
Modernism and the Evolution of Point of View	(6 hours)
Excerpts from Jane Austen, Gustave Flaubert, Brontes	
<i>Mrs. Dalloway</i>	
The Expanding Canon: Diverse Communities	(6 hours)
<i>Sula</i>	
Postmodernism and the Fiction of History	(6 hours)
Excerpts: Pynchon, DeLillo, Carter	
<i>Everything Is Illuminated</i>	
High and Low Culture: Literary vs. Popular Novels	(3 hours)
Excerpts: Popular novels, “genre” novels then and now	
Graphic Novels and Waves of the Future	(3 hours)
<i>Fun Home</i>	
Excerpts: <i>Reading Comics, Maus</i>	
Final Exam	(2 hours)

IV. Evaluation Methods

Reading Journals	20%
Midterm Analysis Paper	30%
Presentation/Lead Discussion	10%
Participation	10%
Final Paper/Project:	30%

Note: This will be a critical paper or creative project that applies theories of the novel to particular texts. Topic must be approved by the professor first.

V. Grading Scale

The final grade for this course will be determined as follows:

A=90-100%; B- 80-89.9%; C= 70-79.9%; D = 60-69.9%, F<60%

VI. Attendance Policy

The attendance policy will conform to IUP's undergraduate course attendance policy.

VII. Required textbooks, supplemental books and readings:

Defoe, Daniel. *Robinson Crusoe*. 1719. New York: The Modern Library, 2001.
Twain, Mark. *The Adventures of Huckleberry Finn*. 1885. New York: St. Martin's, 1995.
Woolf, Virginia. *Mrs. Dalloway*. 1925. New York: Harcourt Brace, 1990.
Morrison, Toni. *Sula*. 1973. New York: Vintage Books, 2004.
Foer, Jonathan Safran. *Everything is Illuminated*. New York: Houghton Mifflin, 2002.
Bechdel, Alison. *Fun Home*. New York: Mariner Books, 2006.
Course Packet

VIII. Special resource requirements

There are no special resource requirements for this course.

IX. Bibliography

Armstrong, Nancy. *Desire and Domestic Fiction: A Political History of the Novel*. New York: Oxford UP, 1990.
Caton, Lou Freitas. *Reading American Novels and Multicultural Aesthetics: Romancing the Postmodern Novel*. New York: Palgrave Macmillan, 2007.
Dimitrijevic, Emilija. *Intimacy and Identity in the Postmodern Novel*. New York: Peter Lang Publishing, 2008.
Levine, George. *How to Read the Victorian Novel*. Hoboken, NJ: Wiley-Blackwell, 2007.
McKeon, Michael, Ed. *Theory of the Novel: A Historical Approach*. Baltimore: The Johns Hopkins UP, 2000.
Rawlings, Peter. *American Theorists of the Novel: Henry James, Lionel Trilling, Wayne C. Booth*. New York: Routledge, 2006.
Smiley, Jane. *Thirteen Ways of Looking at a Novel*. New York: Knopf, 2005.
Watt, Ian. *The Rise of the Novel: Studies in Defoe, Richardson and Fielding*. 1957. Berkeley: U of California P, 2001.

Wolk, Douglas. *Reading Comics: How Graphic Novels Work and What They Mean*.
Cambridge, MA: Da Capo Press, 2008.

2. Summary of the proposed revisions

We are changing the course number and catalog description. In revising the description and the course, we have eliminated the mandate that the course must start with *Don Quixote* and the implication that it is possible to do an historical survey of the novel in a single semester. We've also eliminated the line "Includes consideration of teaching of the novel."

3. Justification/rationale for the revision.

This course has not been revised in several years, and it has moved from a 200 to a 300-level course. We've adjusted the objectives and types of assignments to reflect higher-level objectives and updated the bibliography to reflect more current theoretical approaches to poetry.



















4. The old syllabus of record.

This course predates our last program revision. We were unable to find the old syllabus of record for ENGL 215 Poetry.



Part III. Letters of Support or Acknowledgement

See e-mail from Linda Norris, English Education coordinator regarding dropping the line in the description about teaching poetry.

















IUP I-Mail:  Message from curriculum revision courses Folder

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From: "Linda C Norris" <lnorris@iup.edu>
Subject: genre courses
Date: Tue, 11 Nov 2008 14:50:06 -0500
To: wcarse@iup.edu

 Headers
 Decode

Hi Wendy,
Yes, I think the way the wording is under the objectives in number 6 allows for projects that could include teaching/teacher education. As far as I am concerned, I do not have any objections, and the syllabi for the formerly-called genre courses should be approved. LN

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