

LSC Use Only  
Number: \_\_\_\_\_  
Submission Date: \_\_\_\_\_  
Action-Date: \_\_\_\_\_

UWUCC USE Only  
Number: 96-23  
Submission Date: 3-18-97  
Action-Date: 4-1-97

**CURRICULUM PROPOSAL COVER SHEET**  
University-Wide Undergraduate Curriculum Committee

**I. CONTACT**

Contact Person Jim Cahalan Phone X2262  
Department English Email: Jim Cahalan or JCAHALAN

**II. PROPOSAL TYPE (Check All Appropriate Lines)**

**COURSE** Essay  
Suggested 20 character title

**New Course \*** EN 335 Essay  
Course Number and Full Title

**Course Revision** \_\_\_\_\_  
Course Number and Full Title

**Liberal Studies Approval +** \_\_\_\_\_  
**for new or existing course** Course Number and Full Title

**Course Deletion** \_\_\_\_\_  
Course Number and Full Title

**Number and/or Title Change** \_\_\_\_\_  
Old Number and/or Full Old Title  
\_\_\_\_\_  
New Number and/or Full New Title

**Course or Catalog Description Change** \_\_\_\_\_  
Course Number and Full Title

**PROGRAM:**  Major  Minor  Track

**New Program \*** \_\_\_\_\_  
Program Name

**Program Revision \*** \_\_\_\_\_  
Program Name

**Program Deletion \*** \_\_\_\_\_  
Program Name

**Title Change** \_\_\_\_\_  
Old Program Name  
\_\_\_\_\_  
New Program Name

**III. Approvals (signatures and date)**

<u>Virginia Pedrus</u> <u>May 6, 1996</u> Department Curriculum Committee	<u>D. L. McPherson</u> <u>5/10/96</u> Department Chair
<u>[Signature]</u> <u>10/30/96</u> College Curriculum Committee	<u>[Signature]</u> <u>10/30/96</u> College Dean
<u>Mark Shroy</u> <u>11/1/96</u> + Director of Liberal Studies (where applicable)	<u>Mark Shroy</u> <u>11/1/96</u> *Provost (where applicable)

## Course Syllabus

### I. CATALOG DESCRIPTION

EN 335 The Essay

3 credits  
3 lecture hours  
0 lab hours  
(3c-01-3sh)

Prerequisites: EN 202, 210, 211, 212, 213

This course focuses on the creation and development of the essay in English, its form and content, from its beginnings to the present. Students will begin by studying Francis Bacon, the first English essayist, and follow the evolution of the form to the present day.

### II. COURSE OBJECTIVES

1. Students will demonstrate development of their enhanced knowledge and pleasure at reading the essay as a rich and varied form of literature.

2. Students will show, through reading and imitation, that they have increased their understanding of several essay forms.

3. Students will discern through their reading and class discussion that they have a clear understanding of the changing conventions of the essay and the relationships of past to present practices.

4. Students will develop their own skills in essay-writing and incorporate variants of professional techniques in modified fashion.

### III. COURSE OUTLINE

A.	16th and 17th Century predecessors	20%
B.	18th Century essayists	20%
C.	19th Century essayists	20%
D.	Modern/contemporary English essayists	20%
E.	Modern/contemporary American essayists	20%

### IV. COURSE REQUIREMENTS

Students will demonstrate mastery of course objectives through successful completion of the following course requirements:

Timely completion of all reading assignments in textbooks.  
Participation in class discussion and activities.

Completion of two essays that demonstrate understanding of style and techniques of a classical and a modern essayists by incorporating them in essays written on contemporary topics. Completion of two essays that trace and analyze the evolution of specific essay conventions.

#### V. EVALUATION METHODS

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

- 10% reading quizzes (10 maximum points)
- 10% class participation (10 maximum points)
- 40% two out-of-class essays (40 maximum points)
- 40% two in-class essays (40 maximum points)

Grading scale: A 92-100 total points  
B 83-91 total points  
C 74-82 total points  
D 65-73 total points  
F 0-64 total points

#### VI. REQUIRED TEXTBOOKS

Smart, William, ed. Eight modern Essayists, 6th ed. New York: St. Martin's Press, 1994.

Addison, Joseph and Richard Steele. Selected Essays, ed. by Daniel MacDonald. New York: Macmillan, 1973.

Lamb, Charles. Selected Essays, ed. by John R. Nabholtz. Wheeling, ILL: Harlan Davidson, 1967.

Other readings furnished by instructor.

#### VII. SPECIAL RESOURCE REQUIREMENTS:

Only the listed texts and materials for writing/notetaking are required. No special resources will be needed.

#### VIII. BIBLIOGRAPHY

Bensmafia, Rbeda. The Barthes Effect : The Essay as Reflective Text. Minneapolis : University of Minnesota Press, 1987.

- Brewer, David Josiah et al, eds. The World's Best Essays, From The Earliest Period To The Present Time. St. Louis : F. P. Kaiser, 1900.
- Butrym, Alexander J. ed. Essays on the Essay: Redefining the Genre. Athens, GA: University of Georgia Press, 1990.
- Cixous, Hélène, "Coming to writing" and Other Essays. Cambridge, MA: Harvard UP, 1991.
- Hamalian, Leo and Edmond L. Volpe, eds. Great Essays by Nobel Prize Winners. New York : Farrar, Straus & Giroux, 1960.
- Knox, Berard. Essays Ancient and Modern. Baltimore: Johns Hopkins University Press, 1990.
- Kostelanetz, Richard. Essaying Essays. New York: Archae Editions, 1982.
- Landa, Louis A. Essays in Eighteenth Century English Literature. Princeton: Princeton University Press, 1980.
- Lester, John Ashby, ed. Essays of Yesterday and Today. New York, Chicago: Harcourt, 1943.
- Lid, Richard Wald, ed. Essays: Classics & Contemporary. Philadelphia, Lippincott, 1967.
- Pritchard, F. H., ed. Great Essays of all Nations; Two Hundred and Twenty-Nine Essays from all Periods and Countries. London: G. G. Harrap, 1929.
- Snyder, John. Prospects Of Power : Tragedy, Satire, the Essay, and the Theory of Genre. Lexington, KY: UP of Kentucky, 1991.

## EN 335 Analysis Questionnaire

### Section A: Details of the Course

- A1 This course is intended for B.A. English majors. It is one of the courses that can fulfill category B (Form and Theory of Genre). It is not currently being proposed as a Liberal Studies elective.
- A2 This course does not require changes in content of any other existing courses or programs in the department.
- A3 This course has not been offered at IUP before.
- A4 This course is not intended to be a dual-level course and will accommodate only undergraduates.
- A5 This course may not be taken for variable credit.
- A6 Other higher education institutions currently offering a similar course include these ones:  
University of Pennsylvania: Modern Non-fiction  
Penn State: Reading Non-fiction  
Hofstra University: Analysis of Prose  
SUNY Stony Brook: Prose in English
- A7 Relevant accrediting agencies (such as the Association of Departments of English) recommend but do not require this course.
- A8 The content and skills of this course are not required by a professional society, accrediting authority, law, or other external agency. No other existing course focuses on the material covered in this course.

### Section B: Interdisciplinary Implications

- B1 This course will be taught by one instructor.
- B2 This course does not overlap with any course in any other department in the university.
- B3 One or more seats will be reserved in this course for students from the School of Continuing Education.

### Section C: Implementation

- C1 No additional faculty resources are required to teach this course.
- C2 Current resources are adequate to teach this course.

- C3 No resources for this course are funded by a grant.
- C4 This course will be offered in our rotation so that at least one (or more than one) section in the category of courses into which this course fits (see summary table at the beginning of our program revision document) will be offered every semester, making sure that students can get the courses they need.
- C5 One section of the course is anticipated each semester the course is offered.
- C6 We plan to accommodate a maximum of twenty-five students in a section of this course (though twenty would be a better size). This number is not limited by the availability of resources but by the nature and complexity of the material, which will require quite a bit of class discussion, writing, and conferencing.
- C7 ADE Guidelines for Class Size and Work Load for College and University Teachers of English: A Statement of Policy of the Association of Departments of English (1993): "College English teachers should teach no more than thirty-five students in a literature course and no more than twenty-five in a writing-intensive course" (2).