

CURRICULUM PROPOSAL COVER SHEET
University-Wide Undergraduate Curriculum Committee

LSC Use Only

Number _____
Action _____
Date _____

UWUCC Use Only

Number _____
Action _____
Date _____

I. TITLE/AUTHOR OF CHANGE

COURSE/PROGRAM TITLE EN 210: Introduction to Literary Analysis
DEPARTMENT English
CONTACT PERSON John Freund

II. THIS COURSE IS BEING PROPOSED FOR:

- Course Approval Only
- Course Approval and Liberal Studies Approval
- Liberal Studies Approval only (course previously has been approved by the University Senate)

III. APPROVALS

Don W. Wood
Department Curriculum Committee
Mark G. Stacy
College Curriculum Committee

James L. Gray
Department Chairperson
Mark G. Stacy
College Dean*

Director of Liberal Studies,
(where applicable)

Provost
(where applicable)

*College Dean must consult with Provost before approving curriculum changes. Approval by College Dean indicates that the proposed change is consistent with long range planning documents, that all requests for resources made as part of the proposal can be met, and that the proposal has the support of the university administration.

IV. TIMETABLE

Date Submitted to LSC _____	Semester/Year to be implemented _____	Date to be published in Catalog _____
to UWUCC _____		

Revised 5/88

[Attach remaining parts of proposal to this form.]

LIBERAL STUDIES COURSE APPROVAL FORM

About this form: Use this form only if you wish to have a course included for Liberal Studies credit. The form is intended to assist you in developing your course to meet the university's Criteria for Liberal Studies, and to arrange your proposal in a standard order for consideration by the LSC and the UWUCC. If you have questions, contact the Liberal Studies Office, 353 Sutton Hall; telephone, 357-5715.

Do not use this form for technical, professional, or pre-professional courses or for remedial courses, none of which is eligible for Liberal Studies. **Do not** use this form for sections of the synthesis course or for writing-intensive sections; different forms will be available for those.

PART I. BASIC INFORMATION

A. For which category(ies) are you proposing the course? Check all that apply.

LEARNING SKILLS

- First English Composition Course
- Second English Composition Course
- Mathematics

KNOWLEDGE AREAS

- Humanities: History
- Humanities: Philosophy/Religious Studies
- Humanities: Literature
- Fine Arts
- Natural Sciences: Laboratory Course
- Natural Sciences: Non-laboratory Course
- Social Sciences
- Health and Wellness
- Non-Western Cultures
- Liberal Studies Elective

B. Are you requesting regular or provisional approval for this course?

- Regular Provisional (limitations apply, see instructions)

C. During the transition from General Education to Liberal Studies, should this course be listed as an approved substitute for a current General Education course, thus allowing it to meet any remaining General Education needs? yes no

If so, which General Education course(s)? English majors only may substitute this for En 20I (English III)

PART II. WHICH LIBERAL STUDIES GOALS WILL YOUR COURSE MEET? Check all that apply and attach an explanation.

All Liberal Studies courses must contribute to at least one of these goals; most will meet more than one. As you check them off, please indicate whether you consider them to be primary or secondary goals of the course. [For example, a history course might assume "historical consciousness" and "acquiring a body of knowledge" as its primary goals, but it might also enhance inquiry skills or literacy or library skills.] Keep in mind that no single course is expected to shoulder all by itself the responsibility for meeting these goals; our work is supported and enhanced by that of our colleagues teaching other courses.

	Primary	Secondary
A. Intellectual Skills and Modes of Thinking:		
1. Inquiry, abstract logical thinking, critical analysis, synthesis, decision making, and other aspects of the critical process.	<u> ✓ </u>	<u> </u>
2. Literacy--writing, reading, speaking, listening	<u> </u>	<u> ✓ </u>
3. Understanding numerical data	<u> </u>	<u> </u>
4. Historical consciousness	<u> </u>	<u> ✓ </u>
5. Scientific inquiry	<u> </u>	<u> </u>
6. Values (ethical mode of thinking or application of ethical perception)	<u> </u>	<u> ✓ </u>
7. Aesthetic mode of thinking	<u> ✓ </u>	<u> </u>
B. Acquiring a Body of Knowledge or Understanding Essential to an Educated Person	<u> </u>	<u> ✓ </u>
C. Understanding the Physical Nature of Human Beings	<u> </u>	<u> </u>
D. Certain Collateral Skills:		
1. Use of the library	<u> </u>	<u> </u>
2. Use of computing technology	<u> </u>	<u> </u>

PART III. DOES YOUR COURSE MEET THE GENERAL CRITERIA FOR LIBERAL STUDIES? Please attach answers to these questions.

- A. If this is a multiple-section, multiple-instructor course, there should be a basic equivalency (though not necessarily uniformity) among the sections in such things as objectives, content, assignments, and evaluation. Note: this should not be interpreted to mean that all professors must make the same assignments or teach the same way; departments are encouraged to develop their courses to allow the flexibility which contributes to imaginative, committed teaching and capitalizes on the strengths of individual faculty.

What are the strategies that your department will use to assure that basic equivalency exists? Examples might be the establishment of departmental guidelines, assignment of responsibility to a coordinating committee, exchange and discussion of individual instructor syllabi, periodic meetings among instructors, etc.

The establishment of departmental guidelines, supplemented if necessary by a coordinating committee and periodic meetings among those instructors assigned to the course. (See attached course guidelines: EDCD). In addition, the Freshman English and Liberal Studies Committee of the department

- B. Liberal Studies courses must include the perspectives and contributions of ethnic and racial minorities and of women wherever appropriate to the subject matter. **If your attached syllabus does not make explicit that the course meets this criterion, please append an explanation of how it will.** (see attached sheet)

Both the attached UWUCC Syllabus and the EDCD are explicit on this point. See the attached 1989CS to see the way one instructor satisfies this criterion (the specific authors of poems and short stories listed)

- C. Liberal Studies courses must require the reading and use by students of at least one, but preferably more, substantial works of fiction or nonfiction (as distinguished from textbooks, anthologies, workbooks, or manuals). **Your attached syllabus must make explicit that the course meets this criterion.**

The attached UWUCC Syllabus, the EDCD and the 1989CS all make this explicit [The only exception is for courses whose primary purpose is the development of higher level quantitative skills: such courses are encouraged to include such reading, but are not expected to do so at the expense of other course objectives. **If you are exercising this exception, please justify here.**]

- D. If this is an introductory course intended for a general student audience, it should be designed to reflect the reality that it may well be the only formal college instruction these students will have in that discipline, instead of being designed as the first course in a major sequence. That is, it should introduce the discipline to students rather than introduce students into the discipline. **If this is such an introductory course, how is it different from what is provided for beginning majors?**

(see attached sheet)

III. A. (cont.)

will meet at least once each semester for the express purpose of determining that a basic equivalency exists among the various sections of the course with respect to such things as objectives, content, assignments, and evaluation, and to take appropriate action in those instances where the committee feels it does not.

III. D.

Although the present course is designed for majors, it meets all the particular criteria that the English department course designed specifically for liberal studies does, viz., En 121. En 210 is distinguished from En 121 chiefly by the addition of systematic study of various critical approaches to the study of literature that students majoring in English must be familiar with. Furthermore, non-English majors have always been welcome in En 210 whenever space considerations permitted and will be welcome in the future. In any event, since students change their majors occasionally, the course is designed to satisfy liberal studies requirements as well as major requirements so that former English majors who have taken EN 210 are not placed in the absurd position of being required to take the less-sophisticated approach to the same material that En 121 represents.

E. The Liberal Studies Criteria indicate six ways in which all courses should contribute to students' abilities. **To which of the six will your course contribute? Check all that apply and attach an explanation.**

- 1. Confront the major ethical issues which pertain to the subject matter; realize that although "suspended judgment" is a necessity of intellectual inquiry, one cannot live forever in suspension; and make ethical choices and take responsibility for them.
- 2. Define and analyze problems, frame questions, evaluate available solutions, and make choices
- 3. Communicate knowledge and exchange ideas by various forms of expression, in most cases writing and speaking.
- 4. Recognize creativity and engage in creative thinking.
- 5. Continue learning even after the completion of their formal education.
- 6. Recognize relationships between what is being studied and current issues, thoughts, institutions, and/or events.

PART IV. DOES YOUR COURSE MEET THE CRITERIA FOR THE CURRICULUM CATEGORY IN WHICH IT IS TO BE LISTED?

Each curriculum category has its own set of specific criteria in addition to those generally applicable. The LSC provides copies of these criteria arranged in a convenient, check-list format which you can mark off appropriately and include with your proposal. **The attached syllabus should indicate how your course meets each criterion you check. If it does not do so explicitly, please attach an explanation.**

Attached is the checklist—Humanities Literature. The attached UWUCC Syllabus indicates how the course meets each criterion checked. In the case of a few of the items, others of the attached documents speak even more directly. For example, with regard to "Knowledge Area Criteria," items 2 and 3, the 1989 CS gives a more detailed account of the critical approaches studied and indicates that students are quizzed over the vocabulary of the discipline. The EDCD enumerates specifically all of the "Literature Criteria" (except the Anglo-American work, which it did not need to inasmuch as Anglo-American works form the core of the works dealt with). The "Additional Literature Criteria" are all referred to explicitly in each of the documents.

CHECK LIST -- HUMANITIES: LITERATURE

Knowledge Area Criteria which the course must meet:

- Treat concepts, themes, and events in sufficient depth to enable students to appreciate the complexity, history, and current implications of what is being studied; and not be merely cursory coverages of lists of topics.
- Suggest the major intellectual questions/problems which interest practitioners of a discipline and explore critically the important theories and principles presented by the discipline.
- Allow students to understand and apply the methods of inquiry and vocabulary commonly used in the discipline.
- Encourage students to use and enhance, wherever possible, the composition and mathematics skills built in the Skill Areas of Liberal Studies.

Literature Criteria which the course must meet:

- Focus on important works of Western literature through an examination of its major-genres (fiction, drama, and poetry), avoiding excessive emphasis on one author, genre, or nation's literature.
- Include works from at least three different centuries (e.g. the 16th, 18th, and 20th) although treatment need not be chronological or sequential.
- Include works by women and by minority writers.
- Include an Anglo-American work.
- Include a work in translation.
- Include a contemporary work (i.e., 1945 to the present).

Additional Literature Criteria which the course should meet:

- Develop the student's ability to read independently and with careful attention to the text.
- Enhance students' abilities to form and articulate their reactions to imaginative literature.
- Foster the students' appreciation of literature.

Explanation for Parts II, III, and IV

Part II

- A.
1. Both the Catalog Description and the Course Objectives section of the Course Syllabus prepared according to UWUCC format (attached; hereinafter referred to as UWUCC Syllabus) list #1 as a primary objective.
 2. The English Department Course Description (attached; hereinafter referred to as EDCD), the Spring 1989 course syllabus (attached; hereinafter referred to as 1989 CS), and the UWUCC Syllabus all indicate that three critical essays are a required component of the course, along with reading and discussion of literary works. Clearly, the course fulfills the secondary aim of contributing to the development of literacy.
 4. Although the course does not necessarily take up the literature it deals with in chronological order nor emphasize historical relationships among the works studied, the works themselves represent various historical periods in various cultures and sub-cultures, and a degree of consciousness of the historical milieus in which they arose and which they reflect is an inevitable consequence of studying them.
 6. Although values are not necessarily singled out for attention, literary works by their very nature tend to raise questions of value in the minds of readers, and it would be difficult to imagine a set of readings which did not compel consideration of the ethical dimension of human acts.
 7. The various critical approaches to the interpretation of literature mentioned in the Catalog Description, the EDCD, the 1989CS, and the UWUCC syllabus include theoretical approaches that are normally classified as aesthetic. Indeed, literature in the three genres specifically addressed in the courses tend to call forth aesthetic responses from readers regardless of the theoretical approach adopted.
- B. Course Objective #3 of the UWUCC Syllabus specifically points out that "students will acquire an appreciation of literature," including English and American works past and present, and one or more works in translation, contemporary works, and works by women and minority writers. Exposure to such a variety of literature is today felt to be "a body of knowledge essential to an educated person"; indeed, such an assumption underlies the requirement of the IUP Liberal Studies Program for the Humanities Knowledge areas.

Part III

- A. See attached EDCD.
- B. See attached 1989CS (and UWUCC Syllabus and EDCD)
- C. See attached UWUCC Syllabus, the EDCD and the 1989CS.
- D. The purposes of a major in English, though including many skills not expected of the general student, embrace as well the humanistic goals of the Liberal Studies program. Thus, although EN 210: Introduction to Literary Analysis is the first course in the sequence of a major in English, it is also an introduction to the humanistic aims of the major, which are indicated in the course objectives in the UWUCC syllabus, the EDCD, and the 1989CS.
- E.
 - 1. Although the course does not specifically address ethics, it is in the nature of its subject matter (literature) that the ethical dimension of human action cannot be avoided. Nor do we seek to avoid it, of course; rather, ethical concerns are the foundation of many of the theoretical approaches to the subject.
 - 2. The emphasis on "critical approaches" embodied in the primary objective of the course entails that the students will necessarily engage in analyzing problems of the text, framing questions for interpretation, evaluating various solutions and, of course, making choices. Although none of these activities are undertaken with the kind of rigorous logical or quantitative methodologies of mathematics and the natural sciences, they nevertheless form an important component in interpretative work in the humanities.
 - 3. As mentioned earlier, the course requires three critical papers, and the classwork normally entails reading and discussion of specific literary works.
 - 4. To a limited extent EN 210 calls for "creative thinking" though certainly not to the extent of a course in writing fiction or poetry. The recognition of "creativity," however, is certainly an essential ingredient in the appreciation of literature of any kind.
 - 5. Cicero, in his Pro Archia Poeta, spoke of an abiding characteristic of literature which differentiated it from all of the other arts: viz. it "goes walking with us in the country" ("rusticantur"). No better way of describing the "continuing" learning the study of literature gives rise to has emerged in the intervening centuries.

UWUCC SYLLABUS

I. CATALOG DESCRIPTION

EN 210 Introduction to Literary Analysis

3 credits
3 sh

Prerequisites: EN 101

Acquaints students with the three literary genres (fiction, poetry, and drama) by means of examples of each and provides them with some of the various critical approaches to the interpretation of literature so that they may gain the ability to apply them. At the conclusion of the course, students are expected to be able to read literature in each of the genres perceptively and to write critical papers about it.

II. COURSE OBJECTIVES

1. Students will be introduced to some of the various critical approaches in order to gain the ability to apply them.
2. Students will acquire the ability to read literature in each of the three major genres (fiction, drama, and poetry) with careful attention to the text and to write critical papers about what they have read.
3. Students will acquire an appreciation of literature through an exposure to works from several different centuries, including works by English or American authors and one or more works in translation, contemporary works, and works by women and minority writers.

III. COURSE OUTLINE

- A. Introductory definitions and practice with analysis (3 periods)
- B. Poetry: Readings, analysis, and theoretical approaches (11 periods)
 1. Twenty to thirty poems: medieval to present
 2. Formalist critical approach
- C. Drama: Reading of a drama and continuation of formalist approach (6 periods)
 1. A sample drama (e.g. Shakespeare: 1 Henry IV)
 2. Application of formalist critical approach.
- D. Critical Essays focused on drama. (8 periods)

1. Character
 2. Themes
 3. Structure
 4. Imagery
 5. Staging
 6. Sub-genres: Satire, Comedy, History
- E. Fiction: Short Novel and Short Stories (14 periods)
1. Sample Short Novel (e.g. Heart of Darkness)
 2. Examination of Critical Approaches
Formalism, biography, history (4 periods)
Psychoanalytical, Reader-Response, Feminist,
Deconstructionist, New Historicist.

IV. Evaluation Methods

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

1. Three essays, one on each genre: 45%
2. Two essay exams, mid and final: 40%
3. Quizzes on literary terms: 10%
4. Participation in class discussion: 5%

ENGLISH DEPARTMENT COURSE DESCRIPTION (EDCD)

COURSE DESCRIPTION

Revised: January 27, 1989

En 210: Introduction to Literary Analysis

Goals, Standards, and Content:

The primary aim is to provide students with some of the various critical approaches to the interpretation of literature so that they may gain the ability to apply them. The course also seeks to foster an appreciation of literature and focuses on important works of Western literature through an examination of its major genres (fiction, drama, and poetry), avoiding excessive emphasis on one author or genre or nation's literature and including 1) works from at least three different centuries (e.g., the 16th, 18th, and 20th), although treatment need not be chronological or sequential;

- 2) works by women and by minority writers;
- 3) an Anglo-American work;
- 4) a work in translation, and
- 5) a contemporary work (i.e., 1960 to the present).

In addition, the course seeks to develop the student's ability to read independently and with careful attention to the text and to enhance students' abilities to form and articulate their reactions to imaginative literature. At the conclusion of the course, they are expected to be able to read literature in each of the genres perceptively and to write critical papers about it.

Course Work and Materials:

Texts

The text (or texts) for the course should contain 1) primary materials, 2) some samples of critical writing, and 3) definitions of literary terms. A literary history may also be used.

Papers and Examinations

Three short critical essays, one in each genre, and two written examinations are required. If the instructor so desires, one of the essays may be written during the final examination.

Requisite Background for Teaching the Course:

An acquaintance with a reasonably wide range of literature in the three genres and with the various critical approaches represented in the following bibliography:

1989 COURSE SYLLABUS (1989 CS)

EN 210:01, Introduction to Literary Analysis

A.J. Nania
S 412
M-Th, 1:30-2:30

EN 210 is the first course for English majors. Its primary aim is to provide students with some of the various critical approaches to the interpretation of literature so that they may gain the ability to apply them. It also seeks to foster an appreciation of literature and focuses on important works of Western literature through an examination of its major genres (fiction, drama, and poetry). The course will include not only a number of traditional English and American authors from several centuries but will also include one or more works in translation, contemporary works, and works by women and minority writers.

In addition, the course seeks to develop the student's ability to read independently and with careful attention to the text and to enhance students' abilities to form and articulate their reactions to imaginative literature. At the conclusion of the course, they are expected to be able to read literature in each of the genres perceptively and to write critical papers about it.

- TEXTS:
- C. Hugh Holman and William Harmon. A Handbook to Literature. 5th ed. N.Y.: Macmillan, 1986.
- William Shakespeare. Henry the Fourth. Part I. Ed. James L. Sanderson. "A Norton Critical Edition." 2nd ed. N.Y.: W. W. Norton, 1969.
- Joseph Conrad. Heart of Darkness: A Case Study in Contemporary Criticism. Ed. Ross C. Murfin. "A Bedford Book". N.Y.: St. Martin's Press. 1989.

Performance Requirements and Grading Weights:

- | | | |
|----|------------------------------------|-----|
| 1. | Three essays, one on each genre: | 45% |
| 2. | Two essay exams, mid and final: | 40% |
| 3. | Quizzes on literary terms: | 10% |
| 4. | Participation in class discussion: | 5% |

SYLLABUS

- Jan. 25 Introduction: aims, plan, requirements.
- 27 Some definitions: Literature, criticism, poetry
- 30 Distribute and begin discussing and applying questions to ask about a poem (Perrine's list). Distribute poems.

Feb. 1 Poems by Elizabeth Bishop, e.e. cummings, J.V. Cunningham, Emily Dickinson, John Donne, Nikki Giovanni, Robert Hayden, Samuel Hoffenstein, Ben Jonson, Walter Savage Landor, Denise Levertov, Christopher Marlowe, Andrew Marvell, Vassar Miller, Marianne Moore, Howard Nemerov, Adrienne Rich, Theodore Roethke, William Shakespeare, William Butler Yeats, and others, ad libidum. (Focus on the Formalist critical approach.)

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17 First paper due: analysis of an assigned poem.

20 Quiz on Terms List #1

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27 BEGIN DRAMA: 1 Henry IV. Read and Discuss the play in formalist terms

March 1

3 Quiz on Terms List #2

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10 MIDTERM EXAM: Poetry and 1 H IV as formalist works.

Spring Break

20 Begin essays in Norton Critical Edition of 1 HIV: Character. Themes, Structure, imagery, Staging, satire, comedy, history.

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April 3 Second course paper due: an approach to 1 HIV.

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7 BEGIN FICTION: Heart of Darkness Read and discuss:
formalism, biography, history

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17 Discuss critical essays in Murfin: Psychoanalytical,
Reader-Response, Feminist, Deconstructionist, New
Historicist.

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21 Quiz on Terms List #3

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May 1 Third paper due: an analysis of an assigned short story
using a critical approach of choice. Stories for paper
#3. Select one: Margaret Aywood, "The Man from Mars,"
Toni Cade Bambara, "Raymond's Run," Anton Chekhov, "The
Lady with the Dog," Franz Kafka, "The Metamorphosis,"
Flannery O'Connor, "Good Country People," Miguel de
Unamuno, "Juan Manso: A Dead Man's Tale".

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