

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 Adv Literary Criticism
Suggested 20 character title

New Course* EN 401 Advanced Literary Criticism
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)

Virginia Redue May 6, 1996
Department Curriculum Committee

Art McPherson 5/10/96
Department Chair

[Signature] 10/30/96
College Curriculum Committee

[Signature] 10/30/96
College Dean

[Signature] 11/1/96
+ Director of Liberal Studies (where applicable)

[Signature] 11/1/96
*Provost (where applicable)

Course Syllabus

I. CATALOG DESCRIPTION

EN 401 Advanced Literary Theory and Criticism

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

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

Acquaints students with major issues and problems in literary theory. Rather than survey the history of criticism and theory, this course focuses on twentieth-century critical schools and methods. The purpose is to introduce students to a select group of influential theories and theorists and how such theories impact the way we read, study, and teach literature and cultural studies.

II. COURSE OBJECTIVES

1. Students will be immersed in a set of key theoretical movements and schools of the 20th century, emerging from the course with a strong sense of how these theories have altered our understanding of literature.
2. Students will gain not only an understanding of the theories, but also will explore their practical applications to the reading and study of selected literary texts.
3. Students will come to recognize that the study of feminist and multicultural issues are an important part of both the theoretical and practical work for the course.
4. Students will come to understand how the changing relations of composition/writing and literary/cultural study is an important and recurring issue in the theoretical material considered for this course.

III. COURSE OUTLINE

- | | |
|---|----|
| A. Introduction: Overview of 20th Century Schools and Movements | 4% |
| B.. Modernism and Formalism | 8% |
| C. New Criticism | 8% |
| D. Structuralism and Semiotics | 8% |

E. Deconstruction	8%
F. Poststructuralism	8%
G. Psychology and Psychoanalysis	8%
H. Marxism	8%
I. New Historicism	8%
J. Feminism	8%
K. Multiculturalism/Postcolonialism	8%
L. Ethics and the Profession	8%
M. The Canon Debates	8%

IV. COURSE REQUIREMENTS

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

Completion of assigned readings in textbooks.

Participation in class discussion and activities.

Midterm and final examinations, both a combination of essay and short answer questions.

A shorter (5-8 page), original critical/theoretical essay, due at midterm, on one of the texts, schools, or methods studied in the course.

A longer (9-15 page) research paper, due at the end of the course, on a topic to be negotiated with the instructor.

V. EVALUATION METHODS

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

10%	class participation
20%	midterm examination
20%	shorter critical essay due around midterm
20%	final examination
30%	longer critical research paper due at semester's end

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

Davis, Robert Con, and Ronald Schleifer, eds. Contemporary Literary Criticism: Literary and Cultural Studies. 2nd ed. New York: Longman, 1989.

Selden, Raman. A Reader's Guide to Contemporary Literary Theory. 2nd ed. Lexington: U of Kentucky P, 1989.

Lentricchia, Frank, and Thomas McLaughlin, eds. Critical Theory for Literary Study. Chicago: U of Chicago P, 1990.

VII. SPECIAL RESOURCE REQUIREMENTS

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

VIII. BIBLIOGRAPHY

Adams, Hazard, ed. Critical Theory Since Plato. New York: Harcourt, Brace, Jovanovich, 1971.

Adams, Hazard, and Leroy Searle, eds. Critical Theory Since 1965. Tallahassee: U of Florida P, 1986.

Atkins, G. Douglas, and Laura Morrow, eds. Contemporary Literary Theory. Amherst: U of Massachusetts P, 1989.

Cahalan, James M., and David B. Downing, eds. Practicing Theory in Introductory College Literature Courses. Urbana: NCTE, 1991.

Downing, David B., ed. Changing Classroom Practices: Resources for Literary and Cultural Studies. Urbana: NCTE, 1994.

Hawkes, Terence. Structuralism and Semiotics. Berkeley: U of California P, 1977.

Hurlbert, Mark, and Samuel Totten. Social Issues in the English Classroom. Urbana: NCTE, 1993.

Lodge, David, ed. Twentieth Century Criticism: A Reader. New York: Longman, 1972.

Morton, Donald, and Mas'ud Zavarzadeh, eds.
Theory/Pedagogy/Politics. Urbana: U of Illinois P,
1990.

Natoli, Joseph. Tracing Literary Theory. Urbana: U of
Illinois P, 1985.

Nelson, Cary. Theory in the Classroom. Urbana: U of
Illinois P, 1986.

Selden, Raman. Practicing Theory and Reading Literature.
Lexington: U of Kentucky P, 1989.

EN 401 Course 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 be taken as a free elective (Category G) within the BA program. 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:
Slippery Rock University of PA: Literary Criticism
Penn State University: Cont. Literary Theory & Practice
California Univ. of PA: History of Literary Criticism
Kutztown University of PA: Literary Criticism
Edinboro University of PA: Literary Criticism
Haverford College: History of Literary Criticism
- 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).