

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 Special Writ Applic
Suggested 20 character title

New Course* EN 420 Special Writing Applications
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 P. Redue</u> <u>May 6 1996</u> Department Curriculum Committee	<u>D. S. 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 S. [Signature]</u> <u>11/1/96</u> +Director of Liberal Studies (where applicable)	<u>Mark S. [Signature]</u> <u>11/1/96</u> *Provost (where applicable)

Course Syllabus

I. CATALOG DESCRIPTION

EN 420 Special Writing Applications

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

Prerequisite: EN 220

This course offers students who are well into their disciplines "forums" for advanced reading and writing about the cultural, professional, and personal uses of textual knowledge. Students will read, analyze, and compose essays that build meaning around disciplinary knowledge, independent reading and personal or pre-professional experience. They will be encouraged to make connections between disciplinary knowledge and emerging knowledge or experience.

II. COURSE OBJECTIVES

1. Students will become familiar with some of the major issues in cultural criticism relevant to writing.
2. Students will deepen the "reading into writing" connection through written reading responses to two central texts: a "book length" construction of theory, and a book-length first-hand account of a cultural encounter related in some way to the theory under discussion.
3. Students will develop from the texts, from supplemental essays across the disciplines, and from the text of personal experience their own ways of encountering and representing difference.
4. Students will craft essays that shape, with technical ease, a "conversation" between the writer and print culture. Students will control conventions of citation, and develop and extend exposition through reflection on textual moments and textual strategies.
5. Students will cultivate a flexible relation to essay form; to study how form shifts as reading perspectives shift.

III. COURSE OUTLINE

Week 1 Intro. Writing Sample: Texts--what are they? and where are you?

Representing the Other: Issues

- Read: Todorov, pp. 34-50 and 53-62
Discuss: Mapping the other
- Week 2 DUE: 2-page reader response
Read: Tompkins' essay (handout)
Collette and Johnson, pp. 224-246
- Week 3 DUE: 2-page response. Small group workshop.
Discuss: Essay #1 assignment
- DUE: Draft of essay #1 for revision workshop
- Week 4 DUE: Essay #1 (3 volunteers will present their
work)

Exclusions: The Text of the Past

- Read: Diaz, 44-126, 189-277.
DUE: 3-page response
- Week 5 Read: Todorov, 186-201
Collette and Johnson, 246-274
- DUE: 3-page reader response.
Discuss Essay #2 Assignment
- Week 6 DUE: Draft of Essay #2 for revision workshop
- DUE: Essay #2 (three volunteers present their
work)

Exclusions: The Text of the Present

- Week 7 Read/Discuss: Todorov, 127-167 and 98-123
DUE: 3-page response
- Week 8 Read: hooks, "The Oppositional Gaze"; Sanders,
"The Men We Carry in Our Minds"; Jordan, "Report
From the Bahamas" (reserve).
DUE: 3-page response.
- DUE: 2-page response: "What's your theory?"
Discuss: Essay #3. Writing about Difference

Begin individual Conferences: Visit the library to review the reserve readings. Select one (or propose another of your own) that you would like to work with alongside the assigned texts. One purpose of the conference is to discuss your reading and directions for essay #4.

Week 9 DUE: Draft of Essay #3
Read: Collette and Johnson, 189-196
DUE: Essay #3 (3 volunteers)

Extending/Testing the Past and the Present: Academic Frames
for Everyday Living

Week 10 Reading Workshop: 3-page response--"Why am I
reading X?" "What other research can I accumulate
around that reading?"

Read: Willis, "Playing House" or Fiske,
"Productive Pleasures" (reserve)
Discussion: The Persona that Provokes
Review Assignment for Essay #4

Week 11 DUE: Draft of Essay #4. Revision workshop.
DUE: Essay #4 (3 volunteers)

Experience: Academics Among Others

Week 12 Read: Rosaldo, "Grief and a Headhunter's Rage"
(reserve)
DUE: 3-page reading response

DUE: a 5-minute anecdote

Week 13 READ: Maivan Clech Lam, "Feeling Foreign in
Feminism" (reserve)
Discussion: How is the personal also academic?

DUE: a 5-minute anecdote
Review: Assignment #5 The Personal/Academic
Interweave.

Week 14 DUE: Rough Draft for Essay #5
DUE: Essay #5 (3 volunteers)

IV. COURSE REQUIREMENTS

1. 30-40 pages of typed work (5 essays): 3 grounded in the required readings; 2 that move into the reserve readings and independent research to shape a topic.
2. Rough Draft Workshops: 5 workshops during the semester.
3. Essay Presentations: Each student is responsible for 1 essay presentation explaining the genesis and development of the final version of an essay.

4. Class work: including reading assignments and collaborative work around the written responses to reading.
5. Class participation.

V. EVALUATION METHODS

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

15% Participation in class discussion, revision workshops, public readings

15% Written Reading Responses

70% Essay Assignments

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 TEXTS

Colette, Carolyn, and Richard Johnson. Common Ground: Personal Writing and Public Discourse. NY: Harper Collins, 1993.

Diaz, Bernal. The Conquest of New Spain. NY: Penguin, 1963.

Todorov, Tzvetan. The Conquest of America. NY: Harper Collins, 1984.

Reserve Readings, Stapleton Library.

VII. SPECIAL RESOURCE REQUIREMENTS

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

VIII. BIBLIOGRAPHY OF RESERVE READINGS

Crenshaw, Kimberle. "Whose Story is It, Anyway? Feminist and Antiracist Appropriations of Anita Hill." Racing Justice, En-gendering Power: Essays by Anita Hill, Clarence Thomas, and the Construction of Social Reality. Ed. Toni Morrison. NY: Pantheon Books, 1992. 402-440.

Ekanger, Victoria. "Touchstones and Bedrocks: Learning the

- Stories We Need." The Intimate Critique: Autobiographical Literary Criticism. Ed. Diane P. Freedman, et al. Durham: Duke UP, 1993. 93-99.
- Fiske, John. "Productive Pleasures." Understanding Popular Culture. Boston: Unwin Hyman, 1989.
- Geertz, Clifford. "'From the Native's Point of View': On the Nature of Anthropological Understanding." Local Knowledge: Further Essays in Interpretive Anthropology. NY: Bas Books, 1983. 55-70.
- Hooks, Bell. "The Oppositional Gaze." Black Looks: Race and Representation. Boston: South End Press, 1992.
- Isaac, Barry. "The Aztec 'Flowery War': A Geopolitical Explanation." Ethnology 22 (April 1983): 121-131.
- Jordan, June. "In the Bahamas:1982." On Call: Political Essays. Boston: South End Press, 1985.
- Lam, Maivan Clech. "Feeling Foreign in Feminism." Signs. 19 (Summer 1994): 865-893.
- Miller, Alice. "The Vicious Circle of Contempt." The Drama of the Gifted Child: The Search for the True Self. 64-116.
- Paz, Octavio. "The Sons of La Malinche" and "The Conquest and Colonialism." The Labyrinth of Solitude. Trans. Lysander Kemp, et al. NY: Grove Press, 1985. 65-116.
- Rosaldo, Renato. "Grief and a Headhunter's Rage." Culture and Truth: The Remaking of Social Analysis. Boston: Beacon, 1989.
- Sale, Kirkpatrick. Chapter 8, "1500-06." The Conquest of Paradise: Christopher Columbus and the Columbian Legacy. NY: Penguin, 1990. 184-216.
- Sanders, Scott Russell. "The Men We Carry in Our Minds." Milkweed Chronicle. 1984.
- Watts, Carol. "Releasing Possibility into Form: Cultural Choice and the Woman Writer." Feminist Discourses: Critical Essays on Theories and Texts. Ed. Isobel Armstrong. London: Routledge, 1992. 83-102.
- Williams, William Carlos. "The Destruction of Tenochtitlan." In the American Grain. NY: New Directions, 1956. 27-38.
- Willis, Susan. "Playing House: Domestic Labor as Culture." A Primer for Daily Life. NY: Routledge, 1991.

420 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 fulfill category F (Writing, Speech, Linguistics). 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:
UC Berkley: Expository and Critical Writing
UCLA: Advanced Exposition
NYU: Writing Non-fiction
Stanford: Intensified Writing and Critical Thinking
- 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).