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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 Major British Author
Suggested 20 character title

New Course* EN 430 Major British Author
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 Perdue March 1996 Del McClure 5/10/96
Department Curriculum Committee Department Chair

[Signature] 10/30/96 [Signature] 10/30/96
College Curriculum Committee College Dean

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

Course Syllabus

I. CATALOG DESCRIPTION

EN 430 Major British Author

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

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

Examines major works of a single major author, including biographical, literary, and cultural contexts. Places the author within both intellectual/cultural history and literary developments. Major author studied in a particular semester to be announced in advance.

II. COURSE OBJECTIVES

1. From reading a large selection of the major author's writings, students will gain an understanding of the various stages of their career. In doing so, students will become familiar with the basic characteristics of their works.

2. Students will discover ways by which the major author's work can be seen as influencing and being influenced by the aesthetics of their period; students will also be encouraged to examine the status of their works not only in the canon but also within their genre.

3. Students will gain a perspective of the major author's work within various cultural contexts. In paying particular attention to gender and class issues, students will be exploring the various ideological conflicts that mark the writer's era in general.

4. Students will apply current theoretical approaches to literature--i.e., Marxist, feminist, new historicist--to the readings.

III. COURSE OUTLINE [for Sample Topic: Charles Dickens]

A. INTRODUCTION

The Victorian Era: Richard D. Altick's Victorian People and Ideas

Romanticism and Realism: selections from George Levine's The Realistic Imagination

Dickens' Life: selections from biographies, including John Forster's The Life of Charles Dickens

10%

B. EARLY CAREER WORKS

Pickwick Papers, Oliver Twist, The Christmas Books

- | | | |
|----|---|-----|
| C. | MID-CAREER WORKS | 30% |
| | <u>David Copperfield</u> , <u>Bleak House</u> , <u>Great Expectations</u> | |
| D. | LATE CAREER WORKS | 30% |
| | <u>Our Mutual Friend</u> , <u>The Mystery of Edwin Drood</u> | 30% |

IV. COURSE REQUIREMENTS

Students will demonstrate mastery of course objectives through successfully fulfilling the following course requirements:

- Completion of assigned readings.
- Participation in class discussion and activities.
- Two essay examinations.
- Oral presentation of a key biographical or cultural issue as it relates to an assigned reading or group of readings.
- Critical essay (5-7 pages), due at midterm, on one of the texts read in the course.
- Group research project, including a paper (8-15 pages) and presentation, due at the end of the semester, on a topic to be negotiated with the instructor.

V. EVALUATION METHODS

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

Class participation	15%
Exam #1	15%
Exam #2	15%
Oral presentation #1	10%
Critical essay	20%
Group research project	25%

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

Altick, Richard D. Victorian People and Ideas. New York: W.W. Norton and Co., 1973.

Dickens, Charles. Bleak House. Norton, 1978.

---. Christmas Books. Intro. by Ruth Glancy. Oxford UP, 1988.

---. David Copperfield. Ed. Nina Burgis. Oxford UP, 1983.

- . Great Expectations. Intro. by Peter Ackroyd. Heinemann, 1991.
- . The Mystery of Edwin Drood. Intro. by Peter Ackroyd. Heinemann, 1991.
- . Oliver Twist. Intro. by Kathleen Tillotson. Oxford UP, 1982.
- . Our Mutual Friend. Ed. Michael Catsell. Oxford UP, 1990.
- . Pickwick Papers. Ed. by Kathleen Tillotson. Oxford UP, 1988.

Packet of photocopied material, including selections from John Forster's The Life of Charles Dickens and Levine.

VII. SPECIAL RESOURCE REQUIREMENTS

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

VIII. BIBLIOGRAPHY

- Armstrong, Frances. Dickens and the Concept of Home. Ann Arbor: UMI Research P, 1990.
- Auerbach, Nina. Private Theatricals: The Lives of the Victorians. Cambridge: Harvard UP, 1990.
- Bossche, Chris R. Vander. The Year in Dickens Studies. Dickens Studies Annual: Essays in Victorian Fiction, 1992.
- Butt, John and Kathleen Tillotson. Dickens at Work. London: Methuen, 1957.
- Dunn, Richard J. Approaches to Teaching Dickens' "David Copperfield." New York: MLA, 1984.
- Eagleton, Terry. Criticism and Ideology: A Study in Marxist Theory. Routledge, Chapman and Hall, 1978.
- Forster, John. The Life of Charles Dickens. (1872-74) Ed. A.J. Hoppe.
- Gibson, Colin. Art and Society in the Victorian Novel: Essays on Dickens and His Contemporaries. New York: St Martin's P, 1985.
- Hardy, Barbara. Charles Dickens: The Later Novels. London: Longmans, 1968.

- Helsing, Elizabeth, Robin Sheets, and William Veeder. The Woman Question: Society and Literature in Britain and America. 3 vols. Chicago: U of Chicago P, 1989.
- House, Humphrey. The Dickensian World. 2nd ed. London: Oxford UP, 1971.
- Johnson, Edgar. Charles Dickens, His Tragedy and Triumph. New York: Simon and Schuster, 1952.
- Levine, George. The Realistic Imagination: English Fiction from "Frankenstein" to "Lady Chatterly." Chicago: U of Chicago P, 1981.
- Kaplan, Fred. Dickens: A Biography. New York: Morrow, 1988.
- . Sacred Tears: Sentimentality in Victorian Literature. Princeton, NJ: Princeton UP, 1987.
- Langbauer, Laurie. Women and Romance: The Consolations of Gender in the English Novel. Ithaca, NY: Cornell UP, 1990.
- McGann, Jerome. Victorian Connections. Charlottesville: UP of Virginia, 1989.
- Miller, J. Hillis. Charles Dickens: The World of His Novels. Cambridge: Harvard UP, 1958.
- Poovey, Mary. Uneven Developments: Ideological Work of Gender in Mid-Victorian England. Chicago: U of Chicago P, 1988.
- Stone, Harry. Dickens and the Invisible World. Bloomington: Indiana UP, 1979.
- Williams, Raymond. The Long Revolution. London: Chatto and Windus, 1961.

EN 430 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 E (Major Authors). 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:
Shippensburg University of PA: Jane Austen
California University of PA: Milton
Gettysburg College: Charles Dickens
West Chester University of PA: Spenser
- 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).