CURRICULUM PROPOSAL COVER SHEET
University-Wide Undergraduate Curriculum Committee

LSC Use Only
Number _____
Action _____
Date _____

I. TITLE/AUTHOR OF CHANGE

COURSE/PROGRAM TITLE   EN 210   Introduction to Literary Analysis

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

_____ 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?

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

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

capitalizes on the streangths 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 repsonsibility to a coordinating committee, exchange and discussion of individual instructor syllabi, periodic meetings among instructors, etc.

The establishment of departmental guidelines, supplemented if necessary

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

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

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

X   1. Confront the major ethical issues which pertain to the subject

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

Literature Criteria which the course must meet:

✓ Focus on important works of Western literature through an examination of its

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

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

Part III

A.   See attached EDCD.

B.   See attached 1989CS (and UWUCC Syllabus and EDCD)

C.   See attached UWUCC Syllabus

D.   The purposes of a major in English, though

UWUCC SYLLABUS

I.   CATALOG DESCRIPTION

EN 210   Introduction to Literary Analysis   3 credits
                                                             3 sh

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.   Fiction: Readings, analysis, and theoretical approaches

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. <u>Heart of Darkness</u>)

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%

COURSE DESCRIPTION   Revised: January 27, 1989

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 read the

EN 210:01, <u>Introduction to Literary Analysis</u>

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. <u>A Handbook to Literature</u>. 5th ed. N.Y.: Macmillan, 1986.

William Shakespeare. <u>Henry the Fourth</u>. <u>Part I</u>. Ed. James L. Sanderson. "A Norton Critical Edition." 2nd ed. N.Y.: W. W. Norton, 1969.

Joseph Conrad. <u>Heart of Darkness: A Case Study in Contemporary Criticism</u>. 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,

Feb.   1   Poems by Elizabeth Bishop, e.e. cummings, J.V.
            Cunningham, Emily Dickinson, John Donne,

. 31

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

       5

       7 BEGIN FICTION: Heart of Darkness. Read and discuss:

          formalism, biography, history
      10

      12

      14

      17 Discuss critical essays in Murfin: Psychoanalytical,
          Reader-Response, Feminist, Deconstructionist, New
          Historicist.
      19

      21 Quiz on Terms List #3

      24

      26

      28

May   1 Third paper due: an analysis of an assigned short story