

Course ID:	Course Title:	Winter 2021
EN 115-2	Introduction to Language and Literature	Prerequisite: none
		Credits: 3

Class Information		Instructor Information		Important Dates	
Delivery:	In-class	Instructor:	Jonathan Goossen, PhD	First day of classes:	Mon, Jan 11
Days:	T/Th	Email:	jgoossen@ambrose.edu	Last day to add/drop, or change to audit:	Sun, Jan 24
Time:	1:30-2:45 pm	Phone:	403-410-2000 x5960	Last day to request revised final exam:	Mon, Mar 8
Room:	A2131	Office:	L2065	Last day to withdraw from course:	Fri, Mar 19
Lab/Tutorial:	N/A	Office Hours:	W/F 11:00am-noon Zoom by appointment	Last day to apply for coursework extension:	Mon, Mar 29
Final Exam:	1-4 pm, April 22 Rm A2131			Last day of classes:	Fri, Apr 16

Course Description

This course introduces students to post-secondary studies in English by examining developments in literature and language in and over time. Students will study particular themes and compare different genres in and across a broad array of texts, placed in their historical contexts, which may range from the Renaissance to contemporary times. This course aims at developing sensitivity to genre, cultivating writing skills, and providing students with a set of literary terms and critical techniques as a foundation for further literary study.

A minimum of 30% of class time will be devoted to writing instruction. Because the course integrates writing instruction with the study of literature—writing through literature—this stated minimum will normally be exceeded. Graded written assignments, informal writing exercises, writing workshops, free-writing exercises, stylistic analysis, research skills, peer editing, multiple drafts, and ungraded writing will be undertaken. Students will be required to write at least two essays that will be marked and formally graded. During the course, students will write at least 3000 words.

Expected Learning Outcomes

Diligent students of the course will:

1. Understand the nature of literature as a unique mode of writing distinguished by its imaginative use of and attention to narrative, symbol, figurative language, and structural patterns.
2. Understand how literature imaginatively combines the ideas and concepts of philosophy, history, theology, the fine arts, and many other modes of knowledge.
3. Develop the skill of analyzing literature by learning formal literary concepts and critical theories of interpretation.
4. Develop the skill of writing clear, compelling, and correct prose in essays that logically argue a claim on the basis of literary-textual evidence.

5. Weigh the meaning of Christianity's pervasive influence on English literature.
6. Learn, in the words of the *Book of Common Prayer*, to "reverence truth, desire goodness, and rejoice in beauty," as these qualities are manifested in literature.

Textbooks

EN 115-2 Course Reader – posted to Moodle. **Print out in full** and bring to class as assigned.

Messenger, William E. et al. *The Concise Canadian Writer's Handbook*. 3rd ed. Don Mills: Oxford, 2017.

Lewis, Janet. *The Wife of Martin Guerre*. Athens, Ga.: Swallow, 2013.

Shakespeare, William. *Much Ado About Nothing*. Ed. Peter Holland. The Pelican Shakespeare. London: Penguin, 1999.

Dictionary: Students should own a good desk dictionary to support their writing and their entire course of studies. The mother of all dictionaries, the full *Oxford English Dictionary*, is available online via the Ambrose Library website and our course Moodle site.

COVID-19 Statement

This semester begins beneath the cloud of COVID-19 and the sweeping powers Alberta Health Services (AHS) has assumed to deal with it. At any point, AHS may force individuals not to attend class, or it may force us all temporarily or permanently online. Despite this threat, I have designated this as a traditional, on-campus and in-person class because I believe that university education is most beneficial, courageous, and enjoyable when it involves unmediated, fully human interaction with your professor and fellow students.

In light of these circumstances and this belief, I make the following commitments to you and place the following expectations on you for this semester.

- I commit to teaching the class and meeting with students in person as long as I am permitted to do so. I expect that you will attend class diligently and make use of my office hours as long as you are permitted to do so.
- I commit to making classroom materials available online to any students whose life situation requires them to stay off campus, though this online delivery will not be my primary focus. I expect that you will contact me as soon as possible to make arrangements if this should be your fate.
 - *This provision is to be used only in cases of COVID-related need, not because you prefer taking classes in your pajamas or because your cat looks lethargic.*
- I commit to making reasonable adjustments to assignment deadlines if you become sick or are forced into extraordinary circumstances. I expect that you will be honest about your situation, not using the pandemic as an excuse for indolence, and that you will still complete all assignments.

Requirements:

- Class sessions will be largely devoted to considering the assigned readings. Therefore:
 - **Read all assigned texts before** the class for which they are assigned
 - **Always bring the relevant texts** to class
 - **Print any readings posted on Moodle** and bring them with you to class.
- Additional short texts introduced in class will be made available on Moodle.
- In addition to the assigned readings, **you are responsible for the content of all lectures** on these readings, including their historical and literary backgrounds. In other words, **attend class**.
- All assignments are **due by the beginning of class** on the date specified and are to be submitted via Moodle.

○ Late Assignments:

- **The penalty for late assignments** is one refined letter grade per class day (T-F) late. Moreover, late assignments may be graded and returned later than on-time submissions.
 - **Extensions** may be granted on written assignments in exceptional circumstances, but must be requested in advance.
- This is not high school: **all assignments must be submitted** to receive a passing final grade.
- The most current version of this syllabus will always be available on Moodle. You are responsible for any changes to it announced in class.
- Should you need to take any part of the course online via Zoom, **please turn your camera on** for the duration of the class. Whenever you'd like to contribute to the discussion, **just speak out; don't use the chat function.**

Participation – 5%

Participation is your visible engagement with the class and the readings: read the assigned texts before class, look alert in class, ask questions, share your thoughts, and visit my office when you need help. It goes without saying that this requires regular attendance: skip classes and your grade will suffer.

Literalizations – 3 x 5% ea. = 15%

To understand a poem, one must first identify its plain, literal meaning. You will write **four** sonnet literalizations; the last **three** will count toward your grade. Moreover, you may **rewrite** any one literalization and resubmit it. **Due as indicated** on the course calendar; **optional rewrite due April 16.**

Essays – 15%, 20%, 25%

Essays will allow you to develop your writing ability by practicing three different aspects of literary analysis: **poem analysis (1000 words; 10%), comparison (1500 words; 20%), and research (1500 words; 25%).** Essay 1 thesis due Feb. 4; Essays due on Feb 11, Mar. 18, and April 15, respectively.

Final examination – 20%

The exam will be comprehensive of the entire course. **1:00-4:00pm Thursday, April 22, Rm A2131.**

Further directions for assignments will be given well before they are due.

The professor reserves the right to make adjustments to these requirements in response to Alberta Health Services demands.

Attendance

Learning how to read literature and write essays is not simply a matter of memorizing facts from Powerpoint slides. Therefore, **class attendance is mandatory.** Attendance will be taken daily and will affect your participation grade. **Any student who misses more than 8 class sessions without legitimate excuse will automatically fail the course.**

Classroom Etiquette

In order for each of us to get the most out of this class, please observe the following:

- Arrive on time. Attendance will be taken.
- Do not talk compulsively. Be self-aware and leave space for others' voices.
- Do not be silent. Speaking is a crucial aid to formulating your thoughts on a topic.
- Eating in a formal venue like a classroom is brutish; since university education is meant to humanize you, don't do it. Unslurped beverages are fine.

- Texting or having your phone beep, ring, or rumble during class is not quite brutish (animals don't use technology), but it is certainly crude. Since university education is meant not only to humanize but to civilize you, **turn off your phone and put it away.**
- Despite frothy claims to the contrary by scholars often addicted to it, technology does not usually aid learning. Therefore, **students may not use any device more complex than pen and paper in our classroom.** Contact the professor if you need special accommodation.

Grade Summary

Letter Grade	Percentage	Description
A+	96-100	Excellent
A	91-95	
A-	86-90	
B+	82-85	Good
B	75-81	
B-	72-74	
C+	68-71	Satisfactory
C	63-67	
C-	60-62	
D+	56-59	Poor
D	50-55	Minimum Pass
F	0-49	Failure

Because of the nature of the Alpha 4.00 system, there can be no uniform University-wide conversion scale. The relationship between raw scores (e.g. percentages) and the resultant letter grade will depend on the nature of the course and the instructor's assessment of the level of each class, compared to similar classes taught previously.

Please note that final grades will be available on student registration system. Printed grade sheets are not mailed out.

Ambrose University Academic Policies:

Communication

All students have received an Ambrose e-mail account upon registration. It is the student's responsibility to check this account regularly as the Ambrose email system will be the professor's instrument for notifying students of important matters (cancelled class sessions, extensions, requested appointments, etc.) between class sessions. If students do not wish to use their Ambrose accounts, they will need to forward all messages from the Ambrose account to another personal account.

Registration

During the **Registration Revision Period** students may enter a course without permission, change the designation of any class from credit to audit and /or voluntary withdraw from a course without financial or academic penalty or record. Courses should be added or dropped on the student portal by the deadline date; please consult the List of Important Dates. After that date, the original status remains and the student is responsible for related fees.

Students intending to withdraw from a course after the Registration Revision Period must apply to the Office of the Registrar by submitting a "Request to Withdraw from a Course" form or by sending an email to the Registrar's Office by the **Withdrawal Deadline**; please consult the List of Important Dates on the my.ambrose.edu website. Students will not receive a tuition refund for courses from which they withdraw

after the Registration Revision period. A grade of "W" will appear on their transcript.

Students wishing to withdraw from a course, but who fail to do so by the applicable date, will receive the grade earned in accordance with the course syllabus. A student obliged to withdraw from a course after the Withdrawal Deadline because of health or other reasons may apply to the Registrar for special consideration.

Exam Scheduling

Students, who find a conflict in their exam schedule must submit a Revised Examination Request form to the Registrar's Office by the deadline date; please consult the List of Important Dates. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; 2) the student has three final exams within three consecutive exam time blocks; 3) the scheduled final exam slot conflicts with an exam at another institution; 4) extenuating circumstances. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

Electronic Etiquette

Students are expected to treat their instructor, guest speakers, and fellow students with respect. It is disruptive to the learning goals of a course or seminar and disrespectful to fellow students and the instructor to use electronics for purposes unrelated to the course

during a class session. Turn off all cell phones and other electronic devices during class. Laptops should be used for class-related purposes only. Do not use iPods, MP3 players, or headphones. Do not text, read, or send personal emails, go on Facebook or other social networks, search the internet, or play computer games during class. Some professors will not allow the use of any electronic devices in class. The professor has the right to disallow the student to use a laptop in future lectures and/or to ask a student to withdraw from the session if s/he does not comply with this policy. Repeat offenders will be directed to the Dean. If you are expecting communication due to an emergency, please speak with the professor before the class begins.

Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Academic Calendar. Personal information (information about an individual that may be used to identify that individual) may be required as part of taking this class. Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further information contact the Privacy Compliance Officer at privacy@ambrose.edu.

Extensions

Although extensions to coursework in the semester are at the discretion of the instructor, students may not turn in coursework for evaluation after the last day of the scheduled final examination period unless they have received permission for a course Extension from the Registrar's Office. Requests for course extensions or alternative examination time must be submitted to the Registrar's Office by the deadline date; please consult the List of Important Dates. Course extensions are only granted for serious issues that arise "due to circumstances beyond the student's control."

Appeal of Grade

An appeal for change of grade on any course work must be made to the course instructor within one week of receiving notification of the grade. An appeal for change of final grade must be submitted to the Registrar's Office in writing and providing the basis for appeal within 30 days of receiving notification of the final grade, providing the basis for appeal. A review fee of \$50.00 must accompany the appeal. If the appeal is sustained, the fee will be refunded.

Academic Integrity

We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Academic dishonesty is taken seriously at Ambrose University as it undermines our academic standards and affects the integrity of each member of our learning community. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is academic dishonesty. Plagiarism involves presenting someone else's ideas, words, or work as one's own. Plagiarism is fraud and theft, but plagiarism can also occur by accident when a student fails or forgets to acknowledge to another person's ideas or words. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the university. Students are expected to be familiar with the policies in the current Academic Calendar that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are reported to the Academic Dean and become part of the student's permanent record.

Mental Health Support

All of us need a support system. We encourage students to build mental health supports and to reach out when help is needed.

On Campus:

- Counselling Services: ambrose.edu/counselling
- Peer Supportive Listening: One-to-one support in Student Life office. Hours posted at ambrose.edu/wellness.
- For immediate crisis support, there are staff on campus who are trained in Suicide Intervention and Mental Health First Aid. See ambrose.edu/crisissupport for a list of staff members.

Off Campus:

- Distress Centre - 403-266-4357
- Sheldon Chumir Health Care Centre - 403-955-6200
- Emergency - 911

Sexual Violence Support

All staff, faculty, and Residence student leaders have received *Sexual Violence Response to Disclosure* training. We will support you and help you find the resources you need. There is a website with on and off campus supports – ambrose.edu/sexual-violence-response-and-awareness.

Off Campus:

- Clinic: Sheldon Chumir Health Centre - 403-955-6200
- Calgary Communities Against Sexual Abuse - 403-237-5888

Note: Students are strongly advised to retain this syllabus for their records.

Course Schedule – EN 115-2 – Winter 2021

Tuesday	Thursday
<p>January 12 - Course Introduction I: Why the Liberal Arts? Read Faludy, “Convocation Address” (<i>Course Reader</i> pp. 126-27)</p>	<p>January 14 – Course Introduction II: Why Literature? Elements of Poetry I Read Poetry (pp. 47-48; 51-53): “Reading a Poem” - Yeats, “Lake Isle” (p. 85) - Hayden, “Those Winter Sundays” (p. 93) - Rich, “Aunt Jennifer’s Tigers” (p. 92) “Words” - Masfield, “Cargoes” (p. 85) - Sandburg, “Grass” (p. 90); Brooks, “Real Cool” (p. 94)</p>
<p>January 19 - Elements of Poetry II Description of Literalization assignments Read Poetry (pp. 49-50; 53-54): “Saying & Suggesting” - Blake, “London” (p. 72); Frost, “Fire and Ice” (p. 91) “Listening to a Voice” - Roethke, “My Papa’s Waltz” (p. 92) - Millay, “I, being born a woman” (p. 91) - “Dog Haiku” (p. 98) Assignment: Literalization 1 – William Shakespeare, Sonnet 65</p>	<p>January 21 - Elements of Poetry III Read Poetry (pp. 59-61): “Closed Form” Discussion, Lit. 1 - Sonnet 65 Assignment: Literalization 2 – George Herbert, “Avarice”</p> <p style="text-align: right;">Literalization 1 due in class (print copy only; not submitted to prof)</p>
<p>January 26 - Elements of Poetry IV Read Poetry (pp. 55-59a): “Imagery” - Pound, “In a Station” (p. 66) - Buson, “The piercing chill” (p. 66) “Figures of Speech” - Simile and Personification poems (Moodle) “Symbol” Discussion, “Avarice”</p> <p style="text-align: right;">Literalization 2 due</p>	<p>January 28 – Elements of Poetry V Read Sound (Moodle) Assignment: Essay 1 Assignment: Literalization 3 – John Donne, Holy Sonnet 14</p>

Tuesday	Thursday
February 2 – Essay Writing I: Audience, Thesis Read Reading & the Writing Process; Sample Essay (pp. 135b-144) - Frost, “Nothing Gold Can Stay” (Moodle) Discussion , Holy Sonnet 14 Assignment: Literalization 4 – Alexie, “Facebook Sonnet” <p style="text-align: right;">Literalization 3 due</p>	February 4 – Essay Writing II: Paragraphing <p style="text-align: right;">Essay 1 Thesis Statement due 1:00 pm</p>
February 9 – Essay Writing III: Quoting & Citing Sources, Plagiarism Read Messenger, sec. 77-78 “Integrating Quotations,” “Punctuating Quotations” (Moodle) <p style="text-align: right;">Literalization 4 due</p>	February 11 – Poetry and Literalization Wrap-up Discussion , “Facebook Sonnet” <p style="text-align: right;">Essay 1 due</p>
TERM	BREAK
February 23 - Elements of Fiction I Read Fiction (pp. 100-10): “Reading a Story”; “Point of View” “Character”; “Setting” “Irony”; “Theme”	February 25 – Elements of Fiction II
March 2 – The Short Story Read Flannery O’Connor, “Good Country People” (pp. 111b-119)	March 4 – Essay 1 Analysis Essay Writing IV: Comparison Thesis Statements Read “The Comparative Essay”; Sample (pp. 147-52) Assignment: Essay 2
March 9 – The Novel I Read Janet Lewis, <i>The Wife of Martin Guerre</i> Chapters 1-2	March 11 – The Novel II Read <i>The Wife of Martin Guerre</i> Chapter 3
March 16 – The Novel III; Essay 2 Citation <i>The Wife of Martin Guerre</i>	March 18 – <p style="text-align: right;">Essay 2 due</p>
March 23 – Drama: Tragedy & Comedy Read Drama: (pp. 120-25) “Reading a Play”; “Theatre of Shakespeare”	March 25 – Shakespeare’s Comedy I Read William Shakespeare, <i>Much Ado About Nothing</i> , Acts 1-2
March 30 – Essay Writing V: Research Techniques Assignment: Essay 3 Read “The Research Paper”; Sample (pp. 153-57)	April 1 – Essay 2 Analysis; Reading Research Read: Harris, “Clichés in GCP” (Moodle) Assignment: Draft an outline of Harris’s article
April 6 – Shakespeare’s Comedy II Read <i>Much Ado About Nothing</i> , Acts 3-5	April 8 – Shakespeare’s Comedy III <i>Much Ado About Nothing</i>
April 13 – Essay Peer Review Workshop <p style="text-align: right;">Essay 3 full draft due in class</p>	April 15 – Last Class Exam Review <p style="text-align: right;">Essay 3 due; Literalization Rewrite due April 16 (optional)</p>
Final Examination: 1:00-4:00pm Thursday, April 22, Rm A2131	