

<b>Course ID:</b>	<b>Course Title:</b>	<b>Winter 2022</b>
<b>EN 130-1</b>	<b>Introduction to English Literature</b>	<b>Prerequisite: none</b>
		<b>Credits: 3</b>

Class Information		Instructor Information		Important Dates	
<b>Delivery:</b>	In-class (COVID™ willing)	<b>Instructor:</b>	Jonathan Goossen, PhD	<b>First Day of Classes:</b>	January 10, 2022
<b>Days:</b>	T-Th	<b>Email:</b>	JGoossen@ambrose.edu	<b>Last Day to Add/Drop:</b>	January 23, 2022
<b>Time:</b>	8:15-9:30 am	<b>Phone:</b>	403-410-2000 x5960	<b>Last Day to Withdraw:</b>	March 18, 2022
<b>Room:</b>	A2131 (COVID™ willing)	<b>Office:</b>	L2065	<b>Last Day to Apply for Extension:</b>	March 28, 2022
<b>Lab/Tutorial:</b>	N/A	<b>Office Hours:</b>	11:30 am – 12:30 pm W-F	<b>Last Day of Classes:</b>	April 14, 2022
<b>Final Exam:</b>	9:00 am April 25				

### Course Description

An introduction to university English studies through the exploration of poetry, fiction, drama, and the literary essay. Students will learn strategies for the close reading and analysis of texts and for writing about literature.

### Expected Learning Outcomes

Diligent students of the course will:

1. Understand 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. Consider Christianity's wide-ranging relationship to English literature;
4. Practice basic research skills: locating and assessing literary scholarship, incorporating scholarship in essay writing, using proper citation methods;
5. Distinguish between the major literary genres and concepts, and employ appropriate terminology when discussing them;
6. Practice close reading and other analytical techniques to elucidate the meaning of literary texts;
7. Develop the skill of communication by writing essays in clear, compelling, and correct prose that argues a claim on the basis of literary-textual evidence, and through participating in class discussions;
8. 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 130 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, Second Essentials Edition*. 3rd ed.: Oxford UP, 2017. ISBN 9780199025572.

Lewis, Janet. *The Wife of Martin Guerre*. Swallow Press, 2013. ISBN 9780804011433.  
Shakespeare, William. *Much Ado About Nothing*. Ed. Peter Holland. The Pelican Shakespeare. Penguin, 2017.  
ISBN 9780143130185.  
Tolstoy, Leo. *The Death of Ivan Ilyich*. Penguin, 2016. ISBN 9780241251768.

### Special Statement: January Online Classes

This class has been designed to be delivered in-person and on-campus. Regrettably, that is not how we will begin, because COVID™ will lock us in our rooms again. Nevertheless, in the hope that the warm light of reason will soon pierce the damp fog of hysteria that currently enshrouds our world, most of what is written here assumes that we will eventually return to campus. Should those hopes be dashed, your professor reserves the right to make adjustments to this syllabus as required.

In the meantime, **please note the following requirements for Zoom classes:**

- **Turn your camera on.** Students with cameras off will be marked absent.
- To speak during class, use the “raise hand” function. I will then invite you to speak. **Do not post questions and comments in the chat.**

### Requirements and Evaluation:

- 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
- 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 (unless otherwise noted) 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 well 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.

### Participation – 5%

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

### Text Annotations – 10%

Fifteen class periods are marked on the schedule with an asterisk (\*). On **any ten** of these days, by class time, **submit three photos of your marked-up text** that indicate your thoughtful interaction with it. **No late submissions accepted.**

### Essay 1 – 20%

Write a 1000-word essay analysing an assigned poem. **Thesis statement due Jan. 28; essay due Feb. 3.**

### Essay 2 – 30%

Write a 1500-word essay on fiction that employs at least one scholarly article or book. **Full draft due March 22; Final version due March 24.**

### Literary Terms Test – 10%

A short-answer test on the literary terms studied in the first half of the course. **February 17.**

### Final examination – 25%

The exam will be comprehensive of the entire course. **9:00 am Monday, April 25.**

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

### 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.

### Communication

- I will use a combination of Moodle announcements and direct email messages to communicate with you about the course. **Therefore, I am assuming that you will check your Ambrose email regularly; do so.**
- I will do my best to reply to your email messages promptly. However, **I do not typically check or reply to email on weekends or after 6:00 pm on weekdays.**

### 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 Important Information:**

##### **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.*

##### **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 Academic Calendar. 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.

##### **Standards of Behaviour in the Classroom Setting**

Learning is an active and interactive process, a joint venture between student and instructor and between student and student. Some topics covered within a class may lead to strong reactions and opinions. It is important that Students understand that they are entitled to hold contradictory beliefs and that they should be encouraged to engage with these topics in a critical manner. Committing to this type of "active learning" significantly increases the learning experience for both teacher and student, and reflects the Christian imperative to pursue truth, which lies at the heart of the Ambrose educational experience. However, active discussion of controversial topics will be undertaken with respect and empathy, which are the foundations of civil discourse in the Classroom Setting. Primary responsibility for managing the classroom rests with the instructor. The instructor may direct a student to leave the class if the student engages in any behaviour that disrupts the classroom setting. If necessary, Ambrose security will be contacted to escort the student from class. Please refer to your professor regarding their electronic etiquette expectations.

##### **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.

##### **Academic Policies**

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Academic Calendar. The academic calendar can be found at <https://ambrose.edu/content/academic-calendar-2>.

##### **Privacy**

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](mailto:privacy@ambrose.edu).

##### **Coursework Extensions**

Should a request for a time extension on coursework exceed the end of the term, a *Coursework Extension Application* must be completed and submitted to the Office of the Registrar. The extension (if granted) will be recorded on the student record. Extensions are granted at the discretion of the instructor and are normally granted for 30 days beyond the last day of the term.

Normally, Course Extension Applications will be considered only when all of the following conditions are met:

- the quality of prior course work has been satisfactory;
- circumstances beyond your control, such as an extended illness or death of a family member, make it impossible for you to complete the course work on time; and
- you submit *Coursework Extension Application* to the Office of the Registrar on or before the deadline specified in the Academic Schedule.

If granted, time extensions do not excuse you from a final examination where one has been scheduled for the course.

A temporary grade of TX will be assigned until a final grade is submitted in accordance with the new deadline. A final grade of F will apply to:

- all course work submitted after the end of the semester unless a coursework extension has been granted; and all course work submitted after the revised due date provided by an approved extension to coursework.

#### **Academic Success and Supports**

##### **Accessibility Services**

Academic accommodation is provided to Ambrose students with disabilities in accordance with the Alberta Human Rights Act and the Canadian Charter of Rights and Freedoms. Provision of academic accommodation does not lower the academic standards of the university nor remove the need for evaluation and the need to meet essential learning outcomes. Reasonable accommodations are tailored to the individual student, are flexible, and are determined by considering the barriers within the unique environment of a postsecondary institution. It can take time to organize academic accommodations and funding for disability-related services. Students with a disability who wish to have an academic accommodation are encouraged to contact Accessibility Services as early as possible to ensure appropriate planning for any needs that may include accommodations. Staff can then meet with students to determine areas to facilitate success, and if accommodations are required, ensure those accommodations are put in place by working with faculty.

##### **Ambrose Writing Services**

Ambrose Writing services provides academic support in the four foundational literacy skills—listening, speaking, reading, and writing. It also assists students with critical thinking and the research process. Throughout the academic year, students can meet with a writing tutor for personalized support, or they can attend a variety of workshops offered by Academic Success. These services are free to students enrolled at Ambrose University. Academic Success serves all students in all disciplines and at all levels, from history to biology and from theatre to theology. To learn more, please visit <https://ambrose.edu/writingcentre>

##### **Ambrose Tutoring Services**

Ambrose Tutoring Services provides support in specific disciplinary knowledge, especially in high-demand areas such as chemistry, philosophy, math and statistics, and religious studies. These tutors also coach students in general study skills, including listening and note-taking. During the academic year, Ambrose Tutoring Services offers drop-in tutoring for courses with high demand; for other courses, students can book a one-to-one appointment with a tutor in their discipline. These services are free to students enrolled at Ambrose University. To learn more, please visit <https://ambrose.edu/tutoring>.

##### **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](https://ambrose.edu/counselling)
- Peer Supportive Listening: One-to-one support in Student Life office. Hours posted at [ambrose.edu/wellness](https://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](https://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](https://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

## Course Schedule – EN 130-1 – Winter 2022

Tuesday	Thursday
<p>January 11 - <b>Course Introduction I: Why the Liberal Arts?</b>  <b>Read</b> Faludy, “Convocation Address” (<i>Course Reader</i> pp. 5-6)</p>	<p>January 13 – <b>Course Introduction II: Why Literature?</b>  <b>Elements of Poetry I</b>  <b>Read</b> Poetry (<i>Course Reader</i> pp. 10-12):  “Reading a Poem”  - Yeats, “Lake Isle” (p. 44)  - Shakespeare, Sonnet 65 (p. 34)  - Rich, “Aunt Jennifer’s Tigers” (p. 48)</p>
<p>*January 18 - <b>Elements of Poetry II</b>  <b>Read</b> Poetry (pp. 14-18):  “Words”  - Masfield, “Cargoes” (p. 45)  - Sandburg, “Grass” (p. 46); Brooks, “Real Cool” (p. 51)  - Wordsworth, “Yew Trees” (excerpt, p. 33)  - Wilbur, “Junk” (p. 49); Tennyson, “Ulysses” (p. 39)  “Saying &amp; Suggesting”  - Blake, “London” (p. 37); Frost, “Fire &amp; Ice” (46)  - Alexie, “Facebook Sonnet” (p. 53)  - Millay, “I, being born a woman” (p. 47)</p>	<p>January 20 – <b>Essay Writing I: Literary Claims and Evidence</b>  <b>Read</b> Reading &amp; the Writing Process; Sample Essay (pp. 100-11)  - Frost, “Nothing Gold Can Stay” (p. 46)  <b>Assignment:</b> Essay 1</p>
<p>*January 25 – <b>Elements of Poetry III</b>  <b>Read</b> Poetry (pp. 12-14; 18-20):  “Listening to a Voice”  - Roethke, “My Papa’s Waltz” (p. 47)  - Donne, Holy Sonnet 14 (p. 35)  - “Dog Haiku” (p. 52)  “Imagery”  “Figures of Speech”  - Pound, “In a Station”; Buson, “The piercing chill” (p. 33)  - Arnold, “Dover Beach” (p. 42)  - Momaday, “Simile”(p. 52); Stephens, “The Wind” (p. 47)</p>	<p>*January 27 – <b>Essay Writing II: Quoting &amp; Citing Literature</b>  <b>Elements of Poetry IV</b>  <b>Read</b> Poetry (pp. 20-22):  “Symbol”  - Herbert, “Avarice” (p. 36)  - Wilbur, “Mayflies” (p. 50)  <b>Read</b> Messenger, sec. 36 (pp. 231-40)</p> <p style="text-align: right;"><b>Essay 1 Thesis Statement due Friday, January 28 1:00 pm</b></p>
<p>*February 1 – <b>Elements of Poetry V</b>  <b>Read</b> Poetry (pp. 22-28):  “Closed Form”  “Rhythm”  - Wordsworth, “Nuns Fret Not” (p. 38)  - Browning, “My Last Duchess” (p. 41)</p>	<p>*February 3 – <b>Elements of Poetry VI</b>  <b>Read</b> Poetry (pp. 29-32): “Sound”  - Herbert, “Easter Wings” (p. 36)  - Tennyson, “The Splendour Falls on Castle Walls” (p. 41)  - Dickinson, “I reason, Earth is short” (p. 43)</p> <p style="text-align: right;"><b>Essay 1 due</b></p>

Tuesday	Thursday
<p><b>*February 8 – Elements of Fiction I</b>  <b>Read</b> Fiction (pp. 55-64): “Reading a Story”; “Point of View”  “Character”; “Setting”  “Irony”; “Theme”</p>	<p><b>*February 10 – The Short Story</b>  <b>Read</b> Flannery O’Connor, “Good Country People” (pp. 66-74)</p>
<p>February 15 – <b>Elements of Fiction II</b>  <b>Essay 1 Analysis</b></p>	<p>February 17 – <b>Literary Terms Test</b></p>
TERM	BREAK
<p><b>*March 1 – Short Fiction I: <i>The Death of Ivan Ilyich</i></b>  <b>Read</b> Leo Tolstoy, <i>The Death of Ivan Ilyich</i></p>	<p><b>*March 3 – Short Fiction II: <i>The Death of Ivan Ilyich</i></b>  <b>Read</b> Leo Tolstoy, <i>The Death of Ivan Ilyich</i></p>
<p><b>*March 8 – Essay Writing III: Literary Research</b>  <b>Read:</b> Harris, “Clichés in ‘Good Country People’” (pp. 94-99)  <b>Read</b> “The Research Paper”; Sample (pp. 118ff)  <b>Assignment: Essay 2</b></p>	<p><b>*March 10 – The Novel I</b>  <b>Read</b> Janet Lewis, <i>The Wife of Martin Guerre</i> Chapters 1-2</p>
<p><b>*March 15 – The Novel II</b>  <b>Read</b> Lewis, <i>The Wife of Martin Guerre</i> Chapter 3</p>	<p>March 17 – <b>The Novel III; Essay 2 Citation</b>  <i>The Wife of Martin Guerre</i></p>
<p>March 22 – <b>Essay Peer Review Workshop</b></p> <p style="text-align: right;"><b>Essay 2 full draft due in class</b></p>	<p>March 24 – <b>Drama: Tragedy &amp; Comedy</b>  <b>Read</b> Drama: (pp. 75-80) “Reading a Play”;  “The Theatre of Shakespeare”</p> <p style="text-align: right;"><b>Essay 2 due</b></p>
<p><b>*March 29 – Comedy I</b>  <b>Read</b> William Shakespeare, <i>Much Ado About Nothing</i>, Acts 1-2</p>	<p><b>*March 31 – Comedy II</b>  <b>Read</b> <i>Much Ado About Nothing</i>, Acts 3-5</p>
<p>April 5 – <b>Comedy III</b>  <i>Much Ado About Nothing</i></p>	<p><b>*April 7 – Black Comedy</b>  <b>Watch:</b> Reza and Polanski, <i>Carnage</i> (available on Amazon Prime)  <i>(*for annotations, submit one page of notes)</i></p>
<p>April 12 – <b>Essay 2 Analysis</b>  <b>Why Literature? redux</b>  <b>Read</b> Berry, “In Defense of Literacy” (pp. 7-8)</p>	<p>April 14 – <b>Last Class</b>  Exam Review</p>
<b>Final Examination: 9:00 am – 12:00 pm Monday, April 25 A1085</b>	

\* indicates days for which text annotations may be submitted