

<b>Course ID:</b>	<b>Course Title:</b>	<b>Fall 2022</b>
<b>EN 130</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-person	<b>Instructor:</b>	Sarah Poffenroth, MA	<b>First Day of Class:</b>	Sept 7, 2022
<b>Days:</b>	W/F	<b>Email:</b>	Sarah.Poffenroth@ambrose.edu	<b>Last Day to Add/Drop:</b>	Sept. 18
<b>Time:</b>	9:45am-11:00am	<b>Phone:</b>		<b>Last Day to Withdraw:</b>	Nov. 21
<b>Room:</b>	A 2131	<b>Office:</b>	L 2091	<b>Last Day to Apply for Coursework Extension:</b>	Nov. 28
<b>Lab/Tutorial:</b>		<b>Office Hours:</b>	8:30am-9:30am	<b>Last Day of Class:</b>	Dec 12, 2022
<b>Final Exam:</b>	Friday, Dec 16, 2022 9am-12pm A2131				

### Important Dates and Information

For a list of all important dates and information regarding participating in classes at Ambrose University, please refer to the Academic Calendar at <https://ambrose.edu/academic-calendar>.

### 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

A student in this course will:

1. Navigate and understand the foundational elements of literature, including genre, character, voice, narrative, symbol, figurative language, and structural patterns;
2. Encounter the interconnected and inter-disciplinary nature of literature;
3. Explore literature as a mode of knowledge, beauty, discovery, and revelation;

4. Reflect upon the presence of Christ in the story of English literature, and deepen appreciation for beauty, goodness, truth, and life.
5. Develop literary research proficiency, hone writing techniques towards excellence, sharpen close-reading skills, and encounter interpretive modes.

**Textbooks**

Brontë, Charlotte. *Jane Eyre*. London: Penguin Classics, 2009.

*Elements of Literature*. Fifth Canadian Edition. Eds. Scholes, et al. Oxford: OUP, 2015.

Messenger, William E. et al. *The Concise Canadian Writer's Handbook, Second Essentials Edition*. 3rd ed.: Oxford UP, 2017.

**Course Schedule**

**(See page 4 of Syllabus)**

**Requirements:**

Participation	5%
Essay One	20%
Essay Two	30%
Reading Responses (2 at 5% each)	10%
Midterm	10%
Final Exam	25%

**Participation:** Attendance and participation both contribute to this grade portion. Attendance is mandatory (attendance will be taken each class). Three unexcused absences will result in a 2% reduction of participation grade. Missing more than 8 total class sessions without legitimate excuse will automatically fail the course. Do the readings ahead of class time, and bring your texts to class. Participate in class discussions with grace and curiosity.

**Essay One:** 1000-word essay analyzing an assigned poem. Due October 12<sup>th</sup> by beginning of class on that date. Submit via Moodle Drop Box. Late assignments lose one letter grade per day (Tuesday to Friday, not counting Saturday, Sunday or Monday). Request extensions in advance.

**Essay Two:** 1500-word essay on fiction that employs at least one scholarly article or book. The same submission requirements apply as for Essay One. Due November 25<sup>th</sup>.

**Midterm:** A short answer test on terms and concepts from the first half of the course.

**Final Exam:** Comprehensive exam on the course.

**Classroom Etiquette**

No phones, no electronics unless needed for learning purposes. Check with me if you have a technological need.

**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.

<b>COURSE SCHEDULE</b>		
<b>Class Date</b>	<b>Class Content/Assigned Readings</b>	<b>Assignment Due Dates</b>
September 7	<b>Introduction to Literature; Poetry: Structure and Form</b> , Shakespeare “Sonnet 130” and “Sonnet 65”	
September 9	<b>Intro Cont’d, Poetry: Meter</b> , Milton “When I Consider,” Donne “Holy Sonnet 14,”	
September 14	<b>Poetry: Poetic Devices</b> Hopkins “God’s Grandeur” Wordsworth “Sonnet 14”	
September 16	<b>Poetry: Poetic Devices and Symbolism</b> Yeats “The Second Coming” Clarke “Blank Sonnet” Pinsky “From the Childhood of Jesus”	
September 21	<b>Poetry: Words</b> Dickinson, “What is—‘Paradise’” Langston Hughes “Harlem” (on Moodle reading) Williams “The Red Wheelbarrow” Cohen “Prayer for Messiah”	
September 23	<b>Poetry: Voice and Tone</b> Atwood “Variations on the Word <i>Love</i> ” Angelou “Still I Rise” (on Moodle reading) Donne “Holy Sonnet 10” Plath “Daddy”	
September 28	<b>Essay Writing:</b> Building Strong Thesis Statements Read <i>Writer’s Handbook</i> pg. 9-16	
September 30	<b>No Classes, Truth/Reconciliation Day</b>	
October 5	<b>No Classes Deeper Life Conference</b>	
October 7	<b>Introduction to Fiction and Short Stories</b> Read “The Elements of Fiction” pg 3-20 in <i>The Elements of Literature</i> <b>Short story</b> “The Painted Door”	
October 12	<b>Short story</b> “A Clean Well Lighted Place”	Essay One due
October 14	<b>Short story</b> “Araby”	
October 19	<b>Short story</b> “Everything That Rises”	
October 21	<b>Short Story</b> “Borders”	
October 26	<b>Midterm</b>	Midterm
October 28	Drama: George Bernard Shaw’s <i>Pygmalion</i>	
November 2	Drama: <i>Pygmalion</i>	
November 4	Drama: <i>Pygmalion</i>	
November 9	<b>No Classes, Reading Week</b>	
November 11	<b>No Classes, Remembrance Day</b>	
November 16	<b>Reading and Writing Strategies</b> Read <i>Writer’s Handbook</i> pg 16-25	Reading Responses due
November 18	<b>Citing Sources/Research</b> pg. 224-227, 230-240	
November 23	<b>Introduction to the Novel</b>	
November 25	<i>Jane Eyre</i>	Essay Two Due
November 30	<i>Jane Eyre</i>	
December 2	<i>Jane Eyre</i>	
December 7	<i>Jane Eyre</i>	
December 9	<b>Why Literature? and Exam Prep</b>	

## 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 Final Exam Time Application* to the Office of the Registrar by the deadline noted in the Academic Calendar. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; or 2) the scheduled final examination slot results in three consecutive examination periods. 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/academics/academic-calendar>

### 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 registrar. 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/sas/writing-services>

### **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 <https://ambrose.edu/student-life/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

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