

Course ID:	Course Title:	Fall 2023
EN 130-1	Introduction to English Literature	Prerequisite: none
		Credits: 3

Class Information		Instructor Information		Important Dates	
Delivery:	In-class	Instructor:	J. Goossen, PhD	First Day of Classes:	Sept. 6
Days:	Wed. & Fri.	Email:	JGoossen@ambrose.edu	Last Day to Add/Drop:	Sept. 17
Time:	2:30 – 3:45 pm	Phone:	403-407-9468	Last Day to Withdraw:	Nov. 20
Room:	A1085 Airhart (Left side)	Office:	L2065	Last Day to Apply for Extension:	Nov. 23
Lab/Tutorial:	N/A	Office Hours:	Wed. & Fri. 4:00-5:00 pm	Last Day of Classes:	Dec. 8
Final Exam:	9:00 am December 18 A1085 (Airhart)				

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 close reading and other analytical techniques to elucidate the meaning of literary texts;
5. Distinguish between the major literary genres and concepts, and employ appropriate terminology when discussing them;
6. Develop basic research skills: locating and assessing literary scholarship, incorporating scholarship in essay writing, and using proper citation methods;
7. Develop the skill of communication by participating in class discussion and by writing essays in clear, compelling, and correct prose that argues a claim on the basis of literary-textual evidence;
8. Learn to reverence truth, desire goodness, and rejoice in beauty, as these qualities are manifested in literature.

Textbooks

Print copies of all texts are required. Books are available from the Ambrose Bookstore.

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 edition, Oxford UP, 2017. ISBN 9780199025572.

Lewis, Janet. *The Wife of Martin Guerre*. Swallow Press, 2013. ISBN 9780804011433.

Shakespeare, William. *Much Ado About Nothing*. Edited by Peter Holland, The Pelican Shakespeare, Penguin, 2017. ISBN 9780143130185.

Tolstoy, Leo. *The Death of Ivan Ilyich*. Penguin, 2016. ISBN 9780241251768.

Requirements

Class sessions

- Class time will largely be 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**.

Assignments

- All assignments are due at the time specified on the schedule.
- Assignments are to be submitted in **several different forms**: consult assignment sheets for details.
- **Late Assignments:**
 - **The penalty for late assignments** is one refined letter grade per class day (Tues.-Fri.) late. Moreover, late assignments may be graded and returned later than on-time submissions.
 - **Extensions** may be granted on written assignments in extraordinary circumstances, but they must be requested in advance. Plan ahead: busyness is not an extraordinary circumstance.
- This is not high school: **all assignments must be submitted** to receive a passing final grade.

Attendance

- Because learning how to read literature and write essays is not simply a matter of memorizing facts from Powerpoint slides, **class attendance is mandatory**.
 - Attendance will be taken daily and will affect your participation grade.
 - **Any student who misses more than 8 class sessions (1/3 of the course) without legitimate excuse will automatically fail the course.**
 - Students are responsible to report legitimate absences to the professor.

Communication

- I will use a combination of Moodle announcements and direct email messages to communicate with you about the course, and I will assume that you are getting these messages. **Therefore, check your Ambrose email regularly.**
- I will do my best to reply to your emails promptly. However, **I do not typically check email on weekends or after 6:00 pm on weekdays.**
- Read the syllabus and relevant assignment sheets **before emailing me** with a question.

Personal Responsibility

I will honour your adult dignity in the following ways:

- All policies and schedules for the class are spelled out in this syllabus. I will assume that you have read it, taken note of due dates, and asked me about anything you don't understand. **As such, I will not be checking in with you about missed classes or reminding you about late assignments.**

- I will not accept excuses for missed classes or late assignments that invoke **the ordinary circumstances of life** routinely faced by adults: a bad sleep, having the sniffles, not having snow tires on your car yet, vet appointments for your cat, etc.
 - Should genuinely extraordinary circumstances require you to miss classes or assignment deadlines, I will be happy to make arrangements with you, **but you must initiate that discussion**; I will not chase after you.

Evaluation

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 the prof's office for discussion and guidance. It goes without saying that participation requires regular attendance: skip classes and your grade will suffer.

Text Annotations – 10%

Sixteen class periods on the schedule are marked 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.** Submit photos by email attachment to EN130-1@outlook.com.

Essay 1 – 20%

Write a 1000-word essay on an assigned poem. To gain a 1% course bonus, you may submit your thesis statement in advance for review. **Thesis statement due Oct. 9** (optional); **Essay due Oct. 18.**

Essay 2 – 30%

Write a 1500-word essay on fiction that employs at least one scholarly article or book. To gain a 1% course bonus, you may submit your thesis statement in advance for review. **Thesis statement due Nov. 17** (optional); **Essay due Nov. 24.**

Literary Terms Test – 10%

A short-answer test on the literary terms studied in the first third of the course. **In-class Oct. 11.**

Final examination – 25%

The exam will be comprehensive of the entire course. **9:00 am Monday, Dec. 18.**

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

The most current version of this syllabus will always be available on Moodle.

You are responsible for any changes to it announced in class or by email.

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 at the beginning of class.
- 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 often 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

Registration

Registration is the process of selecting and enrolling in courses for upcoming semesters. Only students who are registered will be permitted to attend class and receive a grade for the course. You are responsible for ensuring that the courses you take are appropriate for your program, that they do not have any scheduling conflicts, that they have the necessary prerequisites and that they meet all degree requirements.

Withdrawal From a Course

Prior to the Add/Drop deadline: through the student registration system whereby course(s) will be removed with no academic or financial penalty. After the Add/Drop deadline and until the Withdrawal deadline: through submission of the 'Withdrawal from Course' form whereby course(s) will remain on the permanent academic record/transcript with the symbol 'W'. (See ambrose.edu/registrar/request-forms.) Students who withdraw from more than 30 credits attempted at Ambrose University will be required to withdraw from their program. Students considering withdrawing from courses are encouraged to discuss with their Faculty Advisor and/or the Office of the Registrar questions relating to their withdrawal decision specifically relating to financial assistance, study permit requirements, prerequisites for subsequent courses, readmission, and/or graduation timeline. Students who do not formally withdraw from a course are still considered registered in the course, even if they are no longer attending classes. In this case, students will be assigned a grade based on coursework completed as per the course syllabus and are responsible to pay the tuition and fees assessed for the course. Under extenuating circumstances, students may request from the Office of the Registrar a course(s) withdrawal after the Withdrawal deadline and until the last day of classes. Extenuating circumstances typically consider situations such as medical emergencies, compassionate grounds, or unforeseen conditions/situations beyond the students' control that arise after the start of the semester and are considered on a case-by-case basis. Supporting documentation from a physician or Registered Health Professional must accompany this request.

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

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.

Communication

Your Ambrose email account is the University's primary and official mode of communication with you. Information delivered to your Ambrose email is considered official notification. Ambrose University is not responsible for your failure to receive important information delivered to your Ambrose email.

Lecture Recording

The recording of lectures or any other classroom academic activity, other than an audio recording as an accommodation, is prohibited except at the discretion of the instructor. Any use other than that agreed upon with the instructor constitutes academic misconduct and may result in suspension or expulsion. Permission to allow a lecture recording is not a transfer of any copyrights, so such recordings may be used only for individual or group study with other students enrolled in the same class and may not be reproduced, transferred, distributed or displayed in any public or commercial manner. Student must destroy recordings in any, and all formats at the end of the semester in which they are enrolled in the class. All students recording lectures, must sign the Permission Form to audio record lectures which is available through the Office of the Registrar.

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.

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.

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
- For immediate crisis support, there are staff on campus who are trained in Suicide Intervention Skills and can help you access mental health support. See <https://ambrose.edu/student-life/crisissupport> for a list of staff members.
- For additional wellness resources go to the Ambrose wellness page: <https://ambrose.edu/wellness>

Off Campus:

- Distress Centre - 403-266-4357
- Alberta Mental Health Helpline - 1-877-303-2642 (Toll free)
- Sheldon Chumir Health Care Centre - 403-955-6200
- Emergency - 911

Sexual Violence Support

We are committed to supporting students who have experienced gender based sexual violence in the past or while at Ambrose. Many of the staff, faculty, and student leaders have received Sexual Violence Response to Disclosure training. We will support you and help you find the resources you need and you can access information about reporting. Information about the Sexual Violence policy and on and on and campus supports can be found on our website—ambrose.edu/sexual-violence-response-and-awareness.

Off Campus:

- Alberta's Oneline for Sexual Violence - 1-866-403-8000 call or text
- Clinic: Sheldon Chumir Health Centre - 403-955-6200
- Calgary Communities Against Sexual Abuse - 403-237-5888

Course Schedule – EN 130-1 – Fall 2023

Wednesday	Friday
<p>September 6 – Course Introduction I: Why the Liberal Arts? Read George Faludy, “Convocation Address” (<i>Course Reader</i> pp. 5-6)</p>	<p>September 8 – Course Introduction II: Why Literature? In-class assignment: Response to Faludy</p>
<p>*September 13 - Elements of Poetry I Read “Reading a Poem” (<i>Course Reader</i> pp. 10-12) - Yeats, “Lake Isle” (p. 44) - Shakespeare, Sonnet 65 (p. 34) “Words” (pp. 14-16) - Masfield, “Cargoes” (p. 45); Tennyson, “Ulysses” (p. 39) - Sandburg, “Grass” (p. 46); Brooks, “Real Cool” (p. 51) - Wordsworth, from “Yew Trees” (p. 33) - Wilbur, “Junk” (p. 49)</p>	<p>*September 15 – Elements of Poetry II; Grammar I Read “Saying & Suggesting” (pp. 16-17) - Blake, “London” (p. 37); Frost, “Fire & Ice” (p. 46) - Alexie, “Facebook Sonnet” (p. 53) Read Messenger: Sec. 3 (a-g)</p>
<p>*September 20 – Elements of Poetry III Read “Listening to a Voice” (pp. 12-14) - Roethke, “My Papa’s Waltz” (p. 47) - Donne, Holy Sonnet 14 (p. 35) - “Dog Haiku” (p. 52) “Imagery” (p. 18) - Pound, “In a Station”; Buson, “The piercing chill” (p. 33) - Arnold, “Dover Beach” (p. 42)</p>	<p>*September 22 – Elements of Poetry IV Read “Figures of Speech” (p. 18-20) - Momaday, “Simile” (p. 52) - Stephens, “The Wind” (p. 47) “Symbol” (p. 20-22) - Herbert, “Avarice” (p. 36) - Wilbur, “Mayflies” (p. 50)</p>
<p>*September 27 – Elements of Poetry V Read “Closed Form” (p. 22-24) - Wordsworth, “It is a beauteous evening,” “Nuns fret not” (p. 38)</p>	<p>*September 29 – Essay Writing I: Literary Claims and Evidence; Plagiarism and AI Read “Reading & the Writing Process”; Sample Essay (pp. 100-11) Assignment: Essay 1</p>
<p>October 4 – DEEPER LIFE DAY: CLASS CANCELLED</p>	<p>*October 6 – Elements of Poetry VI; Grammar II Read “Sound” (pp. 29-32): - Herbert, “Easter Wings” (p. 36) - Tennyson, “The Splendour Falls” (p. 41) - Dickinson, “I reason, Earth is short” (p. 43) Read Messenger: Sec. 5 (a-c); Sec. 16-17 Essay Thesis due Monday, Oct. 9 at 9:00 am via email (optional)</p>

Wednesday	Friday
October 11 – Literary Terms Test	October 13 – Essay Writing II: Quoting & Citing Literature
*October 18 – Elements of Fiction Read “Reading a Story,” “Point of View,” “Character,” “Setting,” “Irony,” “Theme” (pp. 55-64) Essay 1 due 5:00 pm – paper copy & Moodle drop box	*October 20 – The Short Story Read Flannery O’Connor, “Good Country People” (pp. 66-74)
*October 25 – The Novel I: <i>The Death of Ivan Ilyich</i> Read Leo Tolstoy, <i>The Death of Ivan Ilyich</i> (all)	October 27 – <i>The Death of Ivan Ilyich</i>
November 1 – Essay 1 Return & Analysis	*November 3 – Essay Writing III: Literary Research Read Harris, “Clichés in ‘Good Country People’” (pp. 94-99) Read “The Research Paper”; Sample (pp. 118ff) Assignment: Essay 2
TERM	BREAK
*November 15 – The Novel II: <i>The Wife of Martin Guerre</i> Read Janet Lewis, <i>The Wife of Martin Guerre</i> Chapters 1-2	*November 17 – <i>The Wife of Martin Guerre</i> Read Lewis, <i>The Wife of Martin Guerre</i> Chapter 3 Essay Thesis due 5:00 pm via email (optional)
November 22 – <i>The Wife of Martin Guerre</i>; Grammar III Read Messenger: Sec. 15, 18.	*November 24 – Drama: Tragedy & Comedy Read “Reading a Play,” “The Theatre of Shakespeare” (pp. 75-80) Essay 2 due 5:00 pm – paper copy & Moodle drop box
*November 29 – Comedy I Read William Shakespeare, <i>Much Ado About Nothing</i> , Acts 1-2	*December 1 – Comedy II Read <i>Much Ado About Nothing</i> , Acts 3-5
December 6 – Comedy III <i>Much Ado About Nothing</i>	December 8 – Essay 2 Return & Analysis Last Class: Exam Review
Final Exam: 9:00 am December 18	

* indicates days on which text annotations may be submitted