

Course ID:	Course Title:	Winter 2023
EN 245	C.S. Lewis, J.R.R. Tolkien, and the Inklings	Prerequisite: 3 EN credits
		Credits: 3

Class Information		Instructor Information		Important Dates	
Delivery:	In Class	Instructors:	Darren Dyck (PhD)	First Day of Class:	January 9, 2023
Day:	T/Th	Email:	darren.dyck@ambrose.edu	Last Day to Add/Drop:	January 22, 2023
Time:	9:45-11 am	Phone:	See faculty profile pages	Last Day to Withdraw:	March 31, 2023
Room:	A1085-1	Office:	L2069	Last Day to Apply for Coursework Extension:	April 3, 2023
Lab/Tutorial:	n/a	Office Hours:	By appointment	Last Day of Class:	April 12, 2023
Final Exam:	Apr 18, 9 am, A1085-1				

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 <http://ambrose.edu/academic-calendar>.

Course Description

A study of the major literary works, themes, and ideas of C.S Lewis, J.R.R. Tolkien, and their friends, the group known as the Inklings. This course examines themes such as the use of myth to explore problems of modernity, the relationship between Christian faith and art, as well as the debates over literary versus popular fiction.

Expected Learning Outcomes

Diligent Students will:

- Gain a broad knowledge of the Inklings, their work, and the social, historical, and intellectual context in which they produced that work;
- Consider the relationship between literature and myth, especially as it was understood by the various members of the Inklings;
- Be able to write and speak to the dominant themes in the Inklings' work, namely, Christianity, fantasy and the imagination, love, and friendship;

- Develop further the skill of literary analysis and research (where applicable) by practicing close reading and composing explications and papers; and
- Develop further the skill of oral communication through various classroom opportunities.

Textbooks

- Lewis, C.S. *Perelandra*. HarperCollins, 2005.
- Lewis, C.S. *Till We Have Faces*. Mariner, 2012.
- Tolkien, J.R.R. *The Fellowship of the Ring*. HarperCollins, 2007.
- Williams, Charles. *Descent into Hell*. Eerdmans, 1937.
- Additional Readings on Moodle (to be printed)

Course Schedule

Date	Topic	Readings	Assignments
Jan			
10	Introductions: Managing Expectations	Tolkien, “Mythopoeia” (1931)	
12	The “Inklings”	Carpenter, “Thursday Evenings”	
17	From Children’s Literature to <i>The Lord of the Rings</i>	Tolkien, <i>The Fellowship of the Ring</i> (1954): Prologue-Bk. 1, Ch. 7	
19	Natural Law and The World of Middle Earth	<i>The Fellowship of the Ring</i> : Bk. 1, Ch. 8-Bk. 2, Ch. 2	
22	Last Day to	Add/Drop	
24	Faerie: An Interlude	Tolkien, “On Fairy-Stories” (1947): Start at p. 57 (“And with that ...”)	
26	Program Day	No Class	
31	“Great deeds that were not wholly vain”	<i>The Fellowship of the Ring</i> : Bk. 2, Ch. 3-end of Bk. 2	MM 1
Feb			
2	An Iconographic World	Lewis, <i>Perelandra</i> (1943): Chs. 1-5	
7	Temptation in Paradise	<i>Perelandra</i> : Chs. 6-11	Fellowship Explication
9	The Great Dance	<i>Perelandra</i> : Chs. 12-17	MM 2
14	A “Metaphysical” Thriller	Williams, <i>Descent into Hell</i> (1937): Chs. 1-4	Fellowship Essay
16	The Doctrine of Substituted Love	<i>Descent into Hell</i> : Chs. 5-8	Perelandra Explication
21/23	Reading Week	No Classes	
28	Ultimate Things	<i>Descent into Hell</i> : Chs. 9-12	
Mar			
2	“Incipit vita nova”	<i>Descent into Hell</i>	MM 3
7	Creation of the World	Tolkien, from <i>The Silmarillion</i> (pub. 1977): “Ainulindalë: The Music of the Ainur”	Perelandra Essay
9	Elves and Enmity	Tolkien, from <i>The Silmarillion</i> : “Of Beren and Luthien”	Descent Explication
14	“a fair tale, though it is sad”	“Of Beren and Luthien”	MM 4

16	A Dramatic Reading	Barfield, <i>Orpheus: A Poetic Drama</i> (1937)	Descent Essay
21	“The story of Orpheus strikes and strikes deep”	<i>Orpheus: A Poetic Drama</i>	“Beren” Explication
23	“Can Eros become Agape?”	<i>Orpheus: A Poetic Drama</i>	MM 5
28	Make-up class (if necessary)		“Beren” Essay
30	Apuleius and Lewis	Lewis, <i>Till We Have Faces</i> (1956): Part One, Chs. 1-7	<i>Orpheus</i> Explication
31	Last Day to	Withdraw from Course	
Apr			
3	Last Day to	Apply for Course Work Extension	
4	Loss and Disbelief	<i>Till We Have Faces</i> : Part One, Chs. 8-15	
6	The Queen of Glome	<i>Till We Have Faces</i> : Part One, Chs. 16-21	<i>Orpheus</i> Essay
11	An Assumption	<i>Till We Have Faces</i> : Part Two, Chs. 1-4	MM 6
13	Conclusions		

Requirements:

5% Participation

Participation is your *visible* engagement with the class and the texts. In other words, look alert, bring your texts to class, write in those texts (or, for the non-annotators, use sticky notes or something similar), ask questions, share your thoughts, say “I don’t understand” when you don’t understand, and take advantage of my office hours.

30% “Mini-Midterms” (x 6)

Students will write six 15-minute “mini-midterms” during the term (5% each). These tests, which evaluate (a) reading comprehension/retention, (b) attentiveness to lectures, and (c) the ability to make logical deductions, will be on (1) *The Fellowship of the Ring*, (2) *Perelandra*, (3) *Descent into Hell*, (4) the “Ainulindalé” and “Of Beren and Lúthien,” (5) *Orpheus*, and (6) *Till We Have Faces*. For the dates of the “mini-midterms,” see the course schedule.

15% Explication

Students will write one explication of roughly 500 words. Students are not permitted to write an explication and an essay on the same text (e.g. *The Fellowship of the Ring*) or author (e.g. Tolkien). For the various due dates of the explication, see the course schedule.

30% Essay

Students will write one essay of 1500-2000 words on one of the course texts. Students are not permitted to write an essay and an explication on the same text (e.g. *Perelandra*) or author (e.g. Lewis). For the various due dates of the short essay, see the course schedule.

Note on Explication and Essay:

The due dates in EN 245 are arranged such that, *if you want to*, you can get your assignments done early and thus avoid some stress at the end of the term. **Let me strongly encourage you to do so.** You could be done your written assignments as early as February 16th (!), though perhaps a more reasonable goal would be March 16th.

20% Creative Project OR Final Exam (Tuesday, April 18th, 9 am, A1085-1)

Students who submit their essay on time and receive a grade of B- or higher on it have the option of completing a creative project instead of writing a final exam.

There are no specific criteria for the creative project, other than it must exhibit roughly the same intellectual engagement as called for by the final exam: students may write a dialogue or short story (fan fiction?!), create a role-playing game, make a video, compose a piece of music, paint a picture, etc. Evaluation of creative projects will require a 15-minute interview with me, in which I'll ask you about your project and why you made the choices you did.

The creative project is due at 12 pm on Tuesday, April 18th. This is a HARD due date; there will be NO EXTENSIONS. Creative project interviews will be held on Wednesday, April 19th and Thursday, April 20th.

The final exam will be comprehensive but will place special emphasis on *Till We Have Faces*.

Course Information:

- The classroom is a professional setting. For this reason, I ask that you call me “Professor” or “Dr. Dyck” and I will, in return, call you by the name you prefer.
- Professionalism (or formality) is required in emails. When you email me, please begin with “Dear Professor ...” and, to the best of your ability, use proper grammar and syntax. Also, please check your Ambrose email account regularly.
- Technological devices are distracting and typically don’t actually aid learning: put your laptops, tablets, and phones away—unless you and I have had a conversation, and I’ve approved your use of some of these. (Obviously, this is not applicable to students with specific accommodations.)
- You are responsible for everything said in class, including announced changes to our schedule. If you will miss a class, arrange in advance for a classmate to take notes on your behalf.
- Late assignments will be marked down one refined letter grade per class session late (e.g. B to B-). Essays handed in after the due date will be graded but without grammatical correction or extensive commentary.
- Extensions may be granted upon medical or other compelling grounds but must be arranged for in advance. No request for an extension made within 24 hours of the due date will be granted (again, unless there are medical or other compelling grounds).
- In order to receive a passing grade in EN 130, you must submit both Essays 1 and 2, write the final exam, and not miss more than eight class sessions.

Grade Summary:

The available letters for course grades are as follows:

Grade	Interpretation	Grade Points
A+	Excellent	4.00
A		4.00
A-		3.70
B+	Good	3.30
B		3.00
B-		2.70
C+	Satisfactory	2.30
C		2.00
C-		1.70

D+	Poor	1.30
D	Minimal Pass	1.0
F	Failure	0.00
P	Pass	No Grade Points

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 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.

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
- 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 <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.

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.