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|-------------------|------------------------------|-----------------------------------|
| <b>Course ID:</b> | <b>Course Title:</b>         | <b>Winter 2022</b>                |
| EN 360            | The Nineteenth-Century Novel | <b>Prerequisite: 6 EN credits</b> |
|                   |                              | <b>Credits: 3</b>                 |

| Class Information    |                           | Instructor Information |  | Important Dates                         |                  |
|----------------------|---------------------------|------------------------|--|---|------------------|
| <b>Delivery:</b>     | Online/In-person (I hope) | <b>Instructor:</b>     | D. Dyck, Ph.D  | <b>First Day of Classes:</b>            | January 10, 2022 |
| <b>Days:</b>         | W/F                       | <b>Email:</b>          | <a href="mailto:darren.dyck@ambrose.edu">darren.dyck@ambrose.edu</a> | <b>Last Day to Add/Drop:</b>            | January 23, 2022 |
| <b>Time:</b>         | 1:30-2:45 pm              | <b>Phone:</b>          | 403 410 2000 (ext 6931)  | <b>Last Day to Withdraw:</b>            | March 18, 2022   |
| <b>Room:</b>         | G2195                     | <b>Office:</b>         | L2062  | <b>Last Day to Apply for Extension:</b> | March 28, 2022   |
| <b>Lab/Tutorial:</b> | n/a                       | <b>Office Hours:</b>   |  | <b>Last Day of Classes:</b>             | April 14, 2022   |
| <b>Final Exam:</b>   | April 23, 1-4 pm, G2195   |                        |  |   |                  |

### 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

Many contemporary ideas about the individual, political economy, psychology, gender, faith, creativity, science, and art took shape during the Victorian period. The novel of the nineteenth century displays and distills the cultural and intellectual ferment that defined this remarkably prolific period in English literature. Representative novels by the major, minor, and, occasionally, quirky writers of the period will be covered.

### Expected Learning Outcomes

Diligent students will

- understand better the literature, thought, and imaginative tendencies of the Nineteenth Century;
- understand better the literary history of the Nineteenth Century and the importance of the novel genre in the Western literary tradition;
- identify and describe the dominant conventions, genres, themes, and motifs of the nineteenth-century novel;
- develop the skills of literary analysis and literary research by completing a number of short writing assignments and one or two longer essays.

## Textbooks

- Austen, *Persuasion* (9780199535552)
- Brontë, *Wuthering Heights* (9780198834786)
- Dickens, *Great Expectations* (9780199219766)
- Eliot, *Middlemarch* (9780198815518)
- Tolstoy, *The Death of Ivan Ilyich and Other Stories* (9780199669882)

## Course Schedule

|     | Readings   | Assignments                                     |
|-----|--|---|
| Jan |  |   |
| 14  | Introductions  |   |
| 19  | <b>Austen</b> , <i>Persuasion</i> , Chs. 1-3                   |   |
| 21  | <i>Persuasion</i> , Vol. I, Chs. 4-11                          |   |
| 23  | Last Day to Add/Drop   |   |
| 26  | <i>Persuasion</i> , Vol. I, Ch. 12-Vol. 2, Ch. 7               |   |
| 28  | <i>Persuasion</i> , Vol. II, Ch. 8-end                         |   |
| Feb |  |   |
| 2   | <b>Brontë</b> , <i>Wuthering Heights</i> , Vol. I, Chs. 1-8    | Mini-Midterm 1: <i>Persuasion</i>               |
| 4   | <i>Wuthering Heights</i> , Vol. I, Chs. 9-14                   |   |
| 9   | <i>Wuthering Heights</i> , Vol. II, Chs. 1-7                   |   |
| 11  | <i>Wuthering Heights</i> , Vol. II, Chs. 8-16                  | <b><i>Persuasion</i> Essay Due</b>              |
| 16  | <i>Wuthering Heights</i> , Vol. II, Ch. 17-end                 |   |
| 18  | <b>Dickens</b> , <i>Great Expectations</i> , Vol. I. Chs. 1-12 | Mini-Midterm 2: <i>Wuthering Heights</i>        |
| 23  | No Classes: Spring Break                                       |   |
| 25  | No Classes: Spring Break                                       |   |
| Mar |  |   |
| 2   | <i>Great Expectations</i> , Vol. I, Ch. 13-Vol. II, Ch. 4      |   |
| 4   | <i>Great Expectations</i> , Vol. II, Chs. 5-18                 |   |
| 9   | <i>Great Expectations</i> , Vol. II, Ch. 19-Vol. III, Ch. 9    | <b><i>Wuthering Heights</i> Essay Due</b>       |
| 11  | <i>Great Expectations</i> , Vol. II, Ch. 10-end                |   |
| 16  | <b>Eliot</b> , <i>Middlemarch</i> , Bk. I, Chs. 1-12           | Mini-Midterm 3: <i>Great Expectations</i>       |
| 18  | <i>Middlemarch</i> , Bk. II, Ch. 13-Bk. III, Ch. 26            |   |
| 18  | Last Day to Withdraw   |   |
| 23  | <i>Middlemarch</i> , Bk. III, Ch. 27-Bk. IV, Ch. 41            |   |
| 25  | <i>Middlemarch</i> , Bk. IV, Ch. 42-Bk. VI, Ch. 56             | <b><i>Great Expectations</i> Essay Due</b>      |
| 28  | Last Day to Apply for Extension                                |   |
| 30  | <i>Middlemarch</i> , Bk. VI, Ch. 57-Bk. VII, Ch. 66            |   |
| Apr |  |   |
| 1   | <i>Middlemarch</i> , Bk. VII, Ch. 67-end                       |   |
| 6   | <b>Tolstoy</b> , <i>The Death of Ivan Ilyich</i>               | Mini-Midterm 4: <i>Middlemarch</i>              |
| 8   | <i>The Death of Ivan Ilyich</i>                                |   |
| 13  | Conclusions  | Mini-Midterm 5: <i>The Death of Ivan Ilyich</i> |

**Requirements:**10% Theme Journal

In order to help you read actively and critically in EN 360, I'd like you to keep a theme journal: essentially, you choose a broad theme of nineteenth-century fiction and make three or four entries per novel reflecting on that theme.

20% Mini-Midterms (5 x 4%)

At the end of our class discussion of each novel, you will write an in-class "mini-midterm" (15-20 minutes) comprised of short answer questions and a passage to analyze.

40% Long Essay

You will write a long essay (3000 words) on one of the first four novels assigned in the course. The only stipulation is that you cannot write on the same novel you write your Chapter Analysis Essay on (if applicable).

20% Chapter Analysis Essay OR Final Exam

You have the option of writing a Chapter Analysis Essay (1500 words) on any of the five novels assigned *OR* a Final Exam. If you choose to write this essay, the only stipulation is that you cannot write on the same novel you write your Long Essay on.

10% Participation

There will be a number of opportunities for participation in EN 360. At some point in our discussion of each of the novels we read, I will call upon you to highlight a key passage you found remarkable when reading. More generally, participation means your visible engagement in class: look alert, ask questions, share your thoughts, say "I don't understand" when you don't, and visit me during my office hours.

**Attendance:**

In order to receive a passing grade in EN 360, you must complete all major assignments, 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 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

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