

Course ID:		Course Title:		Fall 2023	
EN 390		Modern Literary Theory and Criticism		Prerequisite: 6 credits of English; required for English Majors	
				Credits: 3	
Class Information		Instructor Information		Important Dates	
Delivery:	In-person	Instructor :	Sarah Poffenroth, MA	First Day of Class:	Sept 6, 2023
Days:	W/F	Email:	Sarah.Poffenroth@ambrose.edu	Last Day to Add/Drop:	Sept. 17
Time:	2:30-3:45pm	Phone:	N/A	Last Day to Withdraw:	Nov. 20
Room:	L2100	Office:	L2091	Last Day to Apply for Coursework Extension:	Nov. 23
Lab/Tutorial:		Office Hours:	W/F 1:30-2:30pm or by appointment	Last Day of Class:	Dec 11, 2023
Final Exam:	December 15, 1-4pm				

### 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

This course introduces and examines the various theories of literary interpretation. We will begin the course by studying the history of modern literary theory and criticism. By examining major theoretical movements such as Deconstruction, Reader-Response, and Feminism the course aims to equip students with the tools of critical analysis.

### Expected Learning Outcomes

This course aims to equip students to perform the following:

1. Display strong and thoughtful critical reading skills when working with theoretical and literary texts of all genres, backgrounds, and contexts
2. Explore, strengthen, and expand interpretation skills when interacting with literary theorists, as well as other literary works
3. Broaden and refine communication skills both in oral and written form
4. Identify the major terms, movements, thinkers, factors, connections, and ideas that shape modern literary theory and criticism
5. Interrogate the conflicts, consequences, and connections that various theoretical positions bear in relation to Christianity
5. Fine tune presentation skills in order to facilitate effective and dynamic discourse
6. Demonstrate the ability to understand modern literary theoretical discourse in its place in the history of western thought

### **Textbooks**

Lodge, David and Nigel Wood, eds. *Modern Criticism and Theory: A Reader*. Third Edition. Harlow: Pearson Education Ltd., 2008.

### **Recommended Texts**

Abrams, M. H. *A Glossary of Literary Terms*. 9th ed. Boston: Wadsworth Cengage Learning, 2009.

Macey, David. *The Penguin Dictionary of Critical Theory*. London/New York: Penguin, 2000.

Makaryk, Irena R. ed. *Encyclopedia of Contemporary Literary Theory: Approaches, Scholars, Terms*. Toronto: U of Toronto Press, 2000.

### **Course Schedule** (See page 4 of Syllabus)

### **Requirements:**

**Presentation (20%)** Each student will give a 30-40 minute presentation on a reading from the course schedule. The presentation should not only show comprehension of theoretical content, but also critically examine and engage with the frameworks and ideas at play. More information will be given in class as to scheduling and assignment details.

**Essay (30%)** Write a minimally 10-12 page essay, applying a chosen literary theory to a text of your choice. More information will be given in class on this assignment. Each student must get approval for his or her topic prior to submission. This paper is due on the final day of class.

### **Midterm (15%)**

**Participation (10%)** I look forward to lively discussion. I will do my best to encourage conversation; students should be prepared to engage with each other and the material. Unexplained absences will affect this portion of the student's overall grade.

## Final Exam (25%)

### Assignment Submission:

Assignments are due on the dates specified. Students may not submit work done for another class. Essays are to be submitted via Moodle Drop box. All term papers will be subject to originality analysis. See <http://turnitin.com> and the below Academic policies for more information on Academic Integrity. Essay are to be submitted in MLA format.

### 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 6	Introduction to Literary Theory and Criticism	
September 8	Linguistics, Formalism, and Structuralism; Shklovsky, "Art as Technique" and Eichenbaum, "The Theory of the Formal Method"; Presentation guidelines	
September 13	Jakobson, "Linguistics and Poetics" p 141-147.	
September 15	Bakhtin, "From the Prehistory of Novelistic Discourse"	
September 20	Eco, "Casablanca: Cult Movies and Intertextual Exchange"	
September 22	Deconstruction	
September 27	Derrida, "Structure, Sign and Play in the Discourse of Human Science"	
September 29	Foucault, "What is an Author?"	
October 4	<b>No Classes: Deeper Life Conference</b>	
October 6	Psychoanalysis	
October 11	Lacan, "The Insistence of the Letter in the Unconscious"	
October 13	Cixous, "Sorties"	
October 18	Politics, Ideology, and Cultural History	
October 20	Jameson, "Postmodernism and Consumer Society"	
October 25	<b>MIDTERM</b>	Midterm
October 27	Feminisms	
November 1	Irigaray, "The Bodily Encounter with the Mother"	
November 3	Queer Theory	
November 8	<b>No Classes, Reading Week</b>	
November 10	<b>No Classes, Reading Week</b>	
November 15	Sedgwick, "The Beast in the Closet"	
November 17	Reader-Response and Hermeneutics	
November 22	Iser, "The Reading Process: A Phenomenological Approach"	Essay Due
November 24	Postcolonialism and Critical Race Theory	
November 29	Said, "Crisis [in orientalism]"	
December 1	Ecocriticism	
December 6	Buell, "Place"	
December 8	Eagleton, "Rise and Fall of Theory"/Exam Prep	

## Ambrose University Important Information:

### Ambrose University Important Policies & Procedures:

#### Registration

Registration is the process of selecting and enrolling in classes 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](http://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](mailto: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](https://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 off campus supports can be found on our website— [ambrose.edu/sexual-violence-response-and-awareness](https://ambrose.edu/sexual-violence-response-and-awareness).

#### Off Campus:

- Alberta's Online 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
- Chat: [www.calgarycasa.com](http://www.calgarycasa.com)

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