

| Course ID: | Course Title:          | Winter 2022   |
|------------|------------------------|---|
| EN 390     | Modern Literary Theory | Prerequisite: 6 credits of English; required for English Majors |
|            |                        | Credits: 3  |

| Class Information    |                             | Instructor Information |  | Important Dates                         |                  |
|----------------------|-----------------------------|------------------------|--|---|------------------|
| <b>Delivery:</b>     | In Class                    | <b>Instructor:</b>     | Sarah Poffenroth BA, MA  | <b>First Day of Classes:</b>            | January 10, 2022 |
| <b>Days:</b>         | T/TH                        | <b>Email:</b>          | sarah.poffenroth@ambrose.edu                                     | <b>Last Day to Add/Drop:</b>            | January 23, 2022 |
| <b>Time:</b>         | 1:30-2:45                   | <b>Phone:</b>          | N/A at this time   | <b>Last Day to Withdraw:</b>            | March 18, 2022   |
| <b>Room:</b>         | Online until further notice | <b>Office:</b>         | N/A at this time   | <b>Last Day to Apply for Extension:</b> | March 28, 2022   |
| <b>Lab/Tutorial:</b> | N/A                         | <b>Office Hours:</b>   | By appointment on Zoom. Don't hesitate to set up a time to chat. | <b>Last Day of Classes:</b>             | April 14, 2022   |
| <b>Final Exam:</b>   | 21 April 2022, 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 with the following skills:

1. Critical Reading
2. Interpretation Skills
3. Critical Writing
4. Grounding in Literary Theory
5. Presentation Skills

## 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*. 9<sup>th</sup> 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

### January 11 Introduction to Literary Theory and Criticism

**13** Linguistics, Formalism, and Structuralism; Shklovsky, "Art as Technique" and Ejxenbaum, "The Theory of the Formal Method"; Presentation guidelines

**18** Jakobson, "Linguistics and Poetics" p 141-147.

**20** Bakhtin, "From the Prehistory of Novelistic Discourse"

**25** Eco, "*Casablanca*: Cult Movies and Intertextual Exchange"

**27** Deconstruction

### February 1 Derrida, "Structure, Sign and Play in the Discourse of Human Science"

**3** Foucault, "What is an Author?"

**8** Psychoanalysis

**10** Lacan, "The Insistence of the Letter of the Unconscious"

**15** Cixous, "Sorties"

**17** MIDTERM

**22 and 24** Reading Week, No Classes

### March 1 Politics, Ideology, and Cultural History

**3** Jameson, "Postmodernism and Consumer Society"

**8** Feminisms

**10** Irigaray, "The Bodily Encounter with the Mother"

**15** Queer Theory

**17** Sedgwick, "The Beast in the Closet"

**22** Reader-Response and Hermeneutics

**24** Iser, "The Reading Process: A Phenomenological Approach"

**29** Postcolonialism and Critical Race Theory

**31** Said, "Crisis [in orientalism]"

### April 5 Ecocriticism

**7** Buell, "Place"

**12** Eagleton, "Rise and Fall of Theory"

**14** Review for Final; Essay Due

**Online Learning Format:**

Covid-19 protocols for Ambrose as of January 2022 have classes completely online. Thus, some additional factors will now be at play for the delivery of this course. From January 11<sup>th</sup>, until at least January 31<sup>st</sup>, this course will be accessible via live Zoom meetings, the links to which I will post on Moodle each class day. Students will be expected to attend online class the same way they would in-person, and I will take attendance each class. Each student's computer camera must remain on for the duration of classtime to help facilitate productive conversation and academic integrity. While not as ideal as in-person learning, this live online format will allow our class to have good conversations, even while distant. When or if protocols change, both I and the administration at Ambrose will keep you informed.

**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%)**

If classes are still online during midterm examinations, then this exam will be an open book/at-home long answer exam. More details will be forth-coming.

**Participation (10%)**

I look forward to lively discussion whether in person or online. 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 and by email to [sarah.poffenroth@ambrose.edu](mailto:sarah.poffenroth@ambrose.edu). 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.

**Attendance:**

I plan to keep attendance, and unexplained absences whether online or in-person will affect your participation

grade. Students are expected to do all prescribed readings before class and be prepared to participate in class discussion.

### Grade Summary:

The available letters for course grades are as follows:

| Grade | Interpretation | Percentage |
|-------|----------------|------------|
| A+    | Excellent      | 96-100     |
| A     |                | 91-95      |
| A-    |                | 86-90      |
| B+    | Good           | 82-85      |
| B     |                | 75-81      |
| B-    |                | 72-74      |
| C+    | Satisfactory   | 68-71      |
| C     |                | 63-67      |
| C-    |                | 60-62      |
| D+    | Poor           | 56-59      |
| D     | Minimal Pass   | 50-55      |
| F     | Failure        | 0-49       |

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.