



AMBROSE
UNIVERSITY COLLEGE

**EN 485 Capstone Seminar (3)
Winter 2013**

Instructor: Dr. Rita Dirks Heath
Office Hours: 11:00 - 12:30 W/F,
or by appointment
Class Times: 13:00 – 14:15 M

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Location: L2082

Required Texts

<i>After Theory</i>	Eagleton, Terry	Penguin
<i>The Double Hook</i>	Watson, Sheila	McClelland & Stewart
<i>Falling Into Theory</i>	Richter, David	Bedford
<i>Uses of Literature</i>	Felski, Rita	Blackwell

Note: the instructor will supplement texts with class handouts as needed.

Course Description

EN 485 is an integrative capstone course designed to consolidate faith and learning in the realm of literary studies. Delivered in seminar format, the course integrates the methods, academic content, and pragmatic application of literary studies to explore vocation and service in the world community. The research paper forms the core of the capstone, for at some 7500 words the paper serves as the equivalent of an honours thesis at the baccalaureate level. A variety of methodological, theoretical, and practical questions that animate the discipline of English will be addressed throughout the course.

Course Objectives

This course proceeds from two broad assumptions that lead to you answering several questions:

As one of the last courses you will complete in your English degree, it is imperative that you reflect on the cumulative achievement of your work in this field of study. What have you learned about the literary dimensions of life? How have you come to know what you know? How have your expectations of what you should or would learn over the course of your degree been realized (or not)? How has your study of literature

complimented, extended, contrasted, or conflicted with your faith and your sense of vocation?

The course should be unlike every other English course you have taken because it will be *about* English or English studies. The course should serve as a capstone of your English major because it is my hope you will learn that you have been thinking a good deal about what you have studied for some years and how your studies shape your intellectual, spiritual, and aesthetic map and how these elements point toward the next leg of your vocational journey.

This course builds itself around readings, research activities, and reflections that aim to help build your own self-awareness as a practicing literary critic, your acumen as a scholar, and your researching abilities.

Course Schedule

January	14	Introduction to Capstone
	21	Felski, <i>Uses of Literature</i> : Introduction and Chapter 1
	28	Felski, Chapter 2 and Chapter 3
February	4	Felski, Chapter 4 and Conclusion
	11	Richter, "The University, the Humanities"; Vendler, Eagleton, Hooks in Richter
	25	Richter, "The Literary Canon"; Herrnstein Smith, Deleuze & Guattari, Said in Richter
March	4	Radway, Guillory in Richter; Richter, "Interpretive Communities," Barthes in Richter
	11	Fish, Gilbert & Gubar, Moi, Kolodny in Richter
	18	Chakravorty Spivak, Levine, Bérubé in Richter
	25	Eagleton, <i>After Theory</i> , Chapters 1-4
April	1	Eagleton, <i>After Theory</i> , Chapters 5-8
	8	Watson, <i>The Double Hook</i>

Course Requirements

Discussion of theory, criticism, and literature	40%
Reflection Paper	15%
Submission of Creative Work	5%
Scholarly Project	40%

Discussion

In order to prepare for classroom discussions, students must read designated chapters, articles, and texts critically, with the aim to lead the class discussions after mastering the content of the readings. The discussions should revolve around a critique of the

reading's key ideas, particularly their strengths, weaknesses, consequences, tensions, and applications.

Reflection Paper

As the culmination of your experiences in the capstone study and the English program, you will write a final paper eight to twelve pages in length in which you formulate your answer to the question, "What is English?" The paper should reflect on the readings for the course, our discussions, and responses and the ideas generated in your research paper and your broader course of studies in English. Note that your paper may also reflect on what English should be, and you may also use your paper to reflect on your experiences as a student of English. A brief presentation, some thirty to thirty-five minutes, that presents the key aspects of your answer is also required as part of the reflection paper. Note: the reflection paper is by nature a less formal undertaking than the research paper, but use MLA form even though you may engage in a freer manner of prose than you might in research paper. The presentation manuscript of the reflection paper must be submitted no later than seven (7) calendar days after its delivery.

Final grades for the course appear as letter grades. The table below shows the percentage equivalents for each letter grade.

Scholarly Project

Each student will undertake a scholarly research and writing project culminating in a fully researched and documented essay of thirty pages (at minimum) on any topic of your choosing within the discipline of English. Your paper must be thoroughly researched and must demonstrate your engagement with the scholarship on your subject. It must follow correct MLA style for documentation and citation of your sources. You should have at least fifteen sources in your paper, including your primary text(s). I strongly encourage each student to consult the *Dissertation Abstracts Index (DAI)* at a fairly early stage of research, especially if the project in mind may grow into graduate work.

I urge you to seek out something you love—some interest that emerges from deep within you. It is my conviction that the best scholarship comes from those depths within us where the things we most care about reside. The best scholarship is something we *need* to write.

Your paper must treat a literary subject, and that subject must form the core of your inquiry. You may focus your project on a favourite text, author, genre, movement, period, or a problem or issue you have encountered in your study of English. You will want to integrate a critical apparatus into your paper, for example, new criticism, reader-response, feminism, post-colonial criticism and so on, and you may also formulate a synthetic and pluralist model. You may wish to cross some disciplinary boundaries to contextualize your work with literature in other disciplines (for example, art history,

music history, biblical studies, theology, and so on). If you foresee a clear vocational road ahead your project may be tailored to feed that interest.

I will serve as a project advisor—the equivalent of an honour's thesis supervisor—to each you. I will read your first draft, make suggestions for revision, and provide timely benchmarks for building the paper sequentially over the term.

Topics

Topics should be chosen before **31 January 2013**. Feel free to meet with me to discuss the topic.

Provisional Thesis

Your provisional thesis should emerge while completing your working bibliography. The working thesis should be drafted and submitted no later than **15 February 2013**.

Grading

Letter Grade	Percentage
A+	96-100
A	91-95
A-	86-90
B+	82-85
B	75-81
B-	72-74
C+	68-71
C	63-67
C-	60-62
D+	59-59
D	50-55
F	0-49

Important Notes

Please note: because this course serves as a graduation requirement, no extensions on course work are possible.

Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Student Handbook and Academic Calendar. Personal information, that is information about an individual that may be used to identify that individual, may be collected as a requirement 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.

Important Notes about Dates:

The last day to enter a course without permission and/or to withdraw voluntarily from a course without financial penalty (**drop**) is Sunday, January 20, 2013 (winter semester). These courses will not appear on the student's transcript. Courses should be added or dropped on the student portal by the deadline date.

Withdrawal from courses after the Registration Revision period will not be eligible for tuition refund. The last day to voluntarily withdraw from a course without academic penalty (**withdraw**) is Friday, March 22, 2013 (Winter semester). A grade of "W" will appear on the student's transcript.

Students wishing to withdraw from a course, but who fail to do so by the applicable date, will receive the grade earned in accordance with the course syllabus. A student obliged to withdraw from a course after the Withdrawal Deadline because of health or other reasons may apply to the Registrar for special consideration.

Appeals

An appeal for change of grade on any course work must be made to the course instructor within one week of receiving notification of the grade. An appeal for change of final grade must be submitted to the Office of the Registrar in writing within 30 days of receiving notification of the final grade, providing the basis for appeal. A review fee of \$50.00 must accompany the appeal to review final grades. If the appeal is sustained, the fee will be refunded.

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 College 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 give credit 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 college. Students are expected to be familiar with the policies in the current Academic Calendar and the Student Handbook 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.

Students are advised to retain this syllabus for their records.