



AMBROSE
UNIVERSITY COLLEGE

EN 485 Capstone Seminar (3)
Winter 2014
Dr. Tim Heath

Office: L2065
Class Times: 1:00 – 3:45 M
E-mail: theath@ambrose.edu

Office Phone: 403-410-2000 ext. 5904
Class Location: L2091
Office Hours: T/Th 12:00 to 3:00 or by appointment

Required Texts

<i>After Theory</i>	Eagleton, Terry	Penguin
<i>Not Wanted on the Voyage</i>	Findley, Timothy	Penguin
<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

As one of the last courses you will complete in your English degree, the capstone experience takes up the imperative that you reflect on the cumulative achievement of your work in literary studies. The course aims to engage you in a number of key questions: 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)? Why do you read in the ways that you do? How do you make meaning? Why does the study of literature matter to you? How has your study of literature complemented, extended, contrasted, or conflicted with your faith and your sense of vocation?

The course will be unlike every other English course you have taken because it is *about* English as a discipline and your place in it. The course serves as a capstone of your English major because it asks

you to articulate what you have been thinking about over the passage of your degree. The course thus asks for your personal and scholarly deliberation on the question of 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 research abilities.

Course Requirements

Participation	20%	
Précis and Critique	10%	Due Date _____
Scholarly Project	40%	Due Date _____
Reflection Paper	15%	Due Date _____
Presentation of Reflection Paper	15%	Due Date _____
	100%	

Participation

All students earn the full twenty percent for participation for attending all classes, leading the discussion twice, and vetting their scholarly project at least once. Missing any class, not participating in discussion, not leading discussion, and not vetting the major project decreases the participation mark in five percent increments for each item skipped or mishandled.

Discussion Parameters

Students lead discussion twice, as per the proposed course outline. When leading discussion, students must undertake enough background inquiry to accurately frame the context of the reading. The discussion should revolve around a critique of the reading's key ideas, particularly their strengths, weaknesses, consequences, tensions, applications, and so on. Student who serve as auditors on any given day are expected to be ready to ask the discussion leader for his or her opinion on the key ideas of the reading.

Précis and Critique

Read Eagleton's book then write a précis of the text, and then critique it. The précis should reflect that you have mastered the book's content, and the critique should indicate your affirmation of the book's strengths and your analysis of its weaknesses (three to four pages for each assignment).

Scholarly Project (40% of grade)

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 is to 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 about which 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 must integrate a critical and theoretical 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 2014**. 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 **10 February 2014**.

First Draft for Advisor Review

This element of EN 485 is purely optional. That said, I will read and interact with a complete draft of your thinking through your material any time before or during the week of **10 to 17 March 2014**. Certain gaps, rough ground, and boggy spots are permissible at this stage, but aim for completeness, particularly in its documentation—both parenthetical and in the works cited—because detailed work here will save you many steps as you refine the draft.

Final Draft

This iteration should be a full revision in view of my comments and the process of vetting your project with your peers. At this point, the format of the paper should conform accurately to MLA guidelines.

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.

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

- Last day to add or drop with tuition refund: **19 January 2014**
- Last day to change to audit: **19 January 2014**
- Last day to request revised time for a final exam: **3 March 2014**
- Last day to withdraw from a course without academic penalty: **21 March 2014**
- Last day to apply for coursework extension: **31 March 2014**

Please note: because this course serves as a graduation requirement, no extension on course work is possible unless utterly compelling grounds can be demonstrated.

Electronic Etiquette

Laptops may be used for note taking, but I reserve the right to ban all electronics from the classroom if they become a distraction. All other electronics—phones, tablets, cameras, that is, all recording and distracting devices—must be switched off during class. On the whole, I prefer that

students take handwritten notes. E-book readers form the exception to my scruple against electronics in class.

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.

Extensions

Although extensions to coursework in the semester are at the discretion of the instructor, students may not turn in coursework for evaluation after the last day of the scheduled final examination period unless they have received permission for a "Course Extension" from the Registrar's Office. Requests for course extensions or alternative examination time must be submitted to the Registrar's Office by Monday, November 25, 2013 (Fall semester) or Monday, March 31, 2014 (Winter semester). Course extensions are only granted for serious issues that arise "due to circumstances beyond the student's control."

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 strongly advised to retain this syllabus for their records.

Proposed Course Schedule

13 January course goals, expectations, procedures, assignments	20 January Richter “Introduction: Falling into Theory” (Heath) “Part One: Why We Read” (_____) Helen Vendler, <i>What We Have Loved, Others Will Love</i> ” (_____) During, “Teaching Culture” (_____)
27 January Gerald Graff, “Disliking Books at an Early Age” (_____) Scholes, “A Fortunate Fall” (_____) Ohmann, “The Function of English at the Present Time” (_____)	
3 February Eagleton, <i>After Theory</i>	10 February Eagleton, <i>After Theory</i> (Draft Theses)
17 February (Family Day: make up class needed) Felski, <i>Uses of Literature</i> Felski, “Chapter (_____)”	24 February Felski, <i>Uses of Literature</i> Felski, “Chapter (_____)”
3 March Findley, <i>Not Wanted</i>	10 March Findley, <i>Not Wanted</i> (First Drafts Major Paper)
17 March Levine, “Reclaiming the Aesthetic” (_____) Levinson, “What is New Formalism?” (_____) Seminar Presentation (Heath, <i>What is English?</i>)	24 March Seminar Presentation 1 (_____) Seminar Presentation 2 (_____)
31 March (ARC: consider 1:30 start) Seminar Presentation 3 (_____) Seminar Presentation 4 (_____)	
7 April Wrap up reflection (Heath)	