



AMBROSE
UNIVERSITY COLLEGE

EN 485 Capstone Seminar (3)
Winter 2009
Dr. Tim Heath

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Class Location: A2133
Office Hours: W/F 10:00 to 12:00 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

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. A variety of methodological, theoretical, and practical questions will be addressed.

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 the last four 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 Requirements

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

Participation

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

Précis and Critique

Read Eagleton's book then write a précis of the text, and 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 identification of its weaknesses. Two to four pages each.

Scholarly Project (40% of grade)

Each student will undertake a scholarly research and writing project culminating in a fully researched and documented essay of some twenty-five to thirty pages 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 ten sources in your paper, including your primary text(s).

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.

You may focus your project on a favourite text or author, a problem or issue you have encountered in your study of English, a film adaptation of a literary text, an analysis of a film or the works of one director as texts. You may engage in popular culture studies or cultural studies of a literary period that holds particular fascination for you. You may bring your favourite critical perspective to bear on

a text or texts (for example, new criticism, reader-response, feminism, post-colonial criticism and so on). 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 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 **30 January**. 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 by **13 February**.

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 at any point over the course. Certain gaps and boggy spots are permissible at this stage, but aim for completeness, particularly in its documentation—both parenthetical and in the works cited because detail work here will save you many steps as you refine the draft.

Final Draft

This iteration should be a full revision in view of your advisor's comments, your peer's comments, and any suggestions you may have received from others. 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.

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 of registration revision period: 16 January 2009
- Last day to withdraw voluntarily from course without financial penalty: 16 January 2009
- Last day to withdraw from course or change to audit without academic penalty: 13 March 2009. It is the responsibility of all students to become familiar with and adhere to Ambrose academic policies, such as the policy on academic dishonesty, which are stated in the current catalogue.

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

Course Shedule

January	12	course goals, expectations, procedures, assignments
	19	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” (_____)
	26	Richter Herrnstein Smith, “Contingencies of Value” (_____) Said, “The Politics of Knowledge” (_____) Gerald Graff, “Disliking Books at an Early Age” (_____)
February	2	Eagleton, <i>After Theory</i> Ohmann, “The Function of English at the Present Time” (_____) Eagleton, “The Rise of English” (_____)
	9	Eagleton, <i>After Theory</i> Menand, “The Demise of Disciplinary Authority” (_____) Scholes, “A Fortunate Fall” (_____)
	16	Reading Week – class cancelled
	23	Findley, <i>Not Wanted</i> Seminar Presentation I (Heath, <i>What is English?</i>)
March	2	<i>Findley, Not Wanted</i> Sedgwick, excerpt from <i>Epistemology of the Closet</i> (_____) Robinson, “Treason Our Text” (_____)
	9	Findley, <i>Not Wanted</i> Levine, “Reclaiming the Aesthetic” (_____) Bérubé, “Aesthetics and the Literal Imagination” (_____) Nussbaum, “The Literary Imagination” (_____)
	16	Palmer, <i>The Courage to Teach</i> Freire, “The ‘Banking’ Concept” (_____)
	23	Seminar Presentations 1 (_____) and 2 (_____)
	30	Seminar Presentations 3 (_____) and 4 (_____)
April	6	Seminar Presentations 5 (_____) and 6 (_____)
	13	Seminar Presentation 9 (Heath) and wrap up