

Capstone Seminar
3 credits
Prerequisite(s): Restricted to English Major Students

Class Information		Instructor Information		First day of classes:	Wed., Jan. 6, 2016
Days:	Monday	Instructor:	Dr. Rita Dirks, PhD	Last day to add/ drop/change to audit:	Sun., Jan. 17, 2016
Time:	1:00 – 3:45 PM	Email:	rdirks@ambrose.edu	Last day to request revised exam:	Mon., Feb. 29, 2016
Room:	L2084	Phone:	(4030 410-2000, ext. 5900	Last day to withdraw from course:	Fri., Mar 18, 2016
Lab/Tut:		Office:	L2067	Last day to apply for time extension for coursework:	Mon., Mar. 28, 2016
Final Exam: no exam		Office Hrs:	1:00 – 2:30 PM T/Th	Last day of classes:	Wed., April 13, 2016

Textbooks:

<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:

Run as a seminar, this course serves as an occasion for graduating students to integrate and consolidate their literary training. A variety of methodological, theoretical, and practical questions that animate the discipline of English will be addressed throughout the course. The research paper forms the core of the capstone, for at some 7500 plus words the paper serves as the equivalent of an honours thesis at the baccalaureate level.

Expected Learning Outcomes:

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	11	Introduction to Capstone
	18	Felski, <i>Uses of Literature</i> : Introduction and Chapter 1
	25	Felski, Chapter 2 and Chapter 3
February	1	Felski, Chapter 4 and Conclusion
	8	Richter, "The University, the Humanities"; Vendler, Eagleton, Hooks in Richter; Richter, "The Literary Canon"
	22	Herrnstein Smith, Deleuze & Guattari, Said in Richter; Radway, Guillory in Richter;
	29	Richter, "Interpretive Communities," Barthes in Richter; Fish, Gilbert & Gubar, Moi,
March	7	Kolodny in Richter; Chakravorty Spivak, Levine, Bérubé in Richter
	14	Eagleton, <i>After Theory</i> , Chapters 1-4
	21	Eagleton, <i>After Theory</i> , Chapters 5-8
April	4	Watson, <i>The Double Hook</i>
	11	<i>The Double Hook</i>

Requirements:

Discussion of theory, criticism, and literature	40%
Reflection Paper (What Is English?)	15%
Scholarly Project (30-45 pages)	45%

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.

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 **February 8, 2016**. 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 **February 29, 2016**.

Attendance:

Attendance is mandatory. Unexcused absences will result in expulsion from class.

Grade Summary:

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

Because of the nature of the Alpha 4.00 system, there can be no uniform College-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.

Other

Policies:

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. If students do not wish to use their Ambrose accounts, they will need to forward all messages from the Ambrose account to another personal account.

Registration

During the **Registration Revision Period** students may enter a course without permission, change the designation of any class from credit to audit and /or voluntary withdraw from a course without financial or academic penalty or record. Courses should be added or dropped on the student portal by the deadline date; please consult the List of Important Dates. After that date, the original status remains and the student is responsible for related fees.

Students intending to withdraw from a course after the Registration Revision Period must apply to the Office of the Registrar by submitting a "Request to Withdraw from a Course" form or by sending an email to the Registrar's Office by the **Withdrawal Deadline**; please consult the List of Important Dates on the my.ambrose.edu website. Students will not receive a tuition refund for courses from which they withdraw after the Registration Revision period. A grade of "W" will appear on their transcript.

Exam Scheduling

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.

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 List of Important Dates. 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.

Electronic Etiquette

Students are expected to treat their instructor, guest speakers, and fellow students with respect. It is disruptive to the learning goals of a course or seminar and disrespectful to fellow students and the instructor to use electronics for purposes unrelated to the course during a class session. Turn off all cell phones and other electronic devices during class. Laptops should be used for class-related purposes only. Do not use iPods, MP3 players, or headphones. Do not text, read, or send personal emails, go on Facebook or other social networks, search the internet, or play computer games during class. Some professors will not allow the use of any electronic devices in class. The professor has the right to disallow the student to use a laptop in future lectures and/or to ask a student to withdraw from the session if s/he does not comply with this policy. Repeat offenders will be directed to the Dean. If you are expecting communication due to an emergency, please speak with the professor before the class begins.

Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Academic Calendar. 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.

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 the deadline date; please consult the List of Important Dates. Course extensions are only granted for serious issues that arise "due to circumstances beyond the student's control."

Appeal of Grade

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 Registrar's Office

in writing and providing the basis for appeal 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. 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 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 college. 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.

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