

## Course Outline

COURS : **603-103-MQ Literary Themes**

PROGRAMME : General Education – 3rd course

DISCIPLINE : English Literature

Weighting :      | Theory :    2                      | Practice :    2                      | Personal study :    4

PROFESSEUR DU COURS-GROUPE

OFFICE ☎ ext.

✉ email or website

Chloé Collins

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AVAILABILITY TO STUDENTS *to be completed by the students*

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Office hours					

DEPT. COORDINATOR

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## CONTEXT OF THE COURSE IN THE STUDENT'S TRAINING

The present course is the third of the four English literature and composition courses and is part of the General Education courses. Its role is to teach students to read, analyze and write about a variety of literary texts including poetry, short stories, novels, essays, and plays from different periods.

## MINISTERIAL OBJECTIVES

### **4EA2 To apply a critical approach to a literary theme**

#### **1. To recognize the treatment of a theme within a literary text**

- Clear recognition of elements within the text, which define and reinforce a theme and its development
- Adequate demonstration of the effects of significant literary and rhetorical devices.

#### **2. To situate a literary text within its cultural context**

- Appropriate recognition of a text as an expression of cultural context.
- Adequate demonstration of the effects of significant literary and rhetorical devices.

#### **3. To detect the value system inherent in a literary text**

- Appropriate identification of expression (explicit/implicit) of a value system in a text.

#### **4. To explicate a discourse from a thematic perspective**

- Appropriate choice and use of terminology.
- Effective presentation of a 1000-word integrated response to a text.

#### **5. To edit the discourse.**

- Appropriate use of revision strategies
- Accurate correction of the discourse.

## FINAL OBJECTIVE OF THE COURSE

On successful completion of the course, students, with the aid of reference material, will be able to produce a 750-word essay analyzing a literary text. This essay will demonstrate the following: correct grammar, syntax and spelling; appropriate tone and diction; and effective sentences and paragraphs. This essay will also demonstrate thorough revision of form and content.

## TEACHING AND LEARNING STRATEGIES

Learning activities include: close readings of texts or parts of texts, class and small group discussions of literary elements such as plot structure, character, tone, and style; workshops on note-taking, outlining, development of theses, paragraph design, use of glossaries, dictionaries and reference material, documentation and writing; exercises to strengthen both writing and speaking skills.

## COURSE OUTLINE

LEARNING OBJECTIVE	CONTENT	PERSONAL STUDY AND WORK
<b>SEMESTER ACTIVITIES</b> Weeks 1 to 15		
1. To recognize the treatment of a theme within a literary text	<ul style="list-style-type: none"> <li>- Different forms of literature including poetry, short stories, novellas, essays and plays</li> <li>- Concepts used in analyzing literature, characteristics, themes and considerations of different eras and authors</li> <li>- Accurate explanation of the denotation and connotation of words</li> <li>- Accurate definition of the characteristics and function of each component of discourse</li> <li>- Recognition of the main idea and structure of a text</li> <li>- Clear presentation of the strategies employed to develop an argument or thesis, orally and in writing.</li> </ul>	<p>Reading and analysis of different texts.</p> <p>Use of reference material</p>
2. To situate a literary text within its cultural context.	<ul style="list-style-type: none"> <li>- Identification and use of pertinent information from multiple sources.</li> <li>- Identification of appropriate topics and ideas.</li> </ul>	<p>Reading and analysis of different texts.</p> <p>Research, and use of reference material</p>
3. To detect the value system inherent in a literary text.	<ul style="list-style-type: none"> <li>- Identification and use of pertinent information from multiple sources.</li> </ul>	
4. To explicate a discourse from a thematic perspective.	<ul style="list-style-type: none"> <li>- Clear formulation of a thesis and clear, coherent organization of the supporting material.</li> </ul>	<p>Writing activities related to the organization and expression of ideas</p>
5. To edit the discourse.	<ul style="list-style-type: none"> <li>- Composition of a 750-word piece of discourse using appropriate tone and diction, correctly developed sentences and clear, coherent paragraphs.</li> <li>- Appropriate use of revision strategies and a careful revision of the form and content before submitting their work.</li> </ul>	

## EVALUATIONS

Description of the evaluation activity	Context and means of evaluation	Learning objective	Evaluation criteria	Dates	Value
Weekly Quizzes	in-class	1, 2	Correction criteria for each assignment will be provided by the instructor in advance of the due date	Weekly	20%
Stylistic Quiz	in-class	1, 2, 3, 4	Correction criteria for each assignment will be provided by the instructor in advance of the due date	Week 5	5%
Essays (based on texts read)	Individual, outside of class	1, 2, 4	Correction criteria for each assignment will be provided by the instructor in advance of the due date	Weeks 4 and 10	25%
Midterm written exam	Individual, in class	1, 2, 4	Correction criteria for each assignment will be provided by the instructor in advance of the due date	Week 6	10%
Midterm oral exam	Group, in class	1, 2, 3, 5	To be explained with the specific assignment	Week 7	10%
Final written exam	Individual, in class (3 hours)	1, 2, 4	Correction criteria for each assignment will be provided by the instructor in advance of the due date	Week 14	15%
Final oral exam	Group, in class	1, 2, 3, 5	Correction criteria for each assignment will be provided by the instructor in advance of the due date	Week 15	15%

**TOTAL : 100**

## **OBLIGATORY READING MATERIAL**

- Truman Capote, Breakfast at Tiffany's
- Jack London, The Call of the Wild
- Herman Melville, Bartleby the Scrivener
- Selected short stories, poems, essays taken from online sources
- A good dictionary and thesaurus (such as the Paperback Oxford Canadian Dictionary)

## **LANGUAGE DEPARTMENT REGULATIONS\***

\* The masculine form is used for the purpose of brevity.

### **Class Participation**

The student will be punctual and create a favourable learning environment through his attitude and actions.

### **Course Level**

The student has one week from the first class to inform the teacher that the course level is inappropriate.

### **Plagiarism**

Any plagiarism, any attempt to plagiarize, collaboration in plagiarism or any other dishonest intellectual practice will be dealt with under article 5.6.1 in the Politique institutionnelle d'évaluation des apprentissages (PIEA).

### **Class Attendance**

The student is required to respect article 5.3.4 in the Politique institutionnelle d'évaluation des apprentissages (PIEA) as well as the Language Department regulations. The student ought to consult article 5.2.5.1 to know what constitutes a justifiable absence.

For a course of 60 hours, after 8 hours of unjustified absence, the will receive a written warning. After 12 hours, of unjustified absence, the student could be excluded from the course.

After an absence, It is the student`s responsibility to find out what work was missed and what work needs to be done.

### **Presence at Graded Evaluations**

The student who is absent for an exam, for any kind of classroom evaluation or who does not hand in an assignment on the date specified by the teacher will receive 0. However, in serious situations and upon

presentation of a valid written justification for the absence before the following course, the teacher will be able to permit the student to do the evaluation before the following course. Similarly, a student who does not hand in his assignment on time or who is absent for a classroom evaluation can be exempted. (Article 5.2.5.1 of the P.I.E.A.)

### **Submission of Assignments**

All assignments must be submitted on the date, at the time and in the place designated by the teacher. Unless there is an agreement with the teacher, late assignments are penalized by the deduction of 10% per day, and a mark of zero will be given when the assignment is six days late. Any assignments due in the fifteenth week cannot be submitted late. (l'article 5.2.5.2 de la PIEA)

### **Passing Grade / Double 60 Rule**

The passing mark for the course is 60 %.

To pass the course, the student must have 60% or higher on the final evaluations as well as an overall average of 60% or more including the final evaluations.

### **Grade Revision**

Before making a request for a grade revision, the student must meet his teacher to clarify the situation and the reasoning behind an assigned grade.

## **COLLEGE POLICIES AND REGULATIONS**

All students enrolled at Cégep Édouard-Montpetit must become familiar with and comply with the institutional policies and regulations. In particular, these policies address evaluations, admission status, French language policies, a violence-free and harassment-free environment, and procedures regarding student complaints. The French titles for the policies are: *Politique institutionnelle d'évaluation des apprentissages, les conditions particulières concernant le maintien de l'admission d'un étudiant, la Politique de valorisation de la langue française, la Politique pour un milieu d'études et de travail exempt de harcèlement et de violence, les procédures et règles concernant le traitement des plaintes étudiantes.*

The full text of these policies and regulations is accessible on the College web site at the following address: [www.cegepmontpetit.ca](http://www.cegepmontpetit.ca). If there is a disparity between shortened versions of the text and the full text, the full text will be applied and will be considered the official version for legal purposes.

### **RULE REGARDING THE USE OF ELECTRONIC DEVICES IN CLASS**

This rule is included in the student agenda, in the section *Collège en bref*, under the title *Cellulaire portables et autre appareils électroniques en classe*.

The Dean of Studies at Cégep Édouard-Montpetit recognizes the use of information and communication technology and communication for the purposes of learning, in conditions that are conducive to concentration.

For this reason, unless a student has a special agreement with the teacher, the following are forbidden in class:

- the use of cell phones, smart phones, and music players;
- audio or video recording or taking pictures;

- the use of portable computers or tablets for uses other than those allowed in the teaching context. In the case where these rules are not respected, the teacher can demand that the device be put away and, if the rule is not respected after a formal warning, the teacher can expel the student from class.

**THE CAL: LE CENTRE D'AIDE EN LANGUES (D-116)**

**The Language Help Centre offers free tutoring and help for students with difficulty in English.**

**LE CSA: Le Centre de services adaptés (Center for students with special needs) (B-157)**

For students with special needs or a disability : if your participation in college life is hampered by your problem and you need special measures (physical adaptations, special conditions for exams, learning strategies etc.), it is your responsibility to consult the Centre de services adaptés (CSA) as soon as possible

- in person at B-157
- on line at [servicesadaptesena@cegepmontpetit.ca](mailto:servicesadaptesena@cegepmontpetit.ca)
- [by telephone : 450-679-2631 ext.4578](tel:450-679-2631)