ÉNA ÉCOLE NATIONALE D'AÉROTECHNIQUE

UN CAMPUS DU CÉGEP ÉDOUARD-MONTPETIT

Language Department

Course Outline

COURSE: **603-101-MQ Introduction to College English Literature**

PROGRAM : General Education – 1st course

DISCIPLINE: English

Weighting :	Theory:	2	Practical Work	2	Personal Study:	4

TEACHER	OFFICE	☎Ext	✉ email or website
Joan Thompson	St-Hubert: C-163C Longueuil: A-238	7852	joan.thompson@college-em.qc.ca

OFFICE HOURS *(students complete)*

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning					
Afternoon					

DEPARTMENT COORDINATORS	OFFICE	☎ Ext	✉ email or website
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COURSE OBJECTIVES:
MINISTERIAL OBJECTIVES & STANDARDS:

The objective of this course is to enable students to analyze texts and produce written and oral work. Students will learn to read literature critically. Students will also learn to write an analytical essay containing a thesis statement that is clearly supported and developed.

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.

CONTEXT OF THE COURSE IN THE STUDENT'S PROGRAM

The present course is the first 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.

MINISTRY OBJECTIVE(S) OR COMPETENCIES

CODE : 0004

Description of the competency :

To analyze and produce various forms of discourse.

Elements:

1. To identify the characteristics and functions of the components of discourse.

2. To determine the organization of facts and arguments of a given discourse.

3. To prepare ideas and strategies for a projected discourse.

4. To formulate a discourse.

5. To edit the discourse.

TEACHING AND LEARNING STRATEGIES

The following teaching methods are used: pedagogy through questioning and discussion; lectures; panel discussions; workshops, and other activities to develop students' abilities to analyze texts and to write clear, well-organized texts.

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

SKILLS	LEARNING OBJECTIVES	METHODOLOGY	PERIOD OF ACTIVITIES	CONTENT CONTENU	PERSONAL STUDY ACTIVITIES ACTIVITÉS D'ÉTUDE PERSONNELLE
1. Analyze different forms of literature	Students must read and analyze different forms of literature. They must accurately explain the denotation and connation of words and define the characteristics and function of each component of discourse. They must recognize the main idea and structure of the text and clearly present the strategies employed to develop an argument or thesis, orally and in writing.	For each class, students will read different forms of literature and analyze them using the concepts taught in class. They will also use different reference sources for their written work.	Weeks 1 to 15	Concepts used in analyzing literature, characteristics and considerations of different eras and authors; poetry, short stories, novels, essays and plays	Reading, analysis, use of reference material
			Week 6	Comprehensive evaluation	
			Week 15	Final exam	
2. Express ideas orally and in writing.	Students identify appropriate topics and ideas, gather pertinent information from multiple sources, clearly formulate a thesis and organize the supporting coherently. They write a 750-word piece of discourse using appropriate tone and diction, correctly developed	Each week, students will do different activities related to the organization and expression of ideas both orally and in writing.	Weeks 1-6 and 8-13	Different activities related to oral and written expression	Write texts and do exercises related to writing
			Week 6	Comprehensive evaluation	

	sentences and clear, coherent paragraphs. They thoroughly revise the form and content before submitting their work. **In the Ministry document, this is stated as "appropriate identification of" but "appropriately identifies" is not right.		Weeks 14-15	Comprehensive evaluation	

Writing Portfolio	Individual	1, 2	Each week	15%
Essays (based on texts read)	Individual, outside of class	1, 2	Weeks 4 and 9-10	20%
Oral presentation	Individual, in class.	1, 2,	Weeks 9 & 10	10%.
Mid-term exam	Individual, in class	1, 2	Week 6	10%
Research essay	Individual, outside of class	1, 2	Week 13	20%
Final exam	Individual, in class (3 hours)	1, 2	Week 15	25%

If there is a change in the schedule, it will be announced in class at least one week in advance.

CONDITIONS FOR PASSING THE COURSE

(1) PASS MARK

The passing mark for the course is 60 %.

(2) PRESENCE AT SUMMATIVE EVALUATIONS

Presence at comprehensive evaluations is obligatory.

(3) SUBMITTING ASSIGNMENTS

Assignments must be handed in on the date, in the place and at the moment specified by the teacher. If the assignment is late, students will receive a zero (0), unless a valid written justification (medical or legal document) is presented **before the following course**, which testifies that the student really was unable to hand in the work at the time and place set by the teacher.

(4) MATERIAL PRESENTATION OF ASSIGNMENTS

Students must respect the « *Normes de présentation matérielle des travaux écrits* » adopted by the College. These standards are available under the heading **« Aides à la recherche »** in the College documentation centres. Here are the addresses:

CRD du campus de Longueuil :   CRD de l'ÉNA :

ww2.college-em.qc.ca/biblio/normes.pdf   ww2.ena.college-em.qc.ca/creena/normes.pdf.

REQUIRED MATERIAL

Literature, a Pocket Anthology, second Canadian Edition. edited by R.S.Gwynn and Wanda Campbell

A novel - at the discretion of the teacher.

A good dictionary (such as the Paperback Oxford Canadian Dictionary)

INSTITUTIONAL POLICIES AND REGULATIONS

All students enrolled at Collège Édouard-Montpetit must become familiar with and comply with the institutional policies and regulations. In particular, these policies address learning evaluations, maintaining admission status, French language policies, maintaining 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.college-em.qc.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.

<div align="center">Rules for Students at ÉNA</div>

<div align="center">* The masculine form is used for the purposes of brevity.</div>

Class Attendance
« *It is the students' responsibility to be present at all their classes and to participate actively in the classroom activities organized by the teacher.* » (Institutional Policy on the Evaluation of Student Achievement or IPESA 6.3.4) In the case of absence for serious reasons (medical, legal, death in the family, overpowering event or event of force majeure, or activities organized by the College), the student must supply written proof of said reason (medical or death certificate, proof of court summons etc.) and is responsible for finding out what he has missed in the three days following his* absence. The student must meet the teacher or write him a MIO or an e-mail in which he must • state periods when he will be available to meet the teacher. The teacher commits himself to responding within a period of 24 hours to give the student an appointment ; • Inform the teacher of the motive which justifies his absence in order to determine the measures applicable in the case of a missed deadline for an assignment or a missed evaluation; • Come to an agreement with the teacher for a date on which to hand in the assignment or redo the evaluation; • Find out about subject matter covered during the period missed and the objectives reached by his peers during his absence; • Find out about the requirements (in terms of content, evaluation criteria and deadline) for assignments that are required either during or after his absence; The student who does not take these steps will be noted as having an unjustified absence. Once the student has been absent for 10% of the total course hours, he will receive a notice informing him of the number of absences; when he has been absent for 20% of the total course hours, he will receive a notice informing him that he has been expelled from the course.

Punctuality
Students who arrive after the beginning of a period of a class can be considered absent for this period (1 hour). Following the break between periods, the student must arrive in class at the time specified by the teacher. Students who arrive after the time specified for the break can be considered absent for this period (1 hour).

Evaluation Criteria
Students must answer questions in terms of the content of the question asked or respect the guidelines/instructions for the practical activity. The teacher who evaluates an evaluation will not interpret what the student has tried to communicate, but exactly what the student has said, written or performed according to the correction grid for the course.

Laboratory Security and Use of Premises
If students use or maintain equipment or instruments put at their disposition otherwise than in the way they have

been taught, they can be suspended from the course until their case has been reviewed by the course committee. Students may not use equipment, machines and laboratory premises belonging to the Department outside of class time without the permission of a teacher from the Department.

For access to laboratories in the evening or on the weekend, the form "Request to Use Premises at ÉNA" (*Demande d'utilisation d'un local de l'ÉNA)* must be completed and signed by the person responsible for the premises at least 48 hours in advance. The student must be accompanied at all times.

Format of Assignments

Teachers give students the information and the instructions in order to receive a methodical presentation and an organized composition of assignments.

When the work submitted is judged inacceptable because of the format, the correction of this assignment will be delayed until the assignment meets the norms established by the teacher. In this case, the penalties for late work apply.

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.

Quality of the Language

The teachers promote the precise use of the correct terminology in English.

Formative evaluation deals with the quality of oral and written English. If necessary, teachers will recommend that students register for the English help centre (Centre d'aide en langues or CAL) or receive extra help in English.

- Note that the masculine is used to refer to both genders for reasons of simplicity.