Course Outline

COURSE: **English 603-102   Literary Genres**

PROGRAM: General Education – 2nd course

DISCIPLINE: English

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

INSTRUCTOR	OFFICE	☎Ext	✉ email or website
Mark Housego	ÉNA: C-163-C		mark.housego@cegepmontpetit.ca
	Longueuil: A-256	5847	

OFFICE HOURS *(students complete)*

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning					
Afternoon					

DEPARTMENT COORDINATOR	OFFICE	☎ Ext	✉ email or website
Isabelle Lapointe	C-163c	5309	isabelle.lapointe@cegepmontpetit.ca

COURSE OBJECTIVES:
MINISTERIAL OBJECTIVES & STANDARDS:

The objective of this course is to enable students to distinguish literary genres of literary discourse, to identify the use of literary conventions within a specific genre, to situate a text within its historical and literary period and to explicate a text representative of a literary genre.

On successful completion of the course, students, with the aid of reference material, will be able to produce a 1000-word essay in which they will apply a critical approach to a work representing a literary genre. 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 second 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, songs, plays and screenplays from different periods.

MINISTRY OBJECTIVE(S) OR COMPETENCIES

CODE : 0004

Description of the competency :
To apply a critical approach to literary discourse.
Elements:
1. To distinguish literary genres of literary discourse.
2. To recognize the use of literary conventions within a specific genre.
3. To situate a text within its literary and historical period.
4. To explicate a text representative of a literary genre using one or more critical approaches.

TEACHING AND LEARNING STRATEGIES

The following teaching methods are used: pedagogy through questioning and discussion; lectures; panel and roundtable discussions; workshops, student presentations, and other activities to develop students' abilities to apply critical approaches to literary 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; class and small group applications of major critical approaches as tools of analysis of various works of literature and student presentations of their literary analyses.

COURSE OUTLINE

SKILLS	LEARNING OBJECTIVES	METHODOLOGY	PERIOD OF ACTIVITIES	CONTENT	PERSONAL STUDY ACTIVITIES
1. Literary analysis through use of a critical approach	Students will encounter and apply different critical approaches to literature. They will learn to distinguish literary genres and literary conventions. They will be able to identify the historical, socioeconomic and literary contexts which may have influenced authors and their texts. They will be able to use critical approaches to help them explicate texts representing different forms of literature.	For each class, students will read different forms of literature and analyze them using the concepts taught in class.	Weeks 1 to 15	Major critical approaches used in analyzing literature. Literary genres: poetry, songs, short stories, novels, essays, plays and screenplays. Literary conventions. History and Literature as influences on writers.	Reading, analysis, application of course notes and reference material
			Week 7	Mid-Term exams: oral and written	
			Weeks 14-15	Final exams: oral and written	
2. Express their literary analyses orally and in writing.	Students will explicate texts, using major critical approaches in both oral and written formats. By the end of the course they will be able to produce a 1000 word integrated response to a text.	Each week, students will do both oral and written critical analyses of texts.	Weeks 1-6 and 8-13	Interactive and individual literary analyses.	
			Week 7	Comprehensive evaluations (written and oral)	
			Week 14- 15	Comprehensive written and oral evaluations	

SUMMARY OF SUMMATIVE EVALUATIONS

Quizzes	Individually and in Teams	1, 2	Most weeks	15%
Essays (based on texts read)	Individual, in class	1, 2	Weeks 5 and 9	20%(10% each)
Mid-Terms: oral and written	Individual, in class.	1, 2,	Week 7	15%.
Teaching Project Texts	Individual, outside of class	1, 2	Week 10	15%
Teaching Project Oral Presentations	Individual, in class (Team presentations, Individual marks)	1, 2	Weeks 12- 13	10%
Final Written Exam	Individual, in class (4 hours)	1, 2	Week 14	15%
Final Oral Exam	In Groups (Individual Marks)	1,2	Week 15	10%

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.cegepmontpetit.ca/biblio/normes.pdf   ww2.ena.cegepmontpetit.ca/creena/normes.pdf.

REQUIRED MATERIAL

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

Brighton Rock, by Graham Greene

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.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.

OTHER DEPARTMENTAL RULES

EXTRACT FROM THE LANGUAGE DEPARTMENT POLICIES
EXTRAIT DES POLITIQUES DU DÉPARTEMENT DES LANGUES

Presence in class, assignments and exams   Présence aux cours, travaux et examens

1. Presence in class is obligatory.

2. Assignments are due on the day and at the hour indicated by the teacher. Work submitted late will not be corrected.

3. If students are absent, it is their responsibility to find out what material was covered and which assignments were given by the teacher. They will not be able to do a make-up evaluation.

4. Students will be punctual and contribute to a positive atmosphere in class.

5. Students must submit assignments that are legible, clean, well organized, correctly formatted and punctuated, and carefully proofread. The first page will give the following information: course title, course and group number, the date, the student's name and the teacher's name.

6. The teacher can require that the assignments be typed on a computer.

7. If there is more than one page in an assignment, students will number the pages and write their name on each page.

8. Students will write double-spaced texts.

9. Students will ensure that the pages of their assignments stapled or clipped together.

10. Students who are absent for an exam or any form of in-class evaluation or who do not submit an assignment on time will receive zero (0) as a mark. However, in serious situations and upon presentation of a valid written justification of their absence before the following course, the teacher will permit a make-up. Similarly, students who do not hand in an assignment on time or who are absent for an evaluation could receive an exemption (see the P.I.E.A, article 6.2.5.1).

11. Any form of plagiarism, any attempt at plagiarism, any collaboration with plagiarism or any other form of intellectual dishonesty will be dealt with according to article 6.6 of the P.I.E.A.