

**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	<a href="mailto:joan.thompson@college-em.qc.ca">joan.thompson@college-em.qc.ca</a>

**OFFICE HOURS** (*students complete*)

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning					
Afternoon					

DEPARTMENT COORDINATORS	OFFICE	☎ Ext	✉ email or website
Isabelle Lapointe (St-Hubert)	C-163B	5309	<a href="mailto:isabelle.lapointe@college-em.qc.ca">isabelle.lapointe@college-em.qc.ca</a>
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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 connotation 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 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.	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	
			Weeks 14-15	Comprehensive evaluation	

**SUMMARY OF SUMMATIVE EVALUATIONS /  
SYNTHÈSE DES MODALITÉS D'ÉVALUATION SOMMATIVE**

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 :

[ww2.college-em.qc.ca/biblio/normes.pdf](http://ww2.college-em.qc.ca/biblio/normes.pdf)

CRD de l'ÉNA :

[ww2.ena.college-em.qc.ca/creena/normes.pdf](http://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](http://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.

## **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.