



**Course Outline**

**COURSE: 603-101-03 English Language and Literature**

**PROGRAM : General Education – 4th course**

**DISCIPLINE: English**

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

TEACHER	OFFICE	☎ Ext	✉ email or website
Joan Thompson	St-Hubert: C-163C	7852	<a href="mailto:joan.thompson@college-em.qc.ca">joan.thompson@college-em.qc.ca</a>
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**OFFICE HOURS** (*students complete*)

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning					
Afternoon					

DEPARTMENT COORDINATORS	OFFICE	☎ Ext	✉ email or website
Jane Petring (ÉNA)	C-163B	7671	<a href="mailto:jane.petring@college-em.qc.ca">jane.petring@college-em.qc.ca</a>
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**COURSE OBJECTIVES:****MINISTERIAL OBJECTIVES & STANDARDS:**

The objective of this course is to enable students to communicate in the forms of discourse appropriate to one or more fields of study. Students will learn to identify the forms of discourse and discursive frameworks appropriate to given fields of study. Upon successful completion of the course, they will be able to produce a 1000-word essay on a subject related to their program. The essay will demonstrate the following: correct sentence structure, clear and coherent paragraph development, appropriate tone and diction, appropriate use of program-related communication strategies, and thorough revision of form and content.

**CONTEXT OF THE COURSE IN THE STUDENT'S PROGRAM**

The present course is the fourth 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, speak and write about a variety of texts including reports, essays, news reports, documentaries, and novels related to given fields.

**MINISTRY OBJECTIVE(S) OR COMPETENCIES**

**CODE :** 000L

**Description of the competency :**

Produire différents types de discours oraux et écrits liés au champ d'études de l'élève.

Elements:

1. To identify the forms of discourse appropriate to given fields of study.
2. To recognize the discursive frameworks appropriate to given fields of study
3. To formulate a 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 elements of discourse such as structure, tone, and style; workshops on note-taking; outlining, development of theses, and paragraph design; use of glossaries, dictionaries and reference material, documentation and writing; and 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. Identify the forms of discourse appropriate to given fields of study.	Students must read and analyze different forms of writing related to given fields of study. They must recognize the vocabulary and conventions particular to the form and identify the characteristics of the particular form of discourse.	For each class, students will read a variety of texts related to their own field as well as to other fields. They will learn the type of vocabulary used as well as other conventions of the given form, and will also learn to identify the characteristics of that particular form of discourse.	Weeks 1 to 15	Types of vocabulary and conventions related to form used in analyzing different forms of discourse as well as the characteristics of essays, reports, news magazine articles, with the possibility of some fiction.	Reading, analysis, use of reference material	
			Week 7	Comprehensive evaluation		
			Week 15	Final exam		
2 . Recognize the discursive frameworks appropriate to given fields of study	Students must accurately and clearly recognize the main ideas and the structure of different texts and must distinguish between fact and argument.	Students will do different exercises related to the correct identification of the main ideas and structure in both written texts and documentaries. Particular attention will be paid to distinguishing between fact and argument in both oral and written texts.	Weeks 1-6 and 8-13	Forms of different types of writing and oral presentations related to their field and to others.	Read texts and do exercises related to structure and content.	
			Week 7	Comprehensive evaluation		
			Weeks 15	Comprehensive evaluation		

3. Formulate a discourse	Students must write a 1000-word discourse using communication strategies related to their field of study, correctly developed sentences, clearly and coherently developed paragraphs, and appropriate tone and diction. They must demonstrate that they can thoroughly revise both form and content.	Students will practice preparing outlines for different forms of field-related writing and speaking. They will do exercises on tone, diction, and revision. They will practice writing structured texts.	Weeks 1-6, 8-14	Exercises on tone, diction, sentence structure and structure as well as revision strategies. Organization of different types of oral presentations. ??	Write short and longer texts. Prepare oral presentations of different sorts. ???
			Week 15	Final research paper due.	Research, select material, organize text, and write it. Revise form and content completely and correct errors.

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

Oral presentation (analysis of article)	Individual, in class.	1, 2,	2-13	10%.
Written analysis of article	Individual, outside of class	1,2,3	2-13	10 %
Opinion essay	Individual, in class	1, 2,3	Week 4	10 %
Mid-term exam	Individual, in class	1, 2	Week 7	15 %
Outline based on note-taking	Individual, in class	1,2.	Week 9	10%
Report (#1)	Individually, outside of class	1,2,3	Week 11	10%
Research essay	Individual, outside of class	1, 2	Week 15	20 %
Oral presentation (of material in research essay)	Individual, in class	1, 2	Week 15	15 %

100%

**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**

Maclean's

Articles on EBSCOhost.

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.

### LANGUAGE DEPARTMENT RULES RÈGLEMENTS DU DÉPARTEMENT DE LANGUES

#### Participation in Class

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

#### Plagiarism

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.

#### Attendance in Class

Students must respect article 6.3.4 of the *Politique institutionnelle d'évaluation des apprentissages* as well as the department rules stated in the course outline.

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.

#### Attendance at Evaluations

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).

#### Presentation Norms for Assignments

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.

The teacher can require that the assignments be typed on a computer. Students will write double-spaced texts. If there is more than one page in an assignment, students will number the pages and write their name on each page. Students will ensure that the pages of their assignments stapled or clipped together.

#### Deadlines for Assignments

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