

Course Outline

COURSE: English 603-102 Literary Genres

PROGRAM: General Education – 2nd course

DISCIPLINE: 603: English

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

INSTRUCTOR ¹	OFFICE	Ext	email or website
Mark Housego	ÉNA: C-163-C	5847	mark.housego@cegepmontpetit.ca

OFFICE HOURS (*students complete*)

Monday	Tuesday	Wednesday	Thursday	Friday

DEPARTMENT COORDINATOR OFFICE EXTENSION EMAIL

Olivier Pelletier	C163b	5865	olivier.pelletier@cegepmontpetit.ca
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CONTEXT OF THE COURSE IN THE STUDENT'S PROGRAM:

¹ The masculine form is used in this document for the purpose of brevity.

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.

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.

FINAL OBJECTIVE OF THE COURSE

CODE: 0004

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. Students will also demonstrate the ability to discuss and to debate the meaning and importance of works of literature studied in the course.

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.

REQUIRED MATERIAL

Greene, Graham. *The Quiet American* Toronto: Vintage Canada, 2015. Print.

Hemingway, Ernest. *A Farewell to Arms* Toronto: Vintage Canada, 2015. Print

A good English dictionary (such as the [Paperback Oxford Canadian Dictionary](#)).

Internet Sources

COURSE OUTLINE

LEARNING OBJECTIVES	CONTENT	PERSONAL STUDY AND WORK
DURATION OF ACTIVITIES Week 1 to 15		
1. To distinguish literary genres of literary discourse	<ul style="list-style-type: none"> • Literary genres: poetry, songs, short stories, novels, essays, plays and screenplays. Literary conventions. History and Literature as influences on writers. 	<ul style="list-style-type: none"> • Reading, analysis, application of course notes and reference material
2. To recognize the use of literary conventions within a specific genre.	<ul style="list-style-type: none"> • Descriptions of literary conventions and genres. • Identification and use of pertinent information from multiple sources. • Identification of appropriate topics and ideas. 	<ul style="list-style-type: none"> • Application of information introduced in class. • Reading and analysis
3. To situate a text within its literary and historical period	<ul style="list-style-type: none"> • Identification and use of pertinent information from multiple sources. • Identification of appropriate topics and ideas. 	<ul style="list-style-type: none"> • Identification and use of pertinent information from multiple sources. • Identification of appropriate topics and ideas.
4. To explicate a text representative of a literary genre using one or more critical approaches.	<ul style="list-style-type: none"> • Overview of critical approaches and literary genres. • Writing of a clear thesis, supporting it with textual evidence and editing the text before submitting it. 	<ul style="list-style-type: none"> • Writing activity focussed on analysis, textual organization and revision.

EVALUATIONS

The evaluation rubrics must be given to the students at least one week before the evaluation. (article 5.1j PIEA); A minimum of 15% of the final grade must be accumulated by mid-term (5. 2.3).

Description of the Evaluation Activity	Context and Means of Evaluation	Learning Objectives	Evaluation Criteria	Dates	Value
Quizzes	In class	1,2,3,4.	Textual comprehension. Textual analysis. Thesis formulation, Thesis support including supporting arguments and textual evidence. Creative writing (one sonnet).	Weekly	15%
Essays (based on texts read)	Individual, in class	1,2,3,4	Essays (based on texts read) Individual, outside of class Literary Analysis. Explication of a literary text. Identifying literary themes and demonstrating how the author expresses them. Recognition of literary devices. Situating a work of literature in its historical and cultural context. Application of a literary theory to a text.	Weeks 5 and 9	20% (10% each)
Mid-Terms: oral and written	Individual, in class	1,2,3,4	Literary analysis. Proper academic English. Explication of short texts. Thesis formulation. Literary support for the thesis. Textual analysis through one of the literary theories presented in class.	Week 7	15%

Teaching Project Texts	Individual, outside of class	1,2,3,4.	Recognition of literary devices. Situating a work of literature in its historical and cultural context. Application of a literary theory to a text	Week 10	10%
Teaching Project Oral Presentations	Individual, in class (Team presentations, Individual marks)	1,2,3,4.	Ability to convey the Teaching Project Text orally to other students, providing them with the historical and literary context so as to better understand the work	Weeks 12- 13	10%
Final Written Exam	Individual, in class (4 hours)	1,2,3,4	Explication of short texts. Thesis formulation. Literary support for the thesis. Textual analysis through one of the Literary theories presented in class. The ability to discuss literary themes, works read in class and literary theory in the context of a debate and a roundtable.	Week 14	15%
Final Oral Exam	In Groups (Individual Marks)			Week 15	15%
				TOTAL	100%

LANGUAGE DEPARTMENT REGULATIONS

Passing Grade

The passing grade for the course is 60% (PIEA, article 5.5.2.1). The Language Department requires a double passing grade which conforms to article 5.5.2.2 of the PIEA entitled “*Seuils de réussite multiples.*” To pass this course, the student must obtain a general average of 60% including final evaluations as well as 60% on the overall final exam.

Presence for Summative 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 may permit the student to do the evaluation before the following course. (Article 5.2.5.1 of the PIEA.)

Submitting Work

All assignments must be submitted on the date, at the time and in the place designated by the teacher. (article 5.2.5.2 of the PIEA). In the case of a late assignment, the student will receive a grade of “0” unless a suitable documented (medical note, legal document, etc.) excuse which explains why the student was unable to submit the work is given to the teacher before the next class. All work is due on the day and the time set by the teacher. No late work will be accepted.

Presentation of Submitted Work

Students must follow the guidelines demanded by their teacher which is the MLA (Modern Language Association) format. The maximum penalty is set at 10% will be imposed when not respecting these norms. The teacher at his discretion can delay the acceptance of an assignment until it meets the presentation requirements. In this case, the penalty for late work is 10% per day late per the PIEA.

Plagiarism

All plagiarism, any attempt to plagiarize or to collaborate in plagiarism or any other academic/intellectual dishonesty will be dealt with according to Article 5.6.1 of the PIEA.

- **First offense:** A grade of “0” will be applied to the exam or work or activity concerned.
- **Second offense:** A grade of “0” for the course concerned in the case of recidivism will be given on the report card.

Grade Revision

In the case of a request for a grade revision, the student must meet the teacher first before making the request with the college.

GUIDELINES FOR CLASS PARTICIPATION

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

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

INSTITUTIONAL 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. 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.

Usage 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.

ANNEXES

The CEA: *Centre d'études en anglais* (Language Assistance Center)

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

The CEA offers a favourable environment in which to improve your English skills. The objective of the center is to provide aid to anyone at ÉNA who wishes to improve his knowledge of English. According to your schedule, you will be paired with a tutor that will be convenient for you during the semester. You may also offer your services as a tutor. It is your responsibility to approach the help center should you need assistance as soon as possible:

- in person at C122
- online at CAL@cegepmontpetit.ca
- by telephone: 450-679-2631, #7278
- for more information: <https://www.facebook.com/groups/centredaideenlangues/>

The 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
- by telephone: 450-679-2631 ext.4578