



## Course Outline

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

**PROGRAM:** General Education – 1st course

**DISCIPLINE:** English literature

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

INSTRUCTOR <sup>1</sup>	OFFICE	 Ext	 email or website
Johnson, Jerry	C-163c	6686	<a href="mailto:jerry.johnson@cegepmontpetit.ca">jerry.johnson@cegepmontpetit.ca</a>

### OFFICE HOURS (*students complete*)

Monday	Tuesday	Wednesday	Thursday	Friday

### DEPARTMENT COORDINATOR    OFFICE    EXTENSION    EMAIL

Isabelle Grossenbacher	C163b	6613	<a href="mailto:i.grossenbacher@cegepmontpetit.ca">i.grossenbacher@cegepmontpetit.ca</a>
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<sup>1</sup> The masculine form is used in this document for the purpose of brevity.

## 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, songs, plays and screenplays from different periods.

## MINISTERIAL OBJECTIVES & STANDARDS:

### 4AE0 To analyse and produce various forms of discourse

#### 1. To identify the characteristics and functions of the components of literary texts

- Accurate explanation of the denotation of words.
- Adequate recognition of the appropriate connotation of words.
- Accurate definition of the characteristics and function of each component.

#### 2. To determine the organization of facts and arguments of a given literary text

- Clear and accurate recognition of the main idea and structure.
- Clear presentation of the strategies employed to develop an argument or thesis.

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

- Appropriate identification of topics and ideas.
- Adequate gathering of pertinent information.
- Clear formulation of a thesis.
- Coherent ordering of supporting material.

#### 4. To write a literary analysis.

- Appropriate choice of tone and diction
- Correct development of sentences.
- Clear and coherent development of paragraphs.
- Explication of a 750-word discourse.

#### 5. To edit the discourse.

- Appropriate use of revision strategies

## 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 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.

- Accurate correction of the discourse.

## 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.

Given the nature of Literature courses, the length and frequency of classroom activities in live classes and the software used may vary. Your teacher will inform you of the necessary details.

## REQUIRED MATERIALS AND TECHNOLOGY

A reliable internet connection, a computer with a camera and a microphone.

Please note that using a smartphone to join the class and to participate in its pedagogical activities is not recommended. The college has instituted an IT lending system for students who need it. Students should get in touch with this service from the start of the term.

Your CEGEP e-mail: [registration number@cegepmontpetit.ca](mailto:registration_number@cegepmontpetit.ca)

The CEGEP offers you a remote tech support service. To contact them, send an email to [2020etudiants@cegepmontpetit.ca](mailto:2020etudiants@cegepmontpetit.ca) An IT technician will answer you.

-Zoom platform for online courses

Books to buy this term:

-Huxley, Aldous. Brave New World.

-The MLA Handbook, eighth edition.

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

## COURSE OUTLINE

LEARNING OBJECTIVES	CONTENT	PERSONAL STUDY AND WORK
<b>DURATION OF ACTIVITIES</b> Weeks 2 to 14		
1. To identify the characteristics and functions of the components of literary texts.	<ul style="list-style-type: none"> <li>- Different forms of literature including poetry, short stories, novels, essays and plays</li> <li>- Concepts used in analyzing literature, characteristics, themes and considerations of different eras and authors</li> <li>- Accurate explanation of the denotation and connotation of words</li> <li>- Accurate definition of the characteristics and function of each component of discourse</li> <li>- Recognition of the main idea and structure of a text</li> <li>- Clear presentation of the strategies employed to develop an argument or thesis, orally and in writing.</li> <li>- Identification and use of pertinent information from multiple sources</li> <li>- Identification of appropriate topics and ideas</li> <li>- Clear formulation of a thesis and clear, coherent organization of the supporting material.</li> <li>- Composition of a 750-word piece of discourse using appropriate tone and diction, correctly developed sentences and clear, coherent paragraphs.</li> <li>- Appropriate use of revision strategies and a careful revision of the form and content before submitting their work.</li> </ul>	<ul style="list-style-type: none"> <li>• reading, analysis, application of course notes and reference material</li> </ul>
2. To determine the organization of facts and arguments of a given literary text.	<ul style="list-style-type: none"> <li>--Identification and use of pertinent information from multiple sources.</li> <li>-- Identification of appropriate topics and ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• Application of information introduced in class.</li> <li>• reading and analysis</li> </ul>

<p>3. To prepare ideas and strategies for a projected discourse.</p>	<p>- Identification and use of pertinent information from multiple sources.</p>	<p>Writing activities related to the organization and expression of ideas.</p>
<p>4. To write a literary analysis</p> <p>5. To edit the discourse.</p>	<ul style="list-style-type: none"> <li>- Clear formulation of a thesis and clear, coherent organization of the supporting material.</li> <li>- Composition of a 1000-word piece of discourse using appropriate tone and diction, correctly developed sentences and clear, coherent paragraphs.</li> <li>- Appropriate use of revision strategies and a careful revision of the form and content before submitting their work</li> </ul>	<ul style="list-style-type: none"> <li>• Writing activity focussed on analysis, textual organization and revision.</li> </ul>

## EVALUATIONS

The evaluation criteria as they appear in the course plan 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). Your teacher will inform you of all the necessary details related to the evaluations (in virtual class in synchronous mode according to the established schedule, in asynchronous mode, in person at the college, etc.) in advance as well as the required technological in the context of the evaluations.

Description of the evaluation activity	Context	Learning objective	Evaluation criteria	Dates	Value (%)
<b>Quizzes, homework and in-class activities</b>	Individual	1, 2	Comprehension and analysis of texts, use of literary terms and structures.	All semester	15%
<b>Oral presentations</b>	Individual	1, 2, 3	Use of arguments, analysis, vocabulary and research.	Dates will be given at least one week in advance	10%
<b>Essays (based on texts read)</b>	Individual	1, 2, 3, 4, 5	Use of arguments, analysis, vocabulary and research	Dates will be given at least one week in advance	15%
<b>Mid-term exam</b>	Individual	1, 2	Comprehension of texts, analysis, synthesis, terminology	Dates will be given at least one week in advance	10%
<b>Research essay and presentation</b>	Individual	1, 2, 3, 4, 5	Use of arguments, analysis, vocabulary and research	Dates will be given at least one week in advance	20%
<b>Final exam</b>	Individual	1, 2, 3, 4, 5	Comprehension of texts, analysis, synthesis, terminology	Dates will be given at least one week in advance	30%

**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. Whether the professor has chosen a synchronous teaching mode (in real-time with a set hour each week), an asynchronous or a hybrid mode (synchronous and asynchronous), the student is held responsible for the entirety of the set schedule block.

Whatever teaching mode is chosen by the instructor, it is up to the student who was absent to find out what material and work was missed.

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.

## NETIQUETTE


Even if you are enjoying the comforts of home, you must respect the Netiquette Code so that the class can run as harmoniously as it would in C-17.

Here is a translation of the following document:

### Student Netiquette for Distance Learning

- I respect my fellow students, so I log on a few minutes early to give myself time to straighten out any technical difficulties.
- I switch on my camera and microphone when the teacher says to do so. (My roommate could decide to make a smoothie in the next room at any moment.)
- I prepare. I ask my sister not to yogabomb me in the background. I wait for my turn to speak and I use clear and appropriate vocabulary – just as I would in a live class. I ask the teacher questions by using an emoji or the Chat section.
- I tell my contacts not to disturb me. I don't take screenshots or make recordings unless the teacher asks me to. Imagine if *your* presentation went viral.
- I start downloading any necessary software and I test the procedure for connecting. I act as if I was in class. I sit properly and I focus all my attention on the class. That slice of toast can wait until the class is over.
- I only have the relevant course documents in front of me. I think about the image I project. The other students can see and hear me.
- I avoid distractions by closing any other screens and I only run the software the course requires.

[Nétiquette que les étudiants doivent respecter.](#)



**Je respecte les autres :**

- J'accède à la plateforme quelques minutes d'avance pour pouvoir régler les problèmes techniques qui pourraient survenir avant le début du cours.

**Nétiquette Étudiants**  
*Pour suivre mon cours à distance...*

**Je me prépare :**

- Je choisis un endroit le plus calme possible pour ne pas déranger les autres.  
*Par exemple, évitez que votre sœur fasse son yoga en arrière-plan...*
- J'avertis mes proches que je ne dois pas être dérangé.
- Je télécharge dès maintenant les logiciels nécessaires (s'il le faut) et je teste la procédure de connexion.
- J'ai en main uniquement les documents nécessaires pour suivre le cours.

- J'active mon micro et ma caméra à la demande de l'enseignant seulement. Et je n'oublie pas de les refermer.  
*D'un coup que ce serait le moment où un coloc choisit de se faire un smoothie dans la pièce à côté...*
- J'attends mon tour de parole et j'utilise un vocabulaire compréhensible et respectueux, dans la zone de clavardage et ailleurs, comme si j'étais en présence des autres. Je vérifie les directives de mon professeur puisque certains logiciels permettent de lever la main ou d'utiliser le clavardage.
- Je ne fais pas de saisie d'écran ou d'enregistrement à moins d'y avoir été invité.  
*Imaginez si c'était votre présentation qui se retrouvait à votre insu dans les réseaux sociaux...*
- J'agis comme si j'étais en classe: j'ai une position adéquate et je ne fais pas autre chose en même temps.  
*La fin du cours sera un meilleur moment pour manger une tranche de pain maison.*
- Je pense à l'image que je projette: tous les participants me voient et m'entendent.
- J'évite les distractions en fermant mes autres écrans et en gardant ouverts que les logiciels utiles au cours.



## 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](http://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

Edouard Montpetit's and ENA's staff have put measures in place to manage the start of classes and the partial lifting of the lockdown while planning for the Autumn 2020 Term. Please consult the following link to help guide yourself through the process as smoothly and safely as possible.

<https://www.cegepmontpetit.ca/coronavirus/etudiants#session-automne-2020-en-mode-hybride>

### Centre d'études (Language Assistance Center)

#### The Study Centre offers free tutoring and help for students with difficulty in English

The Study Centre 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 her or his knowledge of English.

The Centre offers four types of help:

- 1) **Individualized Assistance** -- According to your schedule, you will be paired with a tutor on a virtual or ``live`` basis.. It is your responsibility to approach the help center should you need assistance as soon as possible:
  - By a MIO sent to Isabelle Grossenbacher
    - by telephone: 450-679-2631, #7278
    - in person at C-122, if the English teachers return to campus.
- 2) **Independent Learning** -- Subscribe to the Centre d'aide en langues CEM/ENA to watch videos which will explain grammar notions and theory which will help you with your writing:
 

<https://www.facebook.com/groups/centredaideenlangues/>
- 3) **Occasional Help** -- We plan to hold review and study workshops before Mid-Term and Final Exams.

- 4) **A Place to Work and Study** – If the teachers return, come and join us in the Study Centre anytime you can. There are grammar books, dictionaries, some teachers and tutors available to help you with your English questions and challenges.

**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.), please consult the *Centre de services adaptés* (CSA) as soon as possible

- Send your diagnosis by MIO to ``Service, CSA`` or...
- By email to [servicesadaptesena@cegepmontpetit.ca](mailto:servicesadaptesena@cegepmontpetit.ca)  
If you already have a plan for adaptive measures from the CSA, please discuss it with your teacher at the beginning of the term, so that the two of you can create a plan of action.

**La Boussole interculturelle**

The ``Intercultural Compass`` is for students who need support to overcome challenges relating to adaptation to cegep or Quebec culture, including difficulties with English and/or French and Information Technology. Working with other services offered by the cegep, The Boussole Interculturelle offers Indigenous, immigrant and international students the opportunity to access various resources to ease their social and academic integration into cegep life. It offers workshops, personalized counselling, orientation, meetups, networking and a process for reaching reasonable accommodations.

- Email: [annienantel@cegepmontpetit.ca](mailto:annienantel@cegepmontpetit.ca) (or by MIO)
- In person C70 (ENA) or B 24 (Longueuil)