

Course Outline

COURSE:	Humanities 2 : World Views <i>Consumption, environment, economy and health</i>		
PROGRAM:	280.CO Aircraft Maintenance		
DISCIPLINE:	345 Humanities		
WEIGHTING:	Theory : 3	Practical work: 0	Personal study : 3

Teacher	Office	☎ Ext.	✉ email or website
Claudine Giguère	-	2952	claudine.giguere@cegepmontpetit.ca

OFFICE HOURS

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Morning					
Afternoon	12h to 1h pm	2h to 3h pm		2h to 3h pm	
Other					

DEPARTMENT COORDINATION	OFFICE	(450) 679-2631	✉ Email
		☎ Ext	
Claudine Giguère	A-211m	2952	claudine.giguere@cegepmontpetit.ca
François Lalonde	A-211m	6242	francois.lalonde@cegepmontpetit.ca

1 CONTEXT OF THE COURSE IN THE STUDENT'S PROGRAM

The present course is the second of the three Humanities courses and is part of the General Education courses. Humanities, as part of the general education component, is intended to promote personal and social development and to give students a foundation that will help them understand their roles in contemporary society as members of the work force, citizens and individuals. The three sets of objectives and standards in humanities propose common frameworks for understanding the experiences, ideas and values of humankind and their diversity. They are aimed at developing critical thinking, reinforcing the ancillary skills involved in careful reading, organized writing, and well-developed oral presentations, and, where appropriate, improving media and computer literacy. Once students have mastered the three-stage process of analysis, synthesis and evaluation, they will be able to reflect in an informed manner and to communicate what they have learned in an organized and coherent fashion.

2 STATEMENT OF THE COMPETENCY

Integration of cultural knowledge into their studies

3 MINISTERIAL OBJECTIVES OR COMPETENCIES

Apply a critical thought process to world views. (CODE 4HU1)

4 FINAL INTEGRATION OBJECTIVE OF THIS COURSE

At the end of this course, the student will have acquired the ability to analyze a situation through the organisation and comparison of ideas using critical thinking while integrating different world views.

5 TEACHING AND LEARNING STRATEGIES

The following teaching methods are used:

Pedagogy through questioning and discussion; lectures; workshops, and other activities to develop students' abilities to gain critical insight into the relation between consumption, environment, economy, health and worldviews.

LÉA and Teams (Moodle might be an option as well)

Each week students must go on LÉA to view the course syllabus, to download files or to read important messages sent by the teacher.

Each week students are expected to attend Teams meeting or meet in class (information as to where and how to meet will always be given a week in advance if changes are made to the schedule presented on the last page of this document).

- Students are expected to attend Teams meeting at the time the class is scheduled. Meetings will not last more than 3 hours.
- By participating to this online course through a video conferencing platform, the student understands and agrees that his image and voice be captured as part of the online course's sessions. This recording will only be visible live, by the teacher and the other students in the group. No recording of the capture will be kept.
- Materials to prepare for videoconferences will be deposited on LÉA. These include commented PowerPoint presentations (audio/video), exercises to do and readings.

During videoconference

- The teacher will answer questions from the students in order to explain the theoretical content. Educational activities will be planned at each meeting to support understanding and integration of the different content.

Supervising work during videoconferencing

- The professor will closely supervise the work of students as they complete exercises and answer their questions to monitor their individual process towards integrating the concepts to be mastered.

Learning activities include:

Note-taking in class or online, close readings of texts or parts of texts; small group discussions; viewing of films (documentaries and other genres); listening to online power points provided by the teacher, written assignments and oral presentations referring to specific readings and theories discussed in class.

A review of certain exercises and evaluations will be conducted during videoconference to allow the student to identify strengths and weaknesses in order to improve.

It should be noted that each week the student will have to devote three hours of personal work outside of the course periods.

6 COURSE PLANNING**LEARNING OBJECTIVES**

1. Describe world views.
2. Explain the major ideas, values, and implications associated with a given world view.
3. Organize the ideas, values and experiences of a view
4. Compare world views.
5. Convey the ideas, attitudes, and experiences of the societies or groups studied.

WEEK		CONTENT	FONCTIONNING AND ACTIVITIES	Technology used
1		Contact	Online	Connect to Léa
2	1	Introduction Course outline	Read course outline Buy e-book	
3	1-2	Critical thinking Bronfenbrenner	Online Read book Participate to forum discussion	Connect to Teams Connect to LÉA
4	1-	World views Perception	Online Read book Participate to forum discussions	Connect to Teams Connect to LÉA Connect to Moodle
5	2-3	World views Consumption: extraction	Online Read book Participate to forum discussions	Connect to Teams Connect to LÉA Connect to Moodle
6	2-3	World views Consumption: production	Online Read book Participate to forum discussions	Connect to Teams Connect to LÉA Connect to Moodle
7	2-3	World views Consumption: extraction and production	Online Read book Participate to forum discussions	Connect to Teams Connect to LÉA Connect to Moodle
8	1-2-3	Mid-term exam	In class (open book)	
9	4-5	World views Disposal	Online Read book Prepare presentation	Connect to Teams Connect to LÉA
10	4-5	World views Externalizing our costs and problems	Online Read book Prepare presentation	Connect to Teams Connect to LÉA
11	4-5	World views Consumers Aligning values and spending	Online Prepare presentation	Connect to Teams Connect to LÉA
12	4-5	World views: In conclusion Alternatives to the growth economy	Online Prepare presentation	Connect to Teams Connect to LÉA
13	1-2-3-4-5	Integrative Summative Evaluation ORAL PRESENTATIONS	In class	
14	1-2-3-4-5	FINAL EXAM II	In class (open book)	

7 SUMMARY OF SUMMATIVE EVALUATIONS

Evaluation Tools*	Context	Objectives	Grading criteria	Due Dates	Grades (%)
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<p>Assignment</p> <p>Students are expected to participate in forum discussions</p>	<p>Individual, online</p>	<p>1, 2,3</p>	<p>*Credit: well researched, shows some depth *Penalty: no participation or insufficient participation *Use of appropriate vocabulary *Clarity, coherence & accuracy *Full explanations *Sufficient theoretical evidence to support the argument</p>	<p>Weeks -5- -7-</p>	<p>20 %</p>
<p>Exam I</p> <p>Multiple choice question paper and/or short essay questions.</p>	<p>Individual, in class Three (3) hours max.</p>	<p>1, 2,3</p>	<p>*Credit: right answer *Penalty: wrong answer or no answer *Use of appropriate vocabulary *Clarity, coherence & accuracy *Full explanations *Sufficient theoretical evidence to support the argument</p>	<p>Week 8</p>	<p>25 %</p>
<p>INTEGRATIVE SUMMATIVE EVALUATION</p> <p>ORAL PRESENTATIONS</p> <p>Each student is expected to deliver an oral presentation addressing issues pertaining to the content discussed in class.</p> <p>Complete presentation (<i>content & power point</i>) must be delivered by MIO to the teacher beforehand.</p>	<p>Individual, in class 15 minutes max.</p>	<p>1, 2,3,4</p>	<p>*Describe and explain the major ideas, values, and implications of a world view; organize the ideas, values and experiences of a world view into coherent patterns through: -relevancy of the information -Clarity, coherence & accuracy -Use of appropriate vocabulary -Sufficient theoretical evidence to support the argument</p> <p>* Compare world views: Use sufficient theoretical evidence to support your arguments</p>	<p>Week 13</p>	<p>30 %</p>
<p>Exam II</p> <p>Multiple choice question paper and/or short essay questions.</p>	<p>Individual, in class Three (3) hours max.</p>	<p>1, 2,3,4</p>	<p>*Credit: right answer *Penalty: wrong answer or no answer *Use of appropriate vocabulary *Clarity, coherence & accuracy *Full explanations *Sufficient theoretical evidence to support the argument</p>	<p>Week 14</p>	<p>25 %</p>

TOTAL:100%

*** More detailed instructions, guidelines and expectations will be handed out in class or put on LÉA.**

8 REQUIRED MATERIAL

A. EACH PERIOD, MAKE SURE TO HAVE WITH YOU THE REQUIRED MATERIAL:

- **Mandatory book :**
 - The Story of Stuff: The Impact of Overconsumption on the Planet, Our Communities, and Our Health-And How We Can Make It Better, Kindle Edition (e-book) by Annie Leonard (Author)
Note: this book will not be available at the library at l'ÉNA, it is accessible to buy online.
- **A good dictionary if needed** (such as the Paperback Oxford Canadian Dictionary)

B. LÉA

- Each week students must go on LÉA to view the course syllabus, to download files or to read important messages sent by the teacher.
- Grades will be available on LÉA

C. MOODLE : YOU MUST REGISTER ON MOODLE: <http://edm.moodle.declic.qc.ca/>

- The use of Moodle will be further explained in class.

9 BIBLIOGRAPHY

A complete bibliography will be presented in class

10 PSYCHOLOGY DEPARTMENT POLICIES - FALL 2020

CONDITIONS FOR PASSING THE COURSE

- **PASS MARK:** The passing mark for the course is 60 %.
- **PRESENCE IN CLASS or ONLINE IS MANDATORY**
- **PRESENCE AT SUMMATIVE EVALUATIONS IS MANDATORY**
- **SUBMISSION OF STUDENT WORK**
 - ❖ Students must submit assignments that are legible, clean, well-organized, correctly formatted and punctuated, and carefully proofread.
 - Material Presentation Of Assignments
Students must respect the « Normes de présentation matérielle des travaux écrits » adopted by the Cégep. These standards are available at <http://rmsh.cegepmontpetit.ca> under the heading **Ressources méthodologiques**.
 - ❖ The teacher can require that the assignments be typed on a computer.
 - ❖ Students are responsible for keeping a backup copy of all submitted assignments, whether in electronic or other form. This serves as a safeguard in the event of any problems or questions concerning the submitted assignment.
- **SUBMITTING ASSIGNMENTS - DEADLINES**
 - 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.

- **EXCUSED ABSENCES AND UNEXCUSED ABSENCES**

- ❖ 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 unless they submit a valid justification.
- ❖ 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 may 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 when a valid written justification is submitted (see the P.I.E.A, Articles 5.2.5.1 and 5.2.5.2).

- **ACADEMIC INTEGRITY: CHEATING AND 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 5.6.1 of the P.I.E.A.

- **CLASS ATTENDANCE**

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

- **ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES OR SPECIAL NEEDS**
(Centre de services adaptés : CSA)

Accommodations or adapted measures may be provided to students with disabilities or special needs. In order to benefit from accommodations, it is the responsibility of the students to meet the **Centre de services adaptés (CSA)** professionals.

	Campus Longueuil	Campus ÉNA
in person	D-0240	B-157
phone	450 679-2631 extension 2272	450 678-3561 extension 4578
on line	servicesadaptes@cegepmontpetit.ca	servicesadaptesena@cegepmontpetit.ca

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 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 (PIEA)*; *les conditions particulières concernant le maintien de l'admission d'un étudiant, la Politique institutionnelle de la langue française (PILF)*, *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 Cégep web site at the following address: <http://www.cegepmontpetit.ca/ena/a-propos-de-l-ecole/reglements-et-politiques>. 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.

CONFLICTS AND THEIR RESOLUTION

If a student should be disrespectful or display an undesirable behaviour, the teacher will:

1. invite the student to leave the class
2. meet the student in her office to discuss and try to settle the dispute
3. To be able to come back and attend class, the student must:
 - i. agree to the teacher's expectations
 - ii. If the agreement is not respected, the student will meet with Mr Louis Deschênes.

THE CENTER FOR ADAPTED SERVICES – FOR STUDENTS WITH DISABILITIES

Students with a professional diagnosis (motor, neurological, organic, sensory, learning, mental health, autism spectrum disorder or other limitations) or with a temporary medical condition may apply for accommodations. To access this service, send your diagnosis either by MIO to "Service, CSA-ENA" or by email to servicesadaptesena@cegepmontpetit.ca.

If you already have an accommodation plan with the CSA, you are invited to contact your teacher at the beginning of the session to discuss the accommodation measures determined by the CSA.

SCHEDULE FALL 2020

PERIOD	CONTENT	TO DO	EVALUATIONS
1 August 24th	Contact	Connect to LÉA	
2 August 31 st In class	Introduction	Read course outline Buy e-book In class	
3 September 14 th Online	Critical thinking	Connect to Teams Connect to LÉA Read book Participate to forum discussion	
4 September 21 st Online	Perception	Connect to Teams Connect to LÉA Read book Participate to forum discussions	
5 September 28 th Online	Consumption: extraction	Connect to Teams Connect to LÉA Read book Participate to forum discussions	First assignment: Participation to online forum deadline 10 %
6 October 5 th Online	Consumption: production	Connect to Teams Connect to LÉA Read book Participate to forum discussions	
7 October 19 th Online	Consumption: extraction and production	Connect to Teams Connect to LÉA Read book Participate to forum discussions	Second assignment: Participation to online forum deadline 10 %
Mid-term exam in class Room C-20 October 26th 25 %			
9 November 2 nd Online	Disposal	Connect to Teams Connect to LÉA Read book Prepare presentation	
10 November 9 th Online	Externalizing our costs and problems – if NIMBY, then where?	Connect to Teams Connect to LÉA Read book Prepare presentation	
11 November 23 rd Online	Key steps behind consumer products Consumer debt Aligning values and spending	Connect to Teams Connect to LÉA Prepare presentation	
12 November 30 th Online	In conclusion Alternatives to the growth economy	Connect to Teams Connect to LÉA Prepare presentation	
13 December 7 th In class	Integrative Summative Evaluation ORAL PRESENTATIONS	In class Room C-20	Oral Presentation Integrative Summative Evaluation 30%

14 December 14 th In class	Integrative Summative Evaluation FINAL EXAM II	In class Room C-20	Written Exam Integrative Summative Evaluation 25%
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