



English 603-102
Winter 2021

LANGUAGE DEPARTMENT

Course Outline

COURSE: **English 603-102 Literary Genres**

PROGRAM: **General Education – Second Course**

DISCIPLINE: 603: English

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

INSTRUCTOR ¹	OFFICE	☎EXT.	✉ email or website
Mark Housego	C-163-C	5847	mark.housego@cegepmontpetit.ca

OFFICE HOURS *(To be completed later.)*

Monday	Tuesday	Wednesday	Thursday	Friday

DEPARTMENT COORDINATOR OFFICE EXTENSION EMAIL

Isabelle Grossenbacher	C163-B	6613	i.grossenbacher@cegepmontpetit.ca
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CONTEXT OF THE COURSE IN THE STUDENT'S PROGRAM:

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:**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 MATERIALS AND TECHNOLOGY FOR THIS COURSE

- A reliable

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.

internet connection along with a computer equipped with a camera and a microphone. Please note that using a cell phone to attend class and do your academic work is not recommended.

Your CÉGEP EMAIL: name@cegepmontpetit.ca

The Cégep offers you technical support through email. ([un service d'assistance technique](#)) Write to 2020etudiants@cegepmontpetit.ca. and an IT technician will get back to you.

- A good English dictionary
- Internet sources (provided by the teacher)

LEARNING OBJECTIVES	CONTENT	PERSONAL STUDY AND WORK
DURATION OF ACTIVITIES		Weeks 1 to 14
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. 	<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 as used in various 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"> • Literary theories. • Social conditions and Literary movements as influences on writers. 	<ul style="list-style-type: none"> • Identification and use of pertinent information from multiple sources. • Identification of appropriate topics and ideas.

<p>4. To explicate a text representative of a literary genre using one or more critical approaches.</p>	<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 focused on analysis, textual organization and revision.
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EVALUATIONS

The evaluation criteria as they appear in the course plan as well as the material and technology needed 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 and transmitted to the students 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	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.	Week 14	15%
Final Oral Exam	In Groups (Individual Marks)		The ability to discuss literary themes, works read in class and literary theory in the context of a debate and a roundtable.		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 working day late in accordance with 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

As written in Article 5.3.4. of the PIEA, attending class is evidence of a student's commitment to her or his studies. The teacher must enter all absences in the Léa attendance file. If a student is repeatedly absent and accumulates unjustified absences equivalent to 13.3% of the sixty- hour course, or nine hours, he or she will receive a warning through MIO. The student will be reminded that he or she may fail the course if he or she is absent during twelve class hours, or 20% of the course. The student absent for twelve hours will be removed from the course. He or she will receive a written notice of removal which will also be sent to the Academic Dean's Office. The student's final mark will consist of whatever work the student has completed at the time of removal.

Whether the teacher has chosen synchronous (live) teaching, recorded classes or a hybrid of the two, the student must be available for the entirety of the scheduled classes.

Whichever format the teacher chooses, the student is responsible for keeping up with all classwork and assignments.

Videoconference Courses

A student who participates in a videoconference class understands and accepts that her or his voice and image will be heard and seen during the class. This will only be live and only available to the other students in the class and the teacher.

For pedagogical purposes, a student's voice and image may be recorded. The teacher must clearly inform the students, before each time that they are recorded, that the recording will take place. A student who refuses to have her or his voice or image recorded may turn off her or his camera and microphone and communicate in writing according to the teacher's instructions. Otherwise, a student who uses her or his camera or microphone is assumed to have consented to said recording. Videoconference class recordings may only be available to all students in all groups of the course for the duration of the term. It is forbidden to make these recordings public, or to use them for any but pedagogical purposes.

No recording of a videoconference class may be made by a student without the prior consent of the teacher. Students whose information (voice and images) are recorded may appeal for their right of access and rectification as described in the Law on Access to Public Institutions' Documents and may ask the Secretary General of the Cégep to protect their personal information.

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. Present yourself respectably. You are on camera! Use your microphone well and raise your hand to speak. Respect Netiquette!

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 yoga bomb 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.](#)

Nétiquette Étudiants Pour suivre mon cours à distance...

• 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...



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'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.



- J'avertis mes proches que je ne dois pas être dérangé.

• 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...



- Je télécharge dès maintenant les logiciels nécessaires (s'il le faut) et je teste la procédure de connexion.

• 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.



- J'ai en main uniquement les documents nécessaires pour suivre le cours.

• 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. 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 autres appareils électroniques en classe*.

The Dean of Studies at Cégep Édouard-Montpetit promotes the use of information and communication technology for learning purposes, 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

Cégep Édouard-Montpetit's staff have put measures in place in case of a transition to in-person classes during the Winter 2021 term. Click here for updates. [cette section](#)

ANNEXES

The Language Study Centre

The ÉNA Language Study Centre offers you a study space and personalized help to improve your English skills. It is a free service available to all ÉNA students.

Due to our present situation, all of the Centre's services can be found this term on Microsoft Teams. Click here [cliquant ici](#) to reach the Language Study Centre team.

In TEAMS, you will find two forms to fill out in order to get help, free of charge, for the entire term: Peer Tutoring and Specific Questions.

Peer Tutoring consists of you being paired up with a tutor. The **Peer Tutoring** activity will fit your schedule and continue through the term. Sign up as soon as possible to get the maximum benefit from this service.

The Specific Question tab will let you make an appointment with a teacher for a virtual consultation on any subject, without being officially registered in the Tutoring Program.

Check out our [page Facebook](#) « Centre d'aide en langues CEM/ÉNA » to watch videos relating to aspects of your course, or to find information about grammar and vocabulary.

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 situation 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](tel:450-679-2631)

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.

- The Boussole Team: Anni Nantel, Hanaa Haijoubi and Jean-Luc Djigo
- Email: annienantel@cegepmontpetit.ca (or by MIO)
- In person C70 (ENA) or B 24 (Longueuil)