

## Course outline: CORRECTED

**COURSE:** *Humanities I : Knowledge*

**PROGRAM:** 280.C0 Aircraft Maintenance

**DISCIPLINE:** 345 Humanities

**WEIGHTING:** Theory : 3                      Practical work: 1                      Personal study : 3

Teacher	Office	☎ Ext.	✉ email or website
Claudine Giguère	C-185	2952	<a href="mailto:claudine.giguere@cegepmontpetit.ca">claudine.giguere@cegepmontpetit.ca</a>

### OFFICE HOURS

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Morning	11 h to 12 h 30				
Afternoon	4 h 00 pm to 5 h 00 pm			3 h 00 pm to 4 h 00 pm	

DEPARTMENT COORDINATION	OFFICE	(450) 679-2631	✉ Email
		☎ Ext	
Claudine Giguère	A-211m	2952	<a href="mailto:claudine.giguere@cegepmontpetit.ca">claudine.giguere@cegepmontpetit.ca</a>
François Lalonde	A-211m	6242	<a href="mailto:francois.lalonde@cegepmontpetit.ca">francois.lalonde@cegepmontpetit.ca</a>

## 1 CONTEXT OF THIS COURSE IN THE STUDENT'S PROGRAM

### *Critical thinking and the human mind*

The present course is the first 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

To educate students to live responsibly in society.

## 3 MINISTERIAL OBJECTIVES OR COMPETENCIES

Apply a logical analytical process to how knowledge is organized and used. (CODE 4HU0)

## 4 FINAL INTEGRATION OBJECTIVE OF THIS COURSE

At the end of this course, the student will have acquired knowledge of philosophical questions and will recognize the basic elements of the field of psychology, as well as the ability to use critical thinking.

## 5 TEACHING AND LEARNING STRATEGIES

### **The following teaching methods are used:**

Pedagogy through questioning and discussion; lectures; workshops and other activities will be the main strategies used to develop students' abilities to use critical thinking and logic, introduce them to philosophical questions and to the field of psychology. Work at home will be necessary. Work at home includes completing the assigned readings, preparing answers to questions based on the readings, reviewing lecture notes, and studying for exams. For the course to be a stimulating and motivating experience, students' participation is necessary.

Success in this course requires a regular and constant effort from students.

### **LÉA, Teams and Moodle will be used**

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

**Each week students are expected to attend Teams meeting**

Students are expected to attend Teams meeting at the time the class is scheduled. Meetings will not last more than 2 hours.

- Materials to prepare for videoconferences will be deposited on LÉA. These might include commented PowerPoint presentations (audio/video), but mostly 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 will 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, as well as written and video assignments 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. Recognize the basic elements of a field of knowledge.
2. Define the modes of organization and utilization of a field of knowledge.
3. Situate a field of knowledge within its historical context.
4. Organize the main components into coherent patterns.
5. Produce a synthesis of the main components.

WEEK	Objective number	CONTENT	FONCTIONNING AND ACTIVITIES	Technology used
1		Contact Course outline	Online Read course outline	Connect to Teams Connect to LÉA
2	1	Introduction Reality and knowledge	Exercices Readings Film	Connect to Teams Connect to LÉA
3	1-2	Scepticism/reasoning	Exercices Readings Film	Connect to Teams Connect to LÉA
4	1-2-4	Critical thinking	Exercices Readings	Connect to Teams Connect to LÉA
5	1-3	Theories of knowledge	Exercices Readings	Connect to Teams Connect to LÉA
6	1-2-4	Logic	Exercices Readings	Connect to Teams Connect to LÉA
7	1-2-3-4	Review	Exercices Readings	Connect to Teams Connect to LÉA
<b>8</b>	<b>1-2-3-4</b>	<b>Mid-term exam</b>	<b>Moodle (open book)</b>	<b>Connect to Teams</b>
9	2-3	Knowing the mind Philosophy and psychology	Exercices Readings	Connect to Teams Connect to LÉA
10	1-2-3	History and the evolution of psychology	Exercices Readings	Connect to Teams Connect to LÉA
11	1-2-3-4	States of consciousness	Exercices Readings	Connect to Teams Connect to LÉA
12	1-2-3-4	Artificial intelligence	Exercices Readings	Connect to Teams Connect to LÉA
13	1-2-3-4-5	Knowledge Review of concepts	Exercices Readings	Connect to Teams Connect to LÉA
14	<b>1-2-3-4-5</b>	<b>FINAL EXAM</b>	<b>Moodle (open book)</b>	<b>Connect to Teams</b>

## 7 SUMMARY OF SUMMATIVE EVALUATIONS

Evaluation activities*	Context	Objectives	Evaluation criteria	Due Dates	Weighting (%)
<p><b>Assignment 1</b></p> <p>Students will be asked to reflect on their personal perspective about knowledge</p>	Individual, written	1,2,3	*Credit: well researched, shows some depth *Use of appropriate vocabulary *Clarity, coherence & accuracy *Full explanations *Sufficient theoretical evidence to support the argument	Week 4 Feb 18 <sup>th</sup>	10 %
<p><b>Assignment 2</b></p> <p>Students will be asked to apply critical thinking to different situations</p>	Individual, written	1,2,3	*Credit: well researched, shows some depth *Use of appropriate vocabulary *Clarity, coherence & accuracy *Full explanations *Sufficient theoretical evidence to support the argument	Week 6 March 11 <sup>th</sup>	10 %
<p><b>Exam I</b></p> <p>Multiple choice question and/or short essay questions.</p>	Individual, Moodle Open camera on Teams The exam will be done in two parts of a maximum of 2 hours each.	1,2,3,4	*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	Week 8 March 25 <sup>th</sup> March 29 <sup>th</sup>	10 % 15%
<p><b>INTEGRATIVE SUMMATIVE EVALUATION</b></p> <p><b>VIDEO AND WRITTEN WORK</b></p> <p>Each student is expected to record a 10 minutes video as well as submit a written document to present a discussion on knowledge and its detailed analysis</p>	Individual, at home Video and written	1,2,3,4,5	*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  * Compare world views: Use sufficient theoretical evidence to support your arguments	Week 11 April 26 <sup>th</sup>	25 %
<p><b>Exam II</b></p> <p>Multiple choice question paper and/or short essay questions.</p>	Individual, Moodle Open camera on Teams Three (3) hours max.	1,2,3,4,5	*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	Week 14 Date TBD	30 %

TOTAL:100%

\* More detailed instructions, guidelines and expectations will be put on LÉA.

## 8 REQUIRED MATERIAL

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

- **Readings and exercises provided on Léa**
- **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 and/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/>

- Moodle will be used for your exams

## 9 BIBLIOGRAPHY

*A complete bibliography will be presented in class*

## 10 REQUIREMENTS TO PASS THE COURSE

### 1. Passing Mark

The passing mark for this course is 60% by adding the marks for the theory and practical work for the course.

### 2. Attendance for Summative Evaluations

Students must be present for summative evaluations and must comply with the instructions given by the instructor to carry out the evaluation activity and written in the course outline. Unexcused tardiness for a summative evaluation could result in being excluded from the activity. Any absence from a summative evaluation that is not due to serious reasons (illness, death in the family, etc.) could result in a mark of zero (0) for the activity.

Students are responsible for meeting with the instructor before an evaluation activity is held or immediately upon returning to ENA to explain the reason for an absence. Proper documentation, such as a medical certificate, a death certificate, legal papers, etc., must be shown if the reason for absence is serious and recognized as such by the instructor(s), arrangements will be made between the instructor(s) and the student to make up the activity.

### 3. Submitting Assignments

All assignments must be submitted by the date, hour and location designated by the instructor(s). Late assignments will be penalized 10% per day that they are late and will receive a mark of zero (0) after one week.

### 4. Presentation of Written Work

The instructor(s) will provide students with information and guidelines regarding the presentation of written work. When the presentation of an assignment is unacceptable, the work will be penalized as a late assignment until an acceptable version is submitted. In this case, the penalties for late work will be applied.

Students must follow the standards adopted by the Cégep for written work (« *Normes de présentation matérielle des travaux écrits* »). These can be found in the documentation center on the Cégep web site [www.cegepmontpetit.ca/normes](http://www.cegepmontpetit.ca/normes) under the heading **Liens éclair, Bibliothèques, « Méthodologie »**.

Student Proficiency in the Language of Instruction. The purpose of this policy is to foster student proficiency in English, the formal language of instruction in this class. Emphasis on literacy and communication skills (writing, reading, speaking, and listening) is essential to students' academic and professional success.

Students must (1) use the English language appropriately both in the written and oral communications; (2) use the specialised vocabulary taught in class appropriately in their assignments, papers and exams.

Spelling, grammar, and vocabulary errors, found in assignments and papers, will result in a lower grade (up to 10% of the grade). Any paper presenting too many errors will be refused; the student will then be allowed to redo it, although a penalty for work turned in late will be applied.

## 11 METHODS OF COURSE PARTICIPATION

### For online classes:

By attending online classes through videoconference technology, the student understands that his image and voice may be captured on video in the context of his courses and agrees to this. Videos are only visible during live classes and by the teacher and other participants exclusively.

For pedagogical reasons, some courses may be recorded. It is the teacher's responsibility to clearly inform students beforehand when their images and voices are to be captured on video. Any student opposed to his image and/or voice being recorded may turn off his camera and microphone but will be required to participate in writing through means established by the teacher. Otherwise, students who activate their cameras or their microphones are deemed to have agreed to their images and voices being taped. These recordings of courses will be available for the express and sole use of those students registered in the courses for the duration of the semester. It is strictly forbidden to broadcast these recordings in any public manner or to use them other than for pedagogical purposes.

No student may record an online course without prior consent from the teacher. Students whose personal information (voices and images) is captured on video may exercise such remedies as provided by the right to access records and the right of rectification per the Act respecting access to documents held by public bodies and the protection of personal information through the Cegep's Secretary General's Office.

## 12 PSYCHOLOGY DEPARTMENT POLICIES - WINTER 2021

### • 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).

### • CLASS ATTENDANCE

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

### • 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.

## • 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 or on Teams 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. meet the coordinator of the department

## 13 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), la *Politique institutionnelle de la langue française* (PILF), la *Politique pour un milieu d'études et de travail exempt de harcèlement et de violence* (PPMÉTEHV), les *Conditions d'admission et cheminement scolaire*, la *Procédure concernant le traitement des plaintes étudiantes dans le cadre des relations pédagogiques*.

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.

## 14 STUDENT ACCESSIBILITY CENTER - FOR STUDENTS WITH DISABILITIES

Students having received a professional diagnosis of impairment (motor skills, neurological, organic, sensory, learning difficulties, mental health, autism spectrum disorder or other) or suffering from a temporary medical condition may request special accommodations.

Students seeking these accommodations must forward their diagnosis to the CSA by either MIO to « Service, CSA-ENA » or email to « [servicesadaptesena@cegepmontpetit.ca](mailto:servicesadaptesena@cegepmontpetit.ca) ».

Students already registered with the CSA must communicate with their teachers at the beginning of the semester to discuss those accommodations they have been awarded by the CSA.



## SCHEDULE WINTER 2021

PERIOD	CONTENT	TO DO	EVALUATIONS
1 January 25 <sup>th</sup> and 27 <sup>th</sup>	Contact Course outline	Connect to Omnivox (Léa) Online	
2 February 1 <sup>st</sup> and 4 <sup>th</sup>	Introduction Reality and knowledge	Exercices Readings	
3 February 8 <sup>th</sup> and 11 <sup>th</sup>	Scepticism/reasoning	Exercices Readings	
4 February 15 <sup>th</sup> and 18 <sup>th</sup>	Critical thinking	Exercices Readings	<b>First assignment: 10 % Feb 18<sup>th</sup></b>
5 February 22 <sup>nd</sup> and 25 <sup>th</sup>	Theories of knowledge	Exercices Readings	
6 March 8 <sup>th</sup> and 11 <sup>th</sup>	Logic	Exercices Readings	<b>Second assignment: 10 % March 11<sup>th</sup></b>
7 March 15 <sup>th</sup> and 18 <sup>th</sup>	Review	Exercices Review Readings	
<b>Mid-term exam on MOODLE March 25<sup>th</sup> and 29<sup>th</sup> 10 % and 15 %</b>			
9 April 1 <sup>st</sup> and 8 <sup>th</sup>	Knowing the mind Philosophy and psychology	Exercices Readings	
10 April 12 <sup>th</sup> and 15 <sup>th</sup>	History and the evolution of psychology	Exercices Readings	
11 April 22 <sup>nd</sup> and 26 <sup>th</sup>	States of consciousness	Exercices Readings	<b>Third assignment 25% April 26<sup>th</sup></b>
12 April 29 <sup>th</sup> and May 3 <sup>rd</sup>	Artificial intelligence	Exercices Readings	
13 May 6 <sup>th</sup> and 10 <sup>th</sup>	Knowledge Review of concepts	Exam preparation Review Readings	
14 TBD	<b>Integrative Summative Evaluation FINAL EXAM 3 hours</b>	<b>MOODLE</b>	<b>Written Exam Integrative Summative Evaluation 30%</b>