

**603-103-MQ**  
**Fall 2021**

**LANGUAGE DEPARTMENT**

## Course Outline

**COURSE:** 603-103-MQ Literary Themes

**PROGRAM:** General Education – 3rd course

**DISCIPLINE:** 603: English

Weighting: | Theory: 2 | Practice 2 | Personal Study: 4

<b>INSTRUCTOR<sup>1</sup></b>	<b>OFFICE</b>	<b>☎ Ext</b>	<b>✉ email</b>
Housego, Mark	C-163-C	5847	mark.housego@cegepmontpetit.ca

### OFFICE HOURS *(students complete)*

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Morning					
Afternoon					

<b>DEPARTEMENT COORDINATOR</b>	<b>OFFICE</b>	<b>☎ extension</b>	<b>✉ email</b>
Jerry Johnson	C-163b	6686	jerry.johnson@cegepmontpetit.ca

<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 third 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.

This course outline must be kept by the student throughout the course, as it will be useful.

## MINISTERIAL COMPETENCIES

**CODE:** 0004

The objectives of this course are to enable the students to apply a critical approach to a literary theme, to situate a literary text within its literary context, to detect the value system inherent in a literary text, to explicate a text from a thematic perspective and to edit their discourse.

## FINAL OBJECTIVE OF THE COURSE

On successful completion of the course, students, with the aid of reference material, will be able to produce a 1000-word essay analyzing the themes, form and content of a literary text. This essay will demonstrate the following: correct grammar, syntax and spelling; appropriate tone and diction; and well-structured 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.

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

### Hemingway, Ernest. *The Sun Also Rises*

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
<b>DURATION OF ACTIVITIES</b>	Weeks 1 to 15	
1. To recognize the treatment of a theme within a literary text.	<ul style="list-style-type: none"> <li>• Different forms of literature including poetry, short stories, novellas, novels essays and plays</li> <li>• Concepts used in analyzing literature,</li> <li>• 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> </ul>	<ul style="list-style-type: none"> <li>• Reading, analysis, application of course notes and reference material</li> </ul>
2. To situate a literary text within its cultural context.	<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>
3. To detect the value system inherent in a literary text.	<ul style="list-style-type: none"> <li>• Identification and use of pertinent information from multiple sources.</li> </ul>	<ul style="list-style-type: none"> <li>• Writing activities related to the</li> <li>• organization and expression of ideas.</li> </ul>
4. To explicate a discourse from a thematic perspective.  5. To edit the discourse.	<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

Description of the Evaluation Activity	Context and Means of Evaluation	Learning Objectives	Evaluation Criteria	Dates	Value %
<b>Quizzes</b>		1,2,3,4.	Textual comprehension. Textual analysis. Thesis formulation, Thesis support including supporting arguments and textual evidence. Creative writing (a collective short story)	Weekly	<b>20%</b>
<b>Essays (based on texts read)</b>	Individual	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.	The instructor will inform you at the start of the term	<b>25% (12.5% each)</b>
<b>Mid-Terms: oral and written</b>	Individual	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.  Debate preparation: Thesis and textual support. The ability to discuss literary themes, works read in class and literary theory in the context of a debate and a roundtable.	Week 7	<b>20% (10% each)</b>
<b>Stylistic Test</b>		1,2,3,4	Textual organization. Use of proper academic English. Thesis writing. Self-correction.	Week 10	<b>5%</b>
<b>Final Written Exam</b>	Individual	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 15	<b>15%</b>

<b>Final Oral Exam</b>	In Groups (Individual Marks)	1,2,3,4	The ability to discuss literary themes, works read in class and literary theory in the context of a debate and a roundtable.	Week 15	<b>15%</b>
<b>TOTAL</b>					<b>100%</b>

## LANGUAGE DEPARTMENT REGULATIONS

### Passing Grade

The passing grade for the course is 60% (PIEA, article 5.1m). 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 will maintain a positive attitude.

### 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 9 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 dans le cadre des relations pédagogiques.*

The full text of these policies and regulations is accessible on the College 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.

### **Centre d'études (Language Assistance Center) C-122 and C-123**

The Study Centre offers a favourable environment in which to improve your English skills.

**You can connect with the Center via TEAMS EDU-Centre d'étude en langues** by clicking [here](#).

The Centre offers the following services free of charge:

1. Individualized Assistance: According to your schedule, you will be paired with a tutor. Sign up as soon as possible on TEAMS to take full advantage of this service.
2. Last Minute Help: All session long, tutors and teachers will be available for your last minute needs.
3. A Place to Work and Study: 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.

Come see us in person in room C-122 and C-123

### **The CSA: Le Centre de services adaptés (Center for students with special needs)**

Students who have been diagnosed by a professional (physical handicaps, neurological difficulties, sensory limitations, learning difficulties, mental health challenges, being on the autism spectrum or other conditions) or who have a temporary medical condition, may request adaptive measures and support.

Send your diagnosis by MIO to "Service, CSA ENA" 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.

### **Your Success in Cégep**

To see the complete range of available services, please consult this web site: <https://mareussite.cegepmontpetit.ca/>

### **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: Hanaa Haijoubi and Jean-Luc Djigo

- Email: [interculturel@cegepmontpetit.ca](mailto:interculturel@cegepmontpetit.ca)
- In person: C70 (ENA)