

LANGUAGE DEPARTMENT

Course Outline

COURSE: English 603-102 Literary Genres

PROGRAM: 280.CO Aircraft Maintenance

DISCIPLINE: 603: English

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

INSTRUCTOR	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
Jennifer Ryan	C163-B	2649	jennifer.ryan@cegepmontpetit.ca

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. This course outline must be kept by the students throughout his studies, as it will be useful during integration activities.

MINISTERIAL COMPETENCES:

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.

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.

LEARNING OBJECTIVES	CONTENT	PERSONAL STUDY AND WORK
DURATION OF ACTIVITIES Weeks 1 to 15		
To distinguish literary genres of literary discourse	<ul style="list-style-type: none"> Literary genres: poetry, songs, short stories, novels, essays, plays and screenplays. 	Reading, analysis, application of course notes and reference material
To recognize the use of literary conventions within a specific genre.	<p>Descriptions of literary conventions as used in various genres.</p> <p>Identification and use of pertinent information from multiple sources.</p> <p>Identification of appropriate topics and ideas.</p>	<p>Application of information introduced in class.</p> <p>Reading and analysis</p>
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.
To explicate a text representative of a literary genre using one or more critical approaches.	<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.

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)	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	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 13- 14	10%
Final Written Exam	Individual, in class.	1,2,3,4	Explication of short texts. Thesis formulation.	Week 15	15%
Final Oral Exam	In Groups (Individual Marks)		Literary support for the thesis. Textual analysis through one of the Literary theories presented in class. 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%

REQUIRED MATERIALS FOR THIS COURSE

A good English dictionary

Internet sources (provided by the teacher)

LANGUAGE DEPARTMENT REGULATIONS

Passing Grade

The passing grade for the course is 60% (PIEA, article 5.1). 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

Students must be present 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 may be removed from the course. In that case, 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.

A student who misses a class is responsible for keeping up with all classwork and assignments.

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: <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.

ANNEXES

Centre d'études (English Study Centre) C-122 and C-123

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. Its services are free.

Contact the Study Centre TEAMS page by clicking here. [cliquant ici](#).

The Centre offers three types of help:

1. Peer Tutoring: You can be paired with a tutor on a suitable schedule for the entire term. Sign up here [ici](#) through our TEAMS page as soon as possible to take advantage of this service.
2. Occasional Help: Teachers and tutors are available to help when you need it.
3. Self-Learning: Supplementary self-learning exercises are available

The CSA: *Le Centre de services adaptés* (Center for students with special needs) (B-157)

Students who have been diagnosed by a professional (limitations relating to motor skills, neurology, body functions, sensory impairment, learning difficulties, mental health, being on the spectrum) or who have a temporary medical condition, can apply to have access to adaptive measures.

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 adapted measures plan with the CSA, please communicate with your instructors at the beginning of the term, in order to discuss the accommodation measures determined by the CSA with them.

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, a process for reaching reasonable accommodations and networking.

The Boussole Team: Hanaa Haijoubi and Jean-Luc Djigo

Email : interculturel@cegepmontpetit.ca

In person: C70 (ENA)