

## Course Outline

COURSE: **English 603-CEG-MQ English, Language of Instruction and Literature**

PROGRAM: General Education – Fourth Course

DISCIPLINE: 603: Language of Instruction and Literature

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

INSTRUCTOR <sup>1</sup>	OFFICE	☎ EXT.	✉ email or website
Johnson, Jerry	C-163-C	6686	<a href="mailto:jerry.johnson@cegepmontpetit.ca">jerry.johnson@cegepmontpetit.ca</a>

### OFFICE HOURS (To be completed later.)

Monday	Tuesday	Wednesday	Thursday	Friday

DEPARTMENT COORDINATOR	OFFICE	☎ EXT.	EMAIL
Ryan, Jennifer	C163-B	2649	<a href="mailto:jennifer.ryan@cegepmontpetit.ca">jennifer.ryan@cegepmontpetit.ca</a>

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

The present course is the fourth 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, speak and write about a variety of texts appropriate to the field of study including reports, essays, documentaries, and novels.

### MINISTERIAL COMPETENCIES

**CODE: 4EAP:**

To communicate in forms of discourse appropriate to the field of study accurately recognizing specialized vocabulary and conventions as well as its characteristics while exploring a variety of topics.

To recognize the discursive frameworks appropriate to given fields of study while recognizing main ideas and structures and distinguishing fact and argument.

To explicate an oral and written discourse while examining ways to address and structure given topics, using appropriate tone and diction, correctly developing writing structures using media and technology for a 1000-word discourse

To accurately edit the discourse using revision strategies.

**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 in which they will apply a critical approach to a work related to their field of study. This essay will demonstrate the following: correct grammar, syntax and spelling; appropriate tone and diction; and effective sentences and paragraphs; as well as related vocabulary. 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 materials 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 the 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.

**LAYOUT OF THE COURSE**

<b>LEARNING OBJECTIVES</b>	<b>CONTENT</b>	<b>PERSONAL STUDY AND WORK</b>
<b>DURATION OF ACTIVITIES</b> Weeks 1 to 15		
1. To identify the forms of discourse appropriate to the field of study.	<ul style="list-style-type: none"> <li>• Literary genres: novels, essays and screenplays.</li> <li>• Authentic news articles, documentaries and reports</li> </ul>	<ul style="list-style-type: none"> <li>• Reading, analysis, application of course notes and reference material</li> </ul>
2. To recognize discursive frameworks appropriate to the field of study.	<ul style="list-style-type: none"> <li>• Descriptions of literary conventions as used in various genres.</li> <li>• Identification and use of pertinent information from multiple sources.</li> <li>• Identification of appropriate topics and ideas</li> <li>• Distinction between fact and opinion</li> </ul>	<ul style="list-style-type: none"> <li>• Application of information introduced in class.</li> <li>• Comparison of multiple sources and with checks for validity and bias</li> <li>• Reading and analysis</li> </ul>
3. To explicate an oral and written discourse.	<ul style="list-style-type: none"> <li>• Formulation of a thesis, coherent organization of supporting material</li> <li>• Essay writing with appropriate structure and formatting</li> </ul>	<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>
4. To edit the discourse.	<ul style="list-style-type: none"> <li>• Writing of a clear thesis, supporting it with textual evidence and editing the text before submitting it.</li> </ul>	<ul style="list-style-type: none"> <li>• Verify and correct written texts related to the organization and expression of ideas</li> </ul>

## EVALUATIONS

Description of the Evaluation Activity	Context and Means of Evaluation	Learning Objectives	Evaluation Criteria	Dates	Value
Quizzes, homework and in-class assignments	In class	1, 2, 3, 4	Textual comprehension; textual analysis; thesis formulation; thesis support including supporting arguments and textual evidence.		15%
Essay, report and business letter	Individual, in class	1, 2, 3, 4	Essay based on readings. A report focused on field of study.	Weeks 5 and 9	20%
Mid-Term Exam	Individual, in class	1, 2, 3	Comprehension of texts, analysis, synthesis and terminology	Week 7	15%
Oral Presentations and Summary	Individual, in class (Team presentations, Individual marks)	1, 2, 3, 4	Ability to convey the Teaching Project to other students, provide them historical and social context to better understand the issues.	Weeks 8 - 12	15%
Final Written Evaluation	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 15	20%
Final Oral Evaluation	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.	Weeks 13 - 14	15%
				<b>TOTAL</b>	<b>100%</b>

## REQUIRED MATERIALS AND TECHNOLOGY FOR THIS COURSE

- The Power of Habit, Charles Duhigg. ISBN 978-0-385-66976-4
- A good English dictionary and an English/second language dictionary if required
- Internet and PDF sources (provided by the teacher)

## 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 create a favourable learning environment through his attitude and actions.

### **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 8 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 (English Study Centre) C-122 and C-123**

The Study Centre offers free tutoring and help for students with difficulty in English

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](#) 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)**

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)