

## Course Outline

COURSE: **603-101-MQ Introduction to College English Literature**

PROGRAMME : General Education – 1st course Aircraft Maintenance

DISCIPLINE : 603: English Literature

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

**INSTRUCTOR<sup>1</sup>**

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AVAILABILITY TO STUDENTS *to be completed by the students*

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Office hours					

DEPT. COORDINATOR

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

The present course is the first 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, and plays from different periods.

This course plan must be kept by the students over the course of their studies as it will be useful at various times.

## MINISTERIAL COMPETENCIES

### **4AE0 To analyse and produce various forms of discourse**

#### **1. To identify the characteristics and functions of the components of literary texts**

- Accurate explanation of the denotation of words.
- Adequate recognition of the appropriate connotation of words.
- Accurate definition of the characteristics and function of each component.

#### **2. To determine the organization of facts and arguments of a given literary text**

- Clear and accurate recognition of the main idea and structure.
- Clear presentation of the strategies employed to develop an argument or thesis.

#### **3. To prepare ideas and strategies for a projected discourse**

- Appropriate identification of topics and ideas.
- Adequate gathering of pertinent information.
- Clear formulation of a thesis.
- Coherent ordering of supporting material.

#### **4. To write a literary analysis.**

- Appropriate choice of tone and diction
- Correct development of sentences.
- Clear and coherent development of paragraphs.
- Explication of a 750-word discourse.

#### **5. To edit the discourse.**

- Appropriate use of revision strategies
- Accurate correction of the 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 750-word essay analyzing a literary text. 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.

## TEACHING AND LEARNING STRATEGIES

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; workshops on notetaking, outlining, development of theses, paragraph design, use of glossaries, dictionaries and reference material, documentation and writing; exercises to strengthen both writing and speaking skills.

## COURSE OUTLINE

LEARNING OBJECTIVE	CONTENT	PERSONAL STUDY AND WORK
<b>SEMESTER ACTIVITIES</b> Weeks 1 to 15		
<p>1. To identify the characteristics and functions of the components of literary texts.</p> <p>2. To determine the organization of facts and arguments of a given literary text.</p> <p>3. To prepare ideas and strategies for a projected discourse.</p> <p>4. To write a literary analysis</p> <p>5. To edit the discourse.</p>	<ul style="list-style-type: none"> <li>- Different forms of literature including poetry, short stories, novels, essays and plays</li> <li>- Concepts used in analyzing literature, 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>- Identification and use of pertinent information from multiple sources</li> <li>- Identification of appropriate topics and ideas</li> <li>- Clear formulation of a thesis and clear, coherent organization of the supporting material.</li> <li>- Composition of a 750-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>	<p>Reading and analysis of different texts.</p> <p>Use of reference material</p> <p>Writing activities related to the organization and expression of ideas</p>

## EVALUATIONS

<b>Description of the evaluation activity</b>	<b>Context and means of evaluation</b>	<b>Learning objectives</b>	<b>Evaluation criteria</b>	<b>Dates</b>	<b>Value (%)</b>
<b>Quizzes, homework and in-class activities</b>	Individual, at home and in-class	1, 2	Comprehension and analysis of texts, use of literary terms and structures.	Weekly	15%
<b>Oral presentations</b>	Individual, in class.	1, 2, 3	Use of arguments, analysis, vocabulary and research.	Weeks 4-6 and 9 - 10	10%
<b>Essays (based on texts read)</b>	Individual, outside of class	1, 2, 3, 4, 5	Use of arguments, analysis, vocabulary and research	Weeks 5 and 10	15%
<b>Mid-term exam</b>	Individual, in class	1, 2	Comprehension of texts, analysis, synthesis, terminology	Week 7	10%
<b>Research essay and presentation</b>	Individual, outside of class	1, 2, 3, 4, 5	Use of arguments, analysis, vocabulary and research	Week 13	20%
<b>Final exam</b>	Individual, in class (3 hours)	1, 2, 3, 4, 5	Comprehension of texts, analysis, synthesis, terminology	Week 15	30%

**TOTAL : 100 %**

## OBLIGATORY MATERIAL

- Indian Horse, Wagamese, Richard. ISBN-13 978-1553654025
- Selected short stories, poems, essays and a play taken from online sources which will be provided by the teacher in PDF format
- A good dictionary and thesaurus (such as the Paperback Oxford Canadian Dictionary)
- \$25 for a live theater performance if it is possible to organize

## 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. At the teacher's discretion the acceptance of an assignment can be delayed until it meets the presentation requirements. In this case, the penalty for late work is 10% per day late per the PIEA.

### Plagiarism and lack of Intellectual Integrity

- a. Plagiarism includes copying, translating, paraphrasing in whole or in part the work of another person without duly giving credit and constitutes a lack of intellectual integrity.
- b. The use of work generated wholly or partially through artificial intelligence if it is not authorized by the teacher is also considered as a lack of intellectual integrity.
- c. Fraudulent acts such as using the work of another student during a summative evaluation, cheating or falsifying documents or results constitute a lack of intellectual integrity.
- d. Any collaboration in these acts or attempt to commit them is also considered to be a lack of intellectual integrity.

Students who commit these acts will receive a grade of zero for the evaluation and the teacher will make a written report to the department coordination who send it to the Direction des études in accordance with 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 students will be punctual and create a favourable learning environment through their 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, a student 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. 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.

**Students can connect with the Center via TEAMS EDU-Centre d'étude en langues** here: [click here](#)

The Centre offers the following services free of charge:

1. Individualized Assistance: According to your schedule, the student 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 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 with 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)