

**LANGUAGE DEPARTMENT****Course Outline**

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

**PROGRAM:** 280.CO Aircraft Maintenance

**DISCIPLINE:** 603: English

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

<b>INSTRUCTOR</b>	<b>OFFICE</b>	<b>EXT.</b>	<b>EMAIL</b>
Housego, Mark	C-163-C	5847	mark.housego@cegepmontpetit.ca

**OFFICE HOURS (To be completed later)**

<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>

<b>DEPARTMENT COORDINATOR</b>	<b>OFFICE</b>	<b>EXT.</b>	<b>EMAIL</b>
Ryan, Jennifer	C163-B	2649	jennifer.ryan@cegepmontpetit.ca

**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 COMPETENCES:**

The objective of this course is to enable the students 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**

**CODE:** 0004

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 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.

**REQUIRED MATERIALS**

A good English dictionary (such as the Paperback Oxford Canadian Dictionary).

Internet Sources provided by the teacher.

**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 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 literary 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	<p>Identification and use of pertinent information from multiple sources.</p> <ul style="list-style-type: none"> <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>	<p>Writing activities related to the organization and expression of ideas.</p>

<p>4. To explicate a text from a thematic perspective.</p> <p>5. To edit the discourse.</p>	<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 form and content before submitting their work</li></ul>	<ul style="list-style-type: none"><li>• Writing activity focused on analysis, textual organization and revision.</li></ul>
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## EVALUATIONS

Description of the Evaluation Activity	Context and Means of Evaluation	Learning Objectives	Evaluation Criteria	Dates	Value
<b>Quizzes</b>	In class	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>	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 12	<b>25% (12.5% each)</b>
<b>Mid-Terms: oral and written</b>	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	<b>20% (10% each)</b>
<b>Stylistic Test</b>	Individual, in 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	<b>5%</b>
<b>Final Written Exam</b>	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	<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 5.1). 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 and a Lack of Intellectual Integrity

1. 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.
2. 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.
3. 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.
4. 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 professor 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 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. 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 (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](mailto: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.

## MY 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, a process for reaching reasonable accommodations and networking.

The Boussole Team:

- Myriam Louis, Conseillère pédagogique (She/Her/Elle) : [myriam.louis@cegepmontpetit.ca](mailto:myriam.louis@cegepmontpetit.ca)
- Jean-Luc Djigo, Conseiller à la vie étudiante (He/Him/Il) : [jean-luc.djigo@cegepmontpetit.ca](mailto:jean-luc.djigo@cegepmontpetit.ca)
  
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