

## Course outline

COURSE TITLE: **603-101-MQ Literary Genres**

PROGRAM: General Education – 3<sup>rd</sup> course

DISCIPLINE: 603 English Literature

WEIGHTING: *Theory:* 2      *Practice:* 2      *Personal Study:* 4

Teacher(s)	Office	☎ extension	✉ e-mail or website
Housego, Mark	C-163c	5847	mark.housego@cegepmontpetit.ca

### Office hours

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Morning					
Afternoon					
Other					

Coordinator(s)	Office	☎ extension	✉ e-mail
Ryan, Jennifer	C-163b	2649	jennifer.ryan@cegepmontpetit.ca

## 1 CONTEXT OF THIS COURSE WITHIN THE 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.

Students must keep this course outline for the duration of their studies as it will be useful for the comprehensive assessment at the end of the program.

**Transport Canada:** This course outline meets the requirements of Training Organisation Certification Manual (MCF) of Transport Canada. The Department applies Transport Canada standard which allows a maximum absence of 5% for the course (theory and laboratory). The department compiles absences of all students enrolled in Aircraft Maintenance (280.C0) according to Transport Canada requirements. The application of Transport Canada policies regarding absences is available on the [Student Guide](#) website under the heading « Information/AME and AML licences ».

## 2 MINISTERIAL OBJECTIVE(S) AND COMPETENCIES

### 0004

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.

## 3 TERMINAL OBJECTIVE OF THE COURSE (FINAL COURSE OBJECTIVE)

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.

## 4 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.

## 5 COURSE PLAN

LEARNING OBJECTIVE	CONTENT	PERSONAL STUDY AND WORK
<b>SEMESTER ACTIVITIES</b> Weeks 1 to 15		
1. To distinguish literary genres of literary discourse	<ul style="list-style-type: none"> <li>Literary genres: poetry, songs, short stories, novels, essays, plays and screenplays.</li> </ul>	<ul style="list-style-type: none"> <li>Reading a Reading, analysis, application of course notes and reference material</li> </ul>
2. To recognize the use of literary conventions within a specific genre.	<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> </ul>	<ul style="list-style-type: none"> <li>Application of information introduced in class.</li> <li>Reading and analysis</li> </ul>
3. To situate a text within its literary and historical period	<ul style="list-style-type: none"> <li>Literary theories</li> <li>Social conditions and Literary movements as influences on writers.</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 explicate a text representative of a literary genre using one or more critical approaches.	<ul style="list-style-type: none"> <li>Overview of critical approaches and literary genres.</li> <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>Writing activity focused on analysis, textual organization and revision.</li> </ul>

## 6 SYNTHESIS OF SUMMATIVE EVALUATION METHODS

Description of Evaluation Activity	Context	Learning objective(s)	Evaluation Criteria	Dates	Weighting (%)
<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 (one sonnet).	Weekly	15%
<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 9	20% (10% each)

<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	15%
<b>Teaching Project Texts</b>	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%
<b>Teaching Project Oral Presentations</b>	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.	Week 13-14	10%
<b>Final Written Exam</b>	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	15%
<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.		15%
				<b>TOTAL</b>	<b>100%</b>

## 7 REQUIRED MATERIAL

- A good English dictionary
- Internet sources (provided by the teacher)

## 8 REQUIREMENTS TO PASS THE COURSE

### 1. 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.

### 2. Attendance for Summative Evaluations

Presence at exams is obligatory. Any absence from an evaluation activity which is not justified by a serious reason will mean a mark of zero and failure of this evaluation. According to article 5.2.5.1 of the *Institutional Policy on the Evaluation of Student Achievement* (IPESA). “*it is the student’s responsibility to take the necessary means to meet his teacher and explain the motives for his absence with a supporting document explaining his absence. If the motives are serious and recognized as such by the teacher, the teacher and the student will agree to the terms of the delay for doing the evaluation or assignment.*”

In addition, the IPESA indicates that “*if a student is late for an evaluation activity with no justifiable reason, the teacher can refuse to allow the student to participate in the said activity.*”

Serious reasons that can be considered are: illness (with a medical certificate), death of a family member (with a death certificate), a force majeure or overpowering event, activities authorized by the College, and legal reason (proof of the court summons).

### 3. Submitting Assignments

All assignments must be submitted by the date, time and place designated by the teacher (s). Late assignments are penalized by a deduction of 10% per day, and a mark of zero will be given when the assignment is six days late, unless there is an agreement with the teacher, or a suitable documented (medical note, legal document, etc.) excuse, explaining why the student was unable to submit the work, is given to the teacher before the next class. Any assignments due in the fifteenth week cannot be submitted late.

### 4. Presentation of Written 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 IPESA.

### 5. Plagiarism and other breaches of academic integrity

- a) Plagiarism consists of copying, translating, paraphrasing, in whole or in part, the work of another person and wrongfully attributing it to oneself, with or without their consent, and constitutes a breach of academic integrity.
- b) The use of works generated entirely or partially by artificial intelligence, if not authorized by the professor, is also considered a breach of academic integrity.
- c) Acts of fraud, such as impersonating another student during a summative assessment, deceiving, cheating, or falsifying documents or results, also constitute breaches of academic integrity.
- d) Any collaboration in such acts or any attempt to commit them is also considered a breach of intellectual ethics.

Any violation of intellectual honesty, as well as any attempt at or collaboration in such an action will result in a mark of "0" for the exam, the assignment or the evaluation activity in question. In this case, the teacher will make a written report to departmental coordination which will be transmitted to the Dean of Studies in accordance with article 5.6.1 IPESA.

### 6. 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.

## 9 METHODS OF COURSE 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 IPESA 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.

## 10 OTHER DEPARTMENTAL REGULATIONS

Students are invited to consult the website for the specific rules for this course:

<https://guideena-en.cegepmontpetit.ca/department-rules/>

## 11 INSTITUTIONAL POLICIES AND REGULATIONS

Any student registered at Cégep Édouard-Montpetit must read the content of certain institutional policies and regulations and comply with them.

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* (PIEA), la *Politique institutionnelle de la langue française* (PILF), la *Politique pour un milieu d'études et de travail exempt de harcèlement et de violence* (PPMÉTEHV), les *Conditions d'admission et cheminement scolaire*, la *Procédure concernant le traitement des plaintes étudiantes dans le cadre des relations pédagogiques*.

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

## 12 STUDENT ACCESSIBILITY CENTER - FOR STUDENTS WITH DISABILITIES

Students having received a professional diagnosis of impairment (motor skills, neurological, organic, sensory, learning difficulties, mental health, autism spectrum disorder or other) or suffering from a temporary medical condition may request special accommodations.

Students seeking these accommodations must forward their diagnosis to the CSA by either MIO to "Service, CSA-ENA" or email to "servicesadaptesena@cegepmontpetit.ca".

Students already registered with the CSA must communicate with their teachers at the beginning of the semester to discuss those accommodations they have been awarded by the CSA.

## 13 ANNEX

### **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

### **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 adapting 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, Conseillère pédagogique (She/Her/Elle) : [hanaa.haijoubi@cegepmontpetit.ca](mailto:hanaa.haijoubi@cegepmontpetit.ca)
- Jean-Luc Djigo, Conseiller à la vie étudiante (He/Him/Il) : [jean-luc.djigo@cegepmontpetit.ca](mailto:jean-luc.djigo@cegepmontpetit.ca)

Contact The Boussole :

- Email: [interculturel@cegepmontpetit.ca](mailto:interculturel@cegepmontpetit.ca)
- Phone: 450 679-2631, extension 2224
- In person: B24 (Longueuil) ou C-80 (L'ÉNA)