

# COLLÈGE UNIVERSITAIRE GLENDON COLLEGE

## CONSEIL DE LA FACULTÉ / FACULTY COUNCIL

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**Faculty Council meeting on Friday, October 20, 2017 in the Senate Chamber at 1:30 p.m.**

### **AGENDA**

- 1. Chair's Remarks**
- 2. Minutes of the previous meeting**
  - [Friday, September 29, 2017](#), p. 1-5
- 3. Business arising from the minutes**
- 4. Inquiries and Communications**
- 5. Principal's and Associate Principals' Remarks**
  - D. Sheffel-Dunand:
    - Delegated Ethics Review at Glendon – Course-Based research with human participants or animals
    - Glendon graduate student representation on Council
- 6. Reports from Standing Committees**
  - **Curriculum Committee**
    - [Communications](#) – p. 6-7
    - [English](#) – p. 8-21
    - [French Studies](#) – p. 22
    - [International Studies](#) – p. 23-27
    - [MDS – Social Science](#) – p. 28-30
    - [Sociology](#) – p. 31-32
- 7. Other Business**
  - Friends of Glendon – Julie Drexler
- 8. Adjournment**

**Séance du conseil de la faculté le vendredi 20 octobre 2017 dans la salle du sénat à 13 h 30.**

### **ORDRE DU JOUR**

- 1. Remarques du président**
- 2. Procès-verbal de la séance précédente**
  - Vendredi 29 septembre 2017
- 3. Affaires dérivant du procès-verbal**
- 4. Communications et questions diverses**
- 5. Remarques du principal et des vice-principaux**
  - D. Sheffel-Dunand :
    - Évaluation « déléguée » des demandes d'approbation éthiques – Projets étudiants portant sur des êtres humains ou animaux au sein d'un cours
    - Représentation des étudiants des cycles supérieurs de Glendon au Conseil
- 6. Rapports des comités permanents**
  - **Comité des programmes**
    - Communications
    - Anglais
    - Études françaises
    - Études internationales
    - Études pluridisciplinaires
    - Sociologie
- 7. Affaires nouvelles**
  - Les amis de Glendon
- 8. Levée de la séance**

Our WEB page: <http://www.glendon.yorku.ca/facultycouncil/>



# COLLÈGE UNIVERSITAIRE GLENDON COLLEGE

## CONSEIL DE LA FACULTÉ / FACULTY COUNCIL

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Minutes of the Faculty Council meeting held on Friday, September 29, 2017 at 1:30 p.m. in the Senate Chamber, York Hall, Glendon. This meeting of Council was attended by the following members:

H. Ali-Hassan  
Y. Allard-Tremblay  
A. Avolonto  
C. Campbell  
C. Coates  
E. Coburn  
S. Couture  
A. Cyr  
I. Djordjevic  
S. Duncan  
L. Frew  
E. Gutterman  
M. C. Guzmán  
L. Hébert  
D. Ipperciel

L. Jackson  
M. Jurdjevic  
S. Kirschbaum  
S. Langlois  
G. Levine  
W. Maas (Chair/président)  
N-G. Martineau  
J. McDonough-Dolmaya  
M. Mondélice  
S. Paradis  
B. Price  
A. Pyée  
J. Rivest  
I. Roberge  
M. Roy

Procès-verbal de la séance du Conseil de la faculté, tenue le vendredi 29 septembre 2017 à 13 h 30 dans la salle du sénat, pavillon York, Glendon. Les membres suivants étaient présents :

D. Savard  
D. Scheffel-Dunand  
V. Schoof  
P. Theophanidis  
A. Zamora  
J. Heywood  
M. Palamarek  
L. Bartlett  
L. Bekirsky  
B. Cheong  
K. Clark  
D. Hoffman  
D. Norenberg  
P. Simard

### 1. Chair's Remarks

The meeting began at 1:32 p.m.

The Chair, Willem Maas welcomed all members of Council to this year's first meeting.

He then presented the Motion to change the date of October meeting from October 27 to October 20 due to the Reading Days, and it was **approved**.

### 2. Minutes of the previous meeting

#### ▪ April 28, 2017

The minutes were **approved**.

### 3. Matters arising from the minutes

There were no matters arising.

### 1. Remarques du président

La séance commence à 13 h 32.

Le président, Willem Maas souhaite la bienvenue à tous les membres du Conseil à cette première réunion.

Il présente ensuite la motion pour changer la date de la séance d'octobre du 27 octobre au 20 octobre en raison des journées de lecture, et elle est **approuvée**.

### 2. Procès-verbal de la séance précédente

#### ▪ 28 avril 2017

Le procès-verbal est **approuvé**.

### 3. Questions dérivant du procès-verbal

Il n'y en a aucune.

She alerted the Community to the [Consultation on York Strategic Research Plan \(2018-2023\)](#). All Faculty members are strongly invited to participate on internal committees to enhance Glendon visibility at university level.

She also expressed her appreciation for the 2 support staff on her team, Reagan Brown and Prisca Ng.

## 6. Reports from Standing Committees

### (a) Curriculum Committee

I. Djordjevic presented the Curriculum submissions from the ILST, Linguistics & Language Studies and Hispanic Studies. All except the submissions from ILST were **approved**. Concerns were raised regarding the absence of Course Credit Exclusions for the proposed ILST courses and following a discussion they were referred back to the Department.

### (b) Policy, Planning and Nominations Committee

The slate of candidates is presented and all members as listed were **acclaimed**.

**Vice-Chair:** Lyse Hébert

**Curriculum Committee:** Andrée-Ann Cyr and Julie McDonough-Dolmaya

**Committee on Technology and Learning:** Usha Viswanathan

**Glendon Senators:** Tim Moore, Ian Roberge, Maria Constanza Guzman, Hossam Ali-Hassan

**Contract Faculty:** Sabine Dreher and Michael Palamarek

**Staff:** Lesley Bartlett

**Senate APPRC:** Ellen Gutterman

The list of Students on Committees were also **approved**.

Elle avise la communauté de la [consultation sur le Plan Stratégique de Recherche 2018-2023 de York](#). Elle mentionne l'importance de siéger sur des comités internes pour assurer la visibilité de Glendon au niveau pan-universitaire.

Elle exprime également son appréciation pour le personnel de soutien de son équipe, Reagan Brown and Prisca Ng.

## 6. Rapports des comités permanents

### (a) Comité des programmes

I. Djordjevic présente les soumissions des départements des études internationales, Linguistique et sciences du langage et des études hispaniques. Tous sauf les soumissions des études internationales sont **approuvés**. Les inquiétudes sont soulevées à propos de l'absence de cours incompatible pour les cours ILST et suite à une discussion ils sont renvoyés au département.

### (b) Comité de direction, planification et mises en candidature

On présente la liste des candidats et tous les membres suivants sont **élus** par acclamation.

**Vice-présidente :** Lyse Hébert

**Comité des programmes :** Andrée-Ann Cyr et Julie McDonough-Dolmaya

**Comité sur la technologie et l'apprentissage :** Usha Viswanathan

**Senateurs de Glendon :** Tim Moore, Ian Roberge, Maria Constanza Guzman, Hossam Ali-Hassan

**Professeurs à contract :** Sabine Dreher et Michael Palamarek

**Personnel de soutien:** Lesley Bartlett

« **Senate APPRC** »: Ellen Gutterman

La liste des étudiants pour les comités sont aussi **approuvée**.

#### **4. Inquiries and Communications**

There were none.

#### **5. Principal's and Associate Principals' Remarks**

The Principal, Donald Ipperciel presented his priorities for this year (detailed in a newly created web-page [blog](#)):

- Security and Inclusion
- Communication
- Budget and Finance

He also announced upcoming initiatives for this year.

He also discussed briefly the creation of the French-Language University in Toronto in 2020.

Some members expressed their concerns about security (defective emergency lights), faulty classroom equipments and physical state of the college. Two students echoed the same concerns, and also reported their frustrations about the “out-of-service” elevators, the level of service at mailroom and the recently uprooted bookstore. It was pointed out that some students have been unable to purchase their books from the bookstore and that some were unable to receive their on-line purchases due to shortage of staff at the mailroom. The operation hours of the bookstore were also noted as not convenient for students coming for evening courses. It was also stated that all the above mentioned issues impede on the quality of the teaching.

The Principal encouraged Glendon community members to send an email to the Office of the Principal (either directly to the Principal or to Patrick Banville) when they notice issues pertaining to facilities, so that he can maintain pressure on Campus Services and Business Operations (CSBO).

#### **4. Communications et questions diverses**

Il n'y en a aucune.

#### **5. Remarques du principal et des vice-principaux**

Le principal, Donald Ipperciel présente ses priorités pour l'année à venir (détaillés dans un [blogue](#) nouvellement créé) :

- Sécurité et inclusion
- Communication
- Budget et Finances

Il fait aussi part des initiatives à venir pour cette année.

Il discute aussi brièvement la création d'une université de langue française à Toronto en 2020.

Certains membres expriment leurs inquiétudes à propos de la sécurité (lumières de secours défectueuses), les équipements de classe défectueux et l'état physique du collège. Deux étudiants répètent les mêmes préoccupations et soulignent également leurs frustrations concernant les ascenseurs « hors service », le niveau de service de la salle du courrier, et la librairie récemment déplacée. On souligne que certains étudiants n'ont pas pu acheter leurs livres de la librairie et que certains n'ont pas pu recevoir leurs achats en ligne en raison du manque de personnel dans la salle du courrier. On note aussi que les heures d'opération de la librairie ne sont pas pratiques pour les étudiants venant pour les cours du soir. On déclare également que tous les problèmes mentionnés ci-dessus nuisent à la qualité de l'enseignement.

Le principal encourage les membres de la communauté de Glendon à envoyer un message électronique au Bureau du principal (soit au principal directement, soit à Patrick Banville) lorsqu'ils notent des problèmes relatifs aux installations, et ce, afin qu'il puisse maintenir une pression sur le « Campus Services and Business Operations » (CSBO).

In response to J. Rivest's concern about the lack of safety for children at Crestwood School when leaving or arriving in the parking lot at Glendon, the Principal noted that an alternative was discussed, but he does not know when this will be implemented by CSBO.

The Principal noted that most of the above concerns fall under the responsibility of the CSBO and he undertook to press upon them for remedial actions.

The Associate Principal (Academic), Ian Roberge mentioned the following:

- 2018-2019 Academic Planning
- Teaching Commons – Geneviève Maheu-Pelletier is back and will be organizing workshops for Faculty members.
- [Assisting students in distress](#)
- Ad Hoc Committee on Equity, Diversity and Inclusivity

The new Associate Principal (Research and Graduate Studies), Dominique Scheffel-Dunand introduced her remarks by acknowledging the contribution of Christina Clark-Kazak in motivating Glendon Faculty for their research activities and mobilizing knowledge around them.

She then mentioned the SSHRC awards allocated this Fall: 1 SSHRC Insight Grant to W. Maas and 1 to G. Proulx (Knowledge Mobilization Partnership Program); 7 other SSHRC and 3 NSERC applications in development; and 2 Glendon nominations in progress (1 Canada 150 Research Chair and 1 York Research Chair).

**Upcoming events:** Among others, 4 workshops: October 4: Research Ethics; October 5: Research Data Management; October 17: Concur; October 23: Research and General Accounting. She referred to the [Research Office Website](#).

En réponse aux inquiétudes de J. Rivest concernant le manque de sécurité pour les enfants de l'école Crestwood quand on quitte ou on arrive dans le stationnement à Glendon, le principal note qu'une alternative a été discutée mais il ne sait pas quand ce sera mise en œuvre par CSBO.

Le principal note que la majorité des préoccupations ci-dessus relèvent du CSBO et il s'engage à les presser pour des mesures correctives.

Le vice-principal adjoint aux affaires académiques, Ian Roberge mentionne les points suivants :

- Planification académique 2018-2019
- « Teaching Commons » – Geneviève Maheu-Pelletier est de retour et organisera les ateliers pour les membres du corps professoral
- [Aide aux étudiants en détresse](#)
- Comité ad hoc sur l'équité, la diversité et l'inclusion

La nouvelle vice-principale à la recherche et aux études supérieures, Dominique Scheffel-Dunand, introduit ses remarques en reconnaissant la contribution de Christina Clark-Kazak dans l'encouragement des professeurs pour leurs activités de recherche et la mobilisation des connaissances sur ces dernières.

Elle mentionne ensuite les subventions attribuées cet automne : 1 CRSH (Programme Savoir) à W. Maas et 1 à Guy Proulx (Knowledge Mobilization Partnership Program) ; 7 candidatures CRSH et 3 CRSNG en préparation ; et les nominations en cours pour Glendon (1 Chaire de recherche Canada 150 et 1 Chaire de recherche à York).

**Événements à venir:** Entre autres, 4 ateliers : 4 octobre : Éthique de la recherche ; 5 octobre : Gestion des données de recherche ; 17 octobre : Concur ; 23 octobre : Principes comptables généraux pour la recherche. Elle renvoie au [site du bureau de la recherche](#).

Members were reminded of the vacant seats which need to be filled and urged them to volunteer: [Senate Sub-Committee on Honorary Degrees and Ceremonials](#) and [Senate Executive Committee](#)

## 7. **New Business**

### [Consultation on the search for a VP-Academic and Provost](#)

E. Gutterman gave a brief outline of the Consultation process for the search for a New VP Academic and Provost and noted that the Search Committee is inviting members of the York University Community to provide input on the characteristics and qualities for the position.

There will be three opportunities to provide input either in-person or in writing through an online questionnaire. One of the consultation sessions will be held at Glendon on Thursday, October 5, 2017.

She took note of the few suggestions from Council members.

## 8. **Adjournment**

The meeting was adjourned at 15:10 p.m.

On rappelle aux membres les postes vacants qui doivent être comblés et les encourage à se porter volontaires : [Senate Sub-Committee on Honorary Degrees and Ceremonials](#) et [Senate Executive Committee](#)

## 7. **Affaires nouvelles**

### [Consultation pour un nouveau VP académique et doyen](#)

E. Gutterman donne un bref résumé du processus de consultation pour un nouveau VP Académique et doyen et note que le comité de d'engagement invite les membres de la communauté universitaire York à donner leur avis sur les caractéristiques et les qualité pour le poste.

Il y aura trois occasions pour fournir des commentaires en personne ou par écrit via le questionnaire en ligne. L'une des séances de consultation aura lieu à Glendon le jeudi 5 octobre 2017.

Elle prend note des quelques suggestions provenant des membres du Conseil.

## 8. **Levée de la séance**

La séance est levée à 15 h 10.

GLENDON - CURRICULUM COMMITTEE

|  |  |   |  |
|--|--|---|--|
| Date of submission:<br><i>(dd/mm/yy)</i>   |  | 03/10/2017  |  |
| Department or Program:<br><i>(e.g. French Studies)</i>   |  | Communications  |  |
| Check change(s)  |  | Current   | Proposed (specify only the changes)    |
| <input type="checkbox"/>   | Course number  | GL/COMS 2001 6.00   |  |
| x  | Course title   | Information and Technology  | Digital media, information and society |
| <input type="checkbox"/>   | Short Course title   |   |  |
| <input type="checkbox"/>   | Prerequisite(s)  |   |  |
| <input type="checkbox"/>   | Corequisite(s)   |   |  |
| <input type="checkbox"/>   | GL Cross-listing(s)  | GL/   | GL/                                    |
| <input type="checkbox"/>   | Non-GL Cross-listing(s)  | AP/ES/FA/HH/SC/   | AP/ES/FA/HH/SC/                        |
| <input type="checkbox"/>   | Course credit exclusion(s)   | GL/AP/ES/FA/HH/SC/  | GL/AP/ES/FA/HH/SC/                     |
| <input type="checkbox"/>   | Integrated course  | GS/   | GS/                                    |
| <input type="checkbox"/>   | Gen. Education status  |   |  |
| <input type="checkbox"/>   | Re-activate course   |   |  |
| <input type="checkbox"/>   | De-activate course   |   |  |
| <input type="checkbox"/>   | Language of instruction  |   |  |
| <input type="checkbox"/>   | Course specific category   |   |  |
| <input type="checkbox"/>   | Course description<br>(40 words max.) <i>Verbs should be in the present tense (i.e., "This course <u>analyzes</u> the nature and extent of..." rather than "This course <u>will analyze</u>...")</i> | This course examines the development of technologies, their influence on societies, and regulatory mechanisms associated with them. |  |
| Is this course required for the major/minor in the program, and/or in other programs? <input type="checkbox"/> YES      x NO   |  |   |  |
| Brief course outline: <i>Please indicate minor changes to the actual course outline in bold letters or use a separate sheet for more substantial modifications. The brief course outline should include the following elements : (1) Indicate how the course design supports students in achieving the learning objectives; (2) the evaluation scheme; (3) and, if the course is integrated, indicate additional requirements for graduate students.</i> |  |   |  |
|  |  |   |  |
| Department/Program approval for the course:  |  |   |  |
| <i>Department/Program</i>  | <i>Name</i>  | <i>Signature</i>  | <i>Date</i>                            |
| Translation / Communications   | Philippe Theophanidis  | Signature received  | 2017.10.03                             |
| Department/ Program approval for Cross-listings/Course Credit Exclusions:  |  |   |  |
| <i>Faculty &amp; Department/Program</i>  | <i>Name</i>  | <i>Signature</i>  | <i>Date</i>                            |
| Attached with submission:  | <input checked="" type="checkbox"/>  | Department Overview ( <i>Compulsory</i> )   |  |

**Department justification**

- 1) Current title is the same as the title of a course offered at Keele. We wish to avoid title duplication in order to prevent confusion.
- 2) Current title is very broad in its meaning and can be misinterpreted: this is not a technical course, but a course about social aspects of media technologies and of information, specifically in a contemporary setting characterized by digital innovations.
- 3) Actual content of the course will not change.
- 4) The new proposed title better represents the actual course content and its learning objectives.

GLENDON - COMITÉ DES PROGRAMMES

|  |  |   |  |
|--|--|---|--|
| Date de soumission:<br><i>(jour/mois/année)</i>  |  | 03/10/2017  |  |
| Département ou programme:<br><i>(par exemple: Études françaises)</i>   |  | Communications  |  |
| Cocher le(s) changement(s)   |  | Actuel  | Proposé (ne spécifier que les changements) |
| <input type="checkbox"/>   | Numéro du cours  | GL/COMS 2001 6.00   |  |
| <input checked="" type="checkbox"/>  | Titre du cours   | Information et technologie  | Médias numériques, information et société  |
| <input type="checkbox"/>   | Titre abrégé   |   |  |
| <input type="checkbox"/>   | Prérequis  |   |  |
| <input type="checkbox"/>   | Corequis   |   |  |
| <input type="checkbox"/>   | Coinscrit avec autre cours à Glendon   | GL/   | GL/  |
| <input type="checkbox"/>   | Coinscrit avec autre cours à Keele   | AP/ES/FA/HH/SC/   | AP/ES/FA/HH/SC/                            |
| <input type="checkbox"/>   | Cours incompatible(s)  | GL/AP/ES/FA/HH/SC/  | GL/AP/ES/FA/HH/SC/                         |
| <input type="checkbox"/>   | Cours intégré  | GS/   | GS/  |
| <input type="checkbox"/>   | Statut vis-à-vis l'éducation générale  |   |  |
| <input type="checkbox"/>   | Réactivation du cours  |   |  |
| <input type="checkbox"/>   | Désactivation du cours   |   |  |
| <input type="checkbox"/>   | Langue d'enseignement  |   |  |
| <input type="checkbox"/>   | Cours inscrit dans une catégorie spécifique  |   |  |
| <input type="checkbox"/>   | Description de l'annuaire (maximum 40 mots). <i>Veillez utiliser le présent (par exemple: « Ce cours <u>analyse</u> la nature et la mesure de... » et non « Ce cours <u>analysera</u>... »</i> | Ce cours porte sur l'évolution des technologies et leur influence sur les sociétés. On examine aussi les mécanismes servant à les régler. |  |
| Le cours est-il obligatoire pour la spécialisation (majeure ou mineure) dans le programme ou dans d'autres programmes?<br><span style="float: right;"><input type="checkbox"/> OUI      <input checked="" type="checkbox"/> NON</span>   |  |   |  |
| <p><b>Synopsis abrégé:</b> <i>Veillez indiquer les changements mineurs à la description actuelle en caractères gras ou utiliser une feuille supplémentaire pour les reformulations plus substantielles. Le synopsis abrégé devrait inclure les éléments suivants : (1) comment le contenu du cours aidera les étudiants à atteindre les objectifs d'apprentissages; (2) l'échelle d'évaluation et (3) les exigences additionnelles pour les étudiants aux cycles supérieurs, dans le cas d'un cours intégré.</i></p> |  |   |  |
| L'approbation du cours par le département / programme:   |  |   |  |
| <i>Département / Programme</i>   |  | <i>Name</i>   | <i>Signature</i>                           |
| Traduction / Communication   |  | Philippe Theophanidis   | Signature received                         |
|  |  |   | 2017.10.03                                 |
| L'approbation du département / programme pour les cours coinscrits / cours incompatibles:  |  |   |  |
| <i>Faculté &amp; Département / Programme</i>   |  | <i>Name</i>   | <i>Signature</i>                           |
|  |  |   |  |
| Joindre à la soumission:   |  | <input checked="" type="checkbox"/>   | Justificatif du département (obligatoire)  |

**Department justification**

- 1) Current title is the same as the title of a course offered at Keele. We wish to avoid title duplication in order the prevent confusion.
- 2) Current title is very broad in its meaning and can be misinterpreted: this is not a technical course, but a course about social aspects of media technologies and of information, specifically in a contemporary setting characterized by digital innovations.
- 3) Actual content of the course will not change.
- 4) The new proposed title better represents the actual course content and its learning objectives.



GLENDON – CURRICULUM COMMITTEE

NEW COURSE PROPOSAL

|  |  |   |                   |
|--|--|---|-------------------|
| Date of submission: (dd/mm/yy)   | 29 September, 2017                                     |   |                   |
| Department or Program: (e.g. History)  | English  |   |                   |
| Course number: (e.g. GL/HIST 2XXX 6.00)  | GL/EN 1900 3.00  |   |                   |
| Course title: (The official name of the course as it will appear in the Undergraduate Calendar & on the Repository)  | Reconciling Literature: Understanding Texts & Contexts |   |                   |
| Short course title: (Appears on any document where space is limited - e.g. transcripts and lecture schedules – max 40 characters)  | Understanding Texts & Contexts                         |   |                   |
| Language of instruction:   | EN   |   |                   |
| Academic term: (e.g. FALL 2012)  | Fall 2018  |   |                   |
| Calendar description (40 words): <i>The course description should be carefully written to convey what the course is about. For editorial consistency, and in consideration of the various uses of the Calendars, verbs should be in the present tense (i.e., "This course <u>analyzes</u> the nature and extent of..." rather than "This course <u>will analyze</u>...")</i>   |  |   |                   |
| This course responds to the Truth and Reconciliation Commission's Calls to Action by examining literature representing Canadian Indigenous peoples. While building student capacity for intercultural understanding, this course introduces literary elements and techniques, and the methods of textual analysis.   |  |   |                   |
| Cross-listings:  | GL/CDNS/HUMA1900 3.00                                  | AP/ES/FA/HH/SC/                           |                   |
| Prerequisites:   | GL/  | AP/ES/FA/HH/SC/                           |                   |
| Corequisites:  | GL/  | Integrated course:                        | GS/               |
| Course Credit Exclusions:  | GL/EN 1520 6.00; GL/EN 1602 6.00                       | AP/ES/FA/HH/SC/                           |                   |
| Is this course required for the major/minor in the program, and/or in other programs? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO  |  |   |                   |
| The course fits into the following specific category regarding program requirements (e.g. for major/minor): <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO<br>Course specific category: FOUNDATION SET FOLLOWING PROGRAM REFORM (SEE ATTACHED RATIONALE)  |  |   |                   |
| Brief course outline: <i>Indicate how the course design supports students in achieving the learning objectives; the evaluation scheme; and, if course is integrated, indicate additional requirements for graduate students.</i>   |  |   |                   |
| This course responds to the Truth and Reconciliation Commission's Calls to Action by examining literary texts representing the experiences of Canadian Indigenous peoples: namely, those related to the residential school system, Crown treaty obligations, and Indigenous peoples' historical and contemporary contributions to Canada. A wide range of texts will be studied, including orature, autobiographical works, exploration and travel writing, scientific discourse, political speeches, journalism, legal testimony, historical writing, graphic novels, literary prose and verse, and drama. Students will develop their critical reasoning skills by learning how such works operate to convey complex ideas within a fraught Canadian colonial context. |  |   |                   |
| <b>Recommended Texts:</b> Baldick, Chris, ed. <i>The Oxford Dictionary of Literary Terms</i> . 4th ed. (2009) <i>MLA Handbook</i> . 8th ed. (2016). Full bibliography list is attached.  |  |   |                   |
| <b>Evaluation:</b> Short Assignment 1: 10%; Short Assignment 2: 20%; Final Essay: 30%; Final Exam: 30%; Participation: 10%   |  |   |                   |
| Is this a General Education course? (If yes, please attach rationale): <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO   |  |   |                   |
| Department/Program approval for the course:  |  |   |                   |
| Department/Program   | Name   | Signature                                 | Date              |
| English Department   | Igor Djordjevic  | Signature received                        | 15 September 2017 |
| Department/Program approval for Cross-listings/Course Credit Exclusions:   |  |   |                   |
| Faculty & Department/Program   | Name   | Signature                                 | Date              |
| Multidisciplinary Department   | Betsey Price   | Received signature                        | 18 September 2017 |
| Canadian Studies Program   | Colin Coates   | Received signature                        | 18 September 2017 |
| Attached with submission:  | <input checked="" type="checkbox"/>                    | Department Overview ( <i>Compulsory</i> ) |                   |
| Please see attached document (rational for General Education credit, and the rationale for Course-creation and Addition to the Program).   |  |   |                   |
|  | <input checked="" type="checkbox"/>                    | Library Statement ( <i>Compulsory</i> )   |                   |

## **GL/EN 1900 3.0: Reconciling Literature: Understanding Texts & Contexts**

### **Rationale for General Education Credit**

1. Multidisciplinary approaches: the course employs interdisciplinary approaches combining history, journalism, and literary studies.
2. Writing skills and skills in using symbolic language: the course and all student assignments focus on decoding the symbolic language of both fictional and non-fictional literary texts.
3. Critical thinking: critical thinking is an essential learning outcome in a course that examines the way texts, including historiographical ones, are constructed.
4. Citizenship in the contemporary world: class discussions habitually elucidate political, cultural, and social issues in the texts and relate them to the students' own positions within the Canadian state, helping them become responsible and active citizens of their respective communities and the world at large.

### **Rationale for Course-creation and Addition to the Program**

This course responds to the pedagogical needs of incoming English majors, as well as other students in the Humanities, and addresses the weaknesses noted by English instructors over the past several years in the incoming students' levels of preparation for university-level study in English; it provides students with a set of essential research and thinking skills that are required throughout their academic lives and beyond. Moreover, this course serves as a response to the Calls to Action outlined in the Final Report of the Truth and Reconciliation Commission of Canada. Not only will it build student capacity for intercultural understanding, empathy, and mutual respect (as outlined in Call to Action 63), this course will prepare students for further study in Canadian, American and postcolonial literature courses. As part of the restructuring of the Foundation Set, together with EN1\*\*\* Reading with Purpose, it replaces and adopts the learning outcomes of EN1602 The Literary Text: Genres and Approaches. It will be offered every year and will be a mandatory first-term course for all incoming English majors following the restructuring of the English Program (to be submitted to CASTL in October 2017).

GLENDON – CURRICULUM COMMITTEE

**NEW COURSE PROPOSAL**

|  |   |   |                   |
|--|---|---|-------------------|
| Date of submission: <i>(dd/mm/yy)</i>  | 29 September 2017   |   |                   |
| Department or Program: <i>(e.g. History)</i>   | English   |   |                   |
| Course number: <i>(e.g. GL/HIST 2XXX 6.00)</i>   | GL/EN 1901 3.00   |   |                   |
| Course title: <i>(The official name of the course as it will appear in the Undergraduate Calendar &amp; on the Repository)</i>   | Reading with Purpose: An Introduction to Contemporary Critical Approaches to Literature |   |                   |
| Short course title: <i>(Appears on any document where space is limited - e.g. transcripts and lecture schedules – max 40 characters)</i>   | Intro to Critical Approaches  |   |                   |
| Language of instruction:   | EN  |   |                   |
| Academic term: <i>(e.g. FALL 2012)</i>   | Fall 2018   |   |                   |
| <p>Calendar description (40 words): <i>The course description should be carefully written to convey what the course is about. For editorial consistency, and in consideration of the various uses of the Calendars, verbs should be in the present tense (i.e., "This course <u>analyzes</u> the nature and extent of...", rather than "This course <u>will analyze</u>...")</i></p> <p><i>This course introduces students to the interpretive methods and theoretical concepts used in contemporary literary criticism. By studying both primary texts and numerous critical responses, the goal is for students to develop their own critical thinking and writing about literature.</i></p>   |   |   |                   |
| Cross-listings:  | GL/HUMA 1901 3.00   | AP/ES/FA/HH/SC/                           |                   |
| Prerequisites:   | GL/   | AP/ES/FA/HH/SC/                           |                   |
| Corequisites:  | GL/   | Integrated course:                        | GS/               |
| Course Credit Exclusions:  | GL/EN 1520 6.00; GL/EN 1602 6.00  | AP/EN 1001 3.00; AP/EN 1006 3.00          |                   |
| Is this course required for the major/minor in the program, and/or in other programs? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO  |   |   |                   |
| The course fits into the following specific category regarding program requirements (e.g. for major/minor): <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO<br>Course specific category: FOUNDATION SET FOLLOWING PROGRAM REFORM (SEE ATTACHED RATIONALE)  |   |   |                   |
| <p>Brief course outline: <i>Indicate how the course design supports students in achieving the learning objectives; the evaluation scheme; and, if course is integrated, indicate additional requirements for graduate students.</i></p> <p>This course introduces students to the interpretive methods and theoretical concepts used in contemporary literary criticism. In addition to a selected core of literary texts, a number of corresponding critical approaches will be studied, including psychoanalytic, Marxist, cultural, feminist, gender, and reader-response criticism; the schools of New Criticism and New Historicism; as well as deconstruction. By learning the various ways in which literary critics and scholars find meaning in literature, students will develop their own critical thinking and writing skills.</p> |   |   |                   |
| <b>Evaluation</b>  |   |   |                   |
| 1) Short four assignments (250 words) 10% each. 2) Final Essay (1500 words) 25%; 3) Final Exam 25%; Participation 10%  |   |   |                   |
| Is this a General Education course? (If yes, please attach rationale): <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO   |   |   |                   |
| Department/Program approval for the course:  |   |   |                   |
| <i>Department/Program</i>  | <i>Name</i>   | <i>Signature</i>                          | <i>Date</i>       |
| English Department   | Igor Djordjevic   | Signature received                        | 15 September 2017 |
| Department/Program approval for Cross-listings/Course Credit Exclusions:   |   |   |                   |
| <i>Faculty &amp; Department/Program</i>  | <i>Name</i>   | <i>Signature</i>                          | <i>Date</i>       |
| Multidisciplinary Studies Dept   | Betsy Price   | Received signature                        | 29 September 2017 |
| LA&PS English Department   | Heather Campbell  | Received signature                        | 25 September 2017 |
| Attached with submission:  | <input checked="" type="checkbox"/>   | Department Overview ( <i>Compulsory</i> ) |                   |
| Please see attached document (rational for General Education credit, and the rationale for Course-creation and Addition to the Program).   |   |   |                   |
|  | <input checked="" type="checkbox"/>   | Library Statement ( <i>Compulsory</i> )   |                   |

## **EN 1901 3.00 Reading with Purpose: An Introduction to Contemporary Critical Approaches to Literature**

### **Rationale for General Education Credit**

1. Multidisciplinary approaches: the course explicates critical approaches used across the disciplines in the Humanities.
2. Writing skills and skills in using symbolic language: the course and all student assignments focus on decoding the symbolic language of both literary and critical texts.
3. Critical thinking: critical thinking is an essential learning outcome in a course that examines literary criticism and critical theory.
4. Citizenship in the contemporary world: class discussions habitually elucidate political, cultural, and social issues in the texts and relate them to the students' own lived experiences, helping them become responsible and active citizens of their respective communities and the world at large

### **Rationale for Course-creation and Addition to the Program**

This course responds to the pedagogical needs of incoming English majors, as well as other students in the Humanities, and addresses the weaknesses noted by English instructors over the past several years in the incoming students' levels of preparation for university-level study in English; it provides students with a set of essential interpretive and critical thinking skills that are required throughout their academic lives and beyond. As part of the restructuring of the Foundation Set, together with EN1\*\*\* Reconciling Literature: Understanding Texts & Contexts, it replaces and adopts the learning outcomes of EN1602 The Literary Text: Genres and Approaches, and will be offered every year following the restructuring of the English Program (to be submitted to CASTL in October 2017).

GLENDON – CURRICULUM COMMITTEE

NEW COURSE PROPOSAL

|   |   |                                  |                   |
|---|---|----------------------------------|-------------------|
| Date of submission: (dd/mm/yy)  | 29 September 2017   |                                  |                   |
| Department or Program: (e.g. History)   | English   |                                  |                   |
| Course number: (e.g. GL/HIST 2XXX 6.00)   | GL/EN 1902 3.00   |                                  |                   |
| Course title: (The official name of the course as it will appear in the Undergraduate Calendar & on the Repository)   | <b>Beyond Google: Research Methods in English Studies</b> |                                  |                   |
| Short course title: (Appears on any document where space is limited - e.g. transcripts and lecture schedules – max 40 characters)   | <b>Research Methods in English Studies</b>                |                                  |                   |
| Language of instruction:  | EN  |                                  |                   |
| Academic term: (e.g. FALL 2012)   | Fall 2018   |                                  |                   |
| Calendar description (40 words): The course description should be carefully written to convey what the course is about. For editorial consistency, and in consideration of the various uses of the Calendars, verbs should be in the present tense (i.e., "This course <u>analyzes</u> the nature and extent of..." rather than "This course <u>will analyze</u> ...")  |   |                                  |                   |
| This course introduces the research methods appropriate for English literary studies shared by other disciplines in the humanities. Going beyond basic search engine queries, the students master discipline-specific research databases and resources, apply critical source-evaluation, and learn to use referencing styles.  |   |                                  |                   |
| Cross-listings:   | GL/MODR1902 3.00  | AP/ES/FA/HH/SC/                  |                   |
| Prerequisites:  | GL/   | AP/ES/FA/HH/SC/                  |                   |
| Corequisites:   | GL/   | Integrated course:               | GS/               |
| Course Credit Exclusions:   | GL/   | AP/ES/FA/HH/SC/                  |                   |
| Is this course required for the major/minor in the program, and/or in other programs? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO   |   |                                  |                   |
| The course fits into the following specific category regarding program requirements (e.g. for major/minor): <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO<br>Course specific category: FOUNDATION SET FOLLOWING PROGRAM REFORM (SEE ATTACHED RATIONALE)   |   |                                  |                   |
| Brief course outline: Indicate how the course design supports students in achieving the learning objectives; the evaluation scheme; and, if course is integrated, indicate additional requirements for graduate students.   |   |                                  |                   |
| <p>"Just Google it" seems to be the most common answer to any question we pose these days. But how do we know when the popular search engines we so often use in other spheres can provide the information needed in a scholarly context? How should one consider the ready availability of information when trying to find the best sources for a research question? The course will follow a blended learning format with students attending in-person lectures, participating in practical tutorials, and interacting with online module content and activities. Three out of the twelve weeks in the course will be offered fully online. Students will be introduced to specific concepts and, through practical components, directed to suit their research in the course to literary texts of their choice, including ones studied in other courses. Dedicated assignment preparation time will be performed during class meetings in the computer-lab where the students will be able to get individualized assistance and guidance from the instructor.</p> <p>The assessment criteria will include several shorter assignments that will test the students' acquisition of the skills taught in the course: 1. Historical evolution of three words in English (15%); 2. Comparative analysis of bibliographies from a Wikipedia article and a scholarly book chapter or journal article (15%); 3. Wikipedia article group editing challenge assignment (20%); 4. Annotated 10-item bibliography on a dramatic text (including an article, an essay, a book, a performance recording, a review, web-based content, and an interview) (35%); 5. Online community review logs (15%).</p> |   |                                  |                   |
| Is this a General Education course? (If yes, please attach rationale): <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO  |   |                                  |                   |
| Department/Program approval for the course:   |   |                                  |                   |
| Department/Program  | Name  | Signature                        | Date              |
| English Department  | Igor Djordjevic   | Signature received               | 15 September 2017 |
| Department/Program approval for Cross-listings/Course Credit Exclusions:  |   |                                  |                   |
| Faculty & Department/Program  | Name  | Signature                        | Date              |
| Multidisciplinary Studies   | Betsey Price  | Received signature               | 29 September 2017 |
| Attached with submission:   | <input checked="" type="checkbox"/>                       | Department Overview (Compulsory) |                   |
| This course responds to the pedagogical needs of incoming English majors, as well as other students in the Humanities, and addresses the weaknesses noted by English instructors over the past several years in the incoming students' preparation for university-level study in English; it provides students with a set of essential research and critical-thinking skills that are required throughout their academic lives and beyond. This course will be offered every year and will be a mandatory first-term course for all incoming English majors following the restructuring of the English Program (to be submitted to CASTL in October 2017).  |   |                                  |                   |
|   | <input checked="" type="checkbox"/>                       | Library Statement (Compulsory)   |                   |

**COURSE PROPOSAL**  
**Beyond Google: Research Methods in English Studies (EN 1902 3.00)**

**LEARNING OUTCOMES:**

- Understand the structure of information within the field of literary research
- Identify and use key literary research tools to locate relevant information
- Understand how information systems are organized in order to design appropriate search strategies and access relevant and authoritative information in English Studies
- Understand the technical and ethical issues involved in writing research essays

**RATIONALE FOR GENERAL EDUCATION CREDIT: MODES OF REASONING**

1. Multidisciplinary approaches: the course employs interdisciplinary approaches in teaching essential research skills through experiential learning. Areas covered will include library cataloguing, rare book collections, scholarly databases, historical linguistics, literary history, and critical theory.
2. Writing skills and skills in using symbolic language: the course and all student assignments focus on teaching students and developing their use of the “symbolic language” of the MLA referencing style: several assignments will stress the importance of “proper” formatting of footnotes, endnotes, and bibliographies.
3. Critical thinking: the course will develop the students’ understanding of the nature and aims of English as a scholarly discipline, and hone their skills in critical source-evaluation, differentiating peer-reviewed scholarly sources and relevant digital collections from other popular content retrieved from common web-scale search interfaces.
4. Citizenship in the contemporary world: the successful acquisition of this set of research and critical source-evaluation skills will prepare students to consider potential differences in how online information sources are constructed and disseminated for different scholarly and non-scholarly audiences. This will provide students with opportunities to appreciate the public value of information and discern between various forms of misinformation (i.e. “fake news” and “click-bait” articles), and thus help them become responsible and active citizens of their respective communities and the world at large.

**SEQUENCE OF TOPICS BY WEEK:**

1. Lecture: the aims of English as an academic discipline; searching beyond common search engines; introduction to key literary research tools; the structure of information within the field of literary research (primary and secondary sources, popular and scholarly sources).  
Tutorial: library catalogs and other entry points to information discovery in the academy; practical exercise.  
Online: e-class module developed in accordance with following week’s lecture content.
2. Lecture: structure of information within the field of literary research (continued) (formats in literary scholarship, literary texts, reviews vs. criticism, lifecycle of information in literary studies, peer review).  
Tutorial: the concept of authority in information discovery; practical exercise.  
Online: community review activity.
3. Online week: module on reference sources in English Studies; module on *The Oxford English Dictionary Online*, its features, and its practical applications; introduction to assignment on tracking the historical evolution of three words in English using the OED.
4. Lecture: scholarship as a conversation, and academic integrity in context.  
Tutorial: OED assignment review and lab time.  
Online: e-class module developed to reflect following week’s lecture content.

5. [OED assignment due] Lecture: the defining characteristics of scholarly books and articles in the humanities; source evaluation.  
Tutorial: introduction of comparative analysis assignment and guided lab time.  
Online: community review activity.
6. Online week: modules on scholarly literature searching; modules on scholarly databases in English Studies such as *Literature Online* and *MLA International Bibliography*.
7. Lecture: literature searching in English studies databases and multidisciplinary search systems (continued).  
Tutorial: instruction and guided lab time for comparative analysis assignment.  
Online: module on reference sources in English Studies (continued); module on *Dictionary of National Biography*, its features, and its practical applications; introduction to assignment on Wikipedia article editing challenge.
8. [Comparative analysis assignment due] Lecture: mechanics of scholarly prose according to MLA; MLA citation style guidelines & requirements.  
Tutorial: instruction and research time for Wikipedia editing assignment.  
Online: MLA citation style module and exercise.
9. Online week: modules on bibliographies, unique source identifiers and citation databases; modules on citation management systems; introduction to final annotated bibliography assignment.
10. [Wikipedia editing assignment due] Lecture: Deep web searching; source evaluation (continued).  
Tutorial: instruction and guided research time for annotated bibliography assignment.  
Online: e-class module developed in accordance with following week's lecture content.
11. Lecture: Print in the digital world  
Tutorial: instruction and guided research time for annotated bibliography assignment.  
Online: community review activity
12. Lecture: Community review questions and comments  
Tutorial: Final assignment questions [Final assignment due by midnight]

GLENDON – CURRICULUM COMMITTEE

NEW COURSE PROPOSAL

|  |  |   |                   |
|--|--|---|-------------------|
| Date of submission: (dd/mm/yy)   | 29 September 2017  |   |                   |
| Department or Program: (e.g. History)  | English Department   |   |                   |
| Course number: (e.g. GL/HIST 2XXX 6.00)  | GL/EN 2900 3.00/6.00   |   |                   |
| Course title: (The official name of the course as it will appear in the Undergraduate Calendar & on the Repository)  | <b>Sex, Swords, and Sandals: Classical Foundations of English Literature</b> |   |                   |
| Short course title: (Appears on any document where space is limited - e.g. transcripts and lecture schedules – max 40 characters)  | <b>Classical Foundations of English Lit</b>                                  |   |                   |
| Language of instruction:   | EN   |   |                   |
| Academic term: (e.g. FALL 2012)  | Fall 2018  |   |                   |
| Calendar description (40 words): The course description should be carefully written to convey what the course is about. For editorial consistency, and in consideration of the various uses of the Calendars, verbs should be in the present tense (i.e., "This course <u>analyzes</u> the nature and extent of...", rather than "This course <u>will analyze</u> ...")  |  |   |                   |
| <i>This course studies classical Greco-Roman texts and mythology, which have influenced the development of English literature, through a variety of theoretical approaches, including Freudian psychoanalytical readings and Jungian archetypal criticism.</i>   |  |   |                   |
| Cross-listings:  | GL/HUMA  | AP/ES/FA/HH/SC/                           |                   |
| Prerequisites:   | GL/  | AP/ES/FA/HH/SC/                           |                   |
| Corequisites:  | GL/  | Integrated course:                        | GS/               |
| Course Credit Exclusions:  | GL/  | AP/ES/FA/HH/SC/                           |                   |
| Is this course required for the major/minor in the program, and/or in other programs? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO  |  |   |                   |
| The course fits into the following specific category regarding program requirements (e.g. for major/minor): <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO<br>Course specific category: Foundation set following program reform (see attached rationale)  |  |   |                   |
| Brief course outline: Indicate how the course design supports students in achieving the learning objectives; the evaluation scheme; and, if course is integrated, indicate additional requirements for graduate students.  |  |   |                   |
| <p>This course explores classical Greek and Roman texts whose literary forms and mythology proved to be the foundations of English and European literature and culture for two millennia. A broad selection of Greek and Roman literary works will enable a study of the birth of literary forms such as the epic, lyric, pastoral eclogue, ode, tragedy, and even the first "novel." Beginning with the socio-cultural contexts that gave rise to these texts, the course will identify the transhistorical importance of these works and their ideas for the evolution of the Western "canon," from the Renaissance to influential "modern" readings by Sigmund Freud, Carl Jung, and Joseph Campbell. The literary telling of classical myths that situates humans in relation to the pantheon of Greco-Roman gods may have begun as a quest to define our cosmic place, but two thousand years later, influential modern readings saw in it the key to the mystery of our very selfhood. The timeless theme of the <i>hero journey</i> remains the core of our own popular culture's myths made in Hollywood, to whose blockbusters like <i>Star Wars</i> and many others we will make frequent comparisons.</p> <p><b>EVALUATION SCHEME:</b><br/>The assessment in the course includes a variety of tools, including a midterm test (25%), one essay (25%), a final exam (40%), and class participation (10%)</p> |  |   |                   |
| Is this a General Education course? (If yes, please attach rationale): <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO   |  |   |                   |
| Department/Program approval for the course:  |  |   |                   |
| Department/Program   | Name   | Signature                                 | Date              |
| English Department   | Igor Djordjevic  | Signature received                        | 15 September 2017 |
| Department/Program approval for Cross-listings/Course Credit Exclusions:   |  |   |                   |
| Faculty & Department/Program   | Name   | Signature                                 | Date              |
| Multidisciplinary Studies Department   | Betsey Price   | Received signature                        | 29 September 2017 |
| Attached with submission:  | <input checked="" type="checkbox"/>  | Department Overview ( <i>Compulsory</i> ) |                   |
| Please see attachment for general education rationale, pedagogical rationale for 3.0/6.0, and rationale for course-creation and addition to the program. Additionally you will find the half-course variant and the full-course variant of sample reading list and sequence of topics, as well as the bibliography.  |  |   |                   |
|  | <input checked="" type="checkbox"/>  | Library Statement ( <i>Compulsory</i> )   |                   |



## **Sex, Swords, and Sandals: Classical Foundations of English Literature (EN 2900 3.00/6.00)**

### **RATIONALE FOR GENERAL EDUCATION CREDIT: HUMANITIES**

1. Multidisciplinary approaches: the course employs interdisciplinary approaches combining history, mythology, literary studies, and psychology.
2. Writing skills and skills in using symbolic language: the course and all student assignments focus on decoding the symbolic language of ancient literary accounts couched in mythological terms.
3. Critical thinking: in this kind of a literary course that relies on several theoretical approaches, critical thinking is an essential learning outcome.
4. Citizenship in the contemporary world: class discussions habitually elucidate political, cultural, and social issues in the texts and relate them to the students' own experiences and culture, helping them become responsible and active citizens of their respective communities and the world at large.

### **PEDAGOGICAL RATIONALE for 3.0/6.0:**

This course can be offered either in one term or as a full-year course without affecting its learning outcomes adversely. In its half-course variant, the choice of texts will have to be more limited, and while the student will still get a "taste" of some seminal Greek and Roman texts, the variety of literary forms will have to be limited to a few of the most influential. The full-year variant will be able to devote a term each to Greek and Roman literatures, allowing for breadth and depth in studying the evolving literary forms, and even facilitate an exploration of intercultural dialogue as the students are exposed to Roman re-visions and adaptations of Greek materials. The full-year variant of the course is preferable in any given year, but the flexibility in the format will be able to satisfy both the students' major requirements and the Department's staffing needs for half- or full-year courses in any given year.

### **RATIONALE FOR COURSE-CREATION AND ADDITION TO PROGRAM**

This course answers a pedagogical need expressed by students taking courses particularly focusing on Renaissance and Baroque literatures: it provides an introduction to the cultural and literary foundations of early modern European literature that is seldom covered at any previous level of education of the typical Canadian high-school graduate. Furthermore, as a course in the foundations of European culture and literature it qualifies as part of any liberal-arts student's "general education." Lastly, this course will play an important part in the redesigned "Foundation Set" of the English Program (to be submitted to CASTL in October 2017).

GLENDON – CURRICULUM COMMITTEE

NEW COURSE PROPOSAL

|   |   |                                  |                   |
|---|---|----------------------------------|-------------------|
| Date of submission: (dd/mm/yy)  | 29 September 2017                                       |                                  |                   |
| Department or Program: (e.g. History)   | English   |                                  |                   |
| Course number: (e.g. GL/HIST 2XXX 6.00)   | GL/EN 2902 3.00   |                                  |                   |
| Course title: (The official name of the course as it will appear in the Undergraduate Calendar & on the Repository)   | Idea, Opinion, Argument: Rhetoric for Academic Settings |                                  |                   |
| Short course title: (Appears on any document where space is limited - e.g. transcripts and lecture schedules – max 40 characters)   | Rhetoric for Academic Settings                          |                                  |                   |
| Language of instruction:  | EN  |                                  |                   |
| Academic term: (e.g. FALL 2012)   | Fall 2018   |                                  |                   |
| Calendar description (40 words): The course description should be carefully written to convey what the course is about. For editorial consistency, and in consideration of the various uses of the Calendars, verbs should be in the present tense (i.e., "This course <u>analyzes</u> the nature and extent of..." rather than "This course <u>will analyze</u> ...")  |   |                                  |                   |
| This course introduces students to the theory and practice of effective persuasion in academic discourse. Focusing on written forms of persuasion from various fields, students will gain argumentative expertise by understanding the history and written techniques of rhetorical communication.  |   |                                  |                   |
| Cross-listings:   | GL/COMS/MODR  | AP/ES/FA/HH/SC/                  |                   |
| Prerequisites:  | GL/   | AP/ES/FA/HH/SC/                  |                   |
| Corequisites:   | GL/   | Integrated course:               | GS/               |
| Course Credit Exclusions:   | GL/EN 2681 3.00   | AP/PRWR 2007 3.0                 |                   |
| Is this course required for the major/minor in the program, and/or in other programs? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO   |   |                                  |                   |
| The course fits into the following specific category regarding program requirements (e.g. for major/minor): <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO   |   |                                  |                   |
| Course specific category: FOUNDATION SET FOLLOWING PROGRAM REFORM (SEE ATTACHED RATIONALE)  |   |                                  |                   |
| Brief course outline: Indicate how the course design supports students in achieving the learning objectives; the evaluation scheme; and, if course is integrated, indicate additional requirements for graduate students.   |   |                                  |                   |
| What is an argument, and what makes it persuasive in the modern academy? We encounter claims and counter-claims all the time, and we're exposed to ideas, facts and their interpretation from an ever-increasing number of sources. But how often do we ask ourselves why—or more importantly, how—we are convinced by one claim and not by another? This course addresses questions by examining the long history of the art of persuasion— <i>rhetoric</i> —as the foundation for a satisfactory answer. The course will show how rhetorical writing heuristics are an important foundation for academic discourse, and how these tools help shape compelling academic writing. Investigating attitudes about persuasion through the ages, students will also gain perspective on why argument itself is so important in the creation and expression of academic knowledge. Further, this course will also emphasize the practical construction of written ideas and forms to hone students' academic understanding. Students will gain the expertise they need to express themselves more appropriately, effectively and successfully. The course will follow a traditional learning format, with the course being equally split into lectures and in-class group or individual analysis, along with discussion of various persuasive texts. Because effective persuasive writing is closely tied with close reading and analytic practices, the course will incorporate documents from many fields. A special focus, however, will be on key argumentative structures from various disciplines in the Arts and Social Sciences. Evaluation: 1) In-class analysis of texts using heuristics from rhetorical practice (30%); 2) Midterm combining analysis and application of heuristics (15%). 3) Multiple written assignments (45%); 4) Class participation and discussion (10%). |   |                                  |                   |
| Is this a General Education course? (If yes, please attach rationale): <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO  |   |                                  |                   |
| Department/Program approval for the course:   |   |                                  |                   |
| Department/Program  | Name  | Signature                        | Date              |
| English Department  | Igor Djordjevic   | Signature received               | 15 September 2017 |
| Department/Program approval for Cross-listings/Course Credit Exclusions:  |   |                                  |                   |
| Faculty & Department/Program  | Name  | Signature                        | Date              |
| Communications Program  | PhilippeTheophanidis                                    | Received signature               | 28 September 2017 |
| Multidisciplinary Studies Dept  | Betsey Price  | Received signature               | 29 September 2017 |
| LA&PS Writing Department  | Kerry Doyle   | Received signature               | 26 September 2017 |
| Attached with submission:   | <input checked="" type="checkbox"/>                     | Department Overview (Compulsory) |                   |
| Please see attached document (rational for General Education credit, and the rationale for Course-creation and the Learning Outcomes).  |   |                                  |                   |
|   | <input checked="" type="checkbox"/>                     | Library Statement (Compulsory)   |                   |

## Idea, Opinion, Argument: Rhetoric for Academic Settings (EN 2902 3.00)

### **RATIONALE:**

This course responds to the pedagogical needs of incoming English majors, as well as other students in the Humanities, and addresses the need for students to be able to express themselves effectively. By providing rhetorical history, theory and practice to students, the course supports critical thinking and expression skills useful both for their academic progress, and in endeavours they undertake after university. *This course will be offered every year and will be a required second-year course for incoming English majors following the restructuring of the English Program (to be submitted to CASTL in October 2017).*

### **LEARNING OUTCOMES:**

- Understand the importance of argument and written expression to rational thought and the shaping of academic knowledge
- Facility with persuasive writing heuristics drawn from a broad history of rhetorical practice
- Understand and be able to analyze persuasive techniques as well as the application of these ideas to written forms of academic discourse
- Apply these ideas practically to improve their academic writing

### **RATIONALE FOR GENERAL EDUCATION CREDIT: MODES OF REASONING**

1. Multidisciplinary approaches: this course employs interdisciplinary approaches to persuasion. In addition to literary history, some of the other disciplines contributing to rhetorical theory and practice in the course include Western Philosophy, Linguistics and Discourse Analysis, Semiotics, Functional Sociology, Political Science, Psychology, formal Data Analysis, and general critical and cultural theory from the Humanities and Sciences.
2. Writing skills and skills in using symbolic language: this course is particularly focused on effective and persuasive written communication, including analysis, critical thinking and modes of expression. All student assignments focus on developing their use of persuasive writing heuristics in shaping their ideas, positions, and commentaries within academic discourse.
3. Critical thinking: Persuasion and rhetorical thought and practice are close to the heart of rational discourse and critical thought. Interpretation itself depends on facility with rhetorical perspectives, and so students will immerse themselves through this course in the fundamentals of critical analysis and expression.
4. Citizenship in the contemporary world: students, like everyone in modern industrial societies, are surrounded by claims and counter claims from political, work, personal and scientific fields. As citizens, we are asked more and more for our input in various forms on complex subjects and narratives. Understanding how to discriminate between sound arguments and flimsy ones is an increasingly crucial skill for any active citizen in the modern world. Moreover, being able to properly construct an argumentative position is perhaps even more important in a world of social media echo-chambers, alternative facts, alt-media and “fake news.”

GLENDON - CURRICULUM COMMITTEE

CHANGES TO EXISTING COURSE

|  |  |   |   |
|--|--|---|---|
| Date of submission:<br><i>(dd/mm/yy)</i>               |  | 29 September 2017   |   |
| Department or Program:<br><i>(e.g. French Studies)</i> |  | English Department  |   |
| Check change(s)  |  | Current   | Proposed (specify only the changes)                     |
| <input type="checkbox"/>                               | Course number  | GL/EN 3230 6.00   |   |
| X  | Course title   | Restoration & 18th Century Literature   | Restoration and Eighteenth-Century Literature           |
| <input type="checkbox"/>                               | Short Course title   |   |   |
| <input type="checkbox"/>                               | Prerequisite(s)  |   |   |
| <input type="checkbox"/>                               | Corequisite(s)   |   |   |
| <input type="checkbox"/>                               | GL Cross-listing(s)  | GL/   | GL/   |
| <input type="checkbox"/>                               | Non-GL Cross-listing(s)  | AP/ES/FA/HH/SC/   | AP/ES/FA/HH/SC/   |
| <input checked="" type="checkbox"/>                    | Course credit exclusion(s)   | AP/EN 3500 3.00 and AP/EN 3501 3.00 (together), AP/EN 3551 3.00 and AP/EN 3552 3.00.                              | AP/EN 3555 6.00, AP/EN 3552 3.00                        |
| <input type="checkbox"/>                               | Integrated course  | GS/   | GS/   |
| <input type="checkbox"/>                               | Gen. Education status  |   |   |
| <input type="checkbox"/>                               | Re-activate course   |   |   |
| <input type="checkbox"/>                               | De-activate course   |   |   |
| <input type="checkbox"/>                               | Language of instruction  | EN  |   |
| <input type="checkbox"/>                               | Course specific category   | c) six credits in literature written between 1660 and 1900:   |   |
| X  | Course description<br>(40 words max.) <i>Verbs should be in the present tense (i.e., "This course analyzes the nature and extent of..." rather than "This course will analyze...")</i> | A study of the literature of the 18th century. Students have the opportunity to select authors for study in depth | This course studies English poetry and prose 1660-1800. |

Is this course required for the major/minor in the program, and/or in other programs?  YES  NO

**Brief course outline:** *Please indicate minor changes to the actual course outline in bold letters or use a separate sheet for more substantial modifications. The brief course outline should include the following elements: (1) Indicate how the course design supports students in achieving the learning objectives; (2) the evaluation scheme; (3) and, if the course is integrated, indicate additional requirements for graduate students.*

The learning objectives and the evaluation scheme of the course have not changed. The transfer of one major genre (drama) from this course to a separate course does not affect the learning outcomes, as the students will attain an understanding of the cultural and historical period through a variety of prose and poetic works.

**Department/Program approval for the course:**

| Department/Program | Name            | Signature          | Date              |
|--------------------|-----------------|--------------------|-------------------|
| English Department | Igor Djordjevic | Signature received | 15 September 2017 |

**Department/ Program approval for Cross-listings/Course Credit Exclusions:**

| Faculty & Department/Program | Name             | Signature          | Date              |
|------------------------------|------------------|--------------------|-------------------|
| LA&PS English Department     | Heather Campbell | Received signature | 25 September 2017 |

Attached with submission:  Department Overview (*Compulsory*)

The English Department seeks to amplify its offering in literary courses and to allow more in-depth study of significant developments in the long history of English Literature. The period 1660-1800 is particularly rich in the history of literature and drama, and has hitherto been confined to a single full-year course (EN 3230 6.0). Recognizing the importance of this period particularly for the re-emergence and development of drama, the English Department has created a new course—Restoration and Eighteenth-Century Drama (EN 3631)(See attached additional proposal)—as a new component in its program to complement the other historical periods’ specialized courses in drama, thereby providing the “missing link” between the drama of the Renaissance handled in two separate courses (EN 3620 and EN3630) and the courses studying drama in the modern era. This new course-creation has, in turn, allowed the program to devote this course exclusively to the study of the poetry and prose of this same period in greater breadth and depth.

GLENDON – CURRICULUM COMMITTEE

NEW COURSE PROPOSAL

|   |  |                                  |                   |
|---|--|----------------------------------|-------------------|
| Date of submission: (dd/mm/yy)  | 29 September 2017                        |                                  |                   |
| Department or Program: (e.g. History)   | English Department                       |                                  |                   |
| Course number: (e.g. GL/HIST 2XXX 6.00)   | GL/EN 3631 3.00                          |                                  |                   |
| Course title: (The official name of the course as it will appear in the Undergraduate Calendar & on the Repository)   | Restoration and Eighteenth-Century Drama |                                  |                   |
| Short course title: (Appears on any document where space is limited - e.g. transcripts and lecture schedules – max 40 characters)   | Restoration and Eighteenth-Century Drama |                                  |                   |
| Language of instruction:  | EN                                       |                                  |                   |
| Academic term: (e.g. FALL 2012)   | Fall 2018                                |                                  |                   |
| <b>Calendar description (40 words):</b> The course description should be carefully written to convey what the course is about. For editorial consistency, and in consideration of the various uses of the Calendars, verbs should be in the present tense (i.e., "This course <u>analyzes</u> the nature and extent of..." rather than "This course <u>will analyze</u> ...")   |  |                                  |                   |
| This course focuses on English drama, 1660-1800, and examines the plays and playwrights in their socio-cultural contexts including performative history and the material conditions of the theatre, as well as considering a variety of modern and postmodern theoretical approaches.   |  |                                  |                   |
| Cross-listings:   | GL/DRST3631 3.00                         | AP/ES/FA/HH/SC/                  |                   |
| Prerequisites:  | GL/                                      | AP/ES/FA/HH/SC/                  |                   |
| Corequisites:   | GL/                                      | Integrated course:               | GS/               |
| Course Credit Exclusions:   | GL/                                      | AP/EN 3551 3.00/6.00             |                   |
| Is this course required for the major/minor in the program, and/or in other programs? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO   |  |                                  |                   |
| The course fits into the following specific category regarding program requirements (e.g. for major/minor): <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO<br>Course specific category: Literature 1660-1900   |  |                                  |                   |
| <b>Brief course outline:</b> Indicate how the course design supports students in achieving the learning objectives; the evaluation scheme; and, if course is integrated, indicate additional requirements for graduate students.  |  |                                  |                   |
| This course focuses on English drama, 1660-1800, and examines the plays and playwrights in their socio-cultural contexts including performative history and the material conditions of the theatre, as well as considering a variety of modern and postmodern theoretical approaches. Important topics covered by the course include: 1) The Political and Cultural Moment of the Restoration: re-opening the professional theatres, and the emergence of female actors. 2) Restoration drama and the critics: the rise of Neo-Classical Theory. 3) The evolution of "inherited" dramatic genres and the emergence of "new" dramatic genres. 4) The "ghost" of Shakespeare and the influence of Ben Jonson. 5) The professional theatres and their audiences. 6) Censorship and drama. 7) The eighteenth-century great actors and impresarios. 8) Depending on the choice of 5-6 play-texts, the course will include examples of the following types of drama and explore their socio-cultural contexts and impact: heroic romance, tragedy (personal and political), tragicomedy (tragicomic romance), comedy (social, subversive, sentimental, and laughing), melodrama, satire (corrective and Menippean). 8) The authors typically considered in this course include: John Dryden, William Wycherley, William Congreve, Aphra Behn, Delarivier Manley, Joseph Addison, Richard Steele, John Gay, Thomas Otway, Henry Fielding, Oliver Goldsmith, Richard Brinsley Sheridan. |  |                                  |                   |
| ASSESSMENT: the course mark will be based on a combination of: 1) class participation (10%); 2) one 2000-word research essay (40%); 3) one 15-minute oral presentation (15%); 5) 3-hour final exam (35%)  |  |                                  |                   |
| Is this a General Education course? (If yes, please attach rationale): <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO  |  |                                  |                   |
| Department/Program approval for the course:   |  |                                  |                   |
| Department/Program  | Name                                     | Signature                        | Date              |
| English Department  | Igor Djordjevic                          | Signature received               | 15 September 2017 |
| Department/Program approval for Cross-listings/Course Credit Exclusions:  |  |                                  |                   |
| Faculty & Department/Program  | Name                                     | Signature                        | Date              |
| Drama studies   | Jennifer Heywood                         | Received signature               | 28 September 2017 |
| LA&PS English Department  | Heather Campbell                         | Received signature               | 25 September 2017 |
| Attached with submission:   | <input checked="" type="checkbox"/>      | Department Overview (Compulsory) |                   |
| The English Department seeks to amplify its offerings in literary courses and to allow more in-depth study of significant developments in the long history of English literature. The period 1660-1800 is particularly rich in the history of literature and drama, and has hitherto been confined to a single full-year course (EN3230 6.0). Recognizing the importance of this period particularly for the re-emergence and development of drama, the English Department proposes this course as a new component in its program to complement the other historical periods' specialized courses in drama, thereby providing the "missing link" between the drama of the Renaissance handled in two separate courses (EN3620 and EN3630) and the courses studying drama in the modern era. The inclusion of this half course (3.00) responds to requests of English Majors for more half courses at the upper-year levels, and also provides greater scheduling flexibility.   |  |                                  |                   |
|   | <input checked="" type="checkbox"/>      | Library Statement (Compulsory)   |                   |

GLENDON – CURRICULUM COMMITTEE

NEW COURSE PROPOSAL

|  |                                     |   |                   |
|--|-------------------------------------|---|-------------------|
| Date of submission: <i>(dd/mm/yy)</i>  |                                     | 29 September 2017   |                   |
| Department or Program: <i>(e.g. History)</i>   |                                     | English Department  |                   |
| Course number: <i>(e.g. GL/HIST 2XXX 6.00)</i>   |                                     | GL/EN 4330 3.00   |                   |
| Course title: <i>(The official name of the course as it will appear in the Undergraduate Calendar &amp; on the Repository)</i>   |                                     | The Funny Men of the Eighteenth Century: Swift, Fielding and Sterne |                   |
| Short course title: <i>(Appears on any document where space is limited - e.g. transcripts and lecture schedules – max 40 characters)</i>   |                                     | Swift, Fielding and Sterne  |                   |
| Language of instruction:   |                                     | EN  |                   |
| Academic term: <i>(e.g. FALL 2012)</i>   |                                     | Fall 2018   |                   |
| Calendar description (40 words): <i>The course description should be carefully written to convey what the course is about. For editorial consistency, and in consideration of the various uses of the Calendars, verbs should be in the present tense (i.e., "This course <u>analyzes</u> the nature and extent of..." rather than "This course <u>will analyze</u>...")</i>   |                                     |   |                   |
| This course studies the comedic and satirical narratives by three of the greatest humourists of the eighteenth century (Jonathan Swift, Henry Fielding, Laurence Sterne), in their socio-historical contexts and with regard to various theoretical approaches to satire, humour, and laughter.  |                                     |   |                   |
| Cross-listings:  | GL/                                 | AP/ES/FA/HH/SC/   |                   |
| Prerequisites:   | GL/                                 | AP/ES/FA/HH/SC/   |                   |
| Corequisites:  | GL/                                 | Integrated course:  | GS/               |
| Course Credit Exclusions:  | GL/                                 | AP/ES/FA/HH/SC/   |                   |
| Is this course required for the major/minor in the program, and/or in other programs? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO  |                                     |   |                   |
| The course fits into the following specific category regarding program requirements (e.g. for major/minor): X YES <input type="checkbox"/> NO<br>Course specific category: Literature 1660-1900  |                                     |   |                   |
| Brief course outline: <i>Indicate how the course design supports students in achieving the learning objectives; the evaluation scheme; and, if course is integrated, indicate additional requirements for graduate students.</i>   |                                     |   |                   |
| This course studies three of the most successful prose satirists and humourists whose works targeted as well as entertained audiences in the eighteenth century: Jonathan Swift, Henry Fielding, and Laurence Sterne. The course elucidates the socio-cultural contexts of the texts' production and original reception, and explores them through Neo-Classical, modern, and postmodern theories of genre and reader-response. The course begins with Swift's early experimentation with prose forms for mostly political purposes. Next comes Fielding's tongue-in-cheek Neo-Classical poetic theory that adapts "epic" and "comedy" in combination with the gendered prose form of "romance" into an early iteration of the novel for purposes of literary parody as well as social commentary. Sterne's intertextual works provide the period's greatest experiments with form for a variety of purposes, including distinctly "Shandean" hilarity, and anticipate many postmodern critical concerns. By the end of the course, the students will have gained an understanding of an extraordinarily fertile period in the development of English narrative and social satire. |                                     |   |                   |
| ASSESSMENT SCHEME: 1 Short essay (30%), 1 Long essay (40%), 1 seminar presentation (20%), Participation (10%)  |                                     |   |                   |
| Is this a General Education course? (If yes, please attach rationale): <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO   |                                     |   |                   |
| Department/Program approval for the course:  |                                     |   |                   |
| <i>Department/Program</i>  | <i>Name</i>                         | <i>Signature</i>  | <i>Date</i>       |
| English Department   | Igor Djordjevic                     | Signature received  | 15 September 2017 |
| Department/Program approval for Cross-listings/Course Credit Exclusions:   |                                     |   |                   |
| <i>Faculty &amp; Department/Program</i>  | <i>Name</i>                         | <i>Signature</i>  | <i>Date</i>       |
| Attached with submission:  | <input checked="" type="checkbox"/> | Department Overview ( <i>Compulsory</i> )                           |                   |
| The English Department seeks to amplify its offerings in literary courses and to allow more in-depth study of significant developments in the long history of English literature, and particularly in the period 1660-1800 in which we have not had previous offerings at the 4000-level. The pedagogical model of the senior seminar, coupling presentations with peer-response, will allow the students to devise and present research projects, the experience in which will prepare them for graduate studies, teaching, and other careers that combine research, data-analysis, and presentation. The inclusion of this half course (3.0) responds to requests of English Majors for more half courses at the upper-year levels, and also provides greater scheduling and staffing flexibility.   |                                     |   |                   |
|  | <input checked="" type="checkbox"/> | Library Statement ( <i>Compulsory</i> )                             |                   |

GLENDON - COMITÉ DES PROGRAMMES  
CHANGEMENTS À UN COURS EXISTANT

|   |  |  |                 |
|---|--|--|-----------------|
| Date de soumission:<br><i>(jour/mois/année)</i>   | 4 octobre, 2017  |  |                 |
| Département ou programme:   | Études françaises  |  |                 |
| Cocher le(s) changement(s)  | Actuel   | Proposé (ne spécifier que les changements) |                 |
| <input type="checkbox"/> Numéro du cours  | GL/FRAN 3100 3.00  |  |                 |
| <input type="checkbox"/> Titre du cours   | Travail individuel   |  |                 |
| <input type="checkbox"/> Titre abrégé   |  |  |                 |
| <input type="checkbox"/> Prérequis  |  |  |                 |
| <input type="checkbox"/> Corequis   |  |  |                 |
| <input type="checkbox"/> Coinscrit avec autre cours à Glendon   | GL/  | GL/  |                 |
| <input type="checkbox"/> Coinscrit avec autre cours à Keele   | AP/ES/FA/HH/SC/  | AP/ES/FA/HH/SC/                            |                 |
| <input type="checkbox"/> Cours incompatible(s)  | GL/AP/ES/FA/HH/SC/   | GL/AP/ES/FA/HH/SC/                         |                 |
| <input type="checkbox"/> Cours intégré  | GS/  | GS/  |                 |
| <input type="checkbox"/> Statut vis-à-vis l'éducation générale  |  |  |                 |
| <input checked="" type="checkbox"/> Réactivation du cours   | GL/FRAN 3100 3.00  | GL/FRAN 3100 3.00                          |                 |
| <input type="checkbox"/> Désactivation du cours   |  |  |                 |
| <input type="checkbox"/> Langue d'enseignement  |  |  |                 |
| <input type="checkbox"/> Cours inscrit dans une catégorie spécifique  |  |  |                 |
| <input type="checkbox"/> Description de l'annuaire (maximum 40 mots). <i>Veillez utiliser le présent (par exemple: « Ce cours <u>analyse</u> la nature et la mesure de... » et non « Ce cours <u>analysera</u>... »</i>   | Dans certains cas exceptionnels, les étudiants de troisième année peuvent choisir un programme d'étude individuel. Pour ce faire, ils doivent soumettre au directeur du département une description de l'étude projetée. Cette description (détaillée et accompagnée d'une bibliographie) doit être signée par le professeur qui aura accepté de diriger le travail. |  |                 |
| Le cours est-il obligatoire pour la spécialisation (majeure/mineure) dans le programme ou dans d'autres programmes?<br><input type="checkbox"/> OUI <input checked="" type="checkbox"/> NON   |  |  |                 |
| <b>Synopsis abrégé:</b> <i>Veillez indiquer les changements mineurs à la description actuelle en caractères gras ou utiliser une feuille supplémentaire pour les reformulations plus substantielles. Le synopsis abrégé devrait inclure les éléments suivants : (1) comment le contenu du cours aidera les étudiants à atteindre les objectifs d'apprentissages; (2) l'échelle d'évaluation et (3) les exigences additionnelles pour les étudiants aux cycles supérieurs, dans le cas d'un cours intégré.</i> |  |  |                 |
| L'approbation du cours par le département / programme:  |  |  |                 |
| Département / Programme   | Name   | Signature                                  | Date            |
| Études françaises   | Dominique Scheffel-Dunand  | Signature reçue                            | 4 octobre, 2017 |
| L'approbation du département / programme pour les cours coinscrits / cours incompatibles:   |  |  |                 |
| Faculté & Département / Programme   | Name   | Signature                                  | Date            |
|   |  |  |                 |
| Joindre à la soumission:  | <input checked="" type="checkbox"/> Justificatif du département (obligatoire)  |  |                 |

Justificatif : Le département demande la réactivation de ce cours pour accommoder les étudiants, qui veulent faire un travail individuel.

|   |                                     |   |            |
|---|-------------------------------------|---|------------|
| Date de soumission: (jour/mois/année)   | 01/09/2017                          |   |            |
| Département ou programme: (par exemple: Histoire)   | Études internationales              |   |            |
| Numéro du cours: (par exemple: GL/HIST 2XXX 6.00)   | GL/ILST 2110 3.00                   |   |            |
| Titre du cours: (le titre officiel du cours figurant dans l'annuaire de l'université et dans la base des données des cours)   | Gestion de ressources humaines      |   |            |
| Titre abrégé: (Ce titre apparaîtra sur les documents où l'espace est limité, par exemple: bulletin de notes ou horaire des cours – maximum 40 caractères)   | Gestion de ressources humaines      |   |            |
| Langue d'enseignement:  | FR                                  |   |            |
| Offert à partir de: (par exemple: Automne 2012)   | Automne 2017                        |   |            |
| Description de l'annuaire (40 mots): La description du cours doit clairement présenter son contenu. Cette description apparaîtra dans l'annuaire. Pour la cohérence des descriptions de cours dans toute l'université, veuillez utiliser le présent (par exemple: « Ce cours analyse la nature et la mesure de ... » et non « Ce cours analysera ... »).  |                                     |   |            |
| Ce cours analyse le rôle de la gestion et de l'administration des ressources humaines, notamment l'analyse d'emplois, la planification, la sélection, la formation, l'évaluation du rendement, la rémunération, les relations professionnelles et la sécurité, et la santé des employés.  |                                     |   |            |
| Coinscrit avec:   | GL                                  | AP/ES/FA/HH/SC/                                 |            |
| Prérequis:  | GL/                                 | AP/ES/FA/HH/SC/                                 |            |
| Corequis:   | GL/                                 | Cours intégré:                                  | GS/        |
| Cours incompatible(s):  | GL/                                 | AP/ES/FA/HH/SC/                                 |            |
| Le cours est-il obligatoire pour la spécialisation (majeure ou mineure) dans le programme ou dans d'autres programmes? <input checked="" type="checkbox"/> OUI (emlyon) <input type="checkbox"/> NON  |                                     |   |            |
| Ce cours s'inscrit dans la catégorie spécifique suivante en regard des exigences du programme (ex. pour la majeure/mineure) : <input type="checkbox"/> OUI <input checked="" type="checkbox"/> NON  |                                     |   |            |
| Synopsis abrégé: Veuillez indiquer (1) comment le contenu de ce cours aidera les étudiants à atteindre les objectifs d'apprentissages; (2) l'échelle d'évaluation et (3) les exigences additionnelles pour les étudiants aux cycles supérieurs, dans le cas d'un cours intégré.   |                                     |   |            |
| Ce cours permet d'analyser le rôle de la gestion et de l'administration des ressources humaines, ainsi que les principaux aspects de la fonction, notamment l'analyse d'emplois, la planification des ressources humaines, la sélection, la formation, l'évaluation du rendement, la rémunération, les relations professionnelles et la sécurité et la santé des employés. Le cours permet également d'approfondir les connaissances de divers processus des ressources humaines (RH) en aidant les élèves à développer des compétences analytiques en utilisant des simulations. Ces compétences aident à résoudre différents problèmes liés aux RH et à intégrer les processus qui sont enseignés à de nombreuses autres fonctions exercées dans une association. Les études de cas réalisés dans le cadre de ce cours visent à simuler des milieux de travail. |                                     |   |            |
| Échelle d'évaluation :<br>Tests (10 %), simulation (20 %), rapport final (20 %), examen de mi- semestre (25 %), examen final (25 %).  |                                     |   |            |
| Ouvrages requis :<br>1. Saba, Tania et Dolan, Simon (2013). La Gestion des ressources humaines, 5e Ed., Pearson ERPI<br>2. Smith, Golden, et Deighan (2014). HRManagement: The Human Resource Management Simulation, Charlottesville, VA: Interpretive Simulations (www.interpretive.com)   |                                     |   |            |
| Est-ce un cours d'éducation générale? (Si oui, veuillez joindre un justificatif) <input type="checkbox"/> OUI <input checked="" type="checkbox"/> NON   |                                     |   |            |
| L'approbation du cours par le département / programme:  |                                     |   |            |
| Département / Programme   | Nom                                 | Signature                                       | Date       |
| Études internationales  | Stanislav J. Kirschbaum             | Signature received                              | 05/09/2017 |
| L'approbation du département / programme pour les cours coinscrits / cours incompatibles:   |                                     |   |            |
| Faculté & Département / Programme   | Nom                                 | Signature                                       | Date       |
| Joindre à la soumission:  | <input checked="" type="checkbox"/> | Justificatif du département (obligatoire)       |            |
|   | <input checked="" type="checkbox"/> | Commentaires de la bibliothécaire (obligatoire) |            |

**Justificatif du département :**

Ce cours de deuxième année est obligatoire pour les étudiants inscrits dans le programme de double diplôme Glendon/emlyon. Il donne suite au cours de première année, Introduction à la gestion et permet aux étudiants de parfaire leurs connaissances dans le domaine de la gestion. Il est d'intérêt aussi aux étudiants en Études internationales, ainsi que dans d'autres départements, qui envisagent une carrière dans les organisations internationales ou les organisations non-gouvernementales car il les prépare à l'administration des ressources humaines.



|   |  |   |            |
|---|--|---|------------|
| Date de soumission: (jour/mois/année)   | 01/09/2017                                       |   |            |
| Département ou programme: (par exemple: Histoire)   | Études internationales                           |   |            |
| Numéro du cours: (par exemple: GL/HIST 2XXX 6.00)   | GL/ILST 2610 3.00                                |   |            |
| Titre du cours: (le titre officiel du cours figurant dans l'annuaire de l'université et dans la base des données des cours)   | Introduction à la gestion de ressources humaines |   |            |
| Titre abrégé: (Ce titre apparaîtra sur les documents où l'espace est limité, par exemple: bulletin de notes ou horaire des cours – maximum 40 caractères)   | Gestion de ressources humaines                   |   |            |
| Langue d'enseignement:  | FR   |   |            |
| Offert à partir de: (par exemple: Automne 2012)   | Automne 2017                                     |   |            |
| <b>Description de l'annuaire (40 mots):</b> La description du cours doit clairement présenter son contenu. Cette description apparaîtra dans l'annuaire. Pour la cohérence des descriptions de cours dans toute l'université, veuillez utiliser le présent (par exemple: « Ce cours <u>analyse</u> la nature et la mesure de ... » et non « Ce cours <u>analysera</u> ... »).<br>Ce cours analyse le rôle de la gestion et de l'administration des ressources humaines, notamment l'analyse d'emplois, la planification, la sélection, la formation, l'évaluation du rendement, la rémunération, les relations professionnelles et la sécurité, et la santé des employés.   |  |   |            |
| Coinscrit avec:   | GL/BU EC 2610 3.00                               | AP/ES/FA/HH/SC/                                 |            |
| Prérequis:  | GL/  | AP/ES/FA/HH/SC/                                 |            |
| Corequis:   | GL/  | Cours intégré:                                  | GS/        |
| Cours incompatible(s):  | GL/ILST2110 3.00                                 | AP/ES/FA/HH/SC/                                 |            |
| Le cours est-il obligatoire pour la spécialisation (majeure ou mineure) dans le programme ou dans d'autres programmes? <input checked="" type="checkbox"/> OUI (emlyon) <input type="checkbox"/> NON  |  |   |            |
| Ce cours s'inscrit dans la catégorie spécifique suivante en regard des exigences du programme (ex. pour la majeure/mineure) : <input type="checkbox"/> OUI <input checked="" type="checkbox"/> NON  |  |   |            |
| <b>Synopsis abrégé:</b> Veuillez indiquer (1) comment le contenu de ce cours aidera les étudiants à atteindre les objectifs d'apprentissages; (2) l'échelle d'évaluation et (3) les exigences additionnelles pour les étudiants aux cycles supérieurs, dans le cas d'un cours intégré.<br>Ce cours permet d'analyser le rôle de la gestion et de l'administration des ressources humaines, ainsi que les principaux aspects de la fonction, notamment l'analyse d'emplois, la planification des ressources humaines, la sélection, la formation, l'évaluation du rendement, la rémunération, les relations professionnelles et la sécurité et la santé des employés. Le cours permet également d'approfondir les connaissances de divers processus des ressources humaines (RH) en aidant les élèves à développer des compétences analytiques en utilisant des simulations. Ces compétences aident à résoudre différents problèmes liés aux RH et à intégrer les processus qui sont enseignés à de nombreuses autres fonctions exercées dans une association. Les études de cas réalisés dans le cadre de ce cours visent à simuler des milieux de travail. |  |   |            |
| <b>Échelle d'évaluation :</b><br>Tests (10 %), simulation (20 %), rapport final (20 %), examen de mi- semestre (25 %), examen final (25 %).   |  |   |            |
| <b>Ouvrages requis :</b><br>1. Saba, Tania et Dolan, Simon (2013). La Gestion des ressources humaines, 5e Ed., Pearson ERPI<br>2. Smith, Golden, et Deighan (2014). HRManagement: The Human Resource Management Simulation, Charlottesville, VA: Interpretive Simulations (www.interpretive.com)  |  |   |            |
| Est-ce un cours d'éducation générale? (Si oui, veuillez joindre un justificatif) <input type="checkbox"/> OUI <input checked="" type="checkbox"/> NON   |  |   |            |
| <b>L'approbation du cours par le département / programme:</b>   |  |   |            |
| Département / Programme   | Nom  | Signature                                       | Date       |
| Études internationales  | Stanislav J. Kirschbaum                          | Signature received                              | 05/09/2017 |
| <b>L'approbation du département / programme pour les cours coinscrits / cours incompatibles:</b>  |  |   |            |
| Faculté & Département / Programme   | Nom  | Signature                                       | Date       |
| Économie  | Vincent A. Hildebrand                            | Signature received                              | 05/09/2017 |
| Joindre à la soumission:  | <input checked="" type="checkbox"/>              | Justificatif du département (obligatoire)       |            |
|   | <input checked="" type="checkbox"/>              | Commentaires de la bibliothécaire (obligatoire) |            |

**Justificatif du département :**

Ce cours de deuxième année est obligatoire pour les étudiants inscrits dans le programme de double diplôme Glendon/emlyon. Il donne suite au cours de première année, Introduction à la gestion et permet aux étudiants de parfaire leurs connaissances dans le domaine de la gestion. Il est d'intérêt aussi aux étudiants en Études internationales, ainsi que dans d'autres départements, qui envisagent une carrière dans les organisations internationales ou les organisations non-gouvernementales car il les prépare à l'administration des ressources humaines.

GLENDON – CURRICULUM COMMITTEE

NEW COURSE PROPOSAL

|   |   |   |            |
|---|---|---|------------|
| Date of submission: (dd/mm/yy)  | 01/09/2017                                |   |            |
| Department or Program: (e.g. History)   | International Studies                     |   |            |
| Course number: (e.g. GL/HIST 2XXX 6.00)   | GL/ILST 2610 3.00                         |   |            |
| Course title: (The official name of the course as it will appear in the Undergraduate Calendar & on the Repository)   | Introduction to Human Resource Management |   |            |
| Short course title: (Appears on any document where space is limited - e.g. transcripts and lecture schedules – max 40 characters)   | Human Resource Management                 |   |            |
| Language of instruction:  | EN  |   |            |
| Academic term: (e.g. FALL 2012)   | Winter 2018                               |   |            |
| <b>Calendar description (40 words):</b> <i>The course description should be carefully written to convey what the course is about. For editorial consistency, and in consideration of the various uses of the Calendars, verbs should be in the present tense (i.e., "This course <u>analyzes</u> the nature and extent of..." rather than "This course <u>will analyze</u>...")</i>   |   |   |            |
| This course analyzes the role of human resource management and administration of the personnel function with a focus on major components: job analysis, human resource planning, recruitment and selection, training, performance appraisal, compensation, labour relations, and health and safety.   |   |   |            |
| Cross-listings:   | GL/BU EC 2610 3.00                        | AP/ES/FA/HH/SC/                           |            |
| Prerequisites:  | GL/                                       | AP/ES/FA/HH/SC/                           |            |
| Corequisites:   | GL/                                       | Integrated course:                        | GS/        |
| Course Credit Exclusions:   | GL/ILST2110 3.00                          | AP/ES/FA/HH/SC/                           |            |
| Is this course required for the major/minor in the program, and/or in other programs? <input checked="" type="checkbox"/> YES (emlyon) <input type="checkbox"/> NO  |   |   |            |
| The course fits into the following specific category regarding program requirements (e.g. for major/minor): <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO   |   |   |            |
| Course specific category:   |   |   |            |
| <b>Brief course outline:</b> <i>Indicate how the course design supports students in achieving the learning objectives; the evaluation scheme; and, if course is integrated, indicate additional requirements for graduate students.</i>   |   |   |            |
| The role of human resource management and administration of the personnel function are analyzed, along with the major aspects of the personnel function: job analysis, human resource planning, recruitment and selection, training, performance appraisal, compensation, labour relations, and safety and health. Knowledge of the processes is supplemented by the development of analytical skill in coping with various human resource problems and in the integration of the processes with the many other functions required in the organization. In addition to regular lectures and class discussions, case studies and online exercises are used to simulate actual work environments. |   |   |            |
| <b>Evaluation scheme:</b><br>HRM quiz (10%), HRM simulation (20%), HRM final report (20%), midterm exam (25%), final exam (25%).  |   |   |            |
| <b>Learning material:</b><br>1. Stewart, Peacock, Belcourt, Bohlander, & Snell (2017). <i>Essentials of Managing Human Resources</i> , 6th Ed., Nelson Education<br>2. Smith, Golden, & Deighan (2014). <i>HRManagement: The Human Resource Management Simulation</i> , Charlottesville, VA: Interpretive Simulations (www.interpretive.com)  |   |   |            |
| Is this a General Education course? (If yes, please attach rationale): <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO  |   |   |            |
| Department/Program approval for the course:   |   |   |            |
| Department/Program  | Name                                      | Signature                                 | Date       |
| International Studies   | Stanislav J. Kirschbaum                   | Signature received                        | 05/09/2017 |
| Department/Program approval for Cross-listings/Course Credit Exclusions:  |   |   |            |
| Faculty & Department/Program  | Name                                      | Signature                                 | Date       |
| Economics   | Vincent A. Hildebrand                     | Signature received                        | 05/09/2017 |
| Attached with submission:   | <input checked="" type="checkbox"/>       | Department Overview ( <i>Compulsory</i> ) |            |
|   | <input checked="" type="checkbox"/>       | Library Statement ( <i>Compulsory</i> )   |            |

**Department Overview:**

This second year course is compulsory for the students in the dual degree programme Glendon/emlyon. It complements a first year course, Introduction to management and enables them to augment their knowledge in the field of management. It will also interest students in International Studies as well as other departments who are considering a career in international organisations and non-governmental organisations as it will prepare them in understanding human resources management.

GLENDON – CURRICULUM COMMITTEE

NEW COURSE PROPOSAL

|   |                                     |                                  |            |
|---|-------------------------------------|----------------------------------|------------|
| Date of submission: (dd/mm/yy)  | 01/09/2017                          |                                  |            |
| Department or Program: (e.g. History)   | International Studies               |                                  |            |
| Course number: (e.g. GL/HIST 2XXX 6.00)   | GL/ILST 2612 3.00                   |                                  |            |
| Course title: (The official name of the course as it will appear in the Undergraduate Calendar & on the Repository)   | Introduction to Marketing           |                                  |            |
| Short course title: (Appears on any document where space is limited - e.g. transcripts and lecture schedules – max 40 characters)   | Introduction to Marketing           |                                  |            |
| Language of instruction:  | EN                                  |                                  |            |
| Academic term: (e.g. FALL 2012)   | Winter 2018                         |                                  |            |
| <b>Calendar description (40 words):</b> The course description should be carefully written to convey what the course is about. For editorial consistency, and in consideration of the various uses of the Calendars, verbs should be in the present tense (i.e., "This course <u>analyzes</u> the nature and extent of..." rather than "This course <u>will analyze</u> ...")   |                                     |                                  |            |
| This course familiarizes students with marketing's mode of inquiry - the way marketers look at the world. Students can ask the right questions about markets, organize data into relevant information, create a marketing plan, and implement a marketing program.  |                                     |                                  |            |
| Cross-listings:   | GL/BU EC 2612 3.00                  | AP/ES/FA/HH/SC/                  |            |
| Prerequisites:  | GL/                                 | AP/ES/FA/HH/SC/                  |            |
| Corequisites:   | GL/                                 | Integrated course:               | GS/        |
| Course Credit Exclusions:   | GL/                                 | AP/ES/FA/HH/SC/                  |            |
| Is this course required for the major/minor in the program, and/or in other programs? <input checked="" type="checkbox"/> YES (emlyon) <input type="checkbox"/> NO  |                                     |                                  |            |
| The course fits into the following specific category regarding program requirements (e.g. for major/minor): <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO   |                                     |                                  |            |
| Course specific category:   |                                     |                                  |            |
| <b>Brief course outline:</b> Indicate how the course design supports students in achieving the learning objectives; the evaluation scheme; and, if course is integrated, indicate additional requirements for graduate students.  |                                     |                                  |            |
| The objective of this course is to familiarize students with marketing's mode of inquiry - the way marketers look at the world. As a marketer students should be able to: 1) ask the right questions about markets; 2) organize data into relevant information; 3) discover market opportunities; 4) set goals; 5) create a marketing plan that includes clear target markets, as well as product, price, distribution and communication strategies; and 6) implement and control a marketing program. A mixture of instructional methods will be used, including lectures, videos, case studies, assignments, and current topics discussions. Students are expected to prepare for class each week by prior reading of the assigned materials. Active participation is expected throughout the course. Students will work in teams and will be preparing a marketing plan to introduce a new product to the Canadian market. |                                     |                                  |            |
| <b>Evaluation scheme:</b><br>Exams (3x20%), group project (35%), class participation (5%).  |                                     |                                  |            |
| <b>Learning material:</b><br>Armstrong, Gary, Philip Kotler, Valerie Trifts, and Lilly Anne Buchwitz (2017), <i>Marketing: An Introduction</i> , 6th Canadian Edition, Pearson Education  |                                     |                                  |            |
| Is this a General Education course? (If yes, please attach rationale): <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO  |                                     |                                  |            |
| Department/Program approval for the course:   |                                     |                                  |            |
| Department/Program  | Name                                | Signature                        | Date       |
| International Studies   | Stanislav J. Kirschbaum             | Signature received               | 05/09/2017 |
| Department/Program approval for Cross-listings/Course Credit Exclusions:  |                                     |                                  |            |
| Faculty & Department/Program  | Name                                | Signature                        | Date       |
| Economics   | Vincent A. Hildebrand               | Signature received               | 05/09/2017 |
|   |                                     |                                  |            |
|   |                                     |                                  |            |
| Attached with submission:   | <input checked="" type="checkbox"/> | Department Overview (Compulsory) |            |
|   | <input checked="" type="checkbox"/> | Library Statement (Compulsory)   |            |

**Department Overview:**

This second year course is compulsory for the students in the dual degree programme Glendon/emlyon. It complements a first year course, Introduction to management and is an integral part of our programme in business administration. It will also interest other students in International Studies and in other departments who wish to understand an important aspect of international commerce as well as interstate relations.

GLENDON – COMITÉ DES PROGRAMMES

NOUVEAU COURS

|   |                                     |   |            |
|---|-------------------------------------|---|------------|
| Date de soumission: (jour/mois/année)   | 01/09/2017                          |   |            |
| Département ou programme: (par exemple: Histoire)   | Études internationales              |   |            |
| Numéro du cours: (par exemple: GL/HIST 2XXX 6.00)   | GL/ILST 2612 3.00                   |   |            |
| Titre du cours: (le titre officiel du cours figurant dans l'annuaire de l'université et dans la base des données des cours)   | Introduction au marketing           |   |            |
| Titre abrégé: (Ce titre apparaîtra sur les documents où l'espace est limité, par exemple: bulletin de notes ou horaire des cours – maximum 40 caractères)   | Introduction au marketing           |   |            |
| Langue d'enseignement:  | FR                                  |   |            |
| Offert à partir de: (par exemple: Automne 2012)   | Hiver 2018                          |   |            |
| <b>Description de l'annuaire (40 mots):</b> La description du cours doit clairement présenter son contenu. Cette description apparaîtra dans l'annuaire. Pour la cohérence des descriptions de cours dans toute l'université, veuillez utiliser le présent (par exemple: « Ce cours <u>analyse</u> la nature et la mesure de ... » et non « Ce cours <u>analysera</u> ... »).<br>Ce cours initie les étudiants aux modes d'enquête en marketing - à la façon dont les mercaticiens voient le monde. Les étudiants apprennent à comprendre les marchés, ressortir l'information pertinente des données, élaborer un plan et gérer un programme de marketing.   |                                     |   |            |
| Coinscrit avec:   | GL/BUFC 2612 3.00                   | AP/ES/FA/HH/SC/                                 |            |
| Prérequis:  | GL/                                 | AP/ES/FA/HH/SC/                                 |            |
| Corequis:   | GL/                                 | Cours intégré:                                  | GS/        |
| Cours incompatible(s):  | GL/                                 | AP/ES/FA/HH/SC/                                 |            |
| Le cours est-il obligatoire pour la spécialisation (majeure ou mineure) dans le programme ou dans d'autres programmes? <input checked="" type="checkbox"/> OUI (emlyon) <input type="checkbox"/> NON  |                                     |   |            |
| Ce cours s'inscrit dans la catégorie spécifique suivante en regard des exigences du programme (ex. pour la majeure/mineure) : <input type="checkbox"/> OUI <input checked="" type="checkbox"/> NON  |                                     |   |            |
| <b>Synopsis abrégé:</b> Veuillez indiquer (1) comment le contenu de ce cours aidera les étudiants à atteindre les objectifs d'apprentissages; (2) l'échelle d'évaluation et (3) les exigences additionnelles pour les étudiants aux cycles supérieurs, dans le cas d'un cours intégré.<br>L'objectif du cours est d'initier les étudiants aux modes d'enquête en marketing et à la façon dont les mercaticiens voient le monde. En tant que mercaticien ou mercaticienne les étudiants seront en mesure de : 1) poser les bonnes questions en ce qui a trait aux marchés; 2) organiser des données afin d'en faire ressortir l'information pertinente ; 3) découvrir des débouchés de marché; 4) fixer des objectifs; 5) élaborer un plan de marketing qui comprend des marchés cibles clairs ainsi que des stratégies de produits, de prix, de distribution et de communication; 6) mettre en œuvre et gérer un programme de marketing. Diverses méthodes d'enseignement seront employées, notamment des cours, des vidéos, des études de cas, des travaux et des discussions sur des sujets d'actualité. Chaque semaine, les étudiants doivent faire les lectures obligatoires en préparation pour le cours et également participer activement en salle de classe. Les étudiants seront divisés en équipes et prépareront un plan de marketing pour lancer un nouveau produit sur le marché canadien.<br><b>Échelle d'évaluation:</b><br>Examens (3x20%), projet en groupe (35%), participation en classe (5%).<br><b>Ouvrage requis :</b><br>Salomon, Marshall, Stuart, Smith, Charlebois, and Shah (2014). <i>Le Marketing</i> , Pearson ERPI |                                     |   |            |
| Est-ce un cours d'éducation générale? (Si oui, veuillez joindre un justificatif) <input type="checkbox"/> OUI <input checked="" type="checkbox"/> NON   |                                     |   |            |
| L'approbation du cours par le département / programme:  |                                     |   |            |
| Département / Programme   | Nom                                 | Signature                                       | Date       |
| Études internationales  | Stanislav J. Kirschbaum             | Signature received                              | 05/09/2017 |
| L'approbation du département / programme pour les cours coinscrits / cours incompatibles:   |                                     |   |            |
| Faculté & Département / Programme   | Nom                                 | Signature                                       | Date       |
| Économie  | Vincent A. Hildebrand               | Signature received                              | 05/09/2017 |
| Joindre à la soumission:  | <input checked="" type="checkbox"/> | Justificatif du département (obligatoire)       |            |
|   | <input checked="" type="checkbox"/> | Commentaires de la bibliothécaire (obligatoire) |            |

**Justificatif du département :**

Ce cours de deuxième année est obligatoire pour les étudiants inscrits dans le programme de double diplôme Glendon/emlyon. Il donne suite au cours de première année, Introduction à la gestion et est une partie intégrante du programme d'administration des affaires. Il est d'intérêt aussi aux étudiants en Études internationales, ainsi que dans d'autres départements, pour comprendre un aspect important du commerce international ainsi que des relations interétatiques.

GLENDON – COMITÉ DES PROGRAMMES

NOUVEAU COURS

|   |   |   |            |
|---|---|---|------------|
| Date de soumission: (jour/mois/année)   | 2/10/2017                               |   |            |
| Département ou programme: (par exemple: Histoire)   | Études pluridisciplinaires              |   |            |
| Numéro du cours: (par exemple: GL/HIST 2XXX 6.00)   | GL/SOSC 1000 3.00                       |   |            |
| Titre du cours: (le titre officiel du cours figurant dans l'annuaire de l'université et dans la base des données des cours)   | Sur le chemin de la réussite académique |   |            |
| Titre abrégé: (Ce titre apparaîtra sur les documents où l'espace est limité, par exemple: bulletin de notes ou horaire des cours – maximum 40 caractères)   | La réussite académique                  |   |            |
| Langue d'enseignement:  | français                                |   |            |
| Offert à partir de: (par exemple: Automne 2012)   | Hiver 2018                              |   |            |
| Description de l'annuaire (40 mots): La description du cours doit clairement présenter son contenu. Cette description apparaîtra dans l'annuaire. Pour la cohérence des descriptions de cours dans toute l'université, veuillez utiliser le présent (par exemple: « Ce cours <u>analyse</u> la nature et la mesure de ... » et non « Ce cours <u>analysera</u> ... »).  |   |   |            |
| Ce cours, version française du GL/SOSC 1000 3.00, Pathways for Life-Long Learning, est conçu pour promouvoir la réussite des étudiants en première année en développant des compétences académiques, personnelles / interpersonnelles. Il utilise les stratégies de cyberapprentissage et d'éducation expérientielle.   |   |   |            |
| Coinscrit avec:   | GL/                                     | AP/ES/FA/HH/SC/                                 |            |
| Prérequis:  | GL/                                     | AP/ES/FA/HH/SC/                                 |            |
| Corequis:   | GL/                                     | Cours intégré:                                  | GS/        |
| Cours incompatible(s):  | GL/                                     | AP/ES/FA/HH/SC/                                 |            |
| Le cours est-il obligatoire pour la spécialisation (majeure ou mineure) dans le programme ou dans d'autres programmes?<br><input type="checkbox"/> OUI <input checked="" type="checkbox"/> NON  |   |   |            |
| Ce cours s'inscrit dans la catégorie spécifique suivante en regard des exigences du programme (ex. pour la majeure/mineure) :<br><input type="checkbox"/> OUI <input checked="" type="checkbox"/> NON   |   |   |            |
| Synopsis abrégé: Veuillez indiquer (1) comment le contenu de ce cours aidera les étudiants à atteindre les objectifs d'apprentissages; (2) l'échelle d'évaluation et (3) les exigences additionnelles pour les étudiants aux cycles supérieurs, dans le cas d'un cours intégré.   |   |   |            |
| Ce cours représente une approche intégrée et préconise la réussite académique, le développement personnel et l'engagement. Il s'harmonise avec les cinq sens de la réussite scolaire de Lizzio (2006) en développant chez les étudiants le sens de : <ul style="list-style-type: none"> <li>• la capacité (lecture académique, écriture, prise de notes, préparation aux examens, compétences en recherche universitaire)</li> <li>• la connectivité (relations avec les pairs, les professeurs, le personnel, la gestion des médias sociaux)</li> <li>• du but à atteindre (définition des objectifs, développement de carrière, vision personnelle, leadership, autogestion)</li> <li>• la débrouillardise (gestion du temps et du stress, résilience, santé mentale, prise de conscience des ressources disponibles)</li> <li>• la culture académique (théorie de l'apprentissage et du développement, attentes éthiques et sociales de la vie universitaire)</li> </ul> |   |   |            |
| Les principales méthodes d'enseignement sont les activités d'apprentissage expérientiel en cours basées sur le cycle Kolb et d'autres pédagogies d'apprentissage actif telles que l'apprentissage par problème, les portefeuilles d'apprentissage et l'apprentissage collaboratif / coopératif.<br>Ce cours présente des contenus pédagogiques qui permettent d'acquérir ou d'approfondir des méthodes de travail solides : devenir un penseur critique; développer des compétences académiques; établir des objectifs efficaces et un plan d'action; gérer son temps; gérer son stress; effectuer un travail de recherche ; se motiver pour réussir ses études ; maximiser son apprentissage à travers l'autoréflexion.  |   |   |            |
| Évaluation: Tests: 20%, Devoirs: 20%, Devoirs d'apprentissage actif: 15%, Portefeuilles d'apprentissage: 20%, Examen final: 25%   |   |   |            |
| Est-ce un cours d'éducation générale? (Si oui, veuillez joindre un justificatif) <input checked="" type="checkbox"/> OUI <input type="checkbox"/> NON   |   |   |            |
| L'approbation du cours par le département / programme:  |   |   |            |
| Département / Programme   | Nom                                     | Signature                                       | Date       |
| Études pluridisciplinaires  | Betsey Price                            | Signature received                              | 05-10-2017 |
| L'approbation du département / programme pour les cours coinscrits / cours incompatibles:   |   |   |            |
| Faculté & Département / Programme   | Nom                                     | Signature                                       | Date       |
|   |   |   |            |
|   |   |   |            |
|   |   |   |            |
| Joindre à la soumission:  | <input checked="" type="checkbox"/>     | Justificatif du département (obligatoire)       |            |
|   | <input checked="" type="checkbox"/>     | Commentaires de la bibliothécaire (obligatoire) |            |

## Justificatif du département

Ce cours de transition est la version française du cours très réussi GL / SOSC 1000 3.00, *Pathways for Life-Long Learning* et peut être un outil précieux pour promouvoir la réussite des étudiants en première année en développant des compétences clés, en contribuant à la réussite des étudiants, à leur satisfaction et à la rétention.

En plus de répondre aux exigences d'un cours d'éducation générale, il répond également à l'un des objectifs énumérés dans le *Provostial White Paper Companion* (2010): « Élaborer et mettre en œuvre un programme accru de première année pour les étudiants de premier cycle. » Un tel programme devrait « aider les étudiants à naviguer dans la première année et à comprendre la culture universitaire, à promouvoir les liens entre les étudiants et entre les étudiants et les professeurs, et à encourager l'engagement actif des étudiants dans leur propre apprentissage ». En fait, il recommande explicitement les cours « Introduction à l'Université » ou « Université 101 ». *Un cas pour le changement: un cadre d'expérience de première année à l'Université York* (2013) soutient que « la pédagogie de transition est essentielle pour développer une approche holistique dans les initiatives d'expérience de première année » et préconise « l'engagement, la réussite scolaire et le développement personnel grâce à un programme académique et parascolaire accessible et bien coordonné. »

## Justificatif d'un cours d'éducation générale

### •Approches multidisciplinaires

Ce cours utilise une approche multidisciplinaire, s'appuyant sur un large éventail de disciplines telles que : éducation, psychologie, sciences sociales, sciences humaines, sociologie, sciences cognitives, communications, médias, écriture créative, développement étudiant, santé et bien-être.

Le cours couvre des informations ou des compétences qui :

- (a) permettent l'acquisition de compétences fondamentales qui seront utiles pour des cours dans diverses disciplines ;
- (b) sont transférables - qui peuvent être appliqués à plusieurs reprises ou récursivement à leur programme d'études ;
- (c) sont durables - qui ont la capacité d'être utilisés à long terme tout au long de l'expérience universitaire et au-delà.

### •Compétences écrites

Une partie importante de l'apprentissage dans le cours se fait par des réflexions écrites détaillées, des journaux d'apprentissage, diverses tâches écrites et une dissertation finale.

### •Développer le sens critique

Grâce à divers devoirs, discussions et journaux de bord, les étudiants identifient les questions et les problèmes importants liés à leur propre développement; analysent, interprètent et jugent de la pertinence et de la qualité de l'information; évaluent les hypothèses et envisagent des perspectives alternatives et des solutions à la réussite des étudiants. Une liste de tous les résultats d'apprentissage pour chaque unité du cours figure ci-dessous. Pour atteindre chacun des résultats d'apprentissage, il faut faire un usage constant de ses capacités de réflexion critique.

**À la fin de ce cours, les étudiants seront en mesure de :**

- **Développer le sens de la débrouillardise et de la culture académique (Lizzio)**
  - Identifier les ressources disponibles sur le campus, connaître les politiques et les procédures qui contribuent à leur expérience universitaire
- **Démontrer les qualités d'un apprenant à vie (Bloom)**
  - Établir des objectifs personnels, académiques et professionnels
  - Adopter des stratégies personnelles pour atteindre les objectifs académiques

- Comprendre comment participer activement à leur propre éducation
  - Comprendre les attentes d'étudier dans une université
  - Faire une transition réussie à la vie universitaire
  - Identifier les traits de personnalité, les valeurs, les forces et les capacités individuelles (conscience de soi)
- **Appliquer les compétences clés de la performance académique (Bloom)**
    - Utiliser la gestion du temps et les compétences d'étude (y compris la préparation aux examens, la prise de notes et les stratégies de lecture et de présentation)
- **Améliorer les compétences de lecture**
    - Communiquer plus efficacement (oralement et par écrit)
    - Analyser, critiquer et construire des arguments en utilisant des compétences de réflexion critique
- **Maîtriser la recherche académique**
    - Utiliser SPARK
    - Définir une question de recherche
    - Faire des recherches à la bibliothèque
- **Approfondir les compétences de l'écriture académique**
    - Écrire un plan de dissertation
    - Connaître la politique d'intégrité académique
    - Savoir quand et comment citer des sources
    - Savoir comment présenter les notes en bas de page et la bibliographie
- **Acquérir des stratégies pour l'épanouissement et le bien-être personnel (Bloom)**
    - Gérer efficacement le stress et l'anxiété
    - Développer et utiliser une stratégie personnelle pour améliorer la résilience
    - Acquérir de bonnes habitudes d'études

### **Éducation expérientielle**

Les éléments d'enseignement en classe et en ligne du cours sont également fondés sur la théorie de l'éducation expérientielle. Le cours permet l'utilisation cohérente du modèle Kolb (1981), en particulier dans le journal d'enquête, qui encourage les étudiants à s'engager dans toutes les étapes du cycle de l'apprentissage expérientiel de Kolb : expérience concrète, observation réflexive, conceptualisation abstraite et expérimentation active. Les participants bénéficient également de techniques expérientielles en classe telles que l'apprentissage par problème.

GLENDON – COMITÉ DES PROGRAMMES

NOUVEAU COURS

|  |                                     |   |                   |
|--|-------------------------------------|---|-------------------|
| Date de soumission: (jour/mois/année)  | 3 octobre 2017                      |   |                   |
| Département ou programme: (par exemple: Histoire)  | Sociologie                          |   |                   |
| Numéro du cours: (par exemple: GL/HIST 2XXX 6.00)  | GL/SOCI 2630 3.00                   |   |                   |
| Titre du cours: (le titre officiel du cours figurant dans l'annuaire de l'université et dans la base des données des cours)  | Peuples autochtones au Canada       |   |                   |
| Titre abrégé: (Ce titre apparaîtra sur les documents où l'espace est limité, par exemple: bulletin de notes ou horaire des cours – maximum 40 caractères)  | Peuples autochtones au Canada       |   |                   |
| Langue d'enseignement:   | FR                                  |   |                   |
| Offert à partir de: (par exemple: Automne 2012)  | AUTOMNE 2018                        |   |                   |
| Description de l'annuaire (40 mots): La description du cours doit clairement présenter son contenu. Cette description apparaîtra dans l'annuaire. Pour la cohérence des descriptions de cours dans toute l'université, veuillez utiliser le présent (par exemple: « Ce cours <u>analyse</u> la nature et la mesure de ... » et non « Ce cours <u>analysera</u> ... »).   |                                     |   |                   |
| Ce cours offre un regard sur les communautés autochtones du Canada ; la diversité culturelle et linguistique ; l'organisation économique et sociale traditionnelle ; la religion et l'art ; l'impact de la société occidentale ; les stratégies contemporaines de survie.  |                                     |   |                   |
| Coinscrit avec:  | GL/ CDNS/SOSC2630 3.00              | AP/ES/FA/HH/SC/                                 |                   |
| Prérequis:   | GL/                                 | AP/ES/FA/HH/SC/                                 |                   |
| Corequis:  | GL/                                 | Cours intégré:                                  | GS/               |
| Cours incompatible(s):   | GL/                                 | AP/ES/FA/HH/SC/                                 |                   |
| Le cours est-il obligatoire pour la spécialisation (majeure ou mineure) dans le programme ou dans d'autres programmes?<br><input type="checkbox"/> OUI <input checked="" type="checkbox"/> NON   |                                     |   |                   |
| Ce cours s'inscrit dans la catégorie spécifique suivante en regard des exigences du programme (ex. pour la majeure/mineure) :<br><input type="checkbox"/> OUI <input checked="" type="checkbox"/> NON  |                                     |   |                   |
| Synopsis abrégé: Veuillez indiquer (1) comment le contenu de ce cours aidera les étudiants à atteindre les objectifs d'apprentissages; (2) l'échelle d'évaluation et (3) les exigences additionnelles pour les étudiants aux cycles supérieurs, dans le cas d'un cours intégré.  |                                     |   |                   |
| Les objectifs principaux de ce cours sont une compréhension des facteurs sociaux déterminants de l'identité autochtone en termes politique, juridique et historique ; une compréhension de certains aspects de l'organisation sociale traditionnelle des peuples autochtones ; et une appréciation du statut politique et juridique actuel des peuples autochtones et de leurs revendications. L'étudiant.e développera également une capacité à analyser de manière critique diverses questions touchant les peuples autochtones. Le cours repose principalement sur des cours magistraux avec lecture ; chaque séance inclut également des périodes de discussion où la participation des étudiant.es est attendue. Le cours cherche à offrir une place importante à la parole et aux perspectives autochtones ; en classe par des courts métrages de Wapikoni mobile ou des documentaires autochtones d'Alanis Obomsawin par exemple, par des histoires, par la lecture d'auteurs autochtones ou par des activités d'éducation expérientielle.<br>Évaluation : les critères d'évaluation précis pourront varier d'un professeur à l'autre. De manière générale, on peut s'attendre à ce que l'évaluation prenne principalement la forme d'examens maisons, de dissertations et d'études de cas. |                                     |   |                   |
| Est-ce un cours d'éducation générale? (Si oui, veuillez joindre un justificatif) <input checked="" type="checkbox"/> OUI <input type="checkbox"/> NON  |                                     |   |                   |
| L'approbation du cours par le département / programme:   |                                     |   |                   |
| Département / Programme  | Nom                                 | Signature                                       | Date              |
| Sociologie   | Joanna Robinson                     | Signature received                              | 25 septembre 2017 |
| L'approbation du département / programme pour les cours coinscrits / cours incompatibles:  |                                     |   |                   |
| Faculté & Département / Programme  | Nom                                 | Signature                                       | Date              |
| Canadian Studies   | Colin Coates                        | Received Signature                              | 28 septembre 2017 |
| Multidisciplinary Studies  | Betsey Price                        | Received Signature                              | 2 octobre 2017    |
| Joindre à la soumission:   | <input checked="" type="checkbox"/> | Justificatif du département (obligatoire)       |                   |
| Ce cours est offert par le département de sociologie en anglais et il sera maintenant offert en français afin d'offrir aux étudiant.es un regard contemporain sur les réalités autochtones au Canada qui tient compte de la littérature francophone et des perspectives autochtones francophones. Ce cours augmente donc l'offre de cours offerts à tous les étudiant.es.  |                                     |   |                   |
|  | <input checked="" type="checkbox"/> | Commentaires de la bibliothécaire (obligatoire) |                   |



**Justificatif comme cours d'éducation générale :**

1. Approches pluridisciplinaires : ce cours touche aux sciences sociales et aux humanités. Il incorpore la sociologie notamment par sa discussion de l'identité autochtone et des visions du monde. Il incorpore des éléments de science politique par sa discussion des traités, de la résistance autochtone et des lois canadiennes. Il incorpore finalement des éléments de philosophie par sa discussion de la justification des droits autochtones.
2. Aptitude à écrire et à utiliser un langage symbolique : l'évaluation du cours comportera des examens maison, une dissertation et une étude de cas. Ceci permet donc aux étudiant.es de développer leur aptitude à écrire.
3. La pensée critique : le cours a comme objectif de permettre aux étudiant.es d'analyser de manière critique diverses questions touchant les peuples autochtones à travers les discussions en classe, la dissertation et l'étude de cas.
4. L'appartenance au monde contemporain : l'objectif est de permettre aux étudiant.es de mieux apprécier les réalités autochtones contemporaines telles qu'elles se présentent à nous au Canada en touchant divers aspects sociaux, politiques, légaux et philosophiques

**Description spécifique :** Ce cours offre un regard sur les peuples autochtones du Canada, avec une attention particulière à l'est du pays, en fonction de trois orientations thématiques. (1) L'identité autochtone. Nous chercherons à saisir la construction historique, politique et juridique de l'indigénéité au Canada. Nous verrons les tentatives d'assimilation et les perspectives autochtones sur l'identité autochtone. (2) Les visions du monde et l'organisation sociale. Nous discuterons de l'organisation actuelle de la société canadienne et du racisme; nous aborderons ensuite la vision circulaire du monde et les perspectives liées à la justice et l'autorité. (3) La politique autochtone. Nous discuterons du droit autochtone et des traités, des approches théoriques qui justifient un statut politique et légal distinct aux peuples autochtones et du statut des peuples autochtones en droit international. Finalement, nous discuterons de l'activisme autochtone et de son évolution depuis la crise d'Oka.

**Objectifs d'apprentissage :** Les objectifs principaux de ce cours sont une compréhension des facteurs sociaux déterminants de l'identité autochtone en termes politique, juridique et historique; une compréhension de certains aspects de l'organisation sociale traditionnelle des peuples autochtones; et une appréciation du statut politique et juridique actuel des peuples autochtones et de leurs revendications. L'étudiant.e développera également une capacité à analyser de manière critique diverses questions touchant les peuples autochtones.

**Approche pédagogique :** Le cours repose principalement sur des cours magistraux avec lecture ; chaque séance inclut également des périodes de discussion où la participation des étudiant.es est attendue. Le cours cherche à offrir une place importante à la parole et aux perspectives autochtones ; en classe par des courts métrages de Wapikoni mobile ou des documentaires autochtones d'Alanis Obomsawin par exemple, par des histoires, par la lecture d'auteurs autochtones ou par des activités d'éducation expérientielle.