English Culture and Literature

Instructor Teaching Guide

Teaching to the new ministerial competency framework

A companion to the Instructor Lesson Notes and Student Companion Manual

Level IV — CEFR C1 — Ministerial Competency 4SA3

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Purpose of This Guide

This guide explains how 604-103-MQ, English Culture and Literature, has been built to deliver the new ministerial competency for English Formation générale, as described on the “Ensemble pour la réussite” portal. It is meant to be read alongside the course's two other documents: the Instructor Lesson Notes (day-to-day content, activities, and evaluation guides) and the Student Companion Manual (the student-facing version of the same material). Where the Lesson Notes tell you what to teach in a given unit, this guide explains why the course is shaped the way it is, and how each part of it answers a specific requirement of the new devis.

The new competency is not a new set of topics. It is a new way of thinking about what counts as evidence of learning: less about producing a single correct final text, more about a demonstrated, self-aware process of communicating meaningfully, revising deliberately, and transferring understanding into new, personally relevant contexts.

1. The Competency in Brief

604-103-MQ targets ministerial competency 4SA3: to treat, in English, literary works and subjects of social or cultural scope. Level IV corresponds to CEFR C1, the most advanced level in the college English sequence. The competency is expressed through three éléments de compétence and evaluated against five critères de performance that apply across every task in the course.

1.1 The Three Éléments de Compétence

Oral Expression and Interaction

Defined as a dynamic, reciprocal process in which students must understand and respond in real time, not simply deliver a prepared monologue. In this course it lives in the Unit 5 Play Video Response, the Unit 10 Midterm Speaking evaluation, the Unit 13 individual conference, and the Unit 15 Final Speaking Exam. Wherever possible, favour tasks with a genuine back-and-forth: a conference question that requires a real answer, a peer discussion that requires building on what was just said, rather than a rehearsed delivery to a silent room.

The Writing Process (Démarche de Rédaction)

Writing is treated as a process, planning, drafting, revising, and editing, rather than as a single finished product. Word count is not the point; the task determines appropriate

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