

 Cégep de la Gaspésie  
et des Îles



# Agenda 2024-2025



École des pêches et de  
l'aquaculture du Québec  
Cégep de la Gaspésie et des Îles



Cégep de la Gaspésie  
et des Îles

Par sa Politique institutionnelle visant à prévenir et à combattre les violences à caractère sexuel, le Cégep vise à offrir un milieu de vie sain et sécuritaire, ainsi que des services d'information, de soutien et d'accompagnement.

Pour consulter la Politique, faire un dévoilement en ligne, obtenir les coordonnées des ressources ou télécharger les outils destinés aux victimes, aux témoins ou à celles et ceux qui se voient confier un dévoilement, rends-toi sur le site web de la Zone étudiante du Cégep à la section Violences à caractère sexuel.



Through its Institutional policy to prevent and fight sexual violence, the CEGEP aims to provide a healthy and safe environment, as well as services for information, support and accompaniment.

To view the policy, to make an online disclosure, to obtain contact information or to download tools for victims, witnesses, or those who are entrusted with a disclosure, go to the Student Zone site, Sexual violence section.



## RESSOURCES SPÉCIALISÉES DANS LE DOMAINE DES VIOLENCES À CARACTÈRE SEXUEL SPECIALISED RESOURCES IN THE FIELD OF SEXUAL VIOLENCE

La ressource du guichet unique de ton campus / Single entry point resource at your campus

Gaspé  
**Julie Renaud**  
local/room 309-D  
418 368-2201, p./ext. 1368  
MIO  
jrenaud@cegepgim.ca

Carleton-sur-Mer  
**Annie Léonard**  
local/room 207  
418 364-3341, p./ext. 7265  
MIO  
aleonard@cegepgim.ca

ÉPAQ  
**Alexandra Méthot-Coffie**  
local/room 209  
418 385-2241, p./ext. 4109  
MIO  
amethot@cegepgim.ca

Îles-de-la-Madeleine  
**Laurence Arseneau-Forest**  
local/room 107  
418 986-5187, p./ext. 6227  
MIO  
lforest@cegepgim.ca

**CALACS**  
La Bôme Gaspésie

1 866 968-6686

**CALACS**  
L'espoir des Îles

418 986-6111

**ALIX** violences vécues par les communautés LGBTQ+  
violence experienced by people from LGBTQ+ communities

1 888 505-1010

### Je porte plainte

Protection de l'intégrité dans l'exercice du sport  
Protection of the Integrity in the Practice of sport

[insquebec.org/athletes/sports-securitaires/plateforme-je-porte-plainte/](https://insquebec.org/athletes/sports-securitaires/plateforme-je-porte-plainte/)

### Info-aide violence sexuelle / Sexual Violence Helpline

Clavardage de midi à minuit : [infoaideviolencesexuelle.ca](https://infoaideviolencesexuelle.ca)  
Online chat from noon to midnight: [sexualviolencehelpline.ca](https://sexualviolencehelpline.ca)  
1 888 933-9007 24/7



En tout temps, compose le **8-1-1** pour toute assistance psychosociale (**Info-Social : poste 2**) ou santé (**Info-Santé : poste 1**). Pour toute urgence, fais le **9-1-1** et informe un membre du personnel.

Contact **8-1-1** at any time for any psychosocial (**Info-Social, ext. 2**) or health (**Info-Santé, ext. 1**) assistance you might need. In the event of an emergency, call **9-1-1** and inform a staff member.

# ON S'ÉCOUTE

LE CONSENTEMENT,  
ÇA S'APPREND.



onsecoute.com

instagram.com/onsecoute/

facebook.com/campagneonsecoute



**Cégep de la Gaspésie  
et des Îles**

[www.cepeggim.ca](http://www.cepeggim.ca)

[www.facebook.com/cepeg.gaspesie.iles](https://www.facebook.com/cepeg.gaspesie.iles)

[www.instagram.com/cepeg\\_gaspesie\\_iles](https://www.instagram.com/cepeg_gaspesie_iles)

Études  
grandeur  
nature

**CET AGENDA APPARTIENT À :  
THIS AGENDA BELONGS TO:**

#### IDENTIFICATION

Nom / Name : \_\_\_\_\_

Adresse / Address : \_\_\_\_\_

Ville / City : \_\_\_\_\_ Code postal / Postal Code : \_\_\_\_\_

Téléphone / Telephone : \_\_\_\_\_

Programme / Program : \_\_\_\_\_

Code permanent / Permanent Code : \_\_\_\_\_

#### EN CAS D'URGENCE / IN CASE OF EMERGENCY

Nom / Name : \_\_\_\_\_

Lien de parenté / Relationship : \_\_\_\_\_

Téléphone (principal) / Telephone (primary) : \_\_\_\_\_

Téléphone (autre) / Telephone (other) : \_\_\_\_\_

Courriel / Email : \_\_\_\_\_

J'ai pris connaissance du contenu de cet agenda.  
I have read the content of this agenda.

# GRILLE HORAIRE – AUTOMNE 2024

## SCHEDULE – FALL 2024

	Lundi <i>Monday</i>	Mardi <i>Tuesday</i>	Mercredi <i>Wednesday</i>	Jeudi <i>Thursday</i>	Vendredi <i>Friday</i>
8 h – 8 h 50					
9 h – 9 h 50					
10 h – 10 h 50					
11 h – 11 h 50					
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17 h – 17 h 50					
18 h – 18 h 50					
19 h – 19 h 50					
20 h – 20 h 50					
21 h – 21 h 50					

# GRILLE HORAIRE – HIVER 2025

## SCHEDULE – WINTER 2025

	Lundi <i>Monday</i>	Mardi <i>Tuesday</i>	Mercredi <i>Wednesday</i>	Jeudi <i>Thursday</i>	Vendredi <i>Friday</i>
8 h – 8 h 50					
9 h – 9 h 50					
10 h – 10 h 50					
11 h – 11 h 50					
12 h – 12 h 50					
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15 h – 15 h 50					
16 h – 16 h 50					
17 h – 17 h 50					
18 h – 18 h 50					
19 h – 19 h 50					
20 h – 20 h 50					
21 h – 21 h 50					

# Tableau de planification – AUTOMNE 2024

## Planification table – FALL 2024

		Cours ou activité / Course or activity			
No.	Semaine du / Week of				
1	19 au/to 23 août/Aug.				
2	24 au/to 30 août/Aug.				
3	2 au/to 6 sept.				
4	9 au/to 13 sept.				
5	16 au/to 20 sept.				
6	23 au/to 27 sept.				
7	30 sept. au/to 4 oct.				
8	7 au/to 11 oct.				
9	14 au/to 18 oct.				
10	21 au/to 25 oct.				
11	28 oct. au/to 1 nov.				
12	4 au/to 8 nov.				
13	11 au/to 15 nov.				
14	18 au/to 22 nov.				
15	25 au/to 29 nov.				
16	2 au/to 6 déc./Dec.				
17	9 au/to 13 déc./Dec.				
18	16 au/to 20 déc./Dec.				

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# Tableau de planification – HIVER 2025

## Planification table – WINTER 2025

		Cours ou activité / Course or activity			
No.	Semaine du / Week of				
1	20 au/to 24 janv./Jan.				
2	27 au/to 31 janv./Jan.				
3	3 au/to 7 fév./Feb.				
4	10 au/to 14 fév./Feb.				
5	17 au/to 21 fév./Feb.				
6	24 au/to 28 fév./Feb.				
7	3 au/to 7 mars/March				
8	10 au/to 14 mars/March				
9	17 au/to 21 mars/March				
10	24 au/to 28 mars/March				
11	31 mars/March au/to 4 avril/April				
12	7 au/to 11 avril/April				
13	14 au/to 18 avril/April				
14	21 au/to 25 avril/April				
15	28 avril/April au/to 2 mai/May				
16	5 au/to 9 mai/May				
17	12 au/to 16 mai/May				
18	19 au/to 23 mai/May				





## Word from the Director General

Dear students,

Welcome to this new school year which promises to be rich in discoveries, challenges and success. I am delighted to welcome you to offer you life-size studies on a human scale.

At the Cégep de la Gaspésie et des Îles, we are committed to creating an environment where each student is recognized, supported and encouraged to reach their full potential. You are a valuable part of our community, and we are here to support you in every step of your academic and personal journey.

Whether remotely or in person, you will discover here a dedicated and committed team who will make your time in college a success that meets your expectations. At all times, don't hesitate to speak to staff members for answers to your questions. In addition, I invite you to browse the different sections of this agenda to find various practical information necessary for your progress. We believe in your ability to achieve great things, and we look forward to seeing you flourish in the months to come.

May this year be filled with discoveries, learning and personal development and let's build a bright and promising future together.

I wish you an excellent 2024-2025 school year in your CEGEP life-size studies. **Yolaine Arseneau, Director General**



## Campus Directions



**Stéphane Côté**

Gaspé  
campus



**Geneviève Bibeau**

Carleton-sur-Mer  
campus



**Marie-Claude Côté**

Îles-de-la-Madeleine  
campus



**Jessica Curadeau**

École des pêches et de  
l'aquaculture du Québec

## Direction of studies

The Direction of studies team is responsible for ensuring the quality of training and services offered to students, from admission to certification of studies. The implantation of the success plan and the application of several policies and regulations that affect college communities fall under their responsibility. Important information will be sent to you by a monthly newsletter called Memo from the Direction Team.

**Serge Rochon**

Academic Dean

**Danka Cormier**

Assistant to the Academic Dean  
(Programs, pedagogical development,  
and quality assurance)

**Françoise L-Perreault**

Assistant to the Academic  
Dean  
(Student success and services)

**Marie-Christine Fortin**

School organization and  
registrar coordinator

# STUDENT SUPPORT SERVICES


## Sociocultural and sport activity department

The College aims to develop extracurricular activities that are an extension of its programs of study while encouraging students to become familiar with social responsibility.

 Gaspé	<b>Marilou Cypihot-Tremblay</b> Ext. 1417 / Room R02A
	<b>Estelle Nauroy</b> Ext. 1480 / Room 228


## Student association

The College recognizes that students have the right to an association on each campus. Each student association is tasked with defending the rights and interests of students. Each campus student association notably designates a representative who will speak on its behalf with college decision-making authorities. Do not hesitate to contact your representative and become involved in your student association.

 Gaspé	<a href="mailto:assogaspe@cegepgim.ca">assogaspe@cegepgim.ca</a> local R-07
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## Student access centre

For students with functional limitations, the College offers accommodations adapted to their needs, the goal being to help them integrate and succeed in their studies.

<b>Conseillères en services adaptés</b>	<b>Catherine Savage</b> Room 122 / Ext. 1374
 Gaspé	<b>Julie Labbé</b> / Room 122 / Ext. 1441 <b>Julie Renaud</b> / Room 309-D / Ext. 1268

## Personalized educational support

A counselor is available in person or remotely to meet with students individually. The purpose of these meetings is to develop skills related to the student profession. Strategies related to concentration, note taking, effective study, email/MIO management, time management and organization, problem solving etc. can be explored and put into practice.

<b>Julie Labbé</b> Ext. 1441 / Room 122
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## Academic advising


The academic advisor is the person to consult for any questions relating to your academic progress.

The list of academic advisors is kept up to date on the Student Zone.

<ul style="list-style-type: none"><li>• Springboard</li><li>• Natural Science</li></ul>	<ul style="list-style-type: none"><li>• Social Science</li><li>• Adventure tourism</li></ul>	<b>Gaspé</b>	<b>SAMUEL PELLETIER</b> MIO or <a href="mailto:spelletier@cegepgim.ca">spelletier@cegepgim.ca</a> Ext. 1521, Room 119 (Gaspé)
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## REPCAR teachers (success)

One teacher at each College campus is a REPCAR (success plan) advisor. This individual will be able to direct you towards the right resources to help you succeed.

 Gaspé	<b>Briana Kennedy</b> Room 437 / Ext. 1431
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## Peer tutoring

It is possible to receive help from a peer for a course in which you are having difficulty, for digital support or to facilitate your integration into the college environment.


The tutoring service also offers you the possibility of helping students to be more successful. You will receive a tutoring certificate, in addition to being paid. Do not hesitate to contact the repcar of your campus.

## Help centers

You can contact the repcar on your campus or consult the Student Zone for information on the assistance centers offered on your campus.

## Guidance department

You can consult the guidance counsellors if you have questions concerning your academic or professional future.

 Gaspé	<b>Isabelle Coulombe</b> / Room 119 / Ext. 1466 <b>Heidi Dumais</b> / Room 119 / Ext. 1467
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## Librairies

Do not hesitate to contact the person in charge of the library if you have any questions or comments.

 Gaspé	<b>Amélie Bigras</b> Room 228 / Ext. 1580
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## Document production department

Contact this department to obtain an official document, such as a school attendance attestation, or to complete insurance forms or other documents.

 Gaspé	<b>Karen Paterson</b> Room 119 / Ext. 1420
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## Job assistance

For more information about job-related services, consult the Omnivox Community page or contact the campus manager.

 Gaspé	<b>Germain Thibault</b> Ext. 1365 / Room 107
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## Student financial assistance department

The College has an institutional financial assistance department to serve students on all its campuses. The person in charge provides personal assistance by phone, via MIO or by videoconference.

 Gaspé	<b>Germain Thibault</b> Ext. 1365 / Room 107
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To find out more about the student financial assistance program or to apply, visit the website <https://www.quebec.ca/en/education/student-financial-assistance> or that of the Student Zone at Financial aid and scholarships section.


## International Students Department

This department provides integration activities for foreign or national mobility students, as well as assistance with pre-departure or stay extensions.

 Gaspé	<b>Sophie Mathurin</b> Ext. 1382 / Room 127
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## Housing


The Cégep de la Gaspésie et des Îles offers its students a residence service at the Gaspé Campus and assistance to find housing near the campus.

 Gaspé	<a href="mailto:residence@cegepgim.ca">residence@cegepgim.ca</a> Ext. 1414
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## Psychosocial and health services

Whether it is to better manage your stress, to overcome family problems or because you are experiencing personal difficulties, do not hesitate to call on our resources, in complete confidentiality.

To obtain support in the event of sexual assault or violence, contact the one-stop resources on your campus (contact information is on the back cover of the agenda).

 Gaspé	<b>Julie Renaud</b> , specialized educator / Room 309-D / Ext. 1368 <b>Cindy Lapierre</b> , psychoeducator / Room 309-C / Ext. 1412 <b>Nurse</b> / contact Julie Renaud
 Residence	<b>Shyan Aysha Watson</b> / residence hall worker / 418 355-9187

## Research-studies

Offered in most technical and pre-university programs, the Research-Studies option offers the possibility of participating in concrete research work and working alongside the team of the Cégeps research centers, either Nergica, Merinov or le CIRADD, during your studies. You will collaborate with experienced researchers on one of their projects, which you will choose according to your interests.



## English-Language Assistance Centre (Language of Instruction)

There is a centre at the College where you can obtain assistance in English to help you improve your language skills. A visit to the centre provides you with:

- A chance to identify areas in which individual students need to improve their English language skills.
- An opportunity to receive one-on-one guidance from a teacher about possible study techniques.
- A chance to further practise and hone essential ESL skills with a teacher (i.e., practise speaking, reading, writing, etc.);
- A chance to build a stronger relationship with a teacher and relieve the pressure of performance anxiety in class (fears, etc.);
- Extra help for students in Immersion even if they are not enrolled in an English as a Second Language course; and
- A chance to review or polish up their general grammar skills for everyday usage.

Please feel free to contact the following person for assistance.

<b>English-Language Assistance Centre</b>	<b>Joshua Dawson</b> , Room 108
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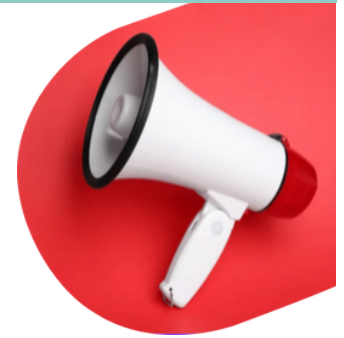
## French-Language Assistance Centre

The French-language assistance centre on your campus is a place where you can go to get help with your written French to improve your language skills. The services available there are provided by specialized resources on a regular or as-needed basis, depending on what you need.

Check local postings to find out where the French-language assistance centre on your campus is located and when it is open.

# EMERGENCY PROCEDURES

No one is immune to an emergency situation. Since safety is everyone's concern, it is important that people inside the Cégep know what to do in case of an emergency. Take a few minutes to read them.



## The **THREE** basic **GUIDELINES** are:

1. Ensure your safety;
2. Stay calm and listen to instructions;
3. **Immediately** notify the person in charge on your campus by calling the number listed below so that they can announce the emergency procedure using the warning system:

### Gaspé

418 368-2201  
extension **8888**

### Magdalen Islands

418 986-5187  
extension **2222**

### Carleton-sur-Mer

418 364-3341  
extension **4444**

### ÉPAQ

418 385-2241  
extension **3333**

4.  If necessary, dial **9-1-1**

To know the safety instructions according to the different emergency situations, consult [cegepgim.ca/en/emergency-procedures/](http://cegepgim.ca/en/emergency-procedures/)



## Omnivox Mass Notification System

You are invited to subscribe to the Cégep de la Gaspésie et des Îles mass notification system from their Omnivox account so that they can be notified in the event of an emergency. This free service allows you to receive real-time alerts in case of a critical situation



### Instructions for accessing Omnivox alerts.

To receive alerts on your cell phone, make sure you have downloaded the latest mobile version of Omnivox. You will also need to ensure that notifications are enabled on your device.



## Active Shooter or Armed Individual

Here are the safety instructions to follow if an armed or presumed armed individual comes into the establishment or if you hear a gunshot [cegepgim.ca/en/emergency-shooter/](http://cegepgim.ca/en/emergency-shooter/)



**First aid in the workplace, first aid kits** and **defibrillators** are present on all campuses. Please watch the local display.



## STORM LINE

Information about campus class suspensions or cancellations is posted first on the College website and also provided via local media.

# The student profession

## Studying at college rhymes with COMMITMENT AND RESPONSIBILITY

I have the right to support and access to resources.

I have the right to know how the courses are given.

I have the right to teaching activities that promote motivation and learning.

*I am responsible for taking the steps to have access to the necessary resources.*

*I am responsible for planning the time necessary for my success.*

*I am responsible for preparing my classes and actively participating in them.*

### FAMILIARIZE MYSELF WITH THE RESOURCES

1

- I am able to connect to the cégep's Omnivox portal.
- I use an agenda.
- I am able to read my MIO's.
- I know how to use the digital environment used by my teachers (LÉA, Teams, etc.).
- I know Microsoft 365.
- I know where to find the documents I need.
- I know how to request IT support for software and hardware.
- I familiarize myself with the school calendar.
- I read the Memos from the Direction teams sent monthly by MIO.

### PLAN MY SCHEDULE

2

- I write down all my courses, evaluations and my personal activities in my agenda.
- I book moments of team work in my agenda.
- I mark my appointments with the professional services of the Cégep in my agenda.
- I carefully read all my course plans.
- I plan my time for reading and carrying out activities.
- I plan times where I study quietly.
- I plan times to revise and correct my work before handing it in.
- I prepare my questions for follow-up meetings with my teachers.

### ACTIVELY PARTICIPATE IN MY COURSES

3

- I consult the documents provided by my teachers.
- I do all the preparatory reading for my courses.
- I have materials on hand to take notes.
- I ask questions to stay active and engaged.
- I make myself available for my team work.
- I participate in exchanges and team follow-up discussions.
- I know how to communicate with my teachers.



The recommendations associated with this icon are intended for distance education students.



- I actively participate in courses with the camera open.
- I choose a quiet place to participate in my courses.
- I sit at a table or at a desk.

I have the right to respect

*I am responsible for adopting a polite, courteous and respectful behaviour*

### COMMUNICATE ACCORDING TO ETIQUETTE

4

- I close my phone or other screens not required for the course.
- I am punctual.
- I communicate politely.
- I wait my turn to speak.
- I avoid comments that could harm someone.
- I respect differences.
- I am sensitive to the fact that everyone can express themselves.
- I ask permission before recording a lesson or taking a photo.



- I record (audio, video, text) or take screenshots only if allowed.
- I activate my microphone at the teacher's request.

I have the right to know when and how I will be assessed

*I am responsible for completing the assignments and evaluations of the courses*

### COMPLETE MY ASSIGNMENTS AND ASSESSMENTS

5

- I know the instructions for each task requested and the way to submit it.
- I understand the ways of being evaluated and have read the criteria and the evaluation grid.
- I refer to the presentation standards given by my teachers.
- I demonstrate intellectual integrity (beware of cheating, fraud and plagiarism!).
- I use Antidote to improve the quality of my French.
- I hand in all my formative work so as to receive feedback.
- I use feedback from teachers or the team to improve my work.
- I make sure I know how to answer exam questions effectively.
- I use the remedies to which I am entitled according to the PIEA (recovery, complaint, etc.).

I have the right to psychosocial services and special education

*I am responsible for taking the steps to have access to the resources I need*

### TAKE CARE OF MYSELF

6

- I take care of my health.
- I get enough sleep.
- I take time to socialize
- I devote 15 hours or less per week to paid work.
- I set realistic goals for myself.
- When I study, I plan breaks and move around to clear my mind.
- I celebrate my successes.
- I contact psychosocial services as needed.
- I contact the appropriate services as needed.
- I know how to contact the Academic Advisor associated with my program.
- I am aware that help centers and other services exist.
- I participate in appointments that are proposed to me.



# Digital learning environment



## Your access codes to Cégep IT resources

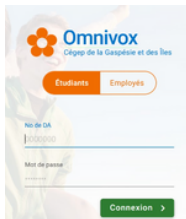
### 1 Connection to Omnivox

[cegepgim.omnivox.ca](http://cegepgim.omnivox.ca)



**Student number:**

This is your admission number.



**Password:**

You choose my password when I login for the first time.

### 3 Synchronization with Microsoft

My Microsoft account is my master key for accessing IT resources.



**[Student number]@cegepgim.ca**

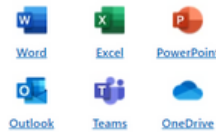


**[Omnivox Password]**



Services accessible with Microsoft account:

[office.com](http://office.com)



- On 5 personal devices
- 1 TB of disk space

[cegepgim.ca/biblio](http://cegepgim.ca/biblio) • library

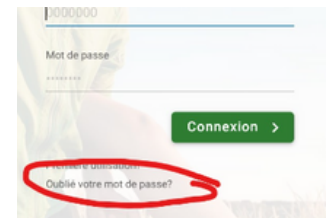
[cegepgim.ca](http://cegepgim.ca) • Quick access

- Moodle

### 4 Modification of password

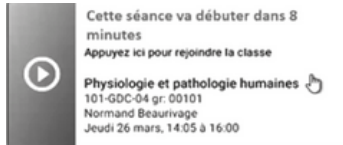


In Omnivox, I can recover a forgotten password or change it. It will synchronize again with my Microsoft master key.



### 2 Access to virtual classrooms

Directly in Omnivox, in the "What's new?" section.



### 5 Wi-Fi connection to the Cégepim network



**Network to choose from:** Cégepim



**User:** Student number



**Password:** Omnivox password



## Obtenir du soutien

#### Connect to:

- Omnivox and to virtual classrooms
- Office 365 (including Teams)
- Cégep computer Equipment ex. : Wifi, printers, computers, etc.)

#### Hardware

#### Service:

<http://support.cegepgim.ca>

Computer technician on my campus



**The use of:** O365, Teams, Zoom and Moodle

**Optimize** the use of my cell phone (Omnivox mobile, Zoom, OfficeSuite)

Mio to Centre d'aide méthodologique et numérique

(Methodological and digital help center)

**The use of:** Antidote

French help centers on my campus

## What is Methodology?

Skills targeted		Examples
The documentary training offered by the libraries is the gateway to the following aspects	Plan the search for information	<ul style="list-style-type: none"> <li>Specify the objective of the research;</li> <li>Choose and define your subject.</li> <li>Establish a work schedule.</li> </ul>
	Find the information	<ul style="list-style-type: none"> <li>Select and apply appropriate research methods.</li> </ul>
	Assess the quality of the information	<ul style="list-style-type: none"> <li>Ensure the reliability of the source.</li> </ul>
Process the information		<ul style="list-style-type: none"> <li>Prepare the data;</li> <li>Interpret the data;</li> <li>Discuss the results;</li> <li>Establish a writing plan.</li> </ul>
Read actively		<ul style="list-style-type: none"> <li>Know the various types of reading;</li> <li>Annotate text online;</li> <li>Learn to memorize;</li> <li>Make concept maps;</li> <li>Make reading sheets;</li> <li>Summarize a text.</li> </ul>
Write certain types of text		<ul style="list-style-type: none"> <li>Respect the disciplinary writing rules determined by the teachers or specific to the programs.</li> </ul>
Present the information		<ul style="list-style-type: none"> <li>Respect the standards of material presentation of the written work of the Cégep and the programs:                             <ul style="list-style-type: none"> <li>Quote styles (paraphrase, incorporate quotes);</li> <li>Indicate references (footnotes, APA);</li> <li>Establish a bibliography;</li> <li>Insert a table of contents;</li> <li>Layout (page, align text);</li> <li>Structure a title page.</li> </ul> </li> </ul>
Take notes in class		<ul style="list-style-type: none"> <li>Know the different note-taking techniques.</li> </ul>
Prepare an oral presentation		<ul style="list-style-type: none"> <li>Know the techniques for preparing an effective oral presentation.</li> </ul>
Team work		<ul style="list-style-type: none"> <li>Plan work;</li> <li>Hold effective meetings.</li> </ul>
Getting started with the scientific process		<ul style="list-style-type: none"> <li>Know the different stages of the scientific process.</li> </ul>
Master the digital tools supporting the methodology.		<ul style="list-style-type: none"> <li>Master the basic functionalities of Word, Excel, and PowerPoint software in connection with the methodology.</li> </ul>



**Need help?**

I contact the person responsible for CAMO on my campus:

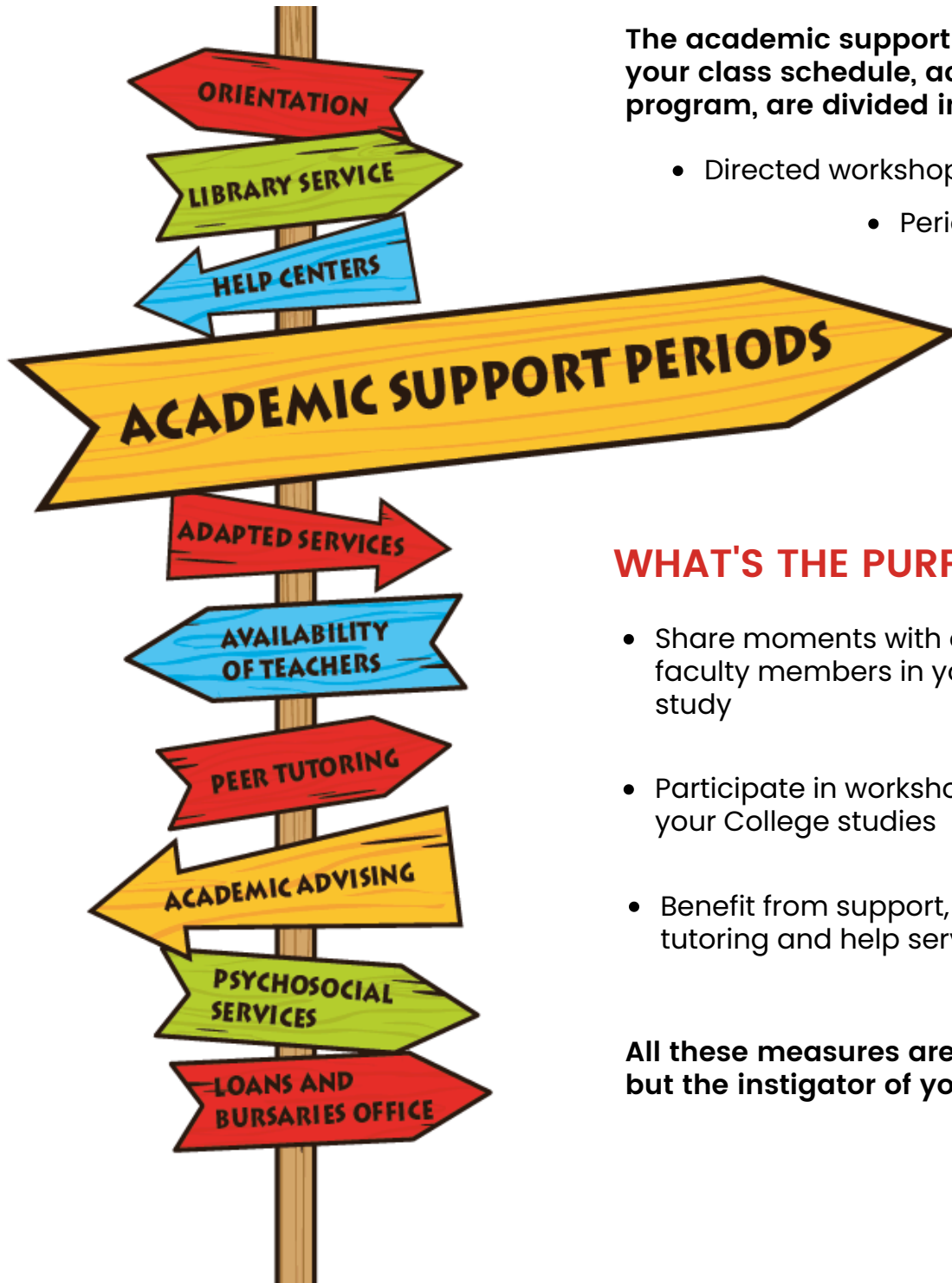
Gaspé (anglophone)

Briana Kennedy

Local 137 or MIO

# Academic support periods

## At the Cégep de la Gaspésie et des Îles, **MANY PATHS LEAD TO SUCCESS.**



The academic support periods on your class schedule, according to the program, are divided into 2 parts:

- Directed workshops
- Periods of study

### WHAT'S THE PURPOSE?

- Share moments with other students and faculty members in your program of study
- Participate in workshops to guide you in your College studies
- Benefit from support, teamwork, peer tutoring and help services

**All these measures are available to you, but the instigator of your success is you!**

# TAKE NOTES IN CLASS EFFICIENTLY

## BEFORE class

- Do the **suggested reading** before class. If you're familiar with the topic and terms, it will be easier to take notes.

## DURING class

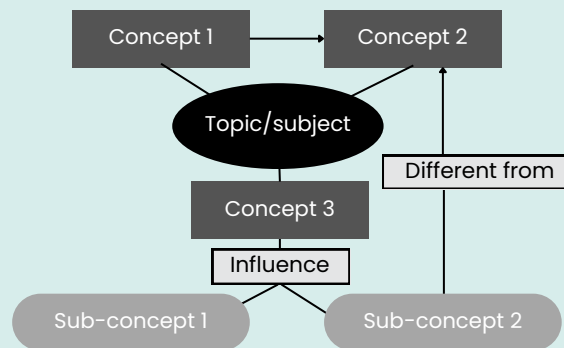
- Take note of the **main ideas**, **important tables** and **significant examples**.
- **Draw attention** to key words and concepts you will need to review.
  - Underline
  - Highlight
  - Box
  - **Write in coloured ink**
  - Add a symbol (\*)
- Take notes leaving lots of room so you can read them over later more easily.
- Use **symbols** and **abbreviations** to take notes more quickly.

<b>%</b>	Percentage or probability	<b>&lt;</b>	Less/smaller/fewer than	<b>aws</b>	Always
<b>=</b>	Equal to	<b>&gt;</b>	More/bigger/greater than	<b>o</b>	Degree
<b>!</b>	Good idea	<b>D-o</b>	Depending on	<b>#</b>	Number
<b>?</b>	Need more info	<b>F</b>	Female	<b>M</b>	Male
<b>i/r</b>	In relation to	<b>≈</b>	About	<b>C</b>	Consumption
<b>\$</b>	Money	<b>s</b>	Same	<b>W</b>	With

- **Cross out** instead of erasing; it's quicker!
- Ask yourself **the basic questions**:
  - Who: Who did or said it?
  - What: What's the main idea? What are the secondary ideas?
  - When: What's the sequence? What are the key moments?
  - Where: Where is the information located? How do you find additional information?
  - How: How are the various elements of information connected?
  - Why: In what way is the information important?

## AFTER class

- **Add information and comments** right away after class.
- Build a **concept chart** using the notes you've taken. It's one way to make connections and um up what you've learned in a drawing.



# Study strategies

There are several different ways to study. But these various strategies are not all equally effective. It is important to remember that a combination of diverse strategies will help you memorise information best.

## STRATEGIES

Sum up the subject.

Rewrite your notes on flash cards to read then again.

Rewrite your class notes.

Read your notes or your manual again.

Highlight important information.

## BEST STRATEGIES

Ask yourself questions about the subject.

Use flash cards to ask yourself questions.

Do the written exercises and assignments.

Explain the subject to someone else or to yourself (out loud).



## HOW DO YOU SCHEDULE YOUR STUDY TIME?

—

- Cram before an exam.
- Underestimate how much time you need to study.

+

- Break your study time down into doable individual sessions.
- Plan a study schedule and keep to it.

## Composing a text, step by step

- 1 I thoroughly analyse the instructions using a dictionary.
- 2 I do some brainstorming.
- 3 I build a brief or detailed plan incorporating all the elements of the instructions.
- 4 I double-space my text.
- 5 While drafting my text, I think about how the reader will understand it.
- 6 I make sure I employ the language characteristics specific to the type of text I'm writing.
- 7 As needed, I use Antidote dictionaries to enrich my vocabulary.
- 8 I try to write a text that is free of errors, even when writing my first draft. If unsure, I underline the word to come back to it later.
- 9 I frequently read out loud what I've written to make sure the text flows well.

## Proofreading and correcting a text, step by step

- 1 I wait several hours or days before I revise my work.
- 2 I revise my work by reading it aloud and make the necessary corrections:
  - Purpose of writing and audience;
  - Clarity and pertinence of ideas;
  - Splitting into paragraphs;
  - Construction of adequate sentences (length, information, etc.);
  - Pertinence of connecting words;
  - Suitability of verbal tenses;
  - Thoughtful choice of vocabulary;
- 3 I double check my work by reading it slowly, and make the necessary
  - Punctuation;
  - Grammatical errors;
  - Spelling mistakes.
- 4 I finish the process by touching up the page layout, as needed (spacing, margins, etc.).
- 5 I proofread word by word by following with my finger or with a pencil on paper (or with my cursor on a computer). I can also start at the end of my work.

# Effective strategies

## BEFORE READING

- **Understand the work to be done:**
  - Why am I reading this text?
  - What are the learning objectives?
  - What task will I have to accomplish? What are the evaluation criteria?
- **Scan the text to be read:**
  - How is the text structured? What can I learn from its titles and subtitles?
  - What type of text is it? Does it contain tables, figures, or images?
- **Review what you already know:**
  - What do I already know about this subject matter, about this type of text?

## WHILE READING

- **While reading, apply the appropriate strategies to do the required work:**
  - Consult the document prepared by the Cégep de Rivière-du-Loup here:  
[https://www.cegeprdl.ca/media/4253385/guide-strategie-de-lecture\\_2019\\_8-5x11.pdf](https://www.cegeprdl.ca/media/4253385/guide-strategie-de-lecture_2019_8-5x11.pdf)

## AFTER READING

- **Verify what you've learned:**
  - Make connections between what you already know and what you've just learned. Evaluate how well you've learned, and the strategies used while reading the text.

### FOR MORE INFORMATION ABOUT READING STRATEGIES

Reading-related learning  
strategies – Université Laval

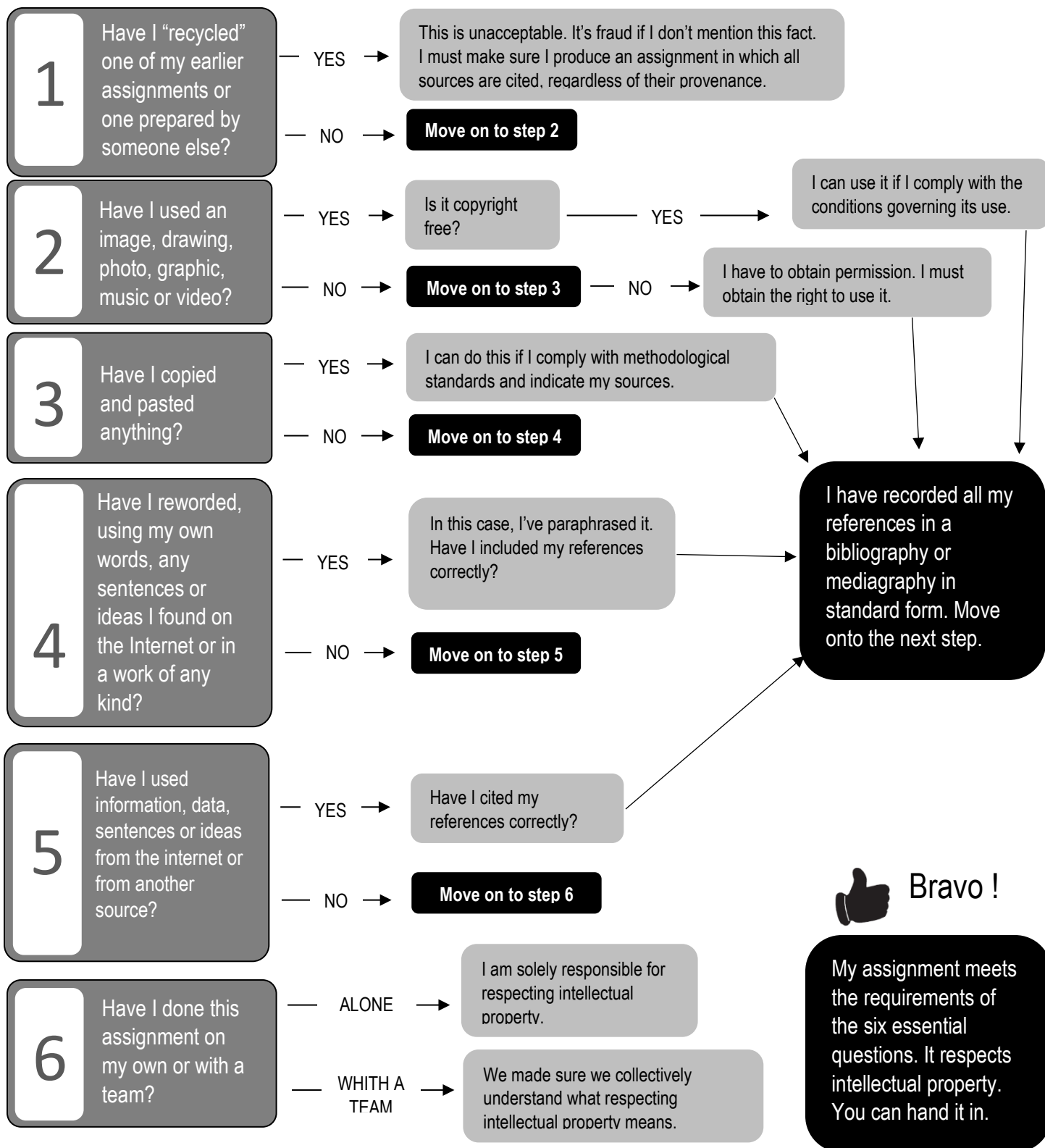
Collège Lionel-Groulx CREMA  
toolbox (see the section La  
lecture de texte)

Cégep de Rivière-du-Loup  
reading strategies (strategies,  
guide and check list)



Because reading is also something you do for fun, discover reading strategies that build on, for instance, your music and movie likes!  
<https://www.agol.ca>

# Is my assignment ready to be submitted?



The Methodology help centre of your campus is available to prepare you, among other things, for work methods and work presentation.



# PLAGIARISM QUIZ

As indicated in the I.P.E.S.A., plagiarism is punishable. To avoid consequences, it is important to know all aspects of plagiarism.

TRUE or FALSE

Plagiarism includes quoting oral statements from public presentations (e.g., films, interviews, and lectures) without mentioning sources.

True. Plagiarism is not limited to written material but includes all borrowing, including oral information.

YES or NO

Three students have a graded assignment to do as a group. They agree on who will do which section. When the teacher hands back corrected assignments, he informs these students that he found plagiarism in their work. Two of the students argue that the plagiarized excerpts are all in the section written by the third student and that they were unaware plagiarism had occurred. Can these two students be accused of plagiarism?

Yes. If any member of a team engages in plagiarism, all team members can be penalized, since each member shares responsibility for verifying the integrity of an assignment before it is handed in to the teacher.

TRUE or FALSE

The information on the Internet (writings, ideas, images, videos, etc.) is public in nature and consequently belongs to everyone. Accordingly, it is unnecessary to cite Internet sources.

False. The rules of proper referencing apply regardless of the information source. But there's more. The Copyright Act requires the permission of authors in order to use their material, in particular for images and PowerPoint presentations, whether in part or in full.

TRUE or FALSE

Handing in the same assignment in two different courses is a form of plagiarism.

True. This is in fact a case of self-plagiarism, i.e., reusing material already used in a previous course while passing it off as original or new material (in the sense that it has not been used before) even though it is actually... leftovers! With the teacher's permission, it is sometimes possible to reuse a past assignment if it is adapted and enriched to meet the requirements of a current course.

YES or NO

Guillaume has a graded individual assignment to do. He gets together with two other students in his class to prepare for this work. The three students discuss and exchange sources, texts, etc. Each one hands in an individual assignment, but all three assignments have parts that are similar, bordering on identical. Is this a case of plagiarism?

No, but Beware! Strictly speaking, this is not a case of plagiarism, since none of the students "copied off" another student's work. However, since the teacher's instructions were to hand in an individual assignment, all three students are guilty of cheating. While students may reflect on an individual assignment within a team setting, each student must produce an assignment that is a result of his or her own personal reflection. The same principle of verifying integrity also applies to academic articles with multiple authors.

TRUE or FALSE

Lea has not yet begun a course assignment that is due in one week. One of her friends, who has already taken the course, suggests that Lea use her work, word for word. Since Lea has her friend's permission, this is not a case of plagiarism.

False. The rules of proper referencing apply regardless of the information source. But there's more. The Copyright Act requires the Given that Lea is not the author of the work, passing it off as her own is an act of plagiarism, even if the author has given Lea permission to do so. The same goes for any work obtained on the Web or elsewhere.

# Time management

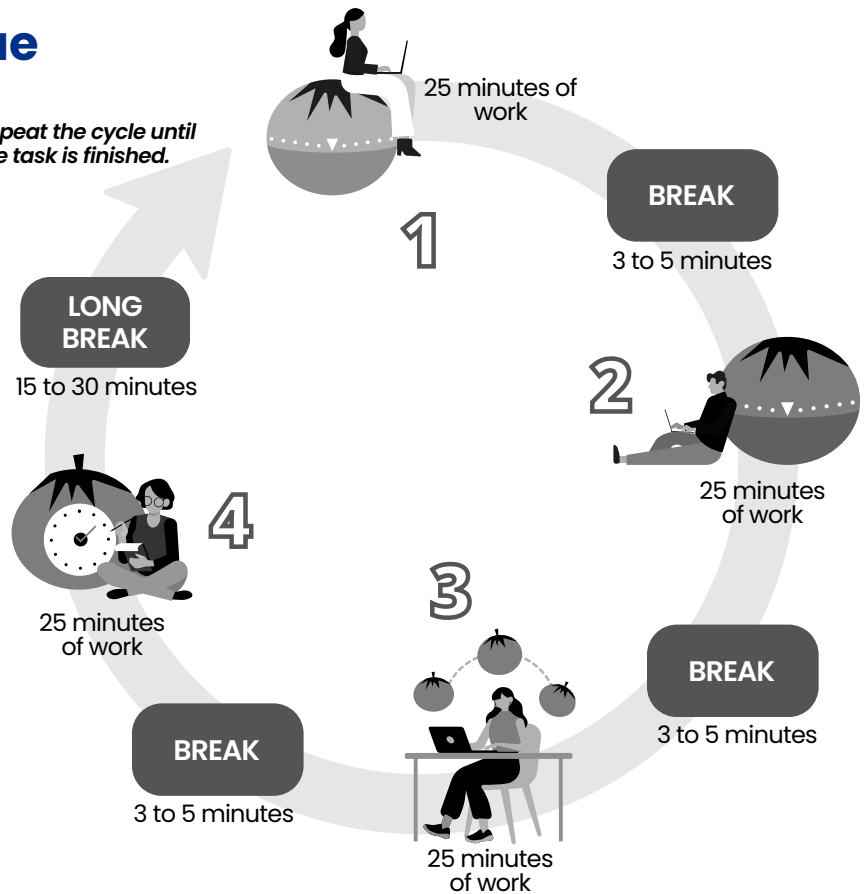
## The Pomodoro technique

- It's a 25-minute activity period.
- During this time, you must focus your attention on the activity. It's important to set aside your cell phone and any other distraction.
- The name of the technique is inspired by a timer in the shape of a tomato.

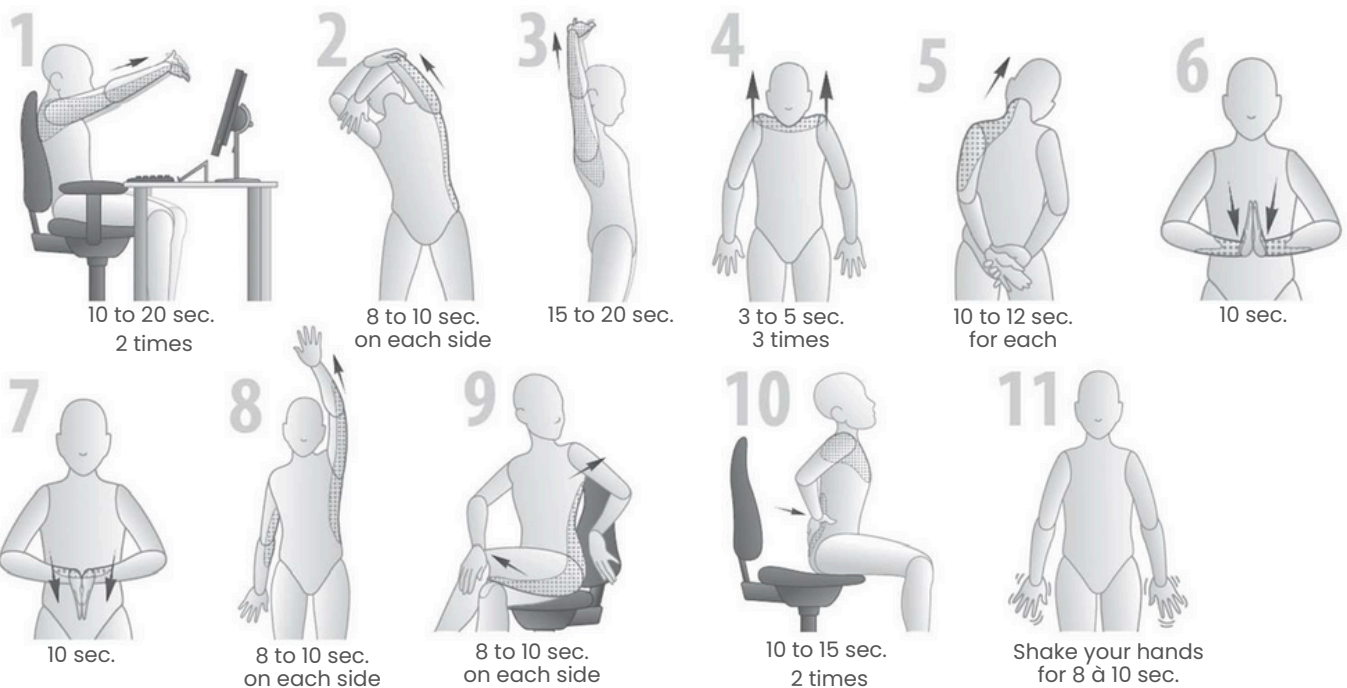
To facilitate the use of the technique, **mobile applications** exist. You just have to search with the term Pomodoro.

I can also consult the **special educator** on my campus for other tools.

Repeat the cycle until the task is finished.



## TAKE BREAKS AND STRETCH A LITTLE



# Management of stress and emotions

## Strategies for dealing with stress and anxiety

### Behavioral strategies

- I practice a sport, I walk
- I do at least one pleasant activity per week
- I draw, I craft
- I listen, I play music
- I listen to comedy series

### Cognitive strategies (thoughts)

- I identify my unrealistic thoughts:
  - Overestimating the probability of unfortunate events
  - See uncertain situations as threatening
  - Overestimating negative consequences
    - I distance myself from these thoughts
    - I differentiate between:
      - what I have control over (I make changes)
      - what I have no control over (I try to let go)



### Regulation of emotions

- I accept my emotions without judging them
- I practice informal mindfulness <sup>1</sup>
- I practice diaphragmatic breathing (from my belly)  
Applications: *RespiRelax, Bettersleep, Whitenoice, Petit bamboo*
- I look for social and family support
- I see my mistakes as opportunities to learn
- I avoid isolating myself when I am going through difficult situations.

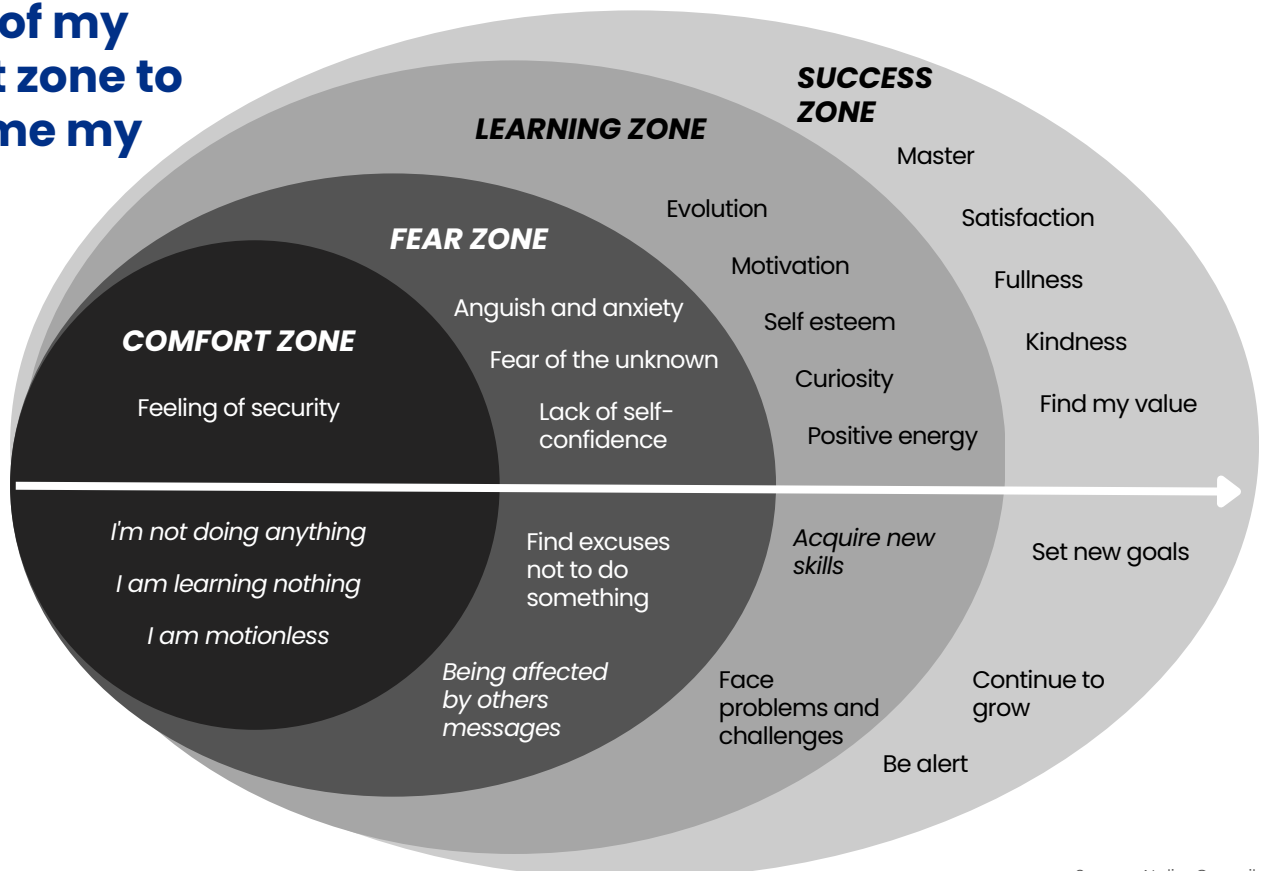
<sup>1</sup> This exercise consists of paying attention to the present moment during a daily activity (for example, walking, doing the dishes, listening to music). Practicing daily, it would have beneficial effects on reducing stress and anxiety.

### Good life habits

- Ideally, I eat 3 meals a day
- Sleep: Ideally, I sleep 7 to 11 hours a night
- I reduce my screen time
- I do physical exercise
- I organize my time, I avoid procrastinating
- I reduce my drug and alcohol consumption

Sources : Zenétudes : Vivre sainement la transition au collège (Diane Marcotte, UQAM)  
Centre d'études sur le stress humain, stresshumain.ca/  
Centre RBC d'expertise universitaire en santé mentale, sante-mentale-jeunesse.usherbrooke.ca/je-suis-un-jeune/ma-sante-mentale-cest-important/

## Get out of my comfort zone to overcome my fears



I contact the psychosocial and health services on my campus.  
(Information on page 12)

Source: Atelier Conseil,  
[atelierconseil.com/zone-de-confort/](http://atelierconseil.com/zone-de-confort/)

# Knowing the institutional policies is...

## your responsibility

### YOUR QUESTION IS ABOUT

#### **Life conditions at the Cégep**

(ex: expected behaviour, responsibilities and obligations, sanction procedures, pedagogical complaints, etc.)

#### **Rights, tuition fees and different tariffs**

(ex.: full time and part time fees, producing official documents, etc.)

**Regulations to be respected by teaching staff and students** in regard to learning evaluations, different parts of the course plan, grade revisions, possible transcript mentions, different sanctions at the end of your studies, etc.

**The measures put in place to favour the use of the French language** and improve language skills, written and oral use in all contexts, and applicable measures related to the French language, etc.

**The prevention, awareness, and education of the collegial community to combat sexual violence**, the development of a culture of consent by promoting equality between men and women and favouring respect, inclusiveness and diversity, etc.

### REFER TO

#### **By-law # 9 :**

living conditions at the Cégep de la Gaspésie et des Îles

#### **By-law # 11 and # 2 :**

Supplemental fees, contributions and fee-supported expenses

**Institutional policy on the evaluation of student achievement (or IPESA)**

**Politique de valorisation de la langue française**


**Institutional policy to fight and prevent sexual violence**

### THIS IS NOT WHAT YOU ARE LOOKING FOR?

I can consult the CEGEP's policies and regulations on the CEGEP website in Official Documents and Calendars or visit the Student Zone in the Rights and Responsibilities section for a summary of the policies, regulations and procedures.

### **The 2023–2028 Student retention, success and graduation plan**

is an element of the strategic plan adopted by the Cégep de la Gaspésie et des Îles. It seeks to foster student success and retention through a series of measures adapted to meet the needs of students. The College hopes to increase graduation rates and make the college or vocational education experience unique, rich and stimulating. To this end, the College banks on the commitment of its staff and the community by offering a range of adapted tools and by promoting the efforts of everyone involved, the ultimate goal being not only to help students attain the competencies connected to their program of study but also to gain competency in language, computer and digital skills.



Discover  
your true  
nature

# Have your volunteer activity **recognised on your transcript**

## What is this?

- Information that appears on your transcript and that is associated with your academic success;
- Official recognition of your involvement at school or in your community;
- One more element to enrich your cv.

## WHAT ACTIVITIES CAN BE RECOGNIZED?

**Scientific:** scientific or technical activities that involve research, testing or popular science and outreach;

**Political:** activities aimed at defending the rights and interests of students or other social groups, and participating in provincial, national and international social debates;

**Entrepreneurship:** activities that put the student at the heart of a business project;

**Social and community:** activities that improve the quality of life of members of a community and contribute to promoting greater civic engagement;

**Cultural and artistic:** activities that involve creating, producing, organising or exhibiting work that enriches cultural life;

**Sports:** activities involving not only student athletes, but also student coaches and student members of sports committees.

**Academic:** activities that are an extension of the student's program of study and career path;

**Sustainable development:** Commitment aimed at raising awareness of environmental issues, social and economic issues linked to sustainable development, through the development of knowledge, by promoting responsible action and commitment for the benefit of current and future generations. It recognizes learning such as leadership, organisation skills, teamwork and interpersonal communication;

**POUR INFORMATION ET ASSISTANCE DANS TA DÉMARCHE :**  
Service de la vie étudiante de ton campus

# SUSTAINABLE DEVELOPMENT GOALS

The Sustainable Development Objectives give us the roadmap to achieve a better and more sustainable future for all. They respond to the global challenges we face. The goals are interconnected, and in order to leave no one behind, it is important to achieve each of them, and each of their targets, by 2030.



**1 NO POVERTY**  
Eradicate poverty in all its forms and everywhere in the world.



**2 ZERO HUNGER**  
Reducing hunger, achieving food security, improving nutrition and promoting sustainable agriculture.



**3 GOOD HEALTH AND WELL-BEING**  
Ensuring healthy lives and promoting well-being for all at all ages.



**4 QUALITY EDUCATION**  
Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.



**5 GENDER EQUALITY**  
Achieve gender equality and empower women and girls.



**6 CLEAN WATER AND SANITATION**  
Guarantee access to water and sanitation for all and ensure sustainable management of water resources.



**7 AFFORDABLE AND CLEAN ENERGY**  
Accelerate access to affordable, reliable, sustainable and modern energy for all.



**8 DECENT WORK AND ECONOMIC GROWTH**  
Promoting sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all.



**9 INDUSTRY, INNOVATION AND INFRASTRUCTURE**  
Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation.



**10 REDUCED INEQUALITIES**  
Reducing inequalities within and between countries.



**11 SUSTAINABLE CITIES AND COMMUNITIES**  
Make cities and human settlements inclusive, safe, resilient and sustainable.



**12 RESPONSIBLE CONSUMPTION AND PRODUCTION**  
Ensure sustainable consumption and production patterns.



**13 CLIMATE ACTION**  
Take urgent action to combat climate change and its impacts.



**14 LIFE BELOW WATER**  
Conserve and sustainably use the oceans, seas, and marine resources for sustainable development.



**15 LIFE ON LAND**  
Protect, restore and promote the sustainable use of terrestrial ecosystems, sustainable management of forests, combat desertification and halt and reverse land degradation and biodiversity loss.

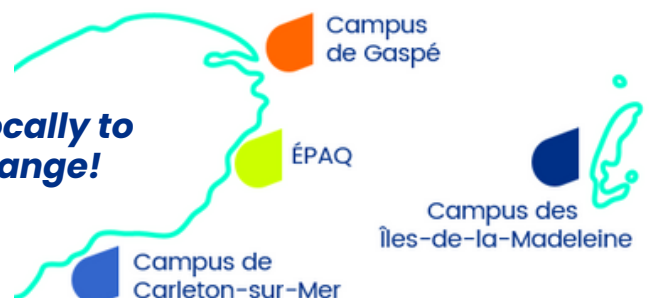


**16 PEACE, JUSTICE AND STRONG INSTITUTIONS**  
Promoting peaceful and inclusive societies for sustainable development, enabling access to justice for all and building effective, accountable and inclusive institutions at all levels.



**17 PARTNERSHIPS FOR THE GOALS**  
Strengthen the means of implementation and revitalize the global partnership for sustainable development.

**Let's act locally to initiate change!**



# zone étudiante



Cégep de la Gaspésie  
et des Îles

La référence pour ton  
parcours d'étudiante ou  
d'étudiant au Cégep de la  
Gaspésie et des Îles !



[cegepgim.ca/  
zoneetudiante](https://cegepgim.ca/zoneetudiante)



# student zone

The reference for your student  
pathway at the Cégep de la  
Gaspésie et des Îles !



[cegepgim.ca/studentzone](https://cegepgim.ca/studentzone)

# CALENDRIER DES ACTIVITÉS ÉDUCATIVES

## EDUCATIONAL ACTIVITY CALENDAR

### 2024 - 2025

#### DATES IMPORTANTES IMPORTANT DATES

##### Automne / Fall 2024

###### 19 août / August 19

Demi-journée d'inscription en avant-midi et début des cours en après-midi  
*Half-day registration in the morning and classes begin in the afternoon*

###### 26 août / August 26

Demi-journée d'accueil en après-midi  
*Welcoming activity in the afternoon*

###### 19 septembre / September 19

Date limite de désinscription  
*Deadline to cancel registration*

###### Du 14 au 18 octobre / October 14 to 18

Semaine de lecture  
*Reading week*

###### À confirmer / To be confirmed

Date limite d'abandon sans mention d'échec  
*Course withdrawal deadline without failure*

###### 18 décembre / December 18

Épreuve uniforme de langue  
*English Exit Exam (Ministerial)*

###### 20 décembre / December 20

Fin probable des examens. Cependant, les journées de reprises suivantes sont prévues au calendrier en cas de suspension de cours durant la session : **14 et 21 décembre**.

*Probable last date of exams. Make up days in the event that classes are suspended during the semester : **December 14 and 21.***

Le calendrier scolaire de la formation régulière doit comprendre 75 jours de cours et sept jours d'évaluation. Toute dérogation au calendrier scolaire devra faire l'objet d'une mesure de récupération intégrale des activités d'enseignement.

Nous vous invitons à imprimer le calendrier à jour et à le conserver dans votre agenda. Vous serez avisés en cas de modification en cours de session.

Bonne session!

Serge Rochon  
Directeur des études

*The educational calendar must include 75 days of classes and 7 days of evaluation. Any derogation from the school calendar will have to be the object of a measure of complete recovery of teaching activities.*

*We invite you to print the up-to-date calendar and keep it in your agenda. You will be notified of any modifications during the session.*

*Have a great session!*

Serge Rochon  
Academic Dean

Les calendriers scolaires à jour sont disponibles en tout temps sur le site web du Cégep :

[cegepgim.ca/documents-officiels-et-calendriers](http://cegepgim.ca/documents-officiels-et-calendriers)

*Up-to-date calendars are available at any time on the Cegp web site :*

[cegepgim.ca/en/official-documents-and-calendar](http://cegepgim.ca/en/official-documents-and-calendar)

Les calendriers de la formation professionnelle peuvent être consultés à l'adresse suivante :

[epaq.qc.ca/documents-officiels-et-calendriers](http://epaq.qc.ca/documents-officiels-et-calendriers)



#### DATES IMPORTANTES IMPORTANT DATES

##### Hiver / Winter 2025

###### 16 janvier / January 16

Demi-journée d'inscription  
*Half-day registration*

###### 20 janvier / January 20

Début des cours  
*First day of classes*

###### 14 février / February 14

Date limite de désinscription  
*Deadline to cancel registration*

###### Du 10 au 14 mars / March 10 to 14

Semaine de lecture  
*Reading week*

###### À confirmer / To be confirmed

Date limite d'abandon sans mention d'échec  
*Course withdrawal deadline without failure*

###### 14 mai / May 14

Épreuve uniforme de langue  
*English Exit Exam (Ministerial)*

###### 22 mai / May 22

Fin probable des examens. Cependant, les journées de reprises suivantes sont prévues au calendrier en cas de suspension de cours durant la session : **23, 26 et 27 mai**.

*Probable last date of exams. Make up days in the event that classes are suspended during the semester : **May 23, 26 and 27.***