

# ENGL 2111, WORLD LITERATURE I, [Term]

## Course Instructor:

[Instructor Name]  
[Institution name]  
[Institution address]  
Phone Number: (xxx) xxx-xxxx  
Fax: (xxx) xxx-xxxx  
E-mail address: xxxxxxxxxxx@xxxxx.edu

**Office hours:**  
**Xxxday, X:00 am/pm - X:00 am/pm**

During office hours, you can find me in XXX. You can also reach me during office hours at the above phone number.

**NOTICE:** Please use the internal course e-mail for general correspondence. I provide my external e-mail address for emergencies only. I cannot answer questions, accept assignments, or discuss grades via external e-mail so please use it for emergencies only.

**Response Time:** Unless you are notified otherwise, I will work to respond to all student questions and emails within 24 hours during the week and 48 hours during the weekend.

## Accessibility Services

In order to receive special accommodations, **students must provide documentation to the instructor** from the disabilities center at their affiliate institution or from the Regents Center for Learning Disorders. If you are a student who is disabled as defined under the Americans with Disabilities Act and require assistance or support services, **please notify the instructor prior to attempting any activities or assessments in this course during the first week of class.**

Also, students with disabilities or who require special testing accommodations must contact the Proctored Exam Testing Coordinator at [etesting@westga.edu](mailto:etesting@westga.edu) before scheduling a proctored exam appointment.

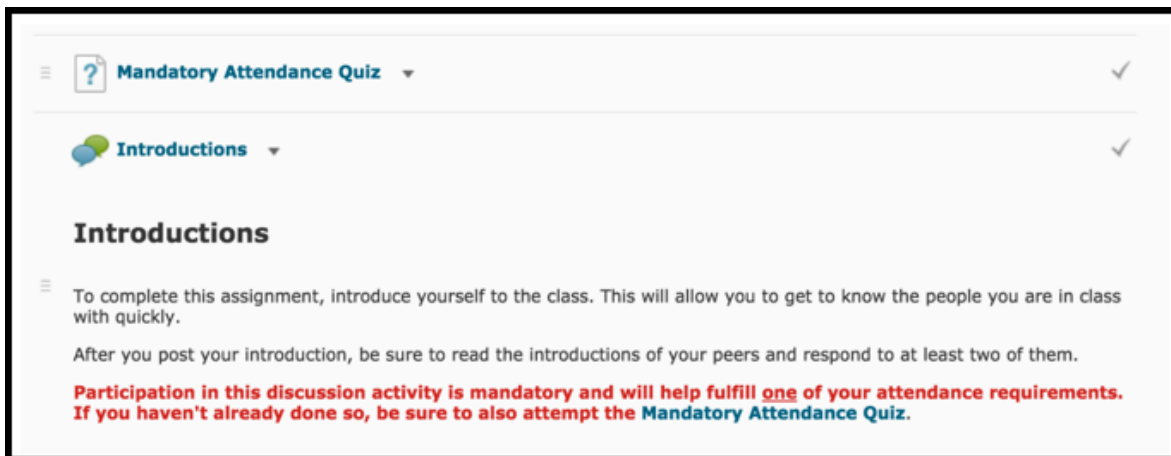
Other resources:

- <https://ecore.usg.edu/current-students/accessibility-services>
- <http://www.section508.gov>
- <http://www.w3.org/TR/WCAG/>
- <http://webaim.org/>

## Attendance Verification

**IMPORTANT-** In order to confirm your attendance and participation in this course, you must complete the Mandatory Attendance Quiz AND the Introductions discussion activity before the participation deadline. Please note that failure to complete these activities may result in you being removed from the course.

Participation dates for the term can be found in the News widget on your course homepage or at the following URL: <https://ecore.usg.edu/courses/calendar/index.php>. BOTH of these activities are required and can be found within the Course Content's Start folder.



## Course Description and Information:

English 2111, World Literature I, is a survey of important works of world literature from ancient times through the mid-seventeenth century.

### Course Credit Compliance:

This course will be delivered entirely online with the exception of the minimum of one face-to-face (FTF) proctored exam and a maximum of two FTF proctored exams. This requires the online equivalent of 2250 minutes of instruction (instruction time) and an additional 4500 minutes of supporting activities. As such, you will be required to complete the following online activities during this course (times are approximate):

Instruction Time	
Discussion Postings	700 minutes
Virtual meetings/chat or audio & video	400 minutes
Course Content Facilitation	700 minutes
Writing assignments/assessments/research/group work	300 minutes
Proctored Exam	150 minutes

It is anticipated that students will need to work independently for twice the number of minutes listed above to complete the online activities.

### Prerequisites:

- ENGL 1102 or equivalent

### Course Objectives:

After completing the eCore ENGL 2111 course, you will be able to

- Extend reading, writing, and critical thinking skills developed in ENGL 1101 and ENGL 1102.
- Develop a perspective on the variety of world cultures from ancient times through the early-modern period to understand how these cultures developed and how their ideas contributed to and still inform contemporary culture(s).
- Recognize the range of literary genres and conventions as well as the levels of sophistication of literary masterpieces coming from different cultures.


Analyze and evaluate literary works in their social, historical, and cultural context.

- Compare and contrast the characteristics of literary works emerging from various cultures and times in order to recognize common human values and beliefs.
- Investigate the effect literature as a technology has had on the history of ideas and aesthetics.
- Engage technology and media effectively in the learning process.
- Participate as an effective member of a collaborative online community.

## Course Text

eCore has explored cost-reducing options for students and currently offers an open source text for this course. The term *open* implies information or technology that is shared freely without copyright restrictions.

**The open text for this course allows students to read, download, and print the book at no cost.** The textbook is embedded by chapter in the 8 units that constitute the course, but the full version can be accessed below.

<b>Title</b>	<i>World Literature I: Beginnings to 1650</i>
<b>Editors</b>	Laura Getty, Rhonda Kelley, Kyoungnye Kwon, Doug Thomson
<b>Publisher</b>	University Press of North Georgia
<b>Edition/Year</b>	2015
<b>ISBN</b>	978-1-940771-32-8
<b>Access</b>	The reading assignments from this anthology are linked throughout each unit of the course; however, you can download the full-text by following the links below if you prefer.
	<a href="#">Part 1: The Ancient World</a> <a href="#">Part 2: The Middle Ages</a> <a href="#">Part 3: The Renaissance</a>
<b>Type (Required/Optional)</b>	REQUIRED
<b>License</b>	 Creative Commons Attribution-ShareAlike 4.0 International License
	<a href="https://creativecommons.org/licenses/by-sa/4.0/">https://creativecommons.org/licenses/by-sa/4.0/</a>

### Bookstore:

The eCore textbook listing and eCore bookstore information can be found here: <https://ecore.usg.edu/courses/textbooks.php>.

## Class Format

### Structure and Coursework

World Literature I is broken down into a Course Introduction unit and eight units. The units are further divided into Overviews and Lessons. The Overviews provide information pertinent to the unit: a general description of the literary topics covered in the unit and the reading assignments. Within each Lesson, you will find an introduction and several topics related to specific work. Lessons also include a study guide, Quiz, and Discussion topic. The study guide is designed to help you with understanding the chosen text and to help prepare you for

the unit Quiz.

The course contains 3 essay Assignments as well as a proctored mid-term exam(see below). The unit writing assignments, including the final essay exam, are essays in the 500-700 word range that cover various topics related to the readings.

For information on the dates of these Quizzes, Discussions, and Assignments, please see the course Calendar.

## Unit/Lesson Breakdown

The following Lessons are covered in this course:

- Course Introduction
- Unit 1: Creation Stories & Flood Narratives
- Unit 2: Ancient Middle East & Far East
- Unit 3: Greece
- Unit 4: Rome
- Unit 5: Medieval I
- Unit 6: Medieval II
- Unit 7: European Renaissance
- Unit 8: The Encounter of Europe with the New World

## Grading and Standards

GRADED ACTIVITY	PERCENTAGE	PROCTORED?
9 Quizzes	15%	
8 Discussions	40%	
Midterm Examination	15%	YES
3 Essays	30%	

## Proctored Exams

**A proctored experience is required for successful completion of an eCore course. In courses requiring only one proctored exam, failure to take that exam will result in a failing grade for the course regardless of average of other grades.**



Proctored exams are password protected exams taken at an approved testing center or testing service. Students are responsible for scheduling and taking their exams by the posted deadline. Students are also responsible for being aware of the conditions and policies under which the exam will be proctored and administered. Each testing center or service sets its own proctor cost.

On the Course Homepage, use the **Proctored Exam Setup Widget** to view available proctored exams for the course, register for an exam, view an exam's duration, and view the

list of allowed proctored material.

## Grade Scale

- A: 90-100%
- B: 80-89%
- C: 70-79%
- D: 60-65%
- F: 59% and below

## Grade Turnaround

All assignments and assessments will be graded within one week's time. Instructor will provide comments along with grade as necessary for feedback.

## Presentation of Written Work

The Modern Language Association (MLA) academic style is required for all written work in this course. Refer to the following online resource from Purdue OWL: [MLA Formatting and Style Guide](#). In writing your essays, you must follow these instructions:

1. Essays should be double-spaced with one-inch margins on all sides. Use a 12-point Font in Times New Roman.
2. Essays are to be written following the rules of correct grammar and spelling, both of which will be taken into consideration in the evaluation of the essay. Be sure to proofread your essays as grammar and spell checks typically do not catch words used in incorrect contexts.
3. Essays must be original and analytical and must be careful to include well-thought-out responses to the questions posed in the assignment.
4. You must give specific examples from the secondary and/or primary sources used in the development of the paper and must cite these sources following the MLA academic style guidelines.
5. If you use direct quotations, you must not only cite your source, but must also use quotation marks.

## Attendance and Participation

"Attendance" and participation are required. You will be expected to participate in ongoing Discussions of the Lesson topics and to interact with other students and your instructor regularly. It is expected that you will demonstrate a positive attitude and courtesy toward other participants in the discussion. Communication in an online environment takes special consideration. Do not use acronyms (text message abbreviations) unless they are understood by the recipient(s) of the message. Be careful what you say to someone on the discussion areas because everyone in the class will see it, and it cannot be retracted! Please be professional and abide by [netiquette](#) when talking to your classmates.

## Time Commitment

Taking an online course is not easier or faster. On the contrary, it will take as much time as taking a face-to-face class or more. As a general rule, in this course you will be expected to:

- Log in regularly to check messages from your instructor and other students.
- Check the Calendar for important due dates
- Study, read online materials, and complete all tasks for each Lesson.
- Complete all course work and assignments in the time allowed.

The amount of time it will take you to complete the work for the course will depend on many factors, which will vary with each individual. Here is a typical formula for how much time in- and outside of class you will need to spend on a college level course:

3 credit hours (1 course) = 3 hours in class per week = 6-9 hours study time per week

As your "in class" time for this course is spent online, you can see that you should spend at least 12 hours a week reading the assigned texts, reading the course lessons, and completing the graded activities. English 2111 is a literature course and, as such, is reading intense. Expect to spend considerable time each week reading. Consult with the course Calendar and your instructor to be sure you stay on schedule.

## Late Policy

Late Assignments: xxxxxxxxxxx xxxxxxxxxxxxxxxxxxx xxxxxxxxxxxxxxxxxxxxxxx

Late Quizzes: xxxxxxxxxxx xxxxxxxxxxxxxxxxxxx xxxxxxxxxxxxxxxxxxxxxxx

Late Discussions: xxxxxxxxxxx xxxxxxxxxxxxxxxxxxx xxxxxxxxxxxxxxxxxxxxxxx

Late XXXXXXXX: xxxxxxxxxxx xxxxxxxxxxxxxxxxxxx xxxxxxxxxxxxxxxxxxxxxxx

## Materials and Resources:

### Planet eCampus

Visit the Planet eCampus blog to read about eCore students, faculty, and trends in online education: <http://planetecampus.blogspot.com/>.

## Technical Requirements and Assistance

### Requirements:

Having a correctly configured computer will help ensure your success in eCore. Check the information at <http://ecore.usg.edu/prospective/techreqs.php> to be sure that your computer meets all the necessary technical requirements for hardware and software. Links to the plug-ins (special free software) that you will need are provided.

### Assistance:

For technical assistance contact the 24/hour helpline at <https://d2lhelp.view.usg.edu/> (scroll down to the Student Support area).


In addition, please contact the eCore Helpline at 678-839-5300.

## Discover an Error?

If you discover a typo, broken image, or other error in your eCore course, use the [eCore Student Change Request Form](#) to report the required change. Once the form is submitted, an eCore staff member will contact you within 48 hours.

Please note that this form is NOT for grade related or instructor related complaints. To report this type of information, please access the [Student Complaint Policy](#) page on the eCore website.

## Smarthinking Online Tutoring:

Smarthinking is an online tutoring resource for eCore students providing assistance in Mathematics (basic Math through Calculus), Chemistry, Physics, Statistics, Spanish, and Writing. For login instructions, please refer to the [Smarthinking page](#) located within Course Resources or access Smarthinking directly using the  icon from the course navigation bar.

## Accessibility Services:

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Also, **students with disabilities or who require special testing accommodations should contact the Testing Coordinator before scheduling an exam appointment.** In order to receive special accommodations, students must provide documentation from the disabilities center at their affiliate institution or from the Regents Center for Learning Disorders.

**Testing Coordinator: [etesting@westga.edu](mailto:etesting@westga.edu) / 678-839-5300**

Other resources:

<https://ecore.usg.edu/students/disability.php>

<http://www.section508.gov>

<http://www.w3.org/TR/WCAG/>

<http://webaim.org/>

## Academic Honesty

*(Acknowledgment is hereby given to Georgia State University on whose policy this is based).*

As members of the academic community, all students are expected to recognize and uphold standards of intellectual and academic integrity. The University System of Georgia assumes as a basic and minimum standard of conduct in academic matters that students be honest and that they submit for credit only the products of their own efforts. Both the ideals of scholarship and the need for fairness require that all dishonest work be rejected as a basis for academic credit. They also require that students refrain from any and all forms of dishonorable or unethical conduct related to their academic work.

In an effort to foster an environment of academic integrity and to prevent academic dishonesty, students are expected to discuss with faculty the expectations regarding course assignments and standards of conduct. In addition, students are encouraged to discuss freely with faculty, academic advisers, and other members of the academic community any questions pertaining to the provisions of this policy.

## Definitions and Examples

The examples and definitions given below are intended to clarify the standards by which academic honesty and academically honorable conduct are to be judged.

- Plagiarism
- Cheating on examinations
- Unauthorized Collaboration
- Falsification
- Multiple Submissions
- Evidence and Burden of Proof

The list is merely illustrative of the kinds of infractions that may occur, and it is not intended to be exhaustive. Moreover, the definitions and examples suggest conditions under which unacceptable behavior of the indicated types normally occurs. However, there may be unusual cases that fall outside these conditions that also will be judged unacceptable by the academic community.

## **Plagiarism**

**(NOTE: Plagiarism detection systems are often used by eCore faculty members. For example, see the following site: [http://turnitin.com/en\\_us/training/student-training](http://turnitin.com/en_us/training/student-training). Faculty are also advised to report violations to the eCore Administrative offices for investigation.)**

Plagiarism is presenting another person's work as one's own. Plagiarism includes any paraphrasing or summarizing of the works of another person without acknowledgment, including the submitting of another student's work as one's own. Plagiarism frequently involves a failure to acknowledge in the text, notes, or footnotes the quotation of the paragraphs, sentences, or even a few phrases written or spoken by someone else.

The submission of research or completed papers or projects by someone else is plagiarism, as is the unacknowledged use of research sources gathered by someone else when that use is specifically forbidden by the instructor. Failure to indicate the extent and nature of one's reliance on other sources is also a form of plagiarism.

Finally, there may be forms of plagiarism that are unique to an individual discipline or course, examples of which should be provided in advance by the instructor. The student is responsible for understanding the legitimate use of sources, the appropriate ways of acknowledging academic, scholarly, or creative indebtedness, and the consequences of violating this responsibility.

## **Cheating on Examinations**

Cheating on examinations involves giving or receiving unauthorized help before, during, or after an examination. Examples of unauthorized help include the use of notes, texts, "crib sheets," websites, electronic documents or notes, and computer programs during an examination (unless specifically approved by the instructor), or sharing information with another student during an examination (unless specifically approved by the instructor). Other examples include intentionally allowing another student to view one's own examination and forbidden collaboration before or after an examination.

## **Unauthorized Collaboration**

Submission for academic credit of a work product, developed in substantial collaboration with other person or source but represented as one's own effort, is unauthorized. Seeking and providing such assistance is a violation of academic honesty. However collaborative work specifically authorized by an instructor is allowed.

## **Falsification**

It is a violation of academic honesty to misrepresent material or fabricate information in an academic exercise, assignment or proceeding. Some examples of falsification are:

- false or misleading citation of sources
- the falsification of the results of experiments or of computer data
- false or misleading information in an academic context in order to gain an unfair advantage.

## **Multiple Submissions**

It is a violation of academic honesty to submit substantial portions of the same work for credit more than once without the explicit consent of the instructor(s) to whom the material is submitted for additional credit. In cases in which there is a natural development of research or knowledge in a sequence of courses, use of prior work may be desirable, or required. However, the student is responsible for indicating in

writing, that the current work submitted for credit is cumulative in nature.

## **Evidence and Burden of Proof**

In determining whether or not academic dishonesty has occurred, guilt must be proven by a preponderance of the evidence. This means that if the evidence that academic dishonesty occurred produces a stronger impression and is more convincing compared to opposing evidence, then academic dishonesty has been proven. In other words, the evidence does not have to be enough to free the mind from a reasonable doubt but must be sufficient to incline a reasonable and impartial mind to one side of the issue rather than to the other. Evidence, as used in this statement, can be any observation, admission, statement, or document that would either directly or circumstantially indicate that academic dishonesty has occurred. Electronic means may be used to monitor student work for the inappropriate use of the work of others.

Consult your eCore Student Guide at <https://ecore.usg.edu/current-students/student-guide/policies-and-procedures#student-academic-dishonesty-procedures> for further details on the eCore Academic Honesty Policy.

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