ENGL 2112 - World Literature II, [Term]

Course Instructor:

[Instructor Name]
[Institution name]
[Institution address]
Phone Number: (xxx) xxx-xxxx
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E-mail address:
xxxxxxxxxx@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 within48 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 Testing Coordinator at etesting@westga.edu before scheduling an 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:

World Literature II is a survey of important works of world literature from the mid-seventeenth century to the present.

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	550 minutes
Writing assignments	300 minutes
Proctored Exam(s)	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 – English Composition II

Course Objectives:

Upon completion of this course, you will be able to:

- Demonstrate the ability to compare, contrast and understand diverse literary texts, authors, and genres
- Analyze themes and ideas pertinent to World Literature from the mid-seventeenth century to the present
- Comprehend how historical or literary movements shape our understanding of literature

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 readings for this course are embedded within the 8 units that constitute this course.

Materials and Resources:

Planet eCore

Visit the Planet eCore blog to read about eCore students, faculty, and trends in online education: http://planetecore.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.

Grading and Standards

Grade Breakdown

GRADED ACTIVITY	WEIGHT	PROCTORED?	BRIEF DESCRIPTION
Participation & Discussions	35%		The quality of participation will be judged according to the criteria established in the discussion guidelines. You are expected to participate in all required guided and group discussions and meet all minimum requirements.
Writing Assignments (x2)	30% (15% each)		Throughout this course, you will complete two writing assignments. Refer to the Assignment tool for additional information regarding these writing assignments.
Proctored Midterm Exam	15%	YES	A minimum of one proctored exam is *required* for successful completion of this course. Please be on the lookout for detailed information from your instructor regarding this exam.
Final Researched Essay	20%		You will be required to write a 1500 - 2000 word researched essay on the various readings and concepts covered throughout this course. Refer to the Assignment tool for additional information regarding this writing assignment and contact your instructor with any questions.

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

Grades are based on student performance and capability. Simply turning in all the assignments does not guarantee that the student will receive a "good grade." To receive a higher grade, a student must demonstrate proficiency in the material. For different students, gaining that proficiency requires different levels of work, because not all students walk into the class with the same aptitude for the course content. The standards for the respective grades are as follows:

A: 90-100%
B: 80-89%
C: 70-79%
D: 60-69%
F: 0-59%

Expectations and Standards

A – To achieve this grade the student must display superior performance in his/her course work. This includes demonstrating the ability to process and comprehend complex ideas, and to be able to convey those ideas to others in a clear, intelligent manner. An "A" student will go beyond simple requirements and seek to excel in his/her preparation for and presentation of assigned work. He/she will demonstrate excellence in communication skills and the ability to contextualize material.

B – To achieve this grade the student needs to display above average performance in his/her course work, including demonstrating the ability to process and comprehend complex ideas, while being able to convey those ideas in a clear, intelligent manner. A "B" student will also go beyond minimum requirements in terms of preparation and presentation of assigned work. He/she will demonstrate above average communication skills and ability to contextualize material.

C – For this grade the student must meet the minimum requirements for the course, displaying adequate performance in his/her course work, and adequately demonstrate the ability to comprehend complex ideas, while also being able to convey those ideas in a like manner. A "C" student demonstrates competence in terms of preparation and presentation of assigned work. He/she will demonstrate adequate communication skills and ability to contextualize materials.

D – A student receiving this grade is performing below the minimum requirements for the course. This could include failure to complete or turn in assignments on a timely basis, or failure to adequately demonstrate the ability to comprehend or convey complex ideas. A "D" student performs below the average in terms of preparation and presentation of assigned work. He/she may not be demonstrating adequate communication skills or ability to contextualize materials.

F – A student receiving this grade has failed to meet the requirements of the course, including failure to complete or turn in assignments, or failure to demonstrate the ability to comprehend or convey complex ideas. An "F" student has not performed in a manner satisfactory to the standards of the class.

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.

Late Policy

Late Assignments: xxxxxxxxxx xxxxxxxxxxxxxx xxxxxxxxxxxxxxxxxxxx

Late Quizzes: xxxxxxxxxx xxxxxxxxxxxxxx xxxxxxxxxxxxxxxxx

Late Discussions: xxxxxxxxxx xxxxxxxxxxxxxx xxxxxxxxxxxxxxxxxxxx

Late Xxxxxxxx: xxxxxxxxxx xxxxxxxxxxxxxx xxxxxxxxxxxxxxxxxxxx

Lesson/Unit Breakdown

The following units are covered in this course:

- UNIT 1 - Introduction
- UNIT 2 - Analyzing Literary Genres and History
- UNIT 3 - Literature of the Later Early Modern Period
- UNIT 4 - Literature of the Enlightenment
- UNIT 5 - Colonialism and Expansionism Literature
- UNIT 6 - Literature of the Industrial Revolution
- UNIT 7 - Modernism and Post-War Literature
- UNIT 8 - Postmodern and Postcolonial Literature

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. 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.