

Listen

HIST 1111, World History 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 via the XXXX. 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 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/>
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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.

The screenshot shows a course interface with a navigation menu on the left containing 'Mandatory Attendance Quiz' and 'Introductions'. The main content area is titled 'Introductions' and contains the following text:

To complete this assignment, introduce yourself to the class. This will allow you to get to know the people you are in class with quickly.

After you post your introduction, be sure to read the introductions of your peers and respond to at least two of them.

Participation in this discussion activity is mandatory and will help fulfill one of your attendance requirements. If you haven't already done so, be sure to also attempt the Mandatory Attendance Quiz.

Course Description:

This course includes a survey of world history to early modern times. Students in this course will be expected to participate frequently in class discussions, take 9 unit quizzes, and proctored midterm and final exams.

This course is an online course using GoVIEW (Desire2Learn) as the delivery platform. You are not required to attend class face to face. The course runs the length of a semester. It is not a self-paced or an independent study course. The instructor will establish the pacing of the course and will inform you of due dates for assignments, discussion activities, and quizzes.

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:

- None

Course Objectives:

In this course students will:

- Explain the importance of geography and how geography can impact historical events, issues, and processes.
- Read, interpret and effectively use maps, including the interactive maps in this course, to answer historical questions.
- Identify and evaluate the important historical political, cultural, social and economic movements, historical figures, and events that characterize the development of the great world civilizations from antiquity through the 1500 C.E.
- Explain the ways in which history is both an art and a science.
- Analyze various interpretations of world historical events, figures, and issues and explain the ways and the reasons why these interpretations have changed over time.
- Demonstrate an awareness of the relationship of events across cultures, and chronologically order historical events both in the context of the culture in which they occurred as well as in the context of global civilizations.
- Write well-developed and logically organized analytical essays.
- Demonstrate critical thinking skills in reading and writing assignments, including the ability to analyze, synthesize, and interpret primary and secondary sources.
- Distinguish between primary and secondary sources, and analyze at least five major issues using appropriate sources and historical methodology.
- Identify at least three other types of resources besides written records that historians may use to study the past and explain their use to enlighten historical questions using at least three different issues.
- Identify the major historiographical issues associated with the significant time periods, cultures, figures, and events from antiquity through 1500 C.E.
- Identify the major centers of world civilization and their most important characteristics in Europe, the Near and Far East, Africa and the Americas from antiquity through 1500 C.E.
- Identify, using at least three examples, the ways in which world civilizations and cultures interacted with and influenced one and another from antiquity through 1500 C.E.

Course Texts

Title	<i>World History: Cultures, States, and Societies to 1500</i>
Authors	Eugene Berger, George L. Israel, Charlotte Miller, Brian Parkinson, Andrew Reeves, Nadejda Williams
Publisher	University Press of North Georgia
Edition/Year	2016
ISBN	978-1-940771-10-6
Type (Required/Optional)	REQUIRED
Access	This book is embedded by chapter in the course content. You can also access the full-text version by clicking here .

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 Smarthinking icon from the course navigation bar.

Grading and Standards

Grade Breakdown

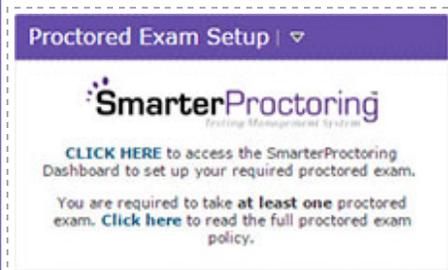
GRADED ACTIVITY	WEIGHT	PROCTORED?	BRIEF DESCRIPTION
Participation/Discussions	30%		The quality of participation will be judged according to the criteria established in the discussion guidelines. You are expected to participate in all required guided and group discussions. xxxx
Quizzes	30%		There are 9 unit quizzes in the course.
Essays and Short Answer Assignments	10%		There are several possible essay assignments available. The instructor will choose which essay assignments you will need to complete. The instructor will post any additional instructions needed for these assignments. Refer to the

Guidelines for Writing Essays portion of the syllabus for more information.

Midterm Exam	15%	Yes	xxxxxx
Final Exam	15%	No	xxxxxx

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%

The Grade of "I" (Incomplete): The grade of "I" is given only to students whose completed coursework has been qualitatively satisfactory but who have been unable to complete all course requirements because of illness or other extenuating circumstances. The instructor retains the right to make the final decision on granting a student's request for an "I".

Grade Turnaround

All assignments and assessments will be graded within one week of the assignment due date. Instructor will provide comments along with grade as necessary for feedback. All emails will be answered within 24 hours (emails will be answered within 48 hours during the weekend).

Guidelines for Writing your Essay

Please use the following guidelines for writing your essays:

1. Essays should be typed in 12-point font. Please use a simple, clean font such as Times New Roman or Palatino. Use 1" inch margins on all sides. Refer to the individual assignment directions (in the Dropbox tool) to determine the minimum length for each essay. The length may vary for each assignment.
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. Make sure to address ALL parts of the question.
 - **Introduction** which does ALL of the following: states the purpose of the essay; frames the era by providing pertinent dates for the subject; provides a solid historical background moving from general statements about the subject to increasingly more specific ones; introduces the author of the document by providing some specific information important for better understanding why the author wrote what he or she did.
 - A **thesis** which specifically explains how the primary and/or secondary sources (as directed by the instructor) reflects the issues and developments of the historical period when it was produced.
 - A **body of evidence**, this is the main part of your essay and it is where you defend your thesis by referring to several major aspects of the primary and/or secondary sources, explaining how they reflect the concerns and issues of author in the context of the period when it was written. You rely on direct analysis of the primary and/or secondary source material to back up your assertions.
 - A **conclusive summary** that briefly reiterates your main points, but more important, suggests how the primary and/or secondary source points to later historical developments. How might it be a bridge to a later time in Greek history--do not just jump to the present and make a superficial remark about how everyone was better.
4. You must cite your sources in text and provide a complete **bibliography** at the end. REMEMBER: Any information or idea that is not your own MUST BE CITED.
 - 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 style, the University of Chicago Press's *Chicago Manual of Style* or Kate L. Turabian's *A Manual for Writers of Term Papers, Theses, and Dissertations*. Refer to the online resources [Guide to the MLA Style](#) or [Turabian and Chicago Styles Citations](#). Your instructor will specify the preferred style. You should use footnotes or endnotes and provide a full bibliography at the end of your paper.
 - If you use direct quotations, you must not only cite your source, but must also use quotation marks. Example: Columbus explains that the weapons of the natives he encountered in the islands of the Caribbean were unsophisticated, and that their javelin, a much-used weapon, was "no more than sticks" joined together.

Please include the text and bibliography in one paper--not separate documents.

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 and observe good discussion netiquette. Be sure to read and observe the following procedures:

- You are a guest in the Instructor's classroom, so be sure to observe the class rules.
- Practice manners and civility, and be polite and respectful of your Instructor and classmates in all your communication.
- Respect your Instructor, and be on time in your work submissions.
- Keep your Instructor informed of your status.
- Address your Instructor as Professor or Doctor.
- Use correct grammar and punctuation in all your communication ('Dear Professor xxx' not 'Hey').
- Accept your Instructor's feedback and learn from it.

Lack of participation in weekly online discussions is considered an absence, even if you are logged into the course. If, for any reason, you are unable to participate by the due dates listed in the course calendar, it is your responsibility to inform your instructor.

To help you know what is expected of you for participation and how your participation will be graded, be sure to read the participation grading guidelines below.

Criteria	Superior (A) 5 points	Good (B) 4 points	Acceptable (C) 3 points	Needs Improvement (D) 2 points	Failing (F) 1 point	Not Submitted/Not Qualified 0 points
Learning Outcome	Comments demonstrate mastery of the objective and critical understanding of the topic	Comments demonstrate above average understanding of the objective and a good understanding of the topic	Comments demonstrate moderate understanding of the objective and an average level of thought about the topic	Comments show that student had only partial understanding of the objective, or student demonstrates a lack of thought or consideration of the issue	Shows obvious lack of effort or comprehension	N/A
Specificity/Originality	Comments are highly specific, well-supported and show original thought, thereby promoting additional discussion	Comments are specific, mostly well-supported and show original thought or ideas that further the discussion	Comments are general, somewhat well-supported, and bring some new ideas into the discussion	Comments are vague, unsupported, and generally restate what others have already said within the discussion	Comments are irrelevant or off-topic	N/A
Participation	Posting meets deadlines, and participation demonstrates a high level of engagement	Posting meets deadlines, and participation demonstrates a high level of engagement	Posting is on time, and participation meets minimum levels required	Timeliness of posting and/or participation are inadequate	Posting is late, and student failed to contribute to the discussion	N/A
Focus	Comments make vividly clear references to readings or other relevant sources	Comments make some reference to readings or other relevant sources	Comments make vague reference to readings or other relevant sources	Comments make no reference to readings or other relevant sources	Comments make no reference to readings, and strongly suggest that reading	N/A

assignments
have not been
completed

Use of Language	Writing is well-organized, unified, and error-free	Writing is mostly organized and unified, with few errors	Writing is somewhat organized and unified, with some errors	Writing is poorly organized and unified, with many errors	Writing is not organized or unified; errors impair communication	N/A
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Note: Comments must meet deadlines in order to qualify for an "A" or "B."

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 ability to comprehend or convey complex ideas. An "F" student has not performed in a manner satisfactory to the standards of the class.

Maps and Chronology

Place and time are important in the study of history. As you immerse yourselves in the lives and thoughts of the historical persons who serve as your "guides" in this class, you need to know who their contemporaries were, what the boundaries of their worlds looked like, what the art, science, and music of their times were. Maps and chronology provide the firm foundation for historical understanding. Don't slight these tools. Use them with a purpose.

Late Policy

Late Assignments: xxxxxxxxxxx xxxxxxxxxxxxxxxxxxx xxxxxxxxxxxxxxxxxxxxxxx

Late Quizzes: xxxxxxxxxxx xxxxxxxxxxxxxxxxxxx xxxxxxxxxxxxxxxxxxxxxxxxxxx

Late Discussions: xxxxxxxxxxx xxxxxxxxxxxxxxxxxxx xxxxxxxxxxxxxxxxxxxxxxxxxxx

Late XXXXXXXX: xxxxxxxxxxx xxxxxxxxxxxxxxxxxxx xxxxxxxxxxxxxxxxxxxxxxxxxxx

Lesson/Unit Breakdown

The following lessons are covered in this course.

UNIT	TOPIC
	Course Introduction
1	Prehistory & Early Civilizations
2	India
3	China & East Asia
4	The Greek World
5	The Roman World
6	Western Europe, Byzantium, and Islam circa 500-1000 CE
7	Africa
8	The Americas
9	Central Asia and Western Europe & Byzantium circa 1000-1500 CE

Academic Honesty

(Acknowledgement 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.