

ENGL 2111: World Literature I (online)
Summer 2014

Read in order to live. ~ Gustave Flaubert

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Meeting time and Credit Hours: ONLINE 3 credit hour course Prerequisite: ENGL 1102 (must have earned a C or higher)	Office and Office Hours: Early County Center—Room 159 TR: 4:00 - 6:10 p.m.; 7:30 - 7:45 p.m. W: 10:00 a.m. - 1:30 p.m., 2:55 - 4:20 p.m., 5:45 - 6:00 p.m.

Welcome to World Literature I! In ENGL 2111: World Literature I, you will gain knowledge of and an appreciation for philosophy, literary forms, and representative works of three major periods: the Ancient World, the Medieval Era, and the Renaissance.

Learning Outcomes:

- Interpret and analyze literature critically.
- Demonstrate close reading techniques
- Apply the techniques and skills of research, integration of source material, and documentation.
- Identify and evaluate themselves as participants in a particular culture and analyze the effects of culture on their experiences and values.
- Identify and evaluate the historical, cultural, and social contexts of world literature up to the mid-seventeenth century.
- Identify and interpret important themes and ideas across cultures, genres, and movements in world literature up to the mid-seventeenth century.
- Compare and contrast the meanings of major texts in world literature up to the mid-seventeenth century.
- Compare and contrast the significance or influence of major texts in world literature up to the mid-seventeenth century.

Required Materials

- Damrosch, David and David L. Pike, eds. *The Longman Anthology of World Literature*, Vols. A, B, and C. 2nd edition. New York: Pearson/Longman, 2009.
 - You **must** have these books by the end of the first week of class—without your individual purchase of these texts you will not be able to gain access to a key portion of learning for this class and will not be successful.
- Access to GeorgiaVIEW (GaV)
 - Most assignments are due by 11:59 p.m. on Thursdays; however, discussion posts (not replies) and some other written assignments will be due by 11:59 p.m. on Mondays.
 - GaV Email
 - I will use the email program in GaV to communicate with you, and you should use this tool to communicate with me. Do not contact me using your Bainbridge

Syllabus and Daily Schedule are subject to change

College (or any other) email account for the duration of this course unless it is an emergency.

- You must check your GaV email on a daily basis.
- I check email at least twice a day, and students should expect a reply within 24 hours Monday-Friday. If you email me after 5:00 p.m., I may not get it until the next morning. On weekends, you should expect a reply between 24-48 hours.
- Access to a reliable word processor (all work must be saved as .doc or .docx files)
 - You will receive one notice when your work is not attached as a .doc or .docx file. After this notice, you will have 48 hours to resubmit the work using the correct file extension. If, after your first notice/revised attempt, you submit work improperly, you will not be given the opportunity to resubmit it. It is important that you make sure your work is attached as a .doc or .docx file before submitting it.
 - When writing Word documents for any class, students should back up their work by either emailing a copy of all assignments to themselves or using an online storage system (Dropbox, SkyDrive, etc.). If you have questions re: online storage options, please contact me.
 - Ultimately, whatever method you choose, it is your responsibility to have a copy of your paper saved somewhere. You should have all of your work backed up in two separate places.

Respect: In our class discussions, in our readings, and in our writing throughout the semester, we will most likely be exploring sensitive topics and examining ideas from different perspectives. One of the goals of a university is to challenge us all to think again about all that we know (and all that we do not know). We will all be responsible for maintaining an environment that encourages civil interaction. We will be sensitive to what we say and do, how we act, how our words and actions have consequences, and how our words and actions affect others. We will avoid all sexist, racist, and heterosexist language. We will expect that there are many differences among us, and that conflict among us is therefore inevitable and a ground for learning.

Attendance and Tardiness: Because this course is a writing course, including online discussions, activities, and group work, regular attendance is required and expected. We all learn from each other, and when one voice is absent, it could cause other voices to be absent as well.

In order to be counted as present the first week of classes, you have to complete all work listed in the first module, “Introduction to the Course,” on GaV by 11:59 p.m. Saturday, August 23 (Note: GeorgiaVIEW will be unavailable from 10 p.m. Friday, August 22 until 7 a.m. Saturday, August 23). If you do not complete the work by this date and time, you will be reported and dropped for nonattendance.

After the first week of classes, in order to be counted as present in this class, you have to post to the weekly discussion board. If you fail to post to the weekly discussion board, it will count as being absent from the course. If you fail to post to the weekly discussion board for more than two weeks, consecutive or not, you will be withdrawn from the course. Withdrawal after midterm and before October 24 will result in an automatic “WF” unless a “W” is approved by the instructor and the vice president for Academic Affairs for a non-academic hardship. After October 24, you will receive an F for the course. If you know that you are going to miss a week’s assignments, I encourage you to contact me prior to your absence.

This syllabus and daily schedule are intended to provide structure for the semester and will be followed as closely as possible; however, the professor reserves the right to make changes as course needs arise.

Late work: Unless otherwise noted, all assignments are due to the Dropbox by the date and time listed on the daily schedule unless you have contacted me 6 hours before an assignment due date, and I have allowed an extension. If I allow an extension, I will open the Dropbox back up for you for a limited time, so be sure you are checking your email to get your new due date information. I will only grade work that has been properly submitted to the Dropbox.

You can turn in essays late; however, if you do this, there will be one letter grade deduction for every day, including weekends, the essay is late. Upon the sixth day an essay is late, it will receive an F. To avoid the letter grade deduction, you must email me 6 hours before the essay's due date.

While I do understand that life happens, please know that I will not give multiple extensions, so be sure to turn in your work well before the due date.

Weekly Overview Sections: Important course information – discussion board prompts, reading and writing assignments, handouts, supplementary material, among others – are included in the weekly overview section. These sections are always titled Overview - Week #. You are responsible for reading these sections and clicking on the various links included in the weekly overview section.

While completing work in this course, it may be helpful to print the weekly overview section or to open it in a new window (right-click and “open in a new tab” or “open in a new window”).

“Books are the carriers of civilization. Without books, history is silent, literature dumb, science crippled, thought and speculation at a standstill. They are engines of change, windows on the world, lighthouses erected in the sea of time.” ~ Barbara Tuchman (American historian and author)

Writing:

- **Responses:** For many reading assignments, you will complete a response. This response might be a reading response (a 350 word response that makes an argument about a reading), a “Three Themes and a Thesis,” a Reading Comprehension, or a Passage Analysis response.

For reading responses, you will choose the focus of your entry most of the time, but each entry will need to be argument-driven and use textual evidence to support your response. See “Reading Response handout” under “Course Resources” in GeorgiaVIEW. Please refer to the “Rubric - Reading Response” under “Course Resources” for information regarding how these assignments will be graded.

When a reading response is not assigned, you will either complete a “Three Themes and a Thesis,” Reading Comprehension, or Passage Analysis. For the Three Themes and a Thesis assignment, you will be asked to come up with three interesting themes and then create an analytical thesis out of one of these themes. These must reflect an understanding of the material and a narrowly focused “point of entry” for analysis. See “Three Themes and a Thesis handout” under “Course Resources” in GeorgiaVIEW. Please refer to the “Rubric - Three Themes and a Thesis” under “Course Resources” for information regarding how these assignments will be graded.

For the other two types of responses, Reading Comprehension and Passage Analysis, details will be included in the weeks they are assigned. Generally, these assignments ask you to show that

you understand a passage in context, and, for Passage Analysis assignments, that you can analyze a particular passage for a particular topic or theme. Please refer to the “Rubric - Reading Comprehension” and “Passage Analysis” under “Course Resources” for information regarding how these assignments will be graded.

- **Reading Discussions:** You will often be asked to participate in discussions. Sometimes, I will direct the content of the discussion posts, and sometimes you will get to choose the content of your post. While your discussion posts might incorporate some aspect of the response or threads and thesis due for that week of class, your post should include some new material, so that your post is not an exact copy of the content in your response or threads and thesis.

When you participate, you are expected to post a short, thoughtful response to the discussion topic; your posts should always be 75-150 words each and should help to advance the discussion; this means posts should move beyond summaries and replies should ask questions or expand upon the author’s original post. Replies can be a little shorter, 25-50 words, and they should engage your peers in a discussion of the texts. Generally, you want to keep each post and reply to one or two short paragraphs.

All posts are due by 11:59 p.m. on Mondays, and replies to two students are due by 11:59 p.m. on Thursdays.

I read all of your posts and replies, but I am not always able to reply to every original post. Each week, I will try to respond to ten or more original posts. If there are ever weeks where I am not able to do this, I will reply to your post when I grade it.

Your grade for discussion posts will be based on the following: 1) You posted and replied the required amount of times by the due dates/times, 2) your post addresses the prompt completely and your replies engage peers in a conversation about the text, and 3) you read the majority of the posts. In other words, to get an A for a discussion post, you need to post once and reply twice; your post must address the prompt completely and your replies must engage your peers, and you need to read more than half of all posts (including replies). Please refer to the “Rubric - Reading Discussions” under “Course Resources” for information regarding how this assignment will be graded.

- **Literary Analysis Essays:** You will write two literary analysis essays this semester. I will provide prompts for the essays; at least one of the essays you write this semester must include the use of secondary sources.

Please refer to the “Rubric - Literary Analysis Essays” under “Course Resources” for information regarding how these assignments will be graded.

- **Feedback Discussion:** Writing is a process, and part of that process is revision. Because of this, for each literary analysis essay, half of the class will sign-up to share their drafts (each student will be required to share at least one draft throughout the semester). After signing up, the students will post the draft to the “Feedback Discussion Board.” I will then provide comments on the drafts. All students in the class will be responsible for reading the drafts and my feedback, and then, each student will post to the “Feedback Discussion Board” how the

feedback helped them to revise their drafts, and they will attach at least one paragraph that has been revised, and explain the revisions that were made.

Participation on the Feedback Discussion Board will be graded and the grade will be averaged into the Discussion Post and Replies grade. To receive full credit, students must post how the feedback on the students' drafts helped them to revise their essay, what they did to revise the essay, and they must attach at least one paragraph that has been revised.

- **Peer Review:** It is important in this class to share our ideas with others; therefore, for every literary analysis essay you write, you will complete a peer review memo. You will be required to use Word's comment feature to leave specific feedback (following questions listed on the Peer Review Focus Sheet) on your partners' papers. To receive full credit for peer review, you will need to attach your partner's draft, with your comments, to the discussion board as well as the appropriate dropbox.

There will be specific due dates listed on the schedule; if you do not submit your initial Peer Review Draft (Draft 2) by the due date, you forfeit your right to have your paper reviewed; however, you are still responsible for reviewing your partners' papers.

Your peer review memos will receive a letter grade. Please refer to the "Rubric - Peer Review Memos" under "Course Resources" for information regarding how these assignments will be graded.

Grades: When figuring your overall grade, I will use the following formula:

- Responses 25%
- Discussion Posts and Replies (includes Feedback Discussion Board and Peer Review discussions) 20%
- Literary Analysis 1 20%
- Literary Analysis 2 25%
- Midterm Exam and Final Exam 10%

For work in the course, you will earn a letter grade that corresponds to the following grading scale:

A= 95	B+ = 88	C+ = 78	D+ = 68	F = 59 and below
A- = 93	B = 85	C = 75	D = 65	
	B- = 83	C- = 73	D- = 63	

For final grades, you will earn a letter grade that corresponds to the following grading scale:

A= 90 or higher	B = 80 or higher	C = 70 or higher	D = 60 or higher	F = 59 and below
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Description of Grading System: Well-written essays enable a reader to understand the writer's intended meaning. Effective writing is **focused** on the topic, has an **organizational** pattern that enables the reader to follow the flow of ideas, contains **supporting** ideas developed through the

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use of details, examples, and vivid language, includes a variety of sentence structures, and follows the **conventions** of punctuation, capitalization, spelling, and standard English.

FOCUS refers to how clearly the essay presents the main idea, theme, or unifying point.

ORGANIZATION refers to the structure or development of the thesis. Transitions help with organization by connecting one point to another or by relating supporting ideas to the main idea.

SUPPORT refers to the quality of details used to explain, clarify, or define. The quality of support depends on the writer's choice of words and the specificity, depth, and thoroughness of the writer's ideas.

CONVENTIONS refer to punctuation, capitalization, spelling, and sentence structure.

Conferences: Please feel free to schedule appointments (or phone calls or online chats) to meet with me to discuss any issues you are having with the class. I am more than happy to help with brainstorming, reading drafts, discussing readings, etc. Be sure when you schedule an appointment that is not during my office hours that you let me know 24 hours in advance. If you want me to look at your work online, you must email me, attach your work, and ask no more than three specific questions in the body of your email. After I have answered your initial questions, you must schedule an appointment to meet or chat (via GaV or phone) with me to discuss your work further.

Withdrawing from the Course: Midterm (October 14) is the last day to drop a course without penalty.

Academic Dishonesty: Bainbridge College has a license agreement with Turnitin.com, a service that helps prevent plagiarism by comparing student papers with Turnitin's database and Internet sources. Students who take this course agree that all required writing may be submitted to Turnitin.com. While student privacy is protected, work submitted to Turnitin does become source documents in Turnitin's reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin service is subject to the Terms and Conditions of Use posted on Turnitin's website. Bainbridge College is committed to preserving academic integrity as defined by the Academic Integrity Policies and Procedures. See the Student Handbook for all honesty policies.

All work submitted to this class must be your own and must be written exclusively for this class. All essays must be submitted to the Dropbox on GaV, which is linked to turnitin.com. I will not grade any assignment until it has been submitted to the Dropbox.

Any use of quotations, paraphrases, or ideas from outside sources, especially internet sources, must be properly documented (in this case, an "outside source" means anything other than your own brain). Students are also forbidden from "recycling," or reusing work that they wrote for another class, including another section of ENGL 2111 or any other composition course anywhere. While this is not technically plagiarism, it is academic dishonesty because it does not require new work specifically for this class. In cases where plagiarism or other academic dishonesty is suspected, I will contact you to schedule a meeting, online chat, or phone conversation to discuss the assignment in question. If you fail to meet with me within one week of my request, I will report the instance to the administration as "intentional" plagiarism (see below), and it is subject to penalties described here:

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All cases of academic dishonesty are handled according to the procedures outlined in your Student Handbook under "Academic Integrity - Policies and Procedures." Bainbridge State College defines academic dishonesty in the following way:

- Receiving or providing unauthorized assistance for an academic course.
- Procuring or providing unauthorized material for an academic course.
- Reusing one's own work produced for another course.
- Plagiarizing.

Any instance of academic dishonesty will result in failure of the assignment and, depending upon the importance of the assignment and the egregiousness of the instance, may result in failure of the course and the assignment of an "FX" (failure due to academic dishonesty) to the student's record. The instructor will determine the nature of the infraction; however, the student has the right to appeal any infraction affecting his/her standing in the course through the appeals process. See the Student Handbook for more details on policies and procedures.

Accommodation Policy: The College is committed to providing accessibility to all students in accordance with ADA/504 guidelines. Students should contact Student Services regarding eligibility and accommodations.

Learning Center: The Student Success Center provides free tutoring for students. Additionally, online tutoring is available through BrainFuse seven days a week from 2 p.m. until 11 p.m. Although not required, students should make appointments with tutors whenever help is needed, and I strongly encourage you to use this online tutoring service at least once this semester.