AU ENGL 215 College Writing II
Summer 2015
AU ENGL 215-998 College Writing II
Consortium of Adventist Colleges and Universities

Interactive Online Format
This course follows an interactive online format, Wednesday/Sunday deadlines. You are expected to login regularly during the course to participate in the online discussions. Please plan accordingly. The last day to withdraw with a full refund is 15 days after this course begins. Assignments will due on Wednesday and Sunday at 11:55 pm.

Instructor Contact
Instructor: Beverly Romero
Email: bevromero12@gmail.com
Cell phone: 574.261.3045 (9 am - 9 pm EST)

Other Assistance
| Username and password assistance | helpdesk@andrews.edu | (269) 471-6016 |
| Enrollment and cancellations | sderegister@andrews.edu | (269) 471-6323 |
| Bookstore | http://bookstore.mbsdirect.net/andrews.htm |
| Technical assistance with Moodle | dlit@andrews.edu | (269) 471-3960 |
| Technical assistance with your Andrews account | http://andrews.edu/hdchat/chat.php |
| Exam requests | sdeexams@andrews.edu | (269) 471-6566 |
| Student Services Support & FAQ | www.andrews.edu/distance/students/ |

Any other questions: sde@andrews.edu, (800) 782-4769 or (269) 471-6570

Part 1: Course Information

Course Descriptions
An introduction to source-based, academic writing, including practice in summarizing, analyzing, synthesizing and reading from a critical perspective. Sections organized thematically.

Prerequisite
ENGL 115 or ENGL 117. Cannot be audited or CLEPed.

Course Learning Outcomes
The central goal of ENGL 215 is to improve on your ability to think, speak, and write analytically in both public and private forums. Outlined below are the Course Objectives and Goals for ENGL 215.

After successfully completing the course, students will:

a. employ critical reading skills in response to academic sources.

b. enlarge and adapt their composing processes (including pre-writing, drafting, revision, and editing) to various academic writing tasks.

c. respond to academic texts with writing that analyzes, synthesizes, interprets and assesses meaning and significance.

d. respond to the rhetorical demands of various academic writing tasks.

e. realize the power of academic writing to foster discovery and learning
f. produce finished papers which conform to MLA documentation (7th ed.) guidelines.
g. present finished papers which conform to American standard written English.

The Course Content for ENGL 215 works in congruence with the Course Objectives and Goals. In order to accomplish all Course Objectives and Goals, the students will:

a. read and discuss thematically-arranged academic texts (books, articles and film, etc.) from a critical perspective as sources for writing.
b. study and practice the composing process in the development of academic writing tasks.
c. complete writing tasks which require summary, analysis, synthesis, and/or interpretation of academic texts.
d. apply rhetorical strategies to writing about academic texts.
e. practice editing according to American standard written English.

Assessment of all Course Objectives and Goals is completed through all required course content and deliverables assigned to students. Course Goals and Outcomes are measured by:

- participation in online class discussion and peer evaluation.
- successful documentation and format in all writing, research, and evaluative projects.
- research techniques and ability to write and develop arguments for specific audiences.
- revision process and continual process building skills
- working on writing task and revising for content and development.
- completion of all assignments and deliverables assigned in the course.

Required Textbook and Course Material

Credit Hour and Commitment
This class will take about 3 hours/day not including Sabbath. This course is offered for 3 semester credits. In a face to face 15-week semester class, that typically requires 3 hours of classroom time per week, and 6 hours of homework per week for a total of about 135 hours. This class is delivered online in 8 weeks; so you should plan to spend about 3 hours/day on this class, including reading, accessing instructional materials, interacting with your instructor and classmates, and completing homework.

Part 2: Course Methods and Delivery

Methods of Instruction
Methods of instruction include assigned readings, weekly participation in the online class discussion and peer evaluations, writing, revision, feedback, and more writing. Regular participation in the course is essential to good performance.

Technical Requirements
- Internet connection (DSL, LAN, or cable connection desirable).

LearningHub Access
This course is delivered online through LearningHub at http://learninghub.andrews.edu

Your username and password are your Andrews username and password. You need to activate
your username and password to access LearningHub.

Please do this online here:  
https://vault.andrews.edu/vault/pages/activation/information.jsp if you haven’t already. (269) 471-6016 or email helpdesk@andrews.edu if you need assistance.

If you need technical assistance at any time during the course, or to report a problem with LearningHub, please email dlit@andrews.edu or call 269-471-3960.

Part 3: Course Requirements

Important Note: This online class is not self-paced. You can arrange your schedule flexibly during each week, but you MUST participate each week. You are expected to “show up” to class by interacting in the discussion forums a minimum of two times per week. In addition, assignments are due regularly each week. Adequate Internet access during the duration of the course is critical for your participation. To be successful, plan to spend time daily on the course.

Please Be Advised: The schedule is provided in advance so you may read ahead of schedule. You are completing a fifteen week course schedule in eight weeks. Your dedication, professionalism, and excellence in study skills habits will be put to the test. If you have any course content questions, please contact your professor. If you have technical questions, contact dlit@andrews.edu.

Assessment Descriptions

Assigned Readings: Readings are drawn from the textbook and other online materials. The course schedule below lists the reading assignments and their due dates.

Discussion Boards: The discussion in this class is intended to build community and help us to feel connected to each other. Consider it a classroom conversation, not writing!

Essays: Three 6-8 page essays on selected topics written in a specific style. You are given at least three options to choose from. To write a successful essay, please, read and follow carefully the methods discussed in the lessons and textbook. Start each essay by 15-minute freewrite that helps you to prepare a concise outline for your essay. For more information, see the instruction for each essay that can be found in LearningHub.

Peer Critique: Each of the essays will be followed by peer critique. Your role is to read the selection chosen by the peer, engage in evaluative and assessment process, understand the topic of the essay, recognize its objectives and ensure that all guidelines for the essay are met. Afterwards, you will provide constructive and professional comment on the topic, writing process, and content development. For more detailed guidelines for peer critique, please see LearningHub.

Response Paper: The Response Paper helps you bring together elements of analytical writing into rhetorical artifacts. It will review how you have adapted the analytical writing process. For more detailed information, see the assignment in LearningHub.
# College Writing II Syllabus

**8- Week Schedule:**
All times in the schedule are for the U.S. Eastern Time Zone.

<table>
<thead>
<tr>
<th>Week</th>
<th>Module</th>
<th>Readings</th>
<th>Activities and Assignments (Times in Eastern)</th>
</tr>
</thead>
</table>
| 1    | June 8-14 | Understanding Analysis | Lesson 1 Chapter 1 | Introduce Essay 1: Textual Analysis  
Introduction & Writing Background – Due Wed  
Assignment 1 – Due Sun  
Workspace photo |
| 2    | June 15-21 | Reading Analytically | Lesson 2 Chapters 2 | Assignment 2 – Due Wed  
Essay 1 Draft – Due Sun |
| 3    | June 22-28 | Responding Analytically to Writing Assignments | Lesson 3 Chapters 3 | Essay 1 Peer Review – Due Wed  
Assignment 3 – Due Sun  
Essay 1 Final – Due Sun  
Introduce Essay 2: Etymological Analysis |
| 4    | June 29-July 5 | Reasoning from Evidence to Claims | Lesson 4 Chapters 4 | Assignment 4 – Due Wed.  
Essay 2 Draft – Due Sun. |
| 5    | July 6-12 | Interpretation | Lesson 5 Chapters 5 | Essay 2 Peer Review – Due Wed.  
Assignment 5 - Due Sun.  
Essay 2 Final – Due Sun.  
Introduce Essay 3: Argument Paper |
| 6    | July 13-19 | Evolving a Thesis | Lesson 6 chapters 6 | Assignment 6 – Due Sun  
Work on Essay 3 |
| 7    | July 20-26 | Analyzing, Evaluating, Finding, and Citing Sources | Lesson 7 Chapters 7&8 | Assignment 7 – Due Sun.  
Continue working on Essay 3 |
| 8    | July 27-31 | Revision | Lesson 8 Chapters 9-11 | Assignment 8 – Due Wed.  

**Completing Assignments**
All assignments for this course will be submitted electronically through Learning Hub unless otherwise instructed.

**Part 4: Grading Policy**

**Graded Course Activities**
Your final grade will be the result of three components: 3 Essays (50%), Response Paper (15%), Assignments 1~8 (15%), Discussion Board Postings (10%), and Peer Critiques (10%). You will need to complete every Assignment before a grade can be issued.

<table>
<thead>
<tr>
<th>Percent</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Essay One: Analyzing and Synthesizing Content</td>
</tr>
<tr>
<td>15</td>
<td>Essay Two: Analytical Concept Construction and Research</td>
</tr>
<tr>
<td>25</td>
<td>Essay Three: Interdisciplinary Analytical Research Paper</td>
</tr>
<tr>
<td>15</td>
<td>Response Paper: Analytical Writing and Visual Rhetoric Arguments</td>
</tr>
<tr>
<td>15</td>
<td>Assignments 1~8</td>
</tr>
</tbody>
</table>
Viewing Grades in Moodle

- Click into the course.
- Click on the Grades link in Administration Block to the left of the main course page.

Letter Grade Assignment

<table>
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<tr>
<th>Letter Grade</th>
<th>Percentage</th>
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<td>93-100%</td>
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<tr>
<td>A-</td>
<td>90-92%</td>
</tr>
<tr>
<td>B+</td>
<td>88-89%</td>
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<tr>
<td>B</td>
<td>83-87%</td>
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<tr>
<td>B-</td>
<td>80-82%</td>
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<tr>
<td>C+</td>
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<tr>
<td>C-</td>
<td>70-72%</td>
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<tr>
<td>D</td>
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<tr>
<td>F</td>
<td>0-59%</td>
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</tbody>
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Part 5: Course Policies

Withdrawal and Incomplete Policies
The current withdrawal policy can be found online at http://www.andrews.edu/distance/students/withdrawal.html. The incomplete policy is found online at http://www.andrews.edu/weblmsc/moodle/public/incompletes.html.

Late Work
Late work will not be accepted. Timely completion of all assignments is an absolute necessity due to the nature of the online course. Unless a reasonable excuse is provided, all assignments are required to be turned in on the date indicated.

Maintain Professional Conduct Both in the Classroom and Online
The classroom is a professional environment where academic debate and learning take place. Your instructor will make every effort to make this environment safe for you to share your opinions, ideas, and beliefs. In return, you are expected to respect the opinions, ideas, and beliefs of other students—both in the face-to-face classroom and online communication. Students have the right and privilege to learn in the class, free from harassment and disruption.
Netiquette

In this course you will communicate with your classmates and instructor primarily in writing through the discussion board, e-mail, and peer critiques.

"Online manners" are generally known as "netiquette." As a general rule, you should adhere to the same classroom conduct that you would "off-line" in a face-to-face course. Some examples of proper netiquette are:

1. Avoid writing messages in all capital letters. THIS IS GENERALLY UNDERSTOOD AS SHOUTING.
2. Be careful what you put in writing. Even if you are writing an e-mail message to one person, assume that anyone could read it. Though you may send an e-mail to a single person, it is very easy to forward your message to hundreds or thousands of people.
3. Grammar and spelling matter. Online courses demand the same standard of academic communication and use of grammar as face-to-face courses.
4. Never use profanity in any area of an online course. The transcripts of online course bulletin boards, e-mail, and chat sessions are savable.
   When responding to messages, only use "Reply to All" when you really intend to reply to all.
5. Avoid unkindly public criticism of others. Publicly criticizing others in an inappropriate way is known as "flaming." Consider this course a practice forum for selecting your verbiage thoughtfully and professionally.
6. Use sarcasm cautiously. In the absence of nonverbal cues such as facial expressions and voice inflections, the context for your sarcasm may be lost, and your message may thus be misinterpreted.
7. In a face-to-face setting, our tone of voice and facial expressions may convey as much of our meaning as the words we use. In a written message, the subtext of your meaning may be confused or misinterpreted. Write clearly. Use active verbs.

[Source: University of Maryland, Communications Department]

Academic Accommodations

Students who require accommodations may request an academic adjustment as follows:

1. Read the Andrews University Disability Accommodation information at https://www.andrews.edu/services/sscenter/disability/
   Preferably type answers. To save a digital copy, 1) print to file and save or 2) print and scan. Email the completed form and disability documentation (if any) to success@andrews.edu or fax it to 269-471-8407.
3. Email sdestudents@andrews.edu to inform the School of Distance Education that a disability has been reported to Student Success.

Revision Policy

1. We are all preparing for the corporate world, a professional career, and more. Decorum (good behavior and self-presentation) and ethos (the ethical way you present yourself), are extremely important. The academic experience offers you opportunities to develop these qualities. You are preparing for your real world experience in the corporate/professional setting. This includes experience in writing habits and meeting deadlines. A self-paced course is an excellent well to enhance your time management skills.
2. If you are struggling with, writing concepts, assignments, peer critiques, or even the discussions, contact your instructor right away. You will receive the assistance you need.

3. This course has a “Revision Policy” in place. Revision constitutes much of any good writing process. You will revise frequently in this course as a regular function of the writing processes and writing modes we explore. You will have the opportunity to revise all major writing projects.

4. How does revision work? After your instructor has evaluated your essay and assigned a grade, you may revise your work further in order to improve the grade or simply to improve your work. Revision is meant for content development and editing. Grade changes on revised material depends much on meeting objectives, content development, editing, and following all the criteria for evaluation of an essay (as outlined in this syllabus). If you essay is not actually revised but merely edited (proofread with resulting minor surface-level changes), your grade will not reflect any significant percentage increase.

5. Please note that you cannot revise a paper you have not written. If you fail to turn in an assigned essay, you cannot submit a revision of that paper. You are encouraged to revise any paper with which you are not satisfied. Unfortunately you can only revise your essays. You cannot revise discussion board postings, journal entries, midterm exam, or final exam.

Commit to Integrity
As a student in this course (and at this university) you are expected to maintain high degrees of professionalism, commitment to active learning and participation in this class and also integrity in your behavior in and out of the classroom.

Commit to Excellence
You deserve a standing ovation based on your decision to enroll in, and effectively complete this course. Along with your pledge of “commitment to Integrity” you are expected to adhere to a “Commitment to excellence.” Andrews University has established high academic standards that will truly enhance your writing and communication skills across the disciplines and in diverse milieu with many discourse communities in the workplace.

Honesty
Using the work of another student or allowing work to be used by another student jeopardizes not only the teacher-student relationship but also the student’s academic standing. Lessons may be discussed with other students, tutors may help to guide a student’s work, and textbooks, encyclopedias and other resource materials may be used for additional assistance, but the actual response must be the student’s own work. A student who gives information to another student to be used in a dishonest way is equally guilty of dishonesty.

Any violation of this policy will be taken before the Higher Education Academic and Curriculum Committee for appropriate punitive action.

Part 6: Additional Individual Selected Semester Essay Readings
Essays will be from a variety of these books and your instructor will provide them for you in .pdf format; not all books will be used but they may be referenced in the lecture notes.


Various Multi-Media Web Pages.