



SYLLABUS

ENGL 215 College Writing II
Summer 2021

ENGL 215 College Writing II

School of Distance Education

Interactive Online Format

This course follows a condensed accelerated interactive online format and has multiple deadlines per week. You are expected to login regularly during the course to participate in the online discussions. Please plan accordingly. You are completing the work from a regular semester in half the time.

Also, please keep in mind while this online class is not self-paced, it is asynchronous. 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 throughout each week in the graded discussion forums. Additionally, you will have written assignments presentations and papers due regularly each week.

Adequate Internet access and setting aside enough time each week to complete discussions and assignments during the duration of the course is critical. To be successful, plan to spend time daily on the course.

Please review the Dates & Deadlines widget on the right side of your course in LearningHub for the last day to withdraw for a full refund.

Instructor Contact

Please refer to course in LearningHub for the teacher contact information.

Other Assistance

Username and password assistance	helpdesk@andrews.edu	(269) 471-6016
Enrollment and withdrawal questions	sderegister@andrews.edu	(269) 471-6323
Technical assistance with online courses	dlit@andrews.edu	(269) 471-3960
Exam requests and online proctoring	sdeexams@andrews.edu	(269) 471-6566
Distance Student Services - any other questions	sdestudents@andrews.edu	(269) 471-6566

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.

Required Text/Material

Lunsford, Andrea, John J. Ruskiewicz, and Keith Walters. *Everything's an Argument with Readings and 2020 APA Update*, 8th ed, Bedford & St. Martin's, 2019.

ISBN-13: 9781319362379

Clear organization of all assignments and materials on your personal computer (I recommend a folder for each class and subfolders for handouts and each of your papers/projects)

Microsoft Word (please do not submit Google Docs, ODTs, or PDFs to LearningHub)

NOTE: We recommend getting textbooks through Amazon as they ship rapidly to most locations and offer more used and ebook options. If you choose to use the Andrews Bookstore, be sure you order the texts listed in the syllabus for your enrolled section (970-999). Then check delivery date before you order as it is essential to have the materials from day one.

- *Guest students*, contact your financial advisor at your home university.
- *Degree students* using federal financial aid should discuss textbook costs with their financial advisor before purchasing books, if they wish to include this in their budget.

Credit Hour and Commitment

This class will take about 3 hours/day not including Sabbath. This course is offered for 3 semester credits; therefore it is expected that you will spend 135 total hours on this course. Note that as an 8 week course, it is the equivalent of a semester course offered in half the time. You should budget about 3.5 hours per week day. You'll spend your time reading, accessing instructional materials, interacting with your instructor and classmates, and completing homework. A schedule of due dates to accomplish this work is included in this syllabus.

A recommended weekly schedule to divide your time is provided:

Devotional: 1/2 hour

Readings and Prezis: 4 hours

Interactive Discussions: 3 hours

Assignments: 2 hours

Essay Writing, Peer Reviews, Videoconferences: 6 hours

Institutional Outcomes:

- 1.a. Demonstrate competence in intellectual, affective, and practical skills to prepare for careers in the twenty-first century, lifelong learning and service.
- 1.b. Select and apply intellectual, affective, and practical skills from their field of study to solve meaningful problems. The identified transferable skills for undergraduate students are: information literacy, quantitative literacy, engaging diverse perspectives, ethical reasoning, analytical inquiry in the form of problem solving and creative thinking, communication, wellness and transferable life skills.
- 2.b. Pursue enduring questions through study in core fields and explore the connections between those fields.

Student 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 be able to do the following:

1. Reproduce the MLA style in their writing and documentation.
2. Identify major arguments and important social issues in texts and scholarly articles.
3. Interpret information to develop original arguments related to community problems and issues.
4. Criticize information and arguments in their writing.

5. Evaluate arguments for clarity, structure, and rhetorical proficiency.
6. Construct original arguments in academic writing through a variety of genres.
7. Engage in community organization and justice from personal, civic, and spiritual perspectives.

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

- Computer: PC (Win 7 or newer) or MAC (10.6 or better)
- A webcam with microphone, and speakers (or plug in headset)
- Internet: 2.4 Mbps or faster DSL, cable or Wi-Fi connection
- Browser: Current version of Chrome or Firefox
- Software: MS Office 2013 or newer ([Office 365 available here](#))

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. If you need assistance, call or email us: (296) 471-6016 or <mailto:helpdesk@andrews.edu>.

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.

Assessment Descriptions

Essays: There are three major essays that will form the majority of your coursework: an article analysis on a selected article (NOT book review!) from Part 5 in the textbook, the Arts and Letters Daily, or another appropriate intellectual site approved by the instructor; a community problem essay, in which you select a problem and track its causes and effects; and a proposal in which you forward a solution to the problem addressed in Essay 2. To write a successful essay please read and follow carefully the methods discussed in the lessons and textbook. For more information, see the instructions for each essay. These are found in LearningHub.

Devotional Posts: You will be responsible for five weekly devotional blog posts that your classmates will view and write responses to you—you and your classmates will sign up at the

beginning of the semester, so that the posts are evenly divided throughout the term. Draw from spiritual insights or the Bible for each post. Do focus on something uplifting, and avoid preaching, criticizing, and stone-throwing! This is something to inspire others and provide spiritual food! You'll need to respond to at least ten other posts, as well.

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 and Video Conferences: 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! In addition, the video conferences provide the forum to provide students with direct instructional feedback.

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.

Rubrics

Assessment rubrics for each major essay or assignment can be found on the LearningHub modules. Please download each, so that you know how your essay will be graded and can understand the specific requirements for your individual assignments.

Schedule:

All times in the schedule are for the U.S. Eastern Time Zone.

Week	Lesson	Assigned Reading	Activities and Writing Assignments	Course Objectives
Intro	These items will need to be completed before you will have access to the rest of the course	Orientation Course Overview Introductions Academic Integrity	Student Introductions Academic Integrity Quiz Academic Integrity Statement	SLO6
Week 1 June 14-20	Lesson 1: Understanding Analysis	Chapter 1, pp. 3-20	Writing Background: Initial post Assignment 1: Scholarly Interest Inventory Week 1 Devotional: Instructor Led Due Wed, June 16, 11:55 p.m.	SLO2 SLO5
	Lesson 2: Understanding Analysis, cont'd	Chapter 6, pp. 97-112 Essay 1 Sheet	Writing Background: Responses Assignment 2: Values Narrative Week 1 Devotional: Responses Due Sun, June 20, 11:55 p.m.	
Week 2 June 21-27	Lesson 3: Developing Analysis	Chapter 8, pp. 164-179 Selected Article from options on lesson page	Reflect on First Week: Initial post Week 2 Devotional: Initial post if signed up Assignment 3: GAP of Article Analysis Due Wed, June 23, 11:55 p.m.	SLO3 SLO4
	Lesson 4: Developing Analysis, cont'd.	Your article	Essay 1 Rough Draft Reflect on First Week: Responses Week 2 Devotional: Responses Submit to Peer Review Forum in Week 3 Due Sun, June 27 11:55 p.m.	SLO2 SLO3 SLO6
Week 3 June 28 – July 4	Lesson 5: Responding and Revising	Chapter 13, pp. 321-345	Peer Review Essay 1: Responses Reflect on Unit 1 Essay: Initial post Week 3 Devotional: Initial post if signed up Due Wed, June 30, 11:55 p.m.	SLO5
	Lesson 6: Causes and Effects in Problems	Chapter 11, pp. 255-264 Essay 2 Sheet	Essay 1 Final Draft Assignment 4: Focused Freewrite Reflect on Unit 1 Essay: Responses Week 3 Devotional: Responses Due Sun, July 4, 11:55 p.m.	SLO2 SLO4
Week 4 July 5-11	Lesson 7: Developing a thesis and argument	Chapter 11, pp. 264-278	Assignment 5: Outline a Working Thesis Week 4 Devotional: Initial post if signed up Due Wed July 7, 11:55 p.m.	SLO6
	Lesson 8: Library Resources for Research	Chapter 18, pp. 438-453 Library tutorial video	Assignment 6: Library Source Analysis Video Conference #1 with Professor Week 4 Devotional: Responses Due Sun, July 11, 11:55 p.m.	SLO1 SLO4
Week 5 July 12-18	Lesson 9: Library Resources, cont'd.	Chapter 19, pp. 454-463 Chapter 22, pp. 496-515	Assignment 7: Annotated Bibliography Week 5 Devotional: Initial post if signed up Due Wed, July 14, 11:55 p.m.	SLO1 SLO2
	Lesson 10: Library Resources, cont'd.		Essay 2 Draft Submit to Peer Review Forum in Week 6 Week 5 Devotional: Responses Due Sun, July 18, 11:55 p.m.	SLO6 SLO7

Week	Lesson	Assigned Reading	Activities and Writing Assignments	Course Objectives
Week 6 July 19-25	Lesson 11: Revision and Rewriting	Chapter 20, pp. 464-483	Video Conference #2 with Professor Peer Review Essay 2: Responses Week 6 Devotional: Initial Post if signed up Due Wed, July 21, 11:55 p.m.	SLO5 SLO7
	Lesson 12: Revision and Rewriting, cont'd		Essay 2 Final Draft Reflect on Essay 2 Post Week 6 Devotional: Responses Due Sun, July 25, 11:55 p.m.	SLO7
Week 7 July 26 – August 1	Lesson 13: Solutions and Adaptation of Research	Chapter 12, pp. 286-305 Essay 3 sheet	Assignment 8: Community Values Infographic Assignment 9: Sketch Out a Solution Week 7 Devotional: Initial Post if signed up Due Wed, July 28, 11:55 p.m.	SLO2 SLO3 SLO7
	Lesson 14: Adaptation of Research		Essay 3 Rough Draft Submit to Peer Review Forum in Week 8 Week 7 Devotional: Responses Due Sun, August 1, 11:55 p.m.	SLO5 SLO6
Week 8 August 2-6	Lesson 15: Responding and Revising	Chapter 10, pp. 224-232	Video Conference #3 with Professor Peer Review Essay 3: Responses Week 8 Devotional: Initial post if signed up Due Wed, August 4 11:55 p.m.	SLO5 SLO7
	Lesson 16: Reflections on the Course		Assignment 10: Reflection on the Course Essay 3 Final Draft Week 8 Devotional: Responses Due Friday, August 6, 5:00 p.m.	SLO3 SLO7

Completing Assignments

All assignments for this course will be submitted electronically through LearningHub unless otherwise instructed.

Part 4: Grading Policy

Graded Course Activities

Your final grade will be the result of four components: 3 essays and 5 devotional blog posts (80%), Assignments 1-10 (10%), forum discussions and postings (including peer review) (5%), and essay drafts (5%). You will need to complete every Assignment before a grade can be issued.

Percent %	Description
10	Essay 1: analysis and synthesis of academic material
30	Essay 2: research of problem's causes and effects and significance of this problem (argument)
20	Essay 3: proposal letter to address solutions to problem and advocate for your community
20	Devotional blog: 5 posts (300 words each) and 10 responses
10	Assignments 1-10
5	Forum posts (including peer review)
5	Essays 1-3 drafts

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

Letter Grade	Percentage
A	93-100%
A-	90-92%
B+	88-89%
B	83-87%
B-	80-82%
C+	78-79%
C	73-77%
C-	70-72%
D	60-69%
F	0-59%

Part 5: Course Policies

Withdrawal and Incomplete Policies

The current withdrawal policy can be found online at <https://www.andrews.edu/distance/students/gradplus/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. If you cannot complete the week's assignments due to a medical emergency or conflict with another school's commitments, you are responsible for making these conflicts known to your instructor and asking their assistance negotiating any extensions they may accept.

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 forum and e-mail.

"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 discussion forums, e-mail, and chat sessions are savable.
5. When responding to messages, only use "Reply to All" when you really intend to reply to all.
6. 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.
7. 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.
8. 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/>
2. Download and fill in the disability form at <http://www.andrews.edu/services/sscenter/disability/accommodationsreqform.pdf> . 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.

Commitment to Integrity

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

Commitment 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 Reading: An Annotated Bibliography

These sources may provide you additional assistance with your writing and help you sharpen your composition, revising, editing, or grammar skills:

Cahn, Steven M. and Victor L. *Polishing Your Prose: How to Turn First Drafts into Finished Work*. Columbia UP, 2013.

The authors, themselves academics, demystify the revising and editing process by explaining *how* to revise. They present several drafts and demonstrate the ways in which writing can be made more concise and more meaningful. They also provide lists of techniques or areas in composition to examine when you go to revise or edit a draft of work. This is a helpful text when you’ve passed the composition stage and are looking to tighten your prose.

Graff, Gerald, and Cathy Birkenstein. *They Say, I Say: The Moves that Matter in Academic Writing*. 3rd ed., W.W. Norton and Company, 2014.

Graff and Birkenstein unpack the composition process for scholarly argument by presenting templates of academic argument. They demonstrate ways to develop a thesis, and structures for expanding on that thesis in your writing. They also provide means of entering an academic conversation by showing how you engage with scholars and include their work in your own writing. This book is helpful during the composition stage, as it shows you how to organize your thoughts and understand paragraphs as discrete units of text that build upon each other to form your overall argument.

Harris, Joseph. *Rewriting: How to Do Things with Texts*. Utah State UP, 2006.

This volume further assists with the composition process by treating writing as an intellectual pursuit, one that must be adapted for various tasks in the academic writing process. Harris walks readers through the different ways to engage a scholar, as well as forwarding your own argument within a scholarly essay. This book builds on the Graff and Birkenstein text with more sophisticated techniques for entering a scholarly conversation and becoming a more developed writer, at the academic and intellectual levels.

Marius, Richard. *A Writer's Companion*. 4th ed., McGraw-Hill Humanities/Social Sciences/Languages, 1998.

Marius demonstrates how to become a better writer at the line and page levels alike. He discusses transitions, word choice, and many other components of writing that comprise an essay, an article, or a book. Marius further instructs the reader how to create an academic *style*. This is a helpful book for revising and developing your writerly voice.

Strunk, Jr., William, and E.B. White. *Elements of Style*. 4th ed., Pearson, 1999.

Considered to be one of the most essential style guides of the twentieth century, *The Elements of Style* teaches concise writing. In this slim volume, you learn how to use proper grammar and eliminate non-essential words in order to create the most potent content possible. This is a helpful book if you find yourself stumbling with phrasing, generating meaning from your content, or trimming down unnecessary language in your prose.

Truss, Lynne. *Eats, Shoots, & Leaves: The Zero Tolerance Approach to Punctuation*. Avery, 2006.

In this humorous and no-nonsense approach to grammar, Truss unpacks several common punctuation marks, their erroneous usage, and ways to correctly sprinkle them in your writing. Her use of absurd and practical examples alike assists students in understanding their mistakes and correcting them for a lifetime of proper punctuation. This is a helpful text for English-language learners, or those who still struggle with where to place the apostrophe or can't seem to figure out a semi-colon beyond a smiley-face emoji.