

SYLLABUS



AU ENGL 115 901 College Writing I
OU EN 111 911 Freshman Composition I
WAU ENGL 101 921 Composition

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Consortium of Adventist Colleges and Universities

Self-Paced Courses

This course follows a self-paced online format. You have 180 days from your selected start date to complete the course. The last day to withdraw with a full refund is 15 days after your start date.

Instructor Contact

Please refer to course in Learning Hub for the teacher contact information.

Communication with the Instructor

It is important to remember that while the Internet is available 24 hours a day, your instructor is not. You can expect that your instructor will respond to e-mail message to you within *2 business days* during the week and may not be available to respond on weekends.

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 Description

Andrews University

ENGL 115 College Writing I examines writing as a subject to be studied, not as a set of generalizable skills to be learned and then applied to all subsequent writing contexts. While this course will still include much writing, the specific content we engage through these written tasks will be drawn from the discipline of writing studies. You might think of this class as a course that helps you consider “how writing works and functions.” Just as an Introduction to Biology course functions for a biology major or fulfills ACE requirements, this is an Introduction to Writing course that introduces you to the field of writing studies.

Oakwood University

A study of rhetoric designed to teach students effective writing, reading, speaking, and listening. In EN 111, emphasis is placed on critical thinking, and close study is given to expository and argumentative writing. In EN 112, students are introduced to literature, methods of research using the library, the Internet, and digital resources, and to writing a research paper. A final essay is given at the end of semester in EN 111. The required research paper for EN 112 must receive at least a C+ (77). The requirements for EN 112 may not be met by CLEP.

Washington Adventist University

This course is designed to advance writing skills for college and professional purposes. Starting with the importance of considering audience and purpose, the course emphasizes the need for organization, development, coherency and stylistic consistency in writing. Additionally, students will analyze a variety of texts and develop critical thinking skills.

Course Prerequisites

Cannot be audited or CLEPed.

Course Learning Outcomes

1. Explain your own experiences with writing and discover general principles about the nature of writing.
2. Analyze the various social functions that written texts and genres serve.
3. Interpret rhetorical situations and make rhetorical choices consciously in your writing.
4. Critique your own writing as well as the writing of others.
5. Reflect on your own writing process(es) through reflection in a writer's journal.
6. Use effective editing and proofreading strategies.

In addition to specific course objectives, ENGL 115 addresses the following **Andrews Core Experience Learning Outcomes**:

- Strengthen the ability to communicate effectively.
- Develop the ability to think critically, observe accurately, analyze quantitatively, draw reasonable inferences, perceive relationships, and show the ability to discriminate among alternatives and design creative strategies to solve problems.

Required Text/Material

Wardle, Elizabeth, and Doug Downs. *Writing About Writing: A College Reader*. 3rd edition. Boston: Bedford/St. Martin's, 2017. ISBN: 978-1-319-03276-0

NOTE: Purchase textbooks through any online bookstore, such as [amazon.com](https://www.amazon.com), which can deliver within 2 days. If you need to use financial aid to purchase textbooks, order through bookstore.andrews.edu, then email sdestudents@andrews.edu to assist with the payment from your account and shipping from the campus Bookstore.

Credit Hour and Commitment

This course is offered for 3 semester credits. Therefore, you can expect to spend approximately 135 hours on this course. This course contains one exam, three significant writing projects, five videoconferences with your instructor, five essay critiquing activities, twenty reflective writing journal prompts, and 15 other assignments (for a total of four major assignments and 45 moderate and minor assignments, not including readings). Many of the readings in this course may require an hour or more to read, and many of the writing assignments will require you to devote significant time to thinking, planning, and researching, so plan your time accordingly. Suggested schedule to accomplish this work is included in this syllabus.

Part 2: Course Methods and Delivery

Methods of Instruction

Methods of instruction include assigned readings from the textbook and the course material, analytical essays, reflections on the readings and your writing, brief activities geared toward brainstorming and developing your major essay projects, interaction with the instructor via videoconferences, and a reflective final exam. Regular participation in the course is essential to good performance.

Course/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. If you need assistance, call or email us: (296) 471-6016 or 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: Activity and assignment details will be explained in detail within each learning module. If you have any questions, please contact your instructor.

Your Schedule

In Learning Hub, you will access online lessons, course materials, and resources. This course is self-paced. You must complete the course within 180 days. This is the Consortium policy. You may have a stricter deadline imposed by graduation, financial aid, or other restrictions.

Start by creating a schedule for completion of the course.

- Determine your deadline. Do you need a transcript sent to your home institution?
- Working from your deadline, count backwards. Allow 2 weeks after you take your final exam for your final grade to be calculated. Allow another 2 weeks for the transcript to be processed and sent.
- Now use the suggested schedules to create a schedule for yourself that ensures completion 4 weeks before your deadline.

Submit your course plan to your instructor within Learning Hub AND discipline yourself to make regular progress.

Assessment Descriptions

Analytical Essays

You will write three major essays for this course. You will use concepts featured in the course textbook, *Writing About Writing*, to address your topics. Formal directions and samples for each essay will be provided on LearningHub, but brief previews for each are listed below:

Literacy Sponsorship Analysis – For your first essay, you will analyze your literacy history and write about a small number of your “literacy sponsors,” pinpointing their role(s) in your literacy development.

Activity Analysis – For your second essay, you will analyze an “activity system” and determine something interesting, important, surprising, etc., about the use of textual tools (basically, writing) in that system.

Research Accommodation Analysis – For your third essay, you will analyze an original research article and a public accommodation report for that research to determine what’s interesting about the differences and what rhetorical considerations the author has addressed in writing the popular accommodation.

Videoconferences

As you work on drafting and revising your essays, you will meet regularly with your instructor via videoconferences. In these conferences, you and your instructor will discuss your drafts and writing, consider possible approaches to enhancing your work, and address any questions or concerns you may have. For each conference, you will need to have completed a draft of your essay or a portion of it. (The amount to be completed will be specified in the formal directions for each essay.)

Reflective Evaluation Exercises

Because you will take the course at your own pace, you will not have the opportunity to give and receive feedback with peers. You will instead be able to read the work of others to practice gaining and refining the same analytical and supportive criticism skills that will be beneficial in many other reading and writing contexts. After providing constructive criticism for these distant writers, you will apply the same considerations to your own work and practice evaluating your own writing.

Writer’s Journal

You will write frequent reflective journal entries about your writing and the course readings. Specific topics and directions for each entry will be provided on LearningHub. The length of each entry is relatively small; unless otherwise noted, the minimum word count for each entry is 200 words. Entries will be graded mostly on whether they meet the minimum word count requirements, with a small portion based on whether a response is on topic and how much depth it provides. Entries will not be graded for grammar or mechanics. Please provide the word count of your entry (excluding the text of the prompt) with each prompt response.

You will have a choice on how to complete your journal entries. You can choose from the following methods:

- Write your entry as a Word file and attach it to the submission page.
- Write your entry directly to the text box on the submission page.
- Write your response to the journal prompt as a blog entry on a blog you keep specifically for this course. Provide a link directly to the relevant blog post.

- Record a brief video in which you spend about two or three minutes (which would meet the word count requirement at an average rate of speaking) discussing your response to the journal prompt. Upload your clip to a service such as YouTube and post the link.
- If you have another idea for your Writer's Journal, run it by your instructor.

Exercises

Practice exercises, such as brainstorming exercises and thesis-construction practice, will offer you the opportunities to assess your own understanding of course concepts and practice implementing them in your own writing. Additionally, many minor assignments will help direct you toward starting or completing one of your major essay assignments.

Optional Revision

You may choose to revise either of your first two essays (the literacy sponsorship analysis or activity analysis) at the end of the semester for the chance to improve it and receive a higher grade. If you choose to take this opportunity, you will need to include with your revised essay a report discussing what changes you've made to your essay and why. Your revised work will be considered your final draft, and the score you receive on this revised essay will replace the score you received for the project earlier in the semester. If applicable, the revision will receive the same late penalty as was applied to the original submission. The optional revision is due by 1:55 pm on the last day of the course.

Rubrics

The basic rubric for the analytical essays in this course is provided below. Rubrics for specific essays will be provided on LearningHub.

(20) Analysis features an effective claim or main point (thesis).	
20:	Claim generates insight and complexity in its treatment of the writer's topic.
18-19:	Claim is effective and provides a way of understanding the writer's topic.
16-17:	Claim may be general or broad; may restate conventional wisdom; may be largely a statement of fact.
14-15:	Claim is overly broad or sweeping; no overt claim may be stated.
13 or below:	Claim is not apparent; introduction is too broad to accommodate the establishment of a main point.
(20) Analysis convincingly develops its main claim.	
20:	Analysis is unexpectedly insightful, thoughtful and full of meaning; course reading(s) is used to leverage and frame meaning; development is satisfying.
18-19:	Analysis provides some moments of insight and rich interpretation of the subject material; course reading(s) contributes to discussion; development is mostly complete.
16-17:	Analysis provides occasional moments of insight; analysis sometimes settles for broad generalizations; connection to course reading(s) may be loose and/or implicit; some ideas may be underdeveloped.
14-15:	Analysis results in mostly summary or description, with little interpretation or assessment of the subject material offered; course readings do not seem to be connected to meaning; main point of analysis is significantly underdeveloped.
13 or below:	Analysis provides no real insight into, or assessment of, the writer's topic.
(20) Analysis provides specific evidence to advance claims.	
20:	Evidence from the writer's subject material and/or course readings guides claims throughout; use of evidence may be unexpected and results in particularly rich engagement of writer's claims; writer has sought out complications and complicating evidence.

18-19:	Evidence supports and engages claims regularly and effectively; writer may acknowledge some complicating evidence.
16-17:	Evidence is generally relied upon as part of analysis, although there may be an imbalance in the relationship between claims and evidence.
14-15:	Use of evidence and/or course readings is somewhat irregular, infrequent and/or perhaps not terribly convincing; relationship between claims and evidence may not be clear; writer may depend on frequent claims with no evidence, or much evidence without making many overt claims.
13 or below:	Very little, if any, evidence is provided in analysis; or, in contrast, few, if any, claims drive discussion of evidence.
(20) Analysis is organized effectively.	
20:	Organization is advanced through intentional structure and paragraphing, effective transitions and logic; may represent an unexpectedly rich presentation of ideas.
18-19:	Organization is solid, with appropriate transitions and effectively arranged paragraphs.
16-17:	Organization may have minor problems, including list-like or additive transitions, paragraph boundary issues or questionable arrangement of ideas.
14-15:	Organizational problems are more severe, demonstrated by ineffective transitions, haphazard structure and/or poor paragraphing.
13 or below:	Organization is unclear and chaotic, and results in poorly developed ideas; paragraphing may be ignored.
(20) Analysis is edited and documented effectively.	
20:	Analysis is nearly flawless in terms of editing, proofreading and MLA documentation.
18-19:	Very few minor errors in editing and documentation.
16-17:	Minor editing and proofreading problems may distract slightly from the reading of the analysis; documentation may be partially incomplete or not fully aligned with MLA format.
14-15:	Editing and proofreading have been somewhat haphazard and ineffective; problems interfere with reading the analysis; documentation does not include in-text citations and/or Works Cited page.
13 or below:	More severe editing and proofreading issues than those detailed above; no effort has been made to include documentation of source material.

Writer's Journal Entries receive credit according to the following guidelines:

Word Count	8 points	Entries that meet or exceed the minimum word count requirement will receive the full 8 points. Entries shorter than that will receive partial credit according to the proportion of the word count met. (An entry with a word count that is half of the prompt's minimum length will receive 4 points in this category.)
Content	2 points	Entries that are on-topic and demonstrate a thoughtful response with depth will receive 2 points. Entries that are on-topic but lack depth will receive 1 point. Entries that are off-topic will receive no credit in this category.
Total	10 points	

Exams

Exams must be completed in the presence of an approved proctor without the assistance of books, notes, devices or outside help unless otherwise specified in the exam review and exam directions.

Please review the [current policy on approved proctors](#) before completing the exam request form, which is linked through your course space. It is your responsibility to make arrangements for an approved proctor (unless living near the main campus) and to complete the exam request form at least two weeks prior to each exam date. Bring an official photo ID to show the proctor at the start of the exam session.

The final exam is worth 10% of your grade. You will be asked to write a reflective essay demonstrating your understanding and application of the course concepts. You will be allowed to review your first writer's journal entry for the final exam. You are allowed 120 minutes to complete this exam.

If you cannot take your exam within the period noted in the email regarding exam arrangements, email sdeexams@andrews.edu with the reason you cannot meet this deadline, and a proposed alternate time within a week, and prior to the course end date.

Completed exams are never available to you or your proctor. Instructors provide feedback on exams other than the final exam. Exam grades can be viewed in the course space, and the final course grade is included in the University Academic Record accessible through your IVUE page.

Suggested schedule for completion in 8 weeks:

Modules	Lessons	Readings	Assignments	Course Objectives Met
Intro	Introduction & Orientation	Orientation Writing Expectations	Submit: Schedule Tell About Me Academic Honesty	
1	Introducing the Course and Entering the Conversation (Chapter 1) Defining Literacy Sponsors (Beginning Chapter 2)	<ul style="list-style-type: none"> Chapter 1 (Threshold Concepts) Readings: <ul style="list-style-type: none"> Pages 1-42 Pages 56-59 Chapter 2 (Literacies) Intro (pages 64-67) Brandt: "Sponsors of Literacy" (pages 68-98) Literacy Sponsorship Analysis Guidelines Literacy Sponsorship Analysis Samples 	<ul style="list-style-type: none"> Self-introduction Writer's Journal 1 Writer's Journal 2 Writer's Journal 3 Writer's Journal 4 Detailed Sponsor List 	CO1 CO5
2	Reading Others' Stories Exploring Literacies and Past Experiences (Continuing Chapter 2)	<ul style="list-style-type: none"> Cisneros: "Only Daughter" (pages 101-04) Malcolm X: "Learning to Read" (pages 106-14) Villanueva: "Excerpt from <i>Bootstraps: From an American Academic of Color</i>" (pages 116-27) Young: "Nah, We Straight: An Argument Against Code Switching" (pages 148-68) Pasqualin: "Don't Panic: A Hitchhiker's Guide to My Literacy" (pages 236-42) Straub: "Responding—Really Responding—to Other Students' Writing" (pages 44-55) 	<ul style="list-style-type: none"> Literacy Sponsorship Analysis Brainstorming Activities Focused Sponsor Stories Writer's Journal 5 Writer's Journal 6 Writer's Journal 7 Reflective Evaluation on Sample 	CO1 CO4 CO5

Modules	Lessons	Readings	Assignments	Course Objectives Met
3	Developing and Revising Your Narrative (Finishing Chapter 2) Defining Activity Theory and Activity Systems (Beginning Chapter 3)	<ul style="list-style-type: none"> Chapter 3 (Individual in Community) Intro (pages 270-73) Kain and Wardle: "Activity Theory: An Introduction for the Writing Classroom" (pages 395-405) Activity Analysis Guidelines Activity Analysis Samples 	<ul style="list-style-type: none"> Videoconference for Literacy Sponsorship Analysis (Full Draft) Literacy Sponsorship Analysis (Final Draft) Reflective Evaluation Writer's Journal 8 Activity System Tentative Choice and Research Plans Writer's Journal 9 Writer's Journal 10 	CO1 CO2 CO4 CO5 CO6
4	Exploring Activity Systems Recognizing Social Functions in Writing (Continuing Chapter 3)	<ul style="list-style-type: none"> Mirabelli: "Learning to Serve: The Language and Literacy of Food Service Workers" (pages 298-316) Marro: "The Genres of Chi Omega: An Activity Analysis" (pages 426-37) Wardle: "Identity, Authority, and Learning to Write in New Workplaces" (pages 407-22) 	<ul style="list-style-type: none"> Activity Analysis Structure Activity Chosen Activity System Genre List and Notes So Far Writer's Journal 11 Self Genre Analysis Writer's Journal 12 	CO2 CO5
5	Using Genres Developing and Revising Your Analysis (Finishing Chapter 3)	<ul style="list-style-type: none"> Klass: "Learning the Language" (pages 343-46) 	<ul style="list-style-type: none"> Videoconference for Partial Draft of Activity Analysis Reflective Evaluation on Sample Reflective Evaluation 1 Writer's Journal 13 Videoconference for Full Draft of Activity Analysis Reflective Evaluation 2 Activity Analysis (Final Draft) Writer's Journal 14 	CO2 CO4 CO5 CO6
6	Defining Rhetoric Exploring Rhetoric (Beginning Chapter 4)	<ul style="list-style-type: none"> Chapter 4 (Rhetoric) Intro (pages 447-56) Downs: "Rhetoric: Making Sense of Human Interaction and Meaning-Making" (pages 457-80) Research Accommodation Analysis Guidelines Research Accommodation Analysis Samples Grant-Davie: "Rhetorical Situations and Their Constituents" (pages 484-508) 	<ul style="list-style-type: none"> Research Accommodation Choices & Links Brief Rhetorical Analysis of Two News Reports Writer's Journal 15 Situational Writing Activity YouTube Rhetorical Situations Writer's Journal 16 Writer's Journal 17 	CO3 CO5
7	Considering Rhetoric Reading Rhetorically (Continuing Chapter 4)	<ul style="list-style-type: none"> Fahnestock: "Accommodating Science: The Rhetorical Life of Scientific Facts" (PDF via EBSCO and the James White Library) Haas and Flower: "Rhetorical Reading Strategies and the Construction of Meaning" (pages 559-76) 	<ul style="list-style-type: none"> Situational Writing Activity Writer's Journal 18 Videoconference for Partial Draft of Research Accommodation Analysis Reflective Evaluation on Sample Reflective Evaluation 1 Writer's Journal 19 	CO3 CO4 CO5
8	Developing and Revising Your Analysis (Finishing Chapter 4) Final Exam		<ul style="list-style-type: none"> Videoconference for Full Draft of Research Accommodation Analysis Reflective Evaluation 2 Research Accommodation Analysis (Final Draft) Writer's Journal 20 Revised Essay (Optional) 	CO3 CO4 CO5 CO6

Suggested schedule for completion in 16 weeks:

Week	Lessons	Readings	Assignments	Course Objectives Met
Intro	Course orientation	Syllabus	<ul style="list-style-type: none"> • Introductions 	
1	First Lesson (Chapter 1)	<ul style="list-style-type: none"> • Chapter 1 (Threshold Concepts) Pages 1-42 and 56-59 • Threshold Concepts and Writing Conceptions: Intro to Our Course (Video) • Avoiding Academic Dishonesty (file) • Essay Formatting and Documentation (file) • Blog Instructions (file) 	<ul style="list-style-type: none"> • Writer's Journal 1 • Writer's Journal 2 	CLO5
2	Project 1 Lesson 1 (Beginning Chapter 4)	<ul style="list-style-type: none"> • Chapter 4 Intro (pages 447-456) • Downs (pages 457-480) • "What is Rhetoric?" (podcast) • Rhetoric (video) • Rhetorical Analysis Samples 	<ul style="list-style-type: none"> • Exercise 1 • Exercise 2 • Writer's Journal 3 • Blog Post 1 	CLO1 CLO5
3	Project 1 Lesson 2 (Continuing Chapter 4)	<ul style="list-style-type: none"> • Grant-Davie (pages 484-508) • "Your Ability to Can Even: A Defense of Internet Linguistics" (blog post) • Exploring Rhetorical Situations (video) • Writing Your Rhetorical Analysis (video) 	<ul style="list-style-type: none"> • Exercise 3 • Exercise 4 • Writer's Journal 4 • Writer's Journal 5 • Blog Post 2 	CLO1 CLO5
4	Project 1 Lesson 3 (Continuing Chapter 4)	<ul style="list-style-type: none"> • Haas and Flower: (pages 559-576) • Rodgers (pages 824-829) • Straub (pages 44-55) • Thesis Statements: Primary Claims (video) 	<ul style="list-style-type: none"> • Exercise 5 • Partial Draft of Rhetorical Analysis for Reflective Review • Writer's Journal 6 • Videoconference Sign-up for Partial Draft of Rhetorical Analysis • Blog Post 3 • Reflective Review: Partial Draft of Rhetorical Analysis 	CLO1 CLO5
5	Project 1 Lesson 4 (Continuing Chapter 4)	<ul style="list-style-type: none"> • Supporting Claims with Evidence (video) 	<ul style="list-style-type: none"> • Partial Draft of Rhetorical Analysis for Videoconference • Videoconference Sign-up for Full Draft of Rhetorical Analysis • Writer's Journal 7 • Full Draft of Rhetorical Analysis for Reflective Review 	CLO1 CLO4 CLO5
6	Project 1 Lesson 4 (Finishing Chapter 4)	<ul style="list-style-type: none"> • Revising and Editing Your Rhetorical Analysis (video) 	<ul style="list-style-type: none"> • Full Draft of Rhetorical Analysis for Videoconference • Reflective Review: Full Draft of Rhetorical Analysis • Final Draft of Rhetorical Analysis • Writer's Journal 8 • Blog Post 4 	CLO1 CLO4 CLO5 CLO6
7	Project 2 Lesson 1 (Beginning Chapter 2)	<ul style="list-style-type: none"> • Chapter 2 (Literacies) Intro (pages 64-67) • Brandt (pages 68-98) • "Deborah Brandt" (podcast) • Literacy Sponsors (video) • Literacy Sponsorship Analysis Samples 	<ul style="list-style-type: none"> • Exercise 6 • Exercise 7 • Writer's Journal 9 • Writer's Journal 10 • Blog Post 5 	CLO2 CLO5
8	Project 2 Lesson 2 (Continuing Chapter 2)	<ul style="list-style-type: none"> • Cisneros (pages 101-104) • Malcolm X (pages 106-114) • Villanueva (pages 116-127) • "TEDxConejo – Erin Gruwell – The Freedom Writers" (video) • "Maria REYES on InnerVIEWS with Ernie Manouse" (video) • <i>Freedom Writers</i> (film) (optional) 	<ul style="list-style-type: none"> • Exercise 8 • Exercise 9 • Writer's Journal 11 • Writer's Journal 12 • Blog Post 6 	CLO2 CLO5

Week	Lessons	Readings	Assignments	Course Objectives Met
9	Project 2 Lesson 3 (Continuing Chapter 2)	<ul style="list-style-type: none"> • Young (pages 148-168) • Pasqualin (pages 236-242) • Writing Your Literacy Sponsorship Analysis (video) 	<ul style="list-style-type: none"> • Exercise 10 • Full Draft of Literacy Sponsorship Analysis for Reflective Review • Writer's Journal 13 • Videoconference Sign-up for Full Draft of Literacy Sponsorship Analysis • Blog Post 7 	CLO2 CLO4 CLO5
10	Project 2 Lesson 4 (Finishing Chapter 2)	<ul style="list-style-type: none"> • Revising and Editing Your Literacy Sponsorship Analysis (video) 	<ul style="list-style-type: none"> • Full Draft of Literacy Sponsorship Analysis for Videoconference • Reflective Review: Full Draft of Literacy Sponsorship Analysis • Final Draft of Literacy Sponsorship Analysis • Writer's Journal 14 • Blog Post 8 	CLO2 CLO4 CLO5 CLO6
11	Project 3 Lesson 1 (Beginning Chapter 3)	<ul style="list-style-type: none"> • Chapter 3 (Individual in Community) Intro (pages 270-273) • Kain and Wardle (pages 395-405) • Marro (pages 426-437) • "Genre Theory" (podcast) • Activity Systems and Genres (video) • Activity Analysis Samples 	<ul style="list-style-type: none"> • Exercise 11 • Exercise 12 • Writer's Journal 15 • Blog Post 9 	CLO3 CLO5
12	Project 3 Lesson 2 (Continuing Chapter 3)	<ul style="list-style-type: none"> • Mirabelli: "Learning to Serve: The Language and Literacy of Food Service Workers" (pages 298-316) • Klass: "Learning the Language" (pages 343-346) 	<ul style="list-style-type: none"> • Exercise 13 • Exercise 14 • Writer's Journal 16 • Writer's Journal 17 • Blog Post 10 	CLO3 CLO5
13	Project 3 Lesson 3 (Continuing Chapter 3)	<ul style="list-style-type: none"> • Wardle: "Identity, Authority, and Learning to Write in New Workplaces" (pages 407-422) • Writing Your Activity Analysis (video) 	<ul style="list-style-type: none"> • Exercise 15 • Partial Draft of Activity Analysis for Reflective Review • Videoconference Sign-up for Partial Draft of Activity Analysis • Writer's Journal 18 • Blog Post 11 • Reflective Review: Partial Draft of Activity Analysis 	CLO3 CLO5
14	Project 3 Lesson 4 (Continuing Chapter 3)	<ul style="list-style-type: none"> • Revising and Editing Your Activity Analysis (video) 	<ul style="list-style-type: none"> • Partial Draft of Activity Analysis for Videoconference • Reflective Review: Partial Draft of Activity Analysis • Writer's Journal 19 • Videoconference Sign-up for Full Draft of Activity Analysis • Full Draft of Activity Analysis for Reflective Review 	CLO3 CLO4 CLO5
15	Project 3 Lesson 4 (Finishing Chapter 3)		<ul style="list-style-type: none"> • Full Draft of Activity Analysis for Videoconference • Reflective Review: Full Draft of Activity Analysis • Final Draft of Activity Analysis • Writer's Journal 20 • Blog Post 12 	CLO3 CLO4 CLO5 CLO6
16		FINAL EXAM	<ul style="list-style-type: none"> • Revised Essay (Optional) 	

Completing Assignments

All assignments for this course will be submitted electronically through LearningHub unless otherwise instructed. Assignments and exams must be completed **within 180 days** of course

registration date. This timeframe is subject to change depending on deadlines set by your home institution.

Part 4: Grading Policy

Graded Course Activities

Percent %	Description
20	Literacy Sponsorship Analysis
20	Activity Analysis
20	Rhetorical Analysis
10	Final Exam
10	Videoconferences
5	Peer Review Activities
5	Exercises
5	Discussion Participation
5	Writer's Journal
100	Total Percent Possible

Viewing Grades in Learning Hub

- Click into the course.
- Click on the **Grades** link in the Settings Box 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>.

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.

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.

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.

Exams must be completed in the presence of an approved supervisor without the assistance of books, notes, devices or outside help unless otherwise specified in the exam directions. The student should have no access to the exam either before or after it is taken. 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.

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