School of Distance Education
Andrews University

SYLLABUS

ENGL 115 College Writing I

202421

ENGL 115 College Writing I
School of Distance Education

Self-Paced Format
This course follows a self-paced online format. This format allows you to set your own pace of study. While you have 180 days from your start date to complete the course with Andrews University, it is your responsibility to meet any deadlines set by your home institution. The last day to withdraw with a full refund is 15 days after your start date. See more withdrawal details here.

Instructor Contact
Please refer to course in LearningHub 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
Technical assistance with online courses	dlit@andrews.edu	(269) 471-3960
Exam requests and online proctoring	sdeexams@andrews.edu	Call: (269) 471-6566
Distance Student Services - any other questions	sdestudents@andrews.edu	Text: (269) 397-4477

Part 1: Course Information

Course Descriptions
College-level introduction to the study of writing and writing practices. Emphasizes the social and rhetorical dimensions of writing through course readings and assigned writing projects.

Prerequisites
Cannot be audited or CLEPed.

Required Text/Material
Note to Berrien Springs campus students: This course is part of the campus' course material delivery program, First Day Complete, already paid for in your bill unless you opted out. The bookstore will provide each student with a convenient package for physical books and any digital materials for this course that have been integrated into LearningHub.

Note to online and guest students: Textbooks for online courses may be purchased from any supplier. For financial aid in payment, contact your financial advisor at the university where you are completing your degree. Andrews University degree students who have confirmed that funds are available will then purchase the books themselves and send receipts to their financial advisor for reimbursement.

Wardle, Elizabeth, and Doug Downs. *Writing About Writing: A College Reader*. 5th edition.
    Boston: Bedford/St. Martin's, 2023. Print ISBN: 9781319332341
    eText ISBN: 9781319486518

Credit Hours and Commitment

This course is offered for 3 semester credits; therefore it is expected that you will spend 135 hours total on this course. This course has 16 modules with 16 lessons, one exam, three significant writing projects, five videoconferences with your instructor, five essay critiquing activities, 20 reflective writing journal prompts, 12 discussion forum posts, and 15 other exercises. 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. It is recommended that you budget 9-10 hours for studying and completing the activities for each module. There are suggested schedules to accomplish this work are included in this syllabus.

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

After successfully completing the course, students will be able to:

SLO1.   Interpret rhetorical situations to make rhetorical choices consciously in your
          writing.
SLO2.   Explain the impact of past experiences on your writing.
SLO3.   Analyze the various social functions that written texts and genres serve.
SLO4.   Critique your own writing as well as the writing of others.
SLO5.   Reflect on your own writing process(es) through reflection in a writer's journal.
SLO6.   Employ effective editing and proofreading strategies.

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

1. Strengthen the ability to communicate effectively.
2. 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.

Mental Health Support

Andrews University seeks to foster belonging and care. It is not uncommon for students to face challenges that hinder academic progress, like academic stress, sleep disturbances, managing multiple responsibilities, relationship issues, anxiety or feelings of despair or depression. If you or someone you know is grappling with any of these concerns, we urge you to seek assistance. The university offers valuable, free resources that can help address these problems effectively.

- If you are struggling with this class, please contact the course instructor as soon as possible.
- Contact your academic advisor if you are struggling in multiple classes or unsure whether you are making the most of your time at, or unsure what academic resources are available at Andrews University
- Students in the U.S., access Andrews Telehealth for new medical, counseling therapy, psychiatry, and diet & nutrition support to schedule a consultation.
- **If you are experiencing a mental health crisis, contact Academic Live Care 24/7 remote crisis services at 1-866-349-5575.**
- **Contact 911 for life threatening emergencies.**

Additional information and resources are at the School of Distance Education Student Wellbeing webpage.

Part 2: Course Methods and Delivery

Methods of Instruction

Methods of instruction include assigned readings from the textbook and the course material, watching assigned videos, essays and reflections on the readings and interactions with the instructor via videoconference and discussion forums. Regular participation in the course is essential to good performance.

Technical Requirements
- Computer: PC (Win 10 or newer) or MAC (10.14 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: 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

Analytical Essays

You will write three essays for the major projects of 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:

> *Rhetorical Analysis* (Project 1) – For your first essay, you will do a rhetorical analysis of a public interchange on a local policy or advocacy issue affecting a community of which you are a part.

> *Literacy Sponsorship Analysis* (Project 2) – For your second 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* (Project 3) – For your third 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.

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.)

Peer Review and Feedback
In addition to feedback from your instructor in videoconferences, you will share feedback with your peers in the course. You will need to provide a draft or a portion of it (as instructed) for your peers to read. Your peers will also need to provide their in-progress work. You will need to provide feedback for at least three of your peers by reading their work and answering a few questions, which are assigned specifically for each essay. These peer review sessions are opportunities for you to provide your classmates with ideas for improving their work, to consider additional perspectives for their analyses, and to help them gauge the strength and effectiveness of their claims.

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 provided 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 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 (such as hosted by Blogger or WordPress). Provide a link directly to the relevant 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.

Course Blog
In addition to private journals that only you and your instructor read, you will post entries to a blog that will be visible to others, including other students who take this course. Many of these blog posts will include responses and thoughts about what you've learned from course readings, although some blog posts may address other topics. You will be provided with a list of questions to address for each post.

To create your course blog, you should register for an account on a blogging service such as Blogger or WordPress. In order to keep your course blog separate from any personal writing you may do on a blog you already own, you should register for a *new* account. Take time to develop your blog and make it as organized, visually appealing, and effective as you can.

When you publish a post to your blog, provide a link to the public view of that blog post in the forum for the relevant blog post assignment. You will then be able to see and review the blog posts others have written about the same topics.

Exercises
Practice exercises, such as brainstorming exercises, 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 your major essay assignments.

Optional Revision
You may choose to revise either of your first two essays (the rhetorical analysis or the literacy sponsorship analysis) after it has been graded 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 originally received for the project. If applicable, the revision will receive the same late penalty that was applied to the original submission. **The optional revision is due by 11:55 pm on the last day of the course.**

Rubrics
Rhetorical Analysis

Criteria	Exceptional (5)	Proficient (4)	Satisfactory (3)	Emerging (2)	Unsatisfactory (1)
Main Point x4	The essay features a clear main point or thesis about the selected policy/issue , and/or rhetorical elements involved in the interchange.. This main point is especially insightful or engaging and fully aligns with the purpose of the assignment.	The essay features a clear main point or thesis about the selected policy/issue and/or rhetorical elements involved in the interchange. This main point fully aligns with the purpose of the assignment.	The essay features a generic main point or thesis about the selected policy/issue and/or rhetorical elements involved in the interchange . The main point aligns with the purpose of the assignment. It may state common knowledge.	The essay features a main point about the selected policy/issue and/or rhetorical elements involved in the interchange, although this main point may be vague or difficult to identify. It may not fully align with the purpose of the assignment.	The essay does not feature any apparent main point about the selected policy/issue and/or rhetorical elements involved in the interchange. The essay does not align with the purpose of the assignment.
Analysis x6	The essay's main point is developed through clear and in-depth analysis of the interchange and the rhetorical ecology. This analysis is especially insightful and convincing in the presentation of ideas, and it constitutes the majority of the essay.	The essay's main point is developed through clear analysis of the interchange and the rhetorical ecology. This analysis sometimes presents moments of insight in the presentation of ideas, and it constitutes the majority of the essay.	The essay's main point is developed through analysis of the interchange and the rhetorical ecology. This analysis provides occasional moments of insight. It may have some underdeveloped or unconvincing ideas, or it may not constitute a majority of the essay.	The essay's main point is somewhat developed through analysis of the interchange and the rhetorical ecology, although the essay features more summary and description than analysis. The presentation of ideas is often underdeveloped or unconvincing, or moments of analysis may be infrequent in the essay.	The essay's main point is not developed through analysis of the interchange and rhetorical ecology. No connections are demonstrated between the interchange and the rhetorical ecology.
Unit Concepts x4	The essay consistently demonstrates a rich and thorough understanding of rhetorical ecology and other concepts from course readings and other materials through accurate use of terms such as purpose, context, motivation, exigence, audience, rhetor, constraints, kairos, appeals, etc. The selection and use of these terms and concepts meaningfully contribute to the development of presented ideas.	The essay regularly demonstrates an understanding of rhetorical ecology and other rhetorical concepts from course readings and other materials through usually accurate use of terms such as purpose, context, motivation, exigence, audience, rhetor, constraints, kairos, appeals, etc. The selection and use of these terms and concepts meaningfully contribute to the development of presented ideas.	The essay regularly demonstrates a basic understanding of rhetorical ecology and other rhetorical concepts from course readings and other materials, through generally accurate use of terms such as purpose, context, motivation, exigence, audience, rhetor, constraints, kairos, appeals, etc. Some uses of the terms and concepts may not contribute meaningfully to the development of presented ideas, or some terms may be included without a clear purpose.	The essay rarely demonstrates an understanding of rhetorical ecology, and other rhetorical concepts from course readings and other materials may also be featured rarely or ineffectively. The use of terms such as purpose, context, motivation, exigence, audience, rhetor, constraints, kairos, appeals, etc., may often be incomplete or inaccurate, or they are used without meaningful purpose toward the development of presented ideas.	The essay demonstrates no understanding of rhetorical ecology, and other rhetorical concepts from course readings and other materials are also missing from the essay. The essay does not include meaningful or accurate use of rhetorical terms such as purpose, context, motivation, exigence, audience, rhetor, constraints, kairos, appeals, etc.
Structure x3	The essay includes all the features listed in the "Planning, Drafting, and Revising" section of the assignment instructions. The organization of the essay is fully appropriate for the purpose and audience. The flow within and between paragraphs and other sections of the writing is advanced, with especially effective transitions and an outstanding arrangement of ideas.	The essay includes all the features of the project listed in the "Planning, Drafting, and Revising" section of the assignment instructions. The organization of the essay is appropriate for the purpose and audience. The flow within and between paragraphs and other sections of the writing is solid, with effective transitions and arrangement of ideas.	The essay includes all the features of the project listed in the "Planning, Drafting, and Revising" section of the assignment instructions. The organization of the essay is generally appropriate for the purpose and audience. The flow within and between paragraphs and other sections of the writing is often solid, although the essay may sometimes feature questionable arrangement of ideas, ineffective transitions, or paragraph boundary issues.	The organization of the essay is not appropriate for the purpose and audience. It features frequent issues such as ineffective transitions, questionable arrangement of ideas, or poor paragraphing. The essay may be missing one of the features of the project listed in the "Planning, Drafting, and Revising" section of the assignment instructions.	The organization of the essay is not appropriate for the purpose and audience. It is unclear and chaotic, resulting in poor development of ideas. Paragraphing may be ignored, or the essay may be missing one or more of the four features of the project as listed in the "Planning, Drafting, and Revising" section of the assignment instructions.

Criteria	Exceptional (5)	Proficient (4)	Satisfactory (3)	Emerging (2)	Unsatisfactory (1)
Editing x3	The essay features perfect or near-perfect editing that is appropriate for the essay's purpose and audience. Sources are cited appropriately and consistently.	The editing of the essay is appropriate for the essay's purpose and audience. The essay features relatively few editing or documentation errors. All errors are minor and have no or minimal effect on the readability of the essay.	The editing of the essay is generally appropriate for the essay's purpose and audience. The essay features minor editing errors that slightly inhibit readability. Errors may be minor and relatively frequent or occasionally more significant. Documentation may be partially incomplete.	The editing of the essay is not appropriate for the essay's purpose and audience. The essay features more significant editing errors that often obscure meaning or inhibit readability. Little effort may have been made to appropriately cite sources.	Editing of the essay is not appropriate for the essay's purpose and audience. The essay features more severe editing issues that frequently obscure meaning and inhibit readability. No effort has been made to cite sources.

Literacy Sponsorship Analysis

Criteria	Exceptional (5)	Proficient (4)	Satisfactory (3)	Emerging (2)	Unsatisfactory (1)
Main Point x4	The essay features a clear main point or thesis about your literacy experiences. This main point is especially insightful or engaging and fully aligns with the purpose of the assignment.	The essay features a clear main point or thesis about your literacy experiences. This main point fully aligns with the purpose of the assignment.	The essay features a generic main point or thesis about your literacy experiences. The main point aligns with the purpose of the assignment. The main point may state common knowledge.	The essay features a main point about your literacy experiences, although this main point may be vague or difficult to identify. The main point may not fully align with the purpose of the assignment.	The essay does not feature any apparent main point about your literacy experiences. The essay does not align with the purpose of the assignment.
Analysis x6	The essay distinctly and thoughtfully discusses who you are as a writer and/or a reader today. The essay's main point is developed through clear and in-depth analysis of how your past has shaped your present. This analysis is especially insightful and convincing in the presentation of ideas. The analysis is consistently and fully supported by the narrative elements. Ideas and concepts from course readings are incorporated smoothly and appropriately, and they fully benefit the analysis.	The essay distinctly and thoughtfully discusses who you are as a writer and/or a reader today. The essay's main point is developed through clear analysis of how your past has shaped your present. This analysis sometimes presents moments of insight in the presentation of ideas. The analysis is usually supported by the narrative elements. Ideas and concepts from course readings are usually incorporated smoothly and appropriately, and they benefit the analysis.	The essay discusses who you are as a writer and/or a reader today. The essay's main point is developed through analysis of how your past has shaped your present. This analysis provides occasional moments of insight. It may be unclear in places or have some underdeveloped or unconvincing ideas. The analysis is generally supported by the narrative elements. Ideas and concepts from course readings may sometimes benefit the analysis, although their incorporation in the essay may often not be smooth or appropriate.	The essay's main point is somewhat developed through brief analysis of how your past has shaped your present. The essay may rely more on summary and description than on analysis. Many ideas may be underdeveloped or unconvincing. Moments of analysis may be infrequent in the essay. The essay may not discuss who you are as a writer or a reader today, or the analysis may not be supported by the narrative elements. Ideas and concepts included from course readings, if any, may not be smoothly incorporated in the essay and may not benefit the analysis.	The essay does not discuss who you are as a writer or a reader today. The main point is not developed through analysis of how your past has shaped your present. The essay may tell a story, but it relies entirely on summary or description. Ideas and concepts from course readings, if included, do not support the analysis; their incorporation in the essay has no apparent purpose.
Narrative x4	Narrative elements in the essay are exceptionally clear, engaging, and insightful. Narrative choices are refreshing and reveal your unique experiences and perspective. Narrative elements are unified in purpose and fully support your main point and analysis.	Narrative elements in the essay are clear and interesting. Narrative choices are usually refreshing and reveal your unique experiences and perspective. Narrative elements are largely unified in purpose and support your main point and analysis.	Narrative elements in the essay are usually clear. They usually support your main point and analysis, although there may be places where the narrative is generic or uninteresting. Narrative choices may only sometimes reveal your unique experiences and perspective. The narrative may, at times, stray from your main point.	Narrative elements in the essay may often be unclear, vague, or generic. Narrative choices may rarely, if at all, reveal your unique experiences or perspective. Narrative elements may lack unity of purpose in supporting your main point or thesis. Many parts of the story may stray from your main point.	One or more of the following problems may appear in your essay: narrative elements are unclear and generic; narrative choices do not demonstrate thoughtfulness, so that the story does not reveal any unique experiences or perspective; narrative elements do not support your main point; or your essay does not feature any narrative about your literacy history.

Criteria	Exceptional (5)	Proficient (4)	Satisfactory (3)	Emerging (2)	Unsatisfactory (1)
Organization x3	The organization of the essay is fully appropriate for the essay's purpose and audience. It is advanced through intentional structure within and between paragraphs or other sections of the essay. It may represent an unexpectedly rich presentation and arrangement of ideas.	The organization of the essay is appropriate for the essay's purpose and audience. It is solid, with appropriate transitions and effective arrangement of ideas, paragraphs, and sections.	The organization of the essay is generally appropriate for the essay's purpose and audience. It may have minor problems, including list-like or additive transitions, paragraph boundary issues, or questionable arrangement of ideas.	The organization of the essay is somewhat appropriate for the essay's purpose and audience, although it presents frequent or severe problems, including ineffective transitions, erratic or arbitrary arrangement of ideas or sections, or poor paragraphing.	The organization of the essay is not appropriate for the essay's purpose or audience. It is unclear and chaotic, resulting in poorly developed ideas. The arrangement of ideas seems to follow no logic and to serve no purpose. Paragraphing or other sectioning may be ignored.
Editing x3	The essay features perfect or near-perfect editing that is appropriate for the essay's purpose and audience. Sources are cited appropriately and consistently.	The editing of the essay is appropriate for the essay's purpose and audience. The essay features relatively few editing or documentation errors. All errors are minor and have no or minimal effect on the readability of the essay.	The editing of the essay is generally appropriate for the essay's purpose and audience. The essay features minor editing errors that slightly inhibit readability. Errors may be minor and relatively frequent or occasionally more significant. Documentation may be partially incomplete.	The editing of the essay is not appropriate for the essay's purpose and audience. The essay features more significant editing errors that often obscure meaning or inhibit readability. Little effort may have been made to appropriately cite sources.	Editing of the essay is not appropriate for the essay's purpose and audience. The essay features more severe editing issues that frequently obscure meaning and inhibit readability. No effort has been made to cite sources.

Activity Analysis

Criteria	Exceptional (5)	Proficient (4)	Satisfactory (3)	Emerging (2)	Unsatisfactory (1)
Main Point x4	The essay features a clear main point or thesis about your chosen activity system. This main point is especially insightful or engaging and fully aligns with the purpose of the assignment.	The essay features a clear main point or thesis about your chosen activity system. This main point fully aligns with the purpose of the assignment.	The essay features a generic main point or thesis about your chosen activity system. The main point aligns with the purpose of the assignment. It may state common knowledge.	The essay features a main point about your chosen activity system, although this main point may be vague or difficult to identify. It may not fully align with the purpose of the assignment.	The essay does not feature any apparent main point about your chosen activity system. The essay does not align with the purpose of the assignment.
Analysis x6	The essay's main point is developed through clear and in-depth analysis of the activity system. This analysis is especially insightful and convincing in the presentation of ideas, and it constitutes a significant portion of the essay. Ideas and concepts from course readings are incorporated smoothly and appropriately, and they fully benefit the analysis.	The essay's main point is developed through clear analysis of the activity system. This analysis sometimes presents moments of insight in the presentation of ideas, and it constitutes a significant portion of the essay. Ideas and concepts from course readings are usually incorporated smoothly and appropriately, and they benefit the analysis.	The essay's main point is developed through analysis of the activity system. This analysis provides occasional moments of insight. It may have some underdeveloped or unconvincing ideas, or it may constitute a relatively small portion of the essay. Ideas and concepts from course readings may sometimes benefit the analysis, although their incorporation in the essay may often not be smooth or appropriate.	The essay's main point is somewhat developed through analysis of the activity system, although the essay focuses more on merely describing the components of the activity system. The presentation of ideas is often underdeveloped or unconvincing, or moments of analysis may be infrequent in the essay. Ideas and concepts included from course readings, if any, may not be smoothly incorporated in the essay and may not benefit the analysis.	The essay's main point is not developed through analysis of the activity system. The essay may focus entirely on reporting facts and details about the components of the activity system without insight about what those facts and details mean. Ideas and concepts from course readings, if included, do not support the analysis; their incorporation in the essay has no apparent purpose.

Criteria	Exceptional (5)	Proficient (4)	Satisfactory (3)	Emerging (2)	Unsatisfactory (1)
Evidence x4	The essay demonstrates sophisticated use of evidence (from data you've collected about/from your chosen activity system and from course readings) to support its claims throughout. The essay features a particularly rich balance of claims and supporting evidence. The types and amount of evidence used are appropriate for the essay's purpose and its claims, and the relationship between claims and evidence is clear. The use of evidence engagingly enhances the essay's analysis and meaningfully contributes to the development of ideas.	The essay demonstrates proficient use of evidence (from data you've collected about/from your chosen activity system and from course readings) to support its claims throughout. The essay features a good balance of claims and supporting evidence. The types and amount of evidence used are generally appropriate for the essay's purpose and claims, and the relationship between claims and evidence is usually clear. The use of evidence promotes the essay's analysis and contributes to the meaningful development of ideas.	The essay uses evidence (from data you've collected about/from your chosen activity system and from course readings) to support its claims. There may be a slight imbalance between claims and evidence: some claims may have insufficient supporting evidence, or additional claims are needed to provide the analytical context for some of the evidence. The relationship between claims and evidence is generally clear. The types and amount of evidence used may not be entirely appropriate for the essay's purpose and claims. The use of evidence generally promotes the essay's analysis, although it sometimes may not contribute meaningfully to the development of presented ideas.	The essay demonstrates irregular use of evidence (from data you've collected about/from your chosen activity system and from course readings) to support its claims. The use of evidence is infrequent or often unconvincing. The relationship between claims and evidence may not be clear. The types and amount of evidence are not appropriate for the essay's purpose or its claims. There may be a great imbalance between the essay's claims and evidence, with some claims lacking support or some evidence lacking claims to provide context. The use of evidence infrequently contributes to the development of ideas.	The essay features a strong imbalance of claims and evidence (from data you've collected about/from your chosen activity system and from course readings). It includes very little, if any, evidence to support its claims. Alternatively, the essay includes very little, if any, claims to provide context for the evidence provided. The use of evidence does not contribute to the development of ideas.
Organization x3	The organization of the essay is fully appropriate for the essay's purpose and audience. It is advanced through intentional structure within and between paragraphs or other sections of the essay. It may represent an unexpectedly rich presentation and arrangement of ideas.	The organization of the essay is appropriate for the essay's purpose and audience. It is solid, with appropriate transitions and effective arrangement of ideas, paragraphs, and sections.	The organization of the essay is generally appropriate for the essay's purpose and audience. It may have minor problems, including list-like or additive transitions, paragraph boundary issues, or questionable arrangement of ideas.	The organization of the essay is somewhat appropriate for the essay's purpose and audience, although it presents frequent or severe problems, including ineffective transitions, erratic or arbitrary arrangement of ideas or sections, or poor paragraphing.	The organization of the essay is not appropriate for the essay's purpose or audience. It is unclear and chaotic, resulting in poorly developed ideas. The arrangement of ideas seems to follow no logic and to serve no purpose. Paragraphing or other sectioning may be ignored.
Editing x3	The essay features perfect or near-perfect editing that is appropriate for the essay's purpose and audience. Sources are cited appropriately and consistently.	The editing of the essay is appropriate for the essay's purpose and audience. The essay features relatively few editing or documentation errors. All errors are minor and have no or minimal effect on the readability of the essay.	The editing of the essay is generally appropriate for the essay's purpose and audience. The essay features minor editing errors that slightly inhibit readability. Errors may be minor and relatively frequent or occasionally more significant. Documentation may be partially incomplete.	The editing of the essay is not appropriate for the essay's purpose and audience. The essay features more significant editing errors that often obscure meaning or inhibit readability. Little effort may have been made to appropriately cite sources.	Editing of the essay is not appropriate for the essay's purpose and audience. The essay features more severe editing issues that frequently obscure meaning and inhibit readability. No effort has been made to cite sources.

Writer's Journal

Journal entries can receive up to 10 points:

Word Count (8 points possible) - Entries that meet the expected word count will receive the full 8 points. Entries shorter than that will receive partial credit according to the proportion of the word count met.

Content (2 points possible) – Entries that are on-topic and demonstrate a thoughtful and complete response will receive 2 points. Entries that are on-topic but demonstrate a vague or incomplete response will receive 1 point. Off-topic responses will receive 0 points.

Exams

There is one exam in this course. The final exam will consist of essay questions and will be worth 100 points. You will be allowed 120 minutes to take this exam. This exam is worth 5% of your grade. This exam must be taken under the supervision of a proctor.

Follow the prompts in the course space to set up your exam session. In each module that contains an exam, you will find what to review and what materials are allowed (if any) during the exam.

Please read the important information about taking exams and how online proctoring works at www.andrews.edu/distance/students/exams.html. Then follow the instructions that apply to your situation on the exam request form to set up your exam session.

Please note that an exam code is never released to the student. All students must present photo identification before each exam session. Exams can only be proctored after a deadline with approval directly from the instructor to the Testing Center (sdeexams@andrews.edu or 269-471-6566). No exam is returned to the student for review. To aid studying for future exams, you may request the instructor to provide summary feedback on an exam.

Suggested schedule for completion in 8 weeks:

Week	Lessons	Readings	Assignments	Outcomes Met
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	Schedule Introduce Yourself Academic Integrity Quiz Academic Integrity Statement	
1	First Lesson	Chapter 1: "Investigating Writing" (Pp. 3-25) Threshold Concepts and Writing Conceptions: Intro to Our Course (Video) Avoiding Academic Dishonesty (file) Essay Formatting and Documentation (file) Discussion forum Instructions (file)	Writer's Journal 1 Writer's Journal 2	SLO5
	Project 1 Lesson 1	Intro to Chapter 6: Rhetoric (pp. 352-357) Downs (pp. 358-386) Karenga (pp. 387-410) "What is Rhetoric?" (podcast) Rhetoric (video) Rhetorical Analysis Instructions & Samples	Exercise 1 Exercise 2 Writer's Journal 3 Blog 1	SLO1 SLO5
2	Project 1 Lesson 2	Lorimer Leonard: (Pp. 411-435) Medina-Lopéz: (pp. 461-484) "Your Ability to Can Even: A Defense of Internet Linguistics" (Blog)	Exercise 3 Exercise 4 Writer's Journal 4 Writer's Journal 5 Blog 2	SLO1 SLO5
	Project 1 Lesson 3	Heilker and King (pp. 437-460) Yarrish: (pp. 502-524) Thesis Statements: Primary Claims (video)	Exercise 5 Videoconference Sign-up for Partial Draft of Rhetorical Analysis Blog 3	SLO1 SLO5
3	Project 1 Lesson 4	Supporting Claims with Evidence (video) Videoconferences with Instructor on Partial Drafts	Reflective Review: Partial Draft of Rhetorical Analysis Partial Draft of Rhetorical Analysis for Videoconference Videoconference Sign-up for Full Draft of Rhetorical Analysis Writer's Journal 6 Writer's Journal 7	SLO1 SLO4 SLO5
	Project 1 Lesson 5	Revising and Editing Your Rhetorical Analysis (video) Videoconferences with Instructor on Full Drafts ()	Full Draft of Rhetorical Analysis for Videoconference Reflective Review: Full Draft of Rhetorical Analysis Final Draft of Rhetorical Analysis Writer's Journal 8 Blog 4	SLO1 SLO4 SLO5 SLO6
4	Project 2 Lesson 1	Chapter 5: "Literacies" Intro (pp. 254-257) Brandt (pp. 258-280) "Deborah Brandt" (podcast) Literacy Sponsors (video) Literacy Sponsorship Analysis Instructions & Samples	Exercise 6 Exercise 7 Writer's Journal 9 Writer's Journal 10 Blog 5	SLO2 SLO5

Week	Lessons	Readings	Assignments	Outcomes Met
	Project 2 Lesson 2	Malcolm X (pp. 281-290) Villanueva (pp. 291-304) "TEDxConejo – Erin Gruwell – The Freedom Writers" (video) "Maria REYES on InnerVIEWS with Ernie Manouse" (video) *Freedom Writers* (film; optional)	Exercise 8 Exercise 9 Writer's Journal 11 Writer's Journal 12 Blog 6	SLO2 SLO5
5	Project 2 Lesson 3	Ashanti Young (pp. 323-334) Wan (pp. 335-343) Writing Your Literacy Sponsorship Analysis (video)	Exercise 10 Writer's Journal 13 Videoconference Sign-up for Full Draft of Literacy Sponsorship Analysis Blog 7	SLO2 SLO4 SLO5
	Project 2 Lesson 4	Revising and Editing Your Literacy Sponsorship Analysis (video)	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 8	SLO2 SLO4 SLO5 SLO6
6	Project 3 Lesson 1	Chapter 2: (pp. 30-52) Chapter 7: "Communities" Intro (pp. 538-540) Wardle (pp. 627-645) Gee (pp. 541-557) "Genre Theory" (podcast) Activity Systems and Genres (video) Activity Analysis Instructions & Samples	Exercise 11 Writer's Journal 15 Blog 9	SLO3 SLO5
	Project 3 Lesson 2	Mirabelli: "Learning to Serve: The Language and Literacy of Food Service Workers" (pp. 602-621) Swales (pp. 558-573)	Exercise 12 Exercise 13 Writer's Journal 16 Writer's Journal 17 Blog 10	SLO3 SLO5
7	Project 3 Lesson 3	Branick: (pp. 590-601) Klass: "Learning the Language" (pp. 622-626) Writing Your Activity Analysis (video)	Exercise 14 Videoconference Sign-up for Partial Draft of Activity Analysis Writer's Journal 18 Blog 11	SLO3 SLO5
	Project 3 Lesson 4	Revising and Editing Your Activity Analysis (video) Videoconferences with Instructor on Partial Drafts	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	SLO3 SLO4 SLO5

Week	Lessons	Readings	Assignments	Outcomes Met
8	Project 3 Lesson 5	Videoconferences with Instructor on Full Drafts (Optional)	Full Draft of Activity Analysis for Videoconference Reflective Review: Full Draft of Activity Analysis Final Draft of Activity Analysis Writer's Journal 20 Blog 12	SLO3 SLO4 SLO5 SLO6
	PROCTORED FINAL EXAM		Revised Essay (Optional)	

Suggested schedule for completion in 16 weeks:

Week	Lessons	Readings	Assignments	Outcomes Met
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	Schedule Introduce Yourself Academic Integrity Quiz Academic Integrity Statement	
1	First Lesson	Chapter 1: "Investigating Writing" (Pp. 3-25) Threshold Concepts and Writing Conceptions: Intro to Our Course (Video) Avoiding Academic Dishonesty (file) Essay Formatting and Documentation (file) Discussion forum Instructions (file)	Writer's Journal 1 Writer's Journal 2	SLO5
2	Project 1 Lesson 1	Intro to Chapter 6: Rhetoric (pp. 352-357) Downs (pp. 358-386) Karenga (pp. 387-410) "What is Rhetoric?" (podcast) Rhetoric (video) Rhetorical Analysis Instructions & Samples	Exercise 1 Exercise 2 Writer's Journal 3 Blog 1	SLO1 SLO5
3	Project 1 Lesson 2	Lorimer Leonard: (Pp. 411-435) Medina-Lopéz: (pp. 461-484) "Your Ability to Can Even: A Defense of Internet Linguistics" (Blog)	Exercise 3 Exercise 4 Writer's Journal 4 Writer's Journal 5 Blog 2	SLO1 SLO5
4	Project 1 Lesson 3	Heilker and King (pp. 437-460) Yarrish: (pp. 502-524) Thesis Statements: Primary Claims (video)	Exercise 5 Videoconference Sign-up for Partial Draft of Rhetorical Analysis Blog 3	SLO1 SLO5
5	Project 1 Lesson 4	Supporting Claims with Evidence (video) Videoconferences with Instructor on Partial Drafts	Reflective Review: Partial Draft of Rhetorical Analysis Partial Draft of Rhetorical Analysis for Videoconference Videoconference Sign-up for Full Draft of Rhetorical Analysis Writer's Journal 6 Writer's Journal 7	SLO1 SLO4 SLO5

Week	Lessons	Readings	Assignments	Outcomes Met
6	Project 1 Lesson 5	Revising and Editing Your Rhetorical Analysis (video) Videoconferences with Instructor on Full Drafts ()	Full Draft of Rhetorical Analysis for Videoconference Reflective Review: Full Draft of Rhetorical Analysis Final Draft of Rhetorical Analysis Writer's Journal 8 Blog 4	SLO1 SLO4 SLO5 SLO6
7	Project 2 Lesson 1	Chapter 5: "Literacies" Intro (pp. 254-257) Brandt (pp. 258-280) "Deborah Brandt" (podcast) Literacy Sponsors (video) Literacy Sponsorship Analysis Instructions & Samples	Exercise 6 Exercise 7 Writer's Journal 9 Writer's Journal 10 Blog 5	SLO2 SLO5
8	Project 2 Lesson 2	Malcolm X (pp. 281-290) Villanueva (pp. 291-304) "TEDxConejo – Erin Gruwell – The Freedom Writers" (video) "Maria REYES on InnerVIEWS with Ernie Manouse" (video) *Freedom Writers* (film; optional)	Exercise 8 Exercise 9 Writer's Journal 11 Writer's Journal 12 Blog 6	SLO2 SLO5
9	Project 2 Lesson 3	Ashanti Young (pp. 323-334) Wan (pp. 335-343) Writing Your Literacy Sponsorship Analysis (video)	Exercise 10 Writer's Journal 13 Videoconference Sign-up for Full Draft of Literacy Sponsorship Analysis Blog 7	SLO2 SLO4 SLO5
10	Project 2 Lesson 4	Revising and Editing Your Literacy Sponsorship Analysis (video)	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 8	SLO2 SLO4 SLO5 SLO6
11	Project 3 Lesson 1	Chapter 2: (pp. 30-52) Chapter 7: "Communities" Intro (pp. 538-540) Wardle (pp. 627-645) Gee (pp. 541-557) "Genre Theory" (podcast) Activity Systems and Genres (video) Activity Analysis Instructions & Samples	Exercise 11 Writer's Journal 15 Blog 9	SLO3 SLO5
12	Project 3 Lesson 2	Mirabelli: "Learning to Serve: The Language and Literacy of Food Service Workers" (pp. 602-621) Swales (pp. 558-573)	Exercise 12 Exercise 13 Writer's Journal 16 Writer's Journal 17 Blog 10	SLO3 SLO5
13	Project 3 Lesson 3	Branick: (pp. 590-601) Klass: "Learning the Language" (pp. 622-626) Writing Your Activity Analysis (video)	Exercise 14 Videoconference Sign-up for Partial Draft of Activity Analysis Writer's Journal 18 Blog 11	SLO3 SLO5

Week	Lessons	Readings	Assignments	Outcomes Met
14	Project 3 Lesson 4	Revising and Editing Your Activity Analysis (video) Videoconferences with Instructor on Partial Drafts	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	SLO3 SLO4 SLO5
15	Project 3 Lesson 5	Videoconferences with Instructor on Full Drafts (Optional)	Full Draft of Activity Analysis for Videoconference Reflective Review: Full Draft of Activity Analysis Final Draft of Activity Analysis Writer's Journal 20 Blog 12	SLO3 SLO4 SLO5 SLO6
16	**PROCTORED FINAL EXAM**		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
15%	Rhetorical Analysis Final Draft
15%	Literacy Sponsorship Analysis Final Draft
15%	Activity Analysis Final Draft
10%	Essay Drafts
10%	Videoconferences
10%	Peer Review Feedback
10%	Exercises
5%	Blog Participation
5%	Writer's Journal
5%	Final Exam
100%	**Total Percent Possible**

Viewing Grades in LearningHub
- Click into the course.
- Click This Course in the top menu
- Select Grades in the drop-down

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.

[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 andrews.edu/services/sscenter/about/accessibility-accommodations.html
2. Download the form at
   andrews.edu/services/sscenter/disability/accommodationsreqform.pdf. Email the
   completed form and disability documentation (if any) to disabilities@andrews.edu.
3. Work with the Disability Office to learn what support is available online and be ready to
   show your disability contract for the current semester to the exam proctor at the start of
   any exam session, if extra time is allowed.

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.

AI Generated Work

Student work may be submitted to AI or plagiarism detection tools in order to ensure that student work product is human created. The submission of AI generated work constitutes plagiarism and is a violation of the Andrews University academic integrity standards for students.