AU ENGL 115 College Writing I
OU EN 111 Freshmen Composition I
WAU ENGL 101 First-Year Composition
**AU ENGL 115 College Writing I**
**OU EN 111 Freshmen Composition I**
**WAU ENGL 101 First-Year Composition**

**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**

<table>
<thead>
<tr>
<th>Service</th>
<th>Contact Information</th>
<th>Phone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Username and password assistance</td>
<td><a href="mailto:helpdesk@andrews.edu">helpdesk@andrews.edu</a></td>
<td>(269) 471-6016</td>
</tr>
<tr>
<td>Enrollment and cancellations</td>
<td><a href="mailto:sderegister@andrews.edu">sderegister@andrews.edu</a></td>
<td>(269) 471-6323</td>
</tr>
<tr>
<td>Bookstore</td>
<td><a href="http://bookstore.mbsdirect.net/andrews.htm">http://bookstore.mbsdirect.net/andrews.htm</a></td>
<td></td>
</tr>
<tr>
<td>Technical assistance with Moodle</td>
<td><a href="mailto:dlit@andrews.edu">dlit@andrews.edu</a></td>
<td>(269) 471-3960</td>
</tr>
<tr>
<td>Technical assistance with your Andrews account</td>
<td><a href="http://andrews.edu/hdchat/chat.php">http://andrews.edu/hdchat/chat.php</a></td>
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</tr>
<tr>
<td>Exam requests</td>
<td><a href="mailto:sdeexams@andrews.edu">sdeexams@andrews.edu</a></td>
<td>(269) 471-6566</td>
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<tr>
<td>Student Services Support &amp; FAQ</td>
<td><a href="http://www.andrews.edu/distance/students/">www.andrews.edu/distance/students/</a></td>
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</table>

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

**Part 1: Course Information**

**Course Description**

**Andrews University**
Introduction to college writing focusing on composing as a recursive process for generating meaning and communicating effectively. Emphasizes short analytical essay writing based on reading, media, film and other relevant discourse, including selections that examine issues of diversity.

**Oakwood University**
A study of rhetoric designed to teach students effective writing, reading, speaking, and listening. In EN 111, emphasis is placed on the short theme, and close study is given to expository and argumentative writing. An exit examination is given before the completion of EN 111.

**Washington Adventist University**
This course is designed to advance writing skills for college and professional pursuits by bringing observation, thoughtfulness, organization, sense of audience, and sense of self to bear on student writing.
Course Learning Outcomes
ENGL 115 and ENGL 215 address the following General Education Learning Outcomes:

- Strengthen the ability to communicate effectively. Oral and Written.
- 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.

By the end of the course, you will demonstrate the following competencies:
- Respond appropriately to the rhetorical demands of analytical/critical academic writing, including such features as: thesis construction, idea development and arrangement, and drawing reasonable inferences from evidence
- Recognize that it usually takes multiple drafts to create and complete a successful academic text
- Develop flexible strategies for generating, revising, editing, and proof-reading
- Learn to critique your own and the works of others
- Control surface features such as syntax, grammar, punctuation and spelling
- Approach new academic writing tasks with confidence

Required Text/Material

Credit Hour 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 26 assignments, 4 analytical essays, and 6 blogs. Suggested schedule(s) to accomplish this work are 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, assignments which help to generate ideas for analytical writing, guided practice writing analytical essays, guided practice writing for a digital environment (blog), regular interactions with classmates through “peer review” activities, and regular interactions with instructor via video-conferencing. Consistent participation in the course is essential to good performance.

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

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

Your username and password are your Andrews username and password. You need to activate your username and password to access LearningHub.
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
Assignments
There will be various written assignments throughout the duration of this class. These assignments will regularly ask you to engage the procedural heuristics of our textbook, Writing Analytically, helping you to develop your ideas in preparation for the analytical writing you will do. The instructions for each assignment will be provided on Learning Hub and the due dates are listed in the schedule below.

Course Blog
You will also be required to develop a Course Blog this semester, which will have you transform your formal academic analyses for a blog environment. Over the course of the term, you will complete six posts on your Course Blog. The directions for developing your Course Blog on Wordpress.com, and the requirements/expectations for each post will be provided on Learning Hub.

Analytical Essays
You are required to complete four analytical essays for this class: a Blog Analysis, Advertising Analysis, Song Analysis, and Commercial Analysis. In the process of developing ideas for these papers, you will employ a number of strategies from Writing Analytically. Formal directions for
each analysis essay, along with corresponding grading rubrics, will be provided on Learning Hub.

**Instructor video conference and Peer review participation**
As you prepare your analytical essays, you will arrange for regular meetings with your instructor via video conference sessions. In these conferences, you and the instructor will discuss your writing and drafts, deal with questions and concerns that you may have, and consider strategies to improve your work. These required video conference sessions will require you to have completed some portion of your final draft (see specific analysis guidelines and draft word count expectations for instructor video conferences).
Along with instructor video conferences, the course provides you with regular opportunities to respond to, and get feedback from, your peers this term. These peer review sessions will generally require you to post a draft of your in-progress analytical paper, and then respond to three of your classmates’ drafts using a response guide of between two to three questions that your instructor will provide. These peer review sessions, scheduled at various points in the drafting process, will generally ask you and your readers to brainstorm along with the writer of the draft; that is, to consider the material that is being analyzed and the claims that the writer is making in relation to that material, and then offer suggestions for other ways of thinking about that material. In most cases, you will need to make the material you are analyzing available for your classmates to examine as part of the peer review process.

**Rubrics**

**Blog Analysis Grade Rubric**

- **(20) Analysis provides an effective thesis that focuses the discussion**
  
  20: Thesis/Claim generates insight and complexity in its treatment of rhetorical features of blogging;
  
  18-19: thesis/claim is effective and provides a way of understanding the rhetorical features of blog(s);
  
  16-17: thesis/claim may be general or broad; may restate conventional wisdom; may be largely a statement of fact;
  
  14-15: thesis/claim is overly broad, sweeping and/or personalized; no overt thesis may be stated;
  
  13>: thesis/claim is not apparent; interpretive focus is not provided in the beginning of the analysis;

- **(20) Analysis is organized effectively (careful transitions and arrangement of ideas)**
  
  20: Organization is advanced through careful paragraphing, 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>: organization is unclear and chaotic, and results in poorly developed ideas; paragraphing may be ignored;
(20) Analysis develops a convincing and insightful analytical position
20: Analysis is unexpectedly insightful, thoughtful and full of meaning; development is satisfying;
18-19: analysis provides some moments of insight and rich interpretation of evidence; development is mostly complete;
16-17: analysis provides occasional moments of insight; analysis sometimes settles for broad generalizations; some ideas may be underdeveloped;
14-15: analysis results in mostly summary or description with little interpretation or insight offered; analysis is significantly underdeveloped;
13>: analysis provides no real insight; little development of analysis;

(20) Analysis provides specific evidence from blog(s) to advance claims
20: Evidence from blog posts 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 from blog is 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>: very little, if any, evidence is provided in analysis; or, in contrast, few, if any, claims drive discussion of evidence.

(20) Analysis is edited and proofread effectively
20: Analysis is nearly flawless in terms of editing and proofreading;
18-19: very few minor errors in editing and proofreading;
16-17: minor editing and proofreading problems may distract slightly from the reading of the analysis;
14-15: editing and proofreading have been somewhat haphazard and ineffective; problems interfere with reading the analysis;
13>: more severe editing and proofreading issues than those detailed above;

Exams
All exams must be supervised by a school or community official, such as a teacher, librarian, registrar, or pastor, who is not related to the student.

The exam request form will available in Learning Hub after you have completed the assignments prior to the exam. The student must state clearly on the exam request form the professional status, job title, or any other qualifications of the supervisor that will aid the testing department in the approval process. If you are attending a college or university, you must use the testing center at that institution. A student living near the Andrews University School of Distance Education main office in Michigan must have the exams supervised at the School of Distance Education testing office. However, the exam request should be sent in ahead of time.
An online exam code cannot be sent to a supervisor who has the same address as the student unless the address is known to be that of a school, mission facility, etc.

All college students must present photo identification to their supervisor's before taking exams.

If you cannot take your exam by the deadline date, email sdeexams@andrews.edu.

No exam is returned to the student or supervisor. Test grades are sent to the student as soon as the exam is graded. Feedback from the instructor for midterm exams will provide information for studying for future exams.

**Suggested schedule for completion in 8 weeks:**

<table>
<thead>
<tr>
<th>Modules</th>
<th>Lessons</th>
<th>Readings</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intro</td>
<td></td>
<td></td>
<td>Exercise #1: Timed Diagnostic Analysis- baseline assessment</td>
</tr>
</tbody>
</table>
| 1 Analytic Writing- Blog Analysis | Course Blog Exercise Description Blog Analysis Exercise Description  
Reading WA 1 (The Analytical Frame of Mind) | Course Blog Post #1: “Who you are as a Writer/Reader”  
Exercise #2: “Try This 1.8: Doing The Method on a Poem.”  
Exercise #3: “Notice and Focus” | |
| 1 Analytic Writing- Blog Analysis | Reading WA 2 (Reading Analytically) | Exercise #4: “the Pitch, the Complaint and the Moment”  
Exercise #5: Paraphrase X3  
Exercise #6: “Try This 2.3” | |
| 2 Analytic Writing- Blog Analysis | Aristotelian Appeals Handout  
Reading WA 6 (Finding and Evolving a Thesis)  
MLA Documentation (“Citing a Blog”) and link to Purdue OWL on LH | Exercise #7: The “Aristotelian Appeals” and Your Selected Blog  
Exercise #8: “Six Steps for Finding and Evolving a Thesis”  
Exercise #9: Practice Peer Review on Sample  
Zoom Conference Sign-Up | |
| 3 Analytic Writing- Blog Analysis | Scheduled Video Conferences | Writer's Journal #1: Blog Analysis  
Blog Analysis Draft for Video Conference #1 (1000 to 1200 word draft due)  
Zoom Conference 2 Sign-Up | |
| 3 Analytic Writing- Blog Analysis | Scheduled Video Conferences | Course Blog Post #2: Post Blog Analysis  
Blog Analysis Draft for Video Conference #2 (1500-1800 word draft due)  
Submission Deadline for Final Blog Analysis | |
| 4 Analytic Writing- Advertisement Analysis | Advertising Analysis Guidelines  
Reading WA 5 (Interpretation)  
Sample Advertising Analysis on LH | Writer's Journal #2: Ad Analysis  
Exercise #11: “Notice & Focus” on Two Print Advertisements  
Exercise #12: “Seems to Be About X, But Could Also Be About Y” on Two Print Advertisements | |
<table>
<thead>
<tr>
<th>Analytic Writing–Advertisement Analysis</th>
<th>Schedule Video Draft Conference (1250 word draft due)</th>
<th>Course Blog Post #3: Post Advertising Analysis Advertising Analysis Draft for Video Conference (1250 word draft due) Submission Deadline for Final Advertising Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Exercise #13:</strong> Practice Peer Review on Sample Advertising Analysis (Kohler Advertisement) Exercise #14: Definitions and Solomon’s Essay on Advertising (“Masters of Desire: The Culture of American Advertising”)</td>
<td><strong>Exercise #15:</strong> Survey Your Classmates’ Course Blogs Exercise #16: Song and “The Method” Exercise #17: Song and “Paraphrase X3” Exercise #18: Song and “Passage-based Freewrite”</td>
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<td><strong>Exercise #23:</strong> Survey Your Classmates’ Course Blogs Exercise #24: Chapter 10 Extra Credit Options Exercise #25: “Notice &amp; Focus” or “The Method” (On Chosen Commercial for Super Bowl Commercial Analysis) Exercise #26: Developing an “Interpretive Context” With Chosen Commercial</td>
</tr>
<tr>
<td><strong>Analytic Writing–Song Analysis</strong></td>
<td>Song Analysis Guidelines on LH Sample Song Analyses on LH</td>
<td><strong>Exercise #27:</strong> Chapter 11 Extra Credit Options</td>
</tr>
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<td><strong>Analytic Writing–Song Analysis</strong></td>
<td>Reading WA 9 (From Paragraphs to Papers)</td>
<td><strong>Exercise #27:</strong> Chapter 11 Extra Credit Options</td>
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<td><strong>Exercise #15:</strong> Survey Your Classmates’ Course Blogs Exercise #16: Song and “The Method” Exercise #17: Song and “Paraphrase X3” Exercise #18: Song and “Passage-based Freewrite”</td>
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<td>Schedule Video Draft Conference (1250 word draft due)</td>
<td><strong>Exercise #27:</strong> Chapter 11 Extra Credit Options</td>
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<td><strong>Analytic Writing–Commercial Analysis</strong></td>
<td>Commercial Analysis Sample Chapter Readings</td>
<td><strong>Exercise #27:</strong> Chapter 11 Extra Credit Options</td>
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<td><strong>Exercise #21:</strong> “Notice &amp; Focus” Exercise #22: Developing an Interpretive Context (“Difference within Similarity”)</td>
<td><strong>Exercise #23:</strong> Survey Your Classmates’ Course Blogs Exercise #24: Chapter 10 Extra Credit Options Exercise #25: “Notice &amp; Focus” or “The Method” (On Chosen Commercial for Super Bowl Commercial Analysis) Exercise #26: Developing an “Interpretive Context” With Chosen Commercial</td>
<td><strong>Exercise #27:</strong> Chapter 11 Extra Credit Options</td>
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| Analytic Writing-Commercial Analysis | Chapter Readings | Submission Deadline for Commercial Analysis Draft  
Writer’s Journal #6: Commercial Analysis |
| 8   | Analytic Writing-Commercial Analysis | Chapter Readings | Submission Deadline for Final Commercial Analysis  
Course Blog Post #5: Critique-Reflection Post  
Course Blog Post #6: Critique-Reflection Post |
| Final Exam | Chapter Readings | Course Blog Post #7: Critique-Reflection Post  
Student Survey of Teaching |
**Suggested schedule for completion in 16 weeks:**

<table>
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<th>Modules</th>
<th>Lessons</th>
<th>Readings</th>
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<tr>
<td>Intro</td>
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<td></td>
<td>Exercise #1: Timed Diagnostic Analysis - <em>baseline assessment</em></td>
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</table>
| 1       | Aug. 24-28                      | Analytic Writing- Blog Analysis | Course Blog Exercise Description & Analysis | Course Blog Post #1: “Who you are as a Writer/Reader”  
Exercise #2: “Try This 1.8: Doing The Method on a Poem.”  
Exercise #3: “Notice and Focus” |
| 2       |                                | Analytic Writing- Blog Analysis | Reading WA 2 (Reading Analytically)                                         | Exercise #4: “the Pitch, the Complaint and the Moment”  
Exercise #5: Paraphrase X3  
Exercise #6: “Try This 2.3” |
| 3       |                                | Analytic Writing- Blog Analysis | Aristotelian Appeals Handout  
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Exercise #8: “Six Steps for Finding and Evolving a Thesis”  
Exercise #9: Practice Peer Review on Sample  
Zoom Conference Sign-Up |
| 4       |                                | Analytic Writing- Blog Analysis | Scheduled Video Conferences                                                 | Writer’s Journal #1: Blog Analysis  
Blog Analysis Draft for Video Conference #1 (1000 to 1200 word draft due)  
Zoom Conference 2 Sign-Up |
| 5       |                                | Scheduled Video Conferences     | Course Blog Post #2: Post Blog Analysis  
Blog Analysis Draft for Video Conference #2 (1500-1800 word draft due)  
Submission Deadline for Final Blog Analysis |
| 6       |                                | Advertising Analysis Guidelines | Advertising Analysis Guidelines  
Reading WA 5 (Interpretation)  
Sample Advertising Analysis on LH | Writer’s Journal #2: Ad Analysis Exercise #11: “Notice & Focus” on Two Print Advertisements  
Exercise #12: “Seems to Be About X, But Could Also Be About Y” on Two Print Advertisements |
| 7       |                                | Reading Solomon Article         | Reading Solomon Article (“Masters of Desire: The Culture of American Advertising”)  
Schedule Video Draft Conference (1250 word draft due) | Writer’s Journal #3: Ad Analysis Exercise #13: Practice Peer Review on Sample Advertising Analysis (Kohler Advertisement)  
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<th>Topic</th>
<th>Assignments</th>
<th>Notes</th>
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| 9 Oct. 12–16 | **Analytic Writing – Song Analysis** | Song Analysis Guidelines on LH  
Sample Song Analyses on LH | Exercise #15: Survey Your Classmates’ Course Blogs  
Exercise #16: Song and “The Method”  
Exercise #17: Song and “Paraphrase X3”  
Exercise #18: Song and “Passage-based Freewrite” |
| 10          | **Analytic Writing – Song Analysis** | Reading WA 9 (From Paragraphs to Papers) | Writer’s Journal #4: Song Analysis  
Exercise #19: Construct Two Different Introductions for Your Song Analysis  
Exercise #20: Claims, Evidence & Paragraphing (Three-Part Approach) |
| 11          | **Analytic Writing – Song Analysis** | Schedule Video Draft Conference  
(1250 word draft due) | Song Analysis Draft for Video Conference (1250 word draft due)  
Submission Deadline for Final Song Analysis  
Course Blog Post #4: Post Song Analysis |
| 12          | **Analytic Writing – Commercial Analysis** | Commercial Analysis Sample  
Chapter Readings | Exercise #21: “Notice & Focus”  
Exercise #22: Developing an Interpretive Context (“Difference within Similarity”)  
Exercise #23: Survey Your Classmates’ Course Blogs  
Exercise #24: Chapter 10 Extra Credit Options  
Exercise #25: “Notice & Focus” or “The Method” (On Chosen Commercial for Super Bowl Commercial Analysis)  
Exercise #26: Developing an “Interpretive Context” With Chosen Commercial |
| 13          | **Analytic Writing – Commercial Analysis** | Chapter Readings | Exercise #27: Chapter 11 Extra Credit Options  
Writer’s Journal #5: Commercial Analysis |
| 14          | **Analytic Writing – Commercial Analysis** | Chapter Readings | Chapter Readings |
| 15          | **Analytic Writing – Commercial Analysis** | Chapter Readings | Submission Deadline for Final Commercial Analysis  
Course Blog Post #5: Critique-Reflection Post  
Course Blog Post #6: Critique-Reflection Post |
| 16          | **Analytic Writing – Commercial Analysis** | Chapter Readings | Course Blog Post #7: Critique-Reflection Post  
Student Survey of Teaching |
| 17 Dec. 7–10 | Final Exam | | |
Completing Assignments
All assignments for this course will be submitted electronically through Learning Hub 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

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<tr>
<th>Percent %</th>
<th>Description</th>
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<tr>
<td>15</td>
<td>Instructor Video Conferences and Peer Review Participation</td>
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<tr>
<td>25</td>
<td>Assignments</td>
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<td>20</td>
<td>Course Blog</td>
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<tr>
<td>40</td>
<td>Analytical Essays (including drafts due for conferences and peer review)</td>
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<td>100</td>
<td>Total Percent Possible</td>
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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

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<tr>
<th>Letter Grade</th>
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<td>B+</td>
<td>88-89%</td>
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<tr>
<td>B</td>
<td>83-87%</td>
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<tr>
<td>B-</td>
<td>80-82%</td>
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<td>C+</td>
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<td>F</td>
<td>0-59%</td>
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Part 5: Course Policies

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

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

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.