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.
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, six journal entries, and 7 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), and regular interactions with instructor via video-conferencing. Consistent 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.

**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 LearningHub 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 LearningHub.

**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 LearningHub.

**Instructor video conference and journal exercises**
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 requires you to complete several journal exercises. Each writer’s journal encourages you to think critically about the composition process and to pinpoint revision strategies.
Rubric Example (Each essay has a separate rubric included under the essay guidelines)

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;
  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**
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.

**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**

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 midterm exam is counted in the assignments category of the gradebook. You are allowed 60 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.
## Schedule with start, midterm, final and completion dates in RED.

<table>
<thead>
<tr>
<th>Modules</th>
<th>Lessons</th>
<th>Readings</th>
<th>Assignments</th>
<th>Couse Objectives Met (example CO2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intro</td>
<td></td>
<td></td>
<td>Exercise #1: Timed Diagnostic Analysis- baseline assessment</td>
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<tr>
<td>1</td>
<td>Analytic Writing - Blog Analysis</td>
<td>Course Blog Exercise Description Blog Analysis Exercise Description Reading WA 1 (The Analytical Frame of Mind)</td>
<td>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”</td>
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<td>Exercise #4: “the Pitch, the Complaint and the Moment” Exercise #5: Paraphrase X3 Exercise #6: : “Try This 2.3”</td>
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<td>Analytic Writing - Blog Analysis</td>
<td>Reading WA 2 (Reading Analytically)</td>
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<td>4</td>
<td>Analytic Writing - Blog Analysis</td>
<td>Scheduled Video Conferences</td>
<td>Writer’s Journal #1: Blog Analysis Blog Analysis Draft for Video Conference #1 (1000 to 1200 word draft due) Zoom Conference 2 Sign-Up</td>
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<td>5</td>
<td>Analytic Writing - Blog Analysis</td>
<td>Scheduled Video Conferences</td>
<td>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</td>
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<td>6</td>
<td>Analytic Writing - Advertisement Analysis</td>
<td>Advertising Analysis Guidelines Reading WA 5 (Interpretation) Sample Advertising Analysis on LH</td>
<td>Writer’s Journal #2: Advertising Analysis Exercise #10: “Notice &amp; Focus” on Two Print Advertisements Exercise #11: “Seems to Be About X, But Could Also Be About Y” on Two Print Advertisements</td>
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<td>Analytic Writing - Advertisement Analysis</td>
<td>Schedule Video Draft Conference (1250 word draft due)</td>
<td>Course Blog Post #3: Post Advertising Analysis Advertising Analysis Draft for Video Conference (1250 word draft due) Submission Deadline for Final Advertising Analysis Exercise #14: Survey Previous Students’ Course Blogs</td>
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<td>9</td>
<td>Analytic Writing – Song Analysis</td>
<td>Song Analysis Guidelines on LH Sample Song Analyses on LH</td>
<td>Exercise #15: Song and “The Method” Exercise #16: Song and “Paraphrase X3” Exercise #17: Song and “Passage-based Freewrite”</td>
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<td>Analytic Writing – Song Analysis</td>
<td>Reading WA 9 (From Paragraphs to Papers)</td>
<td>Writer’s Journal #4: Song Analysis Exercise #18: Construct Two Different Introductions for Your Song Analysis Exercise #19: Claims, Evidence &amp; Paragraphing (Three-Part Approach)</td>
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<td>11</td>
<td>Analytic Writing – Song Analysis</td>
<td>Schedule Video Draft Conference (1250 word draft due)</td>
<td>Song Analysis Draft for Video Conference (1250 word draft due) Submission Deadline for Final Song Analysis</td>
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<td>Modules</td>
<td>Lessons</td>
<td>Readings</td>
<td>Assignments</td>
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<td>13</td>
<td>Analytic Writing-Commercial Analysis</td>
<td>Chapter Readings</td>
<td>Exercise #26: Chapter 11 Extra Credit Options Writer’s Journal #5: Commercial Analysis</td>
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<td>14</td>
<td>Analytic Writing-Commercial Analysis</td>
<td>Chapter Readings</td>
<td>Super Bowl Commercial Analysis Instructor (Full Draft) Writer’s Journal #6: Commercial Analysis</td>
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<td>Course Blog Post #7: Final Blog Evaluation Student Survey of Teaching</td>
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<td>FINAL EXAM</td>
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**Completing Assignments**
All assignments for this course will be submitted electronically through LearningHub unless otherwise instructed.

**Part 4: Grading Policy**

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<tr>
<th>Graded Course Activities</th>
<th>Percent</th>
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<tr>
<td>Instructor Video Conferences and Journal Exercises</td>
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<tr>
<td>Assignments</td>
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<td>Course Blog</td>
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<tr>
<td>Analytical Essays (including drafts due for conferences)</td>
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<td>Total Percent Possible</td>
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**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**

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<tr>
<td>A-</td>
<td>90-92%</td>
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<tr>
<td>B+</td>
<td>88-89%</td>
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<tr>
<td>B</td>
<td>83-87%</td>
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<tr>
<td>B-</td>
<td>80-82%</td>
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<tr>
<td>D</td>
<td>60-69%</td>
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<tr>
<td>F</td>
<td>0-59%</td>
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</tbody>
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**Part 5: Course Policies**

**Withdrawal and Incomplete Policies**
The current withdrawal policy can be found online at [https://www.andrews.edu/distance/students/gradplus/withdrawal.html](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](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/](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](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](mailto:success@andrews.edu) or fax it to (269) 471-8407.
3. Email [sdestudents@andrews.edu](mailto: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
proficiency, 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.