



# SYLLABUS

**AU ENGL 215 College Writing II**  
**OU EN 112 Freshmen Composition II**

# AU ENGL 215 College Writing II OU EN 112 Freshmen Composition II 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

**Instructor:** Dr. Bonnie McLean

**Email:** [mclean@andrews.edu](mailto:mclean@andrews.edu)

**Home phone:** (630) 974-6585

**Zoom Personal Meeting Room:** <https://zoom.us/j/7308513100>

## 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	<a href="mailto:helpdesk@andrews.edu">helpdesk@andrews.edu</a>	(269) 471-6016
Enrollment and withdrawal questions	<a href="mailto:sderegister@andrews.edu">sderegister@andrews.edu</a>	(269) 471-6323
Technical assistance with online courses	<a href="mailto:dlit@andrews.edu">dlit@andrews.edu</a>	(269) 471-3960
Exam requests and online proctoring	<a href="mailto:sdeexams@andrews.edu">sdeexams@andrews.edu</a>	(269) 471-6566
Distance Student Services - any other questions	<a href="mailto:sdestudents@andrews.edu">sdestudents@andrews.edu</a>	(269) 471-6566

## Part 1: Course Information

### Course Description

An introduction to source-based, academic writing, including practice in summarizing, analyzing, synthesizing and reading from a critical perspective. Sections organized thematically.

### Course Prerequisites

ENGL 115 or ENGL 117. Cannot be audited or CLEPed.

### Course Learning Outcomes

The central goal of ENGL 215 is to improve on your ability to think, speak, and write analytically in both public and private forums. Outlined below are the Course Objectives and Goals for ENGL 215.

After successfully completing the course, students will:

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

6. Construct original arguments in academic writing through a variety of genres.
7. Engage in community organization and justice from personal, civic, and spiritual perspectives.

### Required Text/Material

- Lunsford, Andrea, John J. Ruskiewicz, and Keith Walters. *Everything's an Argument with Readings and 2016 MLA Update*, 7<sup>th</sup> ed, Bedford & St. Martin's, 2016. ISBN-13: 978-1319085742
- Clear organization of all assignments and materials on your personal computer (I recommend a folder for each class and subfolders for handouts and each of your papers/projects)
- Microsoft Word (please do not submit Google Docs, ODTs, or PDFs to LearningHub)

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

### Credit Hour and Commitment

This course is offered for 3 semester credits. In a face to face 15-week semester class, that typically requires 3 hours of classroom time per week, and 6 hours of homework per week for a total of about 135 hours. This class is delivered online in 6 months; so you should plan to spend about 3 hours/day on this class, including reading, accessing instructional materials, interacting with your instructor and classmates, and completing homework. 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, participation in the online class forum, writing, revision, feedback, and more writing. Regular participation in the course is essential to good performance.

### Course/Technical Requirements

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

### LearningHub Access

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

Your username and password are your Andrews username and password. You need to activate your username and password to access LearningHub.

Please do this online here:

<https://vault.andrews.edu/vault/pages/activation/information.jsp> if you haven't already. If you need assistance, call or email us: (296) 471-6016 or [helpdesk@andrews.edu](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](mailto:dlit@andrews.edu) or call (269) 471-3960.

## Part 3: Course Requirements

**Important Note:** Activity and assignment details will be explained in detail within each learning module. If you have any questions, please contact your instructor.

### Your Schedule

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

Start by creating a schedule for completion of the course.

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

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

### Assessment Descriptions

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

**Devotional Posts:** You will be responsible for five devotional blog posts over the course of the class—divided evenly throughout the term. Draw from spiritual insights or the Bible for each post. Do focus on something uplifting, and avoid preaching, criticizing, and stone-throwing! This is something to inspire others and provide spiritual food!.

**Assigned Readings:** Readings are drawn from the textbook and other online materials. The course schedule below lists the reading assignments and their due dates.

**Discussion Boards and Video Conferences:** The discussion in this class is intended to build community and help us to feel connected to each other. Consider it a classroom conversation, not writing! In addition, the video conferences provide the forum to provide students with direct instructional feedback.

### Rubrics

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

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

<b>Modules</b>	<b>Lesson</b>	<b>Assigned Reading</b>	<b>Activities and Writing Assignments</b>	<b>Course Objectives Met</b>
Introduction	Course Orientation	Syllabus, orientation materials	<ul style="list-style-type: none"> <li>Header “quiz”</li> <li>Introduce Yourself writing assignment</li> </ul>	<ul style="list-style-type: none"> <li>CO6</li> </ul>
1	Understanding Analysis	Chapter 1, pp. 3-16	<ul style="list-style-type: none"> <li>Writing Background post</li> <li>Assignment 1</li> </ul>	<ul style="list-style-type: none"> <li>CO2</li> </ul>
	Understanding Analysis cont.	Essay 1 Sheet Chapter 6, pp. 87-100	<ul style="list-style-type: none"> <li>Assignment 2</li> </ul>	<ul style="list-style-type: none"> <li>CO5</li> </ul>
2	Developing Analysis	Chapter 8, pp. 151-166 Selected Article from options on lesson page	<ul style="list-style-type: none"> <li>Devotional 1</li> <li>Assignment 3</li> </ul>	<ul style="list-style-type: none"> <li>CO3</li> <li>CO4</li> </ul>
	Developing Analysis cont.		<ul style="list-style-type: none"> <li>Essay 1 Rough Draft</li> </ul>	<ul style="list-style-type: none"> <li>CO2</li> <li>CO3</li> <li>CO5</li> <li>CO6</li> </ul>
3	Causes and Effects in Problems	Chapter 13, pp. 307-328	<ul style="list-style-type: none"> <li>Devotional 2</li> <li>Essay 1 Final Draft</li> <li>Reflect on Essay 1 post</li> </ul>	<ul style="list-style-type: none"> <li>CO2</li> <li>CO4</li> </ul>
	Causes and Effects in Community Problems	Chapter 11, pp. 240-248 Essay 2 Sheet	<ul style="list-style-type: none"> <li>Assignment 4</li> </ul>	
4	Developing a thesis and argument	Chapter 11, pp. 248-262	<ul style="list-style-type: none"> <li>Devotional 3</li> <li>Assignment 5</li> </ul>	<ul style="list-style-type: none"> <li>CO6</li> </ul>
	Library Resources for Research	Chapter 18, pp. 412-426	<ul style="list-style-type: none"> <li>Library tutorial</li> <li>Assignment 6</li> <li>Video conference</li> </ul>	
5	Library Resources for Research cont.	Chapter 19, pp. 427-435 Chapter 22, pp. 467-486	<ul style="list-style-type: none"> <li>Devotional 4</li> <li>Assignment 7</li> </ul>	<ul style="list-style-type: none"> <li>CO1</li> <li>CO4</li> </ul>
	Library Resources for Research cont.		<ul style="list-style-type: none"> <li>Essay 2 Draft</li> </ul>	<ul style="list-style-type: none"> <li>CO2</li> <li>CO6</li> <li>CO7</li> </ul>
6	Revision and Rewriting	Chapter 20, pp. 436-454	<ul style="list-style-type: none"> <li>Instructor Conferences</li> <li>Devotional 5</li> </ul>	<ul style="list-style-type: none"> <li>CO5</li> <li>CO7</li> </ul>
	Revision and Rewriting cont.		<ul style="list-style-type: none"> <li>Essay 2 Final Draft</li> <li>Reflect on Essay 2 post</li> </ul>	
7	Solutions and Adaptation of Research	Chapter 12, pp. 272-293 Essay 3 Sheet	<ul style="list-style-type: none"> <li>Assignment 8</li> <li>Assignment 9</li> </ul>	<ul style="list-style-type: none"> <li>CO2</li> <li>CO3</li> <li>CO5</li> <li>CO6</li> <li>CO7</li> </ul>
	Solutions and Adaptation of Research cont.		<ul style="list-style-type: none"> <li>Essay 3 rough draft</li> </ul>	
8	Responding and Revising	Chapter 10, pp. 210-217	<ul style="list-style-type: none"> <li>Video Conference</li> </ul>	<ul style="list-style-type: none"> <li>CO3</li> <li>CO7</li> </ul>
	Reflections		<ul style="list-style-type: none"> <li>Assignment 10</li> <li>Essay 3 final</li> </ul>	

**Suggested schedule for completion in 16 weeks:**

Modules	Lesson	Assigned Reading	Activities and Writing Assignments	Course Objectives Met
Introduction	Course Orientation	Syllabus, orientation materials	<ul style="list-style-type: none"> <li>Header “quiz”</li> <li>Introduce Yourself writing assignment</li> </ul>	<ul style="list-style-type: none"> <li>CO6</li> </ul>
1	Understanding Analysis	Chapter 1, pp. 3-16	<ul style="list-style-type: none"> <li>Writing Background post</li> <li>Assignment 1</li> </ul>	<ul style="list-style-type: none"> <li>CO2</li> </ul>
2	Understanding Analysis cont.	Essay 1 Sheet Chapter 6, pp. 87-100	<ul style="list-style-type: none"> <li>Assignment 2</li> </ul>	<ul style="list-style-type: none"> <li>CO5</li> </ul>
3	Developing Analysis	Chapter 8, pp. 151-166 Selected Article from options on lesson page	<ul style="list-style-type: none"> <li>Devotional 1</li> <li>Assignment 3</li> </ul>	<ul style="list-style-type: none"> <li>CO3</li> <li>CO4</li> </ul>
4	Developing Analysis cont.		<ul style="list-style-type: none"> <li>Essay 1 Rough Draft</li> </ul>	<ul style="list-style-type: none"> <li>CO2</li> <li>CO3</li> <li>CO5</li> <li>CO6</li> </ul>
5	Causes and Effects in Problems	Chapter 13, pp. 307-328	<ul style="list-style-type: none"> <li>Devotional 2</li> <li>Essay 1 Final Draft</li> <li>Reflect on Essay 1 post</li> </ul>	<ul style="list-style-type: none"> <li>CO2</li> <li>CO4</li> </ul>
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10	Library Resources for Research cont.		<ul style="list-style-type: none"> <li>Essay 2 Draft</li> </ul>	<ul style="list-style-type: none"> <li>CO2</li> <li>CO6</li> <li>CO7</li> </ul>
11	Revision and Rewriting	Chapter 20, pp. 436-454	<ul style="list-style-type: none"> <li>Instructor Conferences</li> <li>Devotional 5</li> </ul>	<ul style="list-style-type: none"> <li>CO5</li> <li>CO7</li> </ul>
12	Revision and Rewriting cont.		<ul style="list-style-type: none"> <li>Essay 2 Final Draft</li> <li>Reflect on Essay 2 post</li> </ul>	
13	Solutions and Adaptation of Research	Chapter 12, pp. 272-293 Essay 3 Sheet	<ul style="list-style-type: none"> <li>Assignment 8</li> <li>Assignment 9</li> </ul>	<ul style="list-style-type: none"> <li>CO2</li> <li>CO3</li> </ul>
14	Solutions and Adaptation of Research cont.		<ul style="list-style-type: none"> <li>Essay 3 rough draft</li> </ul>	<ul style="list-style-type: none"> <li>CO5</li> <li>CO6</li> <li>CO7</li> </ul>
15	Responding and Revising	Chapter 10, pp. 210-217	<ul style="list-style-type: none"> <li>Video Conference</li> </ul>	<ul style="list-style-type: none"> <li>CO3</li> <li>CO7</li> </ul>
16	Reflections		<ul style="list-style-type: none"> <li>Assignment 10</li> <li>Essay 3 final</li> </ul>	

**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

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

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

### Viewing Grades in Learning Hub

- Click into the course.
- Click on the **Grades** link in the Settings Box to the left of the main course page.

### Letter Grade Assignment

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

## Part 5: Course Policies

### Withdrawal and Incomplete Policies

The current withdrawal policy can be found online at <https://www.andrews.edu/distance/students/gradplus/withdrawal.html>. The incomplete policy is found online at <http://www.andrews.edu/web/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](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 professionalism, commitment to active learning, participation in this course, and integrity in your behavior in and out of this online classroom.

### **Commit to Excellence**

You deserve a standing ovation based on your decision to enroll in, and effectively complete this course. Along with your pledge of “commitment to Integrity” you are expected to adhere to a “commitment to excellence.” Andrews University has established high academic standards that will truly enhance your writing and communication skills across the disciplines and in diverse milieu with many discourse communities in the workplace.

### **Honesty**

Using the work of another student or allowing work to be used by another student jeopardizes not only the teacher-student relationship but also the student’s academic standing. Lessons may be discussed with other students, tutors may help to guide a student’s work, and textbooks, encyclopedias and other resource materials may be used for additional assistance, but the actual response must be the student’s own work.

Exams must be completed in the presence of an approved supervisor without the assistance of books, notes, devices or outside help unless otherwise specified in the exam directions. The student should have no access to the exam either before or after it is taken. A student who gives information to another student to be used in a dishonest way is equally guilty of dishonesty.

Any violation of this policy will be taken before the Higher Education Academic and Curriculum Committee for appropriate punitive action.



## Part 6: Additional Reading: An Annotated Bibliography

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

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

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

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

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

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

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

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

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

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

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

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

In this humorous and no-nonsense approach to grammar, Truss unpacks several common punctuation marks, their erroneous usage, and ways to correctly sprinkle them in your writing. Her use of absurd and practical examples alike assists students in understanding their mistakes

and correcting them for a lifetime of proper punctuation. This is a helpful text for English-language learners, or those who still struggle with where to place the apostrophe or can't seem to figure out a semi-colon beyond a smiley-face emoji.

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