



SYLLABUS

ENGL 215 College Writing

202341

ENGL 215 College Writing II

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 Description

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

This section of ENGL 215 takes writing as its theme. That is, we will not only practice writing as an activity but will also examine writing as a subject of study. Rather than look at writing as a strict set of generalizable skills to be applied in all writing situations, we will explore concepts of writing that promote a more purposeful understanding of writing that can be adapted for future contexts. In combination with College Writing I, this course forms a sequence of Introduction to Writing courses that introduces you to and familiarizes you with key concepts that inform the field of writing studies.

ENGL 215 asks you to continue considering “how writing works and functions,” particularly in contexts related to your academic, career, and professional interests.

Prerequisites

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

Required Text/Material

This course has no assigned textbook to purchase, with selected readings provided among various sources. However, many of our course readings are selected from the [Writing Spaces series](#) of free online textbooks.

Credit Hour and Commitment

This course is offered for 3 semester credits; therefore; it is expected that you will spend 135 total hours on this course. This course has 16 modules with 15 lessons, 1 exam, 12 blogs, 3 major projects in multiple parts, 16 writer's journals, 3 peer reviews and 6 conferences with instructor to go over drafts of the project. Each module represents a week of a typical semester course. It is recommended that you budget 9 hours for studying and completing the activities for each module. There are suggested schedules to accomplish this work 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

At the end of this course, students will be able to

1. Analyze and apply writing concepts such as rhetorical ecology, genre, and discourse community conventions in academic and professional writing situations
2. Utilize academic research processes and produce writing that effectively integrates source material
3. Evaluate academic and professional writing, research processes, and the application of writing concepts

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 open access textbooks and other course materials, three major writing projects, journal entries and reflections on readings and course concepts, discussions on readings and writing projects, videoconferencing with the instructor about writing projects, and one exam. 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: 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 LearningHub, 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 LearningHub AND discipline yourself to make regular progress.

Assessment Descriptions

Project 1: Rhetorical Reading Analysis (1,700 to 2,100 words)

You will rhetorically read a scholarly article—preferably from a journal in a field related to your major or from a collection of pre-selected writing studies articles—and write an analysis of that article based on your rhetorical reading. Identifying the text’s context, exigence, motivations, and aims, your analysis will seek to explain your understanding and interpretation of the purposes, goals, and rhetorical considerations of the article’s author(s).

Project 2: Genre Analysis (1,700 to 2,100 words)

You will examine a genre related to your academic and/or professional interests to better understand how readers and writers use the genre and how the genre emerges within recurring rhetorical and social situations. With primary research in the form of 1) sample collection and 2) interviews with readers and writers of your chosen genre, you will address questions such as “Considering its purposes, why does this genre have the particular features and characteristics that it has?” and “Why and how do readers and writers use this genre?”

Project 3: Discourse Community Analysis (2,100 to 2,500 words)

You will choose a discourse community, preferably related to your own academic and/or professional aspirations, and then conduct research on that discourse community. Especially focusing on the use of writing in your chosen community, you will investigate some aspect of the discourse community in detail. As with Project 2, you will conduct primary research, this time focusing your interviews on members of the discourse community. Your sample collection will be focused on texts written, read, or otherwise used in the community (that is, samples of one or more of its genres). You will also be encouraged to perform, if possible, some observation of the community in action as part of your research process. The final report will describe the discourse community and explore some point of interest about the use of writing in the community.

Peer Reviews (150 words (peer review) + 150 words (reflection); 40 points)

As part of the writing process, you will engage in peer review to give and receive feedback on drafts of writing. Peer reviews can help answer questions about the effectiveness, relevance and accuracy of your writing. Reflective thinking in the peer review process can be helpful to both the person receiving feedback and the reviewer.

Peer reviews are *not* meant to criticize you as a writer. The reviews should provide helpful information about the writing and the perspective of the reader. The feedback provided in the peer review should, ultimately, be useful suggestions for improvement.

So, what are you supposed to be doing in this peer review? Have someone around you; a friend or a family member review your draft. There is a guide below to help them review your paper, they should aim to write at least 150 words. After your paper has been reviewed, write a 150-word personal reflection based on the peer review. Please submit it as one file, including your Early Progress Draft, peer review, and personal reflection. You will receive 20 points for your Early Progress Draft and 20 points for the peer review and personal reflection.

Blogs

Discussion forums are opportunities for you and the course instructor to engage in robust online conversations. Those conversations are most often based on academic topics and questions. They are integral to the course and provide avenues for enriching knowledge as well as constructing knowledge through thoughtful dialogue with peers and instructors.

Some discussions are formal in nature and call for thorough scholarship. They hold to the same academic standards for originality and honesty as other academic work (e.g. papers, essays, quizzes and exams). Whenever appropriate, any idea or statement in a discussion forum that is not your own original work should be referenced, according to the style guide adopted by your academic discipline (e.g. APA, MLA, Chicago, etc.).

There may also be forums in the course in which the discussions are informal. Such discussions may include personal introductions and opportunities to know more about other participants in the course as well as academic topics. Informal forums are great for sharing interests, observations and encouragements with classmates.

Rubrics**Rubric for Project 1: Rhetorical Reading Analysis**

Criteria	Exceptional (20)	Proficient (18)	Satisfactory (16)	Emerging (12)	Unsatisfactory (8)
<i>Purpose and Main Claim</i>	The paper features a clear and analytical main point or thesis about the selected article regarding its rhetorical context. This main point is especially insightful or engaging and fully aligns with the purpose of the assignment. The article summary is brief and supports the purpose of the paper by expertly setting up necessary context for analysis.	The paper features a clear and analytical main point or thesis about the selected article regarding its rhetorical context. This main point fully aligns with the purpose of the assignment. The article summary is brief and supports the purpose of the paper by setting up necessary context for analysis.	The paper features a generic main point or thesis about the selected article regarding its rhetorical context. This main point generally aligns with the purpose of the assignment but may state common knowledge. The article summary may be longer than necessary, somewhat taking focus away from the project's analytical purpose.	The paper features a main point or thesis about the selected article regarding its rhetorical context, though this main point may be vague or difficult to identify. It may not fully align with the purpose of the assignment. The article summary may be especially long, taking away from the project's analytical focus.	The paper does not feature an apparent main point about the selected article regarding its rhetorical context. The paper does not align with the purpose of the assignment. The article summary may make up most or all of the paper.
<i>Development of Main Claim</i> <i>Note: If the purpose is not met, development of that purpose is essentially impossible and also takes a hit. Be sure not to make your paper rely too much on summary of the selected article.</i>	The paper's main point is developed through clear and in-depth analysis of the selected article through rhetorical reading. This analysis is especially thoughtful and rich in insight, and it constitutes the majority of the essay. Rhetorical concepts are expertly used to frame and develop the analysis.	The paper's main point is developed through clear and in-depth analysis of the selected article through rhetorical reading. This analysis is generally insightful, and it constitutes the majority of the essay. Rhetorical concepts are used to frame and develop the analysis.	The paper's main point is developed through analysis of the selected article through rhetorical reading. This analysis is occasionally insightful. Some ideas may be underdeveloped. The use of rhetorical concepts may be somewhat loose or vague.	The paper's main point is underdeveloped. Analysis may be general, with a high reliance on summary and description. Rhetorical concepts are not connected to the analysis or may seem disjointed from the author's meaning.	The paper provides no real insight into the article's rhetorical context. Rhetorical concepts are ignored or merely implied, and the paper may rely exclusively on description or summary.
<i>Organization</i>	The paper's organization is advanced through intentional structure and paragraphing, effective transitions, and logic. The paper offers an unexpectedly rich presentation of ideas.	The paper's organizational structure is solid, with appropriate transitions and effectively arranged sections and paragraphs.	The organization may have minor problems, including list-like or additive transitions, or minor paragraph boundary issues.	Organizational problems are more significant, including ineffective transitions, haphazard structure, questionable arrangement of ideas, and/or poor paragraphing.	The organizational structure of the paper is unclear and confusing. The structure results in poorly developed and/or disconnected ideas. Paragraphing may be ignored.

Criteria	Exceptional (20)	Proficient (18)	Satisfactory (16)	Emerging (12)	Unsatisfactory (8)
<i>Use of Evidence</i>	Evidence from the selected text and its rhetorical context effectively and consistently guide claims throughout the paper. The use of evidence results in particularly rich engagement of the writer's claims. The writer has sought out complications and complicating evidence. Course reading(s) provide framing for analysis.	Evidence from the selected text and its rhetorical context regularly and effectively guide claims in the paper. The writer may acknowledge some complicating evidence. Course reading(s) provide framing for analysis.	Evidence is generally relied upon as part of analysis, although there may be a small but recognizable imbalance in the relationship between claims and evidence. Course reading(s) provide framing for analysis, though their use may be minor or inaccurate.	Evidence is used irregularly, infrequently and/or not very convincingly. The paper may depend on frequent claims with little specific evidence, or it may acknowledge much evidence without making many overt claims. Course reading(s) may be ignored.	Very little, if any, evidence is provided in analysis. Or, in contrast, few or no claims drive discussion of evidence. Course reading(s) are ignored.
<i>Polishing & Documentation</i>	The paper features perfect or near-perfect editing that is appropriate for its purpose and audience. Sources are cited appropriately and consistently. The formatting of the paper fully aligns with the assignment and ensures smooth reading.	The editing of the paper is appropriate for its purpose and audience. The paper features relatively few editing or documentation errors. All errors are minor and have no or minimal effect on readability.	The editing of the paper is generally appropriate for the purpose and audience. The paper features editing errors that somewhat inhibit readability. Documentation may be partially incomplete. A few formatting issues may reduce ease of reading or professionalism.	The editing of the paper is not appropriate for the project's purpose and audience. The paper features more significant editing errors that often obscure meaning or inhibit readability. Little effort may have been made to appropriately cite sources, including missing in-text citations and/or Works Cited page.	Editing of the paper is not appropriate for the project's purpose and audience. The paper features more severe editing issues that frequently obscure meaning and inhibit readability. No effort has been made to cite sources.

Rubric for Project 2: Genre Analysis

Criteria	Exceptional (20)	Proficient (18)	Satisfactory (16)	Emerging (12)	Unsatisfactory (8)
<i>Purpose and Main Claim</i>	The paper features a clear and analytical main point or thesis about the selected genre and its surrounding social-rhetorical situation. This main point is especially insightful or engaging and fully aligns with the purpose of the assignment and the rest of the paper.	The paper features a clear and analytical main point or thesis about the selected genre and its surrounding social-rhetorical situation. This main point fully aligns with the purpose of the assignment and the rest of the paper.	The paper features a generic main point or thesis about the selected genre and its surrounding social-rhetorical context. This main point generally aligns with the purpose of the assignment but may state common knowledge. The paper may occasionally lose focus of the main point.	The paper features a main point or thesis about the selected genre and its surrounding social-rhetorical context, though this main point may be vague or difficult to identify. It may not fully align with the purpose of the assignment, or the paper may frequently deviate from the main point.	The paper does not feature an apparent main point about the selected genre regarding its social-rhetorical context. The paper does not align with the purpose of the assignment.
<i>Development of Main Claim</i>	The paper's main point is developed through clear and in-depth analysis of the selected genre. This analysis is especially thoughtful and rich in insight, and it constitutes the majority of the essay. Course concepts are expertly used to frame and develop the analysis.	The paper's main point is developed through clear and in-depth analysis of the selected genre. This analysis is generally insightful, and it constitutes the majority of the essay. Course concepts are used to frame and develop the analysis.	The paper's main point is developed through analysis of the selected genre. This analysis is occasionally insightful. Some ideas may be underdeveloped. The use of course concepts may be somewhat loose or vague.	The paper's main point is underdeveloped. Analysis may be general, with a high reliance on summary and description. Course concepts are not connected to the analysis or may seem disjointed from the author's meaning.	The paper provides no real insight into the selected genre. Course concepts are ignored or merely implied, and the paper may rely exclusively on description or summary.
<i>Organization</i>	The paper's organization is advanced through intentional structure and paragraphing, effective transitions, and logic. The paper offers an unexpectedly rich presentation of ideas.	The paper's organizational structure is solid, with appropriate transitions and effectively arranged sections and paragraphs.	The organization may have minor problems, including list-like or additive transitions, or minor paragraph boundary issues.	Organizational problems are more significant, including ineffective transitions, haphazard structure, questionable arrangement of ideas, and/or poor paragraphing.	The organizational structure of the paper is unclear and confusing. The structure results in poorly developed and/or disconnected ideas. Paragraphing may be ignored.

Criteria	Exceptional (20)	Proficient (18)	Satisfactory (16)	Emerging (12)	Unsatisfactory (8)
<i>Use of Evidence</i>	Evidence from collected data consistently guides claims throughout the paper. The use of evidence results in particularly rich engagement of the writer's claims. The writer has sought out complications and complicating evidence. Course reading(s) provide framing for analysis.	Evidence from collected data regularly and effectively guides claims in the paper. The writer may acknowledge some complicating evidence. Course reading(s) provide framing for analysis.	Evidence is generally relied upon as part of analysis, although there may be a small but recognizable imbalance in the relationship between claims and evidence. Course reading(s) provide framing for analysis, though their use may be minor or inaccurate.	Evidence is used irregularly, haphazardly, and/or not very convincingly. The paper may depend on frequent claims with little specific evidence, or it may acknowledge much evidence without making many overt claims. Course reading(s) may be ignored.	Very little, if any, evidence is provided in analysis. Or, in contrast, few or no claims drive discussion of evidence. Course reading(s) are ignored.
<i>Polishing & Documentation</i>	The paper features perfect or near-perfect editing that is appropriate for its purpose and audience. Sources are cited appropriately and consistently. The formatting of the paper fully aligns with the assignment and ensures smooth reading.	The editing of the paper is appropriate for its purpose and audience. The paper features relatively few editing or documentation errors. All errors are minor and have no or minimal effect on readability.	The editing of the paper is generally appropriate for the its purpose and audience. The paper features editing errors that somewhat inhibit readability. Documentation may be partially incomplete. A few formatting issues may reduce ease of reading or professionalism.	The editing of the paper is not appropriate for the project's purpose and audience. The paper features more significant editing errors that often obscure meaning or inhibit readability. Little effort may have been made to appropriately cite sources, including missing in-text citations and/or Works Cited page.	Editing of the paper is not appropriate for the project's purpose and audience. The paper features more severe editing issues that frequently obscure meaning and inhibit readability. No effort has been made to cite sources.

Rubric for Project 3: Discourse Community Analysis

Criteria	Exceptional (20)	Proficient (18)	Satisfactory (16)	Emerging (12)	Unsatisfactory (8)
<i>Purpose and Main Claim</i>	The paper features a clear and analytical main point or thesis about the selected discourse community. This main point is especially insightful or engaging, highlighting a particular and interesting aspect of the discourse community. It fully aligns with the purpose of the assignment and the rest of the paper.	The paper features a clear and analytical main point or thesis about the selected discourse community. This main point is somewhat focused and fully aligns with the purpose of the assignment and the rest of the paper.	The paper features a generic main point or thesis about the selected discourse community. This main point generally aligns with the purpose of the assignment but may state common knowledge. The paper may occasionally lose focus of the main point.	The paper features a main point or thesis about the selected discourse community, though this main point may be vague or difficult to identify. It may not fully align with the purpose of the assignment, or the paper may frequently deviate from the main point.	The paper does not feature an apparent main point about the selected discourse community. The paper does not align with the purpose of the assignment.
<i>Development of Main Claim</i>	The paper's main point is developed through clear and in-depth analysis of the selected genre. This analysis is especially thoughtful and rich in insight, and it constitutes the majority of the essay. Course concepts are expertly used to frame and develop the analysis.	The paper's main point is developed through clear and in-depth analysis of the selected genre. This analysis is generally insightful, and it constitutes the majority of the essay. Course concepts are used to frame and develop the analysis.	The paper's main point is developed through analysis of the selected genre. This analysis is occasionally insightful. Some ideas may be underdeveloped. The use of course concepts may be somewhat loose or vague.	The paper's main point is underdeveloped. Analysis may be general, with a high reliance on summary and description. Course concepts are not connected to the analysis or may seem disjointed from the author's meaning.	The paper provides no real insight into the selected genre. Course concepts are ignored or merely implied, and the paper may rely exclusively on description or summary.
<i>Organization</i>	The paper's organization is advanced through intentional structure and paragraphing, effective transitions, and logic. The paper offers an unexpectedly rich presentation of ideas.	The paper's organizational structure is solid, with appropriate transitions and effectively arranged sections and paragraphs.	The organization may have minor problems, including list-like or additive transitions, or minor paragraph boundary issues.	Organizational problems are more significant, including ineffective transitions, haphazard structure, questionable arrangement of ideas, and/or poor paragraphing.	The organizational structure of the paper is unclear and confusing. The structure results in poorly developed and/or disconnected ideas. Paragraphing may be ignored.

Criteria	Exceptional (20)	Proficient (18)	Satisfactory (16)	Emerging (12)	Unsatisfactory (8)
<i>Use of Evidence</i>	Evidence from collected data consistently guides claims throughout the paper. The use of evidence results in particularly rich engagement of the writer's claims. The writer has sought out complications and complicating evidence. Course reading(s) provide framing for analysis.	Evidence from collected data regularly and effectively guides claims in the paper. The writer may acknowledge some complicating evidence. Course reading(s) provide framing for analysis.	Evidence is generally relied upon as part of analysis, although there may be a small but recognizable imbalance in the relationship between claims and evidence. Course reading(s) provide framing for analysis, though their use may be minor or inaccurate.	Evidence is used irregularly, haphazardly, and/or not very convincingly. The paper may depend on frequent claims with little specific evidence, or it may acknowledge much evidence without making many overt claims. Course reading(s) may be ignored.	Very little, if any, evidence is provided in analysis. Or, in contrast, few or no claims drive discussion of evidence. Course reading(s) are ignored.
<i>Polishing & Documentation</i>	The paper features perfect or near-perfect editing that is appropriate for its purpose and audience. Sources are cited appropriately and consistently. The formatting of the paper fully aligns with the assignment and ensures smooth reading.	The editing of the paper is appropriate for its purpose and audience. The paper features relatively few editing or documentation errors. All errors are minor and have no or minimal effect on readability.	The editing of the paper is generally appropriate for the its purpose and audience. The paper features editing errors that somewhat inhibit readability. Documentation may be partially incomplete. A few formatting issues may reduce ease of reading or professionalism.	The editing of the paper is not appropriate for the project's purpose and audience. The paper features more significant editing errors that often obscure meaning or inhibit readability. Little effort may have been made to appropriately cite sources, including missing in-text citations and/or Works Cited page.	Editing of the paper is not appropriate for the project's purpose and audience. The paper features more severe editing issues that frequently obscure meaning and inhibit readability. No effort has been made to cite sources.

Rubric for Blogs

Criteria	Mastery (20)	Proficient (15)	Emergent (10)	No Progress (0)
<i>First Answer Content</i>	Response features depth and demonstrates thorough engagement with the prompt and lesson concepts. Details, specifics, and/or follow-up questions are provided as appropriate. (5)	Response features some depth and demonstrates acceptable engagement with the prompt and lesson concepts. (4)	Response is vague or brief, demonstrating little engagement with the prompt or lesson concepts. (3)	No answer given. (0)
<i>Second Answer Content</i>	Response features depth and demonstrates thorough engagement with the prompt and lesson concepts. Details, specifics, and/or follow-up questions are provided as appropriate. (5)	Response features some depth and demonstrates acceptable engagement with the prompt and lesson concepts. (4)	Response is vague or brief, demonstrating little engagement with the prompt or lesson concepts. (3)	No answer given. (0)
<i>Timeliness</i>	The initial was submitted on time. (3)	The initial post was submitted 1-2 days late. (2)	Initial was submitted 3 or more days late. (1)	No participation. (0)

Exams

There is one exam in this course: the final exam. The final exam covers all course concepts and is made up of two essay style questions that invite reflective responses. The exam is worth 100 points. You will be allowed 120 minutes to take this exam. This exam is worth 5% of your grade. The exam must be taken under supervision of a proctor.

Please read the important information about taking exams and how online proctoring works at www.andrews.edu/distance/students/exams.html. Follow 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. Proctoring appointments can be set up one month in advance.

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:

Module	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	Lesson 1	<u>Read:</u> Ten Ways to Think about Writing: Metaphoric Musings for College Writing Students What is Academic Writing Strong Writing and Writers Don't Need Revision Unit 0 Threshold Concept: Revision is Central to Developing Writing Essay Formatting and Documentation	Writer's Journal 1 (complete before readings) Writer's Journal 2 (complete after readings) Blog 1	SLO 1 SLO 2 SLO 3
	Lesson 2	<u>Watch:</u> Exploring Rhetoric Writing Your Rhetorical Reading Analysis <u>Read:</u> Instructions for Article Selection and Summary for Rhetorical Reading Analysis Rhetorical Reading Analysis Samples Backpacks vs. Briefcases: Steps toward Rhetorical Analysis Rhetorical Situations and Their Constituents Unit 1 Threshold Concept: Writing Addresses, Invokes, and Creates Audiences	Writer's Journal 3 Blog 2 Project 1 - Early Progress Draft Conference Sign Up (use Scheduler in LearningHub) Project 1 - Article Selection and Summary for Rhetorical Analysis (Early Progress Draft) Submission	SLO 1 SLO 2 SLO 3
2	Lesson 3	<u>Watch:</u> Giving and Receiving Feedback <u>Read:</u> How to Read Rhetorically Purpose How to Write Meaningful Peer Response Praise	<i>Reminder: Attend the Early Progress Draft conference this week.</i> Project 1 - Later Progress Conference Sign-up (use Scheduler in LearningHub) Project 1 – Peer Review (Early Progress Draft) Writer's Journal 4	SLO 1 SLO 2 SLO 3
	Lesson 4	<u>Watch:</u> Citing Sources <u>Read:</u> How to Read Like a Writer What's That Supposed to Mean? Using Feedback on Your Writing	<i>Reminder: Attend the Later Progress Draft conference this week</i> Project 1 - Later Progress Draft Submission Writer's Journal 5 Blog 3	SLO 1 SLO 2 SLO 3

Module	Lessons	Readings	Assignments	Outcomes Met
3	Lesson 5	<u>Watch:</u> Completing Your Rhetorical Reading Analysis	Project 1 - Rhetorical Reading Analysis + Reflection (Final Draft) Submission Writer's Journal 6 Blog 4	SLO 1 SLO 2 SLO 3
	Lesson 6	<u>Watch:</u> Exploring Genre Writing Your Genre Analysis <u>Read:</u> Genre Analysis Instructions Genre Analysis Samples Unit 2 Threshold Concept: Genres are Enacted by Writers and Readers GENRE in the WILD: Understanding Genre Within Rhetorical (Eco)systems Navigating Genres	Project 2 - Genre Analysis Proposal Writer's Journal 7 Blog 5	SLO 1 SLO 2 SLO 3
4	Lesson 7	<u>Watch:</u> Primary Research for Your Genre Analysis Revisiting Genre <u>Read:</u> Introduction to Primary Research: Observations, Surveys, and Interviews Generalizing about Genre: New Conceptions of an Old Concept Features and Characteristics of a Genre	Project 2 - Genre Research Progress Report Writer's Journal 8 Blog 6 Project 2 - Early Progress Draft Conference Sign Up (use Scheduler in LearningHub)	SLO 1 SLO 2 SLO 3
	Lesson 8	<u>Watch:</u> Writing Introduction and Methods Sections <u>Read:</u> Make Your 'Move': Writing in Genres	<i>Reminder: Attend the Early Progress Draft conference this week.</i> Project 2 - Later Progress Conference Sign-up (use Scheduler in LearningHub) Project 2 - Genre Analysis (Early Progress Draft) Submission Project 2 - Peer Review (Early Progress Draft) Writer's Journal 9	SLO 1 SLO 2 SLO 3
5	Lesson 9	<u>Watch:</u> Writing Results and Discussion	<i>Reminder: Attend the Later Progress Draft conference this week.</i> Blog 7 Project 2 - Genre Analysis (Later Progress) Draft Submission Writer's Journal 10	SLO 1 SLO 2 SLO 3
	Lesson 10	<u>Watch:</u> Completing Your Genre Analysis	Project 2 - Genre Analysis + Reflection (Final Draft) Submission Writer's Journal 11 Blog 8	SLO 1 SLO 2 SLO 3

Module	Lessons	Readings	Assignments	Outcomes Met
6	Lesson 11	<u>Watch:</u> Exploring Discourse Communities Writing Your Discourse Community Analysis <u>Read:</u> Discourse Community Analysis Instructions Discourse Community Analysis Samples Unit 3 Threshold Concept: Writing Enacts and Creates Identities and Ideologies The Concept of Discourse Community: Some Recent Personal History Understanding Discourse Communities	Project 3 - Discourse Community Analysis Proposal Writer's Journal 12 Blog 9	SLO 1 SLO 2 SLO 3
	Lesson 12	<u>Watch:</u> Primary Research for Your Discourse Community Analysis (video) Discourse Communities and Social Communication (video) <u>Read:</u> Read the Room! Navigating Social Contexts and Written Texts	Project 3 - Discourse Community Research Progress Report Writer's Journal 13 Blog 10 Project 3 - Early Progress Draft Conference Sign Up (use Scheduler in LearningHub)	SLO 1 SLO 2 SLO 3
7	Lesson 13	<u>Watch:</u> Membership in Discourse Communities <u>Read:</u> Identity, Authority, and Learning to Write in New Workplaces	<i>Reminder: Attend the Early Progress Draft conference this week.</i> Project 3 - Later Progress Conference Sign-up (use Scheduler in LearningHub) Project 3 - Discourse Community Analysis (Early Progress Draft) Submission Project 3 - Peer Review (Early Progress Draft) Writer's Journal 14	SLO 1 SLO 2 SLO 3
	Lesson 14	<u>Watch:</u> Developing Your Discourse Community Analysis	<i>Reminder: Attend the Later Progress Draft conference this week.</i> Project 3 - Discourse Community Analysis (Later Progress Draft) Submission Writer's Journal 15 Blog 11	SLO 1 SLO 2 SLO 3
8	Lesson 15	<u>Watch:</u> Completing Your Discourse Community Analysis	Project 3 - Discourse Community Analysis + Reflection (Final Draft) Submission Writer's Journal 16 Blog 12 Student Survey of Teaching	SLO 1 SLO 2 SLO 3
	PROCTORED FINAL EXAM			

Suggested schedule for completion in 16 weeks:

Module	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	Lesson 1	<u>Read:</u> Ten Ways to Think about Writing: Metaphoric Musings for College Writing Students What is Academic Writing Strong Writing and Writers Don't Need Revision Unit 0 Threshold Concept: Revision is Central to Developing Writing Essay Formatting and Documentation	Writer's Journal 1 (complete before readings) Writer's Journal 2 (complete after readings) Blog 1	SLO 1 SLO 2 SLO 3
2	Lesson 2	<u>Watch:</u> Exploring Rhetoric Writing Your Rhetorical Reading Analysis <u>Read:</u> Instructions for Article Selection and Summary for Rhetorical Reading Analysis Rhetorical Reading Analysis Samples Backpacks vs. Briefcases: Steps toward Rhetorical Analysis Rhetorical Situations and Their Constituents Unit 1 Threshold Concept: Writing Addresses, Invokes, and Creates Audiences	Writer's Journal 3 Blog 2 Project 1 - Early Progress Draft Conference Sign Up (use Scheduler in LearningHub) Project 1 - Article Selection and Summary for Rhetorical Analysis (Early Progress Draft) Submission	SLO 1 SLO 2 SLO 3
3	Lesson 3	<u>Watch:</u> Giving and Receiving Feedback <u>Read:</u> How to Read Rhetorically Purpose How to Write Meaningful Peer Response Praise	<i>Reminder: Attend the Early Progress Draft conference this week.</i> Project 1 - Later Progress Conference Sign-up (use Scheduler in LearningHub) Project 1 - Peer Review (Early Progress Draft) Writer's Journal 4 Online Course Survey	SLO 1 SLO 2 SLO 3
4	Lesson 4	<u>Watch:</u> Citing Sources <u>Read:</u> How to Read Like a Writer What's That Supposed to Mean? Using Feedback on Your Writing	<i>Reminder: Attend the Later Progress Draft conference this week</i> Project 1 - Later Progress Draft Submission Writer's Journal 5 Blog 3	SLO 1 SLO 2 SLO 3
5	Lesson 5	<u>Watch:</u> Completing Your Rhetorical Reading Analysis	Project 1 - Rhetorical Reading Analysis + Reflection (Final Draft) Submission Writer's Journal 6 Blog 4	SLO 1 SLO 2 SLO 3

Module	Lessons	Readings	Assignments	Outcomes Met
6	Lesson 6	<p><u>Watch:</u></p> <ul style="list-style-type: none"> Exploring Genre Writing Your Genre Analysis <p><u>Read:</u></p> <ul style="list-style-type: none"> Genre Analysis Instructions Genre Analysis Samples Unit 2 Threshold Concept: Genres are Enacted by Writers and Readers GENRE in the WILD: Understanding Genre Within Rhetorical (Eco)systems Navigating Genres 	<ul style="list-style-type: none"> Project 2 - Genre Analysis Proposal Writer's Journal 7 Blog 5 	<ul style="list-style-type: none"> SLO 1 SLO 2 SLO 3
7	Lesson 7	<p><u>Watch:</u></p> <ul style="list-style-type: none"> Primary Research for Your Genre Analysis Revisiting Genre <p><u>Read:</u></p> <ul style="list-style-type: none"> Introduction to Primary Research: Observations, Surveys, and Interviews Generalizing about Genre: New Conceptions of an Old Concept Features and Characteristics of a Genre 	<ul style="list-style-type: none"> Project 2 - Genre Research Progress Report Writer's Journal 8 Blog 6 Project 2 - Early Progress Draft Conference Sign Up (use Scheduler in LearningHub) 	<ul style="list-style-type: none"> SLO 1 SLO 2 SLO 3
8	Lesson 8	<p><u>Watch:</u></p> <ul style="list-style-type: none"> Writing Introduction and Methods Sections <p><u>Read:</u></p> <ul style="list-style-type: none"> Make Your 'Move': Writing in Genres 	<p><i>Reminder: Attend the Early Progress Draft conference this week.</i></p> <ul style="list-style-type: none"> Project 2 - Later Progress Conference Sign-up (use Scheduler in LearningHub) Project 2 - Genre Analysis (Early Progress Draft) Submission Project 2 - Peer Review (Early Progress Draft) Writer's Journal 9 	<ul style="list-style-type: none"> SLO 1 SLO 2 SLO 3
9	Lesson 9	<p><u>Watch:</u></p> <ul style="list-style-type: none"> Writing Results and Discussion 	<p><i>Reminder: Attend the Later Progress Draft conference this week.</i></p> <ul style="list-style-type: none"> Blog 7 Project 2 - Genre Analysis (Later Progress) Draft Submission Writer's Journal 10 	<ul style="list-style-type: none"> SLO 1 SLO 2 SLO 3
10	Lesson 10	<p><u>Watch:</u></p> <ul style="list-style-type: none"> Completing Your Genre Analysis 	<ul style="list-style-type: none"> Project 2 - Genre Analysis + Reflection (Final Draft) Submission Writer's Journal 11 Blog 8 	<ul style="list-style-type: none"> SLO 1 SLO 2 SLO 3
11	Lesson 11	<p><u>Watch:</u></p> <ul style="list-style-type: none"> Exploring Discourse Communities Writing Your Discourse Community Analysis <p><u>Read:</u></p> <ul style="list-style-type: none"> Discourse Community Analysis Instructions Discourse Community Analysis Samples Unit 3 Threshold Concept: Writing Enacts and Creates Identities and Ideologies The Concept of Discourse Community: Some Recent Personal History Understanding Discourse Communities 	<ul style="list-style-type: none"> Project 3 - Discourse Community Analysis Proposal Writer's Journal 12 Blog 9 	<ul style="list-style-type: none"> SLO 1 SLO 2 SLO 3

Module	Lessons	Readings	Assignments	Outcomes Met
12	Lesson 12	<u>Watch:</u> Primary Research for Your Discourse Community Analysis (video) Discourse Communities and Social Communication (video) <u>Read:</u> Read the Room! Navigating Social Contexts and Written Texts	Project 3 - Discourse Community Research Progress Report Writer's Journal 13 Blog 10 Project 3 - Early Progress Draft Conference Sign Up (use Scheduler in LearningHub)	SLO 1 SLO 2 SLO 3
13	Lesson 13	<u>Watch:</u> Membership in Discourse Communities <u>Read:</u> Identity, Authority, and Learning to Write in New Workplaces	<i>Reminder: Attend the Early Progress Draft conference this week.</i> Project 3 - Later Progress Conference Sign-up (use Scheduler in LearningHub) Project 3 - Discourse Community Analysis (Early Progress Draft) Submission Project 3 - Peer Review (Early Progress Draft) Writer's Journal 14	SLO 1 SLO 2 SLO 3
14	Lesson 14	<u>Watch:</u> Developing Your Discourse Community Analysis	<i>Reminder: Attend the Later Progress Draft conference this week.</i> Project 3 - Discourse Community Analysis (Later Progress Draft) Submission Writer's Journal 15 Blog 11	SLO 1 SLO 2 SLO 3
15	Lesson 15	<u>Watch:</u> Completing Your Discourse Community Analysis	Project 3 - Discourse Community Analysis + Reflection (Final Draft) Submission Writer's Journal 16 Blog 12 Student Survey of Teaching	SLO 1 SLO 2 SLO 3
16	PROCTORED FINAL EXAM			

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	Project 1: Rhetorical Reading Analysis
15	Project 2: Genre Analysis
15	Project 3: Discourse Community Analysis
5	Drafts
10	Peer Reviews and Personal Reflection
10	Writing Conferences
15	Blogs
10	Writer's Journals and Miscellaneous Assignments
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/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 or fax it to (269) 471-8407.
3. Email sdestudents@andrews.edu to inform the School of Distance Education that a disability has been reported to Student Success.

Commitment to Integrity

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

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.

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