Online Course Tour

Andrews University
School of Distance Education & International Partnerships
Access LearningHub on the Andrews University homepage.
Login to our secure LearningHub to begin study each day.
Each course homepage includes support and study tools.
Your syllabus is included online. Follow guidelines to succeed.
Use contact information to get help when needed.

AU: ENGL 115 950 College Writing I
Consortium of Adventist Colleges and Universities

Interactive Online Format
This course follows an interactive online format and has Wednesday/Friday deadlines. You are expected to login regularly during the course to participate in the online discussions. Please plan accordingly. Please review the Dates & Deadlines widget on the right side of your course in LearningHub for the last day to withdraw for a full refund.

Instructor Contact
Instructor: Stefanie Marschner
Email: stefanig@andrews.edu
Skype: 269.429.0467

Other Assistance

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<tr>
<th>Assistance</th>
<th>Contact Information</th>
<th>Phone</th>
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<tbody>
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Any other questions: sde@andrews.edu, (800) 782-4769 or (269) 471-6570

Part 1: Course Information

Course Descriptions
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.

Program Learning Outcomes
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<th>Week</th>
<th>Lessons</th>
<th>Readings</th>
<th>Assignments</th>
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<td>Writing Diagnostic</td>
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<td>Assignment #1: Timed Diagnostic Analysis -baseline assessment</td>
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<td>1 January 4-10</td>
<td>Analytic Writing-Blog Analysis</td>
<td>Course Blog Assignment Description Blog Analysis Assignment Description Reading WA 1 (The Analytical Frame of Mind)</td>
<td>Course Blog Post #1: &quot;Who you are as a Writer/Reader&quot; Assignment #2: “Try This 1.8: Doing The Method on a Poem.” Assignment #3: “Notice and Focus”</td>
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<td>2 January 11-17</td>
<td>Analytic Writing-Blog Analysis</td>
<td>Reading WA 2 (Reading Analytically)</td>
<td>Assignment #4: “the Pitch, the Complaint and the Moment” Assignment #5: Paraphrase X3 Assignment #6: ‘‘Try This 2.3’’</td>
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<td>3 January 18-24</td>
<td>Analytic Writing-Blog Analysis</td>
<td>Aristotelian Appeals Handout Reading WA 6 (Finding and Evolving a Thesis) MLA Documentation (&quot;Citing a Blog&quot;) and link to Purdue OWL on LH Scheduled Video Conferences</td>
<td>Assignment #7: The <em>Aristotelian Appeals</em> and Your Selected Blog Assignment #8: &quot;Six Steps for Finding and Evolving a Thesis” Assignment #9: Practice Peer Review on Sample Zoom Conference Sign-up</td>
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<td>4 January 25-31</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 (1000-1200 word draft due) Zoom Conference #2 Sign up</td>
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<td>5 February 1-7</td>
<td>Analytic Writing-Blog Analysis</td>
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<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 Assignment #10: “10 on 1” as an Organizing Template for Your Blog Analysis</td>
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<td>6 February 8-14</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: Ad Analysis Assignment #11: “Notice &amp; Focus” on Two Print Advertisements Assignment #12: “Seems to Be About X, But Could Also Be About Y” on Two Print Advertisements</td>
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Follow the schedule in the syllabus to finish all work on time.
This writing assignment includes readings and exercises.

**Unit #2: Advertisement Analysis**

Our second unit concludes with the completion of your second analytical project this term: an advertisement analysis. Like our first analytical essay, the advertising analysis will encourage you to develop an interpretation that is not immediately obvious to your readers (and viewers of the advertisement).

This short unit of only three weeks includes the reading of Chapter 5 from Writing Analytically, an important chapter on how to arrive at and develop academic interpretations. In it, you will learn an especially important concept: how to develop an "interpretive context." We'll also read an essay from Jack Solomon, entitled "Masters of Desire: The Culture of American Advertising," which provides additional ways of understanding and approaching advertising images.

This second analytical writing experience results in multiple learning outcomes. After completing the unit, students will:

1. Demonstrate an ability to draw analytical inferences using primarily visual evidence
2. Continue to demonstrate an understanding of university-level academic writing conventions
3. Continue to demonstrate an ability to utilize heuristic procedures from Writing Analytically as a way to generate ideas for their analytical writing

**Lesson 6**

**Write Your Advertisement Analysis First Draft**

- Ad Analysis Guidelines
- Ad Analysis Rubric
- Ad Analysis Peer Review
- Ad Analysis Sample 1 JCP
- Ad Analysis Sample Kohler for Practice Peer Review

**Required Exercises**

- Assignment #11
- Assignment #12
- Advertising Analysis Peer Review
A rubric helps you know what is expected. Examples are given too.

ENGL 115: Advertising Analysis Grade Sheet

___(20) Analysis provides an effective thesis that focuses the interpretation
20: Thesis/Claim provides interpretation that generates interest, insight and complexity;
18-19: thesis/claim is effective and provides a way of understanding;
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 highly 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 to advance claims
20: Evidence guides claims throughout; use of evidence may be unexpected and results in particularly rich analysis;
18-19: evidence supports claims; evidence may be straightforward, unproblematic;
16-17: analysis may be embryo form but evidence is present or research is minimal;
14-15: evidence may be weak, often unconvincing and/or irrelevant; analysis is not strongly supported by evidence;
13>: analysis is weak and does not support claims; little evidence is present;
Some assignments include multiple choice questions.

PSYC 101V 901 Intro to Psychology - Self-Paced [201541]

Question 17
Three key attitudes of scientific inquiry are

Select one:
- A. pride, enthusiasm, and ingenuity.
- B. ingenuity, practicality, and certainty.
- C. certainty, creativity, and curiosity.
- D. curiosity, skepticism, and humility.

Question 18
Professor Shalet contends that parents and children have similar levels of intelligence largely because they share common genes. His idea is best described as a(n)

Select one:
- A. theory.
- B. replication.
- C. naturalistic observation.
- D. operational definition.

Question 19
In a written report of their research, psychologists specify exactly how anxiety is assessed, thus providing their readers with a/an

Select one:
- A. hypothesis.
- B. independent variable.
- C. operational definition.
- D. standard deviation.
Submit Article Review #2

The article must be from a professional journal in your field of study and published within the last 10 years with the appropriate statistics. You are to write a two to three page summary (in your own words) involving the statistics that were used and the conclusions that were arrived and upload as part 1. Please also upload a copy of the article for me in part 2.

2nd topic: Confidence interval estimates and/or hypothesis testing with a z or t-test about means OR proportions OR hypothesis testing with a Chi-squared test OR a one-way ANOVA OR Linear correlation and/or regression

Grading Rubric for Article Summaries:

Content of summary: A description of the article in your own words (with quotes kept to a minimum), including the explanation/elaboration of the appropriate statistics, major points and conclusions. (70 points)

Grammar/format: Assignment should be type-written with complete sentences, correct spelling, grammar and punctuation. (10 points)

Summary Length: Summary should be between two to three typed pages with reasonable margins and between 10 pt. and 12 pt. font and no more than double spaced. (10 points)

Copy of the professional journal article attached (10 points)

Punctuality: Article should be turned in on the due date. (10% late penalty for every week it is late)

By checking this box, I confirm that this submission is my own work and I accept all responsibility for any copyright infringement that may occur as a result of this submission.

File submissions

Maximum size for new files: 20MB, maximum attachments: 1

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