AU ENGL 115 950 College Writing I
2017 Spring
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:** Brian Urias  
**Email:** urias.brian@gmail.com  
**Phone:** (269) 362-4215

**Other Assistance**

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

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**
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.
Course Learning Outcomes
By the end of the course, you will demonstrate the following competencies:

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

Required Text/Material

Credit Hour and Commitment
This course is offered for 3 semester credits; therefore it is expected that you will spend 135 hours total on this course. This course has 26 assignments, 4 analytical essays, and 6 blogs. Schedule(s) to accomplish this work are included in this syllabus.

Part 2: Course Methods and Delivery

Methods of Instruction
Methods of instruction include assigned readings from the textbook and the course material, assignments which help to generate ideas for analytical writing, guided practice writing analytical essays, guided practice writing for a digital environment (blog), regular interactions with classmates through “peer review” activities, and regular interactions with instructor via video-conferencing. Consistent participation in the course is essential to good performance.

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

LearningHub Access
This course is delivered online through LearningHub at [http://learninghub.andrews.edu](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](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:** This online class is **not** self-paced. You can arrange your schedule flexibly during each week, but you MUST participate each week. You are expected to “show up” to class by interacting in the blogs and other assessments. In addition, assignments are due regularly each week. Adequate Internet access during the duration of the course is critical for your participation. To be successful, plan to spend time daily on the course.

**Please Be Advised:** The schedule is provided in advance so you may read ahead of schedule. Your dedication, professionalism, and excellence in study skills habits are necessary. If you have any course content questions, please contact your professor. If you have technical questions, contact dlit@andrews.edu.

**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 Peer review participation**

As you prepare your analytical essays, you will arrange for regular meetings with your instructor via video conference sessions. In these conferences, you and the instructor will discuss your writing and drafts, deal with questions and concerns that you may have, and consider strategies to improve your work. These required video conference sessions will require you to have completed some portion of your final draft (see specific analysis guidelines and draft word count expectations for instructor video conferences).

Along with instructor video conferences, the course provides you with regular opportunities to respond to, and get feedback from, your peers this term. These peer review sessions will generally require you to post a draft of your in-progress analytical paper, and then respond to three of your classmates’ drafts using a response guide of between two to three questions that your instructor will provide. These peer review sessions, scheduled at various points in the drafting process, will generally ask you and your readers to brainstorm along with the writer of the draft; that is, to consider the material that is being analyzed and the claims that the writer is making in relation to that material, and then offer suggestions for other ways of thinking about
that material. In most cases, you will need to make the material you are analyzing available for
your classmates to examine as part of the peer review process.

**Rubrics**

**Blog Analysis Grade Rubric**

- **(20) Analysis provides an effective thesis that focuses the discussion**

  - 20: thesis/Claim generates insight and complexity in its treatment of rhetorical features of blogging;

  - 18-19: thesis/claim is effective and provides a way of understanding the rhetorical features of blog(s);

  - 16-17: thesis/claim may be general or broad; may restate conventional wisdom; may be largely a statement of fact;

  - 14-15: thesis/claim is overly broad, sweeping and/or personalized; no overt thesis may be stated;

  - 13+: thesis/claim is not apparent; interpretive focus is not provided in the beginning of the analysis;

- **(20) Analysis is organized effectively (careful transitions and arrangement of ideas)**

  - 20: organization is advanced through careful paragraphing, transitions and logic; may represent an unexpectedly rich presentation of ideas;

  - 18-19: organization is solid, with appropriate transitions and effectively arranged paragraphs;

  - 16-17: organization may have minor problems, including list-like or additive transitions, paragraph boundary issues or questionable arrangement of ideas;

  - 14-15: organizational problems are more severe, demonstrated by ineffective transitions, haphazard structure and/or poor paragraphing;

  - 13+: organization is unclear and chaotic, and results in poorly developed ideas; paragraphing may be ignored;

- **(20) Analysis develops a convincing and insightful analytical position**

  - 20: analysis is unexpectedly insightful, thoughtful and full of meaning; development is satisfying;

  - 18-19: analysis provides some moments of insight and rich interpretation of evidence; development is mostly complete;

  - 16-17: analysis provides occasional moments of insight; analysis sometimes settles for broad generalizations; some ideas may be underdeveloped;

  - 14-15: analysis results in mostly summary or description with little interpretation or insight offered; analysis is significantly underdeveloped;

  - 13+: analysis provides no real insight; little development of analysis;

- **(20) Analysis provides specific evidence from blog(s) to advance claims**

  - 20: evidence from blog posts guides claims throughout; use of evidence may be unexpected and results in particularly rich engagement of writer’s claims; writer has sought out complications and complicating evidence;
18-19: evidence supports and engages claims regularly and effectively; writer may acknowledge some complicating evidence; 16-17: evidence is generally relied upon as part of analysis, although there may be an imbalance in the relationship between claims and evidence;

14-15: use of evidence from blog is irregular, infrequent and/or perhaps not terribly convincing; relationship between claims and evidence may not be clear; writer may depend on frequent claims with no evidence, or much evidence without making many overt claims;

13>: very little, if any, evidence is provided in analysis; or, in contrast, few, if any, claims drive discussion of evidence.

- **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 final exam is counted in the assignments category in 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 the instructor, copying sdeexams@andrews.edu with the reason you cannot make this deadline, and a proposed date as close to the scheduled period as possible.

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

**All Time is Eastern Standard Time**

<table>
<thead>
<tr>
<th>Week</th>
<th>Lessons</th>
<th>Readings</th>
<th>Assignments</th>
<th>CLO Met</th>
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<tbody>
<tr>
<td>Writing Diagnostic</td>
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<td>Assignment #1: Timed Diagnostic Analysis - baseline assessment</td>
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<tr>
<td>1 January 9-13</td>
<td>Lesson 1</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 Assignment #3</td>
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<td>2 January 15-20</td>
<td>Lesson 2</td>
<td>Reading WA 2 (Reading Analytically)</td>
<td>Assignment #4 Assignment #5 Assignment #6 Conference Sign-Up</td>
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<td>3 January 22-27</td>
<td>Lesson 3</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 Blog Analysis Draft for Video Conference #1 Blog Analysis Peer Review Thread Online Course Survey: How is it going?</td>
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<tr>
<td>4 January 29 – February 3</td>
<td>Lesson 4</td>
<td>Scheduled Video Conferences</td>
<td>Course Blog Post #2 Submission Deadline for Final Blog Analysis</td>
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<tr>
<td>5 February 5-10</td>
<td>Lesson 5</td>
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<td>Assignment #8 Assignment #9</td>
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<td>6 February 12-17</td>
<td>Lesson 6</td>
<td>Advertising Analysis Guidelines Reading WA 5 (Interpretation) Sample Advertising Analysis on LH</td>
<td>Assignment #10 Conference Sign-Up</td>
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<td>8 February 26 – March 3</td>
<td>Lesson 8</td>
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<td>Course Blog Post #3 Submission Deadline for Final Advertising Analysis</td>
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<td>9 March 5-10</td>
<td>Lesson 9</td>
<td>Song Analysis Guidelines on LH Sample Song Analyses on LH</td>
<td>Assignment #11 Assignment #12</td>
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<td>10 March 12-17</td>
<td>Lesson 10</td>
<td>Reading WA 9 (From Paragraphs to Papers) Schedule Video Draft Conference (1250 word draft due)</td>
<td>Assignment #13 Assignment #14 Zoom Conference Sign-up</td>
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<td>March 19 – 24 Spring Break</td>
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<tr>
<td>11 March 26 - 31</td>
<td>Lesson 11</td>
<td>Song Analysis Peer Review Song Analysis Draft for Video Conference</td>
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<td>12 April 2-7</td>
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<td>Commercial Analysis Sample Chapter Readings</td>
<td>Submission Deadline for Final Song Analysis Course Blog Post #4</td>
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<tr>
<td>13 April 9-14</td>
<td>Lesson 12</td>
<td>Chapter Readings</td>
<td>Assignment #15 Assignment #16</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

Graded Course Activities

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<th>Description</th>
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<tr>
<td>15</td>
<td>Instructor Video Conferences and Peer Review Participation</td>
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<tr>
<td>25</td>
<td>Assignments</td>
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<tr>
<td>20</td>
<td>Course Blog</td>
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<tr>
<td>40</td>
<td>Analytical Essays (including drafts due for conferences and peer review)</td>
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<tr>
<td>100</td>
<td>Total Percent Possible</td>
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Viewing Grades in Moodle
- Click into the course.
- Click on the Grades link in Administration Block to the left of the main course page.

Letter Grade Assignment

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<tr>
<td>A-</td>
<td>90-92%</td>
</tr>
<tr>
<td>B+</td>
<td>88-89%</td>
</tr>
<tr>
<td>B</td>
<td>83-87%</td>
</tr>
<tr>
<td>B-</td>
<td>80-82%</td>
</tr>
<tr>
<td>C+</td>
<td>78-79%</td>
</tr>
<tr>
<td>C</td>
<td>73-77%</td>
</tr>
<tr>
<td>C-</td>
<td>70-72%</td>
</tr>
<tr>
<td>D</td>
<td>60-69%</td>
</tr>
<tr>
<td>F</td>
<td>0-59%</td>
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</table>
Part 5: Course Policies

Incomplete Policy
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/weblmsc/moodle/public/incompletes.html.

Late Work
Late work will not be accepted. Timely completion of all assignments is an absolute necessity due to the nature of the online course. Unless a reasonable excuse is provided, all assignments are required to be turned in on the date indicated. Accordingly, all student assignments that are turned in by the designated time will be graded with corresponding feedback by the time the next week’s assignments are due.

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.

Netiquette
In this course you will communicate with your classmates and instructor primarily in writing through the discussion forum and e-mail.

"Online manners" are generally known as "netiquette." As a general rule, you should adhere to the same classroom conduct that you would "off-line" in a face-to-face course. Some examples of proper netiquette are:

1. Avoid writing messages in all capital letters. THIS IS GENERALLY UNDERSTOOD AS SHOUTING.
2. Be careful what you put in writing. Even if you are writing an e-mail message to one person, assume that anyone could read it. Though you may send an e-mail to a single person, it is very easy to forward your message to hundreds or thousands of people.
3. Grammar and spelling matter. Online courses demand the same standard of academic communication and use of grammar as face-to-face courses.
4. Never use profanity in any area of an online course. The transcripts of online course discussion forums, e-mail, and chat sessions are savable.
5. When responding to messages, only use "Reply to All" when you really intend to reply to all.
6. Avoid unkindly public criticism of others. Publicly criticizing others in an inappropriate way is known as "flaming." Consider this course a practice forum for selecting your verbiage thoughtfully and professionally.
7. Use sarcasm cautiously. In the absence of nonverbal cues such as facial expressions and voice inflections, the context for your sarcasm may be lost, and your message may thus be misinterpreted.
8. In a face-to-face setting, our tone of voice and facial expressions may convey as much of our meaning as the words we use. In a written message, the subtext of your meaning may be confused or misinterpreted. Write clearly. Use active verbs.

[Source: University of Maryland, Communications Department]
**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 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.

1. Changes on revised material depends much on meeting objectives, content development, editing, and following all the criteria for evaluation of an essay (as outlined in this syllabus). If you essay is not actually revised but merely edited (proofread with resulting minor surface-level changes), your grade will not reflect any significant percentage increase.
2. Please note that you cannot revise a paper you have not written. If you fail to turn in an assigned essay, you cannot submit a revision of that paper. You are encouraged to revise any paper with which you are not satisfied. Unfortunately you can only revise your essays. You cannot revise discussion board postings, journal entries, midterm exam, or final exam.

**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 and participation in this class, and also integrity in your behavior in and out of the 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.