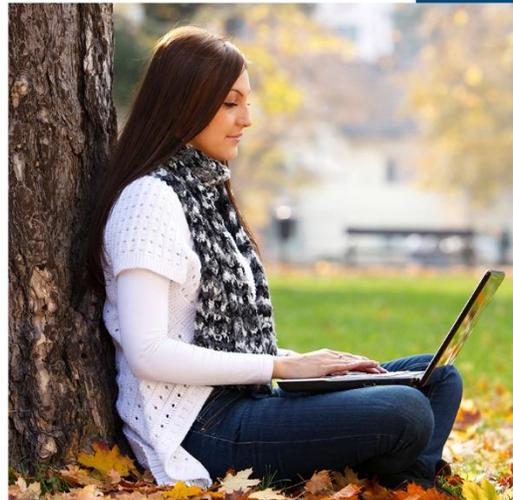




School of  
Distance Education  
Andrews University

# SYLLABUS



**ENGL 215 College Writing II  
Summer 2021**

# ENGL 215 College Writing II

## School of Distance Education

### Interactive Online Format

This course follows an interactive online format and has Wednesday/Sunday 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

Please refer to course in LearningHub for the teacher contact information.

### 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 Descriptions

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

### Prerequisites

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

### Required Text/Material

Lunsford, Andrea, John J. Ruskiewicz, and Keith Walters. *Everything's an Argument with Readings and 2020 APA Update*, 8<sup>th</sup> ed, Bedford & St. Martin's, 2019. ISBN-13: 9781319362379

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:** We recommend getting textbooks through Amazon as they ship rapidly to most locations and offer more used and ebook options. If you choose to use the Andrews Bookstore, be sure you order the texts listed in the syllabus for your enrolled section (970-999). Then check delivery date before you order as it is essential to have the materials from day one.

- *Guest students*, contact your financial advisor at your home university.
- *Degree students* using federal financial aid should discuss textbook costs with their financial advisor before purchasing books, if they wish to include this in their budget.

### **Credit Hour and Commitment**

This course is offered for 3 semester credits. Therefore, you can expect to spend approximately 135 hours on this course, which translates to approximately 11-12 hours per week. This course contains 3 essays, 9 discussion forums and 10 assignments. Many of the readings in this course may require an hour or more to read, and many of the writing assignments will require you to devote significant time to thinking, planning, and researching, so plan your time accordingly. Suggested schedules to accomplish this work are included in this syllabus.

A recommended weekly schedule to divide your time is provided:

- Readings: 5 hours
- Essays: 2.5 hours
- Discussion forums: 1.5 hour
- Assignments: 2.5 hours

### **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**

The central goal of ENGL 215 is to improve on your ability to think, speak, and write analytically in both public and private forums. The specific Student Learning Outcomes for the course are outlined below.

After successfully completing the course, students will be able to:

- SLO1. Reproduce the MLA style in their writing and documentation.
- SLO2. Identify major arguments and important social issues in texts and scholarly articles.
- SLO3. Interpret information to develop original arguments related to community problems and issues.
- SLO4. Criticize information and arguments in their writing.
- SLO5. Evaluate arguments for clarity, structure, and rhetorical proficiency.
- SLO6. Construct original arguments in academic writing through a variety of genres.
- SLO7. Engage in community organization and justice from personal, civic, and spiritual perspectives.

## Part 2: Course Methods and Delivery

### Methods of Instruction

Methods of instruction include assigned readings, participation in the online class discussion forums, writing, revision, feedback, and more writing. Regular participation in the course is essential to good performance.

### Technical Requirements

- Computer: PC (Win 7 or newer) or MAC (10.6 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 (Safari is not compatible with LearningHub)
- Software: MS Office 2013 or newer ([student copy 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](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 discussion forums a minimum of two times per week. 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.

### 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.

**Peer Critique:** Each of the essays will be followed by peer critique. Your role is to read the selection chosen by the peer, engage in evaluative and assessment process, understand the topic of the essay, recognize its objectives and ensure that all guidelines for the essay are met. Afterwards, you will provide constructive and professional comment on the topic, writing process, and content development. For more detailed guidelines for peer critique, please see LearningHub.

### **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.

### **Exam**

There are no exams in this course.

**Schedule:**

All times in the schedule are for the U.S. Eastern Time Zone. All assignments are due Sunday in the week assigned unless otherwise noted. Discussion Posts are due twice a week with Initial Post due on Wednesday and Responses due on Sunday.

| Week                     | 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<br>Course Overview<br>Introductions<br>Academic Integrity  | Student Introductions<br>Academic Integrity Quiz<br>Academic Integrity Statement |                                   |
| 1<br>May 17 – 23         | Understanding Analysis  | Chapter 1, pp. 3-20  | Writing Background post<br>Assignment 1<br>Due Sunday May 30                     | SLO2                              |
| 2<br>May 24 – 30         | Understanding Analysis cont.  | Essay 1 Sheet<br>Chapter 6, pp. 97-112                                 | Assignment 2   | SLO5                              |
| 3<br>May 31 – June 6     | Developing Analysis   | Chapter 8, pp. 164-179<br>Selected Article from options on lesson page | Devotional 1<br>Assignment 3<br>Essay 1 Rough Draft<br>Peer Review Essay 1       | SLO4<br>SLO2, SLO3, SLO5,<br>SLO6 |
| 4<br>June 7 – 13         | Causes and Effects in Problems  | Chapter 13, pp. 321-345  | Devotional 2<br>Essay 1 Final Draft<br>Reflect on Essay 1 post                   | SLO2, SLO4                        |
| 5<br>June 14 – 20        | Causes and Effects in Community Problems<br>Developing a thesis and argument                | Chapter 11, pp. 255-278<br>Essay 2 Sheet                               | Assignment 4<br>Devotional 3<br>Assignment 5                                     | SLO1, SLO4,<br>SLO5, SLO6         |
| 6<br>June 21 – 27        | Library Resources for Research  | Chapter 18, pp. 438-453  | Library tutorial<br>Assignment 6<br>Instructor Video conference                  | SLO2, SLO5                        |
| 7<br>June 28 – July 4    | Library Resources for Research cont.<br>Library Resources for Research cont.                | Chapter 19, pp. 454-463<br>Chapter 22, pp. 496-515                     | Devotional 4<br>Assignment 7<br>Essay 2 Draft<br>Due Monday July 5               | SLO1, SLO4<br>SLO2, SLO6,<br>SLO7 |
| 8<br>July 5 – 11         | Revision and Rewriting  | Chapter 20, pp. 464-483  | Instructor Video Conferences<br>Devotional 5<br>Peer Review Essay 2              | SLO5, SLO7                        |
| 9<br>July 12 – 18        | Revision and Rewriting cont.  |  | Essay 2 Final Draft<br>Reflect on Essay 2 post                                   | SLO3, SLO5                        |
| 10<br>July 19 – 25       | Solutions and Adaptation of Research  | Chapter 12, pp. 286-305<br>Essay 3 Sheet                               | Assignment 8<br>Assignment 9   | SLO2, SLO3, SLO5,<br>SLO6, SLO7   |
| 11<br>July 27 – August 1 | Solutions and Adaptation of Research cont.  |  | Essay 3 rough draft  | SLO3, SLO4, SLO5                  |
| 12<br>August 2 – 6       | Responding and Revising<br>Reflections  | Chapter 10, pp. 224-232  | Instructor Video Conference<br>Assignment 10<br>Essay 3 final                    | SLO3, SLO7                        |

**Completing Assignments**

All assignments for this course will be submitted electronically through LearningHub unless otherwise instructed.

## 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   |
| <b>100</b> | <b>Total Percent Possible</b>   |

### 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

| 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/weblmsc/moodle/public/incompletes.html>.

### Late Work

Due dates are listed both in the LearningHub course space and in the syllabus. Late work will have 10% of the earned points deducted.

### 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/>
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.

### 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.