



SYLLABUS

ENGL 115 901 College Writing I

202131

ENGL 115 901 College Writing I

School of Distance Education

Self-Paced Courses

This course follows a self-paced online format. You have 180 days from your selected start date to complete the course. The last day to withdraw with a full refund is 15 days after your start date.

Instructor Contact

Please refer to course in Learning Hub 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
Enrollment and withdrawal questions	sderegister@andrews.edu	(269) 471-6323
Technical assistance with online courses	dlit@andrews.edu	(269) 471-3960
Exam requests and online proctoring	sdeexams@andrews.edu	(269) 471-6566
Distance Student Services - any other questions	sdestudents@andrews.edu	(269) 471-6566

Part 1: Course Information

Course Description

ENGL 115 College Writing I examines writing as a subject to be studied, not as a set of generalizable skills to be learned and then applied to all subsequent writing contexts. While this course will still include much writing, the specific content we engage through these written tasks will be drawn from the discipline of writing studies. You might think of this class as a course that helps you consider “how writing works and functions.” Just as an Introduction to Biology course functions for a biology major or fulfills ACE requirements, this is an Introduction to Writing course that introduces you to the field of writing studies.

Course Prerequisites

Cannot be audited or CLEPed.

Required Text/Material

Wardle, Elizabeth, and Doug Downs. *Writing About Writing: A College Reader*. 4th edition. Boston: Bedford/St. Martin's, 2020. ISBN: 9781319195861

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. This course contains one exam, three significant writing projects, five videoconferences with your instructor, five essay critiquing activities, twenty reflective writing journal prompts, and 15 other assignments (for a total of four major assignments and 45 moderate and minor assignments, not including readings). 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 schedule to accomplish this work is 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

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

- SLO1. Interpret rhetorical situations to make rhetorical choices consciously in your writing.
- SLO2. Explain the impact of past experiences on your writing.
- SLO3. Analyze the various social functions that written texts and genres serve.
- SLO4. Critique your own writing as well as the writing of others.
- SLO5. Reflect on your own writing process(es) through reflection in a writer's journal.
- SLO6. Employ effective editing and proofreading strategies.

In addition to specific course objectives, ENGL 115 addresses the following **Andrews Core Experience Learning Outcomes:**

1. Strengthen the ability to communicate effectively.
2. 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.

Part 2: Course Methods and Delivery

Methods of Instruction

Methods of instruction include assigned readings from the textbook and the course material, analytical essays, reflections on the readings and your writing, brief activities geared toward brainstorming and developing your major essay projects, interaction with the instructor via videoconferences, and a reflective final exam. Regular participation in the course is essential to good performance.

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

Start by creating a schedule for completion of the course.

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

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

Assessment Descriptions

Analytical Essays

You will write three major essays for this course. You will use concepts featured in the course textbook, *Writing About Writing*, to address your topics. Formal directions and samples for each essay will be provided on LearningHub, but brief previews for each are listed below:

Rhetorical Analysis (Project 1) – For your first essay, you will analyze rhetorically one of your own previous writing experiences to determine how you responded to the rhetorical situation of that experience and how you might apply the principles you learned from this rhetorical analysis to future writing situations.

Literacy Sponsorship Analysis (Project 2) – For your second essay, you will analyze your literacy history and write about a small number of your “literacy sponsors,” pinpointing their role(s) in your literacy development.

Activity Analysis (Project 3) – For your third essay, you will analyze an “activity system” and determine something interesting, important, surprising, etc., about the use of textual tools (basically, writing) in that system.

Videoconferences

As you work on drafting and revising your essays, you will meet regularly with your instructor via videoconferences. In these conferences, you and your instructor will discuss your drafts and writing, consider possible approaches to enhancing your work, and address any questions or concerns you may have. For each conference, you will need to have completed a draft of your essay or a portion of it. (The amount to be completed will be specified in the formal directions for each essay.)

Reflective Evaluation Exercises

Because you will take the course at your own pace, you will not have the opportunity to give and receive feedback with peers. You will instead be able to read the work of others to practice gaining and refining the same analytical and supportive criticism skills that will be beneficial in many other reading and writing contexts. After providing constructive criticism for these distant writers, you will apply the same considerations to your own work and practice evaluating your own writing.

Writer’s Journal

You will write frequent reflective journal entries about your writing and the course readings. Specific topics and directions for each entry will be provided on LearningHub. The length of each entry is relatively small; unless otherwise noted, the minimum word count for each entry is 200 words. Entries will be graded mostly on whether they meet the minimum word count requirements, with a small portion based on whether a response is on topic and how much depth it provides. Entries will not be graded for grammar or mechanics. Please provide the word count of your entry (excluding the text of the prompt) with each prompt response.

You will have a choice on how to complete your journal entries. You can choose from the following methods:

- Write your entry as a Word file and attach it to the submission page.
- Write your entry directly to the text box on the submission page.
- Write your response to the journal prompt as a blog entry on a blog you keep specifically for this course. Provide a link directly to the relevant blog post.

- Record a brief video in which you spend about two or three minutes (which would meet the word count requirement at an average rate of speaking) discussing your response to the journal prompt. Upload your clip to a service such as YouTube and post the link.
- If you have another idea for your Writer's Journal, run it by your instructor.

Exercises

Practice exercises, such as brainstorming exercises and thesis-construction practice, will offer you the opportunities to assess your own understanding of course concepts and practice implementing them in your own writing. Additionally, many minor assignments will help direct you toward starting or completing one of your major essay assignments.

Course Blog

In addition to private journals that only you and your instructor read, you will post entries to a blog that will be visible to others, including other students who take this course. Many of these blog posts will include responses and thoughts about what you've learned from course readings, although some blog posts may address other topics. You will be provided with a list of questions to address for each post.

To create your course blog, you should register for an account on a blogging service such as Blogger or WordPress. In order to keep your course blog separate from any personal writing you may do on a blog you already own, you should register for a *new* account. Take time to develop your blog and make it as organized, visually appealing, and effective as you can.

When you publish a post to your blog, provide a link to the public view of that blog post in the forum for the relevant blog post assignment. You will then be able to see and review the blog posts others have written about the same topics.

Optional Revision

You may choose to revise either of your first two essays (the literacy sponsorship analysis or activity analysis) at the end of the semester for the chance to improve it and receive a higher grade. If you choose to take this opportunity, you will need to include with your revised essay a report discussing what changes you've made to your essay and why. Your revised work will be considered your final draft, and the score you receive on this revised essay will replace the score you received for the project earlier in the semester. If applicable, the revision will receive the same late penalty as was applied to the original submission. The optional revision is due by 1:55 pm on the last day of the course.

Rubrics

Rhetorical Analysis

Criteria	Exceptional (5)	Proficient (4)	Satisfactory (3)	Emerging (2)	Unsatisfactory (1)
Main Point x4	The essay features a clear main point or thesis about the written work, rhetorical situation, and/or rhetorical elements involved in your writing experience. This main point is especially insightful or engaging and fully aligns with the purpose of the assignment.	The essay features a clear main point or thesis about the written work, rhetorical situation, and/or rhetorical elements involved in your writing experience. This main point fully aligns with the purpose of the assignment.	The essay features a generic main point or thesis about the written work, rhetorical situation, and/or rhetorical elements involved in your writing experience. The main point aligns with the purpose of the assignment. It may state common knowledge.	The essay features a main point about the written work, rhetorical situation, and/or rhetorical elements involved in your writing experience, although this main point may be vague or difficult to identify. It may not fully align with the purpose of the assignment.	The essay does not feature any apparent main point about the written work, rhetorical situation, and/or rhetorical elements involved in your writing experience. The essay does not align with the purpose of the assignment.
Analysis x6	The essay's main point is developed through clear and in-depth analysis of how the rhetorical situation helped shape the piece of writing being analyzed. This analysis is especially insightful and convincing in the presentation of ideas, and it constitutes the majority of the essay.	The essay's main point is developed through clear analysis of how the rhetorical situation helped shape the piece of writing being analyzed. This analysis sometimes presents moments of insight in the presentation of ideas, and it constitutes the majority of the essay.	The essay's main point is developed through analysis of how the rhetorical situation helped shape the piece of writing being analyzed. This analysis provides occasional moments of insight. It may have some underdeveloped or unconvincing ideas, or it may not constitute a majority of the essay.	The essay's main point is somewhat developed through analysis of how the rhetorical situation helped shape the piece of writing being analyzed, although the essay features more summary and description than analysis. The presentation of ideas is often underdeveloped or unconvincing, or moments of analysis may be infrequent in the essay.	The essay's main point is not developed through analysis of how the rhetorical situation helped shape the piece of writing being analyzed. No connections are demonstrated between your earlier writing and its rhetorical situation.
Unit Concepts x4	The essay consistently demonstrates a rich and thorough understanding of rhetorical concepts from course readings and other materials (especially how rhetorical situations constrain writing) through accurate use of terms such as purpose, context, motivation, exigence, audience, rhetor, constraints, kairos, appeals, etc. The selection and use of these terms and concepts meaningfully contribute to the development of presented ideas.	The essay regularly demonstrates an understanding of rhetorical concepts from course readings and other materials (especially how rhetorical situations constrain writing) through usually accurate use of terms such as purpose, context, motivation, exigence, audience, rhetor, constraints, kairos, appeals, etc. The selection and use of these terms and concepts meaningfully contribute to the development of presented ideas.	The essay regularly demonstrates a basic understanding of rhetorical concepts from course readings and other materials, including how rhetorical situations constrain writing, through generally accurate use of terms such as purpose, context, motivation, exigence, audience, rhetor, constraints, kairos, appeals, etc. Some uses of the terms and concepts may not contribute meaningfully to the development of presented ideas, or some terms may be included without a clear purpose.	The essay rarely demonstrates an understanding of how rhetorical situations constrain writing. Other rhetorical concepts from course readings and other materials may also be featured rarely or ineffectively. The use of terms such as purpose, context, motivation, exigence, audience, rhetor, constraints, kairos, appeals, etc., may often be incomplete or inaccurate, or they are used without meaningful purpose toward the development of presented ideas.	The essay demonstrates no understanding of how rhetorical situations constrain writing. Other rhetorical concepts from course readings and other materials are also missing from the essay. The essay does not include meaningful or accurate use of rhetorical terms such as purpose, context, motivation, exigence, audience, rhetor, constraints, kairos, appeals, etc.
Structure x3	The essay includes all four features of the project as listed in the "Structure" section of the assignment instructions. The organization of the essay is fully appropriate for the purpose and audience. The flow within and between paragraphs and other sections of the writing is advanced, with especially effective transitions and an outstanding arrangement of ideas.	The essay includes all four features of the project as listed in the "Structure" section of the assignment instructions. The organization of the essay is appropriate for the purpose and audience. The flow within and between paragraphs and other sections of the writing is solid, with effective transitions and arrangement of ideas.	The essay includes all four features of the project as listed in the "Structure" section of the assignment instructions. The organization of the essay is generally appropriate for the purpose and audience. The flow within and between paragraphs and other sections of the writing is often solid, although the essay may sometimes feature questionable arrangement of ideas, ineffective transitions, or paragraph boundary issues.	The organization of the essay is not appropriate for the purpose and audience. It features frequent issues such as ineffective transitions, questionable arrangement of ideas, or poor paragraphing. The essay may be missing one of the features of the project as listed in the "Structure" section of the assignment instructions.	The organization of the essay is not appropriate for the purpose and audience. It is unclear and chaotic, resulting in poor development of ideas. Paragraphing may be ignored, or the essay may be missing one or more of the four features of the project as listed in the "Structure" section of the assignment instructions.

Criteria	Exceptional (5)	Proficient (4)	Satisfactory (3)	Emerging (2)	Unsatisfactory (1)
Editing x3	The essay features perfect or near-perfect editing that is appropriate for the essay's purpose and audience. Sources are cited appropriately and consistently.	The editing of the essay is appropriate for the essay's purpose and audience. The essay features relatively few editing or documentation errors. All errors are minor and have no or minimal effect on the readability of the essay.	The editing of the essay is generally appropriate for the essay's purpose and audience. The essay features minor editing errors that slightly inhibit readability. Errors may be minor and relatively frequent or occasionally more significant. Documentation may be partially incomplete.	The editing of the essay is not appropriate for the essay's purpose and audience. The essay features more significant editing errors that often obscure meaning or inhibit readability. Little effort may have been made to appropriately cite sources.	Editing of the essay is not appropriate for the essay's purpose and audience. The essay features more severe editing issues that frequently obscure meaning and inhibit readability. No effort has been made to cite sources.

Literacy Sponsorship Analysis

Criteria	Exceptional (5)	Proficient (4)	Satisfactory (3)	Emerging (2)	Unsatisfactory (1)
Main Point x4	The essay features a clear main point or thesis about your literacy experiences. This main point is especially insightful or engaging and fully aligns with the purpose of the assignment.	The essay features a clear main point or thesis about your literacy experiences. This main point fully aligns with the purpose of the assignment.	The essay features a generic main point or thesis about your literacy experiences. The main point aligns with the purpose of the assignment. The main point may state common knowledge.	The essay features a main point about your literacy experiences, although this main point may be vague or difficult to identify. The main point may not fully align with the purpose of the assignment.	The essay does not feature any apparent main point about your literacy experiences. The essay does not align with the purpose of the assignment.
Analysis x6	The essay distinctly and thoughtfully discusses who you are as a writer and/or a reader today. The essay's main point is developed through clear and in-depth analysis of how your past has shaped your present. This analysis is especially insightful and convincing in the presentation of ideas. The analysis is consistently and fully supported by the narrative elements. Ideas and concepts from course readings are incorporated smoothly and appropriately, and they fully benefit the analysis.	The essay distinctly and thoughtfully discusses who you are as a writer and/or a reader today. The essay's main point is developed through clear analysis of how your past has shaped your present. This analysis sometimes presents moments of insight in the presentation of ideas. The analysis is usually supported by the narrative elements. Ideas and concepts from course readings are usually incorporated smoothly and appropriately, and they benefit the analysis.	The essay discusses who you are as a writer and/or a reader today. The essay's main point is developed through analysis of how your past has shaped your present. This analysis provides occasional moments of insight. It may be unclear in places or have some underdeveloped or unconvincing ideas. The analysis is generally supported by the narrative elements. Ideas and concepts from course readings may sometimes benefit the analysis, although their incorporation in the essay may often not be smooth or appropriate.	The essay's main point is somewhat developed through brief analysis of how your past has shaped your present. The essay may rely more on summary and description than on analysis. Many ideas may be underdeveloped or unconvincing. Moments of analysis may be infrequent in the essay. The essay may not discuss who you are as a writer or a reader today, or the analysis may not be supported by the narrative elements. Ideas and concepts included from course readings, if any, may not be smoothly incorporated in the essay and may not benefit the analysis.	The essay does not discuss who you are as a writer or a reader today. The main point is not developed through analysis of how your past has shaped your present. The essay may tell a story, but it relies entirely on summary or description. Ideas and concepts from course readings, if included, do not support the analysis; their incorporation in the essay has no apparent purpose.
Narrative x4	Narrative elements in the essay are exceptionally clear, engaging, and insightful. Narrative choices are refreshing and reveal your unique experiences and perspective. Narrative elements are unified in purpose and fully support your main point and analysis.	Narrative elements in the essay are clear and interesting. Narrative choices are usually refreshing and reveal your unique experiences and perspective. Narrative elements are largely unified in purpose and support your main point and analysis.	Narrative elements in the essay are usually clear. They usually support your main point and analysis, although there may be places where the narrative is generic or uninteresting. Narrative choices may only sometimes reveal your unique experiences and perspective. The narrative may, at times, stray from your main point.	Narrative elements in the essay may often be unclear, vague, or generic. Narrative choices may rarely, if at all, reveal your unique experiences or perspective. Narrative elements may lack unity of purpose in supporting your main point or thesis. Many parts of the story may stray from your main point.	One or more of the following problems may appear in your essay: narrative elements are unclear and generic; narrative choices do not demonstrate thoughtfulness, so that the story does not reveal any unique experiences or perspective; narrative elements do not support your main point; or your essay does not feature any narrative about your literacy history.

Criteria	Exceptional (5)	Proficient (4)	Satisfactory (3)	Emerging (2)	Unsatisfactory (1)
Organization x3	The organization of the essay is fully appropriate for the essay's purpose and audience. It is advanced through intentional structure within and between paragraphs or other sections of the essay. It may represent an unexpectedly rich presentation and arrangement of ideas.	The organization of the essay is appropriate for the essay's purpose and audience. It is solid, with appropriate transitions and effective arrangement of ideas, paragraphs, and sections.	The organization of the essay is generally appropriate for the essay's purpose and audience. It may have minor problems, including list-like or additive transitions, paragraph boundary issues, or questionable arrangement of ideas.	The organization of the essay is somewhat appropriate for the essay's purpose and audience, although it presents frequent or severe problems, including ineffective transitions, erratic or arbitrary arrangement of ideas or sections, or poor paragraphing.	The organization of the essay is not appropriate for the essay's purpose or audience. It is unclear and chaotic, resulting in poorly developed ideas. The arrangement of ideas seems to follow no logic and to serve no purpose. Paragraphing or other sectioning may be ignored.
Editing x3	The essay features perfect or near-perfect editing that is appropriate for the essay's purpose and audience. Sources are cited appropriately and consistently.	The editing of the essay is appropriate for the essay's purpose and audience. The essay features relatively few editing or documentation errors. All errors are minor and have no or minimal effect on the readability of the essay.	The editing of the essay is generally appropriate for the essay's purpose and audience. The essay features minor editing errors that slightly inhibit readability. Errors may be minor and relatively frequent or occasionally more significant. Documentation may be partially incomplete.	The editing of the essay is not appropriate for the essay's purpose and audience. The essay features more significant editing errors that often obscure meaning or inhibit readability. Little effort may have been made to appropriately cite sources.	Editing of the essay is not appropriate for the essay's purpose and audience. The essay features more severe editing issues that frequently obscure meaning and inhibit readability. No effort has been made to cite sources.

Activity Analysis

Criteria	Exceptional (5)	Proficient (4)	Satisfactory (3)	Emerging (2)	Unsatisfactory (1)
Main Point x4	The essay features a clear main point or thesis about your chosen activity system. This main point is especially insightful or engaging and fully aligns with the purpose of the assignment.	The essay features a clear main point or thesis about your chosen activity system. This main point fully aligns with the purpose of the assignment.	The essay features a generic main point or thesis about your chosen activity system. The main point aligns with the purpose of the assignment. It may state common knowledge.	The essay features a main point about your chosen activity system, although this main point may be vague or difficult to identify. It may not fully align with the purpose of the assignment.	The essay does not feature any apparent main point about your chosen activity system. The essay does not align with the purpose of the assignment.
Analysis x6	The essay's main point is developed through clear and in-depth analysis of the activity system. This analysis is especially insightful and convincing in the presentation of ideas, and it constitutes a significant portion of the essay. Ideas and concepts from course readings are incorporated smoothly and appropriately, and they fully benefit the analysis.	The essay's main point is developed through clear analysis of the activity system. This analysis sometimes presents moments of insight in the presentation of ideas, and it constitutes a significant portion of the essay. Ideas and concepts from course readings are usually incorporated smoothly and appropriately, and they benefit the analysis.	The essay's main point is developed through analysis of the activity system. This analysis provides occasional moments of insight. It may have some underdeveloped or unconvincing ideas, or it may constitute a relatively small portion of the essay. Ideas and concepts from course readings may sometimes benefit the analysis, although their incorporation in the essay may often not be smooth or appropriate.	The essay's main point is somewhat developed through analysis of the activity system, although the essay focuses more on merely describing the components of the activity system. The presentation of ideas is often underdeveloped or unconvincing, or moments of analysis may be infrequent in the essay. Ideas and concepts included from course readings, if any, may not be smoothly incorporated in the essay and may not benefit the analysis.	The essay's main point is not developed through analysis of the activity system. The essay may focus entirely on reporting facts and details about the components of the activity system without insight about what those facts and details mean. Ideas and concepts from course readings, if included, do not support the analysis; their incorporation in the essay has no apparent purpose.

Criteria	Exceptional (5)	Proficient (4)	Satisfactory (3)	Emerging (2)	Unsatisfactory (1)
Evidence x4	The essay demonstrates sophisticated use of evidence (from data you've collected about/from your chosen activity system and from course readings) to support its claims throughout. The essay features a particularly rich balance of claims and supporting evidence. The types and amount of evidence used are appropriate for the essay's purpose and its claims, and the relationship between claims and evidence is clear. The use of evidence engagingly enhances the essay's analysis and meaningfully contributes to the development of ideas.	The essay demonstrates proficient use of evidence (from data you've collected about/from your chosen activity system and from course readings) to support its claims throughout. The essay features a good balance of claims and supporting evidence. The types and amount of evidence used are generally appropriate for the essay's purpose and claims, and the relationship between claims and evidence is usually clear. The use of evidence promotes the essay's analysis and contributes to the meaningful development of ideas.	The essay uses evidence (from data you've collected about/from your chosen activity system and from course readings) to support its claims. There may be a slight imbalance between claims and evidence: some claims may have insufficient supporting evidence, or additional claims are needed to provide the analytical context for some of the evidence. The relationship between claims and evidence is generally clear. The types and amount of evidence used may not be entirely appropriate for the essay's purpose and claims. The use of evidence generally promotes the essay's analysis, although it sometimes may not contribute meaningfully to the development of presented ideas.	The essay demonstrates irregular use of evidence (from data you've collected about/from your chosen activity system and from course readings) to support its claims. The use of evidence is infrequent or often unconvincing. The relationship between claims and evidence may not be clear. The types and amount of evidence are not appropriate for the essay's purpose or its claims. There may be a great imbalance between the essay's claims and evidence, with some claims lacking support or some evidence lacking claims to provide context. The use of evidence infrequently contributes to the development of ideas.	The essay features a strong imbalance of claims and evidence (from data you've collected about/from your chosen activity system and from course readings). It includes very little, if any, evidence to support its claims. Alternatively, the essay includes very little, if any, claims to provide context for the evidence provided. The use of evidence does not contribute to the development of ideas.
Organization x3	The organization of the essay is fully appropriate for the essay's purpose and audience. It is advanced through intentional structure within and between paragraphs or other sections of the essay. It may represent an unexpectedly rich presentation and arrangement of ideas.	The organization of the essay is appropriate for the essay's purpose and audience. It is solid, with appropriate transitions and effective arrangement of ideas, paragraphs, and sections.	The organization of the essay is generally appropriate for the essay's purpose and audience. It may have minor problems, including list-like or additive transitions, paragraph boundary issues, or questionable arrangement of ideas.	The organization of the essay is somewhat appropriate for the essay's purpose and audience, although it presents frequent or severe problems, including ineffective transitions, erratic or arbitrary arrangement of ideas or sections, or poor paragraphing.	The organization of the essay is not appropriate for the essay's purpose or audience. It is unclear and chaotic, resulting in poorly developed ideas. The arrangement of ideas seems to follow no logic and to serve no purpose. Paragraphing or other sectioning may be ignored.
Editing x3	The essay features perfect or near-perfect editing that is appropriate for the essay's purpose and audience. Sources are cited appropriately and consistently.	The editing of the essay is appropriate for the essay's purpose and audience. The essay features relatively few editing or documentation errors. All errors are minor and have no or minimal effect on the readability of the essay.	The editing of the essay is generally appropriate for the essay's purpose and audience. The essay features minor editing errors that slightly inhibit readability. Errors may be minor and relatively frequent or occasionally more significant. Documentation may be partially incomplete.	The editing of the essay is not appropriate for the essay's purpose and audience. The essay features more significant editing errors that often obscure meaning or inhibit readability. Little effort may have been made to appropriately cite sources.	Editing of the essay is not appropriate for the essay's purpose and audience. The essay features more severe editing issues that frequently obscure meaning and inhibit readability. No effort has been made to cite sources.

Writer's Journal

Journal entries can receive up to 10 points:

Word Count (8 points possible) - Entries that meet the expected word count will receive the full 8 points. Entries shorter than that will receive partial credit according to the proportion of the word count met.

Content (2 points possible) – Entries that are on-topic and demonstrate a thoughtful and complete response will receive 2 points. Entries that are on-topic but demonstrate a vague or incomplete response will receive 1 point. Off-topic responses will receive 0 points.

Exams

There is one exam in this course. The final exam will consist of essay questions and will be worth 100 points. You will be allowed 120 minutes to take this exam. This exam is worth 5% of your grade. This exam require proctoring.

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.

Please read the important information about taking exams and how online proctoring works at www.andrews.edu/distance/students/exams.html. The follow the instructions that apply to your situation on the [exam request form](#) to set up your exam session.

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. The instructor, to aid studying for future exams can provide feedback on exams.

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	Student Introductions Academic Integrity Quiz Academic Integrity Statement	
1	First Lesson	Chapter 1: "Investigating Writing" (Pages 3-25) Threshold Concepts and Writing Conceptions: Intro to Our Course (Video) Avoiding Academic Dishonesty (file) Essay Formatting and Documentation (file) Blog Instructions (file)	Writer's Journal 1 Writer's Journal 2	SLO5
	Project 1 Lesson 1	Chapter 6 Intro (pages 366-69) Downs (pages 369-395) "What is Rhetoric?" (podcast) Rhetoric (video) Rhetorical Analysis Instructions & Samples	Exercise 1 Exercise 2 Writer's Journal 3 Blog Post 1	SLO1 SLO5
2	Project 1 Lesson 2	Grant-Davie (pages 396-415) "Your Ability to Can Even: A Defense of Internet Linguistics" (Blog) Exploring Rhetorical Situations (video) Writing Your Rhetorical Analysis (video)	Exercise 3 Exercise 4 Writer's Journal 4 Writer's Journal 5 Blog Post 2	SLO1 SLO5
	Project 1 Lesson 3	Haas and Flower: (pages 432-451) Thesis Statements: Primary Claims (video)	Exercise 5 Writer's Journal 6 Videoconference Sign-up for Partial Draft of Rhetorical Analysis Blog Post 3	SLO1 SLO5

Module	Lessons	Readings	Assignments	Outcomes Met
3	Project 1 Lesson 4	Supporting Claims with Evidence (video) Videoconferences with Instructor (Partial Drafts)	Reflective Review: Partial Draft of Rhetorical Analysis Partial Draft of Rhetorical Analysis for Videoconference Videoconference Sign-up for Full Draft of Rhetorical Analysis Writer's Journal 7	SLO1 SLO4 SLO5
	Project 1 Lesson 5	Revising and Editing Your Rhetorical Analysis (video) Videoconferences with Instructor (Full Drafts)	Reflective Review: Full Draft of Rhetorical Analysis Full Draft of Rhetorical Analysis for Videoconference Final Draft of Rhetorical Analysis Writer's Journal 8 Blog Post 4	SLO1 SLO4 SLO5 SLO6
4	Project 2 Lesson 1	Chapter 5: "Literacies" Intro (pages 240-243) Brandt (pages 244-266) "Deborah Brandt" (podcast) Literacy Sponsors (video) Literacy Sponsorship Analysis Instructions & Samples	Exercise 6 Exercise 7 Writer's Journal 9 Writer's Journal 10 Blog Post 5	SLO2 SLO5
	Project 2 Lesson 2	Cisneros (pages 267-271) Villanueva (pages 272-285) "TEDxConejo – Erin Gruwell – The Freedom Writers" (video) "Maria REYES on InnerVIEWS with Ernie Manouse" (video) "Freedom Writers: Fighting Hatred with Language Arts" (video) <i>Freedom Writers</i> (film; optional)	Exercise 8 Exercise 9 Writer's Journal 11 Writer's Journal 12 Blog Post 6	SLO2 SLO5
5	Project 2 Lesson 3	Young (pages 325-336) Mellix (pages 337-348) Writing Your Literacy Sponsorship Analysis (video)	Exercise 10 Writer's Journal 13 Videoconference Sign-up for Full Draft of Literacy Sponsorship Analysis Blog Post 7	SLO2 SLO4 SLO5
	Project 2 Lesson 4	Revising and Editing Your Literacy Sponsorship Analysis (video)	Reflective Review: Full Draft of Literacy Sponsorship Analysis Full Draft of Literacy Sponsorship Analysis for Videoconference Final Draft of Literacy Sponsorship Analysis Writer's Journal 14 Blog Post 8	SLO2 SLO4 SLO5 SLO6

Module	Lessons	Readings	Assignments	Outcomes Met
6	Project 3 Lesson 1	Chapter 2: (pages 30-52) Chapter 7: "Communities" Intro (pages 504-507) Wardle (pages 636-654) Gee (pages 507-523) "Genre Theory" (podcast) Activity Systems and Genres (video) Activity Analysis Instructions & Samples	Exercise 11 Writer's Journal 15 Blog Post 9	SLO3 SLO5
	Project 3 Lesson 2	Mirabelli: "Learning to Serve: The Language and Literacy of Food Service Workers" (pages 524-543) Swales (pages 544-559)	Exercise 12 Exercise 13 Writer's Journal 16 Writer's Journal 17 Blog Post 10	SLO3 SLO5
7	Project 3 Lesson 3	Johns (pages 560-583) Klass: "Learning the Language" (pages 584-588) Writing Your Activity Analysis (video)	Exercise 14 (Optional) Videoconference Sign-up for Partial Draft of Activity Analysis Writer's Journal 18 Blog Post 11	SLO3 SLO5
	Project 3 Lesson 4	Revising and Editing Your Activity Analysis (video) Videoconferences with Instructor on Partial Drafts (optional)	Reflective Review: Partial Draft of Activity Analysis Partial Draft of Activity Analysis for Videoconference Videoconference Sign-up for Full Draft of Activity Analysis Writer's Journal 19	SLO3 SLO4 SLO5
8	Project 3 Lesson 5	Videoconferences with Instructor on Full Drafts	Reflective Review: Full Draft of Activity Analysis Full Draft of Activity Analysis for Videoconference Final Draft of Activity Analysis Writer's Journal 20 Blog Post 12	SLO3 SLO4 SLO5 SLO6
	PROCTORED FINAL EXAM		Revised Essay (Optional)	

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	Student Introductions Academic Integrity Quiz Academic Integrity Statement	
1	First Lesson	Chapter 1: "Investigating Writing" (Pages 3-25) Threshold Concepts and Writing Conceptions: Intro to Our Course (Video) Avoiding Academic Dishonesty (file) Essay Formatting and Documentation (file) Blog Instructions (file)	Writer's Journal 1 Writer's Journal 2	SLO5
2	Project 1 Lesson 1	Chapter 6 Intro (pages 366-69) Downs (pages 369-395) "What is Rhetoric?" (podcast) Rhetoric (video) Rhetorical Analysis Instructions & Samples	Exercise 1 Exercise 2 Writer's Journal 3 Blog Post 1	SLO1 SLO5
3	Project 1 Lesson 2	Grant-Davie (pages 396-415) "Your Ability to Can Even: A Defense of Internet Linguistics" (Blog) Exploring Rhetorical Situations (video) Writing Your Rhetorical Analysis (video)	Exercise 3 Exercise 4 Writer's Journal 4 Writer's Journal 5 Blog Post 2	SLO1 SLO5
4	Project 1 Lesson 3	Haas and Flower: (pages 432-451) Thesis Statements: Primary Claims (video)	Exercise 5 Writer's Journal 6 Videoconference Sign-up for Partial Draft of Rhetorical Analysis Blog Post 3	SLO1 SLO5
5	Project 1 Lesson 4	Supporting Claims with Evidence (video) Videoconferences with Instructor (Partial Drafts)	Reflective Review: Partial Draft of Rhetorical Analysis Partial Draft of Rhetorical Analysis for Videoconference Videoconference Sign-up for Full Draft of Rhetorical Analysis Writer's Journal 7	SLO1 SLO4 SLO5
6	Project 1 Lesson 5	Revising and Editing Your Rhetorical Analysis (video) Videoconferences with Instructor (Full Drafts)	Reflective Review: Full Draft of Rhetorical Analysis Full Draft of Rhetorical Analysis for Videoconference Final Draft of Rhetorical Analysis Writer's Journal 8 Blog Post 4	SLO1 SLO4 SLO5 SLO6
7	Project 2 Lesson 1	Chapter 5: "Literacies" Intro (pages 240-243) Brandt (pages 244-266) "Deborah Brandt" (podcast) Literacy Sponsors (video) Literacy Sponsorship Analysis Instructions & Samples	Exercise 6 Exercise 7 Writer's Journal 9 Writer's Journal 10 Blog Post 5	SLO2 SLO5

Module	Lessons	Readings	Assignments	Outcomes Met
8	Project 2 Lesson 2	Cisneros (pages 267-271) Villanueva (pages 272-285) “TEDxConejo – Erin Gruwell – The Freedom Writers” (video) “Maria REYES on InnerVIEWS with Ernie Manouse” (video) “Freedom Writers: Fighting Hatred with Language Arts” (video) <i>Freedom Writers</i> (film; optional)	Exercise 8 Exercise 9 Writer’s Journal 11 Writer’s Journal 12 Blog Post 6	SLO2 SLO5
9	Project 2 Lesson 3	Young (pages 325-336) Mellix (pages 337-348) Writing Your Literacy Sponsorship Analysis (video)	Exercise 10 Writer’s Journal 13 Videoconference Sign-up for Full Draft of Literacy Sponsorship Analysis Blog Post 7	SLO2 SLO4 SLO5
10	Project 2 Lesson 4	Revising and Editing Your Literacy Sponsorship Analysis (video)	Reflective Review: Full Draft of Literacy Sponsorship Analysis Full Draft of Literacy Sponsorship Analysis for Videoconference Final Draft of Literacy Sponsorship Analysis Writer’s Journal 14 Blog Post 8	SLO2 SLO4 SLO5 SLO6
11	Project 3 Lesson 1	Chapter 2: (pages 30-52) Chapter 7: “Communities” Intro (pages 504-507) Wardle (pages 636-654) Gee (pages 507-523) “Genre Theory” (podcast) Activity Systems and Genres (video) Activity Analysis Instructions & Samples	Exercise 11 Writer’s Journal 15 Blog Post 9	SLO3 SLO5
12	Project 3 Lesson 2	Mirabelli: “Learning to Serve: The Language and Literacy of Food Service Workers” (pages 524-543) Swales (pages 544-559)	Exercise 12 Exercise 13 Writer’s Journal 16 Writer’s Journal 17 Blog Post 10	SLO3 SLO5
13	Project 3 Lesson 3	Johns (pages 560-583) Klass: “Learning the Language” (pages 584-588) Writing Your Activity Analysis (video)	Exercise 14 (Optional) Videoconference Sign-up for Partial Draft of Activity Analysis Writer’s Journal 18 Blog Post 11	SLO3 SLO5
14	Project 3 Lesson 4	Revising and Editing Your Activity Analysis (video) Videoconferences with Instructor on Partial Drafts (optional)	Reflective Review: Partial Draft of Activity Analysis Partial Draft of Activity Analysis for Videoconference Videoconference Sign-up for Full Draft of Activity Analysis Writer’s Journal 19	SLO3 SLO4 SLO5

Module	Lessons	Readings	Assignments	Outcomes Met
15	Project 3 Lesson 5	Videoconferences with Instructor on Full Drafts	Reflective Review: Full Draft of Activity Analysis Full Draft of Activity Analysis for Videoconference Final Draft of Activity Analysis Writer's Journal 20 Blog Post 12	SLO3 SLO4 SLO5 SLO6
16	PROCTORED FINAL EXAM		Revised Essay (Optional)	

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	Rhetorical Analysis
15	Literacy Sponsorship Analysis
15	Activity Analysis
10	Essay Drafts
10	Videoconferences
10	Reflective Reviews
10	Exercises
5	Blog Posts
5	Writer's Journal
5	Final Exam
100	Total Percent Possible

Viewing Grades in Learning Hub

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

Letter Grade Assignment

Letter Grade	Percentage
A	93-100%
A-	90-92%
B+	88-89%
B	83-87%
B-	80-82%

Letter Grade	Percentage
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/ims/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.

Commit to Excellence

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

Honesty

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

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

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

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