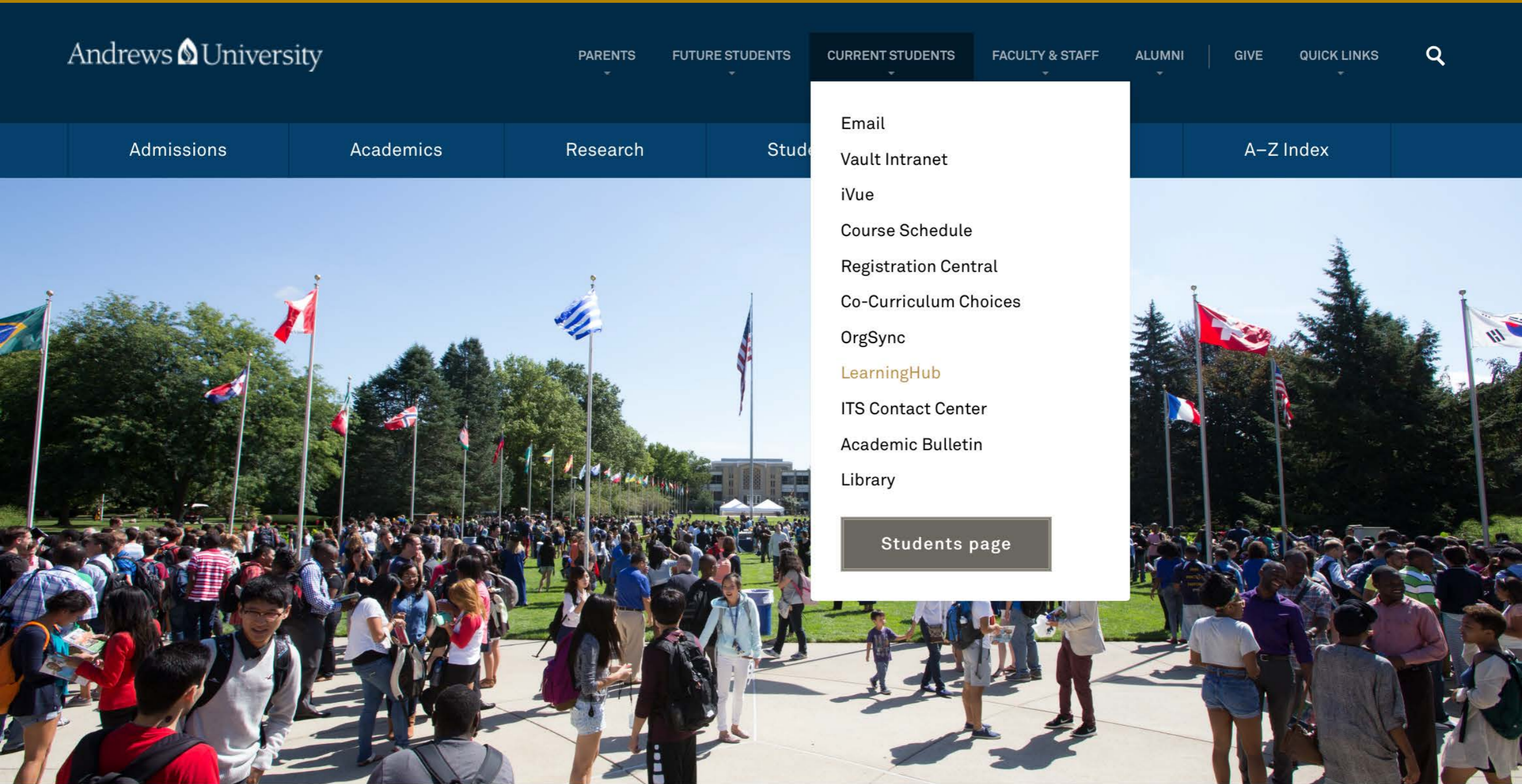


Online Course Tour

Andrews  University
School of Distance Education
& International Partnerships

Access LearningHub on the Andrews University homepage.



What Can I Study?

Choose from over 200 programs and degrees. At Andrews, you can change

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You can afford a top-tier private education. Find out how tuition and

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Resources

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Andrews University
Best Degree Programs
TEACHING DEGREES

HPAC Upcoming Events

Check out the new season at the Howard Performing Arts Center.

[Link](#)

STEM Approved College



[Link](#)

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WISDOM • SEEK KNOWLEDGE



Contact Us

Email: dlit@andrews.edu
Phone: 269-471-3960

Upcoming Dates

Jan 20: Last day to drop a class with 70% refund
Jan 21: Faculty Lunch and Learn
Jan 22: University Vespers
Jan 25-29: Week of Prayer
Jan 27: Last day to drop a class with 40% refund

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FERPA Training

Facilitators: Stark, Charles A

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

Teacher: Webster, Penelope

Consortium Self-Paced

STAT 285V 902 Elementary Statistics - SP2016

Teacher: Nesbit, Jane

NTST 552 003 Intermediate Greek - SP2016

Teacher: Nogueira, Lincoln

Teacher: Sauer, Rachel

NTST 543 001 Intro Exeg&Theo2:Acts&Epistles - SP2016

Teacher: Cortez, Felix

Teacher: Sauer, Rachel

DSRE 503 001 Marriage, Fam&Interprsnl Reltn - SP2016

Teacher: Sedlacek, David

Teacher: Swanson, Peter

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COURSE AVAILABILITY

Attention Students:

If you are in an on campus or interactive online course, your access to this course will be disabled 30 days after you have completed the course.

If you are in a self-paced course, your access to this course will be disabled at the end of your 180 days.

Please download any materials you wish to keep for future reference. If you have any questions, contact us at dlit@andrews.edu.

CALENDAR

Each course homepage includes support and study tools.

ENGL 115 950 College Writing I - SP2016

Home ▶ Courses ▶ Spring Semester 2016 ▶ SP2016-ENGL-115-950

COURSE SUPPORT CONTACTS

Registrations and Withdrawals

(269) 471-6323

Book Orders

Technical assistance with Moodle

(269) 471-3960

Exam requests

(269) 471-6566

Any other questions

(800) 782-4769 or (269) 471-6570

ACTIVITIES

- Assignments
- Choices
- Forums
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- Quizzes
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NAVIGATION

- Home
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AU ENGL 115 950 College Writing 1

Your progress ?

Welcome! We are glad you have registered for this course. Before the course starts, please review the syllabus and orientation materials. Make sure you have ordered the textbooks, and that you have set aside sufficient time in your schedule to participate in the course.

Notes from your instructor

Introductions

Meet Your Teacher

Introduce Yourself

Orientation to Learning Online

Please take a few minutes to work through this orientation and plagiarism lesson.

LearningHub How-to Videos

Study Success Tools

Plagiarism Lesson

Plagiarism Assignment

FAQs: Exams, Finances, Incompletes, Transcripts & More

Course Overview

ENGL 115 950 Interactive Syllabus - Spring 2016

Spring Schedule

INSTRUCTOR INFORMATION



**STEFANIE
MARSCHNER**

stefanig@andrews.edu
269-429-0467

Having trouble contacting your teacher? Please email:

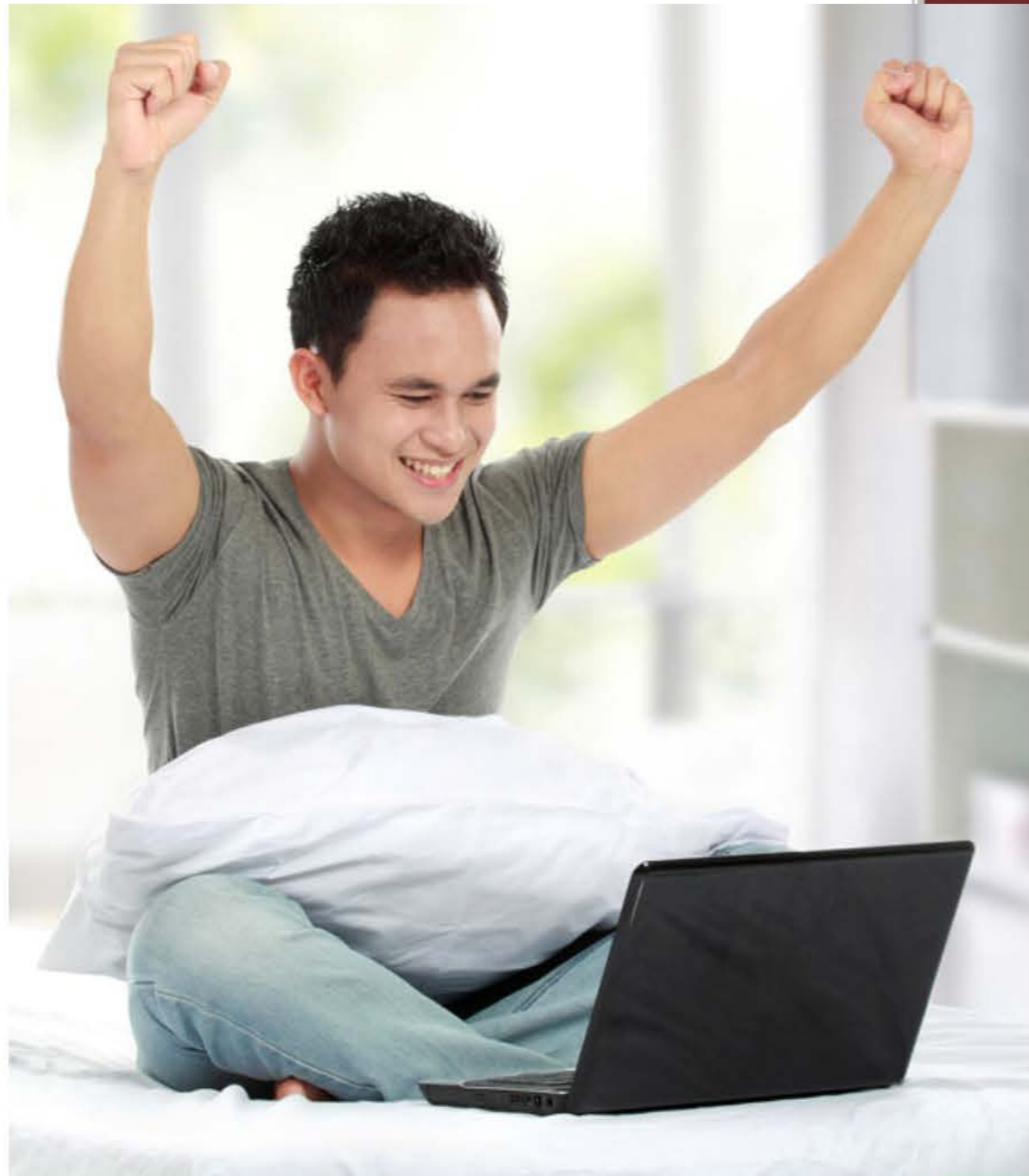
assocdeanonline@andrews.edu

COURSE COMPLETION STATUS

You are currently not being tracked by completion in this course

Your syllabus is included online. Follow guidelines to succeed.

CONSORTIUM
of Adventist Colleges & Universities



SYLLABUS

AU ENGL 115 950 College Writing I
2016 Spring

Use contact information to get help when needed.

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

Interactive Online Format

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

Instructor Contact

Instructor: Stefanie Marschner

Email: stefanig@andrews.edu

Skype: 269.429.0467

Other Assistance

Username and password assistance	helpdesk@andrews.edu	(269) 471-6016
Enrollment and cancellations	sderegister@andrews.edu	(269) 471-6323
Bookstore	http://bookstore.mbsdirect.net/andrews.htm	
Technical assistance with Moodle	dlit@andrews.edu	(269) 471-3960
Technical assistance with your Andrews account	http://andrews.edu/hdchat/chat.php	
Exam requests	sdeexams@andrews.edu	(269) 471-6566
Student Services Support & FAQ	www.andrews.edu/distance/students/	
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

Follow the schedule in the syllabus to finish all work on time.

Schedule

All Time is Eastern Standard Time

Week	Lessons	Readings	Assignments	CLO Met
Writing Diagnostic			Assignment #1: Timed Diagnostic Analysis- <i>baseline assessment</i>	
1 January 4-10	Analytic Writing- Blog Analysis	Course Blog Assignment Description Blog Analysis Assignment Description Reading WA 1 (The Analytical Frame of Mind)	Course Blog Post #1: "Who you are as a Writer/Reader" Assignment #2: "Try This 1.8: Doing The Method on a Poem." Assignment #3: "Notice and Focus"	
2 January 11-17	Analytic Writing- Blog Analysis	Reading WA 2 (Reading Analytically)	Assignment #4: "the Pitch, the Complaint and the Moment" Assignment #5: Paraphrase X3 Assignment #6: "Try This 2.3"	
3 January 18-24	Analytic Writing- Blog Analysis	Aristotelian Appeals Handout Reading WA 6 (Finding and Evolving a Thesis) MLA Documentation ("Citing a Blog") and link to Purdue OWL on LH Scheduled Video Conferences	Assignment #7: The "Aristotelian Appeals" and Your Selected Blog Assignment #8: "Six Steps for Finding and Evolving a Thesis" Assignment #9: Practice Peer Review on Sample Zoom Conference Sign-up	
4 January 25-31	Analytic Writing- Blog Analysis	Scheduled Video Conferences	Writer's Journal #1: Blog Analysis Blog Analysis Draft for Video Conference #1 (1000-1200 word draft due) Zoom Conference #2 Sign up	
5 February 1-7	Analytic Writing- Blog Analysis		Course Blog Post #2: Post Blog nalysis Blog Analysis Draft for Video Conference #2 (1500- 1800 word draft due) Submission Deadline for Final Blog Analysis Assignment #10: "10 on 1" as an Organizing Template for Your Blog Analysis	
6 February 8-14	Analytic Writing- Advertisement Analysis	Advertising Analysis Guidelines Reading WA 5 (Interpretation) Sample Advertising Analysis on LH	Writer's Journal #2: Ad Analysis Assignment #11: "Notice & Focus" on Two Print Advertisements Assignment #12: "Seems to Be About X, But Could Also Be About Y" on Two Print Advertisements	
7 February 15-21	Analytic Writing- Advertisement Analysis	Reading Solomon Article ("Masters of Desire: The Culture of American Advertising") Schedule Video Draft Conference (1250 word draft due)	Writer's Journal #3: Ad Analysis Assignment #13: Practice Peer Review on Sample Advertising Analysis (Kohler Advertisement) Assignment #14: Definitions and Solomon's Essay on Advertising ("Masters of Desire: The Culture of American Advertising") Zoom Conference Sign-up	
8 February 22-28	Analytic Writing- Advertisement Analysis		Course Blog Post #3: Post Advertising Analysis Assignment #15: Practice Peer Review on Sample Advertising Analysis (Kohler Advertisement)	

This writing assignment includes readings and exercises.

Unit #2: Advertisement Analysis

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






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

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

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

Lesson 6

Write Your Advertisement Analysis First Draft

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

Required Exercises

-  Assignment #11
-  Assignment #12
-  Advertising Analysis Peer Review



A rubric helps you know what is expected. Examples are given too.

ENGL 115: Advertising Analysis Grade Sheet

____ (20) Analysis *provides an effective thesis that focuses the interpretation*

- 20: Thesis/Claim provides interpretation that generates interest, insight and complexity;
- 18-19: thesis/claim is effective and provides a way of understanding;
- 16-17: thesis/claim may be general or broad; may restate conventional wisdom; may be largely a statement of fact;
- 14-15: thesis/claim is overly broad, sweeping and/or highly personalized; no overt thesis may be stated;
- 13>: thesis/claim is not apparent; interpretive focus is not provided in the beginning of the analysis;

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

- 20: Organization is advanced through careful paragraphing, transitions and logic; may represent an unexpectedly rich presentation of ideas;
- 18-19: organization is solid, with appropriate transitions and effectively arranged paragraphs;
- 16-17: organization may have minor problems, including list-like or additive transitions, paragraph boundary issues or questionable arrangement of ideas;
- 14-15: organizational problems are more severe, demonstrated by ineffective transitions, haphazard structure and/or poor paragraphing;
- 13>: organization is unclear and chaotic, and results in poorly developed ideas; paragraphing may be ignored;

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

- 20: Analysis is unexpectedly insightful, thoughtful and full of meaning; development is satisfying;
- 18-19: analysis provides some moments of insight and rich interpretation of evidence; development is mostly complete;
- 16-17: analysis provides occasional moments of insight; analysis sometimes settles for broad generalizations; some ideas may be underdeveloped;
- 14-15: analysis results in mostly summary or description with little interpretation or insight offered; analysis is significantly underdeveloped;
- 13>: analysis provides no real insight; little development of analysis;

____ (20) Analysis *provides specific evidence to advance claims*

- 20: Evidence guides claims throughout; use of evidence may be unexpected and results in particularly rich

Some assignments include multiple choice questions.

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

Time left 0:58:23

Home ► Open Learning Courses ► OL201541-PSYC-101V-901 ► Module 1: Prologue-The Story of Psychology & Lesson 1 Thinking Critically ► Lesson 1 Quiz

QUIZ NAVIGATION

1 2 3 4 5 6 7 8 9
10 11 12 13 14 15 16 17 18
19 20 21 22 23 24 25 26 27
28 29 30 31 32 33 34 35

Finish attempt ...

Question 17

Not yet answered

Points out of 1.00

Flag question

Three key attitudes of scientific inquiry are

Select one:

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

Question 18

Not yet answered

Points out of 1.00

Flag question

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

Select one:

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

Question 19

Not yet answered

Points out of 1.00

Flag question

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

Select one:

- A. hypothesis.
- B. independent variable.
- C. operational definition.
- D. standard deviation.

Reading academic articles and critical thinking is expected.

STAT 285V 902 Elementary Statistics - SP2016

Home ▶ Spring Semester 2016 ▶ SP2016-STAT-285V-902 ▶ Module 16, April 25-28 ▶ Submit Article Review #2 ▶ Edit submission

NAVIGATION

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 - Module 9
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 - Module 11
 - Module 12
 - Module 13
 - Module 14
 - Module 15
 - Module 16, April 25-28

Submit Article Review #2

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

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

Grading Rubric for Article Summaries

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

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

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

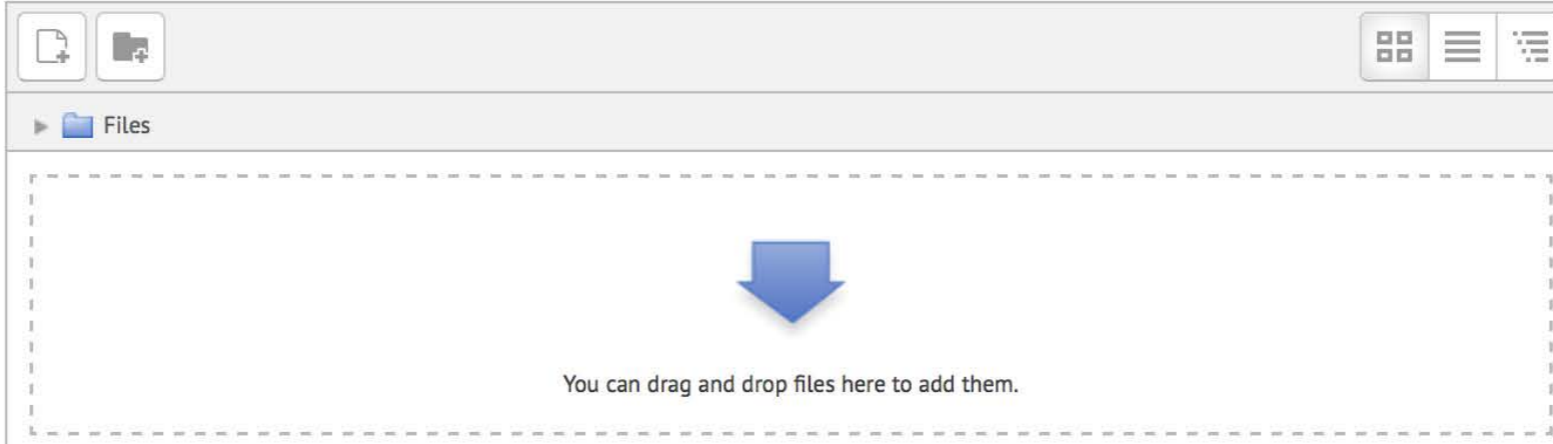
Copy of the professional journal article attached (10 points)

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

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

File submissions

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



You can drag and drop files here to add them.

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Rigorous courses are well organized, including many types of learning tools.

Module 5

-  Module 5 Overview
-  Journal Three
-  Video for section 4.3
-  Video for section 4.4
-  Video for Section 4.5
-  Video for section 4.6

If you are having a problem viewing the link for the video. On the left side of your course is the Panopto Focus Block, click on the video found in that block. You may need to scroll through the list to find the one you are looking for.

-  Probability Worksheet 1
-  Probability Worksheet 2
-  ProbabilityWSanswers
-  Review Sheet for Ch. 4

Module 6

-  Module 6 Overview
-  Notes for Ch. 5
-  Video for section 5.2
-  Video for sections 5.3 and 5.4

If you are having a problem viewing the link for the video. On the left side of your course is the Panopto Focus Block, click on the video found in that block. You may need to scroll through the list to find the one you are looking for.

-  Chapter5

More Info

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