

Syllabus for
COMP 303—Critical Reading and Writing
3 Credit Hours
Spring 2019

I. COURSE DESCRIPTION

An advanced writing course emphasizing writing skills such as analysis, synthesis, and critique. Uses representative readings from a variety of fields with an emphasis on the literary arts. Exercises include critical reading, reasoning skills, and writing in response to a variety of readings, as well as writing assignments that incorporate summary, paraphrase, quotation, practice in argument and persuasion.

Prerequisites: Junior standing and a passing grade in COMP102 or equivalent. (During fall semesters, students must have senior standing or be a nursing, a social work, or media major.)

Students who pass COMP 102H (honors) need to enroll in COMP 303H (honors) during the junior or senior year or take an upper-division English elective rather than COMP 303. A list of upper-division English electives is available in the English and Modern Languages Department.

II. COURSE GOALS

True scholarship involves both what we read to learn and what we write to prove what we understand. In order to make a Christian contribution as professionals who write, the course goals are designed to help the students do the following:

- A. Become professional learners, cultivating intellectual curiosity and developing critical acumen.
- B. Develop the ability to read accurately, use analytical and critical approaches, think synthetically and logically, and write using perceptive analysis, synthesis, and evaluation.
- C. Gain the ability to write clearly and maturely with logical, well-supported arguments and knowledge of world views and presuppositions, enabling them to communicate effectively in the church, in society, and in different cultures.
- D. Respond appropriately to different literary strategies and critically evaluate essays about other fields.

III. STUDENT LEARNING OUTCOMES FOR THIS COURSE

- A. Terminal Objectives
As a result of successfully completing this course, the student will be able to do the following:
 - 1. Demonstrate accuracy in reading by writing summaries and paraphrases;
 - 2. Identify basic elements of literature including plot, point of view, symbol, irony, characterization, and theme through writing analytical and critical essays;
 - 3. Read and respond critically to readings in literature and other fields;
 - 4. Discuss various assigned readings, explaining their assumptions, methods, rhetoric, argument, and basic approaches to knowing reality in an argumentation essay;

5. Write a documented essay, accurately using and citing sources;
6. Distinguish among various literary genres;
7. Synthesize sources smoothly and accurately into essays;
8. Exhibit imagination through writing a creative essay.

B. Objectives for Students in Teacher Preparation Programs

The Teacher Preparation Program meets the competency-based requirements established by the Oklahoma Commission on Teacher Preparation. This course meets the following subject competencies:

- SC 1: Maintains current knowledge of content-area concepts of written and oral communication, literature, and language systems (phonetic, semantic, syntactic, pragmatic);
- SC 2: Applies comprehension, analysis, interpretation, synthesis and evaluation of a auditory, written, and visual messages;
- SC 3: Applies appropriate learning strategies for reading, writing, studying, and researching;
- SC 4: Communicates effectively in speaking and writing, using appropriate language conventions.;
- SC 10: Understands and teaches strategies appropriate to a variety of forms (genres), text organizations, and structures, including functional print and informational print.

IV. TEXTBOOKS AND OTHER LEARNING RESOURCES

Required Textbooks

Encounters: Readings for Advanced Composition. Epperson, William R., and Mark R. Hall, eds. Dubuque: Kendall/Hunt, 2001. Print. ISBN-9781465223968

Greer, Michael, and Jane E. Aaron. *The Little, Brown Compact Handbook*. 10th ed. Boston: Pearson, 2016. Print. ISBN: 9780134681023

Note: The *Encounters* book is a workbook with perforated pages; consequently, students must purchase new books so that all pages are intact and free from previous students' marks.

V. POLICIES AND PROCEDURES

A. University Policies and Procedures

1. Students and faculty at Oral Roberts University must adhere to all laws addressing the ethical use of others' materials, whether it is in the form of print, electronic, video, multimedia, or computer software. Plagiarism and other forms of cheating involve both lying and stealing and are violations of ORU's Honor Code: "I will not cheat or plagiarize; I will do my own academic work and will not inappropriately collaborate with other students on assignments." Plagiarism is usually defined as copying someone else's ideas, words, or sentence structure and submitting them as one's own. Other forms of academic dishonesty include (but are not limited to) the following:
 - a. Submitting another's work as one's own or colluding with someone else and submitting that work as though it were his or hers;
 - b. Failing to meet group assignment or project requirements while claiming to have done so;

- c. Failing to cite sources used in a paper;
 - d. Creating results for experiments, observations, interviews, or projects that were not done;
 - e. Receiving or giving unauthorized help on assignments.
By submitting an assignment in any form, the student gives permission for the assignment to be checked for plagiarism, either by submitting the work for electronic verification or by other means. Penalties for any of the above infractions may result in disciplinary action including failing the assignment or failing the course or expulsion from the University, as determined by department and University guidelines.
2. Final exams cannot be given before their scheduled times. Students need to check the final exam schedule before planning return flights or other events at the end of the semester.
 3. Students taking a late exam because of an unauthorized absence are charged a late exam fee.
 4. Students are to be in compliance with University, school, and departmental policies regarding the Whole Person Assessment requirements. Students should consult the Whole Person Assessment handbooks for requirements regarding general education and the students' majors.
 - a. The penalty for not submitting electronically or for incorrectly submitting an artifact is a zero for that assignment.
 - b. By submitting an assignment, the student gives permission for the assignment to be assessed electronically.

B. Department Policies and Procedures

1. **Class Assignments**
 - a. Students need to come to class with the appropriate textbooks, course materials, and other supplies as designated by the professor.
 - b. Professors may refuse to accept an assignment if it has inappropriate content, does not meet the assignment's criteria (e.g., not typed, incorrectly documented), is incomplete, is suspected of plagiarism, or is turned in too late.
2. **Tardies**—Tardies are an inconvenience to the other class members and the professor, and they prevent the late student from obtaining maximum value from the class. Therefore, excessive tardies may adversely affect the semester grade. It is to the student's advantage to make sure that the professor is informed immediately following the close of the class that the student was tardy and not absent. It is not the professor's responsibility to stop the class to mark the tardy; the student is the one responsible for conveying that information immediately following that class, not at a later time.
3. **Late Work**
 - a. The student is responsible for obtaining class assignments and material covered during an absence, and all work is expected to be completed as scheduled. Late work may result in a lower grade. An absence is not an excuse for turning in late work or for being unprepared with assignments for the class following the absence. Computer or printer malfunction does not constitute an excuse for late work; students should have their work prepared in time to ensure that they can get it proofread, edited, and printed prior to the instructor's due date. These responsibilities assist the student in professional development.

- b. Any test taken late (except if the absence is administratively excused) incurs the ORU late exam fee (\$15), which must be paid before the late test can be taken.
 - c. Assignments missed because of administratively excused absences are accepted with no penalty. Generally, assignments missed from an excused absence, such as sickness or family crises, can be made up and the instructor should be notified as soon as possible to reach an agreement on due dates and possible penalties. Each instructor has his or her own late-work policy that is given to students at the beginning of a course, so a teacher may decide that work missed because of an unexcused absence cannot be made up. Instructors use their own judgment in accepting late work resulting from all other absences. In cases where absences can be anticipated, such as for non-University sponsored mission trips, the work should normally be submitted prior to the absence.
4. **Attendance**
- a. **Excused and Unexcused Absences**—Class attendance is mandatory, but because unavoidable circumstances can prevent perfect attendance, each student is allowed to miss class the number of times per week a class meets. This allowance is intended for illness, personal business, and emergency. Work missed because of an excused absence (e.g., illness, family emergency) can be made up; however, it is up to the teacher’s discretion whether or not to accept work missed due to an unexcused absence (e.g., oversleeping, skipping class). Exceeding this number of absences may reduce a student’s semester grade or even be cause for not receiving credit for the course if the student’s grade is an F. Extended illnesses are handled on an individual basis and require verification from a doctor.
 - b. **Administratively Excused Absences**—Only absences that are required by approved University activities are given administrative excuses. Students who must miss class for University-sponsored activities must follow these procedures:
 - (1) Inform the professor before the event and make arrangement for the work to be submitted prior to the absence or at a mutually agreed upon deadline.
 - (2) Present an administrative excuse form with appropriate signatures when he or she returns to class. Doctors’ or nurses’ notes, or letters from groups sponsoring mission trips or activities do not qualify a student for an administratively excused absence.
 - (3) Obtain information covered during an absence. All work must be completed as scheduled.
 - (4) Not commit to class presentation (oral reports, speeches, group presentations, etc.) on a date that the student will be gone. Makeup work is not permitted if the student voluntarily committed to a performance on the date of an administratively excused absence.
5. **Plagiarism**—In addition to the information above under section V, part A (“University Policies and Procedures”), the student must adhere to the following:
- a. Students must document all sources and ideas that are not their own original information by following correct MLA (Modern Language Association) documentation procedures. Failure to do this produces a plagiarized paper, which results in an F for the paper. Flagrant cheating results in an F for the course.

- b. When writing an essay in another language, use of translation applications or software programs to translate more than a phrase, is considered a form of plagiarism—submitting work as if it were one’s own—and
 - c. Students may be asked to submit their assignments to the D2L dropbox for plagiarism detection.
 - 6. **Incompletes**—As stated in the University catalog, incompletes are granted only for “good cause,” such as extended hospitalization, long-term illness, or a death in the family. Students must petition for an incomplete using the form available in the English and Modern Languages Department. Very few incompletes are granted.
 - 7. **Whole Person Assessment**—If this course requires a WPA assignment/artifact, this assignment is listed in the next section (“Course Policies and Procedures”).
- C. Course Policies and Procedures
 - 1. **Assignments**—Each student writes at least five major papers (including the final) and various other exercises, homework, and classroom activities assigned by the instructor.
 - a. Required papers (one of each)
 - (1) Documented essay (synthesis involving writing in various disciplines (sciences, theology, business, etc.). Photocopies of sources must be turned in with essay.
 - (2) Analysis (literary analysis)
 - b. At least two chosen from the following
 - (1) Critique or evaluation
 - (2) Argumentation
 - (3) Creative or imaginative essay
 - c. Remaining papers are assigned according to each teacher's preference.
 - d. The LIBBI Library Orientation workshop for COMP 303. Failure to complete LIBBI results in a 5% deduction to the semester grade
 - e. Successful submission of the required Whole Person Assessment (WPA) artifact. The analysis paper serves as the University’s outcome 4A, Communication Skills. Failure to submit it correctly and on time results in a zero for that grade.
 - f. Students should not expect extra credit to help raise a grade.
 - 2. **Evaluation**
 - a. **Grading Scale**
A=90-100%; B=80-89%; C=70-79%; D=60-69%; F=59% and below
 - b. **Grading Criteria**
 - (1) **Content**
 - (a) The central idea grows from honest grappling with an issue; it is original, insightful, and interesting; and it is convincingly supported by details, examples, and illustrations.
 - (b) The writer is reliable—honestly and sincerely avoiding inaccurate or misleading statements; correctly distinguishing between facts, opinions, and judgments; and acknowledging all borrowings.
 - (2) **Organization**
 - (a) A concise, comprehensive statement of the main idea (a thesis) is the focus of attention.

- (b) The focus is discernible and consistent in title, introduction, body, and conclusion.
- (c) Each paragraph contains a controlling idea relevant to the development of the subject.
- (d) Details and subtopics are arranged in a comprehensible order.
- (3) **Style**
 - (a) The writer's words reflect a reasonable and responsible attitude toward his or her subject and audience.
 - (b) The language is suitable for subject and occasion.
 - (c) Right words (concrete and specific words) in the right places achieve exactness of meaning.
 - (d) Sentence structure and vocabulary are varied and mature.
 - (e) Phrasing has vitality.
- (4) **Mechanics**
 - (a) There are no errors in spelling, grammar, or punctuation.
 - (b) In addition to providing correctness, the writer should punctuate to promote clarity of meaning, to stress points that need emphasis, and to control rhythm.
- (5) **Documentation**
 - (a) The paper follows MLA requirements for style and paper format.
 - (b) The paper follows MLA requirements for documenting sources.

VI. COURSE CALENDAR*

Weeks 1-5

- Review of writing skills—paraphrase, summary, audience and purpose, thesis statements, essay development
- Critical reading
- Analysis, critique
- Two essays due (1st and 2nd of 5)

Weeks 6-10

- Research techniques, documentation, dealing with sources
- Writing in various disciplines
- Documented essay, argumentation
- One essay due (3rd of 5)

Weeks 11-15

- Writing in various disciplines
- Creative or imaginative essay, critique or argumentation
- One essay due (4th of 5)

Week 16 Final exam essay (5th of 5)

* Each professor's detailed calendar of activities and due dates is available at <http://d2l.oru.edu>.

Course Inventory of Oral Roberts University Student Learning Outcomes

COMP 303—Critical Reading and Writing Spring 2019

This course contributes to the ORU student learning outcomes as indicated below:

Significant Contribution – Addresses the outcome directly and includes targeted assessment.

Moderate Contribution – Addresses the outcome directly or indirectly and includes some assessment.

Minimal Contribution – Addresses the outcome indirectly and includes little or no assessment.

No Contribution – Does not address the outcome.

The Student Learning Glossary at <http://ir.oru.edu/doc/glossary.pdf> defines each outcome and each of the proficiencies/capacities.

OUTCOMES & Proficiencies/Capacities		Significant Contribution	Moderate Contribution	Minimal Contribution	No Contribution
1	Outcome #1 – Spiritually Alive Proficiencies/Capacities				
1A	Biblical literacy			X	
1B	Spiritual Formation			X	
2	Outcome #2 – Intellectually Alert Proficiencies/Capacities				
2A	Critical thinking, creativity, and aesthetics	X			
2B	Global & historical perspectives	X			
2C	Information literacy	X			
2D	Knowledge of the physical and natural world		X		
3	Outcome #3 – Physically Disciplined Proficiencies/Capacities				
3A	Healthy lifestyle			X	
3B	Physically disciplined lifestyle				X
4	Outcome #4 – Socially Adept Proficiencies/Capacities				
4A	Ethical reasoning and behavior	X			
4B	Intercultural knowledge and engagement	X			
4C	Written and Oral Communication	X			
4D	Leadership capacity	X			

(Revised January 2019)