



**Course Syllabus**  
**READ 099—Preparation for College Reading**  
3 Credit Hours

**I. COURSE DESCRIPTION**

Develops and strengthens basic reading skills including structural analysis, contextual analysis, reading comprehension, and inference skills. Vocabulary development is stressed as well as use of aids to reading. (Must receive a “C” or higher to continue in COMP 101.)

Prerequisite: none

**II. ACADEMIC MISSION**

Oral Roberts University’s academic mission is to transform students by the power of the Holy Spirit into whole, competent servant-leaders through liberal arts and professional education that is fully Christian. Within a Spirit-filled healing community, administration, faculty, and staff love and serve students by helping them grow in knowledge, skills, wisdom, character, and spirit. Student transformation is measured through the evaluation of student expression of University learning outcomes as demonstrated through the following outcomes.

- 1 Spiritual Integrity
- 2 Personal Resilience
- 3 Intellectual Pursuit
- 4 Global Engagement
- 5 Bold Vision

The last page of this syllabus, “COURSE INVENTORY for ORU’s Course Objectives,” indicates how this course supports ORU’s academic mission and ORU’s whole-person approach to learning outcomes.

**III. PROGRAM OUTCOMES**

This course is offered by the School of Liberal Arts under ORU’s College of Arts and Cultural Studies. It supports the program outcomes of ORU’s General Education program, a common core curriculum required for every ORU undergraduate major. The outcomes of General Education reflect ORU’s founding commitment to comprehensive whole-person liberal arts education. General Education has four program outcomes, listed below. This course supports the item marked in bold text below and with an asterisk (\*).

- 1. Core Literacy:** Have a breadth of knowledge essential to a classical Spirit-empowered liberal arts education.\*
2. Intercultural Knowledge and Engagement: Have an understanding of, and demonstrate sensitivity towards, cultural differences from an historical and global Christian worldview with engagement through intercultural experiences and by using effective oral and written communication techniques.
3. Lifelong Wellness: Have the theoretical and practical knowledge and skills to lead a life-long physically active and healthy lifestyle – spirit, mind, and body.

**4. Global Issues, Critical Thinking, and Creativity:** Have the ability to lead, collaborate, and serve as part of a team in order to ethically, critically, and creatively solve big problems by applying bold innovative solutions from a diverse set of perspectives.\*

#### **IV. COURSE GOALS**

The purpose of this course is to develop reading comprehension and vocabulary skills to enable students to understand what they read, find information from what they read and interpret what they read.

#### **V. COURSE OBJECTIVES**

Terminal Objectives

After successfully completing this course, the student will be able to do the following:

1. Use contextual clues to determine the meaning of words.
2. Use structural analysis to aid decoding and to determine the meaning of words.
3. Read for the main idea, find facts, distinguish between major and minor details, and note sequence in material.
4. Interpret fact and opinion and use inference to “read between the lines” and make judgments.
5. Summarize and underline material read.
6. Use aids to reading such as previewing and visual aids.
7. Determine an author’s purpose and tone.

#### **VI. TEXTBOOKS AND OTHER LEARNING RESOURCES**

Required Materials

Elder, Janet. *New Worlds: An Introduction to College Reading*. 5<sup>th</sup> ed. New Jersey: McGraw-Hill Education, 2004. ISBN 9781259169953 - and ISBN 9780073513

#### **VII. POLICIES AND PROCEDURES**

##### **A. University Policies and Procedures**

1. Students taking a late exam because of an unauthorized absence are charged a late exam fee.
2. 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.

3. 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.
4. Students are to be in compliance with university, school, and departmental policies regarding Whole Person Assessment requirements.
  - 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). If a student exceeds this number of absences, the student may lose points due to late work or for excessive absences, which may affect the semester grade. 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**—Each student attending Oral Roberts University is required to do his or her own academic work and must not inappropriately collaborate with other students on assignments.
  - 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. Students may be asked to submit their assignments to Turnitin.com (an online anti-plagiarism program) or have their work submitted to D2L, which also submits work to Turnitin.com.
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, it is listed in the next section (“Course Policies and Procedures”). Students need to comply as indicated in this syllabus and/or by the instructor.

C. Course Policies and Procedures

1. **Evaluation Procedures**

- a. Grades are based on the following activities:
  - Text reading assignments
  - Text reading tests
  - Vocabulary assignments and quizzes
  - Group Presentations
  - Participation & Attendance
  - Reading Final
- b. Final letter grades are assigned according to the following scale:  
A=90-100%; B=80-89%; C=70-79%; D=60-69%; F=below 60%

2. **Whole Person Assessment requirements**—None

## VIII. COURSE CALENDAR

*\*For more details, refer to the course calendar on d2l.*

### Reading Skills

- \*Previewing Skills
- \*Context Clues
- \*Main Ideas
- \*Supporting Details
- \*Outlining/Summarizing
- \*Implied Main Ideas

- \*Transitions and  
Patterns of Organization
- \*Cause & Effect
- \*Comparing & Contrasting
- \*Definitions & Examples
- \*Inference
- \*Purpose & Tone
- \*Argument
- \*Critical Reading
- \*Fact & Opinion
- \*Propaganda
- \*Errors in Reasoning
- \*Reading Selections  
and Activities
- \*Final Exam

### Vocabulary Development

- \*The Importance of Vocabulary
- \*Contrasting Words
- \*Similar Words
- \*Commonsense Contexts
- \*Mixed Contexts
- \*Central Ideas

- \*Greek Elements
- \*Latin Roots
- \*Language Project Presentations
- \*Vocabulary Tests

## IX. COURSE INVENTORY

### READ 099—Preparation for College Reading

This inventory indicates the extent to which this Course’s Objectives contribute to the Outcomes of its degree Program, and ultimately to one or more of ORU’s University Outcomes (in grey 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.

OUTCOMES	Significant	Moderate	Minimal
<b>1. Spiritual Integrity</b>			
<b>2. Personal Resilience</b>			
<b>3. Intellectual Pursuit</b>			
Program Outcome 1. CORE LITERACY: Have a breadth of knowledge essential to a classical Spirit-empowered liberal arts education.		X	
Program Outcome 4. GLOBAL ISSUES, CRITICAL THINKING, AND CREATIVITY: Have the ability to lead, collaborate, and serve as part of a team in order to ethically, critically, and creatively solve big problems by applying bold innovative solutions from a diverse set of perspectives.		X	
• Course Objective 1: Use contextual clues, synonyms, and antonyms to determine the meaning of words.		X	
• Course Objective 2: Use structural analysis to aid decoding and to determine the meaning of words.		X	
• Course Objective 3: Read for the stated and implied main idea, find facts, distinguish between major and minor details, and note sequence in material.		X	
• Course Objective 4: Use reasoning skills to interpret fact and opinion, use inference to “read between the lines” and make judgments regarding propaganda and fallacies of reasoning.		X	
• Course Objective 5: Summarize and underline material read.		X	
• Course Objective 6: Use aids to reading such as previewing and visual aids.		X	
• Course Objective 7: Determine an author’s purpose and tone.		X	
<b>4. Global Engagement</b>			
<b>5. Bold Vision</b>			

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This syllabus is subject to change without notice up until the first day of the semester.

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