Syllabus for
ENG 101—Reading and Writing in the Liberal Arts
3 Credit Hours
Spring 2006

I.   COURSE DESCRIPTION

Writing based on selected readings. Emphasizes analytical thinking, critical reading, and ethical incorporation of sources. Includes a research paper. Requires revision of at least two papers using MyCompLab.com. (This is the first of two reading and writing courses required in the general education curriculum. Honors sections are available for this course.)
Prerequisite: SAT Verbal score of at least 500, ACT English score of at least 22, at least 70% on ORU placement exam, or completion of ENG 100 with at least a "C." (The placement exam may be taken only once.)
Technology Fee: $45

II.   COURSE GOALS

In order for students to integrate their knowledge and be effective in the world—regardless of future careers—they need to be analytical readers and effective writers. The course is designed to increase students' ability to read critically, think logically, write with precision and clear purpose, and appreciate the aesthetic dimensions of good literature and writing. The readings also include selections from Western culture, thus providing knowledge and understanding common to Western thought and to a Judeo-Christian heritage.

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.   Practice techniques of good writing;
2.   Discuss and use readings from the texts;
3.   Write a paraphrase, summary, synthesis, analysis, critique, and other assignments required by the instructor;
4.   Develop the ability to evaluate sources and to effectively present a point of view;
5.   Apply techniques regarding audience and purpose;
6.   Complete a formal research project, using library sources.

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 2:   Applies comprehension, analysis, interpretation, synthesis and evaluation of 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;

SC 11: Understands the literary process (i.e., reading process and writing process), and provides effective instruction in literacy skills and strategies.

IV.   TEXTBOOKS

    A.   Required Textbooks
        Epperson, William R., Linda C. Gray, and Mark R. Hall, eds. <u>Strategies for Reading and Writing</u>. Dubuque: Kendall Hunt, 1999.
        Fowler, H. Ramsey, Jane E. Aaron, eds. <u>The Little, Brown Handbook</u>. 9th ed. New York: Longman, 2004.

    B.   Recommended
        A college dictionary

V.   POLICIES AND PROCEDURES

    A.   University Policies and Procedures
        1.   Attendance at each class or laboratory is mandatory at Oral Roberts University. Excessive absences can reduce a student's grade or deny credit for the course.
        2.   Double cuts are assessed for absences immediately preceding or following holidays.
        3.   Students taking a late exam because of an unauthorized absence are charged a late exam fee.
        4.   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, video, multimedia, or computer software. 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.
        5.   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.
        6.   Students are to be in compliance with University, school, and departmental policies regarding ePortfolio requirements. Students should consult the ePortfolio handbooks for requirements regarding general education and the students' majors.
            a.   The penalty for not submitting electronically or for incorrectly submitting an ePortfolio 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.   **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.
        2.   **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 department. Very few incompletes are granted.

3. **Late Work**

   a. The student is responsible for obtaining class assignments and material covered during an absence. All work must 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. Any test taken late incurs a $15 late-test fee. These responsibilities assist the student in professional development.

   b. Each instructor has his or her own late-work policy that is given to students at the beginning of a course. Instructors use their own judgment in accepting late work resulting from all other absences. In cases where these absences can be anticipated, such as for non-University sponsored mission trips, the work should normally be submitted prior to the absence. In unanticipated absences, such as sickness or family crises, the instructor should be notified as soon as possible and agreement reached on due dates and possible penalties.

4. **Attendance**—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 for absences such as illness, personal business, and emergency. The student may consider this "sick leave." If a student has absences in excess of this number, the earned grade for the course may be affected. A student who leaves class before dismissal may be marked absent. Extended illnesses are handled on an individual basis and require verification from a doctor.

5. **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:

   a. 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.

   b. 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.

   c. obtain information covered during an absence. All work must be completed as scheduled.

   d. 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.

6. **Extra Credit**—Students should not expect extra credit to help raise a grade.

7. **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. 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. Photocopies of sources must be turned in with research papers. Flagrant cheating results in an F for the course.

        8.   **ePortfolio**

            a.   Compliance - To be listed as "compliant" the student must correctly submit electronically the artifact for assessment. "Noncompliant" means the student has either not submitted or incorrectly submitted the artifact electronically. It is the student's responsibility to ensure that he or she is in compliance. Compliance is verified by checking for the assessment results in the student's ePortfolio. If there is a problem, the student may receive notification by the professor/assessor through the student's ORU email address.

            b.   Requirements - The ePortfolio requirements for this class are listed in the English Department ePortfolio Handbook.

    C.   Course Policies and Procedures

        1.   Evaluation Procedures
            Each student must complete the following:

            a.   exams required by the individual instructor.

            b.   one formal research project, adhering to accepted documentation technique.

            c.   a minimum of four major essays (must include analysis, synthesis, and critique) selected and assigned by the instructor. Paraphrase and summary writings do not count as major essays.

            d.   various classroom assignments as determined by the individual instructor.

            e.   successful uploading of required ePortfolio artifact. If a student is required to submit an ePortfolio artifact and fails to submit it or submits it incorrectly, 5% is deducted from his or her final semester grade.

        2.   Individual papers are evaluated for the following:

            a.   reading comprehension (accurate assessment of material and its significance).

            b.   focus (consistent main idea; clear sense of purpose).

            c.   organization (orderly progression of facts and ideas).

            d.   sentences and diction (accurate use of language, sentence variety).

            e.   correctness (grammar, punctuation, spelling).

        3.   Grading Scale
            A=90-100%   B=80-89%   C=70-79%   D=60-69%   F=59% and Below

        4.   ePortfolio Requirements

            a.   The research paper fulfills the University's outcome 2B, Information Literacy.

            b.   Artifacts not submitted electronically or incorrectly submitted receive a zero for that assignment.

V.   COURSE CALENDAR

    Week 1   Course introduction

    Weeks 2-8   Audience and purpose; paraphrase and summarizing; analysis; critique; and/or reading and experience essays

Weeks 9-10   Synthesis or argumentation essay

Weeks 10-15   Research, methods of documentation; synthesizing information, drafting, revising, documenting research papers

Weeks 15-16   Preparation for final exam; final exam (essay)

Course Inventory for ORU's Student Learning Outcomes
(ENG 101—Reading and Writing in the Liberal Arts
Spring 2006

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 knowledge			X	
1B	Sensitivity to the Holy Spirit			X	
1C	Evangelistic capability			X	
1D	Ethical behavior	X			
2	**Outcome #2 – Intellectually Alert** Proficiencies/Capacities				
2A	Critical thinking	X			
2B	Information literacy	X			
2C	Global & historical perspectives		X		
2D	Aesthetic appreciation	X			
2E	Intellectual creativity	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	Communication skills	X			
4B	Interpersonal skills	X			
4C	Appreciation of cultural & linguistic differences	X			
4D	Responsible citizenship	X			
4E	Leadership capacity				

(Revised 1/15/04)