

Syllabus for
COMP 303—Critical Reading and Writing
3 Credit Hours
Fall 2009

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. (This is the second of two composition and reading courses required in the general education curriculum.)

Prerequisite: Junior standing and COMP101 or equivalent.

If a student successfully completed Honors COMP 101, he or she needs to enroll in Honors English 301 or an upper-division English elective (a course with an ENG prefix) rather than English 301.

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. Demonstrate ability to 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

A. Required Materials

Textbooks

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

Fowler, H. Ramsey and Jane E. Aaron, and Janice Okoomian, eds. The Little, Brown Handbook. 11th ed. New York: Pearson/Longman, 2010.

B. Optional Materials

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. Students taking a late exam because of an unauthorized absence are charged a late exam fee.
3. 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.
4. 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.

5. Students are to be in compliance with university, school, and departmental policies regarding Whole Person Assessment requirements. Students should consult the WPA 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 and Modern Languages 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. **Whole Person Assessment**
 - 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 General Education Whole Person Assessment Handbook.

C. Course Policies and Procedures

1. Evaluation Procedures
 - a. Each student is graded on five major papers (including the final) and various other exercises, homework, and classroom activities assigned by the instructor. Each student writes at least one paper involving writing in various disciplines (sciences, theology, business, etc.) and at least one paper analyzing literature.
 - (1) Required papers (one of each)
 - (a) documented essay (synthesis)
 - (b) analysis
 - (2) At least two chosen from the following
 - (a) critique or evaluation
 - (b) argumentation
 - (c) creative or imaginative essay

- (3) Remaining papers assigned according to each teacher's preference.
- b. Papers will be evaluated for the following:
 - (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.
- c. Students must be in compliance with ePortfolio requirements. Successful submission of a required ePortfolio artifact is a required assignment worth 5% of the semester grade. If a student is required to submit an ePortfolio artifact and fails to submit it or submits it incorrectly, a zero will be assigned, resulting in a 5% deduction from his or her final semester grade.

2. Whole Person Assessment Requirements

- a. A literary analysis paper fulfills the University's outcome 4A, Communication Skills.

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

VI. COURSE CALENDAR

Weeks 1-5

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

Weeks 6-10

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

Weeks 11-15

1. Writing in various disciplines
2. Creative or imaginative essay, critique or argumentation
3. One essay due (4th of 5)

Week 16 Final exam essay (5th of 5)

Course Inventory of Oral Roberts University Student Learning Outcomes
COMP 303—Critical Reading and Writing
Fall 2009

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	X			

(Revised 9/15/06)