

## LCMP 101 OL College Reading & Writing

### Course Overview

Focuses on writing in response to readings and activities and on organization of essay writing, such as narration, description, illustration, and argumentation. Includes review of grammar and mechanics. (must receive a "C" or higher to continue in COMP 102.

### Required Reading & Resources

#### Textbooks

Clouse, Barbara Fine. *Patterns for a Purpose*. 6<sup>th</sup> ed. Boston: McGraw-Hill, 2011. Print. ISBN-978-0-07-338395-8

Fowler, H. Ramsey, and Jane E. Aaron. *The Little, Brown Handbook*. 12<sup>th</sup> ed. Boston: Pearson, 2012 with access to MyWritingLab, ISBN: 9780133873848 (Print. ISBN: 978-0-321-846051).

#### Resources

MyWritingLab.com (access purchased with *Little, Brown Handbook* or from ORU bookstore )  
WriteClick (download from MyWritingLab)

#### Recommended

A current edition of a dictionary.  
Smarthinking.com (access from homepage of D2L)

### Course Prerequisites

None

### Learning Community Overview

Online learning community is established through active participation in the threaded weekly discussions. The mutual exchange of ideas, information, and experiences is an essential part of the learning process, and students are encouraged to use the discussion forum as virtual classroom platform.

## Netiquette & Discussion Expectations

Online etiquette (netiquette) expectations include the following: (1) Be polite in your answers. Always address each other by name and sign your own name. Always be kind, even when you disagree. Do NOT type in all caps or use exclamation points!!!! (2) Do not use one-word answers or say "I agree" when responding. Always give meaningful responses. (3) Be professional. Proofread for correct spelling and grammar when posting answers. Write in full sentences. (4) Answer questions and complete assignments on-time. Remember that your classmates are dependent on your timely response(s).

## Course Goals

In order to be effective writers, students need to master careful reading and writing skills and to be able to apply standard ways of communicating in our culture. This course is designed to increase the students' competence, confidence, fluency, organization, and clarity through a sequence of short reading and writing assignments. These basic skills provide a good foundation for the skills needed in other course work and in the working world.

## Student Learning Outcomes

Upon successful completion of this course, the student should be able to do the following:

- A. Read, analyze, and respond to academic assignments with appropriate reasoning and writing strategies;
- B. Write papers that are focused, clearly organized, and phrased concretely and correctly;
- C. Write with fewer errors, as reinforced by grammar exercises, and demonstrated by successful performance on a grammar test.

## Course Calendar

| Week | Read   | Do  |
|------|--|---|
| 1    | <ul style="list-style-type: none"> <li>• <i>Patterns, ch. 1 Reading Critically,</i></li> <li>• <i>Patterns, "Watcher at the Gates," Chapter 4, Description, "The Homestead at Rainy</i></li> </ul> | <ul style="list-style-type: none"> <li>• MyWritingLab Learning Path Diagnostic</li> <li>• Discussions</li> <li>• Reading Quiz</li> <li>• Descriptive Paragraph</li> </ul> |

|   |   |   |
|---|---|---|
|   | Mountain Creek."  |   |
| 2 | <ul style="list-style-type: none"> <li>• <i>Patterns</i> chap 6, Exemplification, "The Snoop Next Door," chap. 7, Process Analysis, "The Traveling Onion," <i>LBH</i> chapter 4</li> </ul>  | <ul style="list-style-type: none"> <li>• MyWritingLab Module</li> <li>• Discussions</li> <li>• Reading Quiz</li> <li>• Exemplification Paragraph</li> </ul> |
| 3 | <ul style="list-style-type: none"> <li>• <i>Patterns</i>, ch 5, Narration, "The Lottery," "Ring Leader,"</li> <li>• "Developing a Thesis," pp. 42-47</li> <li>• <i>LBH</i>, pp. 36-41</li> </ul>  | <ul style="list-style-type: none"> <li>• MyWritingLab Module</li> <li>• Discussions</li> <li>• Reading Quiz</li> <li>• Narrative Essay</li> </ul>           |
| 4 | <ul style="list-style-type: none"> <li>• <i>Patterns</i>, chap. 8, Comparison/Contrast, "Squeaky Wheels and Protruding Nails," chap. 10, Classification and Division, "The Ways of Meeting Oppression."</li> <li>• "Outlining, pp 47-52</li> <li>• <i>LBH</i> pp 41-53</li> </ul> | <ul style="list-style-type: none"> <li>• MyWritingLab Module</li> <li>• Discussions</li> <li>• Reading Quiz</li> <li>• Comparison/Contrast Essay</li> </ul> |
| 5 | <ul style="list-style-type: none"> <li>• <i>Patterns</i>, ch. 9 Cause and Effect; "Just Walk on By";</li> <li>• Introductions and Conclusions, 60-62, 70-73</li> <li>• <i>LBH</i> pp 110-116</li> </ul>   | <ul style="list-style-type: none"> <li>• MyWritingLab Module</li> <li>• Discussions</li> <li>• Reading Quiz</li> <li>• Cause and Effect Essay</li> </ul>    |
| 6 | <ul style="list-style-type: none"> <li>• <i>Patterns</i>, ch 11, Definition, "What Is Poverty?" ch 12 Argumentation, "Financial Incentives for Organ Donation," "The Case for Paying Organ Donors."</li> </ul>  | <ul style="list-style-type: none"> <li>• MyWritingLab Mastery Check</li> <li>• Discussion</li> <li>• Reading Quiz</li> <li>• Argument Essay</li> </ul>      |
| 7 | <ul style="list-style-type: none"> <li>• Review for the final examination.</li> </ul>   | <ul style="list-style-type: none"> <li>• Discussion</li> <li>• Final Examination Parts 1 &amp; 2</li> </ul>   |

## Assessment

A. The final grade will be based on the following elements:

- Paragraphs & Essays (500 points)
- MyWritingLab (100 points)
- Quizzes (125 points)
- Discussions (130 points)
- Final Exam (150 points)

B. A grade will be given on the basis of the accuracy and quality of each assignment. The following scale will be used for the course grade:

90%-100% = A

80%-89% = B

70%-79% = C

60%-69% = D

Below 60% = F

C. Whole Person Assessment Requirements / E-portfolio Requirements

None

## University Policies and Procedures

1. By law, students are entitled to privacy regarding their records. The Family Educational Rights and Privacy Act of 1974 (FERPA), as amended and available in the [ORU Catalog](#), sets forth requirements designed to protect the privacy of student education records. The law governs access to records maintained by educational institutions and the release of information from those records.
2. 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.

## Course Policies and Procedures

1. Completion of a Course
  - a. All assignments are due on the dates established in the course calendar, which is published in the syllabus or assigned in class. Any assignments turned in after the scheduled due date will be penalized five percent (5%) of the original value per day including weekends, breaks, and holidays.
  - b. No work is accepted after the final date of regular classes.
2. Incompletes
  - a. An incomplete is given only after the student establishes with the instructor and the department chair by written petition that his or her work is incomplete for good cause (i.e., lengthy illness, death in the family). Incompletes are rarely granted. Only those absences that are incurred within the time period of the extenuating circumstances prompting an incomplete will be excused. The student is still accountable for any other absences and will be penalized for them according to the attendance policy.
3. Evaluation Procedures
  - a. The semester grade is determined from the following:
    1. Essays and/or paragraphs (at least six)
    2. Tests and assignments
    3. Grammar
    4. Final Exam

b. Individual papers are evaluated for the following:

1. Planning (outline, title, rough draft, and evidence of thought process)
2. Focus (consistent main idea, introduction, and thesis sentence)
3. Paragraphing (orderly progression of facts and ideas, unity, coherence, and transitions)
4. Sentences and diction (accurate use of language and sentence variety)
5. Correctness (grammar, punctuation, and spelling)

4. Other Policies and Procedures

A student must make a grade of C or higher to go on to COMP 102.

## Plagiarism

### *What is Plagiarism?*

There are two types of plagiarism. "Unintentional" plagiarism occurs when a student is not trying to cheat or plagiarize but fails to properly cite summarized, quoted, or paraphrased sources.

"Intentional" plagiarism is the act of purposefully misrepresenting someone else's work or ideas and using it as one's own, and according to the Purdue Online Writing Lab, "intentional" plagiarism includes "buying, stealing, or borrowing a paper; hiring someone to write your paper for you; and copying large sections of text from a source without quotation or proper citation."

### *What is ORU's Policy?*

*The ORU catalog explicitly addresses the issue of plagiarism.*

"ORU students are committed to developing their minds by doing their own academic work. They do not engage in plagiarism, whether accidental or intentional. Plagiarism is the inappropriate use of others' ideas or information, such as using sources without citations or direct quotes without quotation marks. Even paraphrasing or summarizing without giving credit to the original author is considered plagiarism" (page 14, 2011-2012 [University Catalog](#)).

"Written assignments using sources must demonstrate ethical and accurate use of source material. Plagiarism and any unethical or inappropriate use of sources are not tolerated" (page 34, 2010-2011 University Catalog).

### *University Syllabi Plagiarism Statement*

"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:

1. Submitting another's work as one's own or colluding with someone else and submitting that work as though it were his or hers;
2. Failing to meet group assignment or project requirements while claiming to have done so;
3. Failing to cite sources used in a paper;
4. Creating results for experiments, observations, interviews, or projects that were not done;
5. 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.

## ADA and Students with Disabilities

[Click here \(http://www.brightspace.com/about/accessibility/\)](http://www.brightspace.com/about/accessibility/) to view Desire2Learn's "Accessibility Resources for Students with Disabilities."

Students requiring Disability Services from ORU, please [click here \(http://www.oru.edu/current\\_students/my\\_services/student\\_resources/disability.php\)](http://www.oru.edu/current_students/my_services/student_resources/disability.php).

## Useful Links

- [Student Learning Glossary](#)
- [ORU Policies](#)
- Library: <http://library.oru.edu>.
- D2L Helpdesk: [d2lhelp@oru.edu](mailto:d2lhelp@oru.edu)
- I.T. Student Helpdesk: [studenthelpdesk@oru.edu](mailto:studenthelpdesk@oru.edu)
- Contact the University: please fill out [this online form](#).

## Course Inventory

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.

**Course Inventory for ORU’s Student Learning Outcomes  
LCMP 101 - College Reading & Writing**

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

| Outcomes & Proficiencies |   | Significant contribution | Moderate contribution | Minimal contribution | No contribution |
|--------------------------|---|--------------------------|-----------------------|----------------------|-----------------|
| <b>1</b>                 | <b>Outcome#1 - Spiritually Alive</b>              |                          |                       |                      |                 |
| 1A                       | Biblical knowledge                                |                          |                       | X                    |                 |
| 1B                       | Sensitivity to the Holy Spirit                    |                          |                       | X                    |                 |
| 1C                       | Evangelistic capability                           |                          |                       | X                    |                 |
| 1D                       | Ethical behavior                                  | X                        |                       |                      |                 |
| <b>2</b>                 | <b>Outcome#2 - Intellectually alert</b>           |                          |                       |                      |                 |
| 2A                       | Critical thinking                                 | X                        |                       |                      |                 |
| 2B                       | Information literacy                              |                          | X                     |                      |                 |
| 2C                       | Global & historical perspectives                  |                          |                       | X                    |                 |
| 2D                       | Aesthetic appreciation                            |                          | X                     |                      |                 |
| 2E                       | Intellectual creativity                           |                          | X                     |                      |                 |
| <b>3</b>                 | <b>Outcome#3 - Physically disciplined</b>         |                          |                       |                      |                 |
| 3A                       | Healthy lifestyle                                 |                          |                       |                      | X               |
| 3B                       | Physically disciplines lifestyle                  |                          | X                     |                      | X               |
| <b>4</b>                 | <b>Outcome#4 - Socially adept</b>                 |                          |                       |                      |                 |
| 4A                       | Communication skills                              | X                        |                       |                      |                 |
| 4B                       | Interpersonal skills                              | X                        |                       |                      |                 |
| 4C                       | Appreciation of cultural & linguistic differences |                          | X                     |                      |                 |
| 4D                       | Responsible citizenship                           |                          |                       | X                    |                 |
| 4E                       | Leadership capacity                               |                          | X                     |                      |                 |