

Syllabus for
LCMP 303—Critical Reading and Writing
3 Credit Hours

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.)

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 Honors COMP 102 need to enroll in Honors COMP 303 (during the junior or senior year) or 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

- Epperson, William R., and Mark R. Hall, eds. *Encounters: Readings for Advanced Composition*. Dubuque: Kendall/Hunt, 2001. Print. ISBN-9781465223968
- Fowler, H. Ramsey and Jane E. Aaron. *The Little, Brown Handbook*. 13th ed. Boston: Pearson, 2016. Print. ISBN-13: 978-0-321-98827-0

V. POLICIES AND PROCEDURES

A. University Policies and Procedures

- 1. Attendance at each class or laboratory is mandatory at Oral Roberts University. Participation in each online class through discussion forums, assignments, and all other course activities is mandatory at Oral Roberts University. This counts as your attendance in the course. 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, 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.
4. 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 Employee Handbook](#), 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.
 5. Students are to be in compliance with university, school, and departmental policies regarding 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. Online Programs - Policies and Procedures

1. **Learning Community:** 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.
2. **Netiquette and Online Discussions:** 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).
3. **ADA and Students with Disabilities:**
 - Click here (<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-services/)

4. Useful Links for Online Students:

- [Student Learning Glossary](#)
- Library: <http://library.oru.edu>.
- D2L Helpdesk: d2lhelp@oru.edu
- I.T. Student Helpdesk: studenthelpdesk@oru.edu
- Contact the University: please [fill out this online form](#). Please first contact your instructor for assistance with any matter specific to the course.

C. Course Policies and Procedures

1. **Evaluation Procedures**—Each student writes at least five major papers and various other exercises, and participates in online discussions.

Required papers (one of each)

- (1) Documented essay (synthesis involving writing in various disciplines (sciences, theology, business, etc.).
- (2) Synthesis Essay
- (3) Voice-in-the-text Essay
- (4) Purpose & Technique Essay
- (5) Creative or imaginative essay

Grading—Papers are evaluated for the following:

a. **Content**

- (1) 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.
- (2) The writer is reliable—honestly and sincerely avoiding inaccurate or misleading statements; correctly distinguishing between facts, opinions, and judgments; and acknowledging all borrowings.

b. **Organization**

- (1) A concise, comprehensive statement of the main idea (a thesis) is the focus of attention.
- (2) The focus is discernible and consistent in title, introduction, body, and conclusion.
- (3) Each paragraph contains a controlling idea relevant to the development of the subject.
- (4) Details and subtopics are arranged in a comprehensible order.

c. **Style**

- (1) The writer's words reflect a reasonable and responsible attitude toward his or her subject and audience.
- (2) The language is suitable for subject and occasion.
- (3) Right words (concrete and specific words) in the right places achieve exactness of meaning.
- (4) Sentence structure and vocabulary are varied and mature.
- (5) Phrasing has vitality.

- d. **Mechanics**
 - (1) There are no errors in spelling, grammar, or punctuation.
 - (2) In addition to providing correctness, the writer should punctuate to promote clarity of meaning, to stress points that need emphasis, and to control rhythm.
 - e. **Documentation**
 - (1) The paper follows MLA requirements for style and paper format.
 - (2) The paper follows MLA requirements for documenting sources.
 - f. **Grading Scale**
A=90-100%; B=80-89%; C=70-79%; D=60-69%; F=59% and below
 - g. **Extra Credit**—Students should not expect extra credit to help raise a grade.
- 2. Whole Person Assessment Requirements
Successful submission of the required WPA artifact, an essay worth 5% of the semester grade. The purpose & technique essay serves the University’s outcome 4A, Communication Skills. Failure to submit it correctly and on time results in a zero for that grade.
 - 3. Other Policies and/or Procedures
None

VI. COURSE CALENDAR*

Week	Topic(s)
1	Review of writing skills
2	Voices-in-the-text Essay
3	Purpose & Technique Essay
4	Documented essay (Worldview)
5	Documented essay (Worldview)
6	Creative or imaginative essay
7	Synthesis Essay

Note: Please find additional details on weekly activities in the D2L course.

Course Inventory of Oral Roberts University Student Learning Outcomes

COMP 303—Critical Reading and Writing

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)