

Syllabus for  
**LCMP/COMP 102 Composition II**  
3.0 Credit hours  
Online Learning

I. COURSE DESCRIPTION

Writing based on selected readings (essay, nonfiction, poetry, and short story), summary and paraphrase, and at least five formal essays including synthesis, analysis, and critique. Emphasizes analytical thinking, critical reading, and ethical incorporation of sources. Includes a five to eight page research paper. (This is the first of two reading and writing courses required in the general education curriculum.) (Honors sections are available for this course and are required for students in the Honors Program and for students with high ACT and SAT scores.)

Prerequisite: SAT Verbal score of 500-630 on traditional version; or ACT English score of 22-27; or TOEFL score of at least 550 on the written exam, or completion of COMP 101 with at least a “C”; or 70% on ORU placement exam (available only for students without scores or COMP 101 grades.)

Prerequisite for COMP 102 Honors: SAT verbal score of at least 640 on traditional version or ACT English score of at least 28.)

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 the student’s 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. Employ 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. Demonstrate critical thinking skills.
5. Evaluate sources and effectively present a point of view.
6. Apply techniques regarding audience and purpose.
7. 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 AND OTHER LEARNING RESOURCES

Required Materials

Textbooks:

Epperson, William R., Linda C. Gray, and Mark R. Hall, eds. *Strategies for Reading and Writing*. Dubuque: Kendall Hunt, 1999. Print. ISBN-9780787277758  
Fowler, H. Ramsey, and Jane E. Fowler. *The Little Brown Handbook MLA Updated*. 13<sup>th</sup> ed. Boston: Pearson, 2016. Print. ISBN: 9780134586335.

Note: The *Strategies* book is a workbook with perforated pages; consequently, students must purchase new books so that all pages are intact, free from previous students' marks, and can be removed to turn in.

#### V. POLICIES AND PROCEDURES

##### A. University Policies and Procedures

1. Participation in each online class through discussion forums, assignments, or any other course activity is mandatory at Oral Roberts University. This counts as your attendance in 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/](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](mailto:d2lhelp@oru.edu)
- I.T. Student Helpdesk: [studenthelpdesk@oru.edu](mailto: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.

B. Course Policies and Procedures

Evaluation Procedures

1. Course grade will be determined by the following:

Essays (42%)  
Quizzes (12%)  
Discussions (13%)  
Whole Person Assessment (5%)  
Variety Exercise (2%)  
Synchronized Chat (3%)  
Research (15%)  
Final Exam (8%)

2. Final grade is based on the percentage of total points earned.

90-100% = A  
80-89% = B  
70-79% = C  
60-69% = D  
59% or below = F

3. Whole Person Assessment Requirements

A specified lab report will qualify as the Intellectually Alert: Critical thinking Whole Person Assessment requirement for all students participating in the Whole Person Assessment project.

## VI. COURSE CALENDAR

Weeks	Read
1 – 2	Course introduction, Audience & Purpose; Paraphrase & Summarizing; Analysis; Critique; Reading & Experience essays*
3 - 7	Synthesis or argumentation essay; Research, methods of documentation; Synthesizing information, drafting, revising, documenting research papers; Preparation for final exam; final exam (essay)*

\*NOTE: For more details, refer to the weekly overview pages.

**Course Inventory for ORU's Student Learning Outcomes  
LCMP 102—Reading & Writing in the Liberal Arts  
ORU Online Learning**

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.

<b>OUTCOMES &amp; Proficiencies/Capacities</b>	Significant Contribution	Moderate Contribution	Minimal Contribution	No Contribution
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<b>1</b>	<b>Outcome #1 – Spiritually Alive Proficiencies/Capacities</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 Proficiencies/Capacities</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 Proficiencies/Capacities</b>				
3A	Healthy lifestyle				X
3B	Physically disciplined lifestyle				X

<b>4</b>	<b>Outcome #4 – Socially Adept Proficiencies/Capacities</b>				
4A	Communication skills	X			
4B	Interpersonal skills	X			
4C	Appreciation of cultural & linguistic differences	X			
4D	Responsible citizenship	X			
4E	Leadership capacity			X	