



## Course Syllabus

### COMP 101 ADV – Composition I

3 Credit hours

#### I. COURSE DESCRIPTION

This course focuses on writing in response to readings and activities and on organization of essay writing, such as narration, description, illustration, and argumentation. It includes review of grammar and mechanics. (Students must receive a "C" or higher to continue in COMP 102.)

**Prerequisites:** None

#### II. ACADEMIC MISSION

Oral Roberts University's academic mission is to transform students by the power of the Holy Spirit into whole, competent servant-leaders through liberal arts and professional education that is fully Christian. Within a Spirit-filled healing community, administration, faculty, and staff love and serve students by helping them grow in knowledge, skills, wisdom, character, and spirit.

Student transformation is measured through the evaluation of student expression of University learning outcomes as demonstrated through accompanying proficiencies and capacities.

*Spiritually alive* Biblical knowledge; sensitivity to the Holy Spirit; evangelistic capability; ethical behavior

*Intellectually alert* Critical thinking; information literacy; global and historical perspectives; aesthetic appreciation; intellectual creativity

*Physically disciplined* Healthy lifestyle; physically active lifestyle

*Socially adept* Communication skills; interpersonal skills; appreciation of cultural and linguistic differences; responsible citizenship; leadership capacity

*Professionally competent* Discipline-specific proficiencies listed under Program Outcomes.

The last page of this syllabus, "COURSE INVENTORY for ORU's Course Objectives," indicates how this course supports ORU's academic mission and ORU's whole-person approach to learning outcomes.

#### III. PROGRAM OUTCOMES

This course supports the general education program outcomes of Oral Roberts University. During their college experience, ORU students are developed into Holy Spirit-empowered leaders through whole person education: spirit, mind, and body. They will be prepared to impact the world with God's healing as

they achieve the following outcomes as defined by the underlying proficiencies. The program outcomes primarily supported by this course are marked below in **bold text** and with an asterisk (\*).

- Outcome One: Spiritually Alive
  - 1A: Biblical Literacy
  - 1B: Spiritual Formation
- Outcome Two: Intellectually Alert
  - **2A: Critical Thinking, Creativity, and Aesthetic Appreciation\***
  - 2B: Global and Historical Perspectives
  - **2C: Information Literacy\***
  - 2D: Knowledge of the Physical and Natural World
- Outcome Three: Physically Disciplined
  - 3A: Healthy Lifestyle
  - 3B: Physically Disciplined Lifestyle
- Outcome Four: Socially Adept
  - **4A: Ethical Reasoning and Behavior\***
  - 4B: Intercultural Knowledge and Engagement
  - **4C: Written and Oral Communication\***
  - 4D: Leadership Capacity
- Outcome Five: Professionally Competent
  - 5A: Discipline-specific per the outcomes of each student's major program.

#### IV. 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 today's society. 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.

#### V. COURSE OBJECTIVES

**After successfully completing this course, you should be able to:**

1. Use conventions of academic writing such as description, exemplification, narration, comparison/contrast, cause/effect, and persuasion to communicate your message.
2. Demonstrate appropriate reasoning, critical thinking and reflective skills in online dialogue and essays.
3. Apply writing strategies that demonstrate correct grammar, organization of thought, and effective use of language.

#### VI. TEXTBOOK AND OTHER LEARNING RESOURCES

Textbook(s) and materials for the course are listed using standard [citation style](#) (APA, MLA, Chicago, Turban, etc.). Since other styles may be used in disciplines other than the one used in this course or school, the [ORU Citing and Documenting Sources](#) pages offer a collection of styles students may choose from. This course asks that students be consistent in whatever style they use throughout the course.

**Before you purchase your required textbook(s), click on the ORU Bookstore link to verify whether digital texts are provided as part of your IncludED course fee.** <http://www.bkstr.com/oralrobertsstore/home>

#### Required Materials

**Textbook:**

Clouse, Barbara Fine. *Patterns for a Purpose*. 6th ed. Boston: McGraw-Hill, 2011.

Fowler, H. Ramsey, Jane E. Aaron., and Michael Greer. *The Little, Brown Handbook*. 14<sup>th</sup> ed. MyWritingLab access code w/e-Text.

**Optional:** Fowler, H. Ramsey, Jane E. Aaron, and Michael Greer. *The Little, Brown Handbook*. 14th ed. Boston: Pearson, 2019. Print ISBN: 9780134759722; 0134759729; eText ISBN: 9780134770659, 013477065X (The student may rent or purchase the eText of the book.)

*NOTE: If student purchases textbook separately, MyWritingLab must still be purchased (access purchased with Little, Brown Handbook or from ORU bookstore)*

The ORU Bookstore carries print as well as eTexts of assigned textbooks.

<http://www.bkstr.com/oralrobertsstore/home>

**Other required materials:**

None

**Optional Materials****Textbooks:**

A current edition of a dictionary

Smthinking.com (access from course homepage)

**VII. POLICIES AND PROCEDURES****A. University Policies and Procedures**

1. **Plagiarism:** The ORU Catalog explicitly addresses the issue of plagiarism. Make sure you know [ORU's policy on plagiarism](#) and [what is considered plagiarism](#).
2. **Privacy:** 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 University 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.
3. **Whole Person Assessment Requirements:**
  - a. Specify which, if any, Whole Person Assessment requirements there are for this course.  
None for this course.

**B. School and/or Department Policies and Procedures**

1. **Participation**

Participation in each online class through discussion, assignments, and all other course activities, and all other course activities count as your attendance in the course. Lack of participation can reduce a student's grade or deny credit for the course.
2. **Class Assignments**
  - a. Students need to have the appropriate textbooks, course materials, and other supplies as designated by the professor.
  - b. Professors may refuse to accept an assignment if it has inappropriate content, does not meet the assignment's criteria (e.g., not typed, incorrectly documented), is incomplete, is suspected of plagiarism, or is turned in too late.
3. **Late Work**

- a. The student is responsible for obtaining class assignments and materials, and all work is expected to be completed as scheduled. The professor may not accept late work, or it may result in a lower grade. Computer or Internet malfunctions do not constitute an excuse for late work; students should have their work prepared in time to ensure that they can get it completed, edited, and proofread prior to the instructor's due date. These responsibilities assist the student in professional development.
- b. Generally, assignments missed from a serious sickness or family crises can be made up and the instructor should be notified as soon as possible to reach an agreement on due dates and possible penalties. Each instructor has his or her own late-work policy. Instructors use their own judgment in accepting late work.

#### 4. Incompletes

On rare occasions, the grade of "I" may be given for work that is incomplete at the time grades are given. It is given only after the instructor and the department chair or college dean approve a petition submitted by the student that his or her work is incomplete for good cause. Good cause typically consists of a catastrophic event in which the student is prevented from completing the course requirements. It is the responsibility of the student to initiate the petition through <http://petitions.oru.edu>, make up any incomplete work, and ask the instructor to submit a grade change to the registrar. If the work is not completed by the end of the subsequent session, the incomplete will automatically convert to an "F." For graduating seniors, the degree will be awarded in the term that the student completes his or her course work, not the final term of enrollment.

### C. Online Programs Policies and Procedures

1. **Communicating with your Instructor:** All email communication between students and faculty will be through their ORU.edu emails.
2. **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.
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: <https://goo.gl/QGoK4x>
  - Desire2Learn (D2L) Accessibility Guidelines and Checklist: <https://goo.gl/Ck4RwY>
  - D2L Accessibility Policy: <https://www.d2l.com/accessibility/>
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)
  - [Netiquette and Online Discussions: https://goo.gl/f744AY](https://goo.gl/f744AY)
  - Contact the University: please [fill out this online form](#). Please first contact your instructor for assistance with any matter specific to the course.

### D. Course Policies and Procedures

1. **Evaluation Procedures:** The final grade will be based on forum discussions, projects, and a final exam. The weight of each item is included in the Course Calendar. Extra credit items are not offered in this course

**Grade Weight      Category**

40% Forum Discussions  
60% Projects

**2. Grading Scale:**

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

**3. Other Policies and/or Procedures**

None

**VIII. COURSE CALENDAR**

The Course Calendar shows the specific learning activities and assessments for this course, along with their respective grade weights. The far right column lists the Course Objectives (CO) that support the corresponding Assessment in column 2

| <b>Unit 1</b> | <b>Description</b>                              | <b>Hours</b> | <b>Weight</b> | <b>CO</b> |
|---------------|---|--------------|---------------|-----------|
|               | Read/View/Listen                                | 4            | --            | --        |
|               | Forum 1a: Inner critic                          | 3            | 3%            | 2,3       |
|               | Forum 1b: Places that connect                   | 3            | 3%            | 2,3       |
|               | Project 1a: Descriptive paragraphs              | 5            | 6%            | 1,3       |
|               | Project 1b: Writing goals                       | 2            | 3%            | 2, 3      |
| <b>Unit 2</b> | <b>Exemplification</b>                          | <b>Hours</b> | <b>Weight</b> | <b>CO</b> |
|               | Read/View/Listen                                | 4            | --            | --        |
|               | Forum 2a: The snoop next door                   | 3            | 3%            | 2,3       |
|               | Forum 2b: The traveling onion                   | 3            | 3%            | 2,3       |
|               | Project 2: Exemplification paragraph            | 6            | 9%            | 1,3       |
| <b>Unit 3</b> | <b>Narration</b>                                | <b>Hours</b> | <b>Weight</b> | <b>CO</b> |
|               | Read/View/Listen                                | 4            | --            | --        |
|               | Forum 3a: Mrs. Todd                             | 3            | 3%            | 2,3       |
|               | Forum 3b: The lottery                           | 3            | 3%            | 2,3       |
|               | Project 3: Narrative essay                      | 6            | 9%            | 1,3       |
| <b>Unit 4</b> | <b>Comparison/Contrast</b>                      | <b>Hours</b> | <b>Weight</b> | <b>CO</b> |
|               | Read/View/Listen                                | 4            | --            | --        |
|               | Forum 4a: Squeaky wheels and protruding nails   | 3            | 3%            | 2,3       |
|               | Forum 4b: Do not go gentle into that good night | 3            | 3%            | 2,3       |
|               | Project 4: Compare/Contrast essay               | 6            | 9%            | 1,3       |
| <b>Unit 5</b> | <b>Cause &amp; Effect</b>                       | <b>Hours</b> | <b>Weight</b> | <b>CO</b> |
|               | Read/View/Listen                                | 4            | --            | --        |
|               | Forum 5a: Just walk on by                       | 3            | 3%            | 2,3       |
|               | Forum 5b: The beguiling truth about beauty      | 3            | 3%            | 2,3       |
|               | Project 5: Cause & Effect essay                 | 6            | 9%            | 1,3       |
| <b>Unit 6</b> | <b>Persuasion</b>                               | <b>Hours</b> | <b>Weight</b> | <b>CO</b> |
|               | Read/View/Listen                                | 4            | --            | --        |
|               | Forum 6a: What is poverty?                      | 3            | 3%            | 2,3       |
|               | Forum 6b: Persuasive language                   | 3            | 3%            | 2,3       |
|               | Project 6: Persuasive essay                     | 6            | 9%            | 1,3       |
| <b>Unit 7</b> | <b>Perfecting Your Writing</b>                  | <b>Hours</b> | <b>Weight</b> | <b>CO</b> |
|               | Read/View/Listen                                | 3            | --            | --        |
|               | Forum 7: Communicating your faith               | 3            | 4%            | 2,3       |
|               | Project 7a: MyWritingLab                        | 2            | 6%            | 3         |
|               | Project 7b: Rewriting essays                    | 8            | --            | 1,3       |

|                         |   |     |      |  |
|-------------------------|---|-----|------|--|
| <b>Course<br/>Total</b> | Total estimated hours based upon an average<br>of 16 hours per Unit for 7 units | 113 | 100% |  |
|-------------------------|---|-----|------|--|

## IX. COURSE INVENTORY

For ORU's Course Objectives

### COMP 101 – Composition I

This course contributes to the ORU course objectives 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 |
|-------------------------------------|---|--------------------------|-----------------------|----------------------|-----------------|
| <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</b>                |                          |                       |                      |                 |
| 2A                                  | Critical thinking                                 | X                        |                       |                      |                 |
| 2B                                  | Analytical Problem Solving                        |                          | X                     |                      |                 |
| 2C                                  | Global & historical perspectives                  |                          |                       | X                    |                 |
| 2D                                  | Aesthetic appreciation                            |                          | X                     |                      |                 |
| 2E                                  | Intellectual creativity                           |                          | X                     |                      |                 |
| 2F                                  | Information literacy                              |                          | X                     |                      |                 |
| <b>3</b>                            | <b>Outcome #3 – Physically</b>                    |                          |                       |                      |                 |
| 3A                                  | Healthy lifestyle                                 |                          |                       |                      | X               |
| 3B                                  | Physically disciplined lifestyle                  |                          |                       |                      | X               |
| 3C                                  | Properly balanced nutrition plan                  |                          |                       |                      | 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                     |                      |                 |

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This syllabus is subject to change without notice up until the first day of the semester.

Oral Roberts University | 7777 S. Lewis Avenue, Tulsa, OK 74171

E-mail: [online@oru.edu](mailto:online@oru.edu) | Web site: <http://www.oru.edu>