



Course Syllabus

COMP 102 AD – Composition II

3 Credit hours

I. COURSE DESCRIPTION

This is a writing course based on selected readings (essay, nonfiction, poetry, and short story), summary and paraphrase, and at least four formal essays (synthesis, analysis, argumentation, and critique) plus a five to eight-page research paper. It emphasizes analytical thinking, critical reading, and ethical incorporation of sources. Students participate in peer review and revisions. (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 Honors Program Scholars and for students with high ACT or SAT scores.)

Prerequisites: 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. 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.

| | |
|---------------------------------|---|
| <i>Spiritually alive</i> | Biblical knowledge; sensitivity to the Holy Spirit; evangelistic capability; ethical behavior |
| <i>Intellectually alert</i> | Critical thinking; information literacy; global and historical perspectives; aesthetic appreciation; intellectual creativity |
| <i>Physically disciplined</i> | Healthy lifestyle; physically active lifestyle |
| <i>Socially adept</i> | Communication skills; interpersonal skills; appreciation of cultural and linguistic differences; responsible citizenship; leadership capacity |
| <i>Professionally competent</i> | 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 (*), including the following Program Outcomes this course supports, 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 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.

V. COURSE OBJECTIVES

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

1. Use the conventions of academic writing to write a paraphrase, summary, literary critique, literary analysis, synthesis essay, and argumentative essay.
2. Demonstrate critical thinking, analytical skills, and reflective skills in online dialogue and essays.
3. Complete a formal Research Paper, using library sources and following MLA format rules.

VI. TEXTBOOK AND OTHER LEARNING RESOURCES

Textbook(s) and materials for the course are listed using standard [citation style](#) (APA, MLA, Chicago, Turabian, 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:

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.)

Other required materials:

None

Optional Materials

Textbooks:

None

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

B. School and/or Department Policies and Procedures

1. Participation

Participation in each online class through discussion, assignments, 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 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
 - I.T. Student Helpdesk: 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 |
|---------------------|-------------------|
| 15% | Forum Discussions |
| 45% | Projects (Essays) |
| 40% | Research Paper |

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. Further descriptions for activities and assessments are in their respective Units in D2L. † indicates this is a faith integration item tracked by the program.

| Unit 1 | Paraphrase & Summary | Hours | Weight | CO |
|---------------------|--|--------------|---------------|-----------|
| | Read/View/Listen | 4.5 | -- | -- |
| | Forum 1a: Summary | 4 | 1.5% | 1 |
| | Forum 1b: Paraphrase | 4 | 1.5% | 2 |
| Unit 2 | Argumentation | Hours | Weight | CO |
| | Read/View/Listen | 5.5 | -- | -- |
| | Forum 2: Recognizing persuasion in writing | 4 | 2% | 1 |
| | Project 2a: Argumentative essay | 8 | 15% | 2 |
| | Project 2b: Topic, Research Question & Thesis Statement (Research Paper) | 3 | 3% | 3 |
| Unit 3 | Literary Analysis | Hours | Weight | CO |
| | Read/View/Listen | 4 | -- | -- |
| | Forum 3: Analyzing literature | 4 | 2% | 1 |
| | Project 3a: Literary Analysis | 8 | 15% | 2 |
| | Project 3b: Preliminary Outline (Research Paper) | 4 | 2% | 3 |
| Unit 4 | Research Organization | Hours | Weight | CO |
| | Read/View/Listen | 2 | -- | -- |
| | Forum 4: Credible Sources † | 4 | 2% | 1 |
| | Project 4: Detailed Outline (Research Paper) | 10 | 5% | 3 |
| Unit 5 | Literary Critique | Hours | Weight | CO |
| | Read/View/Listen | 3 | -- | -- |
| | Forum 5: The purpose of a critique | 4 | 2% | 1 |
| | Project 5a: Literary Critique † | 8 | 15% | 3 |
| | Project 5b: Works Cited page | 4 | 4% | 3 |
| Unit 6 | Research Paper (Draft) | Hours | Weight | CO |
| | Read/View/Listen | 4.5 | -- | -- |
| | Forum 6: The dangers of plagiarism † | 3 | 2% | 1 |
| | Project 6: Draft (Research Paper) | 10 | 20% | 2 |
| Unit 7 | Research Paper (Final) | Hours | Weight | CO |
| | Read/View/Listen | -- | -- | -- |
| | Forum 7: Communicating your Faith † | 3 | 2% | 1 |
| | Project 7: Research Paper | 8 | 6% | 2 |
| Course Total | Total estimated hours based upon an average of 16 hours per Unit for 7 Units | 116.5 | 100% | |

IX. COURSE INVENTORY

For ORU's Course Objectives

COMP 102 AD – COMPOSITION II

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 |
|-------------------------------------|---|--------------------------|-----------------------|----------------------|-----------------|
| 1 | Outcome #1 – Spiritually Alive | | | | |
| 1A | Biblical knowledge | | | X | |
| 1B | Sensitivity to the Holy Spirit | | | X | |
| 1C | Evangelistic capability | | | X | |
| 1D | Ethical Behavior | X | | | |
| 2 | Outcome #2 – Intellectually Alert | | | | |
| 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 | | |
| 3 | Outcome #3 – Physically Disciplined | | | | |
| 3A | Healthy lifestyle | | | | X |
| 3B | Physically disciplined lifestyle | | | | X |
| 3C | Properly balanced nutrition plan | | | | X |
| 4 | Outcome #4 – Socially Adept | | | | |
| 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.

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