



## Course Syllabus

### LCMP 102 — Composition II

3 Credit hours

#### I. COURSE DESCRIPTION

Writing 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. Emphasizes analytical thinking, critical reading, and ethical incorporation of sources.

**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).

#### 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 Literacy; Spiritual Formation.

*Intellectually alert* Critical thinking, Creativity, and Aesthetic Appreciation; Global and Historical Perspectives; Information Literacy; Knowledge of the Physical and Natural World

*Physically disciplined* Healthy Lifestyle; Physically Disciplined Lifestyle

*Socially adept* Ethical Reasoning and Behavior; Intercultural Knowledge and Engagement; Written and Oral Communication; 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 General Education requirement by the English and Modern Languages Department is aligned with the Spiritually Alive, Intellectually Alert and Socially Adept outcomes of ORU's Whole Person Assessment model as shown in the Course Inventory (last page of this syllabus). Specifically, this course addresses the following:

- 1B Spiritual Formation - The transformational process of becoming more like Jesus Christ in pursuing God's will through thought, speech, and action by the power of the Holy Spirit.
- 2A Critical Thinking, Creativity, and Aesthetic Appreciation - The ability to formulate opinions and draw conclusions through exploration, analysis, and evaluation of issues and arguments, including the capacity to innovatively combine and synthesize ideas and to produce and recognize various forms of artistic expression
- 2B Global and Historical Perspectives - The capacity to recognize and appreciate various viewpoints in an increasingly interdependent international community, and to understand the relationships between past events, current situations, and emerging futures
- 2C Information Literacy - The ability to identify, find, and evaluate information and to use it ethically for creating and communicating new knowledge
- 4A Ethical Reasoning and Behavior – The ability to recognize potential ethical dilemmas and make morally correct choices based on knowledge of personal and professional codes of ethics, and the Word of God
- 4B Intercultural Knowledge and Engagement - The development of awareness, sensitivity, and respect for the beliefs, social forms, languages, and institutions of different ethnic, religious, or social groups
- 4C Written and Oral Communication – The ability to communicate effectively and appropriately in both written and spoken forms in various cultural, educational, economic, and social contexts

#### **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, students should be able to:**

1. Employ techniques of good writing (e.g., proper grammar, mechanics, organization, fluent sentence structure).
2. Discuss classic, theological, and intercultural readings and incorporate them in assignments.
3. Demonstrate an ability to write unbiased and accurate paraphrases and summaries.
4. Demonstrate analytical, evaluative, and critical thinking skills in discussions and essays.
5. Present, argue, and support a point of view effectively.
6. Apply appropriate diction and format for audience and purpose.
7. Locate, evaluate, synthesize, and accurately document library sources and use them in writing a formal research project.

#### **VI. TEXTBOOK AND OTHER LEARNING RESOURCES**

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

#### **Required Materials**

**Textbook**

Blau, Susan, & Kathryn Burak. *Writing in the Works - with MindTap* (4th ed.). Cengage: 2018.  
[Digital ISBN: 9781305674691]

This course uses courseware, so you cannot opt-out of the ACCESS program.

**Other required materials:** None

**Optional Materials:** 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.  
Documented Research paper.
  - b. Artifacts not submitted electronically or incorrectly submitted receive a zero for that assignment.

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

1. **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.
2. **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.
3. **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.

**4. Citations**

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.

**Citation Style: All Composition courses will use MLA formatting style regardless of the major area of each enrolled student.**

**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>
  - 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
32%	Forums
16%	Quizzes
<u>52%</u>	Projects
<u>100%</u>	

- 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 weeks in D2L. When applicable, ¥ Indicates this is a Whole Person Assessment item. † indicates this is a faith integration item tracked by the program.

Unit 1	Paraphrase and Summary	Hours	Weight	CO
	Read/View/Listen	3	--	--
	Forum 1: Paraphrasing a Poem †	4	4%	1,2,3
	Quiz 1a: Pre-test: Common Errors	1	2%	1
	Quiz 1b: Quoting, Paraphrasing, and Summarizing	1	2%	3
	Project 1: Summarize an Essay †	7	7%	1,2,3
Unit 2	Reading and Experience	Hours	Weight	CO
	Read/View/Listen	4	--	--
	Forum 2: Relating an Essay to Real Life †	4	4%	1,2,4
	Quiz 2: Topic Sentences, Thesis Statements, Supporting Ideas	1	2%	1
	Project 2: Reading and Experience Essay	7	5%	1,2,4,6
Unit 3	Literary Analysis	Hours	Weight	CO
	Read/View/Listen	2	--	--
	Forum 3: Recognizing Literary Theme	4	4%	1,2,3,4,6
	Quiz 3: Writing a Literary Analysis Essay	1	2%	1
	Project 3: Literary Analysis	9	7%	
Unit 4	Advertisement Critique	Hour	Weight	CO
	Read/View/Listen	2	--	--
	Forum 4: Locating Credible Sources	4	4%	1,4,7
	Quiz 4: Introduction, Conclusions, Images, and Language	1	2%	1,4
	Project 4: Critiquing an Advertisement	7	5%	1,4,6
Unit 5	Library Research	Hours	Weight	CO
	Read/View/Listen	3	--	--
	Forum 5: Research Project Insights and Challenges	4	4%	1,7
	Quiz 5: Conducting Research	1	2%	4,7
	Project 5: Introduction with Thesis, Outline, Annotated Bibliography of Research Paper	9	8%	1,3,4,7
Unit 6	Writing and Documenting a Research Paper	Hours	Weight	CO
	Read/View/Listen	2	--	--
	Forum 6: The Dangers of Plagiarism †	4	4%	1,4
	Quiz 6: Integrating and Documenting Sources	1	2%	3,7
	Project 6: Research Paper ¥	11	13%	
Unit 7	Argumentation	Hours	Weight	CO
	Read/View/Listen	2	--	--
	Forum 7a: Effective Persuasive Techniques	4	4%	1,2,4
	Forum 7b: Reading and Faith †	3	2%	2,3
	Quiz 7: Argumentation	1	2%	5
	Project 7: Argumentation Essay	7	7%	1,4,5,6
Course Total	Total estimated hours based upon an average of 16 hours per Unit for 7 units	113	100%	

## IX. COURSE INVENTORY

For ORU's Course Objectives

### LCMP 102

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.

ORU defines each outcome and proficiencies/capacities listed below in this [Gen Ed Outcomes](#) paper.

OUTCOMES & Proficiencies		Significant Contribution	Moderate Contribution	Minimal Contribution	No Contribution
1	Outcome #1 – Spiritually Alive				
1A	Biblical literacy			X	
1B	Spiritual Formation		X		
2	Outcome #2 – Intellectually Alert				
2A	Critical thinking, creativity, and aesthetics	X			
2B	Global & historical perspectives		X		
2C	Information literacy	X			
2D	Knowledge of the physical and natural world			X	
3	Outcome #3 – Physically Disciplined				
3A	Healthy lifestyle				X
3B	Physically disciplined lifestyle				X
4	Outcome #4 – Socially Adept				
4A	Ethical reasoning and behavior		X		
4B	Intercultural knowledge and engagement		X		
4C	Written and Oral Communication	X			
4D	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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