



Course Syllabus
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. Honors sections are available for this course.)

Prerequisites: COMP 102 or equivalent.

Restriction: At least junior standing for spring and summer sections and senior standing for fall sections.

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

After completing this course, the students will fulfill the pertinent general education proficiencies and demonstrate an ability in the following areas:

1. Exhibit critical thinking, creativity, and aesthetics in the study and analysis of literature and essays.
2. Demonstrate a clear and accurate understanding of research and its application when investigating important and timely topics.
3. Evaluate and analyze worldviews through the lens of Christian theism, especially noting the significance of ethical reasoning and behavior.
4. Communicate effectively and truthfully, in both oral and written fashion, in order to convey information that examines the culture as well as individual lives to lead students toward the good, the true, and the beautiful.

IV. 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 goal of this course is to help students become professional learners, cultivate intellectual curiosity, and develop critical acumen. Students will develop the ability to read accurately, use analytical and critical approaches, think synthetically and logically, and write using perceptive analysis, synthesis, and evaluation. Through successful participation in the course materials and assessments, students will gain the ability to write clearly with logical, well-supported arguments and knowledge of world views and presuppositions. This would enable students to communicate effectively in the church, society, and different cultures and respond appropriately to different literary strategies and critically evaluate essays about other fields.

V. COURSE OBJECTIVES

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

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.

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:

Hall, Mark R., and William R. Epperson, eds. *Encounters: Readings for Advanced Composition*. 2nd ed. Kendall/Hunt, 2019. [eText ISBN: 9781792448409]

Fowler, H. Ramsey, Jane E. Aaron, and Michael Greer. *The Little, Brown Handbook*. 14th ed. Pearson, 2019. [Print ISBN: 9780134759722; Digital ISBN: 9780134770659]

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:** None for this course.

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
- I.T. Student Helpdesk: 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 and at least five major papers and various other exercises.

Required papers (one of each):

- a. Vocation Reflection Essay
- b. Voices in Fiction Essay
- c. Purpose and Technique Essay
- d. Christ and Culture Essay
- e. Documented Worldview Essay
- f. Creative or Imaginative Essay
- g. Creation Care Synthesis Essay

Extra credit items are not offered in this course

Grade Weight	Category
28%	Forum Discussions
2%	Quizzes
70%	Projects

2. Grading Scale:

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

Papers are evaluated for the following:

- a. Content
 1. The central idea grows from honest grappling with an issue; it is original, insightful, and engaging; and details, examples, and illustrations convincingly support it.
 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 the title, introduction, body, and conclusion.
 3. Each paragraph contains a main idea relevant to the development of the subject.
 4. Details and subtopics are arranged in an understandable 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, stress points that need emphasis, and control rhythm.
 - e. Documentation
 1. The paper follows MLA requirements for style and paper format.
 2. The paper follows MLA requirements for documenting source
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. 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.

Week 1	Christ and Vocation	Hours	Weight
	View/Listen/Read	7	--
	Forum 1: Knowing and Discovery	2	4%
	Quiz 1a: Reading and Writing Review	1	1%
	Quiz 1b: Grammar and Mechanics	1	1%
	Project 1: Vocation Reflection Essay	4	10%
Week 2	Christ and Story	Hours	Weight
	View/Listen/Read	7	--
	Forum 2: The Motivation Behind Choices	3	4%
	Project 2: Voices in Fiction Essay	6	10%
Week 3	Christ and Grace	Hours	Weight
	View/Listen/Read	7	--
	Forum 3: O'Connor and Grace	3	4%
	¶ Project 3: Purpose and Technique Essay	7	10%
Week 4	Christ and Culture	Hours	Weight
	View/Listen/Read	7	--
	Forum 4: Worldview and Epistemology	4	4%
	Project 4: Christ and Culture Essay	7	10%
Week 5	Christ and Worldview	Hours	Weight
	View/Listen/Read	6	--
	Forum 5: Applying the Christian Worldview	4	4%
	Project 5: Documented Worldview Essay	7	10%
Week 6	Christ and Imagination	Hours	Weight
	View/Listen/Read	7	--
	Forum 6: Christianity, Mystery, and Myth	3	4%
	Project 6: Creative Myth or Fairy Story	5	10%
Week 7	Christ and Creation Care	Hours	Weight
	View/Listen/Read	7	--
	Forum 7: Good Stewards of the Environment	3	4%
	Project 7: Synthesis essay	5	10%
Course Total	Total estimated hours based upon an average of 17 hours per week for 7 weeks	113	100%

IX. COURSE INVENTORY

For ORU's Course Objectives

LCMP 303 – Critical Reading and Writing

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/Capacities		Significant Contribution	Moderate Contribution	Minimal Contribution	No Contribution
1	Outcome #1 – Spiritually Alive Proficiencies/Capacities				
1A	Biblical literacy			X	
1B	Spiritual formation			X	
2	Outcome #2 – Intellectually Alert Proficiencies/Capacities				
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 Proficiencies/Capacities				
4A	Ethical reasoning and behavior	X			
4B	Intercultural knowledge and engagement		X		
4C	Written and Oral Communication	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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