



Course Syllabus

COMP 101 — 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 the following outcomes.

- 1 Spiritual Integrity
- 2 Personal Resilience
- 3 Intellectual Pursuit
- 4 Global Engagement
- 5 Bold Vision

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. It is aligned with the 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:

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

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

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 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.
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

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:

Van Rys, John, Verne Meyer, Randall Vandermeay, & Pat Sebranek. *The College Writer: A Guide to Thinking, Writing, and Researching - with MindTap* (6th ed.). Cengage, 2018. eText ISBN-13: 9781305959040

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.
None for this course.

B. School and/or Department Policies and Procedures

1. **Participation:** Participation in each online class through discussion forums, 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.
5. **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.

All Composition courses will use MLA formatting regardless of the major area of the enrolled students.

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): <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
15%	Quizzes
45%	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. **This Advantage course is structured in 7 Units. Each Unit lasts 2 weeks, or 14 days. Unless otherwise noted, the Projects and Quizzes are due on Day 14, at the end of each Unit, while the Forums are due at the end of Day 7.** Further descriptions for activities and assessments are in their respective weeks in D2L. † indicates this is a faith integration item tracked by the program.

Unit 1	Critical Reading	Hours	Weight	CO
	Read/View/Listen	6	--	--
	Quiz 1: Critical Reading & Punctuation Check	1	2%	2
	Forum 1: Thinking Critically †	4	4%	2,3
	Project 1: Critical Reading	6	9%	2,3
Unit 2	The Writing Process	Hours	Weight	CO
	Read/View/Listen	5	--	--
	Quiz 2a: The Writing Process	1	1%	3
	Quiz 2b: Introductions, Conclusions, and Thesis Statements	1	2%	1,3
	Forum 2: Reflecting on the Writing Process	5	5%	2,3
Unit 3	Narratives	Hours	Weight	CO
	Read/View/Listen	4	--	--
	Quiz 3: Writing Paragraphs	1	2%	3
	Forum 3: Anecdotes in Workplace Writing	4	5%	2,3
	Project 3: Narrating an Encounter	8	9%	1,3
Unit 4	Process Reasoning	Hour	Weight	CO
	Read/View/Listen	4	--	--
	Quiz 4: Sentence Structure & Subject-Verb Agreement	1	2%	1,3
	Forum 4a: Good Instructions	4	4%	2,3
	Forum 4b: Step-by-Step Instructions	5	4%	3
Unit 5	Compare/Contrast	Hours	Weight	CO
	Read/View/Listen	4	--	--
	Quiz 5: Sentence Fragments, Run-on sentences, & Commas	1	2%	3
	Forum 5: Beyond the Polite Smile	4	5%	2,3
	Project 5: Career Plan	8	9%	1,3
Unit 6	Cause and Effect	Hours	Weight	CO
	Read/View/Listen	4	--	--
	Quiz 6: Appropriate and Concise Language	1	2%	3
	Forum 6: Mind Over Mass Media	4	5%	2,3
	Project 6: Cause & Effect Essay	8	9%	1,3
Unit 7	Persuasion	Hours	Weight	CO
	Read/View/Listen	3	--	--
	Quiz 7: Argument and Persuasion	1	2%	3
	Forum 7a: Defending Your Faith †	4	4%	2,3
	Forum 7b: Arguments and Appeals	4	4%	2,3
	Project 7: Persuasive Essay	6	9%	1,3
Course Total	Total estimated hours based upon an average of 15 hours per Unit for 7 units	112	100%	

IX. COURSE INVENTORY

For ORU's Course Objectives

COMP 101

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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