

Syllabus for  
**COMP 102 Composition II**  
3 Credit Hours  
Spring 2025

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. Students participate in peer review and revisions. (Honors sections are available for this course and are required for Honors Program Scholars and for students with high ACT or SAT scores.)

Prerequisite: 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. STUDENT LEARNING OUTCOMES FOR THIS COURSE

1. Terminal Objectives

As a result of successfully completing this course, the student should be able to do the following:

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

III. ASSOCIATED PROGRAMS

This course meets degree completion requirements for the General Education program.

- A. Writing Outcome 1: Student integrates his or her faith into learning experience and demonstrates concepts that constitute a Christian Worldview.
- B. Writing Outcome 5: Student can write correct and effective academic papers, evaluating information and using it ethically and appropriately with correct grammar, mechanics, and presentation.

- C. GEN 1 - *Core Literacy*. Demonstrate a breadth of knowledge essential to a Spirit-empowered, classical liberal arts education through effective communication.
- D. GEN 4 - *Global Issues, Problem-Solving, Critical Thinking, and Creativity*. Demonstrate problem-solving using critical thinking, creativity, collaboration, and ethical reasoning to address global issues.

#### IV. UNIVERSITY OUTCOMES

This course aligns with the following University Outcomes as indicated on the last page.

- A. Spiritual Integrity
- B. Intellectual Pursuit

#### III. TEXTBOOKS AND OTHER LEARNING RESOURCES

##### Required Textbooks

Bullock, Richard, Michal Brody, and Francine Weinberg. *The Little Seagull Handbook 5e* Courseware W. W. Norton & Co., 2023. ISBN:978-1-324-06008-6

#### VI. POLICIES AND PROCEDURES

- A. University Policies and Procedures
  - 1. Students and faculty at Oral Roberts University must adhere to all laws addressing the ethical use of others' materials, whether it is in the form of print, electronic, video, multimedia, or computer software. Plagiarism and other forms of cheating involve both lying and stealing and are violations of ORU's Honor Code: "I will not cheat or plagiarize; I will do my own academic work and will not inappropriately collaborate with other students on assignments." Plagiarism is usually defined as copying someone else's ideas, words, or sentence structure and submitting them as one's own. Other forms of academic dishonesty include (but are not limited to) the following:
    - a. Submitting another's work as one's own or colluding with someone else and submitting that work as though it were his or hers;
    - b. Failing to meet group assignment or project requirements while claiming to have done so;
    - c. Failing to cite sources used in a paper;
    - d. Creating results for experiments, observations, interviews, or projects that were not done;
    - e. Receiving or giving unauthorized help on assignments.By submitting an assignment in any form, the student gives permission for the assignment to be checked for plagiarism, either by submitting the work for electronic verification or by other means. Penalties for any of the above infractions may result in disciplinary action including failing the assignment or failing the course or expulsion from the University, as determined by department and University guidelines.
  - 2. Final exams cannot be given before their scheduled times. Students need to check the final exam schedule before planning return flights or other events at

- the end of the semester.
3. Students taking a late exam because of an unauthorized absence are charged a late exam fee.
  4. Students are to be in compliance with University, school, and departmental policies regarding the Key Program Assessment requirements.
    - a. The penalty for not submitting electronically or for incorrectly submitting an artifact is a zero for that assignment.
    - b. By submitting an assignment, the student gives permission for the assignment to be assessed electronically.
- B. Department Policies and Procedures
1. **Class Assignments**
    - a. Students need to come to class with 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. **Tardies**—Tardies are an inconvenience to the other class members and the professor, and they prevent the late student from obtaining maximum value from the class. Therefore, excessive tardies may adversely affect the semester grade. It is to the student's advantage to make sure that the professor is informed immediately following the close of the class that the student was tardy and not absent. It is not the professor's responsibility to stop the class to mark the tardy; the student is the one responsible for conveying that information immediately following that class, not at a later time.
  3. **Late Work**
    - a. The student is responsible for obtaining class assignments and material covered during an absence, and all work is expected to be completed as scheduled. Late work may result in a lower grade. An absence is not an excuse for turning in late work or for being unprepared with assignments for the class following the absence. Computer or printer malfunction does not constitute an excuse for late work; students should have their work prepared in time to ensure that they can get it proofread, edited, and printed prior to the instructor's due date. These responsibilities assist the student in professional development.
    - b. Any test taken late (except if the absence is administratively excused) incurs the ORU late exam fee (\$15), which must be paid before the late test can be taken.
    - c. Assignments missed because of administratively excused absences are accepted with no penalty. Generally, assignments missed from an excused absence, such as 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 that is given to students at the beginning of a course, so a teacher may decide that work missed because of an unexcused absence cannot be made up. Instructors use their own judgment in accepting late work resulting from all other absences. In cases where absences can be anticipated, such as for non-University

sponsored mission trips, the work should normally be submitted prior to the absence.

4. **Attendance**

- a. **Excused and Unexcused Absences**—Class attendance is mandatory, but because unavoidable circumstances can prevent perfect attendance, each student is allowed to miss class the number of times per week a class meets. This allowance is intended for illness, personal business, and emergency. Work missed because of an excused absence (e.g., illness, family emergency) can be made up; however, it is up to the teacher's discretion whether or not to accept work missed due to an unexcused absence (e.g., oversleeping, skipping class). Exceeding this number of absences may reduce a student's semester grade or even be cause for not receiving credit for the course if the student's grade is an F. Extended illnesses are handled on an individual basis and require verification from a doctor.
- b. **Administratively Excused Absences**—Only absences that are required by approved University activities are given administrative excuses. Students who must miss class for University-sponsored activities must follow these procedures:
- (1) Inform the professor before the event and make arrangement for the work to be submitted prior to the absence or at a mutually agreed upon deadline.
  - (2) Present an administrative excuse form with appropriate signatures when he or she returns to class. Doctors' or nurses' notes, or letters from groups sponsoring mission trips or activities do not qualify a student for an administratively excused absence.
  - (3) Obtain information covered during an absence. All work must be completed as scheduled.
  - (4) Not commit to class presentation (oral reports, speeches, group presentations, etc.) on a date that the student will be gone. Makeup work is not permitted if the student voluntarily committed to a performance on the date of an administratively excused absence.

5. **Plagiarism**— In addition to the information above under section V, part A ("University Policies and Procedures"), the student must adhere to the following:

- a. Students must document all sources and ideas that are not their own original information by following correct MLA (Modern Language Association) documentation procedures. Failure to do this produces a plagiarized paper, which results in an F for the paper. Flagrant cheating results in an F for the course.
- b. When writing an essay in another language, use of translation applications or software programs to translate more than a phrase, is considered a form of plagiarism—submitting work as if it were one's own—and
- c. Students may be asked to submit their assignments to the D2L dropbox for plagiarism detection.

6. **Incompletes**—As stated in the University catalog, incompletes are granted only for "good cause," such as extended hospitalization, long-term illness, or a death in the family. Students must petition for an incomplete using the form available in

the School of Liberal Arts Department. Very few incompletes are granted.

7. **Key Program Assessment**—If this course requires a KPA assignment/artifact, this assignment is listed in the next section (“Course Policies and Procedures”).

C. Course Policies and Procedures

1. **Grading**

The final grade is based on the following requirements:

- a. Assignments, quizzes, exams, attendance and participation in class and other assigned activities.
- b. Students should not expect extra credit to help raise a grade.
- c. One formal research project, adhering to MLA documentation and style requirements. Photocopies of sources must be turned in with the research paper.
- d. A minimum of four major essays (must include analysis, synthesis, argumentation, and critique) selected and assigned by the instructor. Paraphrase and summary writings do not count as major essays.
- e. Parts I and II of the LIBBI Library Orientation courses. Failure to complete one part results in a 5% deduction to the semester grade. Failure to complete both parts results in a 10% deduction to the semester grade. The two parts of the LIBBI are part of the KPA assessment.

2. **Grading Scale**

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

3. **Evaluation Process**

Individual papers are evaluated for the following:

- a. Reading comprehension (accurate assessment of material and its significance).
- b. Focus (consistent main idea, clear sense of purpose).
- c. Organization (orderly progression of facts and ideas).
- d. Sentences and diction (accurate use of language, sentence variety).
- e. Correctness (grammar, punctuation, spelling, format).
- f. MLA style, format, and documentation practices.

4. **Key Program Assessment**

- a. The research paper fulfills the University’s General Education Outcomes GEN 1 and GEN 4.
- b. Artifacts not submitted electronically or incorrectly submitted receive a zero for that assignment.

IV. COURSE CALENDAR

Week 1	Course introduction
Weeks 2-4	Audience and purpose; paraphrase and summary
Weeks 5-8	Analysis and critique
Weeks 9-10	Synthesis or argumentation essay
Weeks 11-14	Research, methods of documentation; synthesizing information, drafting, revising, documenting research papers
Weeks 15-16	Preparation for final exam; final exam (essay)

Note: Each professor’s detailed calendar of activities and due dates is available at <http://d2l.oru.edu>.

**Primary Program: General Education  
COMP 102 Composition II  
Spring 2025**

This course contributes to the University and program outcomes 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.

OUTCOMES	Significant Contribution	Moderate Contribution	Minimal Contribution
<b>Spiritual Integrity</b>			
WRT 1: Student integrates his or her faith into learning experience and demonstrates concepts that constitute a Christian Worldview.		<b>X</b>	

<b>Personal Resilience</b>
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Intellectual Pursuit			
WRT 5: Student can write correct and effective academic papers, evaluating information and using it ethically and appropriately with correct grammar, mechanics, and presentation.	<b>X</b>		
<b>GEN 1 - Core Literacy.</b> Demonstrate a breadth of knowledge essential to a Spirit-empowered, classical liberal arts education through effective communication.		<b>X</b>	
<b>GEN 4 - Global Issues, Problem-Solving, Critical Thinking, and Creativity.</b> Demonstrate problem-solving using critical thinking, creativity, collaboration, and ethical reasoning to address global issues		<b>X</b>	

<b>Global Engagement</b>
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<b>Bold Vision</b>
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(Revised 8/23/22)