



Course Syllabus

COMP 102 ADV — 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 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 course is offered by the School of Liberal Arts under ORU's College of Arts and Cultural Studies. It supports the program outcomes of ORU's General Education program, a common core curriculum required for every ORU undergraduate major. The outcomes of General Education reflect ORU's founding commitment to comprehensive whole-person liberal arts education. General Education has four program outcomes, listed below. This course supports the item marked in bold text below and with an asterisk (*).

- 1. Core Literacy:** Have a breadth of knowledge essential to a classical Spirit-empowered liberal arts education.*
- 2. Intercultural Knowledge and Engagement:** Have an understanding of, and demonstrate sensitivity towards, cultural differences from an historical and global Christian worldview with

engagement through intercultural experiences and by using effective oral and written communication techniques.*

3. Lifelong Wellness: Have the theoretical and practical knowledge and skills to lead a life-long physically active and healthy lifestyle – spirit, mind, and body.
4. **Global Issues, Critical Thinking, and Creativity:** Have the ability to lead, collaborate, and serve as part of a team in order to ethically, critically, and creatively solve big problems by applying bold innovative solutions from a diverse set of perspectives.*

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 **ORU Course+** fee. <https://oru.bncollege.com/>

Required Materials

Textbook

Blau, Susan, & Kathryn Burak. *Writing in the Works - with MindTap* (4th ed.). Cengage: 2018.
[eText ISBN-13: 9781305674691]

This course uses courseware, so you cannot opt-out of the ORU COURSE+ program.

Other required materials:

None

Optional Materials

None

VII. POLICIES AND PROCEDURES

A. University Policies and Procedures

1. Plagiarism:

- a. The ORU Catalog explicitly addresses the issue of plagiarism. Make sure you know [ORU's policy on plagiarism](#) and [what is considered plagiarism](#).
- b. Using text generated by an artificial intelligence program as your own (e.g., entering a prompt into an A.I. tool such as ChatGPT and copy/pasting the exact output into your paper) is also 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. None.

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. This course asks that students be consistent in whatever style they use throughout the course.

Citation Style: Regardless of whether the course assignments ask for only MLA style to be used in citations, students are allowed to use the citation style used in the major they're enrolled.

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:

- Students requiring Disability Services from ORU, please click here: <https://goo.gl/dLHnnM>
- 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, 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 |
|--------------|----------|
| 16% | Quizzes |
| 24% | Forum |
| 60% | 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. 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 | Paraphrase and Summary | Hour | Weigh | 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 | Hour | Weigh | 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 | 1 | 2% | 1 |
| | Project 2: Reading and Experience Essay | 7 | 5% | 1,2,4,6 |
| Unit 3 | Literary Analysis | Hour | Weigh | CO |
| | Read/View/Listen | 2 | -- | -- |
| | Forum 3: Recognizing Literary Theme | 4 | 4% | 1,2,3,4, |
| | Quiz 3: Writing a Literary Analysis Essay | 1 | 2% | 1 |
| | Project 3: Literary Analysis | 9 | 7% | |
| Unit 4 | Advertisement Critique | Hour | Weigh | 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 | Hour | Weigh | 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 | Hour | Weigh | 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 | Hour | Weigh | 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

COMP 102 ADV — Composition II

This inventory indicates the extent to which this Course's Objectives contribute to the Outcomes of its degree Program, and ultimately to one or more of ORU's University Outcomes (in grey 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 | Moderate | Minimal |
|--|-------------|----------|---------|
| 1. Spiritual Integrity | | | |
| Program Outcome 1. CORE LITERACY: Have a breadth of knowledge essential to a classical Spirit-empowered liberal arts education. | | X | |
| <ul style="list-style-type: none"> Course Objective 2: Discuss classic, theological, and intercultural readings and incorporate them in assignments. | | X | |
| 2. Personal Resilience | | | |
| | | | |
| 3. Intellectual Pursuit | | | |
| Program Outcome 1. CORE LITERACY | X | | |
| <ul style="list-style-type: none"> Course Objective 1: Employ techniques of good writing (e.g., proper grammar, mechanics, organization, fluent sentence structure). | X | | |
| <ul style="list-style-type: none"> Course Objective 3: Demonstrate an ability to write unbiased and accurate paraphrases and summaries. | X | | |
| <ul style="list-style-type: none"> Course Objective 6: Apply appropriate diction and format for audience and purpose. | X | | |
| <ul style="list-style-type: none"> Course Objective 7: Locate, evaluate, synthesize, and accurately document library sources and use them in writing a formal research project. | X | | |
| Program Outcome 2. INTERCULTURAL KNOWLEDGE AND ENGAGEMENT: Have an understanding of, and demonstrate sensitivity towards, cultural differences from an historical and global Christian worldview with engagement through intercultural experiences and by using effective oral and written communication techniques. | X | | |
| <ul style="list-style-type: none"> Course Objective 2 | X | | |
| Program Outcome 4: GLOBAL ISSUES, CRITICAL THINKING, AND CREATIVITY: Have the ability to lead, collaborate, and serve as part of a team in order to ethically, critically, and creatively solve big problems by applying bold innovative solutions from a diverse set of perspectives. | X | | |
| <ul style="list-style-type: none"> Course Objective 3 | X | | |
| <ul style="list-style-type: none"> Course Objective 4: Demonstrate analytical, evaluative, and critical thinking skills in discussions and essays. | X | | |
| <ul style="list-style-type: none"> Course Objective 5: Present, argue, and support a point of view effectively. | X | | |
| <ul style="list-style-type: none"> Course Objective 7 | X | | |
| 4. Global Engagement | | | |
| | | | |
| 5. Bold Vision | | | |
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This syllabus is subject to change without notice up until the first day of the semester.

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