

Syllabus for  
**PSY 499--Senior Paper in Psychology**  
3 Credit hours  
Fall 2007

I. COURSE DESCRIPTION

Designed to place the capstone on the student's undergraduate training in behavioral sciences. Completion of appropriate independent research under direction of a faculty advisor. Topic to be selected by student with approval of advisor.

Prerequisite - PSY 401--Experimental Psychology

II. COURSE GOALS

Obviously the goal of this course is the completion of a quality research paper within a rather well defined span of time. Such a goal demands the utmost of conscientious effort, diligence, self discipline, persistence, and independent work, which are all objectives of this course.

III. COURSE OBJECTIVES

Upon successful completion of the course the student will be able to do the following:

- A. Exhibit research that is evaluated by the professor's rating the student's familiarity with reference materials used in developing his or her respective papers, as well as the amount of reference material accumulated.
- B. Express knowledge of subject areas meriting research as measured by the time taken by each student to select and refine a research problem.
- C. Apply skills in gathering new research data, or highly adequate coverage of research literature pertinent to the subject.
- D. Statistically analyze and interpret research data, if the student's paper requires such.
- E. Present research data in writing as evidenced by the compliance of those written presentations with the recommendations of the *Publication Manual*.
- F. Write the entire research paper as evidenced by a style of writing that does not violate the recommendations of the *Publication Manual*, nor those of the syllabus, nor the conventions of formal English prose.

IV. TEXTBOOKS AND OTHER LEARNING RESOURCES

Required Materials

Textbooks

American Psychological Association. (2001). *Publication manual* (5<sup>th</sup> ed.). Washington, DC: Author.

Szuchman, L.T. (2007). *Writing with style: APA style made easy* (4<sup>th</sup> ed.). Belmont, CA: Wadsworth

V. POLICIES AND PROCEDURES

A. University Policies and Procedures

1. Attendance at each class or laboratory is mandatory at Oral Roberts University.
2. Excessive absences can reduce a student's grade or deny credit for the course.
3. Students and faculty at Oral Roberts University adhere to all laws addressing the ethical use of others' materials, whether it be in the form of print, video, multimedia, or computer software.
4. Students taking a late exam because of an unauthorized absence will be charged a late exam fee.
5. 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.
6. Students are to be in compliance with University, school, and departmental policies regarding ePortfolio requirements. Students should consult the ePortfolio handbooks for requirements regarding general education and the students' majors.
  - a. The penalty for not submitting electronically or for incorrectly submitting an ePortfolio 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

Policies and procedures for submitting artifacts can be found in the General Education ePortfolio Handbook and the departmental handbook for the student's major.

C. Course Policies and/or Procedures

1. Evaluation Procedures

- a. The first draft is worth 400 of the total 1,000 points of your final grade. It is obviously not a "rough draft."
- b. The first draft is evaluated with respect to the criteria listed in subsequent materials and hand-outs.
- c. The final, polished draft is worth 400 of the total 1,000 points of the final grade. Students should not forget the spiral bound copy, also.
- d. Once handed in, the final draft becomes the permanent property of the Department of Behavioral Sciences.
- e. The final draft is evaluated with respect to the criteria and point totals below.
- f. Deadlines are set for 3:00 p.m. on the due date in the faculty person's office. If he or she is not available, have office personnel check your paper in and sign and date it. Then place your paper in the designated senior paper boxes in the mail room. Any work handed in after that time is considered late.
- g. Twenty percent of the draft value is deducted from the point total for each day any requirement is handed in late, including both Saturday and Sunday.
- h. Five percent is deducted for each page less than the minimum of 40 pages required for both the first and final drafts, Five percent for each page over 80 pages.
- i. There will be meetings required of students by their senior paper advisors. Failure to come to meetings also results in point deductions; five percent per meeting missed.
- j. Evaluation Weights and Grade Levels

<u>Component</u>	<u>Points</u>
Proposal	50

Annotated References	75
Outline	75
Draft 1	400
<u>Draft 2</u>	<u>400</u>
Total	1000

- k. Any departure from these arrangements MUST be worked out in advance with your assigned instructor.

2. ePortfolio Requirements

- a. Completed Senior Research Paper and rubric must be submitted in its entirety by the 14<sup>th</sup> week of the semester.
- b. Artifacts not submitted electronically or incorrectly submitted receive a zero for that assignment.

3. Other Policies and Procedures

- a. All students doing senior papers work with the professor on a group and individual basis. This work will include regular appointments with the professor so that constant surveillance of the developments of all papers is maintained. Specific problems, suggestions, etc., can be reviewed during those appointments.
- b. Final grades reflect the preparation that went into a paper and the overall quality of the final written report of the study.

Grade Levels (Senior Papers are not "curved")

A	from	900	to	1000
B	from	800	to	899
C	from	700	to	799
D	from	600	to	699
F	from	0	to	599

- c. The student is required to hand in the following assignments

- (1) Proposal--A two-to-four page typed paper that presents the topic and why it was chosen; how the student became interested in it, what the challenge is (for the student and other researchers), etc. Some of the research questions can start forming at this point; be sure to include plans for expansion or narrowing of this topic.
- (2) Annotated Bibliography
  - (a) A minimum of 15 references listed and typed in accordance with appropriate standards.
  - (b) The source report is an annotated bibliography of all the sources located by that time, which might bear upon this topic. Give these in standard APA form. After each should be a short paragraph describing how helpful a reference this particular one may be; where it is intended to be made use of in the paper (chapter(s), or where in the paper outline), and a brief description of what this source covers
  - (c) This portion should be on regular size paper, one side only, double spacing everything. Indent the annotation paragraphs 5 spaces from your left margin.
- (3) Outline--This typed outline includes all major divisions within the paper. It is expected that each student is able to write a complete senior paper based on this outline (four page minimum).
- (4) First Draft
- (5) Final Draft

## VI. COURSE CALENDAR

- A. Time schedule for senior papers--all deadlines are 3:00 pm on the day indicated, in the designated place.
- B. Deadlines for Spring semester, 2006 – days, dates, deadlines and assignments will be supplied on the first day of the course

**Course Inventory for ORU's Student Learning Outcomes**

**PSY 499 Senior Paper  
Fall 2007**

This course contributes to the ORU student learning 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.

**No Contribution** – Does not address the outcome.

The Student Learning Glossary at <http://ir.oru.edu/doc/glossary.pdf> defines each outcome and each of the proficiencies/capacities.

OUTCOMES & Proficiencies/Capacities		Significant Contribution	Moderate Contribution	Minimal Contribution	No Contribution
<b>1</b>	<b>Outcome #1 – Spiritually Alive</b> Proficiencies/Capacities				
1A	Biblical knowledge				X
1B	Sensitivity to the Holy Spirit				X
1C	Evangelistic capability				X
1D	Ethical behavior		X		
<b>2</b>	<b>Outcome #2 – Intellectually Alert</b> Proficiencies/Capacities				
2A	Critical thinking	X			
2B	Information literacy	X			
2C	Global & historical perspectives		X		
2D	Aesthetic appreciation			X	
2E	Intellectual creativity	X			
<b>3</b>	<b>Outcome #3 – Physically Disciplined</b> Proficiencies/Capacities				
3A	Healthy lifestyle				X
3B	Physically disciplined lifestyle				X
<b>4</b>	<b>Outcome #4 – Socially Adept</b> Proficiencies/Capacities				
4A	Communication skills	X			
4B	Interpersonal skills	X			
4C	Appreciation of cultural & linguistic differences			X	
4D	Responsible citizenship		X		
4E	Leadership capacity		X		