

Syllabus for  
**PSY 461--Honors Research**  
**SOC 461--Honors Research**  
**SWK 461--Honors Research**  
1-3 Credit hours  
Spring 2012

I. COURSE DESCRIPTION

Designed for the honor student who wishes to pursue individual research on a specific problem. Prerequisites—A junior or senior psychology major and the approval of advisor and department chair.

The student under faculty supervision typically puts together a specialized learning opportunity with learning objectives and implementation procedures for the focus selected. Course

II. COURSE GOALS

The major purpose of this course is to enable the good student to study in depth a topic pertaining to his/her major that is not studied exhaustively in other courses. The topic of study may be dictated by unanswered questions raised by a senior paper project. However, the honors research project must go beyond the primary thesis of the senior paper project. The honors research project is done under the close supervision of a department faculty person and usually culminates in a rather lengthy written document. Regardless of the final product desired, both the faculty person and the department chairperson must approve the topic selected for study.

III. STUDENT LEARNING OUTCOMES FOR THIS COURSE

By the completion of the honors research project, the student will be able to do the following:

- A. Speak authoritatively about the specific area with which his/her project was concerned.
- B. Direct others to major sources of information about the particular topic of concern.
- C. Identify significant persons who are making or have made contributions to the particular area of study.
- D. Defend orally or in writing both the pro and con positions on any issue of study that may lend itself to such a dichotomy.
- E. Elaborate orally or in writing on the implications of project findings for the national, or even international, practice of the student's major area of study (psychology, social work, sociology).

IV. TEXTBOOKS AND OTHER LEARNING RESOURCES

The specific resource materials used obviously vary with the project. The location and procurement of all such materials is the responsibility of the student. However, the faculty person has the option of insisting that particular materials be consulted if those materials are believed to contain information vital to the research project in question. It is assumed that the faculty will restrict his recommendations to materials that are available in the Oral Roberts University library, except by the mutual consent of the faculty and student. It is also the option of the faculty to

restrict or even prohibit the use of any or all lay materials in a research project that is to be primarily of a professional nature.

## V. POLICIES AND PROCEDURES

### A. University Policies and Procedures

1. Attendance at each class or laboratory is mandatory at Oral Roberts University. Excessive absences can reduce a student's grade or deny credit for the course.
2. Students taking a late exam because of an unauthorized absence are charged a late exam fee.
3. 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, 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 assignmentsBy 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.
4. 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.
5. Students are to be in compliance with University, school, and departmental policies regarding Whole Person Assessment requirements. Students should consult the WPA handbooks for requirements regarding general education and the students' majors.
  - 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

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

### C. Course Policies and Procedures

1. The usual procedure is for the student to express an interest to a faculty advisor in doing the honors research project. The faculty member discusses with the student the specific nature of his/her interests to determine if such a project is feasible. If deemed feasible, the student and faculty negotiate in advance the amount of credit to be offered

for the project.

2. Whole Person Assessment Requirements: None
3. Specific procedures by which this project work is to be completed is determined on a contractual basis by the student and faculty advisor. This may or may not include certain checkpoints throughout the semester by which time the student is to have certain parts of the project completed. It usually includes, however, a final deadline after which the final grade assigned to the project is reduced somewhat.
4. Evaluation of the project can be contracted in advance if the student and faculty member both so desire. In such a case the student can know what grade to expect so long as he or she fulfills all terms of the contract. However, either the student or the faculty person can request that final evaluation of the paper be made by the faculty person only after the project is completed. Such a request has priority over a request by either party for an advance contract evaluation procedure.

## VI. COURSE CALENDAR

Weeks 1-2	Meet with faculty advisor to establish project goals and timetable.
Weeks 3-14	Conduct research, meet regularly with faculty advisor, submit periodic reports.
Week 15	Finalize and submit all research materials and written reports.

## Course Inventory for ORU's Student Learning Outcomes

### PSY 461, SOC 461, SWK 461 – Honors Research Spring 2012

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			

(Revised 1/15/04)