

Syllabus for  
**LCCC 499-- Senior Paper/Portfolio**  
3.0 Credit Hours  
Online Learning

I. COURSE DESCRIPTION

Designed for seniors who, after completing 150 hours of counseling-related practicum experience, write a major paper that takes into account their practicum experiences, philosophy of ministry, global competence, and a research component that deals with a specialized area of counseling and pastoral care ministry.

Prerequisites: THE 217, CHRM 398 or MISS 397

II. COURSE GOALS

This course is designed to enable the student to do the following:

- A. Participate in in-depth research in a self-designated area of theological interest that will enhance the student's global competency.
- B. Gain the ability to organize and interpret material in the major area of his undergraduate study.
- C. Demonstrate the will and tenacity to see a major research project through to completion.
- D. Learn to consummate a complete and thorough research of materials relating to a selected theme.
- E. Develop mastery in stating and solving problems.
- F. Develop a clear, concise, and scholarly writing style.

III. STUDENT LEARNING OUTCOMES FOR THIS COURSE

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

- A. Consult extensively with his assigned faculty advisor in all stages of the thesis work.
- B. State the thesis or purpose of the paper. This will include the following:
  - 1. A clear and concise statement of the problem being researched.
  - 2. A delineation of the scope of the work.
  - 3. A working hypothesis.
  - 4. A statement concerning the research methodology employed.
- C. Prepare a comprehensive bibliography.
- D. Analyze and evaluate the data collected.
- E. Report the results of the research in proper research and writing style.

#### IV. TEXTBOOKS AND OTHER LEARNING RESOURCES

##### A. Required Materials

1. Textbooks  
Strunk, William and E. B. White. *The Elements of Style*. Longman, 2000. ISBN-9780205309023
2. Vhymeister, Nancy. *Quality Research Papers for Students of Religion and Theology*. Grand Rapids: Zondervan, 3rd ed. 2014, ISBN 9780310514022.

##### B. Optional Materials

1. Lamp, *Undergraduate Theology Department style Manual*, 2015
2. Collins, *SBL Handbook of Style*, 2014. ISBN 9781589839649

#### 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, 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.

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 the Whole Person Assessment requirements. Students should consult the Whole Person Assessment 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. Course Policies and Procedures

1. Requirements

Supervisor's Letter	10%
Personal Evaluation	20%
Second letter from the Supervisor	10%
Book Review	20%
Personal Theology of Caregiving and Counseling	20%
Research Project	20%
Whole Person Assessment compliance (student resume)	0%
(Non-compliance = one letter grade reduction)	
	100%

2. Grading Scale

90-100 .....	A
80-89 .....	B
70-79 .....	C
60-69 .....	D
0-59 .....	F

3. Whole Person Assessment artifact

4. The student will write a Student Resume in addition to the senior paper.
5. To complete the Whole Person Assessment segment of the course, a hard copy of the resume will be submitted to the professor electronically for assessment. The electronic submission is as follows: Portfolio--Theology Department, Outcome—Professional Integration, Rubric--Resume, Assessor—Appropriate Professor.
6. Whole Person Assessment compliance (0% or one letter grade reduction for noncompliance). To be “compliant” the student will have correctly submitted the resume electronically as an artifact for assessment. To be “noncompliant” the student has either not submitted or incorrectly submitted the research paper electronically. Noncompliance will result in a one letter grade reduction of the final grade for the course. [It is the student's responsibility to ensure that he/she is in compliance. Compliance is verified by checking for the assessment results in one's e-

portfolio. If there is a problem you may receive notification by the professor/assessor through one's **ORU Group Wise email address.**]

## VI. COURSE CALENDAR

### Week 1

Student submits a letter of acceptance from the supervisor (10%)  
Reading: The Elements of Style, Fourth Edition Paperback, 2000  
by William Strunk Jr. and E. B. White.

### Week 2

Personal Evaluation (strength and weaknesses) of the volunteer experience 3 – 5 pages (20%)  
Reading: No reading assigned

### Week 3

Second Letter from the supervisor that indicates the quality of student's performance (10%)  
Reading: Vhymeister, Nancy. Quality Research Papers for Students of Religion and Theology.  
(Chapters 1- 8)

### Week 4

Book Review: 3 – 5 pages (20%)  
Reading: Vhymeister, Nancy. Quality Research Papers for Students of Religion and Theology.  
(Chapters 9 - 16)

### Week 5

Personal Theology of Caregiving and Counseling: 5-7 pages (20%)

### Week 6

Work on Research project

### Week 7

Finish Research project: 15 – 20 pages (20%)

**Course Inventory for ORU's Student Learning Outcomes**  
**LCCC 499—Senior Paper**  
**ORU Online Learning**

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	