

Syllabus for  
**LCHM 499— Senior Paper/Portfolio**  
3.0 Credit Hours  
ORU Online

I. COURSE DESCRIPTION

Designed for seniors who, after completing 150 hours of church-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 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. Strunk, William and E. B. White. *Elements of Style*. 4th ed. Needham Heights, MA: Allyn and Bacon, Inc., 1999.
2. Vyhmeister, Nancy Jean. *Quality Research Papers*. 3rd ed. Grand Rapids: Zondervan, 2014.

##### B. Optional Materials

1. Turabian, Kate L. *A Manual for Writers of Term Papers, Theses, and Dissertations*. Sixth Edition. Chicago: University of Chicago Press, 1996. ISBN: 0-226-81621-4
2. Lamp, Jeffrey. *Writing Tools and Helps*. ORU, 2003.

#### V. 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. 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. Department Policies and Procedures

1. Completion of a Course
  - a. All assignments are due on the dates established in the course calendar, which is published in the syllabus or assigned in class. **Any assignments turned in after the scheduled due date will be penalized five percent (5%) of the original value per day including weekends, breaks, and holidays.**
  - b. **No work** is accepted after the final date of regular classes.
2. Incompletes
  - a. An incomplete is given only after the student establishes with the instructor and the department chair by written petition that his or her work is incomplete for good cause (i.e., lengthy illness, death in the family). **Incompletes are rarely granted.**
  - b. A Petition for Incomplete Grade with all supporting documentation must be submitted for approval at least one week prior to the end of normal classes. The submitting of a petition does not automatically ensure the granting of an incomplete. The petition must be approved by the appropriate academic committee of the Undergraduate Theology Department.

C. Course Policies and Procedures

1. Requirements

Week 1	Part 1	10 %
Week 2	1 <sup>st</sup> Half of Part 2	20
Week 3	Complete Part 2	15
Week 4	1 <sup>st</sup> Half of Part 3	20
Week 5	Complete Part 3	15
Week 6	Part 4	15
Week 7	Part 5 (Complete Final Draft)	<u>5</u>
Total		100%

2. Grading Scale

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

3. Other Policies and/or Procedures

- a. Final copy due—all senior papers must be sent in electronic format to the instructor. The bibliography should contain at least 25 books and 15 journal articles, magazine articles, media, etc. If the paper is going to be longer than the specified page length, more appropriate sources are expected.
- b. Excessive errors and disregard for the conventions of the department's form and style will result in the paper being returned to the student for correction before any more reading continues.

4. Whole Person Assessment artifact

- a. The student will write a Student Resume in addition to the senior paper.

- b. To complete the Whole Person Assessment segment of the course, a 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.
- c. Whole Person Assessment compliance. 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

Students should contact instructor through Discussions if there are any questions about assignments and for keeping up with an appropriate schedule. Students failing to meet deadlines will be penalized 5% of the final grade for each infraction.

Week 1:	Read Strunk and White	Write Part 1
Week 2:	Vhymeister, chap. 1-8	1 <sup>st</sup> Half of Part 2: Views of Scholars
Week 3:	Vhymeister, chps. 9-16	Complete Part 2
Week 4:	Review Vhymeister	1 <sup>st</sup> Half of Part 3: Teachings of the Bible
Week 5:	Review Vhymeister	Complete Part 3
Week 6:	N/A	Part 4: Application Project
Week 7:	N/A	Part 5

### Guidelines for Assignments

#### Part 1: Introduction (2-3 pages)

- a. Identify the problem/issue you wish to address. What exactly is the difficulty? Why is it a problem? To whom is it a problem? What areas of life are affected by this issue?
- b. Define important terms. What words must be clearly understood to follow your flow of thought? What terms do you use differently than someone else?
- c. Explain the type of project you plan to perform and how it will affect the problem/issue.

d. Describe the limitations of your study, the setting for your project, and your goals/objectives by doing this study.

Part 2: Views of the Scholars (12-15 pages)

a. What do scholars (authors) in books, journals, magazines, periodicals, personal interviews, and websites say about the problem/issue?

b. Which ideas in their views are strong? Why? Which are weak? Why?

Part 3: Teachings of the Bible (10-12 pages)

a. Using the Bible, word studies, commentaries, books, and articles, determine which Old Testament passages relate to the problem/issue. Which principles in these passages are applicable to this problem/issue? How? Why? Which New Testament passages relate to this problem/issue? How? Why?

b. Explain the meaning of the biblical teaching as it relates to Christian doctrine.

c. Resolve the problem/issue. What do you think is the answer to the problem/issue. Why? How can biblical and Christian ideas/teachings be applied to the problem/issue?

Part 4: Application Project (approximately 30 minutes of information if you had to present it):

Your solution or model that resolves the problem/issue and demonstrates ways to apply your principles.

Options for Application/Demonstration of your project (Select one or mix 2 or 3 options. You may also use one or several ways to show the application):

a. Sermon Series (3 sermons including illustrations visuals, Power Point, handouts, etc.)

b. Curriculum Development (3 lessons including visuals, Power Point, printed materials, etc.)

c. Leadership Training materials (3 meetings including handouts, brochures, illustrations, etc.)

d. Teaching Series (3 lessons including Power Point presentations, visuals, printed materials, etc.)

e. Ministry Development (create a ministry group or individual work to do ministry, document at least 3 sets of ministry activities with written explanations, video, photographs, etc.)

f. Video (3 sets of DVD, CD, Power Point, film, etc.) to show applications.

g. Visuals (3 sets of photographs, art, music, drama, or other demonstrations techniques directly related to the solutions of the research problem/issue, composed, constructed, or performed by the student)

Part 5: Abstract and Resume

An abstract is a one-page summary explanation of your entire project. Your resume should also be one-page in length, including educational history, work experience, and professional goals.

**\*\* NOTE \*\*** Be sure to include **footnotes** when needed in each part of the paper and application, and place a complete **bibliography** at the end of all the written work.

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

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