

Syllabus for
ENG 498—Senior Paper Research
1 Credit Hour
Spring 2019

I. COURSE DESCRIPTION

The first of a two-course sequence designed to provide English, writing, and English education majors with an opportunity to do specialized research in literature and writing. Includes instruction in research and bibliographical procedures and prepares students for writing of the senior research paper. Class contact hours for lecture and weekly individual conferences is two hours. (This is the first of a two-semester senior paper project.)

Prerequisite: Junior or senior standing.

II. COURSE GOALS

The course prepares the student to do in-depth research on a topic the student chooses and that has been approved by the professor. It is designed to enable the student to synthesize learning experiences in the major field of study.

III. STUDENT LEARNING OUTCOMES FOR THIS COURSE

A. Terminal Objectives

As a result of successfully completing this course, the student will be able to do the following:

1. Demonstrate ability to do scholarly research
2. Make effective and ethical use of sources
3. Analyze, synthesize, and evaluate in ways appropriate to the student's major
4. Use MLA format correctly
5. Write an annotated bibliography and review of literature
6. Write a thesis statement, detailed sentence outline, and proposal

B. Unit Objectives

As a result of successfully completing each of these units, the student will be able to do the following:

1. Unit I. Introduction to Research and Bibliography Study
 - a. Prepare a list of all reference works that might prove helpful in preparing a complete bibliography on the figure, genre, or subject of the student's senior paper.
 - b. Demonstrate a thorough knowledge of how to use the various guides to periodical literature in their fields by preparing a selected bibliography of pertinent periodical literature written on their subjects over the past 15 years.
2. Unit II. Preparation of Thesis Statement and Preliminary Outline
 - a. Demonstrate their abilities to analyze the critical work done previously on their subjects, to synthesize the major issues, and to focus upon their topic by preparing a thesis statement which will form the basis for their further work on the senior essays.
 - b. Select from their bibliographies those works most pertinent to their study. These will serve to help support their thesis statements, or serve as a foil to, or basis for, original insights and conceptualizing.
3. Unit III. Preparing the Paper
 - a. Follow the techniques of research and composition that will aid them in producing their final research essay, such as taking notes, following MLA format to record bibliographic information, and making a final outline.
 - b. Prepare an annotated bibliography and abstracts over these works.

- c. Write a review of literature and proposal delineating the sources and the focus they will use in the final research paper.

C. Objectives for Students in Teacher Preparation Programs

The course goals for the Teacher Preparation Program meets the competency-based requirements established by the Oklahoma Commission on Teacher Preparation. This course meets the following subject competencies:

- SC 1 Maintains current knowledge of content-area concepts of written and oral communication, literature, and language systems (phonetic, semantic, syntactic, pragmatic).
- SC 2 Applies comprehension, analysis, interpretation, synthesis and evaluation of auditory, written, and visual messages.
- SC 3 Applies appropriate learning strategies for reading, writing, studying, and researching.

IV. TEXTBOOKS AND OTHER LEARNING RESOURCES

Required Textbooks

Greer, Michael, and Jane E. Aaron. *The Little Brown Compact Handbook*. 10th ed. Pearson, 2016. Print. ISBN: 9780134681023

V. POLICIES AND PROCEDURES

A. University Policies and Procedures

1. Students taking a late exam because of an unauthorized absence are charged a late exam fee.
2. 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.
3. 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.
4. Students are to be in compliance with university, school, and departmental policies regarding 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. **Class Assignments**

- a. Students need to come to class with 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.

2. **Tardies**—Tardies are an inconvenience to the other class members and the professor, and they prevent the late student from obtaining maximum value from the class. Therefore, excessive tardies may adversely affect the semester grade. It is to the student's advantage to make sure that the professor is informed immediately following the close of the class that the student was tardy and not absent. It is not the professor's responsibility to stop the class to mark the tardy; the student is the one responsible for conveying that information immediately following that class, not at a later time.

3. **Late Work**

- a. The student is responsible for obtaining class assignments and material covered during an absence, and all work is expected to be completed as scheduled. Late work may result in a lower grade. An absence is not an excuse for turning in late work or for being unprepared with assignments for the class following the absence. Computer or printer malfunction does not constitute an excuse for late work; students should have their work prepared in time to ensure that they can get it proofread, edited, and printed prior to the instructor's due date. These responsibilities assist the student in professional development.
- b. Any test taken late (except if the absence is administratively excused) incurs the ORU late exam fee (\$15), which must be paid before the late test can be taken.
- c. Assignments missed because of administratively excused absences are accepted with no penalty. Generally, assignments missed from an excused absence, such as 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 that is given to students at the beginning of a course, so a teacher may decide that work missed because of an unexcused absence cannot be made up. Instructors use their own judgment in accepting late work resulting from all other absences. In cases where absences can be anticipated, such as for non-University sponsored mission trips, the work should normally be submitted prior to the absence.

4. **Attendance**

- a. Attendance at each class or laboratory is mandatory. Excessive absences can reduce a student's grade or deny credit for the course.
- b. **Excused and Unexcused Absences**—As stated in the university policy section of this syllabus, class attendance is mandatory, but because unavoidable circumstances can prevent perfect attendance, each student is allowed to miss class the number of times per week a class meets. This allowance is intended for illness, personal business, and emergency. Work missed because of an excused absence (e.g., illness, family emergency) can be made up; however, it is up to the teacher's discretion whether or not to accept work missed due to an unexcused absence (e.g., oversleeping, skipping class). If a student exceeds this number of absences, the student may lose points due to late work or for excessive absences, which may affect the semester grade. Extended illnesses are handled on an individual basis and require verification from a doctor.
- c. **Administratively Excused Absences**—Only absences that are required by approved University activities are given administrative excuses. Students who must miss class for University-sponsored activities must follow these procedures:
 - (1) Inform the professor before the event and make arrangement for the work

- (2) Present an administrative excuse form with appropriate signatures when he or she returns to class. Doctors' or nurses' notes, or letters from groups sponsoring mission trips or activities do not qualify a student for an administratively excused absence.
 - (3) Obtain information covered during an absence. All work must be completed as scheduled.
 - (4) Not commit to class presentation (oral reports, speeches, group presentations, etc.) on a date that the student will be gone. Makeup work is not permitted if the student voluntarily committed to a performance on the date of an administratively excused absence.
5. **Plagiarism**—Each student attending Oral Roberts University is required to do his or her own academic work and must not inappropriately collaborate with other students on assignments.
- a. Students must document all sources and ideas that are not their own original information by following correct MLA (Modern Language Association) documentation procedures. Failure to do this produces a plagiarized paper, which results in an F for the paper. Flagrant cheating results in an F for the course.
 - b. Students may be asked to submit their assignments to Turnitin.com (an online anti-plagiarism program) or have their work submitted to D2L, which also submits work to Turnitin.com.
6. **Incompletes**—As stated in the University catalog, incompletes are granted only for “good cause,” such as extended hospitalization, long-term illness, or a death in the family. Students must petition for an incomplete using the form available in the English and Modern Languages Department. Very few incompletes are granted.
7. **Whole Person Assessment**— This course requires two WPA assignments, listed in the next section (“Course Policies and Procedures”) and explained in the WPA Handbook.

C. Course Policies and Procedures

1. **Grades**
- a. The final grade is based on the following requirements:
 - (1) Three Topic Descriptions
 - (2) Informal Proposal
 - (3) Working Bibliography
 - (4) Annotated Bibliography
 - (5) Abstracts
 - (6) Formal Proposal
 - (7) Review of Literature
 - (8) Preliminary Outline
 - (9) Informal Outline
 - (10) Formal Outline
 - (11) Revised Formal Outline
2. **Whole Person Assessment Requirements**
- a. A review of literature and annotated bibliography from the senior paper research project satisfy the WPA requirements for this class.
 - b. Artifacts not submitted electronically or incorrectly submitted receive a zero for that assignment.
3. **Senior paper guidelines.** There are two types of senior paper: (1) the research paper, and (2) a senior paper project (with a writing component). The type and topic of the senior paper/project to be completed depend on a student's major and approval of the professor and second reader.
- a. **English Literature**
The student is required to write a minimum of 25 pages and consult at least 30 sources. Suggestions include, but are not limited to, the following:
 - (1). Literary theory applied to a particular author's work(s)
 - (2). In-depth analysis of an author or a piece of literature

- (3). Thematic discussion of several works by the same author
 - (4). Thematic connection in different works by different authors
 - (5). Discussion of various authorial techniques used by authors (e.g., symbolism, irony, point of view, character, theme)
- b. **Writing Major**
- (1). Emulation Project (minimum of 25 pages total)—The student writes about a specific author, researching his or her background, writing style, writing philosophy, and other aspects of the author (10-15 pages consulting at least 20 sources. Then, the student develops a creative writing project, seeking to emulate some aspect of the author, as learned through the previous research. Length varies depending on the project—chapters of a novel, poems, short story, or play (10-15 pages).
 - (2). Historical/Cultural Project (minimum of 25 pages)—The student writes about a particular subject and researches background, language, people, history and culture (10-15 pages), consulting 20-25 sources. Using the information gained from research, the student then writes chapters of a novel, a screenplay, a children’s book, or a collection of poetry. Length varies depending on the project (10-15 pages).
 - (3). Technical Writing Project—students wishing to focus on technical writing should enroll in WRT 499.

4. English Literature and English Education Majors

Suggestions for the senior paper include, but are not limited to, the following:

- a. Literary theory applied to a particular author’s work(s)
- b. In-depth analysis of an author or a piece of literature
- c. Thematic discussion of several works by the same author
- d. Thematic connection in different works by different authors
- e. Discussion of various authorial techniques used by authors (e.g., symbolism, irony, point of view, character, theme)

VI. COURSE CALENDAR

Weeks

- 1-2 Introduction to research
- 3-5 Defining a topic for the senior paper/informal proposal
- 6-7 Beginning research/working bibliography and website analysis
- 8-9 Gathering and organizing information--annotated bibliography and abstracts
- 10-12 Reviewing information and examining it through review of literature and final proposal

Course Inventory for ORU's Student Learning Outcomes

ENG 498 – Senior Paper Research Spring 2019

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
1	Outcome #1 – Spiritually Alive Proficiencies/Capacities				
1A	Biblical knowledge		X		
1B	Sensitivity to the Holy Spirit		X		
1C	Evangelistic capability		X		
1D	Ethical behavior	X			
2	Outcome #2 – Intellectually Alert Proficiencies/Capacities				
2A	Critical thinking	X			
2B	Information literacy	X			
2C	Global & historical perspectives	X			
2D	Aesthetic appreciation	X			
2E	Intellectual creativity	X			
3	Outcome #3 – Physically Disciplined Proficiencies/Capacities				
3A	Healthy lifestyle			X	
3B	Physically disciplined lifestyle			X	
4	Outcome #4 – Socially Adept 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 1/24/19)