



## Course Syllabus

### LPSY 498 — Senior Paper Foundations 1 Credit hour

#### I. COURSE DESCRIPTION

LPSY498 Senior Paper Foundations is a course of extensive thought and expression. The student will have an opportunity to appropriate information and skills acquired in past courses germane to the senior paper. He/she will also critically reflect, synthesize, and challenge current literature within psychology so as to identify research gaps and contribute original work to the field. The senior paper will either generate new dialogue among those writing a literature review or provide novel data among those writing an empirical paper.

**Prerequisites:** LPSY 401 Experimental Psychology

#### II. ACADEMIC MISSION

Oral Roberts University's academic mission is to transform students by the power of the Holy Spirit into whole, competent servant-leaders through liberal arts and professional education that is fully Christian. Within a Spirit-filled healing community, administration, faculty, and staff love and serve students by helping them grow in knowledge, skills, wisdom, character, and spirit.

Student transformation is measured through the evaluation of student expression of University learning outcomes as demonstrated through accompanying proficiencies and capacities.

*Spiritually alive* Biblical Literacy; Spiritual Formation.

*Intellectually alert* Critical thinking, Creativity, and Aesthetic Appreciation; Global and Historical Perspectives; Information Literacy; Knowledge of the Physical and Natural World

*Physically disciplined* Healthy Lifestyle; Physically Disciplined Lifestyle

*Socially adept* Ethical Reasoning and Behavior; Intercultural Knowledge and Engagement; Written and Oral Communication; Leadership Capacity.

*Professionally competent* Discipline-specific proficiencies listed under Program Outcomes.

The last page of this syllabus, "COURSE INVENTORY for ORU's Course Objectives," indicates how this course supports ORU's academic mission and ORU's whole-person approach to learning outcomes.

#### III. PROGRAM OUTCOMES

This course supports the program outcomes of the Bachelor of Science degree in Psychology. The specific outcomes this course supports are marked below in **bold text** and with an asterisk (\*).

1. **Use scientific inquiry and critical thinking skills within the context of the discipline of psychology.** \*

2. Develop cultural competence, self-efficacy and self-regulation within the values and ethics of Psychology, which reflect an understanding of and respect for the positive value of human diversity.
3. Understand the history of Psychology, along with current structures and issues, and how practitioners in this field seek to help people.
4. Apply knowledge of bio-psycho-social-spiritual variables that affect individual development and behavior, and use theoretical frameworks to understand the interactions among and between individuals.
5. Analyze the impact of mental health issues on understanding the origins and outcomes of individual, interpersonal, and systemic behavior.
6. Evaluate and use research findings to enhance awareness of psychology, its issues, and its multiple paradigms.
7. **Develop and use both verbal and written communication skills to interact effectively with others, to strengthen the knowledge base and make contributions to the field. \***
8. Understand the importance of the use of supervision and consultation to the field of Psychology.
9. Learn about functioning within the structure of organizations and service delivery systems to meet professional, organizational, ethical, and legal requirements of applications of psychology and careers in the field of Psychology.
10. Apply information technology to promote communication and facilitate the goals of Psychology.
11. Integrate Christian faith systems with the values of Psychology to enhance the individual's ability to impact the general psychological knowledge base as well as the overall field of Psychology.

#### IV. COURSE GOALS

The goals of the course are to grant the student the opportunity to demonstrate the research-related knowledge and skills acquired throughout his/her undergraduate training in the behavioral sciences. They will demonstrate this through the elaboration of a research paper, either a literature review or empirical paper, which makes a novel contribution to the field. The design of the course seeks to aid the student through the different stages of producing a quality, credible, and thorough research paper.

#### V. COURSE OBJECTIVES

**As a result of successfully completing this course, you should be able to:**

1. Identify content acquired in past courses relevant to the development of the senior paper.
2. Scrutinize sources (publications) within psychological research.
3. Utilize technology to aide in the selection and organization of sources.
4. Expound on original research dialogue or data.
5. Construct assignments in a widely used format and style within psychological research.

#### VI. TEXTBOOK AND OTHER LEARNING RESOURCES

Before you purchase your required textbook(s), click on the ORU Bookstore link to verify whether digital texts are provided as part of your Follett ACCESS course fee. <http://www.bkstr.com/oralrobertsstore/home>

##### Required Materials

**Textbook:** None

**Other required materials:** None

##### Optional Materials

**Textbooks:** *Although there are no required texts for this course, you will be required to follow the writing style as outlined in the following recommended texts:*

American Psychological Association. (2010). *Publication Manual of the American Psychological Association*, 6<sup>th</sup> ed. Washington, DC: American Psychological Association. [Print ISBN: 9781433805592; eText ISBN: 9781433813757]

Szuchman, L.T. (2014). *Writing with Style: APA Style Made Easy* (6<sup>th</sup> ed.). Belmont, CA: Wadsworth. [Print ISBN: 9781285077062; eText ISBN: 9781285500225]

## VII. POLICIES AND PROCEDURES

### A. University Policies and Procedures

1. **Plagiarism:** The ORU Catalog explicitly addresses the issue of plagiarism. Make sure you know [ORU's policy on plagiarism](#) and [what is considered plagiarism](#).
2. **Privacy:** By law, students are entitled to privacy regarding their records. The Family Educational Rights and Privacy Act of 1974 (FERPA), as amended and available in the [ORU University Catalog](#), sets forth requirements designed to protect the privacy of student education records. The law governs access to records maintained by educational institutions and the release of information from those records.
3. **Whole Person Assessment Requirements:**
  - a. Specify which, if any, Whole Person Assessment requirements there are for this course.  
None for this course.

### B. School and/or Department Policies and Procedures

1. **Participation:** Participation in each online class through discussion forums, assignments, and all other course activities count as your attendance in the course. Lack of participation can reduce a student's grade or deny credit for the course.
2. **Class Assignments**
  - a. Students need to have 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.
3. **Late Work**
  - a. The student is responsible for obtaining class assignments and materials, and all work is expected to be completed as scheduled. The professor may not accept late work, or it may result in a lower grade. Computer or Internet malfunctions do not constitute an excuse for late work; students should have their work prepared in time to ensure that they can get it completed, edited, and proofread prior to the instructor's due date. These responsibilities assist the student in professional development.
  - b. Generally, assignments missed from a serious 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. Instructors use their own judgment in accepting late work.
4. **Incompletes**

On rare occasions, the grade of "I" may be given for work that is incomplete at the time grades are given. It is given only after the instructor and the department chair or college dean approve a petition submitted by the student that his or her work is incomplete for good cause. Good cause typically consists of a catastrophic event in which the student is prevented from completing the course requirements. It is the responsibility of the student to initiate the petition through <http://petitions.oru.edu>, make up any incomplete work, and ask the instructor to submit a grade change to the registrar. If the work is not completed by the end of the subsequent session, the

incomplete will automatically convert to an "F." For graduating seniors, the degree will be awarded in the term that the student completes his or her course work, not the final term of enrollment.

**5. Citations**

Textbook(s) and materials for the course are listed using standard [citation style](#) (APA, MLA, Chicago, Turabian, etc.). Since other styles may be used in disciplines other than the one used in this course or school, the [ORU Citing and Documenting Sources](#) pages offer a collection of styles students may choose from. This course asks that students be consistent in whatever style they use throughout the course.

**C. Online Programs Policies and Procedures**

- 1. Communicating with your Instructor:** All email communication between students and faculty will be through their ORU.edu emails.
- 2. Learning Community:** Online learning community is established through active participation in the threaded weekly discussions. The mutual exchange of ideas, information, and experiences is an essential part of the learning process, and students are encouraged to use the discussion forum as virtual classroom platform.
- 3. ADA and Students with Disabilities:**
  - Click here ( <http://www.brightspace.com/about/accessibility/> ) to view Desire2Learn's "Accessibility Resources for Students with Disabilities."
  - Students requiring Disability Services from ORU, please click here: <https://goo.gl/QGoK4x>
  - Desire2Learn (D2L) Accessibility Guidelines and Checklist: <https://goo.gl/Ck4RwY>
  - D2L Accessibility Policy: <https://www.d2l.com/accessibility/>
- 4. Useful Links for Online Students:**
  - [Student Learning Glossary](#)
  - Library: <http://library.oru.edu>.
  - D2L Helpdesk: [d2lhelp@oru.edu](mailto:d2lhelp@oru.edu)
  - I.T. Student Helpdesk: [studenthelpdesk@oru.edu](mailto:studenthelpdesk@oru.edu)
  - [Netiquette and Online Discussions](#): <https://goo.gl/f744AY>
  - Contact the University: please [fill out this online form](#). Please first contact your instructor for assistance with any matter specific to the course.

**D. Course Policies and Procedures**

**Evaluation Procedures:** The final grade will be based on forum discussions and projects. The weight of each item is included in the Course Calendar. Extra credit items are not offered in this course.

Grade Weight	Category
35%	Forum Discussions
65%	Projects

**1. Grading Scale:**

A=90-100% B=80-89% C=70-79% D=60-69% F=59% and below.

**2. Other Policies and/or Procedures**

None

## VIII. COURSE CALENDAR

The Course Calendar shows the specific learning activities and assessments for this course, along with their respective grade weights. The far right column lists the Course Objectives (CO) that support the corresponding Assessment in column 2. Further descriptions for activities and assessments are in their respective weeks in D2L. When applicable, ✖ Indicates this is a Whole Person Assessment item. † indicates this is a faith integration item tracked by the program.

<b>Week 1</b>	<b>Review and Topic Selection</b>	<b>Hours</b>	<b>Weight</b>	<b>CO</b>
	View/Listen/Read	1	--	--
	Forum 1A: Contribution of Past Courses	1	5%	1
	Forum 1B: Types of Research Papers	.5	5 %	4
	Project 1: Topic Selection & Definitions	2.5	9%	4
<b>Week 2</b>	<b>Review and Manuscript Preparation</b>	<b>Hours</b>	<b>Weight</b>	<b>CO</b>
	View/Listen/Read	1	--	--
	Forum 2: Effective Writing	1	5%	4
	Project 2: Framework - Parts of a Manuscript	1	9%	4,5
<b>Week 3</b>	<b>Selection and Organization of Sources</b>	<b>Hours</b>	<b>Weight</b>	<b>CO</b>
	View/Listen/Read	3	--	--
	Forum 3A: Selection of Sources	1	5%	2
	Forum 3B: Reference Management Software	.5	5%	3
	Project 3: Reference List Draft	3	9%	2
<b>Week 4</b>	<b>Literature Review: Current Research</b>	<b>Hours</b>	<b>Weight</b>	<b>CO</b>
	View/Listen/Read	3	--	--
	Project 4: Listening to the Literature	3	11%	2,4
<b>Week 5</b>	<b>Literature Review: Gaps in the Literature</b>	<b>Hours</b>	<b>Weight</b>	<b>CO</b>
	View/Listen/Read	2	--	--
	Forum 5: Research Question Parameters	.5	5%	4
	Project 5: Gaps in the Literature & Selecting a Research Question	4	9%	2
<b>Week 6</b>	<b>Literature Review: Additional Sources</b>	<b>Hours</b>	<b>Weight</b>	<b>CO</b>
	View/Listen/Read	2	--	--
	Forum 6: How to Prepare an Annotated Bibliography	1	5%	4
	Project 6: Additional Sources & Annotated Bibliography	3.5	9%	2,4
<b>Week 7</b>	<b>Chapter One Draft</b>	<b>Hours</b>	<b>Weight</b>	<b>CO</b>
	View/Listen/Read	0	--	--
	Project 7: Drafting Chapter 1	4	9%	4
<b>Course Total</b>	Total estimated hours based upon an average of 6 hours per week for 7 weeks	38.5	100%	

## IX. COURSE INVENTORY

For ORU's Course Objectives

### LPSY 498

This course contributes to the ORU course objectives 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.

ORU defines each outcome and proficiencies/capacities listed below in this [Gen Ed Outcomes paper](#).

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	Analytical Problem Solving	X			
2C	Global & historical perspectives		X		
2D	Aesthetic appreciation			X	
2E	Intellectual creativity	X			
2F	Information literacy	X			
<b>3</b>	<b>Outcome #3 – Physically Disciplined</b> Proficiencies/Capacities				
3A	Healthy lifestyle				X
3B	Physically disciplined lifestyle				X
3C	Properly balanced nutrition plan				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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**This syllabus is subject to change without notice up until the first day of the semester.**

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