

ASSEMBLIES OF GOD THEOLOGICAL SEMINARY

Evangel University

RES 531 — Theological Research and Writing (3 credits)

Daniel I. Morrison, PhD (Cand)
MorrisonD@evangel.edu
417.268.1094

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AGTS 216
Available by Appt.

COURSE SYLLABUS

COURSE DESCRIPTION

This course examines the skills necessary for graduate-level research and explores a variety of methodologies that can be utilized in the fields of biblical studies, systematic and historical theology, and practical theology. Discussions will focus on developing engaging research questions, finding and critically engaging useful resources, developing cogent arguments, revising research, and presenting research in a variety of formats. Course assignments allow the student to apply the principles and methods learned and to receive constructive evaluation from both the instructor and the students throughout the process.

EVANGEL UNIVERSITY MISSION STATEMENT

Evangel University is a comprehensive Christian university committed to excellence in educating and equipping students to become Spirit-empowered servants of God who impact the church and society globally.

ASSEMBLIES OF GOD THEOLOGICAL SEMINARY MISSION STATEMENT

The mission of the Assemblies of God Theological Seminary is to equip servant leaders with knowledge, skill, and passion to revitalize the Church and evangelize the world in the power of the Holy Spirit.

OBJECTIVES

1. Demonstrate familiarity with the general principles of argumentation in academic writing.
2. Evaluate sources written from a variety of perspectives (e.g., “conservative,” “liberal,” patriarchal, feminist, secular, economic, etc.), highlighting the contribution of various perspectives to our understanding of Scripture and laying a foundation of trust for recognizing the contributions of others.
3. Formulate and defend arguments through guided debate with peers.
4. Compose papers within a theological field and present the material for discussion.
5. Revise work, based on additional feedback from instructor and peers, reflecting an ability to work both individually and collaboratively.
6. Produce writing acceptable for peer-reviewed publication.

REQUIRED TEXTBOOKS

Adler, Mortimer J., and Charles Van Doren. *How to Read a Book*. Revised and Updated Edition. New York: Simon and Schuster, 1972. ISBN: 978-0671212094

Turabian, Kate L., Wayne C. Booth, Gregory G. Colomb, and Joseph M. Williams. *A Manual for Writers of Research Papers, Theses, and Dissertations*. 8th ed. Chicago: University of Chicago Press, 2013. ISBN 978-0226816388.

RECOMMENDED TEXTBOOKS

Bolker, Joan. *Writing Your Dissertation in Fifteen Minutes a Day: A Guide to Starting, Revising, and Finishing Your Doctoral Thesis*. New York: Henry Holt, 1998. ISBN: 978-0805048919

Booth, Wayne C., Gregory C. Colomb, and Joseph M. Williams. *The Craft of Research*. 3rd ed. Chicago: University of Chicago Press, 2008. ISBN: 978-0226065663

Porter, Stanley E. *Inking the Deal: A Guide for Successful Academic Publishing*. Waco: Baylor University, 2010. ISBN 978-1602582651

For information on textbook pricing, go to <http://www.bkstr.com/evangelstore/home>.

BASIC OUTLINE

The course will be divided into two primary sections: lecture/discussion and presentation of research. The lecture/discussion portion of the course will cover a variety of topics that will guide students through vital aspects of critical research and presentation of findings. The second portion of the course will provide students the opportunity both to demonstrate their mastery of the skills from the first portion of the course and to gain experience organizing and presenting the results of their findings, along with constructively critiquing their work and the work of others.

METHODOLOGY

1. The course will utilize lectures, course discussion, reading and written assignments, as well as professor and peer critiques.
2. The first portion of the course will give attention to lectures and discussion regarding how to conduct and organize critical research for presentation of findings.
3. The remainder of the course will be devoted to student papers and presentations, which will be critiqued by the professor and the other students.

COURSE REQUIREMENTS

1. Students are expected to attend and participate in all course modules. Participation is constituted by engaging in discussions and raising questions significant to the topic at hand.
2. The student will read ***all*** assigned materials. In the last module, a statement must be submitted noting all assigned course material has been read.
3. Students will write a research essay, 12-15 pages in length (excluding front matter, footnotes, and bibliography), that addresses an issue within the realm of biblical, systematic, historical, or practical theology. The essay should have 25-30 resources.

4. All assignments are to be electronically submitted via Course Commons as a PDF no later than the due date. Any assignments received after that time, if not accompanied with an acceptable reason for tardiness, shall result in a reduction of the student's score on that assignment at a daily rate of 3%. Given the request for electronic submission, weekends count in that daily reduction. If the assignment has not been submitted after 10 days, the student shall receive a grade of F for the assignment.

ACADEMIC INTEGRITY

It is assumed that students at AGTS will endeavor to be honest and of high integrity in all matters pertaining to Seminary life. A lack of respect and integrity is evidenced by cheating, fabricating, plagiarizing, misusing facilities, removing books and other property not one's own, and disrupting classes.

Cheating is defined as "intentionally using or attempting to use unauthorized materials, information or study aids in any academic exercise." It is assumed that whatever is submitted by a student is the work of that student and is new work for that course. Fabrication is "intentional and unauthorized falsification or invention of any information or citation in an academic exercise or form." Plagiarism is "intentionally or knowingly representing the words or ideas of another as one's own in any academic exercise." One who facilitates any of the above is equally responsible with the primary violator.

Penalties may include restitution, an "F" on an individual paper, exam, or course; loss of campus employment; disciplinary probation; removal from extracurricular activities; and suspension.

THE USE OF COMPUTERS IN THE CLASSROOM

The use of computers for word processing in the classroom represents a privilege given to students to enhance their learning. They may be used only for purposes related to the course. It is therefore a breach of classroom etiquette, an act of rudeness, and a distraction to other students, when computers are also used to surf the web, watch videos, play games, and send messages, etc., during class time. The professor assumes that seminarians will be persons of integrity when using computers in the classroom.

NON-DISCRIMINATORY LANGUAGE

Students should use non-discriminatory language in all written and spoken communication in this class. For specific guidelines, see the Student Handbook at <https://www.evangel.edu/wp-content/uploads/2012/01/Student-Handbook-2017-18.pdf>

DISABILITY ACCOMMODATION

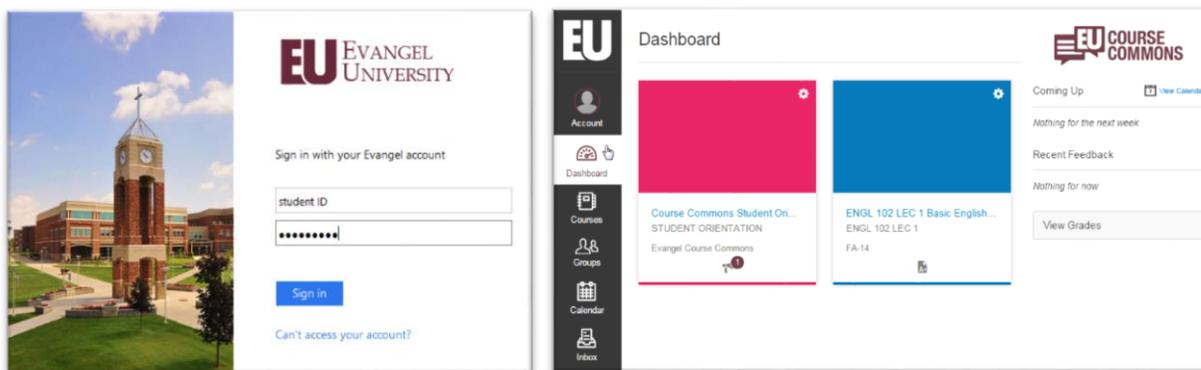
Assemblies of God Theological Seminary, Evangel University, is committed to equal educational opportunities for students with disabilities in accordance with Section 504 of the Rehabilitation Act of 1973 and the American with Disabilities Act as amended (ADA). Academic Support, a division of the Center for Student Success, is the office designated to review disability

documentation, determine reasonable accommodations, and develop plans for the provision of such accommodations.

If you have already established accommodations through Academic Support and receive accommodation memos, please meet with the professor to discuss the provisions of those accommodations as soon as possible (accommodations are not retroactive). If you have not yet established accommodations, but have a disability or health condition (permanent or temporary) that may have some impact on your work in this class and for which you may require accommodations, you are welcome to contact the Academic Support staff in the Center for Student Success (ZM-208; 417-865-2815 x.8215) so that accommodations can be arranged. See the Disability and Academic Accommodations Handbook for further information on the accommodations process.

COURSE COMMONS

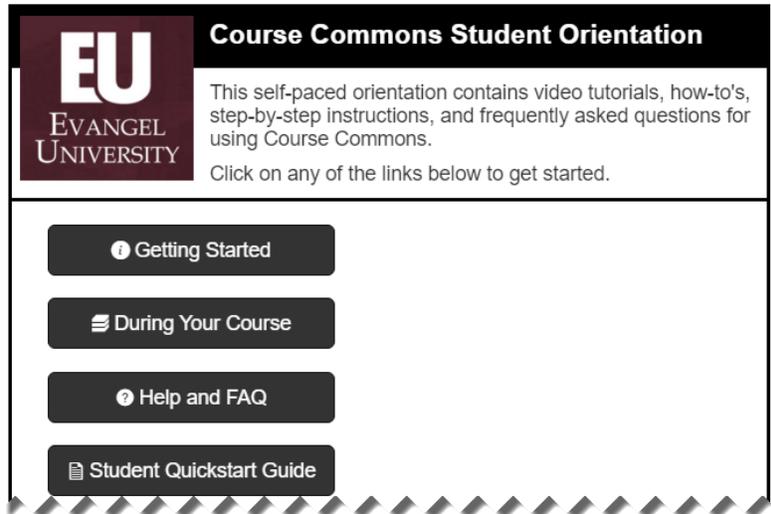
This course will use Course Commons, Evangel's learning management system. There are links to Course Commons in the Student Portal and the Evangel website. The login page for Course Commons is <https://courses.evangel.com/>.



Use your Evangel username and password to login.

Course Commons Student Orientation

All Evangel students have access to the [Course Commons Student Orientation](#). If you are new to Course Commons, you are encouraged to take advantage of this excellent resource. As part of your course preparation, this will help you make the most of the features that are available to you as a student.



Accessing the Course in Course Commons

Access your courses list by clicking on the Courses icon on the Global Navigation menu on the left of the screen. You can also click on the course card on the Dashboard.

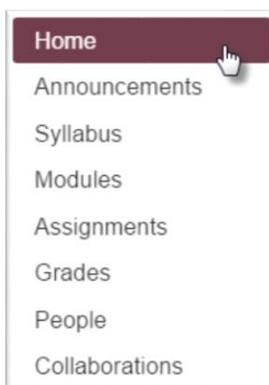
To customize your Courses list, see the following Help Guide: [How do I customize my Courses list?](#)

Students will have access to this course in Course Commons seven (7) days before the official beginning of the semester. Students have until seven (7) days after the semester begins to complete financial registration. If financial registration is not completed by the seventh day, course access will be revoked.

After the end of the semester, students will have read-only access to the course through Course Commons. Only access to already submitted work, course resources and grades will be available.

Accessing Course Content in Course Commons

The professor controls the availability of course content and features. Some items may be unavailable until a date set by the professor.

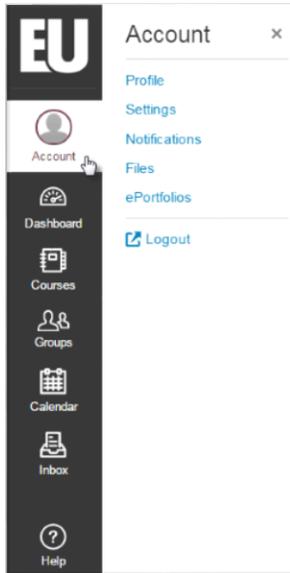


You can navigate the course content and features using the Course Navigation menu on the left. This menu can be customized by the professor, so it may differ from course to course, depending on what features the professor has chosen to make available.

You can collapse the Course Navigation menu to focus on the page content. Click on the menu icon in the upper left (which looks like 3 lines). You can expand the menu by clicking on the menu icon again.

All course content (syllabus, modules, course materials, assignments, online quizzes, online discussions, grades, etc.) can be accessed using the links in the Course Navigation menu.

Personal Settings in Course Commons



Students can adjust their personal settings in Course Commons. Click on the Account icon to access the Account menu.

On the **Profile** page, you can add a profile picture to your account. You can also edit your display name, which will show to your instructor and peers throughout Course Commons.

The **Settings** link allows you to add additional contact methods (personal email or cell phone number for text message alerts) to your account. You can also add external services, like Twitter, Skype or Google Drive.

The **Notifications** link allows you to customize *what* notifications you receive from Course Commons and *how* and *when* you receive them. This is a student-centered feature that allows you to optimize your notifications to help you stay connected to what is happening in all your courses.

For more information, see the following pages in the Course Commons Student Orientation: [How to Update your Profile and Settings](#) and [How to Update Your Notifications Preferences](#).

Accessing Grades in Course Commons

All course grades will be recorded and shown through Course Commons. Simply click the “Grades” button on the lower right of the Dashboard to access your grades for all courses. You can also use the Grades link in the Course Navigation to access your grades for this course.

For more information on how to check your grades and what you can do from the Grades page, see the following page from the Course Commons Student Orientation: [How to Check My Grades](#).

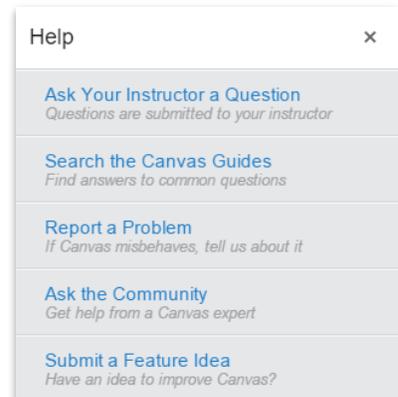
How to Get Help with Course Commons

Help is never more than a few clicks away! You can access the Help menu from any page in Course Commons.

Click on the Help icon in the lower left corner of the screen. Because the Course Commons is powered by the Canvas Learning Management System, all help guides and helpdesk tickets will reference Canvas.

From the Help menu, you can send a message to your instructor, search the Canvas Help Guides, or report a problem.

You can browse and search the Help Guides using the following link: <https://community.canvaslms.com/community/answers/guides/>.



Course Commons Troubleshooting

Do you have a question about a quiz, an assignment, or another item in the course? Contact your professor.

Are you having technical problems with Course Commons? Click the Help icon, click “Report a Problem” and complete the form to file a ticket for a personal response from the support team. Please be sure to include a thorough description of the problem.

Are you having trouble with your Evangel account (username and password)? Contact the IT Helpdesk at 417-865-2815 ext. 8368 (phone), helpdesk@evangel.edu (email), or help.evangel.edu.

GRADING PROCEDURE

All assignments are to be electronically submitted via Course Commons as a PDF no later than the beginning of class on the due date. Any assignments received after that time, if not accompanied with an acceptable reason for tardiness, shall result in a reduction of the student's score on that assignment at a daily rate of 3%. Given the request for electronic submission, weekends count in that daily reduction. If the assignment has not been submitted after 10 days, the student shall receive a grade of F for the assignment. Details regarding the contribution of each assignment to the course grade appear in Appendix B. Details regarding assignments appear in Appendix C.

Students should retain a copy of all work submitted, until they have received a grade for this work.

Students are expected to complete all course work in a timely fashion as specified in this syllabus. A grade of IP (In Process) will be issued if the course ends after the AGTS semester ends. A grade of I (Incomplete) may be granted at the discretion of the professor for extenuating circumstances upon the presentation of the Incomplete Grade Request form: <http://agts.edu/current-students/administrative-forms/>.

The approved Incomplete request will extend the due date for up to ninety days and may include a grade reduction. Students may not register for courses in a new term if carrying more than two IP or I grades.

SELECTED BIBLIOGRAPHY

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Alexander, Patrick H. et al. *The SBL Handbook of Style: For Ancient Near Eastern, Biblical, and Early Christian Studies*. Peabody, MA: Hendrickson Publishers, 1999.

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Barzun, Jacques, and Henry F. Graff. *The Modern Researcher*. 5th ed. New York: Harcourt, Brace, Jovanovich, 1992.

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SPECIFIC DATA

Prepared by Daniel I. Morrison, October 2017.

APPENDIX A—COURSE SCHEDULE

<u>Date</u>	<u>Module</u>
Week 1	Research Papers and Questions: Entering the Discussion <i>Research Survey Due</i> <i>Research Questions and Thesis Statements Due</i>
Week 2	Methodology—Explaining What Counts as Evidence <i>Methodology Summary Due</i> <i>Methodology Critique Due</i>
Week 3	Establishing a Flow for Your Argument <i>Essay Outline Due</i>
Week 4	Drafting your Argument <i>Essay Drafts Due</i>
Week 5	Interacting with Academic Writing <i>Peer Reviews Due</i>
Week 6	Revising Your Writing
Week 7	<i>Final Essays Due</i>
Week 8	<i>Post-Modules Research Survey Due</i>

APPENDIX B—ASSIGNMENT WEIGHT

Course Surveys		5%
	Research Survey	2.5%
	Post-Modules Research Survey	2.5%
Paper Foundations		20%
	Research Questions	10%
	Thesis Statements	10%
Organizing Materials		30%
	Methodology Summary	15%
	Essay Outline	15%
Essays		40%
	Original Essay	20%
	Revised Essay	20%
Research Findings Beyond the Paper		5%
	Peer Critiques	5%
Total		100%

APPENDIX C—PAPER PREPARATION INSTRUCTIONS

Anonymous Research Survey

The research survey allows students to familiarize themselves with Canvas, and provide information regarding their background in academic research. Completion of the assignment by the due date results in full credit for the assignment.

Research Questions

This assignment reinforces for students the process of developing research questions as they prepare to write a research paper. Students should post a list of 15 questions in the discussion forum and interact with the questions of at least 2 other students. Interaction should be in the form of questions/comments pertinent to the discussion.

Preliminary Bibliography

This assignment allows students to develop a preliminary bibliography of approximately fourteen resources they will use for their papers. This can include peer-reviewed journal articles, edited volumes, and monographs related to your topic. At least seven of your resources should be books, and at least five of them should be articles from peer-reviewed journals. This bibliography should conform to Turabian standards.

Annotated Bibliography

This assignment moves you to the next step in your research. Taking your preliminary bibliography, you will in 100-150 words explain the author's thesis and evidence used to support the thesis.

Thesis Statement

This assignment provides the student to focus their attention from the broader topic they have been researching to the focus of his or her paper. You are to present a one-sentence thesis statement, including at least two revisions of the thesis statement. After posting your thesis statement, you should also provide feedback to your colleagues regarding their statements.

Methodology Summary

This assignment allows you to discuss exactly what approach you will use when writing your paper. This will also serve as a portion of your entire paper. You will submit a summary of the methodology you will be using, as well as a procedure for how you will implement your methodology. This section of your paper will answer the question "What counts as evidence?" as you make your argument. After methodologies are submitted, you will be assigned a partner to critique your approach. This assignment should be at least 500 words in length and provide an example of you applying your methodology to a passage or concept beyond the scope of your paper.

Essay Outline

All good papers require a good structure. This assignment will aid you in developing a good structure for your paper. Outlines should be carried out to the third level of subordination (e.g. I. A. 1. a.). If you would like, you may also include resources you will be using in the fourth level of subordination or beyond.

Methodology Critique

This assignment will allow for peer critiques regarding methodology and procedure. You are to evaluate the method, procedure, and example of application. Please note that critiques are constructive and do not simply constitute negative criticism. Note the strengths and weaknesses of the methodology. Critiques will also be discussed in class.

Book Review

This assignment will allow you to review a publication pertinent to your research. You should obtain a new(er) publication related to your paper and review that work. Book reviews also serve as one of the best ways for students to begin submitting materials to academic journals. Your review should be approximately 800 words in length, following the guide provided in the course module.

Essay Draft

This assignment allows you to bring together all your previous work as you write your paper. Remember that your essay should be 3,000–3,500 words in length, demonstrate thorough research, and implementation of your methodology. It is strongly recommended that you also include an application section.

Peer Critique of Essay

After submitting your draft, students will once again be assigned a reviewer. That peer will critique all aspects of the paper and provide feedback regarding the draft. Students are to then take all comments and critiques into consideration as they write their final draft.

Anonymous Course Survey

This assignment provides you the opportunity to anonymously provide information regarding your thoughts and feelings about the course. The results of this survey will aid the instructor in making course improvements in the future.

Final Papers

This assignment allows for revision of the essay draft, incorporating feedback from the peer review and that of the instructor. This is also a great opportunity to review your work to make sure it conforms to Turabian standards.

APPENDIX D—OBJECTIVES AND OUTCOMES

<u>Objectives</u>	<u>Outcomes</u>						
	<u>EU20</u>	<u>MDIV</u>	<u>MATS</u>	<u>MAIS</u>	<u>MACM</u>	<u>MPL</u>	<u>FWE</u>
1. Demonstrate familiarity with the general principles of argumentation in academic writing.	E2, G1						
2. Evaluate sources written from a variety of perspectives (e.g., “conservative,” “liberal,” patriarchal, feminist, secular, economic, etc.), highlighting the contribution of various perspectives to our understanding of Scripture and laying a foundation for recognizing the contributions of others.	C3, E4	5	7	3	4	6	
3. Formulate and defend arguments through guided debate with peers.	E2	4					
4. Compose papers within a theological field and present the material for discussion.	G1		3	2		3	
5. Revise work, based on additional feedback from instructor and peers, reflecting an ability to work both individually and collaboratively.		6	4				
6. Produce and present material acceptable for peer-reviewed publication.	I2					5	