ASSEMBLIES OF GOD THEOLOGICAL SEMINARY
Evangel University

RES 531 — Theological Research and Writing (3 credits)

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417.268.1094   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.
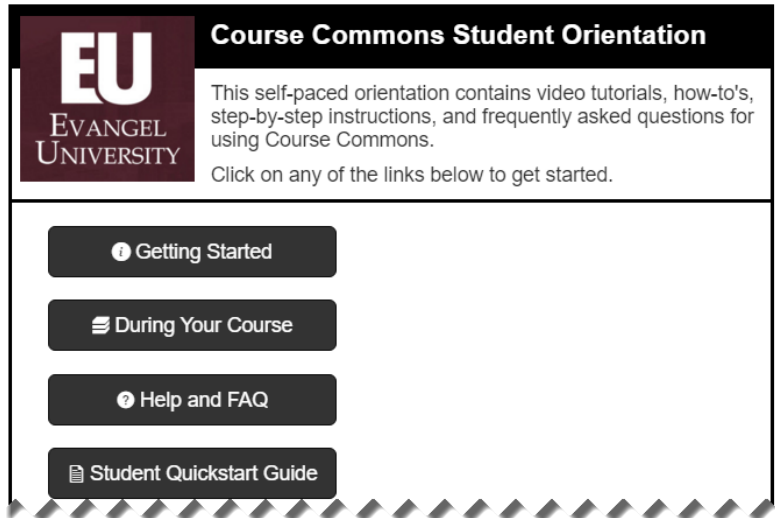
COURSE COMMONS

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/.
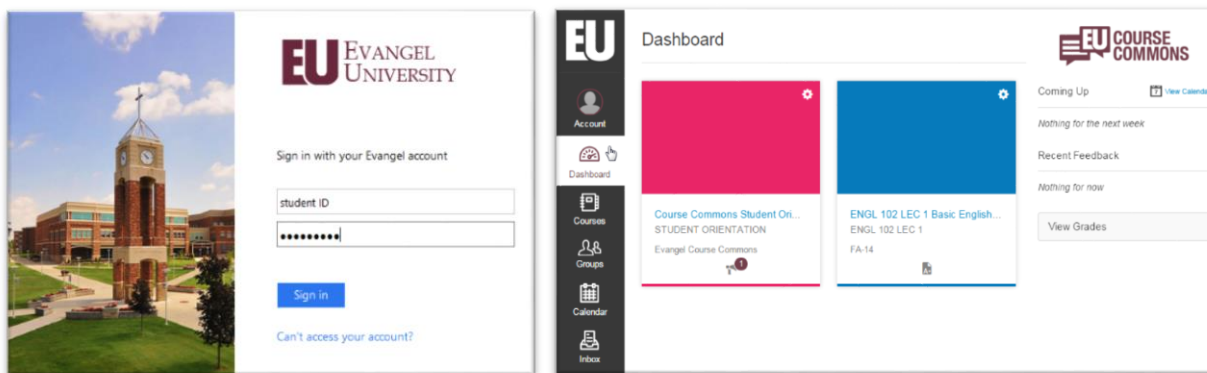
Use your Evangel username and password to login.

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.
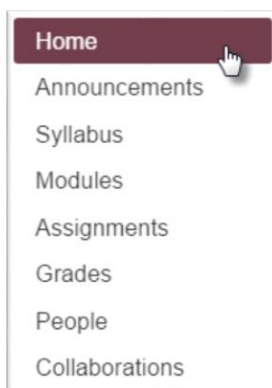

You can navigate the course content and features using the Course Navigation menu on the left. This menu can be customized by the professor, so it may differ from course to course, depending on what features the professor has chosen to make available.

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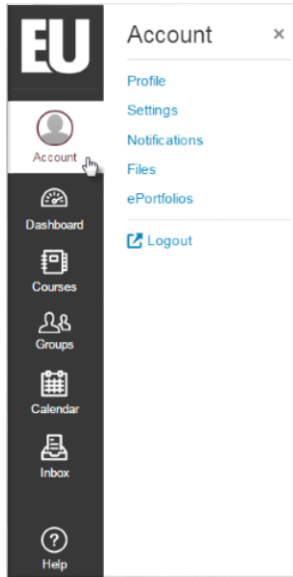
Students can adjust their personal settings in Course Commons. Click on the Account icon to access the Account menu.

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/.
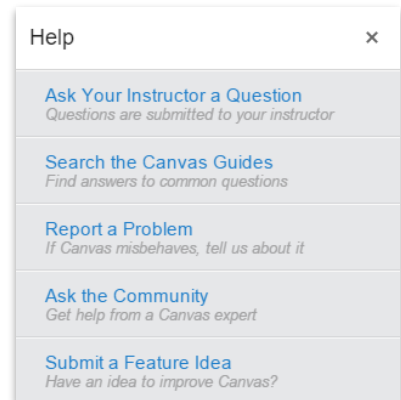
Course Commons Troubleshooting

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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Barker, Kenneth L., and Bruce K. Waltke. *Bibliography for Old Testament Exegesis and Exposition.* 3rd ed. Edited by Roy B. Zuck. Dallas: Dallas Theological Seminary, 1975.

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

Behling, John H. *Guidelines for Preparing the Research Proposal.* Rev. ed. Washington, D.C.: University Press of America, 1983.

Bollier, John A. *The Literature of Theology: A Guide for Students and Pastors.* Philadelphia: The Westminster Press, 1979.

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Cole, Deborah. *The Seminary Student Writes.* St. Louis, MO: Chalice Press, 2000.

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Fee, Gordon, and Douglas Stuart. *How to Read the Bible for All Its Worth.* 4th ed. Grand Rapids, MI: Zondervan Publishing House, 2014.

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Frances, J. Bruce, Christopher Bork, and Steven P. Carstens. *The Proposal Cookbook: A Step by Step Guide to Dissertation and Thesis Proposal.* Naples, FL: Action Research Associates, 1979.

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Kennedy, James R, Jr. *Library Research Guide to Religion and Theology: Illustrated Search, Strategy and Sources.* 2nd ed., rev. Ann Arbor, MI: Pierian Press, 1984.

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Marrow, Stanley B. *Basic Tools of Biblical Exegesis: A Students Manual.* Rome: Biblical Institute Press, 1976.

Martin, Ralph P. *New Testament Books for Pastor and Teacher.* Rev. and updated ed. Philadelphia: The Westminster Press, 1984.

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Purves, Alan, Sauli Takala, and Avon Crismore. *How to Write Well in College.* San Diego: Harcourt, Brace, Jovanovich, 1984.

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Soulen, Richard N., and R. Kendall Soulen. *Handbook of Biblical Criticism.* 4th ed. Louisville, KY: Westminster John Knox Press 2011.

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Stuart, Douglas. *Old Testament Exegesis: A Primer for Students and Pastors.* 4th ed. Philadelphia: The Westminster Press, 2009.

Tuckman, Bruce W., and Brian E. Harper. *Conducting Educational Research.* 6th ed. Lanham, MD: Rowman & Littlefield, 2012.

Virkler, Henry A. *Hermeneutics: Principles and Processes of Biblical Interpretation.* Grand Rapids: Baker Book House, 1981.

Williams, Joseph M. *Style.* Chicago: University of Chicago Press, 1990.

Zinsser, William. *On Writing Well: The Classic Guide to Writing Nonfiction.* 6th ed. New York: Harper Reference, 1998.

SPECIFIC DATA
Prepared by Daniel I. Morrison, October 2017.

APPENDIX A—COURSE SCHEDULE

Date	Module
01/08 — 01/10	This time in class will provide students with the tools they need to successfully engage in research and writing on the graduate and post-graduate levels. The classroom interaction will provide you with resources and skills while the remainder of the course modules will provide opportunities for implementation of tools and utilization of skills for research and writing.
Module 01	Reading Well: The Key to Real Research *Analysis of "Oh, Gods!" Due* Planning: From Idea to Draft *Thesis Development and Paper Outline Due* *Complete Reading Adler*
Module 02	Grammar & Punctuation: Writing for the Guild *Proofing Project Due* *Data Interpretation Due*
Module 03	Sources, Bibliographies, Interaction, and Plagiarism *Bibliography Due* *Plagiarism Projects Due* Academic Societies, Quality Sources, and the Guild *Dissertation and Thesis Abstract Projects Due* *Think Tank Projects Due*
Module 04	Appropriate Questions and Observations *Interview Questions Due* Critical Engagement *Article Critique Due*
Module 05	Effective Research *Research Proposal Due* Interacting with the Broader Culture *Opinion Response Due*
Module 06	Analyzing Religion *Religion and Politics Essay Due*
Module 07	Engaging Scripture: Exegesis and Interpretation *Interpretive Method Essay Due*
Module 08	Writing for All Occasions *Devotional Due*

APPENDIX B—ASSIGNMENT WEIGHT

Writing		40%
	Thesis Development and Paper Outline	8%
	Proofing Project	4%
	Research Proposal	10%
	Religion and Politics Essay	5%
	Interpretive Methods Essay	10%
	Devotional Draft	3%
Interaction		**30%**
	Analysis of "Oh Gods!"	6%
	Data Interpretation	6%
	Plagiarism Project	6%
	Article Critique	6%
	Opinion Article Response	6%
Research		**30%**
	Bibliography	10%
	Abstract Research Project	5%
	Think Tank Research Project	5%
	Interview Questions	10%
Total		**100%**

APPENDIX C—PAPER PREPARATION INSTRUCTIONS

Analysis of "Oh, Gods!"
Read Toby Lester's article from the *Atlantic* titled "Oh, Gods!" List twelve (12) to fifteen (15) mechanisms he notes that religions and religious movements use to achieve social cohesion.

Thesis Development and Paper Outline
Develop a thesis and paper outline, noting the contribution of each section of your paper to your thesis. Remember, your thesis should not be a summary of other ideas. It should function as an original thought.

Proofing Project
Read the document provided, which contains errors related to punctuation and grammar. Provide corrections to the errors using track changes.

Data Interpretation Project
Use the tables provided for the assignment and provide a one-page summary of the data, noting your interpretation of the material.

Bibliography
Create a bibliography of eighteen (18) sources (at least five books, five articles, and five chapters from edited volumes). The bibliography should conform to Turabian standards.

Plagiarism Project
Read the essay provided and make notes regarding where the essay lacks necessary documentation of sources.

Abstract Project
Provide 6 thesis/dissertation abstracts related to a particular area of interest about which you would like to write. Note the significance of these abstracts to your desired area of interest.

Think Tank Project
Provide a list (with links to) six thing tanks related to a desired area of study.

Interview Questions
Develop a list of twelve (12) to fifteen (15) open-ended questions that you would ask a religious leader in doing research on a religious movement. These questions should provide you with the understanding of said leader regarding his or her understanding of the movement.

Article Critique
Read the article provided and provide a three-page critique of the article, making sure you use the information discussed in the lecture for critiquing the material.

Research Proposal
Write a three-page research proposal related to a topic about which you would like to write a paper. Note the problem you are addressing, the gap in scholarship you have found, and your unique contribution to this field.

Opinion Response
Write a two-page response to the article provided. Acknowledge the strengths of the argument and address the weaknesses of the writing.

Religion and Politics Essay
Compose a three-page essay regarding the relationship of religion and politics in the USA, as related to the material appearing in Course Commons.

Interpretive Method Essay
Write a three-page essay discussing an interpretive method besides grammatical-historical exegesis. Provide information on the interpretive method, its history, and its contribution to the interpretation of Scripture.

Devotional
Compose a one-page devotional on a biblical text. Please make sure that the devotional reflects the message of the text and respects the context in which the passage appears.

APPENDIX D—OBJECTIVES AND OUTCOMES

Objectives	Outcomes						
	EU20	**MDIV**	**MATS**	**MAIS**	**MACM**	**MPL**	**FWE**
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	