

**Bible and Theology Department**  
"Shaping Servant-Leaders"

— Syllabus —

<p><b>COURSE:</b> RESM 531 – Theological Research and Writing  <b>CREDIT HOURS:</b> 3 Hours  <b>SEMESTER:</b> Spring 2019  <b>COURSE DAY/TIME:</b> Jan 07 — Mar 01  <b>LOCATION:</b> Hybrid (Seated Jan 7–9)</p>	<p><b>INSTRUCTOR:</b> Daniel I. Morrison  <b>PHONE:</b> 417.865.2815 ext. 8894  <b>OFFICE:</b> AGTS 216  <b>EMAIL:</b> morrisond@evangel.edu  <b>OFFICE HOURS:</b> By Appointment</p>
<p><b><u>REQUIRED TEXTBOOKS:</u></b></p> <p>Anizor, Uche. <i>How to Read Theology: Engaging Doctrine Critically and Charitably</i>. Grand Rapids: Baker Academic, 2018. ISBN: 978-0-801-04975-0 (HTRT)</p> <p>Turabian, Kate L. et al. <i>A Manual for Writers of Research Papers, Theses, and Dissertations: Chicago Style for Students and Researchers</i>. 9<sup>th</sup> ed. Chicago, IL: The University of Chicago Press, 2018. ISBN: 978-0-226-43057-7 (Turabian)</p> <p><b><u>REQUIRED CLASS SUPPLIES:</u></b>  <i>As a hybrid class, electronic devices will aid your success in this class. Access to appropriate computers/phones/tablets and Wi-Fi/Internet access is necessary for this class.</i></p>	

**EVANGEL UNIVERSITY MISSION:**

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:**

The purpose of Assemblies of God Theological Seminary at Evangel University is to train men and women to fulfill the mission of the Church as taught in Scripture — *Shaping servant leaders with knowledge, skill and passion to revitalize the Church and evangelize the world in the power of the Spirit.*

**CATALOG DESCRIPTION:**

*A course designed to enable the student to conduct meaningful theological research and to report the findings in a clear written format. Exegetical, survey, historical and descriptive methods will be examined carefully. The form and structure of critiques, research papers, book reviews, journal articles, research proposals and theses will be studied. Course assignments*

allow the student to apply the principles and methods learned, receiving constructive evaluation throughout the process.

**COURSE PREREQUISITES:**

*There are no prerequisites.*

**COURSE REQUIREMENTS:**

Technology

Students shall have and maintain devices on which they will be able to perform academic research both inside and outside of the classroom. All students are required to use the University's learning management system (LMS), Course Commons. All course communications will take place through the LMS. Students must also utilize online research databases for the sake of performing adequate research.

Academic Resources

Students shall have and maintain appropriate access to scholarly resources (peer-reviewed journals, monographs, edited volumes, etc.). The University library system provides online access to a variety of academic journals that will benefit your research process. In the event you do not live in the Springfield area, students should make arrangements with the AGTS library, as well as local and any college/university libraries in their area. Not living in the Springfield area does not validate a lack of graduate-level research.

**COURSE OUTLINE:**

- 1) *The residential portion of class introduces the concepts of critical thinking, critical reading, logical analysis, and writing.*
- 2) *Following the residential portion of the class, students will implement the concepts discussed during the seated portion of the class.*
- 3) *Students will synthesize the concepts for the development of an outline that can be expanded into graduate-level composition.*

**ATTENDANCE & PARTICIPATION:**

*Class attendance, effort, and participation will determine your success as a student. Building a habit of good attendance will translate into your professional responsibilities in your future career and make you a more valuable member of a professional team. Should you be absent from class you will be responsible for the lesson and assignment missed.*

**COURSE ASSIGNMENTS:**

*All assignments have specific due dates that appear in the attached appendix. Assignment instructions can also appear in modules on COURSE COMMONS. **Unless otherwise directed by the instructor, all assignments are submitted to drop boxes on COURSE COMMONS. You may not submit any assignments via e-mail.***

**COURSE LEARNING OUTCOMES:**

Upon completion of this course, the student will be able to:

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 alternative views to our understanding of Scripture and laying a foundation for recognizing the contributions of others.
3. Formulate and defend arguments through guided engagement with peers.
4. Critically reflect on areas of theology and society and present their findings.
5. Revise work, based on additional feedback from the instructor and peers, reflecting an ability to work both individually and collaboratively.
6. Produce and present material acceptable as graduate-level work.

**OUTCOMES**

<b><u>Course Learning Outcomes</u></b>	<b><u>Program Learning Outcomes</u></b>						
	<b><u>EU20</u></b>	<b><u>MDIV</u></b>	<b><u>MATS</u></b>	<b><u>MAIS</u></b>	<b><u>MACM</u></b>	<b><u>MPL</u></b>	<b><u>FWE</u></b>
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.	12					5	

**ASSESSMENT:**

All assignments are assessed using rubrics. Rubrics are attached to the drop boxes on COURSE COMMONS for viewing before assignment submission. Points for each of the assignment categories and the grading scale for the course appear below.

**ASSIGNMENT WEIGHT (reading assignments receive no point value):**

Assignments		Points
	Module 1	100
	Module 2	75
	Module 3	100
	Module 4	125
	Module 5	150
	Module 6	150
	Module 7	200
	Module 8	100
<b>Total Points</b>		<b>1000</b>

**GRADING SCALE:**

A	94 to 100%	C	74 to < 77%
A-	90 to < 94%	C-	70 to < 74%
B+	87 to < 90%	D+	67 to < 70%
B	84 to < 87%	D	64 to < 67%
B-	80 to < 84%	D-	61 to < 64%
C+	77 to < 80%	F	0 to < 61%

**GRADING POLICY:** All assignments shall be submitted by the due date and time. Any assignments received after that time shall be reduced in score by 10% per day. Since all assignments are to be submitted electronically, weekends count in the daily reduction. If the student does not submit the required material after five (5) days, the student shall receive the grade of 0%.

## COURSE SCHEDULE:

Notice of changes will be made in class and/or through COURSE COMMONS announcements.

<u>Date</u>	<u>Module Contents</u>
<b>Pre-Course Module</b>	Review the contents of the Pre-Course module. This module will contain information that will assist you throughout the semester.
<b>Seated Session</b>	<b>Why do I have to take this class, and what should I learn?</b>
<b>Module 01</b>	<b>What makes a good paper? (What a Research Paper is and is Not)</b> <ul style="list-style-type: none"><li>• Misconceptions about academic writing.</li><li>• What makes you want to read a work?</li><li>• How do you determine the structure of a “good” paper?</li><li>• How do I effectively reverse outline a work?</li></ul> <b>Assignments:</b> <ul style="list-style-type: none"><li>• Reading: Turabian chapter 1; HTRT chapters 1–2</li><li>• Writing: Obtain a copy of “A Discourse Analysis of Romans 7.7-25” by Cynthia Long Westfall. Identify the thesis of the work. Reverse outline the work. Discuss whether or not the article logically supports the thesis. Support your answer with an explanation.</li></ul>
<b>Module 02</b>	<b>How do I find a great topic? (Developing Good Research Questions)</b> <ul style="list-style-type: none"><li>• What is a research question?</li><li>• What characterizes a good research question?</li><li>• What characterizes a bad research question?</li><li>• Transforming bad research questions into good ones.</li></ul> <b>Assignments:</b> <ul style="list-style-type: none"><li>• Reading: Turabian chapter 2; HTRT chapters 3–4</li><li>• Writing: Find a topic related to an area of theology in which you are interested. Develop eight (8) research questions related to your topic. Make sure your questions meet the criteria of good research questions. Provide an explanation of why you raised each of the questions you did.</li></ul>
<b>Module 03</b>	<b>What do I have to say about my topic? (Developing Thesis Statements)</b> <ul style="list-style-type: none"><li>• What authority do I have to say anything?</li><li>• What do I see in the text?</li></ul> <b>Assignments:</b> <ul style="list-style-type: none"><li>• Reading: HTRT chapters 5–6</li><li>• Writing: Review your research questions from the last module. Provide an answer to each of the questions you raised. Explain how you arrived at these answers/theses/hypotheses.</li></ul>

<b>Module 04</b>	<p><b>What have people said about what I'm saying? (Academic Inquiry)</b></p> <ul style="list-style-type: none"> <li>• What if others see what I see in the text?</li> <li>• Does my idea offer a unique contribution?</li> <li>• Do I engage those who disagree with me?</li> </ul> <p><b>Assignments:</b></p> <ul style="list-style-type: none"> <li>• Reading: Turabian chapters 3–4</li> <li>• Writing: Pick one (1) research question and corresponding thesis/hypothesis. Find twenty (20) academic sources that address your topic (at least 5 of the resources must disagree with your position). Write what these sources say about your topic. Put this in your own words and footnote it. Create a corresponding bibliography. Submit this material as a single assignment.</li> </ul>
<b>Module 05</b>	<p><b>What counts as evidence for my argument? (Methodology &amp; Procedure)</b></p> <ul style="list-style-type: none"> <li>• When did theology become a science?</li> <li>• What is a methodology?</li> <li>• Of what does a methodology consist?</li> <li>• How do I implement my methodology?</li> </ul> <p><b>Assignments:</b></p> <ul style="list-style-type: none"> <li>• Reading: Methodology handouts in Course Commons</li> <li>• Writing: Explain to your reader what counts as evidence for your argument. Discuss any background/definitions (not from Webster or dictionary.com) associated with your method, if you are using an approach that has already been established in the field of your research. Note the procedure you will use. Note any passages you will analyze and what you are looking for in those passages (refer back to your methodology). Make sure that you footnote and cite appropriate sources. Discuss your presuppositions in your approach to the material.</li> </ul>
<b>Module 06</b>	<p><b>How do I implement my methodology? (Preliminary Analysis)</b></p> <ul style="list-style-type: none"> <li>• How do I organize my analysis?</li> <li>• How do I incorporate what others say?</li> <li>• How do I respond to others?</li> </ul> <p><b>Assignments:</b></p> <ul style="list-style-type: none"> <li>• Reading: Turabian chapter 8</li> <li>• Writing: Create a chart organizing your preliminary analysis, based on what you are studying. This chart should reflect your analysis in some way. Write a 300-word explanation regarding your preliminary findings and how you read them. Note any questions that may arise from your analysis. You will need to address these questions as you continue through the next module. Remember, this is <b><u>YOUR</u></b> analysis. Do not simply regurgitate something you have read.</li> </ul>
<b>Module 07</b>	<p><b>How do I organize my argument? (Outlines)</b></p> <ul style="list-style-type: none"> <li>• How do I structure my argument? (Points and subpoints)</li> </ul>

	<ul style="list-style-type: none"> <li>• How do I develop a good outline? (Full Sentence Outlines)</li> <li>• How do I use my outline to show support of my thesis?</li> <li>• How do I find the best places to engage others?</li> </ul> <p><b>Assignments:</b></p> <ul style="list-style-type: none"> <li>• Reading: Turabian chapter 5</li> <li>• Writing: Create a full-sentence outline of your paper. Use the model provided as an example. Make sure you include footnotes with your outline and include a bibliography of all cited materials.</li> </ul>
<b>Module 08</b>	<p><b>How do I attract and keep readers? (Intros, Conclusions, and Titles)</b></p> <ul style="list-style-type: none"> <li>• Do I really need to revise my work?</li> <li>• How do I write an intro that attracts readers?</li> <li>• How do I bring it all together?</li> <li>• What makes a good title?</li> </ul> <p><b>Assignments:</b></p> <ul style="list-style-type: none"> <li>• Reading: Turabian chapter 10</li> <li>• Writing: Write an introduction based on your outline and desire to attract readers to your work. This might require that you revise your outline. Make sure to identify deficiencies and/or accuracies of other writings. Footnote any works that you reference in your introduction. Write a conclusion based on the outline of your work. Make sure you develop a title that is creative, attracts readers, and reflects the content of your work.</li> </ul>

**SPECIFIC INFORMATION**

Syllabus prepared by Daniel I. Morrison, PhD, December 2018.

### **ACADEMIC INTEGRITY:**

As people of Christ, members of the broader academic community, and future professionals, it is incumbent upon every member of the Evangel community to employ and encourage integrity in all our academic and professional pursuits. Any and every instance of academic dishonesty compromises the mission of Evangel University and violates the standards we hold as people of Christ and practitioners within our professional fields. Students are expected to understand and avoid all forms of academic dishonesty, which includes falsification, cheating, collusion, and plagiarism.

As members of the Evangel community, students share the responsibility to deter and report academic dishonesty. Should a student become aware of a violation of academic integrity, he or she is encouraged to report the incident to a faculty member or department chairperson.

It is the responsibility of the faculty to address any and all acts of academic dishonesty. Sanctions for violations of academic dishonesty can include but are not limited to a failing grade on an assignment, a failing grade for the course, suspension from school, or expulsion from the university. Evangel's policy on academic integrity, as published in the Student Handbook, appears in Section VIII. University Policies: Academic Integrity.

### **ELECTRONIC DEVICES IN THE CLASSROOM:**

- *It is expected that electronic devices will be used during class to support the students' learning. Any use of technology that substantially degrades the learning environment, promotes dishonesty or illegal activities is prohibited.*
- *Cell phones should only be used for academic purposes during class. It is not permissible to answer cell phones or engage in text messaging while class is in session. Should an emergency situation arise that requires you to use your cell phone, please make the professor aware of the circumstances.*

### **DISABILITY ACCOMMODATIONS:**

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 by Evangel University to review disability documentation, determine reasonable accommodations, and develop plans for the provision of such accommodations.

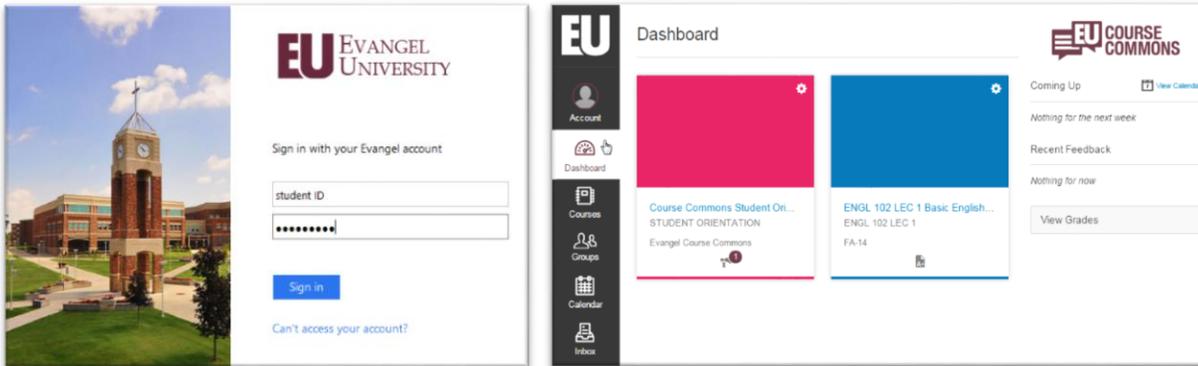
If you have already established accommodations through Academic Support and receive accommodation memos, please meet with me to discuss the provisions of those accommodations as soon as possible (accommodations are not retroactive). If you have not yet established accommodations, but have a disability 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 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.

**NON-DISCRIMINATORY LANGUAGE:**

Recognizing that God created all humanity in his image and likeness and that Christ has redeemed people from every tribe, language, people, and nation, students shall use non-discriminatory language in all written and spoken communication in this class. This encompasses discussion of race, color, national or ethnic origin, sex, age, handicap, or veteran status, unless making a theological argument for the exclusion of people from ministry positions based on one of these areas.

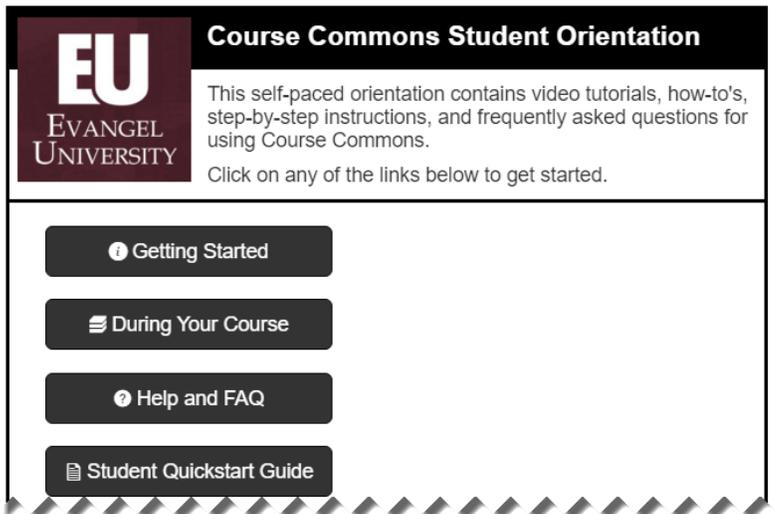
This course will use *COURSE COMMONS*, Evangel's learning management system. There are links to *COURSE COMMONS* in the Student Portal and the Evangel website. The login page for *COURSE COMMONS* is <https://courses.evangel.com/>.



**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.

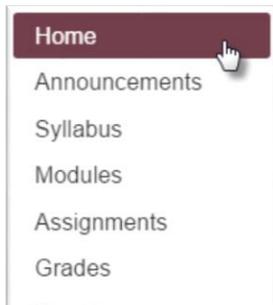
To customize your Courses list, see the following Help Guide: [How do I customize my Courses list?](#)

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.

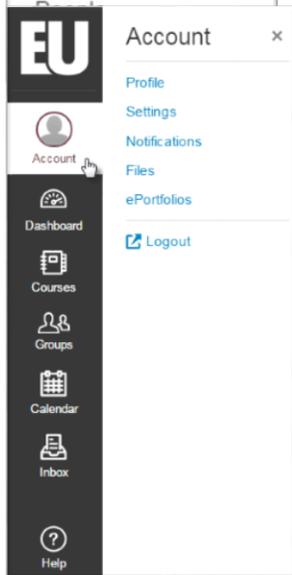
## **ACCESSING COURSE CONTENT IN COURSE COMMONS**

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. 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](#).

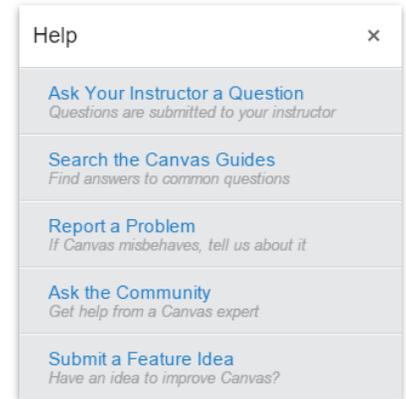
## **HOW TO GET HELP WITH COURSE COMMONS**

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](mailto:helpdesk@evangel.edu)