

Bible and Theology Department
“Shaping Servant-Leaders”

— Syllabus —

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| <p>COURSE NUMBER and TITLE: RESM 531 <i>Theological Research and Writing</i> CREDIT HOURS: 3 SEMESTER: Summer 2019 COURSE DAY/TIME: May 6-August 22 LOCATION: Online</p> | <p>INSTRUCTOR: Dr. Alaine Thomson Buchanan PHONE: 253-973-3459 EMAIL: buchanaana@evangel.edu OFFICE HOURS: By appointment</p> |
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REQUIRED TEXT:

Anizor, Uche. *How to Read Theology: Engaging Doctrine Critically + Charitably*. Grand Rapids, MI: Baker Academic, 2018. ISBN: 978-0-8010-4975-0.

Booth, Wayne C., Gregory G. Colomb, Joseph M. Williams, Joseph Bizup, and William T. Fitzgerald. *The Craft of Research*. 4th edition. Chicago Guides to Writing Editing, and Publishing. Chicago, IL: The University of Chicago Press, 2016, ISBN: 978-0-226-23973-6.

Turabian, Kate L. et al. *A Manual for Writers of Research Papers, Theses, and Dissertations: Chicago Style for Students and Researchers*. 9th ed. Chicago, IL: The University of Chicago Press, 2018. ISBN:978-0-226-43057-7

Vyhmeister, Nancy J. and Terry Robertson. *Your Guide to Writing Quality Research Papers: For Students of Religion and Theology*. 3rd ed. Grand Rapids, MI: Zondervan, 2014. ISBN: 978-0310514022

ASSEMBLIES OF GOD THEOLOGICAL SEMINARY MISSION:

The purpose of Assemblies of God Theological Seminary 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.*

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.

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 PURPOSE:

This course will introduce students to processing and engaging with academic material and to writing academic papers at the master's level for AGTS and beyond.

COURSE REQUIREMENTS:

EXAMPLE: BASIC TECHNOLOGY, COMMUNICATION, AND READING REQUIREMENTS

COURSE REQUIREMENTS:

TEACHING PHILOSOPHY AND INSTRUCTIONAL METHODS

My goal is to serve as a guide/mentor/coach to your learning and to share some strategies for researching and writing theological papers with you. My hope is that you'll be able to take what you learn in this class and apply it to future writing at AGTS and beyond.

This course will utilize the following instructional methods:

- Individual reading of primary and secondary sources.
- Online lessons (including text, video, and narrated presentations).
- Online learning activities that utilize various technologies.
- Online projects to demonstrate learning outcomes.
- Self-directed individual assignments.
- Online discussions.

COURSE FORMAT

The course material is organized into weekly modules. Each week will involve reading assignments, lecture/lesson presentations, learning activities, and/or a discussion. **Most weeks will begin on FRIDAY and end on THURSDAY (the first week is the exception. It will begin on MONDAY, May 6, and will end on Friday, May 10).** When Discussions Boards are required, we will generally have initial posts due by TUESDAY at 10:00 p.m. (Central) with peer replies due by THURSDAY at 10:00 p.m. (Central). Most weekly assignments will be due by THURSDAY at 10:00 p.m. (Central).

How to accomplish each week:

1. In the weekly module, start with the Introduction page, which will provide an introduction for the week and an explanation of the various assignments.
2. Complete the reading assignments.
3. Watch any and all instructional videos.
4. When discussion boards are posted, remember to post your initial response by 10:00 p.m. (Central) on Tuesday and your responses to the initial posts of two other students by 10:00 p.m. (Central) on Thursdays.
5. Complete the assigned research and/or writing assignment for the week.
6. Review the feedback from the professor.

COURSE OUTCOMES¹:

The following chart lists the learning outcomes for this course, showing their alignment with the program learning outcomes for all AGTS graduate programs:

| Course Learning Outcomes This course prepares students to: | Program Outcome | | | | | | |
|--|-----------------|------|------|------|------|-----|-----|
| | 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. | 12 | | | | | 5 | |

¹ All AGTS Program Learning Outcomes, EU 20, and Faith, Work and Economic Outcomes are found on the website: <https://agts.edu/current-students/academic-policies/>.

COURSE ASSIGNMENTS:

All assignments have specific due dates that are listed on the attached course outline. Assignment instructions can also be found in modules on COURSE COMMONS. Unless otherwise directed by the instructor, all assignments are submitted to drop boxes on COURSE COMMONS.

PREPARATION

In order to succeed in this class, students should arrange to have regular access to a computer, the internet, Evangel email and [Course Commons](#). This class will use Course Commons for all course communication, interaction, content, announcements, collaboration and assignments.

- Students are expected to have procured the required texts prior to the beginning of the class.
- **Because this is an accelerated course, students should expect approximately 20 hours of course work per week.**

PARTICIPATION

Students will be expected to regularly contribute to the class, collaborate with one another, and to “learn by doing.”

- **Students must log on regularly to work through online materials, complete/submit assignments and participate in class discussion.** Your active participation in the course comprises your attendance for that week. If you don't log in and actively participate during the week, you will be reported as absent. Since this is an accelerated course, **students who are inactive for 2 weeks of the course will be reported as non-attending in the course.**
- **Each student is invited to pose relevant questions and/or comments**, either through our discussion forums or directly to the professor via email.
- **Students are expected to show respect to the professor and to each other.** Because our interaction will be through text rather than face-to-face, please be sure that what you write is gracious, encouraging, and clear. The professor will be moderating all the course interaction and will be available should you have any questions or concerns.

READING ASSIGNMENTS

- Student must read the assigned textbooks according to the class schedule. Reading will be assessed via various writing assignments (see below).

PROJECTS AND RESEARCH/WRITING ASSIGNMENTS

- **Book Review (12% of final grade)**
 - Students will write a 750-1000 word review of *How to Read Theology: Engaging Doctrine Critically + Charitably* by Uche Anizor. The review should consist of the following parts: (1) Bibliographic information; (2) summary of the main points or arguments of the author; (3) evaluation of the strengths and weaknesses of the work. **This book review is due by no later than 10 p.m. (Central) on Tuesday, June 11.**
- **Assessments/Critiques/Other Assignments (18% of final grade)**

- **Sample Paper-** Create a two-three page sample "paper" for submission based on an approach to theology (conservative, liberal, patriarchal, feminist, secular, economic, etc).
 - This assignment aims to guide you through the process of developing a properly formatted paper for your classes. Your paper must contain the following components:
 - Title Page
 - First-, Second-, Third-, and Fourth-level headings
 - At least five footnotes (a minimum of three academic resources must be used; two footnotes must come from any one resource)
 - Bibliography Page that contains the bibliographic entries for your footnotes.
 - **This sample paper is due by no later than 10 p.m. (Central) on Thursday, May 16**
- **“Openness of God” articles assessment/Critique (two)**—students will read two assigned articles on the “Openness of God” and will write a 250-word evaluation/critique of the strengths and weaknesses of each article (each article will be a separate assignment). **Both critiques are due by no later than 10 p.m. (Central) on Thursday, June 6.**
- **Developing in Disagreement papers**—When reading materials, people often only look for sources with which they agree. Disagreement is part of developing a good argument. Because of this, students will write two 200-word papers disagreeing with some aspect of a resource being used for their research papers (each paper will be a separate assignment. Both disagreement papers are **due by no later than 10 p.m. (Central) on Thursday, June 27.**
- **Discourse Analysis and Questions**—Students will create a discourse analysis of their favorite passage in Scripture (three-seven verses in length) and include 15 questions based on their analysis of the passage (Note: the questions do not need to be answered. They just need to be asked). Instructions on how to do discourse analysis are provided in Course Commons. **The Discourse Analysis and Questions are due by no later than 10 p.m. on Thursday, July 25.**
- **Discussions Boards (10% of final grade)**
 - Discussions are an important part of the online learning experience. This is your opportunity to learn from one another, share your insights, ideas, and experiences, pose questions, apply concepts, and build relationships with the professor and your peers. We will have a discussion each week, and you'll be expected to contribute an initial post and at least 3 peer replies.
 - A **post** is message that is sent to a group. **Initial posts** are the first required student posts answering specific questions or presenting research as per the discussion prompt. **Peer replies** are student responses to colleague posts (initial or other response posts).
 - Each posted message is an opportunity to hone your writing/communication skills. As organizational and ministry leaders, learning to write in a concise and professional manner is a skill to gain. You can expect your professor will comment in the discussion as needed, to help guide individuals and groups toward desired learning outcomes.
 - The quality of your posts will be assessed by several factors:
 - Academic and/or personal engagement with the discussion topic
 - Comprehension and/or application of the course material

- Inclusion of research/insights beyond the lessons or textbook
- Demonstration of critical thinking skills
- Concise and professional writing with proper grammar
- Specific instructions will be posted for each discussion
- **“Openness of God” discussion board**
 - **Initial post due by no later than 10 p.m. (Central) on Tuesday, June 11**
 - **Responses to the initial posts of two other students due by no later than 10 p.m. (Central) on Thursday, June 13.**
- **Anizor book review discussion board**
 - **Initial post due by no later than 10 p.m. (Central) on Tuesday, June 18.**
 - **Responses to the initial posts of two other students due by no later than 10 p.m. (Central) on Thursday, June 20.**
- **Research Paper Components (40% of final grade)**
 - **Paper topic, question and proposal/explanation**
 - Students will submit their desired research topic and question for approval along with a 200-300 word explanation of what the student hopes to understand and accomplish by writing this research paper. **The topic, question and proposal are due by no later than 10 p.m. (Central) on Friday, May 10.**
 - **Annotated Bibliography—**
 - Students will submit an annotated bibliography of 15 resources they plan to use for their research paper. An annotated bibliography includes the bibliographic information for the resources (Turabian style) and a 50-75 word description of how the resource addresses the research topic (Be specific). **The Annotated Bibliography is due by no later than 10 p.m. (Central) on Thursday, May 23.**
 - **Thesis Statement –**
 - Develop a thesis statement that answers your approved question as based on your initial research and annotated bibliography. For this assignment, please include the title page, restate the research question, and provide a thesis statement in response to the question. **The thesis statement is by no later than 10 p.m. (Central) on Thursday, May 30.**
 - **Methodology—**
 - Students will write a 100-150 word methodology statement that addresses the plan for how the research paper will be accomplished (this includes the scope/limitations of the research) **The methodology is due by no later than 10 p.m. (Central) on Thursday, June 13 @10 p.m.**
 - **Full-Sentence Outline of Paper—**
 - Develop a full-sentence outline that goes at least to the third level of subordination (I. A. 1. a.). The main level (I) should be the primary heading for the paper's section. The first level of subordination (A) should highlight how your main point supports your thesis. The second level of subordination (1) should note people who agree and disagree with you. The third level of subordination (a) should note your response to those who disagree with you and your furthering the argument of those with whom you agree. This format applies to all sections of the body of your paper, except for the introduction and conclusion. **The full-sentence outline is due by no later than 10 p.m. (Central) on Thursday, June 20.**
 - **Introduction, Conclusion and (Revised) Title—**

- Students will write an introduction (100-150 words), a conclusion (150-250 words), and a revised title for their research paper. **The introduction, conclusion and revised title are due by no later than 10 p.m. on Thursday, July 11.**
- **First Draft of Research Paper—**
 - Upon approval of the 15 academic resources in the annotated bibliography, students must write a 2,250-word (+/-250 words) research paper. The word count includes the content of the research paper and footnotes, but it does not include the title page, contents page (if you use one) or the bibliography. Please do not go under or over the word count for this paper. Research papers that have under 2000 words or over 2500 words will be docked one point per 100 words under or over. **The first draft of the research paper is due by no later than 10 p.m. on Thursday, July 18.**
- **Final Research Paper and Presentation (20%)**
 - **Final Research Paper—**
 - *****Any and all revisions and adaptations from the first draft must be included in the final research paper.** Students must write a 2,500-word (+/-250 words) research paper. The word count includes the content of the research paper and footnotes, but it does not include the title page, contents page (if you use one) or the bibliography. Please do not go under or over the word count for this paper. Research papers that have under 2250 words or over 2750 words will be docked one point per 100 words under or over. **The final research paper is due by no later than 10 p.m. on Tuesday, August 6.**
 - **Final Paper Presentation Discussion Board—**
 - Students will create a 7-10 minute presentation of their research paper that will be shared with the class on a discussion board. These presentations will allow us to share what we have learned and interact as a class. **The final presentation is due on the discussion board by no later than 10 p.m. (Central) on Thursday, August 8.**
 - **Responses to the final presentations of two other students are due by no later than 10 p.m. (Central) on Saturday, August 10.**

ONLINE MEETINGS AND VIRTUAL OFFICE HOURS

If you would like to schedule an online meeting with me, please send a message through Canvas, an e-mail to buchanana@evangel.edu or call/text 253-973-3459.

COMMUNICATION

Good communication is essential to success in college and beyond. If you know that you won't be able to access the course for more than 3 days, please communicate with me in advance.

If you have a question, comment or suggestion, feel free to contact me. You may contact me by phone, email, or through Course Commons. I will respond to emails/messages within 24 hours.

I expect students to stay on top of communication that I send to them. Please be sure to set up your notifications so that you are daily connected to what's happening in our class.

ASSESSMENT:

The grading rubrics for major assignments will be available with the assignment instructions. For most assignments, grades will be posted in Course Commons within 7 days to allow the professor time to provide detailed feedback along with the evaluation.

GRADING POLICY

| Assignment Group | Weight (% of Final Grade) |
|---|----------------------------------|
| • Book Review | 12% |
| • Assessments/Critiques/Other Assignments | 18% |
| • Discussions Boards | 10% |
| • Research Paper Components | 40% |
| • Final Paper and Presentation | 20% |
| Total: | 100% |

LATE/MISSED ASSIGNMENT POLICY

All assignments are due at the dates and times specified. Late assignments can be submitted 48 hours late for a deduction of 20% per day. No assignments will be accepted for any credit after being more than 48 hours late, unless prior arrangements have been made.

- Please be proactive in your assignment preparation and submission!
- If there are any difficulties in submitting an assignment, please email me immediately!
- Difficulties with an assignment? Contact me before the due date!

Missed quizzes/assignments may be made up at the discretion of the professor. If you know you will be unavailable to submit a quiz/assignment before the due date, please make arrangements for an alternative time.

GRADING SCALE: COURSE COMMONS DEFAULT GRADING SCALE PROVIDED BELOW

| | | | |
|----|-------------|----|-------------|
| A | 94 to 100% | C | 74 to < 77% |
| A- | 90 to < 94% | C- | 70 to < 74% |
| B+ | 87 to < 89% | 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% |

GRADE ACCESS

All course grades will be recorded and shown through Course Commons. Simply click the "Grades" link in the course menu. For more information on how to check your grades and what you can do from this page, see [How Do I View My Grades?](#)

I will attempt to grade assignments and provide feedback within 72 hours of the assignment due date. Larger assignments/projects may take up to 1 week to grade so that feedback can be provided. Please pay attention to notifications of graded items and recent feedback. **I expect students to review and learn from the feedback that I provide on their assignments.**

THE TEMPORARY GRADE OF INCOMPLETE

An "I" (Incomplete) applies to work of acceptable quality when one or more required assignments are not completed because of illness, accident, death in the family, or other satisfactory reason. The request for an Incomplete should be student-initiated. The *Incomplete (I) Grade Request Form* may be obtained from the Adult and Graduate Studies office.

COURSE OUTLINE:

NOTE: All times are Central.

Week 1 (May 6-10): What Is Theological Research and Writing?

Learning Outcome:

4. Compose papers within a theological field and present the material for discussion.

The following table summarizes the tasks for week 1:

| Assignments | Due Date |
|----------------------------------|--------------------------|
| Read Vyhmeister chs. 1, 11-12 | |
| Read Booth Chs. 1-3 | |
| Read Anizor Ch. 1 | |
| Turn in paper topic and proposal | Friday, May 10 @10:00 pm |

Week 2 (May 10-16): AGTS Papers and Writing Style

Learning Outcome:

2. Evaluate sources written from a variety of perspectives, highlighting the contribution of various perspectives to our understanding of Scripture and laying a foundation for recognizing the contributions of others.

The following table summarizes the tasks for week 2:

| Assignments | Due Date |
|---|----------------------------|
| Read through AGTS Style guide | |
| Read Turabian chs. 1-3 and become familiar with Turabian chs. 15-17 | |
| Read Vyhmeister chs. 13-15 | |
| Read Anizor ch. 2 | |
| Turn in a two-three page "sample paper" on an approach to theology (conservative, liberal, patriarchal, feminist, secular, economic, etc.) that follows Turabian style. A minimum of three academic resources should be footnoted and included in the bibliography. | Thursday, May 16 @10:00 pm |

Week 3 (May 17-23): Finding Resources for Your Research Topic

Learning Outcomes:

2. Evaluate sources written from a variety of perspectives, highlighting the contribution of various perspectives to our understanding of Scripture and laying a foundation for recognizing the contributions of others.
4. Compose papers within a theological field and present the material for discussion.

The following table summarizes the tasks for week 3:

| Assignments | Due Date |
|------------------------------------|----------|
| Read Booth chs. 4-6 | |
| Read Vyhmeister ch. 3 | |
| Read Anizor ch. 3 | |
| Watch AGTS Library research videos | |

| Assignments | Due Date |
|--|-----------------------------|
| Turn in an annotated bibliography of 15 resources you hope to use for your paper | Thursday, May 23 @ 10:00 pm |

Week 4 (May 24-30): Developing a Thesis Statement

Learning Outcomes:

- Evaluate sources written from a variety of perspectives, highlighting the contribution of various perspectives to our understanding of Scripture and laying a foundation for recognizing the contributions of others.
- Compose papers within a theological field and present the material for discussion.

The following table summarizes the tasks for week 4:

| Assignments | Due Date |
|---|-----------------------------|
| Read Booth ch. 7 | |
| Read Turabian chs. 4-5 | |
| Read Anizor ch. 4 | |
| Develop and turn in a Thesis Statement based on your initial research and annotated bibliography. | Thursday, May 30 @ 10:00 pm |

Week 5 (May 31-June 6): Engaging Agreement and Disagreement

Learning Outcomes:

- Demonstrate familiarity with the general principles of argumentation in academic writing.
- Evaluate sources written from a variety of perspectives, highlighting the contribution of various perspectives to our understanding of Scripture and laying a foundation for recognizing the contributions of others.

The following table summarizes the tasks for week 5:

| Assignments | Due Date |
|---|-----------------------------|
| Read Booth chs. 8-9 | |
| Read Anizor ch. 5-6 | |
| Read and assess/critique two assigned articles on the "Openness of God" | Thursday, June 6 @ 10:00 pm |

Week 6 (June 7-13): Methodology: What's the Plan?

Learning Outcomes:

- Demonstrate familiarity with the general principles of argumentation in academic writing.
- Evaluate sources written from a variety of perspectives, highlighting the contribution of various perspectives to our understanding of Scripture and laying a foundation for recognizing the contributions of others.
- Formulate and defend arguments through guided debate with peers.
- Compose papers within a theological field and present the material for discussion.

The following table summarizes the tasks for week 6:

| Assignments | Due Date |
|----------------------------|-----------------------------|
| Read Booth chs. 10-11 | |
| Turn in Anizor Book Review | Tuesday, June 11 @ 10:00 pm |

| Assignments | Due Date |
|--|--|
| Turn in Methodology statement | Thursday, June 13 @ 10 p.m. |
| Participate in Online discussion regarding "Openness of God" | Initial post due Tuesday, June 11 @10 p.m. Responses due Thursday, June 13 @ 10:00 p.m. |

Week 7 (June 14-20): Developing Your Outline

1. Demonstrate familiarity with the general principles of argumentation in academic writing.
2. Evaluate sources written from a variety of perspectives, highlighting the contribution of various perspectives to our understanding of Scripture and laying a foundation 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.

The following table summarizes the tasks for week 7:

| Assignments | Due Date |
|--|--|
| Read Booth ch. 12 | |
| Review Vyhmeister ch. 13 | |
| Turn in outline of paper in complete sentences. | Thursday, June 20@ 10 p.m. |
| Participate in discussion regarding Anizor's book. | Initial post due Tuesday, June 18 @10 p.m. Responses due Thursday, June 20 @ 10:00 p.m. |

Week 8 (June 21-27): Incorporating Resources

Learning Outcomes:

2. Demonstrate familiarity with the general principles of argumentation in academic writing.
3. Evaluate sources written from a variety of perspectives, highlighting the contribution of various perspectives to our understanding of Scripture and laying a foundation for recognizing the contributions of others.

The following table summarizes the tasks for week 8:

| Assignments | Due Date |
|--|--------------------------------|
| Read Booth chs. 13-14 | |
| Write two 150-word papers disagreeing with a resource (one each) that addresses your research topic. | Thursday, June 27 @ 10:00 p.m. |

Week 9 (June 28-July 4): Analysis of Material

Learning Outcomes:

1. Demonstrate familiarity with the general principles of argumentation in academic writing.
2. Evaluate sources written from a variety of perspectives, highlighting the contribution of various perspectives to our understanding of Scripture and laying a foundation for recognizing the contributions of others.
4. Compose papers within a theological field and present the material for discussion.

The following table summarizes the tasks for week 9:

| Assignments | Due Date |
|--|----------|
| Read Turabian ch. 7 | |
| Spend this week focusing on the main body of your research paper. Assess the strengths and weaknesses of your resources and begin putting the body of your paper together. Remember that resources should be addressed in chronological order. | |

Week 10 (July 5-11): Writing Introductions, Conclusions and Good Titles

Learning Outcome:

4. Compose papers within a theological field and present the material for discussion.

The following table summarizes the tasks for week 10:

| Assignments | Due Date |
|--|-------------------------------|
| Read Booth ch. 16 | |
| Read Turabian ch. 10 | |
| Turn in Title, Introduction and Conclusion of research paper | Thursday, July 11 @ 10:00 p.m |

Week 11 (July 12-18): First Draft of Final Paper

Learning Outcomes:

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.

The following table summarizes the tasks for week 11:

| Assignments | Due Date |
|------------------------------------|------------------------------|
| Read Booth ch. 17 | |
| Read Turabian chs. 11-12 | |
| Turn in first draft of final paper | Thursday, July 18 @ 10:00 pm |

Week 12 (July 19-25): How to Write Exegetical Papers

Learning Outcome:

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 and present material acceptable for peer-reviewed publication.

The following table summarizes the tasks for week 12:

| Assignments | Due Date |
|--|------------------------------|
| Read Vyhmeister ch. 2 | |
| Watch Discourse Analysis video | |
| Become familiar with questions regarding historical-cultural and literary contexts. | |
| Discourse Analysis and questions on your favorite passage in Scripture (3-7 verses in length). | Thursday, July 25 @ 10:00 pm |

Week 13 (July 26-August 1): How to Write Systematic and Historical Theology papers

Learning Outcome:

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 and present material acceptable for peer-reviewed publication.

The following table summarizes the tasks for week 13:

| Assignments | Due Date |
|---|----------|
| Read through guide for how to go about writing a systematic theology paper. | |
| Read through guide for how to go about writing a historical theology paper. | |

Week 14 (August 2-10): Final Paper and Presentations

Learning Outcomes:

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 and present material acceptable for peer-reviewed publication.

The following table summarizes the tasks for week 14:

| Assignments | Due Date |
|---|---|
| Final paper due (10 pages, not including title page, contents page or bibliography) | Tuesday, August 6 |
| Final Paper Presentation (7-10 minutes) Discussion board/Assessment | Initial post (Final Paper Presentation) due Thursday, August 8 @10 p.m. Responses/Assessments due Saturday day, August 10 @ 10:00 p.m. |

SPECIFIC DATA

Prepared by Alaine Thomson Buchanan, PhD, March 2019.

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:

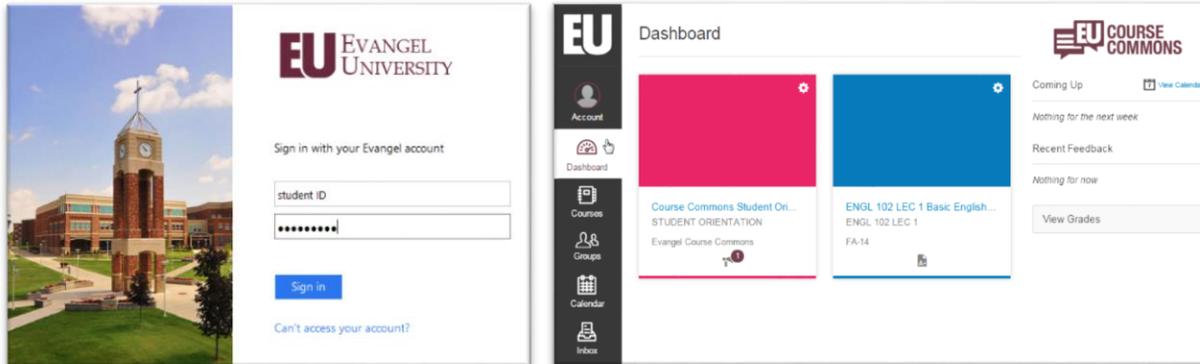
Evangel University is committed to equal educational opportunities for students with disabilities in accordance with Section 504 of the Rehabilitation Act of 1973 and the American with Disabilities Act as amended (ADA). Academic Support, a division of the Center for Student Success, is the office designated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

— COURSE COMMONS Information —

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/>.

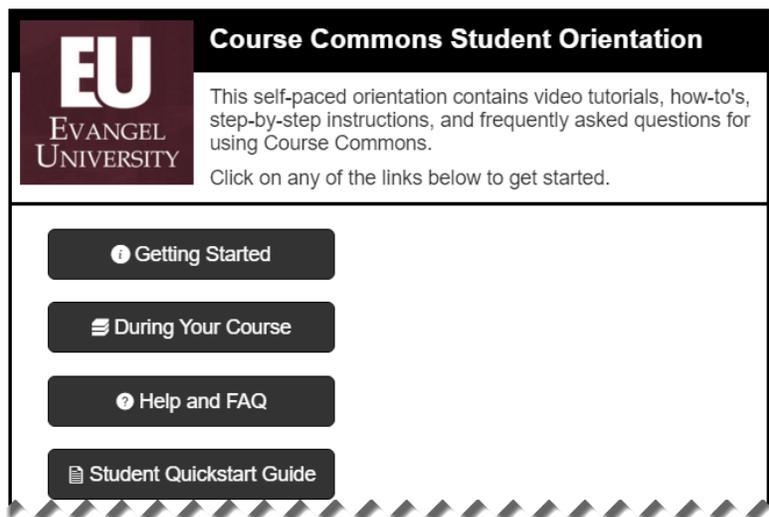


**Use your
Evangel**

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.

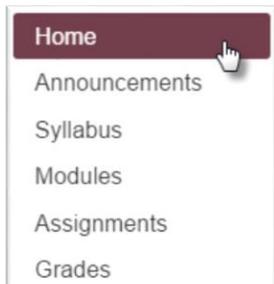
To customize your Courses list, see the following Help Guide: [How do I customize my Courses list?](#)

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.

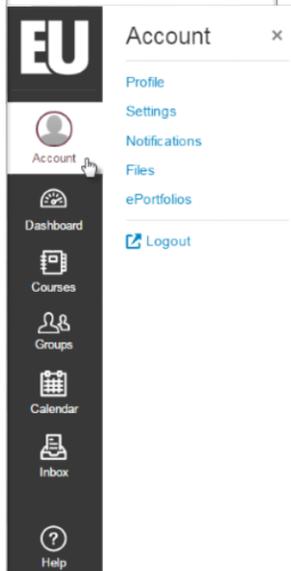
ACCESSING COURSE CONTENT IN COURSE COMMONS

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](#).

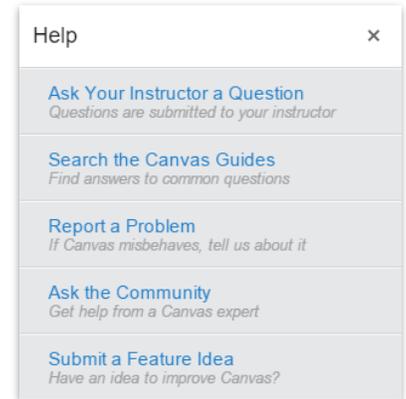
HOW TO GET HELP WITH COURSE COMMONS

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