

Intercultural Doctoral Studies
Doctor of Applied Intercultural Studies
 "Shaping Servant-Leaders to Reach all Peoples"

— Syllabus —

<p>COURSE NUMBER and TITLE: <i>MSS 905</i> <i>Methods of Missiological Research</i> CREDIT HOURS: 4 SEMESTER: <i>Summer 2019</i> COURSE DAY/TIME: July 15-19, 2019 <i>8am-5pm</i> LOCATION: <i>Room 228</i></p>	<p>INSTRUCTOR: <i>Anita Koeshall</i> PHONE: 206-708-9881 OFFICE: AGTS 212 EMAIL: koeshalla@evangel.edu or anita.koeshall@gmail.com OFFICE HOURS: <i>By appointment</i></p>
<p><u>REQUIRED TEXT:</u> Bernard, H. Russell. <i>Research Methods in Cultural Anthropology: Qualitative and Quantitative Approaches</i>. 5th ed. Lanham, Maryland: AltaMira Press, 2011. (ISBN-13: 978-0759112421) 680 pgs. Bloomberg, Linda Dale and Marie F. Volpe. <i>Completing Your Qualitative Dissertation: A Road Map from Beginning to End</i>. 3rd ed. Thousand Oaks, CA: Sage Publications, 2015. (ISBN-13: 978-1506307695) 400 pgs. "DAIS Intercultural Studies Project Prospectus Guidelines." Springfield, MO: Assemblies of God Theological Seminary, Course Commons, DAIS Program Elements, Resources, and Academic Workshop, Documents. Gilbert, Marvin, Alan Johnson, and Paul Lewis, eds. <i>Missiological Research: Interdisciplinary Foundations, Methods, and Integration</i>. Pasadena, CA: William Carey Library, 2018. (ISBN-13: 978-0878086337) 435 pgs. Office of Extramural Research. "Protecting Human Research Participants." ed. National Institute of Health. https://grants.nih.gov/sites/default/files/PHRP_Archived_Course_Materials_English.pdf f. Three books on some particular research method: an analytical review is required, however <i>do not choose until after the presentation in class on methodologies</i>.</p>	

Ten articles from academic journals that demonstrate a variety of methodologies. These articles can be obtained from EBSCO or another online source and should, as far as possible, be linked to the topic of the student's interest.

Two dissertations or projects that research the student's general area of interest: a critical review of each.

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

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.

DAIS MISSION:

The mission of the DAIS is to prepare persons for denominational and interdenominational leadership roles in cross-cultural ministries both in the United States of America as well as around the globe, to educate persons with specialized expertise in missiology and its cognate disciplines, and to train persons for research and teaching in those disciplines.

CATALOG DESCRIPTION:

An introduction to the approaches to research design and research methods employed in missiological research. The relationships among theological inquiry, socio-anthropological inquiry, and missions practice will be examined. Attention will be given to each of the major components of a major applied research project: problem, review of the literature, research methodology, findings and conclusions. Development of a research design, bibliography and database for missiological research will be emphasized.

COURSE PREREQUISITES:

Background Literature. These books are standard works on missiology that are particularly relevant to this course. Ideally, you should have already read this material before beginning doctoral studies. If there are any books you have not read on this list, review them and write a summary card for later reference. Even if you have already read these books, it would be good to review them and write a summary card as well. If you will follow this practice throughout your doctoral studies, you should be prepared for the qualifying exam at the end of the core courses.

Hesselgrave, David J. *Communicating Christ Cross-Culturally*. 2nd ed. Grand Rapids: Zondervan, 1991. **ISBN-10:** 0310368111, 638 pp.

Hiebert, Paul. *Anthropological Insights for Missionaries*. Grand Rapids: Baker, 1987.

- Hiebert G. Paul. *Transforming Worldviews: An Anthropological Understanding of How People Change*. Grand Rapids, MI: Baker Academic, 2008. **ISBN-13:** 978-0801027055. 368 pp.
- Grunlan, Stephen A. and Marvin K. Mayers. *Cultural Anthropology: A Christian Perspective*, 2nd ed. Grand Rapids Print: Zondervan, 1988.
- Hesselgrave, David J. *Communicating Christ Cross-Culturally*. 2nd ed. Grand Rapids: Zondervan, 1991. **ISBN-10:** 0310368111, **ISBN-13:** 978-0310368113 \$25.99 Print 638 pp.
- Lingenfelter, Sherwood and Marvin Mayers. *Ministering Cross-Culturally: An Incarnational Model for Personal Relationships*. Grand Rapids, MI: Baker, 2003.
- Luzbetak, Louis J. *The Church and Cultures: New Perspectives in Missiological Anthropology*. Maryknoll, NY: Orbis Books, 1988.
- Nida, Eugene A. *Customs and Cultures: Anthropology for Christian Missions*. 2nd ed. Pasadena, CA, 1975.

Recommended Reading:

- Adler, Mortimer J. and Charles Van Doren. *How to Read a Book: The Classic Guide to Intelligent Reading*. New York: Simon & Schuster, 1940.
- Babbie, Earl R. *The Practice of Social Research*. 13th ed. Belmont, CA: Wadsworth Publishing, 2012.
- Denscombe, Martyn. *The Good Research Guide for Small-Scale Social Research Projects*. New York, New York: McGraw-Hill, 2015. **ISBN-13:** 978-033526470-4. pgs 400.
- DeVellis, Robert F. *Scale Development: Theory and Applications*. Thousand Oaks, CA: Sage, 2012.
- Elliston, Edgar J. *Introduction to Missiological Research Design*. William Carey Library, 2011.
- Fontes, Lisa Aronson. *Interviewing Clients across Cultures: A Practitioner's Guide*. New York, New York: Guilford Press, 2008.
- Galvan, Jose. *Writing Literature Reviews: A Guide for Students of the Social Sciences*. 4th ed. Glendale, CA: Pyczak Publishing, 2009.
- Krathwohl, David R., and Nick L. Smith. *How to Prepare a Dissertation Proposal: Suggestions for Students in Education and the Social and Behavioral Sciences*. Syracuse, NY: Syracuse University Press, 2005. **ISBN-13:** 978-0815681410. pgs 289.
- LeCompte, Margaret D., and Jean J Schensul, eds. *Designing and Conducting Ethnographic Research* (Book 1 in Ethnographer's Toolkit Series). Lanham, Maryland: AltaMira Press, 1999.

- Leedy, Paul D and Jeanne Ellis Ormrod. *Practical Research: Planning and Design*. 10th ed. Upper Saddle River, New Jersey: Pearson Education, Inc., 2012.
- Machi, Lawrence A., and Brenda T. McEvoy. *The Literature Review: Six Steps to Success*. Thousand Oaks, CA: Corwin Press (Sage Company), 2009. **ISBN:** 978-1-4129-6135-6. pgs. 200.
- Myers, William R. *Research in Ministry: A Primer for the Doctor of Ministry Program*. 3rd ed. Chicago: Exploration Press, 2000.
- Punch, Keith F. *Introduction to Research Methods in Education*. Thousand Oaks, CA: Sage Publications, 2009.
- Schensul, Stephen L., Jean J. Schensul, and Margaret D. LeCompte. *Essential Ethnographic Methods: Observations, Interviews, and Questionnaires*. Lanham, Maryland: AltaMira Press, 1999.
- Single, Peg Boyle. *Demystifying Dissertation Writing: A Streamlined Process from Choice of Topic to Final Text*. Sterling, VA: Stylus Publishing, 2009.
- Strunk, William, Jr., and E. B. White. *The Elements of Style*. 4th ed. Boston: Allyn and Bacon, 1999.
- Swinton, John, and Harriet Mowat. *Practical Theology and Qualitative Research*. London: SCM Press, 2006.
- Turabian, Kate L. *A Manual for Writers of Term Papers, Theses and Dissertations*. 7th ed. Revised by Wayne C. Booth, Gregory G. Colomb, and Joseph M. Williams. Chicago: University of Chicago Press, 2007.
- Yin, Robert K. *Case Study Research Design and Methods*. (Applied Social Research Methods Series), edited by Leonard Bickman and Debra J. Rog. Thousand Oaks, CA: Sage, 2009.

COURSE PURPOSE:

The purpose of this course is to assist the student to become familiar with a variety of missiological research methods for future research, eventually to focus on one or a few, in order to produce quality studies.

COURSE REQUIREMENTS:

- ***Pre-Session:***
 - Read all required texts.
 - Complete the "Protecting Human Research Participants" training online and bring the certificate of completion with you on the first day of class.

- Read two dissertations and prepare a 3-page document for each that follows the logic of the dissertation. Each dissertation review should address the following questions: **(10% total)**
 - Is the problem statement clear, researchable, significant, multi-disciplinary (covering both theology and sociology or historiography etc.)
 - Is the topic critical for missiology?
 - Regarding the methodology, did it adequately reveal the facts necessary to answer the problem?
 - What was discovered?
 - How were the multiple disciplines integrated?
 - Did the researcher answer his/her question? Do the outcomes seem generalizable and significant?
- Write a 6-page reflection paper on the topic you are passionate to pursue. Identify a primary or core theme found in academic dialogue or conversation to which your topic is related. Explain how this topic is related to your mission and why it has become a critical issue to study. What is it that you don't know/is not known in reference to this topic? (see Addendum 1) **(in-class presentation 10%)**
- ***During The Session:***
 - Prepare a three- to four- page synopsis of your prospectus that prepares you to present at the Value Added Week (VAW) or to the Committee, following the DMiss VAW template. **(20%)**
- ***Post-Session:***
 - Read and report on at least three Sage or other methodology books (see Addendum 1), presenting one or two methodologies that you believe will be important for your research. Develop a sample of a methodology that you believe will produce the data you need to answer your research questions. Do a trial run and evaluate whether or not it was effective. **(20%)**
 - Write a **maximum 20 page** prospectus for the project. The prospectus should contain all the ingredients of a finished project, allowing the reader to follow the logic of the anticipated applied research project. Include 1) the problem statement, 2) research questions or hypotheses, 3) an annotated bibliography related to the topic, 4) a methodology to be employed, 5) an explanation of possible findings and how they will be reported, and 6) potential categories for the conclusions and recommendations. Sample proposals can be found in the DAIS student handbook to assist the student in developing his or her own proposal. **(40%)**
- ***General Guidelines for Formal Writing Assignments:*** *Each writing assignment should be typed, double spaced in Times New Roman 12-point font, and should conform to Turabian 7th edition, using the author-date citation method. The paper must be well-structured, clearly written, and grammatically correct.*
- *****DAIS students must submit their work as a Word document by e-mail to Bob Braswell (bob.braswell@agmd.org). Please include your last name as the first word in the file name.***
- *All formal papers (unless otherwise specified by the instructor) are to be formatted using the ICS doctoral template.*

ATTENDANCE:

Class attendance is extremely important to your success as a student. There are no excused absences unless okayed by professor, but should you be absent from class, you will be responsible for collecting information you miss.

COURSE OUTCOMES:

<i>Course Learning Outcomes Upon completion of this course, the student will be able to:</i>	<i>Program Learning Outcomes¹</i>	<i>EU20²</i>	<i>Faith, Work & Economics Integration³</i>
1. Identify a researchable topic that is credible academically and relevant to the praxis of missiology.	DAIS-SLO # 1,2,3,4,8	C 1,2,3 E 1,2,3,4 I 1 G 1,3,4	Outcomes 1.2.3.5,6
2. Formulate a purpose and a problem statement.	DAIS-SLO # 1,2,3,4,8	C 1,2,3 E 1,2,3,4 I 1 G 1,3,4	Outcomes 1.2.3.5,6
3. Critically examine the problem statement for significance, interdisciplinarity, and research feasibility.	DAIS-SLO # 1,2,3,4,8	C 1,2,3 E 1,2,3,4 I 1 G 1,3,4	Outcomes 1.2.3.5,6
4. Identify the potential sub-research questions or related hypotheses.	DAIS-SLO # 1,2,3,4,8	C 1,2,3 E 1,2,3,4 I 1 G 1,3,4	Outcomes 1.2.3.5,6
5. Follow the logic from a research question to research methodologies, critiquing the suitability of one method over another for capturing and analyzing particular kinds of empirical data	DAIS-SLO # 1,2,3,4,8	C 1,2,3 E 1,2,3,4 I 1 G 1,3,4	Outcomes 1.2.3.5,6
6. <i>Create a literature review and integrate findings into the development of an apologetic for his or her choice of topics.</i>	DAIS-SLO # 1,2,3,4,8	C 1,2,3 E 1,2,3,4 I 1 G 1,3,4	Outcomes 1.2.3.5,6
7. <i>Develop an investigative strategy based on a research method from one or more of the quantitative or qualitative research methods presented in class.</i>	DAIS-SLO # 1,2,3,4,8	C 1,2,3 E 1,2,3,4 I 1 G 1,3,4	Outcomes 1.2.3.5,6

¹ See for program learning outcomes, EU20 outcomes, and FWE outcomes:
<https://agts.edu/currentstudents/academic-policies/>.

² See for EU20 outcomes: <https://agts.edu/current-students/academic-policies/>.

³ See for FWE outcomes <https://agts.edu/current-students/academic-policies/>.

ASSESSMENT:

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

GRADING SCALE:

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%

GRADING POLICY:

<i>Requirement:</i>	<i>Due</i>	<i>Percentage of Grade</i>
1. Critical review of 2 dissertations	Pre-session	10%
2. Reflection paper	Pre-session	10%
3. Three Sage book reviews on methodology	Post-session	20%
4. VAW Prospectus Synopsis	In-session	20%
5. Prospectus	Post-session	40%
1. Critical review of 2 dissertations	Pre-session	10%

Failure to successfully pass this class would jeopardize the student's ability to present a project that would be acceptable to the Intercultural Doctoral Studies Committee.

NOTE: ALL REQUIRED WORK FOR THIS COURSE MUST BE SUBMITTED BEFORE DECEMBER 5, 2018 (before the next set of modules).

I highly recommend completing the post-session work (i.e. all assignments) within 90 days of the last day of class in order to begin pre-session work for your next course. However, all assignments **MUST** be completed before **December 5 as a grade of failure may be issued**. If additional time is required, the student must request an extension prior to this date. If merited, I can grant a 90 day extension (a fee applies). Please note the following policy on assignments as it appears in the catalog under this degree program:

Incomplete Grades:

Students are expected to complete all course work in a timely fashion as specified by the instructor in the course syllabus. A grade of "IP" (In Process) will be issued if the professor's due date falls after the AGTS semester ending date. Due dates of doctoral modular courses

are at the discretion of the professor but will be considered IP until the first day of the next module or set of modules. A grade of failure may be issued if the work is not submitted by the first day of the next module(s) unless the student has requested an extension. If the student requests additional time, an incomplete "I" grade may be given at the discretion of the instructor for a 90 day extension. In the event the instructor grants a grade of incomplete, he or she will have the option of lowering the final grade for the course one letter grade lower than it would have been had the work been submitted on time. If the work is not submitted before the expiration of the 90 day extension, a grade of failure may be issued. No student will be permitted to begin credit courses in a new semester if carrying more than two IP or I courses. Note: A \$50 fee will be charged to the student's account for every extension granted and a \$30 fee applies to every grade change even if the instructor has approved an extension for completing the work.

General Guidelines for Formal Writing Assignments

Each writing assignment should be typed, double-spaced in a 12-point font. It should contain your name and should conform to the IDS Turabian Parenthetical Style Guide.

SPECIFIC DATA

Prepared by Dr. Anita Koeshall, March 7, 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:

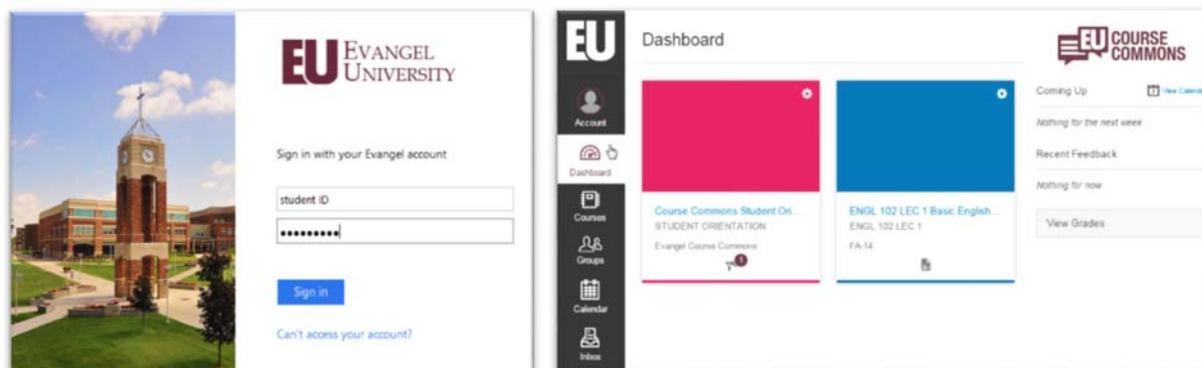
Evangel University is committed to equal educational opportunities for students with disabilities in accordance with Section 504 of the Rehabilitation Act of 1973 and the American with Disabilities Act as amended (ADA). Academic Support, a division of the Center for Student Success, is the office designated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

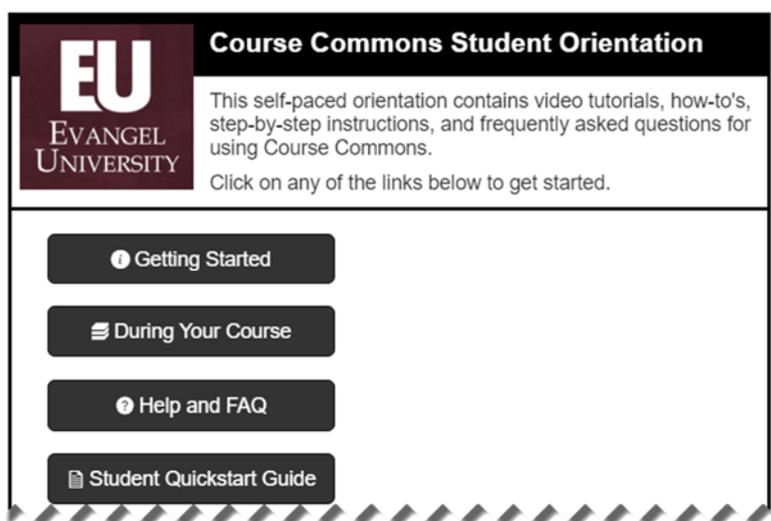


*Use your
Evangel*

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.

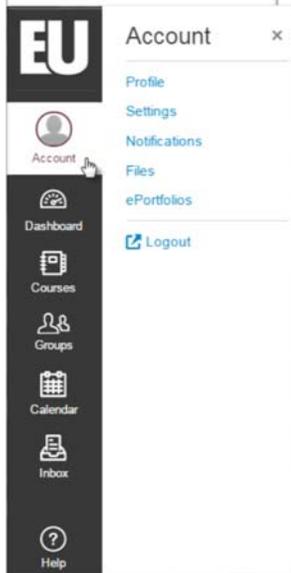
ACCESSING COURSE CONTENT IN COURSE COMMONS

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.

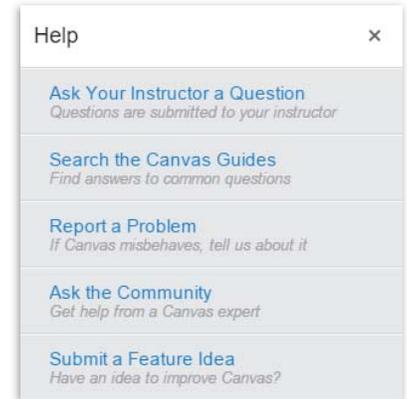
You can browse and search the Help Guides using the following link:
<https://community.canvaslms.com/community/answers/guides/>.

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



ADDENDUM 1

Sage Books on Reserve in IDS Office

<i>Qualitative and Quantitative Methods in Evaluation Research</i>	<i>Cook, Thomas & Reichardt, Charles</i>
<i>The Politics and Ethics of Fieldwork</i>	<i>Punch, Maurice</i>
<i>Knowing Children: Participant observation with Minors</i>	<i>Fine, Gary & Sandstrom, Kent</i>
<i>Microcomputer Applications in Qualitative Research</i>	<i>Pfaffenberber, Bryan</i>
<i>Living the Ethnographic life</i>	<i>Rose, Dan</i>
<i>Analyzing Field Reality</i>	<i>Gubrium, Jaber</i>
<i>Missiological Research Design (1)</i>	<i>Elliston, Edgar</i>
<i>How to Use Qualitative Methods in Evaluation</i>	<i>Patton, Michael</i>
<i>Selecting Ethnographic information</i>	<i>Johnson, Jeffrey</i>
<i>Gender Issues in Field Research</i>	<i>Warren, Carol</i>
<i>Psychoanalytic Aspects of Fieldwork</i>	<i>Hunt, Jennifer</i>
<i>Conversation analysis: The Study of Talk-in-Interaction</i>	<i>Psathas, George</i>
<i>The Active Interview</i>	<i>Holstein, James & Gubrium, jaber</i>
<i>Ethnostatistics: Qualitative Foundations for Quantitative Research</i>	<i>Gephart, Robert</i>
<i>Case Study Methods</i>	<i>Hamel, Jacques</i>
<i>Analyzing Visual Data</i>	<i>Ball, Michael & Smith, Gregory</i>
<i>The Clinical Perspective in Fieldwork</i>	<i>Schein, Edgar</i>
<i>Semiotics and Fieldwork</i>	<i>Manning, Peter</i>
<i>Ethnographic Decision Tree Modeling</i>	<i>Gladwin, Christiana</i>
<i>Interpretive Biography</i>	<i>Denzin, Norman</i>
<i>Qualitative Data Analysis</i>	<i>Miles, Matthew & Huberman, Michael</i>
<i>Meta-Ethnography: Synthesizing Qualitative Studies</i>	<i>Noblit, George & Hare, Dwight</i>
<i>Understanding Ethnographic Texts</i>	<i>Atkinson, Paul</i>
<i>Membership Roles in Field Research</i>	<i>Adler, Patricia & Adler, Peter</i>
<i>Systematic Data Collection</i>	<i>Weller, Susan & Romney, Kimball</i>
<i>Writing Strategies; Reaching Diverse Audiences</i>	<i>Richardson, Laurel</i>
<i>Secrecy and Fieldwork</i>	<i>Mitchell, Richard</i>
<i>The Long Interview</i>	<i>McCracken, Grant</i>
<i>Doing Critical Ethnography</i>	<i>Thomas, Jim</i>
<i>Ethnography in Organizations</i>	<i>Schwartzman, Helen</i>
<i>The Literature Review</i>	<i>Machi, Lawrence & McEvoy Brinda</i>
<i>Narrative Analysis</i>	<i>Riessman, Chaterine</i>
<i>Introduction to Research Methods in Education</i>	<i>Punch, Keith</i>
<i>The Good Supervisor: Supervising Postgraduate and Undergraduate Research for Doctoral Theses and Dissertations</i>	<i>Wisker, Gina</i>
<i>Speaking of Ethnography</i>	<i>Agar, Michael</i>
<i>Emotions and Fieldwork</i>	<i>Kleinman, Sherryl & Copp, Martha</i>

<i>Practical Theology and Qualitative Research</i>	<i>Swinton, John & Mowat, Harriet</i>
<i>Experiencing Fieldwork: An Inside View of Qualitative Research</i>	<i>Sharffir, William & Stebbins, Robert</i>
<i>Dangerous Fieldwork</i>	<i>Lee, Raymond</i>
<i>Linking Data</i>	<i>Fielding, Nigel & Fielding, Jane</i>
<i>Archival Strategies and Techniques</i>	<i>Hill, Michael</i>

ADDENDUM 2

AGTS (GMD) RUBRIC FOR THE EVALUATION OF THE QUALITY OF STUDENT WRITING

The quality of a student's writing will be assessed using the following rubric. Each element will be assessed on a 5-point scale where 5 represents superior work, adequate for publishing. A score of 1 would signify that the work requires significant re-writing and a score of 3 reflects adequate, passable quality.

	5	4	3	2	1
A. TOPIC SELECTION/RATIONALE FOR STUDY 10%					
1. The student gives a clear, cogent rationale for the choice of the subject 2%					
2. The chosen topic is important (worthy of study), relevant, and/or serves to contribute to the knowledge in the field 2%					
3. The research and/or content goals are clearly stated (what data or information they intend to acquire) 2%					
4. There's evidence that the student has read widely enough to identify the major issues 2%					
5. The student understands the issues and is able to critically reflect on their relevance to the chosen topic 2%					
B. RESEARCH DEVELOPMENT AND ORGANIZATION OF THE TOPIC 40%					
1. The student has chosen a research methodology that is adequate to the stated goals of the study 10%					
2. The outline and content of the paper reveals that the investigation of the topic is comprehensive and covers the topic adequately 20%					
3. The outline of the paper is coherent and provides a logical development from concept to concept 10%					
C. CRITICAL THINKING SKILLS 30%					
1. The student has engaged a broad spectrum of views related to the chosen topic 10%					

2. <i>The student demonstrates an ability to critically assess the strengths and weaknesses of differing views or positions 10%</i>					
3. <i>The student shows evidence of independent thinking which evaluates objectively differing views or positions before declaring their own position 10%</i>					
D. BASIC WRITING SKILLS 20%					
1. <i>The paper is mechanically sound in terms of word usage and selection, spelling, punctuation, capitalization, syntax and grammar 5%</i>					
2. <i>The appropriate style format was used (Turabian or APA) 5%</i>					
3. <i>The writing style is clear, straightforward, and easily understood 5%</i>					
4. <i>The development of thought is aided by well-constructed paragraphs, transitional sentences and summations that facilitate the flow of thought 5%</i>					

ADDENDUM 3

TIPS FOR WRITING BETTER PAPERS

**The principles below should be applied to the preparation of the papers.*

TRUISMS

- 1. Reading and re-reading the instructions aid in the preparation of superior papers.*
- 2. A good research paper requires hard work. Within five minutes or less of reading a paper, a professor can spot poor work.*
- 3. Writing skills improve with more writing; there are no shortcuts.*

WHAT PROFESSORS EXPECT IN RESEARCH PAPERS

- 1. Solid research in primary sources*
- 2. Familiarity and interaction with secondary sources*
- 3. Logical organization*
- 4. Original analytical reflection*
- 5. Integrity in writing*
- 6. Consistency in following the designated style manual (e.g., APA, Turabian, etc.)*

WHAT STUDENTS EXPECT OF PROFESSORS

- 1. Clear instructions about the nature of the paper*
- 2. Explanation of research methodology for the particular area of study*
- 3. A clear rationale for the grade should be provided through comments written on the paper*
- 4. The weight of the grade based first on the content of the paper, secondly on the mechanics.*

NOTE: This does not minimize the problem of mechanical errors, typos, etc., because they interfere with the logical argumentation of the paper. If the number of mechanical problems and typos on a paper exceed the number of pages, the grade will likely be reduced by one grade point. This represents a fair approach to grading. If more than one mistake on the average appears on a page, then the paper has been poorly prepared both mechanically and analytically.

GUIDELINES:

- 1. Before writing, prepare a detailed outline of what you intend to address; this will prevent rambling and guarantee logical development.*
- 2. Somewhere on the first page, a clear statement of purpose needs to be given, one that explains the nature of the paper and what it intends to achieve. The conclusion should then link closely with the statement of purpose.*
- 3. Write in good written, not spoken English. All sentences should be complete and coherent. Most people, especially preachers, write like they talk. (Of course, profs remain immune to*

such temptations!) This means that redundancies redundancies will inevitably appear in the text. While repetition and alliteration may be effective in the pulpit, such devices can be unnecessary and distracting in print. Avoid constant repetitions of proper names (use pronouns), expressions, etc. Also, use adjectives, adverbs and emphasis words (such as "very") sparingly.

4. After completing the first draft, look carefully through the paper and eliminate unnecessary sentences; continue this approach with later drafts. "What?" you ask, "more than one draft?"
5. Keep a sharp eye on paragraph development. The topic presented in the opening sentence must govern what follows. If a paragraph becomes a collection of several unrelated thoughts (e.g., the last sentence has no connection to the opening sentence), then the logical argumentation has broken down. Furthermore, make certain that the paragraph properly fits into the development of the section.
6. Following the introduction of a person's name (e.g., Harry Jones), only use their last name and/or pronouns afterward. Do not use the person's first name in subsequent references; this would imply that you are a personal friend of the person cited.
7. Minimize the use of verbs of being: am, is, are, were, and being. They are are are usually overworked. Regular active verbs make stronger sentences.
8. If in doubt about a long sentence construction, break into two or more sentences.
9. How should you refer to yourself in the paper? I suggest the occasional use of the pronoun "I." Referring to yourself as "this writer" or "this author" or "he or she who scribeth this paper" appears awkward in my estimation. At the same time, avoid using the first person plural ("we," "us," "our") and the second person singular and plural ("you"). Refer to others in the third person singular or plural. Consistency avoids confusion and keeps the reader on course.
10. Use direct quotations sparingly. A direct quotation should only be used when a source says something of such importance that the reader would be deprived by not being aware of it. The frequent use of direct quotations and especially block quotations indicates that the writer has not adequately digested the material; long or frequent quotations then serve as "stuffers" in the text.
11. Documentation: How many references numbers should be used? How many sources listed in a bibliography? Arbitrary numbers for these questions represent an artificial methodology, irrelevant at the graduate level. Review the rationale for references. Use the best sources, the number of which will vary with any given paper.
12. The bibliography should be strongly represented in the references notes. Avoid "stuffing" the bibliography with little used resources.
13. Beware of plagiarism. A safe rule of thumb is that only three to five words from a source may be used without quotation marks and a reference number. Plagiarism is the theft of resources written by other people.
14. Use headings, as well as sub-headings (if necessary). Do not use "chapters"; those would be for theses and dissertations.
15. Proofread the paper carefully and by all means use a spell-check. Have someone else—"THE HONEST FRIEND"—or several people read the paper to look for typos, mechanical errors, and especially for clarity and logical development. Learn from their suggestions, but don't accept them uncritically.
16. THOU SHALT NOT (1) justify the right margin; (2) use large or very small fonts.
17. Gender inclusive language should always be used except when referring to the members of the Trinity.

Appendix A: Reading Reports

Student:

Date:

Course: _____ Professor: _____

Book: (author) (Title) and other bibliographic information

Pages Read:

Key Ideas and Quote:

Your Interaction:

QUESTION(S):

Appendix B: Research Paper

INSTRUCTIONS FOR RESEARCH PAPER:

Choosing topics from the interview sheets given in class, conduct 6 interviews with a person from another culture. Using this information, analyze the culture of your "Teacher". From this analysis, identify a biblical theme that you feel needs to be communicated to your teacher's people group and formulate a culturally appropriate method to communicate the message to your teacher.

The paper must fulfill a number of objectives. First you must show how the theoretical material from your reading and class discussions have influenced you in the gathering and the presentation of your data. Data always reflects the selective observation of the researcher; therefore it is essential to make explicit how and why you have selected from the interviews what you present.

In addition you must present this material in such a way that your reader will understand what it is that you have done, why you have done it, and what you hope to accomplish through the process of this research and writing.

You must also learn the conventions of scholarship, including the organization of material, summary of data in charts and tables, citation of sources in the text, references, and appendices of data not directly used in the presentation.

As a guide to help you in planning the organization of your paper, follow the broad outline below:

1. **INTRODUCTION:** *Address your introduction to an audience such as the mission board or to your lead pastor if working with a particular group in a church.*
 - a. *The introduction should include a brief background and cultural setting of the topic you have chosen to focus on and convince the reader of its importance to the mission/ministry world.*
 - b. *A statement of the basic assumptions you have made about the importance of the study of anthropology as foundation for cross-cultural communication.*
 - c. *Explicitly state your problem statement or thesis for this paper. What is it that you are preparing to study, prove, explore, etc.*
 - d. *Give a brief review of the theoretical perspectives that have been most helpful in your research and analysis and the questions arising from this theory that you have asked and hope to answer in this paper.*
 - e. *Discuss the method you are going to use in order to accomplish the purpose of the paper.*
 - f. *Explain the biblical concept that you would hope to communicate to this particular people group on the basis of what you and the back ground as to why you think that this topic is important to explore cross-culturally.*
2. **RESEARCH DESIGN:** *In this section of the paper you should discuss who you have chosen to interview, the background of your informants/teachers and the basic plan that you followed in doing your research. In your plan of research you might explain briefly the types of data that you have collected, the number of people that you interviewed, and the limitations and strengths of your research activity.*
3. **THE DATA:** *You are now ready to present the main body of data from your paper. In preparing this you will want to organize that data into the units that are most meaningful to you in terms of communicating what you have learned to your audience.*
4. **ANALYSIS OF DATA:** *Using the theoretical framework that you have studied in class, analyze the interview findings. Hofstede, Lingenfelter, Rynkiewich, Shaw, etc. What is the social organization or the cultural nature of the society in which your interviewee lives?*

5. **CONCLUSION AND APPLICATION:** After you have completed the presentation of your data you should present for your reader a concluding discussion of the missiological significance of your research.
 - a. Show in specific detail how the critical features of this case study will have direct impact on communicating your topic to people such as the ones you have interviewed.
6. **BIBLICAL STUDY OF THE TOPIC:** Using appropriate methods of hermeneutics and exegesis, explore the Biblical topic you would like to communicate to the people group you are working with. (leadership, community, gender, family, etc.) Remember to apply the anthropological tools we discovered in class (Lingenfelter, Douglas, Hiebert) to see the text through cultural lenses. Develop a biblical basis that should be communicated and finally...
7. **Explore an appropriate means of communication for this culture.**

For instance: a devotional prepared specifically for a need you discovered among peoples such as your teacher. Include: Describe why this particular passage of scripture would be key to the needs of this people group? What cultural characteristic does it touch? How does it bridge to social pressures and obstacles to faith?

Or a blog, Or a skit

I expect an average of at least one reference per page. You will find that when you are discussing your cultural findings, you will have fewer references—but make sure you refer to the interview (you didn't get this information out of thin air!), and in the biblical study and theoretical development and analysis you will have more references.