SM 2003: Research Methods and Practices

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Research Methods and Practices (SM 2003) -- Independent Study
Fall 2022
Louisville Seminary

Supervisor: Dr. Chris Elwood

Course Readings Website: https://sites.google.com/view/research-methods-2020/home ⇨
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Purpose:

The purpose of this course is to help students become better researchers and better writers. The research and writing skills gained here will be valuable in any career after seminary. Moreover, in the process of learning to be proficient researchers, other skills will be acquired or improved along the way, such as information literacy, efficiency in note taking, effectiveness and compliance with best practices in using citations, ability to construct sound and persuasive arguments in written form, and use of a distinctive professional voice as a writer.

Course Outcomes:

By the end of the course, the student will show proficiency in:

1. Writing academic prose, in which use is made of established rhetorical strategies for participation in scholarly conversation.
2. Discovering, evaluating information, and selecting from among appropriate bibliographic resources (including digital ones), and managing bibliography using Zotero.
3. Planning the literature search, researching, writing, and revising an extended academic paper on a topic of the student's own choosing.
4. Information competencies.

Relationship to Student Learning Outcomes (SLO):

The primary SLO for this course is SLO5 on the MAR SLOs document:

Students will be able to conduct independent critical research and write clearly and convincingly on a

topic of biblical, theological, historical, or ethical concern.

Textbooks:

The textbooks required for this course are:

Booth, Wayne C., Gregory G. Colomb, Joseph M. Williams, Joseph Bizup, and William T. FitzGerald. *The Craft of Research*. Fourth edition. Chicago: University of Chicago Press, 2016. ISBN: 022623973X.

Graff, Gerald, and Cathy Berkenstein. *They Say/I Say: The Moves that Matter in Academic Writing*. 4th edition. New York: W. W. Norton, 2018. ISBN: 0393631672.

Thomas, Francis-Noël, and Mark Turner. *Clear and Simple as the Truth: Writing Classic Prose.* 2nd edition. Princeton: Princeton University Press, 2011. ISBN: 0691147434.

Recommended:

Abbott, Andrew. *Digital Paper: A Manual for Research and Writing with Library and Internet Materials*. Chicago; London: University of Chicago Press, 2014. ISBN: 022616778X.

Mullaney, Thomas S., and Christopher Rea. *Where Research Begins: Choosing a Research Project That Matters to You (And the World).* Chicago: University of Chicago Press, 2022.

Vyhmeister, Nancy Jean. *Your Guide to Writing Quality Research Papers for Students of Religion and Theology*. 3rd edition. Grand Rapids: Zondervan, 2014. ISBN: 0310514029.

Teaching Methodology:

Class sessions will be a mix of presentation by the instructors, discussion of methods, library tools, and in-class training and research exercises. Students should come to all classes having read the assigned reading for that day and prepared to engage in informed conversation. Burton Callicot will be instrumental in providing further research tools and resources via the E.M. White Library.

Requirements:

Attendance and informed participation: 20%. *Being in class is extremely important. If you are going to miss class for an illness or emergency, email the instructor before class if possible, or within 24 hours. It is also important to be on time for class. Persistent late arrival (more than 4 times) will constitute an absence*.

Homework exercises: 20%. *There will be a number of short exercises of various kinds. Cumulatively these will count for 20% of the final grade.*

<u>Research Paper: 60% in total.</u>

Preliminary topic 5%	Due in class, Sept. 27
Preliminary bibliography 10%	Due in class, Oct. 25th
Outline 10%	Due in class, Nov. 8th
Rough draft 15%	Due in class, Nov. 22nd
Final 20%	Due December 6th

There are two options for paper topics for this class. The first option is to choose a topic of interest to you and create a research paper using the methods in this class. If you choose this option, you are encouraged to use *The Anti-racism Digital Library* (http://endracism.info/) to select your paper topic. The second option is to submit a research paper assigned for another class and due at the end of the spring 2019 semester. Regardless of the option you select, you will follow the methods and practices learned in this class both for your research and for writing the paper. Evaluation of these papers will be based on the research skills demonstrated and your ability to construct an argument over the course of the paper that includes dialog with opposing viewpoints.

Schedule, Topics, and Readings:

Week 1*

Sept. 13   Research, Researchers, and Readers

- Readings:
- Booth et al., 1-26
- Graff & Birkenstein, 1-18

Week 2   Asking Questions

- Readings:
- Booth et al., 27-64 (= Part II, Prologue through chap.4)
- Abbott, chap. 4, "The Preliminary Phase" (*On Library Desk Reserve*)

Week 3*

Sept. 27th   Finding Answers

- Readings:
- Booth et al., 65-104

- Graff & Birkenstein, 19-29

Preliminary statement of topic due

Week 4   Making an Argument

- Readings:
- Booth et al., 107-40
- Graff & Birkenstein, 30-42

Week 5*

October 11   Making an Argument (cont'd)

- Readings:
- Booth et al., 141-72
- Graff & Birkenstein, 43-52

Preliminary bibliography due

Week 6   Research and Study Week

Week 7*

October 25th   Planning, Drafting, and Revising

- Readings:
- Booth et al., 175-213
- Graff & Birkenstein, 53-66

Week 8   Illustrating, Introducing, and Concluding

- Readings:
- Booth et al., 214-47
- Graff & Birkenstein, 67-76

Outline due

Week 9*

Nov. 8   Finding Your Authorial Voice

- Readings:
- Thomas and Turner, 1-106
- Graff & Birkenstein, 77-100

Week 10   Analyzing Style

- Readings:
- Thomas and Turner, 107-86
- Graff & Birkenstein, 101-116

Rough draft due - bring to class

Week 11*

Nov. 22nd   Cultivating the "Classic Prose" Style

- Readings:
- Thomas and Turner, 187-228
- Graff & Birkenstein, 117-130

Week 12   Revising Your Work

- Readings:
- Booth et al., 248-80.
- Graff & Birkenstein, 131-61

Week 13*

Dec. 6   Revising Your Work

*****Bring your close-to-final draft to clas*s**

Final Paper Due on December 6th

*Denotes class meeting time via Zoom or in-person, Tuesdays 11:30-12:30 unless otherwise noted.

Course Policies:

Use of Inclusive Language
In accordance with seminary policy, students are to use inclusive language in class discussions and in written and oral communication by using language representative of the whole human community in respect to gender, sexual orientation, ethnicity, age, and physical and intellectual capacities. Direct quotations from theological texts and translations of the Bible do not have to be altered to conform to this policy. In your own writing, however, when referring to God, you are encouraged to use a variety of images and metaphors, reflecting the richness of the Bible's images for God. More discussion about inclusive language can be accessed from the Academic Support Center and from the section of the LPTS web site on "Inclusive and Expansive Language" ([give correct URL]).

Academic Honesty
All work turned in to the professor is expected to be the work of the student whose name appears on the assignment. Any borrowing of the ideas or the words of others (including other students as well as online sources) must be acknowledged by quotation marks (where appropriate) and by citation of author and source. Failure to credit sources (whether intentional or due to oversight) constitutes plagiarism, and may result in failure of the course. Two occurrences of plagiarism may result in dismissal from the Seminary. Students unfamiliar with issues related to academic honesty can find help from the staff in the Academic Support Center. For more information, see the Policy for Academic Honesty in the Student Handbook.

Special Accommodations
Students requiring accommodations for a documented physical or learning disability should be in contact with the Director of the Academic Support Center during the first two weeks of a semester (or before the semester begins) and should speak with the instructor as soon as possible to arrange appropriate adjustments. Students with environmental or other sensitivities that may affect their learning are also encouraged to speak with the instructor.

Citation Policy
Citations in your papers should follow Seminary standards, which are based on these guides:

American Psychological Association. *Publication Manual of the American Psychological Association*. 6th ed. Washington, DC: American Psychological Association, 2010.

Turabian, Kate L., Wayne C. Booth, Gregory G. Colomb, and Joseph M. Williams. *A Manual for Writers of Research Papers, Theses, and Dissertations: Chicago Style for Students and Researchers*. 9th ed. Chicago: University of Chicago Press, 2018.

The Chicago Manual of Style. 17th ed. Chicago: University of Chicago Press, 2017.

Copies of these guides are available at the library and in the Academic Support Center.

Attendance Policy
Perfect or near-perfect attendance is expected, and roll will be taken. In case of illness or emergency, students are asked to notify the instructor of their planned absence from class prior to the session. Whether excused or unexcused, absence will affect the "attendance and participation" component of the student's grade, and more than three absences (1/4 of the course) may result in a low or failing grade in the course.

Policy on Late Papers and Exams, and on Incompletes
Out of fairness to other students, papers turned in after the time and date specified in the syllabus will receive a grade penalty. Schedule of penalties: 1 minute to 24 hours late = 1 letter-grade deduction; 24 to 48 hours late = 2 letter-grade deduction. Papers more than 48 hours late will not be accepted. Grades of incomplete for the course will be permitted only in extreme circumstances, and must be arranged by the date specified by the registrar's office.

Policy on Use of Electronic Devices in Class
All cell phones should be silenced during class (if you are waiting for an important call, you should let the instructor know ahead of time). During class do not let your computer or device become a distraction to you, your peers, or the instructor. Keep your focus on the course.

Course Summary:

Date	Details	Due