

Gordon-Conwell Theological Seminary- Boston Campus (Center for Urban Ministerial Education)

EM/MC 605 - Introduction to Theological Studies: Research and Writing (formerly Research and Writing in Urban Theological Studies)

This course is the “Research and Writing” course required for the M.Div., the M.A. in Urban Ministry, and the Diploma programs.

Spring 2015 Saturday, Jan. 24 : 9:30 a.m.-1:30 p.m. and Mondays : 6:30-9:30 p.m.

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SYLLABUS

I. COURSE OBJECTIVES:

General: In light of Gordon-Conwell’s mission “to prepare men and women for ministry at home and abroad,” this course aims to prepare and equip students with life-long learning skills, to enable them to do research relevant to ministry, and to enable them to write and communicate their learning effectively.

A. Improving Organizing and Thinking Skills: (Seminary goals: M.Div. 3,4,6; MAT,3)

1. Improving note taking abilities;
2. Developing organizing and outlining abilities for writing and ministry
3. Improving reasoning and critical thinking skills for writing (M.A.,4)
4. Learning how to combine previous and new learning methods (M.A.R.,3)
5. Acquiring a Christian worldview (M.Div., 6)

B. Discovering and applying practical research methods and sources: (M.Div.3,4,5,6)

1. Learning how to find useful sources of information
2. Applying research methods to understand the urban community
3. Applying research methods to understand the urban church/ministry

C. Developing the ability to use libraries and information sources effectively
(Seminary goals -M.A. Bib., 3;M.A.O.T & M.A.N.T.- 4; M.Div. 1,2,4)

1. Becoming familiar with local library resources
2. Understanding library systems, resources, and on-line catalogs
3. Understanding computer based information sources
4. Understanding seminary electronic systems, communications, and scheduling
5. Becoming aware of useful reference tools, both general, biblical, and theological

D. Improving basic writing skills:

(Seminary goals -M.A. Bib., 3;M.A.O.T & M.A.N.T.- 4; M.Div., 4)

1. Being able to correctly cite sources in footnotes and bibliographies
2. Being able to develop paragraphs effectively with unity and coherence
3. Writing sentences with improved style and clarity and increased variety
4. Sharpening present grammatical usage

II. COURSE REQUIREMENTS:

General: The central assignment of this course is simply to research and write an academic paper. Various parts of this paper are submitted in rough draft form to allow feedback from professors for revision and improvement.

A. ATTENDANCE:

Class participation is an important aspect of the course; therefore, students are expected to attend each class session. In order to receive full credit for the course, no more than three (3) absences can be allowed. Half-class attendance and absences will be counted (as ½). In case of class cancellation, Nov. 11th may be used.

B. REQUIRED READING:

1. **Nancy J. Vyhmeister, *Quality Research Papers for Students of Religion and Theology***. 3rd ed. Grand Rapids, Mich.: Zondervan, 2014. \$10 - \$20. ISBN number: 978-0-310-51402-2 (See reading report for assigned readings)
2. **Wayne C. Booth, Gregory G. Colomb, and Joseph M. Williams, *The Craft of Research***, 3rd ed. Chicago: Univ. of Chicago Press, 2008. ISBN number: 978-0-226-06566-3 (See reading report for assigned readings) \$5- \$17
3. **Rudy Mitchell, *Biblical Research Tools and Methods***. Boston: N.P., 2014. (No ISBN number) \$5.00 (Available at CUME)
4. Read material in the **binder of photocopied articles and excerpts** for the course. Available at the CUME Library. **Or** read 100 pages on course topics and submit a report. See reading report forms for details

*** Hand in **Reading Reports** of what you have read. These will list all reading assignments by class. The dates they are due are as follows:

FIRST HALF REPORT – March 9

SECOND HALF REPORT – April 27

C. Worksheets & Quizzes – Three take-home exercises need to be completed.

1. **Library / Reference Tools Quiz - Due February 23**
2. **Footnote quiz / Worksheet - Due March 2**
3. **Grammar Worksheets: Reference material & exercises –Due March 30**
(Will be accepted through Apr. 27)

A working knowledge of English grammar is an important component of writing. Though useful and desirable, it is not possible for this course to adequately provide a comprehensive review of grammar. We will cover the most common problem areas. However, since each person has his or her own individual strengths and weaknesses, to attempt to cover all aspects of grammar typically helps some, while it bores others. We are not so much concerned that you know all the particular names of the rules, but rather that your usage of standard English grammar improves, resulting in more effective writing. We will review your worksheets and make suggestions for further learning. See also the bibliography for recommended reading on grammar & writing.

Student Academic Conduct

The submission of the same (or substantially the same) work for credit in two or more courses without the knowledge and consent of the instructors is not allowed. Students are responsible for understanding and abiding by the school's policy on plagiarism. Information will be provided.

D. WRITE A 10 PAGE RESEARCH PAPER:

The preliminary assignments (#1-4) are designed to help build toward the end goal of completing the 10 page research paper. It is important that you complete each preliminary assignment on time.

1. Submit the **TOPIC Report Form** for your paper. **DUE Feb. 2**
(Select & describe a topic you will write your paper about)

Note: If you change your topic, submit in writing your new topic & obtain approval for it.

2. Submit a **PRELIMINARY BIBLIOGRAPHY** of 10 to 25 works, that apply to your topic and could be of possible use to you. (**Hint: Try to look at the sources & select at least ten whose content is best for your topic.**)

DUE March 2

3. Submit a **PRELIMINARY OUTLINE** of your paper. This can be revised later and improved for inclusion in the rough draft and final paper.

DUE March 16

4. Submit a photocopy of your **FIRST DRAFT OF THE PAPER**. Include **footnotes, bibliography and outline page**. Be sure to make a backup copy of your paper. This will enable you to continue working on your final version while we correct your first draft. Double space your paper.

DUE: April 13

5. Submit the **FINAL DRAFT** of your ten page **Research Paper**. The paper must be typed. It should be approximately 2500 words, minimum. In typed form with double spacing and one inch margins, this should come to about 10 pages of written text. In summary, your paper :

*Should be typed with **double spacing**, one inch margins, 10-12 point font

*Should be 10 pages / 2500 words (**10 or more, but less than 25 pp.**)

*Should be a Research type paper (topic approved by us)

*Should include Title Page, Outline page, Footnotes or Endnotes,
and Bibliography

*Pages should be numbered beginning with the first page of text.

DUE April 27

6. Give an **ORAL PRESENTATION** of the findings of your research paper
A short (five minute) presentation of your paper's thesis, summary of what you have researched (your findings/conclusions), and the implications / significance of your research.

DUE April 27

IV. GRADE COMPUTATION:

Although the grades are carefully detailed according to the breakdown below, there is considerable flexibility for those of different abilities and experience. Significant credit is given for improvement. Promptness in handing in papers is more important in this course than in some courses because we want to give you feedback early enough so that you can have a chance to improve and revise your work under our guidance. The preliminary bibliography and outline must be completed *before* the rough draft to receive credit. The course also seeks to help you in planning the steps in doing a paper according to a timely schedule. To receive an "A" you need to carefully fulfill the promptness, attendance, and report requirements and not merely submit a good final paper.

A.	Final Research Paper	50%
1.	Final Outline	6%
2.	Footnotes	6%
3.	Bibliography	5%
4.	Writing	(25%)
	a. Grammar/Punctuation	7.5%
	b. Paragraphs	10%
	c. Sentences	7.5%
5.	Use of Research & Own Thoughts	8%
B.	Improvement	8%
1.	First Draft to Final Draft	4%
2.	Outline Improvement	2%
3.	Bibliography Improvement	2%
C.	Reading - Reading Reports	5%
D.	Preliminary Assignments and Quiz	17%
1.	Paper Topic & Thesis	1%
2.	Outline	5%
3.	Bibliography	5%
4.	Quiz - Library & Ref. Books.	2%
5.	Take Home Quiz: Footnotes	2%
6.	Grammar Worksheets	2%
E.	First Draft	10%
F.	Promptness & Class Attendance / Participation	10%
1.	Class attendance, promptness, & participation	5%
2.	Outline, Bibliography & Reading reports on time	2%
3.	First Draft on Time	2%
4.	Final Paper Presentation	1%

OVERVIEW OF CLASS SESSIONS AND ASSIGNMENTS

<i>CLASS DATE</i>	<i>TOPICS DISCUSSED/COVERED</i>	<i>ASSIGNMENTS DUE</i>
January 26	<u>INTRODUCTION, WRITING & CHOOSING A TOPIC</u> * Introduction of course & syllabus; Basics of accessing course info online; * The first 3 steps in writing a research paper including Selecting a Topic * Writing Discovery I (Writing Exercise)	
February 2	<u>LOCATING INFORMATION FOR YOUR RESEARCH</u> * Key Christian Reference Tools & How to Use Them * Using Reference Books for Bible study * Introduction to Library Research * How to use libraries effectively, including GCTS Libraries & their catalogs * How to use the card catalog, indexes, & periodical sources	<i>READ: Required reading</i> <i>SUBMIT: Paper Topic</i> <i>Class at CUME library</i>
February 9	<u>PLANNING YOUR RESEARCH PROCESS; INTERNET RESEARCH</u> * Understanding & using GCTS email, SAKAI, CAMS, & Resources * A planned Approach to Research * Selecting appropriate Research Methods * Finding what exists on a topic * Methods of Research: Personal Interview, observation, etc. * Methods of Internet Research & Computer-based search techniques, & databases	<i>READ: Required reading</i>
February 16	<u>READING WEEK #1 – NO CLASS</u>	
February 23	<u>DOCUMENTING THE RESEARCH PAPER</u> * The Bibliography * The Footnotes * Methods of Quotation	<i>READ: Required reading</i> <i>SUBMIT: Quiz: Library/Research</i>
March 2	<u>READING, LEARNING, AND NOTETAKING SKILLS</u> * Study and Learning Methods * The Four Levels of Reading, incl. Inspectional Reading * Note-taking Methods and Techniques * Summarizing & paraphrasing skills	<i>READ: Required reading</i> <i>SUBMIT: Preliminary Bibliography</i> <i>Take Home Quiz: Footnotes</i>
March 9	<u>OUTLINING & ORGANIZING</u> * Outlining Form and Mechanics * Ways of Organizing the Research Paper * Principles of Outlining for writing, teaching & preaching	<i>READ: Required reading</i> <i>SUBMIT: Reading Report I</i>
March 16	<u>WORLD VIEWS, EVALUATING SOURCES & CRITICAL THINKING</u> * Understanding World Views & Underlying Assumptions * Evaluating Reasoning, Evidence, & Authority of Sources * Exercise in Evaluating Research Sources	<i>READ: Required Reading and Exodus article</i> <i>SUBMIT: Preliminary Outline</i>

March 23	<u>READING WEEK #2 - NO CLASS</u>	
March 30	<u>WRITING : THE PARAGRAPH & SENTENCE</u> * Paragraphing Principles and Structure * Integrating & using Sources in your paragraphs * Effective Methods of paragraph development * Writing Discovery II: Exercises in Paragraph writing	<i>READ: Required reading</i> SUBMIT: Grammar Worksheets Early option: Submit First Draft of Paper
April 6	<u>WRITING IMPROVEMENT</u> * Writing Sentences with improved style and clarity * Eight keys to good writing * Avoiding the most common errors in writing * Avoiding grammar and punctuation pitfalls * Methods of revising and improving your writing	READ : Required Reading
April 13	<u>RESEARCH FOR COMMUNITY MINISTRY</u> * Planning your seminary courses and schedules * The 7 Steps of Community Research * Planning Process : How to plan a Christian ministry with research * Community Assets Approach to Research & Community Change	READ: Required Reading SUBMIT: First Draft of Paper
April 20	<u>RESEARCH APPLICATION TO CHURCH MINISTRY</u> * Research applied to understanding the urban church * Church growth , church life cycles and the community * Church growth & vitality in the urban community –interactive case study	READ: Required reading
April 27	<u>APPLICATION OF RESEARCH & WRITING TO LIFE & MINISTRY & STUDENT PRESENTATIONS</u> * Oral presentations of class members' research	SUBMIT : Final Draft of Paper Reading Report 2 Oral Presentation

SUMMARY OF ASSIGNMENTS

February 2	PAPER TOPIC & PRELIMINARY THESIS
February 23	TAKE HOME QUIZ: LIBRARY/RESEARCH
March 2	PRELIMINARY BIBLIOGRAPHY TAKE HOME QUIZ: FOOTNOTES
March 9	READING REPORT #1
March 16	PRELIMINARY OUTLINE WITH REVISED THESIS
March 30	GRAMMAR WORKSHEETS (Early Option for First Draft of Paper)
April 13	FIRST DRAFT OF PAPER (with <u>OUTLINE, BIBLIOGRAPHY, & FOOTNOTES</u>)
April 27	FINAL DRAFT OF PAPER (with <u>OUTLINE, BIBLIOGRAPHY, & FOOTNOTES</u>) ORAL PRESENTATION READING REPORT #2 (Let us know if your are graduating this semester: please turn in final work early)

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See the following website for research links: www.egc.org/urbanmin/ark.html

Gordon-Conwell Theological Seminary. Religious School in South Hamilton, Massachusetts. 4.7. Dr. Ken Barnes - Director of the Mockler Center & Professor of Workplace Theology & Business Ethics at Gordon-Conwell; Author of Redeeming Capitalism. For more information on the Fear, Facts & Faith livestream series, visit: bit.ly/FearFactsFaith. See More. Gordon-Conwell Theological Seminary requires that you either take the SAT or ACT. See the table below for how Gordon-Conwell Theological Seminary's accepted students have performed on both tests. You may be wondering how many test scores should you submit. Generally, don't freak out about taking the test too often. Industry consensus is that you can submit up to 6 tests as a reasonable limit. Gordon-Conwell Theological Seminary SAT Requirements. Gordon-Conwell Theological Seminary's average SAT score is - - this is the sum of the math and reading portions of the SAT (the 1600 scale). Check out Gordon-Conwell Theological Seminary (GCTS) is an evangelical theological seminary whose main campus is based in South Hamilton, Massachusetts, with three other campuses in Boston, Charlotte, North Carolina and Jacksonville. The current president of Gordon-Conwell is Dennis Hollinger.[1] According to the Association of Theological Schools, Gordon-Conwell ranks 5th in terms of total number of students for seminaries in North America.[2]. Contents. 1 History. The campus in Boston is known as the Center for Urban Ministerial Education (CUME), and it is a program offered exclusively through part-time night and weekend classes. Thank you for your gift to Gordon-Conwell! Please use the form below to complete your gift. If you have any questions please contact us at 978-646-4017. General Education Fund Hamilton Education Fund Charlotte Education Fund Boston Education Fund Jacksonville Education Fund Hispanic Ministries Education Fund DMIN Education Fund Women's Council Scholarship Fund Partnership Program Scholarship Fund Other. Gordon-Conwell Theological Seminary is an Evangelical Christian graduate institution with a main campus in northeast Massachusetts and adult education campuses in Charlotte and Jacksonville. Gordon-Conwell features an international and diverse student body drawn from over 50 countries and 85 denominations. The seminary offers master's degree programs in academic fields such as Old and New Testament Studies as well as professional fields like Christian Counseling. In addition, opportunities for spiritual growth abound on campus from chapel to retreats to overseas ministry trips. Admissions. Key