



**Introduction to Research and Writing  
MUDC 9300  
New Orleans Baptist Theological Seminary  
Division of Church Music  
Fall 2019**

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**MISSION STATEMENT**

The mission of New Orleans Baptist Theological Seminary is to equip leaders to fulfill the Great Commission and the Great Commandments through the local church and its ministries.

**CHURCH MUSIC MINISTRIES DIVISION VISION STATEMENT**

Developing excellence in Kingdom-minded music and worship leaders

**CORE VALUE FOCUS**

2018-2019 Academic Year Emphasis: Spiritual Vitality

We are a worshipping community emphasizing both personal spirituality and gathering together as a Seminary family for the praise and adoration of God and instruction in His Word.

**Purpose of the Course, Core Value Focus, and Curriculum Competencies**

The purpose of this course is to provide quality theological education for students in the discipline of church music ministries. The core value focus will be servant leadership. The course will specifically address the purpose by enabling the student to conduct research contributing to the development of successful ministry in the area of church music.

**Course Description**

This course is designed to introduce students to the various forms of music research, their aims and processes, as well as the basic tools, methods, and resources necessary to effectively conduct them. Specific emphasis will be given to those methods that will be necessary for the student to

successfully research, write, and properly format their doctoral dissertations.

### **Seminar Dates**

Friday, September 20 from 10:30 a.m. to 1:15 p.m.

Friday, October 25 from 10:30 a.m. to 1:15 p.m.

Friday, November 22 from 10:30 a.m. to 1:15 p.m.

### **Required Texts**

Booth, Wayne C., Gregory G. Colomb, and Joseph M. Williams. *The Craft of Research*. 4th ed. Chicago: University Of Chicago Press, 2016.

Yarbrough, Cornelia. *An Introduction to Scholarship in Music*. San Diego, CA: University Readers, 2008.

Turabian, Kate L. *A Manual for Writers of Research Papers, Theses, and Dissertations, Eighth Edition: Chicago Style for Students and Researchers (Chicago Guides to Writing, Editing, and Publishing)*. 8th ed. Downers Grove, IL: University Of Chicago Press, 2013.

### **Student Learning Objectives**

1. The student will understand the basic principles of research.
2. The student will be introduced to various types of research.
3. The student will produce a seminar paper during the semester to be evaluated as to form and style at the end of the semester.

### **Assignments**

1. Students will sign up for blackboard and login to MUDC 9300.
2. Students will receive assignments, participate in discussions, and obtain information concerning the course that is critical to its successful completion through Blackboard. (Please check BB each week.)
3. Students will be required to give presentations during our on campus seminars. More information on these assignments may be obtained through BB as these sessions approach.
4. Students will be required to complete and submit several projects throughout the course of the semester. Specific details as to various aspects of the assignments will be given as the semester progresses and as they are actually assigned. Among them will be the following:
  - a. 5 page annotated bibliography on a specific topic chosen by the student in consultation with and approval by the professor.  
Bibliography Due: December 5
  - b. Philosophical argument on a topic assigned by the professor (minimum 1200 words)

Paper Due: September 13

c. Research paper on a particular topic of interest to the student and approved by the professor will be written (minimum 2750 words)

Due: October 18

d. Historiography of an artifact, book, or other historical item: This assignment must be approved by the professor (minimum 1750 words)

Due: November 15

5. Students will participate in additional assignments such as reviews, research exercises in addition to the aforementioned at the professor's discretion; these types of assignments will be given through BB.

### **Course Grading Procedures**

10 point scale defined as follows: 100 to 90 is an A, 89 to 80 is a B, 79 to 70 is a C, 69 to 60 is a D, 59 and below is an F.

Bibliography: 10%

Philosophical Argument: 20%

Historiography: 25%

Research Paper: 30%

Assignments: 5%

Presentations: 10%

### **Course Bibliography**

Ary, Donald, Lucy Cheser Jacobs, and Asghar Razavieh, *Introduction to Research in Education*, 8th ed. Belmont, CA: Wadsworth, 2009.

Barzun, J., *The Modern Researcher*, 6th ed. Belmont, CA: Thomson/Wadsworth, 2004.

Bishop, William R. "Christian Youth Musicals: 1967-1975." PhD diss., New Orleans Baptist Theological Seminary, 2015.

Creswell, John W., *Qualitative Inquiry and Research Design: Choosing Among Five Traditions*, 2nd ed. Thousand Oaks, CA: Sage Publications, 2007.

Girden, Ellen R. *Evaluating Research Articles from Start to Finish*, 2nd ed. Thousand Oaks, CA: Sage Publications, 2001.

Harris, Robert A. *Using Sources Effectively: Strengthening Your Writing and Avoiding Plagiarism*, 2nd ed. Los Angeles: Pyczak Publishing, 2006.

Kvale, Steinar, *InterViews: An Introduction to Qualitative Research Interviewing*. Thousand

- Oaks, CA: Sage Publications, 1996.
- James, Rendell A. "The Significance of Leonard Jacob Enns through Analyses of Selected Choral Compositions." PhD diss., New Orleans Baptist Theological Seminary, 2015.
- Lomask, M., *The Biographers Craft*. New York: Harper and Row, 1986.
- Madsen, Cliff K., and Charles H. Madsen, *Experimental Research in Music*, 4th ed. Raleigh, NC: Contemporary Publishing Company.
- Mauch, James E., and Jack W. Birch, *Guide to the Successful Thesis and Dissertation*, 5th ed., revised and expanded. New York: M. Dekker, 2003.
- Oppenheim, A. N., *Questionnaire Design and Attitude Measurement*. New York: Pinter Publishers, 1992.
- Preece, Roy, *Starting Research: An Introduction to Academic Research and Dissertation Writing*. New York: Pinter Publishers, 1994.
- Sternberg, David, *How to Complete and Survive a Doctoral Dissertation*. New York: St. Martins Griffin, 1981.
- Sudman, Seymour, and Norman M. Bradburn, *Asking Questions: A Practical Guide to Questionnaire Design*. San Francisco: Jossey-Bass Publishers, 2004.
- Weiss, Carol H., *Evaluation Research: Methods for Assessing Program Effectiveness*. Englewood Cliffs, NJ: Prentice-Hall, 1972.
- Wolcott, H. F., *Transforming Qualitative Data: Description, Analysis, and Interpretation*. Thousand Oaks, CA: Sage, 1994.