



## **MUSR9311-01 Supervised Reading Colloquium 3**

### **Specialized Study in Worship/Hymnology**

### **New Orleans Baptist Theological Seminary**

### **Division of Church Music Ministries**

### **Fall 2020**

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#### **Mission Statement**

New Orleans Baptist Theological Seminary and Leavell College prepare servants to walk with Christ, proclaim His truth, and fulfill His mission.

#### **Core Value Focus**

The seminary has five core values: Doctrinal Integrity, Spiritual Vitality, Mission Focus, Characteristic Excellence, and Servant Leadership. The core value focus for this academic year is *Mission Focus*.

#### **Curriculum Competencies**

All graduates of NOBTS are expected to have at least a minimum level of competency in each of the following areas: Biblical Exposition, Christian Theological Heritage, Disciple Making, Interpersonal Skills, Servant Leadership, Spiritual and Character Formation, and Worship Leadership. The curriculum competencies addressed in this course are: Worship Leadership and Servant Leadership. The curriculum competencies addressed in this course are: worship leadership; and Christian theological heritage

#### **Course Description**

The purpose of this colloquium is to aid the student in devising categories for an initial bibliography for the dissertation proposal and shaping the list in such a way that the flow of the works moves from general to the topic to specific to the proposed dissertation topic.

#### **Student Learning Outcomes**

At the conclusion of the course, the student:

1. Will be knowledgeable of a broad corpus of literature pertaining to the research topic in the area of the student's interest.
2. Will be equipped with enough resources to comprise the initial bibliography for the proposal/prospectus.
3. Will be able to assess the relevance and usefulness of resources compiled as they relate to the student's research topic.

#### **Course Teaching Methodology**

The course will involve the following methodologies: Independent research with three meetings with the faculty member during the semester. Meetings will coordinate with the modular format of regular DMA seminars: September 18, October 16, and December 4, 2020. During these meetings the professor will provide feedback concerning the student's bibliographic work. For each meeting, the student will prepare a minimum of twenty (20) bibliographic references (annotated) linked to the student's research topic. The final document for the course will be the annotated bibliography.

## Assignments

For each meeting the student will prepare a minimum of 20 fully-annotated bibliographic references linked to the student's research topic. Sample annotations will be provided by the professor.

## Selected Bibliography

### General

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

Galvan, Jose L. *Writing Literature Reviews: A Guide for Students of the Social and Behavioral Sciences*, 3d ed. Los Angeles: Pyczak Publishing, 2005.

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

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

Mauch, James E., and Jack W. Birch. *Guide to the Successful Thesis and Dissertation*, 5<sup>th</sup> ed., revised and expanded. New York: M. Dekker, 2003.

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. Martin's Griffin, 1981.

### Music Research

Bayne, Pauline Shaw. *A Guide to Library Research in Music*. Metuchen, NJ: The Scarecrow Press, 2008.

Colwell, Richard, ed. *Handbook of Research on Music Teaching and Learning*. New York: Schirmer Books, 1992.

Crabtree, Phillip D. and Donald H. Foster. *Sourcebook for Research in Music*. Bloomington: Indiana University Press, 1993.

Duckles, Vincent H. and Vincent Harris. *Music Reference and Research Materials: An Annotated Bibliography*. New York: Schirmer Books, 1997.

Fiese, Richard K. and Nancy Zavoc. *A Handbook for Preparing Graduate Papers in Music*. Houston, TX: Halcyon Press, 2001.

Froehlich, Hildegard C. and Edward L. Rainbow. *Research in Music Education: An Introduction to Systematic Inquiry*. New York: Schirmer Books, 1987.

Helm, E. Eugene and Albert T. Luper. *Words and Music: Form and Procedures in Theses, Dissertations, Research Papers, Book Reports, Programs, and Theses in Composition*. Tatowa, NJ: Guilford Press, 1982.

Phelps, Roger P. *A Guide to Research in Music Education*. Metuchen, NJ: The Scarecrow Press, 1993.

Pruett, James W. and Thomas P. Slavens. *Research Guide to Musicology*. Chicago: American Library Association, 1985.

## **Qualitative Research – General**

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

Kvale, Steinar. *InterViews: An Introduction to Qualitative Research Interviewing*. Thousand Oaks, CA: Sage Publications, 1996.

## **Qualitative Research – Biography**

Denzin, Norman K. *Interpretive Biography*. Newbury Park, CA: Sage, 1989.

Lomask, M. *The Biographer's Craft*. New York: Harper and Row, 1986.

Plummer, K. *Documents of Life: An Introduction to the Problems and Literature of Humanistic Method*. London: George Allen and Unwin, 1983.

## **Qualitative Research Design – Phenomenology**

Georgi, A., ed. *Phenomenology and Psychological Research*. Pittsburgh: Duquesne University Press, 1985.

Moustakas, C. *Phenomenological Research Methods*. Thousand Oaks, CA: Sage, 1994.

Polkinghorne, D. E. "Phenomenological Research Methods," in R. S. Valle and S. Halling, eds., *Existential-Phenomenological Perspectives in Psychology* (New York: Plenum, 1989).

## **Qualitative Research Design – Grounded Theory**

Strauss, Anselm, and Juliet Corbin, *Basics of Qualitative Research: Techniques and Procedures for Developing Grounded Theory*, 2d ed. Thousand Oaks, CA: Sage, 1998.

## **Qualitative Research Design – Ethnography**

Denzin, Norman K. *Interpretive Ethnography: Ethnographic Practices for the 21<sup>st</sup> Century*. Thousand Oaks, CA: Sage Publications, 1997.

Fetterman, D. M. *Ethnography: Step by Step*, 2d ed. Newbury Park, CA: Sage Publications, 1998.

Hammersley, M. And P. Atkinson, *Ethnography: Principles in Practice*, 3d ed. New York: Routledge, 2007.

Wolcott, H.F., *Transforming Qualitative Data: Description, Analysis, and Interpretation*. Thousand Oaks, CA: Sage, 1994.

## **Qualitative Research Design – Case Study**

Merriam, S., *Case Study Research in Education: A Qualitative Approach*. San Francisco: Jossey-Bass, 1998.

Stake, R. *The Art of Case Study Research*. Thousand Oaks, CA: Sage, 1995.

## **Quantitative Research Design**

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

Borg, Walter R. *Applying Education Research*. 3d ed. New York: Longman, 1993.

Kerlinger, Fred N., and Howard B. Lee. *Foundations of Behavioral Research*. 4<sup>th</sup> ed. Fort Worth, TX: Harcourt Brace College Publishers, 2000.

Posavac, Emil J., and Raymond G. Carey. *Program Evaluation: Methods and Case Studies*, 7<sup>th</sup> ed. Upper Saddle River, NJ: Prentice-Hall, 2007.

Weiss, Carol H. *Evaluation Research Methods for Assessing Program Effectiveness*. Englewood Cliffs, NJ: Prentice-Hall, 1972.

## **Questionnaire Design**

Oppenheim, A. N. *Questionnaire Design and Attitude Measurement*. New York: Pinter Publishers, 1992.

Sudman, Seymour, and Norman M. Bradburn. *Asking Questions: A Practical Guide to Questionnaire Design*. San Francisco: Jossey-Bass Publishers, 2004.