

RDOC9300 Introduction to Research and Writing
New Orleans Baptist Theological Seminary
Christian Education Division
Spring 2012

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Seminary Purpose Statement

The mission of the 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.

Description

In this seminar students will be introduced to the literature and techniques of doctoral research. Special attention will be given to the development of research proposals and the presentation of research, including individual guidance in the form and style of research writing.

The seminar is divided into three components: an introduction to doctoral research, an introduction to research methodologies, and a writing workshop. These components will meet according to the following schedule:

January 22-28	Online correspondence via e-mail
February 9	Introduction to Doctoral Research
March 29	Introduction to Research Methodologies
May 3	Statistical Techniques and Writing Workshop

Seminar meetings will be held 10:00 am - 6:00 pm each scheduled day.

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.

Required Texts

Wayne C. Booth, Gregory G. Colomb, and Joseph M. Williams, *The Craft of Research*, 2d ed.
John D. Cone and Sharon L. Foster, *Dissertations and Theses from Start to Finish*, 2d ed.
Paul D. Leedy and Jeanne Ellis Ormrod, *Practical Research: Planning and Design*, 8th ed.
Fred Pyrczak and Randall R. Bruce, *Writing Empirical Research Reports*, 4th ed.
Yount, William (Rick), *Research Design & Statistical Analysis in Christian Ministry*, 4th ed.,
2006. The book is available online (free) at <http://www.napce.org/yount.html#research>.

Style Guides

Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations*, 6th ed.

Schedule and Assignments

Week of January 22-28 – Clarification of Syllabus and Assignments

Students will go on Blackboard and respond to a threaded discussion (see Discussion Board, “Syllabus Questions”) and ask any questions that come to mind. If no questions, simply reply that you understand the syllabus and are looking forward to seeing Drs. Rivers and Jackson in February. :)

February 9 -- Introduction to Doctoral Research

- 10-12 Program Orientation and Introduction to Doctoral Research
- 1-2 Library Orientation
- 2-3 The Field of Christian Education and Advanced Education/Research
- 3-6 The Research Problem and Its Setting
Writing the Literature Review

Requirements

Each student is expected to study the required texts carefully, complete pre-course assignments, and attend all class sessions. Assignments to be completed prior to the class sessions

In order to maximize the time in the course, it is crucial that you do extensive work prior to the course. ***Assessment of the reading assignments will be made the first day of class. Failure to complete the appropriate reading and pre-assignments is grounds for dismissal from the class.*** Pre-assignments include the following:

1. Read *Practical Research: Planning and Design*, 8th ed., chapters 1-6.
2. Read *Writing Empirical Research Reports*.
3. Read *The Craft of Research*.
4. Read *Dissertations and Theses from Start to Finish*
5. Begin reading the book *Research Design & Statistical Analysis in Christian Ministry*, 4th ed, by William “Rick” Yount (1998-2006). The book is available online at <http://www.napce.org/yount.html#research>.
6. Contact telephone interviews with a three persons, who have a doctoral degree in Christian education, from the following categories: A Christian education professor at a college or seminary, a denominational worker, and a pastor or staff member at a large church. Discuss the value and opportunities of doctoral work in relationship to Christian education in general and their vocation specifically. Discuss challenges and limitations of holding a doctoral degree in their job and ministry contexts. Discuss suggestions they have for students to strengthen their doctoral work and made it more marketable. Each of these three interviews should be summarized in a two page, single spaced submission.

March 29 -- Introduction to Research Methodologies

- 10-11 Writing the Methodology Section
- 11-12 Quantitative Research
- 1-2 Qualitative Research
- 2-3 Research in Seminars
- 3-6 Statistical Techniques and Christian Education Research

Requirements

Each student is expected to study the required texts carefully, complete pre-course assignments, and attend all class sessions. Assignment to be completed prior to the class sessions

1. Read *Practical Research: Planning and Design, 8th ed.*, chapters 7-11.
2. Find one article from three different respected journals in your field of Christian education, and analyze the structure of each article in light of your readings. Observe how each author handles the elements of research and how arguments are made and supported. If you have access to papers presented at scholarly meetings in your field, you may include one paper among the three articles. Bring a copy of each article to class.
3. Complete the reading of Yount's book *Research Design & Statistical Analysis in Christian Ministry* available at <http://www.napce.org/yount.html#research>.

May 3 -- Writing Workshop

- 10-12 Writing Workshop
- 1-4 Statistical Techniques and Christian Education Continued
- 4-6 Writing a CV

Requirements

Each student is expected to study the required texts carefully, complete pre-course assignments, and attend all class sessions. Assignments to be Completed Prior to the Class Sessions

1. Each student is expected to submit a completed seminar paper or substantial writing sample to the Office of Research Doctoral Programs no later than April 9, 2010.
2. Study the appropriate style guide for your major (Turabian).

Additional Suggested Resources

Form and Style

- Chicago Manual of Style*, 15th ed.
- Strunk, W., and E. B. White, *The Elements of Style*, 4th ed.

General

- Barzun, J., *The Modern Researcher*, 6th 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*, 5th 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)

Qualitative Research — General

- Creswell, John W., *Qualitative Inquiry and Research Design: Choosing Among Five Traditions*, 2d ed. (Thousand Oaks, CA: Sage Publications, 2007) **[This is a helpful introduction to qualitative research design.]**
- Kvale, Steinar, *InterViews: An Introduction to Qualitative Research Interviewing* (Thousand Oaks, CA: Sage Publications, 1996)

Qualitative Research Design — 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 a 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

- Chenitz, W. C., and J. M. Swanson, *From Practice to Grounded Theory: Qualitative Research in Nursing* (Menlo Park, CA: Addison-Wesley, 1986)
- 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 21st 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*, 2d ed. (New York: Routledge, 1995)
- 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, 1988)

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*, 7th ed. (Fort Worth: Harcourt Brace College Publishers, 2005)

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

Kerlinger, Fred N., and Howard B. Lee, *Foundations of Behavioral Research*, 4th ed. (Ft. Worth, TX: Harcourt Brace College Publishers, 2000) **[This is the classical treatise on quantitative research design.]**

Posavac, Emil J., and Raymond G. Carey, *Program Evaluation: Methods and Case Studies*, 7th 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)

Dissertation Prospectus – Sample Outline #1 (Appropriate for some using historical research)

(Note: This outline contains the primary items to be in the prospectus. Each student should customize as appropriate to his or her dissertation.)

- I. The Thesis and Its Setting
 - A. The thesis (research question, thesis statement, purpose)
 - B. The hypotheses
 - C. The definitions of terms [if needed]
 - D. The assumptions [if needed]
- II. The Review of the Related Literature or State of Research
- III. The Importance of the Study
- IV. Methodology

[Customize this section for your dissertation—cover the material, but do not be bound to the outline.]

Write an introduction to the entire section. Then write a narrative section that addresses the issues appropriate to the proposal.

Section 1: use a descriptive subheading that fits your research. In a narrative format cover the appropriate items such as:

- The data needed *[primary and secondary – be specific]*
- Criteria governing the admissibility of the data.
- The location of the data *[specific ... ie. Not “in books in the library”]*
- The means of obtaining the data.
- The treatment of the data *[This is the heart of the section. Discuss the methodology used and how you will interpret the data. Be specific and “detailed.”]*

Section 2:

- The Qualifications of the Researcher
- The Outline of the Proposed Dissertation (organized by chapters)
- Selected Bibliography

Adapted from Paul D. Leedy, *Practical Research: Planning and Design*

Dissertation Prospectus) Sample Outline #2
(Appropriate especially for some quantitative designs)

(Note: This outline contains the primary items to be in the prospectus. Each student should customize as appropriate to his or her dissertation.)

- I. The Problem and Its Setting
 - A. The statement of the problem
 - B. The hypotheses
 - C. The definitions of terms
 - D. The Review of the Related Literature
 - E. The Importance of the Study
- II. Method
 - A. Subjects
 - B. Measures
 - C. Validation
 - D. Reliability
 - E. Procedure
 - F. Data analysis
- III. The Qualifications of the Researcher
- IV. The Outline of the Proposed Study (organized by chapters)
- V. Selected Bibliography

Dissertation Prospectus) Sample Outline #3
(Appropriate especially for some quantitative designs)

(Note: This outline contains the primary items to be in the prospectus. Each student should customize as appropriate to his or her dissertation.)

- I. Introduction and Literature Review
 - A. Literature Section 1
 - B. Literature Section 2
 - C. Summary and conclusions
 - D. Statement of purpose
- II. Method
 - A. Subjects
 - 1. Criteria of inclusion in study
 - 2. Recruitment of subjects
 - B. Design
 - 1. Setting and apparatus
 - 2. Independent variables
 - 3. Measures (dependent variables)
 - 4. Procedure
- III. Results
 - A. Statistical procedures
 - B. Data presentation
 - C. Interpretation of the data
- IV. The Qualifications of the Researcher
- V. The Outline of the Proposed Dissertation (organized by chapters)
- VI. Appendixes
- VII. Selected Bibliography

Adapted from John D. Cone and Sharon L. Foster, *Dissertations and Theses from Start to Finish*, 83-90. See chart on pp. 132-33.

Dissertation Prospectus) Sample Outline #4
(Appropriate especially for some qualitative research designs)

(Note: This outline contains the primary items to be in the prospectus. Each student should customize as appropriate to his or her dissertation.)

- I. Introduction
 - A. Problem and significance (in related literature)
 - B. Focus and research questions
 - C. Limitations of the study
- II. Research Design
 - A. Overall strategy and rationale
 - B. Focusing on the specific settings, population and phenomenon
 - C. Sampling people, behaviors, events, and/or processes
 - D. Issues of entry, reciprocity, personal biography, and ethics
- III. Data Collection Methods
 - A. Participation in the setting
 - B. Direct observations
 - C. In-depth interviewing
 - D. Document review
- IV. Recording, Managing, and Analyzing Data Resources for the Study
 - A. Time line
 - B. Level of data collection
 - C. Personnel needed
 - D. Resources needed
- V. The Value and Logic of Qualitative Research (Criteria of soundness)
- VI. The Qualifications of the Researcher
- VII. The Outline of the Proposed Dissertation (organized by chapters)
- VIII. Appendixes
- IX. Selected Bibliography

Adapted from Marshall and Rossman as cited in John W., Creswell, *Qualitative Inquiry and Research Design: Choosing Among Five Traditions* (Thousand Oaks, CA: Sage Publications, 1998), 22.

Dissertation Prospectus) Sample Outline #5
(Appropriate especially for some qualitative research designs)

(Note: This outline contains the primary items to be in the prospectus. Each student should customize as appropriate to his or her dissertation.)

- I. Introduction
 - A. Statement of the problem
 - B. Purpose of the study
 - C. The grand tour of question and subquestions
 - D. Definitions
 - E. Delimitations and limitations
 - F. Significance of the study
- II. Procedure
 - A. Assumptions and rationale for a qualitative design
 - B. The type of design used
 - C. The role of the researcher
 - D. Data collection procedures
 - E. Methods of verification
 - F. Outcome of the study and its relation to theory and literature
- III. The Qualifications of the Researcher
- IV. The Outline of the Proposed Dissertation (organized by chapters)
- V. Appendixes
- VI. Selected bibliography

Adapted from John W. Creswell, *Qualitative Inquiry and Research Design: Choosing Among Five Traditions* (Thousand Oaks, CA: Sage Publications, 1998), 23.

Dissertation Prospectus) Sample Outline #6
(Appropriate especially for some quantitative research designs)

(Note: This outline contains the primary items to be in the prospectus. Each student should customize as appropriate to his or her dissertation.)

- I. Introduction
 - A. Statement of the problem
 - B. Review of the literature
 - C. Questions and/or hypotheses
- II. Methodology
 - A. Subjects
 - B. Instruments
 - C. Procedures
- III. Analysis of data
 - A. Data organization
 - B. Statistical procedures
- IV. Significance of the study
 - A. Implications
 - B. Applications
- V. Time schedule
- VI. Qualifications of the researcher
- VII. Outline of the proposed dissertation
- VIII. Selected bibliography

Adapted from Donald Ary, Lucy Cheser Jacobs, and Asghar Razavieh, *Introduction to Research in Education* (Fort Worth: Harcourt Brace College Publishers, 1996), 500.