



RDOC9300 Introduction to Research and Writing New Orleans Baptist Theological Seminary

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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.

Purpose of the Course

In this course 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 course must be taken during the student's first year in the program.

Core Value Focus

Doctrinal Integrity – Knowing that the Bible is the Word of God, we believe it, teach it, proclaim it, and submit to it. The doctrinal statements used in our evaluations are our Articles of Religious Belief and the Baptist Faith and Message Statement.

Spiritual Vitality – We are a worshiping community, with both personal spirituality and gathering together as a Seminary for the praise and adoration of God and instruction in His Word.

Mission Focus – We are not here merely to get an education or to give one. We are here to change the world by fulfilling the Great Commission and the Great Commandments through the local church and its ministries.

Characteristic Excellence – What we do, we do to the utmost of our abilities and resources as a testimony to the glory of our Lord and Savior Jesus Christ.

Servant Leadership – We follow the model of Jesus and exert leadership and influence through the nurture and encouragement of those around us.

Annually, the President will designate a core value that will become the focus of pedagogy for the year. The seminary core value emphasis for 2012-2013 is *Servant Leadership*.

Curriculum Competencies Addressed

This course will address the following curriculum competencies:

The course is a research design course for PhD students. All of the core competencies are modeled though none are addressed specifically.

Course 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.

Learning Objectives

The student involved in this course should be able to accomplish the following:

Cognitive

- Be familiar with texts which address the research process
- Identify the various components of a research paper (dissertation)
- Identify resources in each specific discipline which will inform the dissertation of the student within Christian Education
- Be familiar with research tools, library and electronic, which facilitate research

Affective

- Understand the importance of selected resources as they relate to the wider field
- Associate titles with significant authors in the specific discipline
- Understand the importance of presenting credible research for the academic community
- Grasp the importance of extending ministry through sound research

Psychomotor

- Become conversant in “annotated bibliography” format with the resources
- Prepare and critique a research paper
- Demonstrate competence in the use of research tools

Required Readings

Booth, Wayne C., Gregory G. Colomb, and Joseph M. Williams. *The Craft of Research*. 3d ed. Chicago: University of Chicago Press, 2008.

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>.

Optional Readings

Cone, John D., and Sharon L. Foster, *Dissertations and Theses from Start to Finish*. 2d ed. Washington, DC: American Psychological Association.

Leedy, Paul D., and Jeanne Ellis Ormrod, *Practical Research: Planning and Design*. 9th ed. Upper Saddle River, NJ: Pearson, 2010.

Pyrzczak, Fred, and Randall R. Bruce. *Writing Empirical Research Reports*. 7th ed. Glendale, CA: Pyrczak Publishing, 2011.

Vyhmeister, Nancy Jean. *Quality Research Papers: For Students of Religion and Theology*. 2d ed. Grand Rapids: Zondervan, 2008.

Style Guides

Biblical studies students:

The SBL Handbook of Style: For Ancient Near Eastern, Biblical, and Early Christian Studies, 7th ed. (©1999)

Psychology and counseling students:

Publication Manual of the American Psychological Association, 6th ed.

All other students:

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

Course Teaching Methodology

The course seminar is divided into three components: an introduction to doctoral research, an introduction to research methodologies, and a writing workshop. In addition to attending the seminar, students will follow the course schedule below.

Assignments and Evaluation Criteria

Course Requirements

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

In order to maximize the time in the course, it is crucial that you do extensive work prior to the meeting dates. 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.

May 1- 10

Students will go on Blackboard and respond to a threaded discussion (see Discussion Board, "Syllabus Questions") and ask any questions regarding the syllabus, requirements, or timeline. If no questions, simply reply that you understand the syllabus and are looking forward to seeing Drs. Ray and Jackson in July.

May 13- 31

- Read *The Craft of Research*.
- Read 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>.
- Telephone interviews
Conduct telephone interviews with three persons who have a doctoral degree in your particular field from the following categories: a 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 both local church work and higher 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.

June 3- June 21

- Optional: read *Quality Research Papers: For Students of Religion and Theology*, 2d ed (good general introduction to writing research papers)
- Optional: read *Practical Research: Planning and Design*, 9th ed (helpful for students in biblical studies, theology, or history)
- Optional: read *Writing Empirical Research Reports*.
- Optional: read *Dissertations and Theses from Start to Finish* (helpful for psychology students)
- Find one article from three different respected journals in your field 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.

June 24- July 12

- Study the appropriate style guide for your major.

July 30- August 2

Class will meet on campus. Schedule is as follows:

Tuesday, 8:00am - 11:30am

Program Orientation and Library Orientation (*go to library*)

Tuesday, 1pm – 5:00pm

The Research Problem and Its Setting

Wednesday, 8:00am – 11:30am

Writing the Literature Review

Wednesday, 1:00pm - 5:00pm

Introduction to Research Methodologies

Writing the Methodology Section

Thursday 8:00am - 11:30am

Writing Workshop with Pam Cole

Thursday, 1pm - 5:00pm

Writing a CV (Academic Resume)

Course Policies

Grading: This is a pass-fail course.

Additional Suggested Resources

Form and Style

Chicago Manual of Style. 16th ed.

Strunk, W., and E. B. White. *The Elements of Style*. 4th ed. Penguin, 2005.

General

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

Mauch, James E., and Jack W. Birch. *Guide to the Successful Thesis and Dissertation*. 5th ed., rev. and exp. New York: M. Dekker, 2003.

Preece, Roy. *Starting Research: An Introduction to Academic Research and Dissertation Writing*. New York: Pinter, 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, 2007. [This is a helpful introduction to qualitative research design.]

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

Qualitative Research Design—Biography

Denzin, N. 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.

Plummer, K. *Documents of Life 2: An Invitation to a Critical Humanism*. London: Sage, 2001.

Qualitative Research Design—Phenomenology

Giorgi, 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, A., and J. Corbin. *Basics of Qualitative Research: Techniques and Procedures for Developing Grounded Theory*. Thousand Oaks, CA: Sage, 1998.

Qualitative Research Design—Ethnography

- Denzin, Norman K. *Interpretive Ethnography: Ethnographic Practices for the 21st Century*. Thousand Oaks, CA: Sage, 1997.
- Fetterman, D. M. *Ethnography: Step by Step*. Newbury Park, CA: Sage, 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. Belmont, CA: Wadsworth, 2005.
- Borg, Walter R. *Applying Educational Research*. 3d ed. New York: Longman, 1993.
- Kerlinger, Fred N. *Foundations of Behavioral Research*. 3d ed. Ft. Worth, TX: Harcourt Brace College Publishers, 1992 (or Kerlinger and Howard B. Lee, 4th ed. 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 of Assessing Effectiveness*. Englewood Cliffs, NJ: Prentice Hall, 1972.

Questionnaire Design

- Oppenheim, A. N. *Questionnaire Design and Attitude Measurement*. New York: Pinter, 1992.
- Sudman, Seymour, and Norman M. Bradburn. *Asking Questions: The Definitive Guide to Questionnaire Design*. San Francisco: Jossey-Bass, 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
- II. The Review of the Related Literature
- III. The Importance of the Study
- IV. Method
 - A. Subjects
 - B. Measures
 - 1. Validation
 - 2. Reliability
 - C. Procedure
 - D. Data analysis
- V. The Qualifications of the Researcher
- VI. The Outline of the Proposed Study (organized by chapters)
- VII. 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
 - C. Setting and apparatus
 - D. Independent variables
 - E. Measures (dependent variables)
 - F. 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.