

SOUTHERN CALIFORNIA SEMINARY

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RS 981 Applied Research and Mentoring Seminar I

2016 SPRING – SUMMER TRIMESTERS

JANUARY - AUGUST

PROFESSOR

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COURSE DESCRIPTION

This is the first of three courses designed to prepare and assist the DMin student through the applied research needed to successfully implement and complete their DMin dissertation. The course provides an introduction and overview of the research process, addresses ethical considerations in academic research, and assists the DMin student in choosing a dissertation topic, creating their dissertation committee, and establishing the personal organization necessary for making consistent progress in the research and dissertation process. **2 Units**

CORE STUDENT LEARNING OUTCOMES

The student who successfully completes this course will be able to . . .	DMIN PROGRAM OBJECTIVES*	SCS INSTITUTIONAL OBJECTIVES*	COURSE REQUIREMENT (ASSIGNMENT #)
1. Demonstrate an understanding of the required steps and processes necessary to conduct applied academic research	DMIN #4	#4, #5	#1, #5
2. Evaluate their present ministry context and vocation as a framework for applied academic research	DMIN #2, #5	#2, #3, #5	#2
3. Develop a personal organizational plan for doctoral level research	DMIN #4	#4, #5	#3
4. Design an applied research project built upon a clearly defined research problem or question	DMIN #4	#4, #5	#4
5. Identify ethical considerations and procedures in conducting academic research	DMIN #4	#4, #5	#4

* The program and institutional objectives are published in the Academic Catalog.

REQUIRED TEXTBOOKS

1. *The Holy Bible*. A translation based on formal equivalence, such as the *New King James Version* or the *New American Standard Bible*, is recommended for study.
2. Cresswell, John W. 2013. *Research design: Qualitative, quantitative, and mixed methods approaches, 4th ed.* Sage Publications. ISBN 1452226105
3. Roberts, Carol M. 2010. *The Dissertation Journey: A Practical and Comprehensive Guide to Planning, Writing, and Defending Your Dissertation.* ISBN 1412977983.
4. Vyhmeister, Nancy Jean. 2014. *Quality Research Papers for Students of Religion and Theology, 3rd Edition.* Zondervan. ISBN 0310514029

Please Note: Textbooks can be purchased through Amazon.com or elsewhere. It is your responsibility to order all of the required textbooks at least one month prior to the start of class.

COURSE REQUIREMENTS

1. **Personal Ministry Context Summary (200 points).** Each student will provide a detailed description of their current ministry context and setting in narrative form (approximately 1200-1500 words, 7-12 pages). The summary should clearly address the following areas:
 - Summary of your present ministry setting and context
 - Present ministry challenges that require integrative pastoral applications
 - Present organizational challenges
 - Present leadership challenges or ethical dilemma
 - Present program challenges
 - Present personal/spiritual development challenges
2. **Dissertation Review (200).** Each student will complete a DMin dissertation review summary assignment during each of the two Trimesters of coursework. These assignments are designed to contribute to the development of, and evaluate the proficiency of the student's understanding of the research process. These assignments will be directly related to course content, concepts, and materials

Each student will conduct reviews of selected sample DMin Dissertations. Address the following review questions in paragraph form for each of the sample dissertations you select:

- What is the stated purpose of the research?
- What methodology was utilized?
- Evaluate and comment on the quality and adequacy of the Literature review.
- Evaluate and comment on the quality and adequacy of the references.

- Describe the data collection and analysis of the study
- Describe the major findings of the study.
- Evaluate the applicability and overall value of the research
- Evaluate the overall presentation of the dissertation
- What questions do you have regarding any aspect of each particular dissertation (cite author and page number)

The Research reviews of student selected articles (typically 1000-1200 words each; 5-7 pages). One Article Review per trimester. After completing the review, post your overall findings and impressions for discussions.

- 3. Research Organizational Plan (200 points).** Each student will complete a written personal plan that they will intend to follow throughout the DMin program and dissertation process. The plan will provide details in the following areas:
 - Personal time management analysis
 - Proposed time management schedule
 - Determination of incremental research project goals
 - Information recording methodology
- 4. Applied Research Design (200 points).** Each student will complete an outline summary of Chapter 1 for a proposed DMin applied research project topic. This paper will address all of the Dissertation chapter 1 section headings, and be presented in approximately 3-4 pages. The working topic for the applied research project for dissertation, and will be developed as a first draft of Dissertation Chapter 1 at the end of the first year of the DMin program with the conclusion of the RS 991 Dissertation Project 1 course.

Dissertation Chapter 1: Introduction or Problem Statement

Introduces the project and explains the rationale for the project being investigated. This section presents the research problem, presents a brief summary of relevant research, and defines the research hypotheses. This section also provides a definition of terms and briefly summarizes the research design, delimitations and assumptions, and previews the organization of the study.

The applied research project topic outlined should address each of the following areas that correspond to content in Chapter 1 of the dissertation.

Section Headings

- Introduction
- Purpose of the Study
- Topic and Research Problem (research Question and Hypothesis)
- Significance of the Study
- Research Methodology
- Delimitations/Assumptions
- Definition of Terms

5. Discussion Board Postings (200 points).

- **Post a primary reply to the instructor’s weekly Discussion Board Question.** These postings are intended to be thoughtful academic discussions that directly connect to the course work and concepts, including specific citations and references to materials.
- **Post two responses to other student postings to the weekly Discussion Board Question.** These postings are intended to be thoughtful academic discussions that directly connect to the course work and concepts, including specific citations and references to materials.

SEQUENCE OF INSTRUCTION

COURSE CONTENT	ASSIGNMENT DUE	DATES
PRE-RESIDENCY SECTION (TRIMESTER 2-3)		
<p>Overview and Introduction of Course Content</p> <ul style="list-style-type: none"> • Introduction and Overview of the Dissertation Process <ul style="list-style-type: none"> ○ Thorough coverage of the SCS DMin Dissertation Handbook (SCS <i>DMin Dissertation Handbook</i> and Roberts text). ○ Overview of the Dissertation research process (<i>Cresswell</i> and <i>Vyhmeister</i> texts) • Exploration of Personal Ministry Contexts. <ul style="list-style-type: none"> ○ The <i>Dever</i> text will serve as an organizing framework of topics related to ministry. ○ We will maintain a clear triangulation of academic inquiry, with your personal ministry context at the Center: 1) Constant engagement with the Biblical Text, 2) Interaction with the Major Systematic Theological works, and 3) Sound 	<ul style="list-style-type: none"> • Course Reading <ul style="list-style-type: none"> ○ Roberts, Chapters 1-3 ○ Cresswell, Chapters 1-3 ○ Vyhmeister, Chapters 1, 4, 5, 7, 8, 20, 21 ○ Roberts, Chapters 4-7 ○ Cresswell, Chapters 4, 6, 7, ○ Vyhmeister, Chapters 14-18 • Study any PowerPoint Presentations, additional documents or any other posted materials. • Read any additional Course Materials on and participate in all online course activities through Blackboard for this section. • Assignments Due: <ul style="list-style-type: none"> ○ Discussion Postings: Post a primary reply to the instructor’s Discussion Board Question. These postings are intended to be thoughtful academic 	<p>FEB-APR</p> <p>MAY-JUNE</p> <p>Monthly</p>

COURSE CONTENT	ASSIGNMENT DUE	DATES
<p>Academic Research methodology that utilizes well-constructed theoretical frameworks built upon clearly defined and measurable variables.</p> <ul style="list-style-type: none"> • Personal Organization <ul style="list-style-type: none"> ○ Personal time management ○ Time management schedule ○ Incremental research project goals ○ Information recording methodology 	<p>discussions that directly connect to the course work and concepts, including specific citations and references to materials.</p> <p>Post two responses to other student postings to the Discussion Board Question. These postings are intended to be thoughtful academic discussions that directly connect to the course work and concepts, including specific citations and references to materials.</p> <ul style="list-style-type: none"> ○ Personal Ministry Context Summary (200 points). ○ Dissertation Review (200 points) ○ Research Organizational Plan (200 points). <ul style="list-style-type: none"> • Email Instructor if you are having trouble with an assignment or question—rather than not answering it. 	<p>MARCH</p> <p>APRIL</p> <p>JUNE</p>
RESIDENCY SECTION (TRIMESTER 3)		
<p>Deeper Analysis of Course Content</p> <ul style="list-style-type: none"> • Choosing a Dissertation Topic • Creating Your Dissertation Team <ul style="list-style-type: none"> ○ Thorough coverage of the SCS DMin Dissertation Handbook (SCS <i>DMin Dissertation Handbook</i> and Roberts text). ○ Overview of the Dissertation process (<i>Cresswell</i> and <i>Vyhmeister</i> texts) 	<ul style="list-style-type: none"> • Study any PowerPoint Presentations, additional documents or any other posted materials. • Read any additional Course Materials on and participate in all online course activities through Blackboard for this section. • Scheduled Residency meetings, lectures, events, and discussions. <ul style="list-style-type: none"> • Assignments Due: <ul style="list-style-type: none"> ○ Applied Research Design (200 points) 	<p>JULY</p> <p>AUG 1st</p>

STUDENT EVALUATION

A. Personal Ministry Context Summary	200 pts
B. Dissertation Review	200 pts
C. Research Organizational Plan	200 pts
D. Applied Research Design	200 pts
E. Discussion Board Postings	200 pts

Total Course 1000 pts

GRADE SCALE

The final course grades are not given out until at least three weeks after the course is finished. A student will not be given their final grade unless the course has been paid for in full.

Grade	Percent	Points	Grade	Percent	Points
A	95–100%		C	77–79%	
A-	92–94%		C-	74–76%	
B+	89–91%		Any grade lower than “B-” will be lowered to “F.”		
B	86–88%				
B-	83–85%				
C+	80–82%				

ATTENDANCE POLICY

You are expected to actively participate in the course each and every week. Therefore, the minimum requirements for being considered “present” in the online (Pre- and Post-Residency sections) of the course are that you participate in the discussion board, and complete at least one of the assignments required. Failure to do so will count as an absence.

You are only permitted 2 absences per Trimester and you must notify your professor and offer an explanation. If you exceed those, you will be automatically withdrawn from the course in accordance with published SCS policies. Additionally, your professor reserves the right to lower your final grade for any assignments turned in late even when notified in advance, unless there are extenuating circumstances.

All students are expected to be present and actively participate in all aspects of the Residency section of each course. If you fail to attend the Residency section you will be automatically withdrawn from the course in accordance with published SCS policies.

LATE COURSE WORK POLICY

Late submissions of assignments must be communicated and explained to the course instructor. Late work will be given a deduction of the earned total points as determined by the extent of the circumstances and at the instructor’s discretion.

ACADEMIC INTEGRITY

Southern California Seminary expects its students to conduct themselves honestly in their personal and academic lives. If evidence arises of academic dishonesty, the dean of the program will investigate the matter and take appropriate action.

Offenses Against Academic Integrity

Cheating. Cheating is never tolerated at SCS.

Plagiarism. Plagiarism can occur intentionally or inadvertently. Intentional acts of plagiarism involve knowingly and willingly treating another person's work as one's own original work. It includes copying or imitating the words, sentences, outlines, or ideas of another person. Inadvertent plagiarism can occur when a student fails to properly cite original sources. Plagiarism will not be tolerated at SCS. Therefore, all offenses of plagiarism will be reported to the dean of the program in which the offense occurred and an investigation will be made to determine what disciplinary action should be taken.

Aiding or Conspiring in the Commission of Plagiarism. Helping someone commit plagiarism is viewed as equally dishonest as plagiarism, for all participating parties.

Multiple Submissions. This offense occurs when a student submits a paper that was written for another course as if it were an original paper satisfying the requirements of the present course. Attempting to submit such work is deceptive and a form of academic dishonesty. On the occasion that a student's previous work has some potential for expansion, improvement, or to serve as a starting point for another line of thought (as with Doctrinal Summary/Synopsis) the student will be advised by the professor to what extent a particular previous work may be permitted. The professor may require that a copy of the previous work be submitted with the later work.

LIBRARY

The SDCC/SCS Library website is your gateway to library resources and information. For a complete description of the library's holdings, services, staff and access to its online collections, go to: <http://sdcc.edu/library>.

COURSE BIBLIOGRAPHY

- Balnaves, Mark, and Peter Caputi. *Introduction to Quantitative Research Methods: An Investigative Approach*. Sage Publications, 2001. ISBN: 0761968040.
- Fowler, F. J. *Survey research methods*, 4th ed. Sage Publications, 2008. ISBN 1412958415.
- Galvan, J. L. *Writing literature reviews: A guide for students of the social and behavioral sciences*, 4th ed. Pyczak Publishing, 2009.
- George, Alexander L. & Andrew Bennett. *Case studies and theory development in the social sciences*. The MIT Press, 2005.
- Hacker, Diana. *A Writer's Reference*, 7th ed. Bedford/St. Martins, 2010.
- Hart, Chris. *Doing a Literature Review*. Sage Publications, 1998. ISBN10: 0761959750.
- Hewson, Claire, Peter Yule, Dianna Laurent, and Carl Vogel. *Internet Research Methods*. Sage Publications, 2003. ISBN: 0761959203.
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- Leedy, P. D. & Ormrod, J. E. *Practical research: Planning and design*, 10th ed. Pearson Publishing, 2012.
- Littell, J.H., Corcoran, J. & V. Pillai. *Systematic reviews and meta-analysis*. 2008.
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- Marczyk, G., DeMatteo, D., & D. Festinger. *Essentials of Research Design and Methodology*. Wiley & Son, 2005. ISBN 0471470538.
- McEvoy, B.T. & L.A. Machi. *The literature review: Six steps to success*. Sage Publications, 2012.
- Rovai, A., Baker, J., & M. Ponton. *Social science research design and statistics: A practitioner's guide to research methods and SPSS analysis*. Watertree Press, 2012. ISBN 0978718674.

Salkind, Neil J. *Statistics for People Who (Think They) Hate Statistics*. Sage Publications, 2003. ISBN: 076192776X.

Silverman, David. *Doing Qualitative Research: A Practical Handbook*. 2nd ed. Sage Publications, 2005. ISBN: 1412901979.

Turabian, Kate L. *A Manual for Writers of Term Papers, Theses and Dissertations*. 8th ed. University of Chicago Press, 2013. ISBN13: 9780226823379.

Urdan, Timothy C. *Statistics in plain English, 3rd ed.* Routledge Academic, 2010. ISBN 041587291X.

Venolia, Janet G. *Write Right! A Desktop Digest of Punctuation, Grammar, and Style*. 4th ed. Ten Speed Press, 2001. ISBN: 1580083285.

Williman, N. *Research Methods: The Basics*. Routledge, 2010. ISBN 0415489946.

Williams, Frederick, and Peter Monge. *Reasoning with Statistics: How to Read Quantitative Research*. Harcourt College Publishers, 2001. ISBN13: 9780155068155.

Any sources listed in your textbooks are suitable, as is any commentary or other resource in the seminary library. If you want to use a book from your own library that is not on the approved list (in your textbook or in the seminary library), please check with your instructor before using it.

SYSTEMATIC THEOLOGY - GENERAL BIBLIOGRAPHY

Berkhof, Louis. *Systematic Theology*. Grand Rapids, MI: W.B. Eerdmans, 1996.

Buswell, J. Oliver. *A Systematic Theology of the Christian Religion*. Grand Rapids: Zondervan Pub. House, 1962.

Chafer, Lewis Sperry. *Systematic Theology. 8 vols.* Dallas, Texas: Seminary Press, 1969.

Erickson, Millard J. *Christian Theology*. Grand Rapids, MI: Baker Academic, 2013.

Geisler, Norman L. *Systematic Theology. 4 vols.* Minneapolis, MN: Bethany House, 2002.

Grudem, Wayne A. *Systematic Theology: An Introduction to Biblical Doctrine*. Grand Rapids, MI: Zondervan, 2000.

Hodge, Charles. *Systematic Theology. 3 vols.* Grand Rapids: Eerdmans, 1952.

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Thiessen, Henry Clarence, Vernon D. Doerksen, and Henry Clarence Thiessen. *Lectures in Systematic Theology*. Grand Rapids: Eerdmans, 1979.