

## SOUTHERN CALIFORNIA SEMINARY

2075 EAST MADISON AVENUE • EL CAJON • CALIFORNIA 92019-1108

## RS 983 Applied Research and Mentoring Seminar III

2016 SPRING – SUMMER TRIMESTERS

JANUARY - AUGUST

## PROFESSOR

Professor: Dr. Gino Pasquariello

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## COURSE DESCRIPTION

This is the third of three courses designed to prepare and assist the D.Min student through the applied research needed to successfully implement and complete their D.Min dissertation. The Course Descriptions course provides continual overview of the data collection and analysis process, determining and articulating research findings, and necessary preparation for making consistent progress in the dissertation completion and defense process. This course may be repeated for maintaining continual enrollment in the Doctor of Ministry program facilitating the completion of the dissertation project. 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	#1-3
2. Design and conduct an appropriate data gathering methodology for applied research	DMIN #4	#4, #5	#2
2. Conduct descriptive and inferential statistical analyses academic appropriate to the dissertation research project question.	DMIN #3, #5	#2, #4	#1
4. Prepare a well-constructed and supported dissertation that reflects sound academic engagement and applied research findings	DMIN #4	#4, #5	#2

\* 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
5. Urdan, Timothy C. (2010). Statistics in plain English, 3rd ed. Routledge Academic. ISBN 041587291X. List price: \$39.95
6. IBM SPSS Statistics Grad Pack Premium V22.0

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. Final of Chapters 1-3 (600 points).

#### 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.

#### 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

Chapter 2: Review of the Literature and Theological Framework. The literature review is a summation of pertinent literature that directly relates to the research topic and provides a biblical, theological and theoretical basis for the project by evaluating significant academic work previously conducted within the selected area of research, and explains the need for the present project as well as the selected research design. The Theological Framework provides a clear, cohesive, and well-constructed rationale for the research topic built upon exegetically sound biblical interpretation and theological formulations.

Chapter 3: Procedure and Research Methodology. This chapter clearly presents the ministry setting and context and describes the research question, problem statement, rationale for the project, research hypothesis(es), selected research methodology and why it is an appropriate method. This chapter includes a detailed description of the participant sampling, data-gathering, and instrumentation providing a clear understanding of how, when, and with whom the research was conducted.

#### Section Headings

- Research Design/Methodology
- Research Site
- Researchers' Role
- Population and Sample Selection
- Data Collection Procedures
- Managing and Organizing Data
- Data/Statistical Analysis Procedures
- Measures of Validity
- Summary

#### 2. Discussion Board Postings (300 points).

- Post a primary reply to the instructor's 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 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.

3. Descriptive and Inferential Statistics with SPSS Examples and Exercises (100 points)  
Each student shall participate and complete the SPSS Examples and Exercises corresponding to course sections on descriptive and inferential statistical analysis.

#### SEQUENCE OF INSTRUCTION

COURSE CONTENT	ASSIGNMENT DUE	DATES
PRE-RESIDENCY SECTION (TRIMESTER 2-3)		

COURSE CONTENT	ASSIGNMENT DUE	DATES
<p><b>Overview and Introduction of Course Content</b></p> <ul style="list-style-type: none"> <li>• Continuing development of the Dissertation Process               <ul style="list-style-type: none"> <li>○ Thorough coverage of the SCS DMin Dissertation Handbook.</li> <li>○ Overview of the Dissertation research process (data collection, analysis, and reporting of findings)</li> </ul> </li> <li>• Exploration of Personal Ministry Contexts.               <ul style="list-style-type: none"> <li>○ 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 Academic Research methodology that utilizes well-constructed theoretical frameworks built upon clearly defined and measurable variables.</li> </ul> </li> <li>• Personal Organization               <ul style="list-style-type: none"> <li>○ Personal time management</li> <li>○ Time management</li> <li>○ Incremental research project goals</li> <li>○ Information recording methodology</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Course Reading               <ul style="list-style-type: none"> <li>○ Roberts, Chapters 14-17</li> <li>○ Cresswell, Chapters 4-5</li> <li>○ Vyhmeister, Chapters 17-23</li> <li>○ Urda, Chapters 1-9</li> </ul> </li> <li>• Study any PowerPoint Presentations, additional documents or any other posted materials.</li> <li>• Read any additional Course Materials on and participate in all online course activities through Blackboard for this section.</li> <li>• Assignments Due:               <ul style="list-style-type: none"> <li>○ Discussion Postings:                   <p>Post a primary reply to the instructor’s 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> <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> </li> <li>○ Chapters One-Three (600 points)</li> </ul> </li> <li>• Email Instructor if you are having trouble with an assignment or question—rather than not answering it.</li> </ul>	<p>FEB-APR</p> <p>MAY-JUNE</p> <p>Monthly</p> <p>JUNE</p>
<p><b>RESIDENCY SECTION (TRIMESTER 3)</b></p>		

COURSE CONTENT	ASSIGNMENT DUE	DATES
<p><b>Deeper Analysis of Course Content</b></p> <ul style="list-style-type: none"> <li>• Data Collection</li> <li>• Data Analysis (Descriptive and Inferential Statistics)</li> <li>• Reporting of Findings</li> <li>• Creating Your Dissertation Team <ul style="list-style-type: none"> <li>○ Thorough coverage of the SCS DMin Dissertation Handbook.</li> <li>○ Overview of the Dissertation research process (data collection, analysis, and reporting of findings)</li> </ul> </li> <li>• Overview of Chapter 4: Results or Findings. Chapter four summarizes the data gathered and presents the analysis of findings as it addresses the research question. The variables of each hypothesis should be discussed individually and indicate clearly the results of specifically related quantitative or qualitative analyses. <ul style="list-style-type: none"> <li>○ Presentation of Results</li> <li>○ Description of Findings</li> <li>○ Limitations</li> <li>○ Summary</li> </ul> </li> <li>• Overview of Chapter 5: Conclusions, Recommendations, and Implications. The final chapter explains what the findings mean, how they address the research question and hypotheses in light of the literature review, and provides a clear conceptual framework as it relates to practical application within the specified ministry context. This section also indicates other</li> </ul>	<ul style="list-style-type: none"> <li>• Study any PowerPoint Presentations, additional documents or any other posted materials.</li> <li>• Read any additional Course Materials on and participate in all online course activities through Blackboard for this section.</li> <li>• Scheduled Residency meetings, lectures, events, and discussions.</li> <li>• Assignments Due: <ul style="list-style-type: none"> <li>○ Descriptive and Inferential Statistics (100 points)</li> </ul> </li> </ul>	<p>JULY</p> <p>AUG 1st</p>

### STUDENT EVALUATION

A. Chapters One-Three	600 pts
B. Descriptive and Inferential Statistics	100 pts
C. Discussion Board Postings	300 pts
<b>Total Course</b>	<b>1000 pts</b>

### 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%				
B	86–88%		Any grade lower than “B-” will be lowered to “F.”		
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, 4<sup>th</sup> 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.
- Madsen, David. Successful Dissertations and Theses. 2nd ed. Jossey-Bass Publishers, 1992. ISBN: 1555423892.
- Mann, Thomas. The Oxford Guide to Library Research. Revised and updated ed. 3rd ed. Oxford University Press, 2005. ISBN13: 978-0195189988.
- 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*, 3<sup>rd</sup> 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.