

ASSEMBLIES OF GOD THEOLOGICAL SEMINARY

THED 646 Theological Studies Seminar

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COURSE SYLLABUS

COURSE DESCRIPTION

As the capstone academic experience for the degree of Master of Arts in Theological Studies, this course is designed to teach, guide, and assist the student in preparing a major seminar paper. The required research, interpretation, and writing provide the opportunity for demonstration of competencies within chosen concentrations of study.

COURSE OBJECTIVES

1. At the successful completion of this course, each student should be able:
2. To engage independently in research and writing in their area of theological studies.
3. To reflect critically on the available scholarship in a particular area of study, assessing strengths and weaknesses, and identify operating presuppositions in both theological and hermeneutical method.
4. To participate constructively in critical analysis of peer research and writing.
5. To serve the church more effectively through theological research and written reflection.

TEXTBOOK

Turabian, Kate L. A Manual for Writers of Term Papers, Theses, and Dissertations. 6th edition. Revised John Grossman and Alice Bennett. Chicago, IL: University of Chicago Press, 1996. (All papers are to follow the documentation method described in chapters 8 and 9, employing footnotes).

Vyhmeister, Nancy J. Quality Research Papers: For Students of Religion and Theology. Grand Rapids, MI: Zondervan Publishing House, 2001.

COURSE REQUIREMENTS

1. Attendance and participation in all class sessions is required of each student. In that the number of class sessions is limited, the student should not be absent from the meetings of the class.
2. The consistent meeting of established due dates in the preparation and presentation of the paper is expected of each student. Those dates are included in this syllabus.
3. Each student will prepare and successfully complete a seminar paper in a chosen area of study based on the examination and interpretation of primary and secondary sources. The paper must be 30-35 double-spaced pages in length, exclusive of bibliography and appendices. The due date for the paper is included in this syllabus.
4. Each student will provide a copy of the paper, both as it is being written (about one-third of the total paper each week, and in its complete form on the final week. The provision of copies of the paper for every student will allow for the entire class to profit from working through each other's work. The expense of copying will be borne by the student.

5. Each student will participate in the evaluation of the drafts of the papers of his/her peers as a literary critic (to consider the conformity to the Turabian manual, grammatical and compositional concerns, etc.) and as a content critic (to consider the presentation of the material, the logic of the arguments, the usage of resource material, the cogency of presentation, etc.).

COURSE METHODOLOGY

There will be a limited number of lectures and dialogue relative to the research and writing of seminar papers. The student will do individual research and writing the paper and there will be classroom critique and review of papers. The professor will be available by appointment for private consultations with the students during the process.

COURSE OUTLINE

UNIT	ASSIGNMENTS
Pre-Session ○ Topic Selection ○ Proposal for the paper ○ Bibliographic development ○ Turabian issues	On or about September 1, 2005 the student will be notified of the availability of a taped lesson that will explain the pre-session expectations. The lesson will be available on the AGTS website. The student should view the presentation and prepare for the first class session. The “Topic Selection Form” and information about the Proposal are attached to this syllabus.
Class Session 1 ○ Topic Selection Form ○ Proposal Form	The student will submit at the beginning of the class the “Topic Selection Form” and the “Proposal for the Paper.” During the class time these forms will be considered.
Class Session 2 ○ The first third of the paper	The student will submit at the beginning of the class approximately one-third of the paper, with enough copies for everyone in the class. During the class time the submitted work will be considered.
Class Session 3 ○ The second third of the paper	The student will submit at the beginning of the class the second third of the paper, with enough copies for everyone in the class. During the class time the submitted work will be considered.
Class Session 4 ○ The last third of the paper	The student will submit at the beginning of the class the last third of the paper, with enough copies for everyone in the class. During the class time the submitted work will be considered.
Class Session 5 ○ The entire paper	The student will submit at the beginning of the class the completed paper for the course, with enough copies for everyone in the class. During the class time the submitted work will be considered.

COURSE GRADING

The grade for the course will be the grade assigned for the seminar paper. PLEASE NOTE THE FOLLOWING: (1) Failure to meet the due dates for submission of assigned work in the course will reduce the grade for the course by one movement within a letter grade for each calendar day

late. (2) Failure to submit the final draft of the seminar paper on the due date will reduce the grade for the course by one letter grade.

The grade of I (Incomplete) will be granted only for extenuating circumstance upon the written request of the student. Except in the case of severe extenuating circumstances the granting of the grade of I will mean that the course grade, assigned when the work is completed, will be reduced by one letter.

BIBLIOGRAPHY

Barber, Cyril J. *The Minister's Library and Supplements*. Grand Rapids: Baker Book House, 1976-

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Barker, Kenneth L., and Bruce K. Waltke. *Bibliography for Old Testament Exegesis and Exposition*, 3d ed. Edited by Roy B. Zuck. Dallas: Dallas Theological Seminary, 1975.

Barzun, Jacques, and Henry F. Graff. *The Modern Researcher*, 6th ed. New York: Wadsworth, 2003.

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Childs, Brevard S. *Old Testament Books for Pastor and Teacher*. Philadelphia: The Westminster Press, 1977.

Danker, Frederick W. *Multipurpose Tools for Bible Study*. Minneapolis: Augsburg Fortress, 2003.

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- Gates, Jean Key. *Guide to the Use of Libraries and Information Sources*. New York: McGraw-Hill Book Co., 1983.
- Kennedy, James R., Jr. *Library Research Guide to Religion and Theology: Illustrated Search, Strategy and Sources*, 2d ed., rev. Ann Arbor, MI: Pierian Press, 1984.
- Kiehl, Erich H. *Building Your Biblical Studies Library: A Survey of Current Resources*. St. Louis: Concordia Publishing House, 1988.
- Martin, Ralph P. *New Testament Books for Pastor and Teacher*, rev. ed. Louisville: Westminster John Knox Press, 2002.
- Mertens, Donna M. *Research Methods in Education and Psychology: Integrating Diversity with Quantitative and Qualitative Approaches*. Thousand Oaks, CA: SAGE Publications, 1997.
- Rubenstein, Richard L., and John A. Bollier. *The Literature of Theology: A Guide for Students and Pastors*. Louisville, KY: Westminster John Knox Press, 2003.
- Sayre, John L. *A Manual of Forms for Research Papers and D. Min. Field Project Reports*, 4th ed. Enid, OK: Seminary Press, 1989.
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- Stuart, Douglas. *Old Testament Exegesis: A Primer for Students and Pastors*. 3d ed. Louisville, KY: Westminster John Knox Press, 2001.
- Tuckman, Bruce W. *Conducting Educational Research*, 5th ed. New York: Wadsworth Press, 1999.
- Virkler, Henry A. *Hermeneutics: Principles and Processes of Biblical Interpretation*. Grand Rapids: Baker Book House, 1998.
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- Zinsser, William. *On Writing Well: The Classical Guide to Writing Nonfiction*. 25th ed. New York: HarperCollins, 2001.

SPECIFIC DATA

Syllabus prepared by Cheryl A. Taylor, July 2005.

TOPIC FOR MATS SEMINAR PAPER

Name _____

AGTS Mailbox _____ Home Phone _____ Email _____

Proposed Topic _____

Brief Explanation of Topic:

Degree pursued _____ Concentration _____

Courses completed in program:

Courses registered for now, or needed yet, in program:

RESEARCH PROPOSAL

Definition B The research proposal is the formal statement of what the research project is intended to accomplish, prove, defend, etc. It analyzes the intended project in terms of methodological approach, required and available resource, tentative outline of the project, and intended results. It is expected that the proposal will be 5 - 7 pages in length, exclusive of the bibliography.

Included in Proposal

1. **Topic** B not only its statement, but an explanation of the topic in terms of its relevance, importance, value, difficulty, etc.
2. **Thesis** B what is being asserted, proven, disproved, etc.
3. **Rationale for study** B why bother? What will this study add to the general knowledge of humankind? Will it serve the Kingdom of God? Etc.
4. **Limitations on the study** B what areas will not be covered? Why? Will the focus of the project inherently leave out areas that should, under different circumstances, be covered?
5. **Methodological approach of the project** B will this be purely research and analysis? Will application be included? Will exclusively primary sources be used?
6. **Tentative outline of the project** B this should be seen as tentative, but it is important that at the beginning you have some idea of the areas which will be covered in the project.
7. **Timeline** B a schedule of proposed time commitment to the completion of the project. Obviously for this course you will be working within the constraints of the Syllabus, but in other assignments you may not be so confined.
8. **Resource availability** B survey the library and other avenues of resources to make sure that you will have enough material to accomplish your goals. Don't forget the other libraries in town to which you have access.
9. **Preliminary bibliography** B this would be a listing of the materials you have found which will be useful in the project. This bibliography may grow, or shrink, in the process of your work, but it gives you a starting point.