ASSEMBLIES OF GOD THEOLOGICAL SEMINARY
Degree Completion Program

THED 646 Theological Studies Seminar
Nov. 15, 20 (= Tues.), & 29, Dec. 6 & 13
Thursday evening 6:00 – 10:00 pm

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Fall 2007
Office Hours: [1] MW 10:30 AM-1:30 PM, T 2-4 PM
Th 2-5 PM (reserved for this class; call for appt.)

COURSE SYLLABUS

DESCRIPTION

As the capstone academic experience for the degree of Master of Arts in Theological Studies, this course is designed to 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

At the successful completion of this course, each student should be able to:

1. engage independently in research and writing in their area of theological studies at requisite skill levels with regard to vocabulary, punctuation, spelling, grammar, composition, style, etc. and with requisite academic form and style for biblical and theological studies;
2. reflect critically on the available scholarship in a particular area of study, assessing strengths and weaknesses, identifying operation presuppositions in both theological and hermeneutical method, and synthesizing appropriate implications for contemporary life, ministry, and leadership;
3. participate constructively in critical analysis of peer research and writing and receive and fairly evaluate judgments of peers with regard to personal research and writing;
4. serve the church more effectively through theological research and written reflection.

TEXTBOOKS

Turabian, Kate L. *A Manual for Writers of Research Papers, Theses, and Dissertations: Chicago Style for Students and Researchers.* 7th edition. Revised Wayne C. Booth, Gregory G. Colomb, Joseph M. Williams, and the University of Chicago Press Editorial Staff. Chicago, IL: University of Chicago Press, 2007 (466 pp.) (All papers are to follow Turabian's documentation method, employing footnotes).

Vyhmeister, Nancy J. *Quality Research Papers: For Students of Religion and Theology.* Grand Rapids, MI: Zondervan Publishing House, 2001 (228 pp.)

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[1] Schedule appointments at least 24 hours in advance. Knock when you arrive for an appointment.

BASIC OUTLINE

Class Session 1:
Course Introduction and Discussion of Theological Research Methods

a. Topic Selection
   - Brainstorm Interests (based on academic preparation and future direction)
   - Approach (cf. the various biblical/theological disciplines)
   - Scope and Delimitation (what you will and will not cover and why)
b. Bibliography Development
   - Sources (cf. the various categories: primary, secondary, reference, background, introduction, theologies [biblical, historical, systematic, practical], commentaries, history, periodicals, monographs, etc.)
   - Review of the Literature (State of the Research)
c. Turabian Issues
d. Strategy (Vyhmeister)
e. Goal: *Forschung*

Due: Submit Topic Proposal (by end of class session)
Select: Peer Reviewers

Class Session 2:
First Third of the Paper (about 10-15 pages)
Due:

a. Written Assignments: [bring enough copies for the entire class and professor]
   - Introduction (including scope, delimitation, review of the literature, state of the research)
   - Working Bibliography
b. Peer Reviews: Submit two written copies (one for professor and one for peer) and present oral Reflections on Topic Proposal.

Submitted work will be discussed during class time.

Class Session 3:
Second Third of the Paper (about 10-15 pages)
Due: [bring enough copies for the entire class and professor]

a. Written Assignments:
   - Body (research progress and original contribution)
b. Peer Reviews: Submit two written copies (one for professor and one for peer) and present oral Reflections on Introduction.

Submitted work will be discussed during class time.

Class Session 4:
Final Third of the Paper (about 10-15 pages)
Due: [bring enough copies for the entire class and professor]

a. Written Assignments:
   - Conclusion (summative synthesis), any Appendixes, and updated Bibliography
b. Peer Reviews: Submit two written copies (one for professor and one for peer) and present oral Reflections on Body
c. Submitted work will be discussed during class time.

Class Session 5:
Final Draft of the Paper (about 30-35 pages of body, plus end matter)
Due: [bring enough copies for the entire class and professor]

a. Written Assignments: Final Draft
b. Submitted work will be presented and discussed during class time.
c. Peer Reviews: Submit two written copies (one for professor and one for peer) and present oral Reflections on Conclusion and Presentation

COURSE METHODOLOGY

This course employs guidance from the professor in a peer learning context where each student is responsible for both personal research and writing, peer critique, presentation, and mutual review and affirmation. In addition to class lecture and discussion sessions, the professor is available for personal consultation during office hours, either in person or over the telephone.

COURSE REQUIREMENTS

1. Attendance and participation in all class sessions is required of each student.
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 the outline below.
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, with footnotes, exclusive of bibliography and appendices. The due date for the paper is the last class session.
4. Each student may be asked to provide a copy of the paper for every student in the class, 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 be expected to participate in the evaluation of the drafts of the papers of his/her peers in class on literary aspects (to consider the conformity to the Turabian manual, grammatical and compositional concerns, etc.) and on content (to consider the presentation of the material, the logic of the arguments, the usage of resource material, the cogency of presentation, etc.).

COURSE GRADING

The grade for the course is the grade assigned for the seminar paper, but is reduced by

- one movement within a letter grade for each calendar day late assigned work is submitted (whether that be any of the four written drafts or any of the four peer reviews), and
- one letter grade for each week late the final draft is submitted.

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.

NOTE: A $30.00 fee will be charged to the student's account for every grade change even if the instructor has approved an extension for completing the work. Any exception to the policy must be made by the registrar.

SELECTED BIBLIOGRAPHY

Adler, Mortimer J. And Charles Van Doren. *How to Read a Book*. Rev. ed. New York: Simon and Schuster, 1972.

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

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

Bauer, David R. *An Annotated Guide to Biblical Resources for Ministry*. Peabody MA: Hendrickson, 2003.

Behling, John H. *Guidelines for Preparing the Research Proposal.* Washington, DC: University Press of America, 1979.

Bible Works. (excellent concording software). Hermeneutika. Big Fork, MT.

Bromiley, Geoffrey W. *Theological Dictionary of the New Testament*, edited by Gerhard Kittel and Gerhard Friedrich, translated by Geoffrey W. Bromiley: *Abridged in One Volume*. Grand Rapids, MI: Eerdmans, 1985.

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Burns, Robert B. *Introduction to Research Methods,* 4th ed. Thousand Oaks, CA: SAGE Publications, 2000.

Carson, D. A. *Exegetical Fallacies,* 2d. ed. Grand Rapids: Baker Book House, 1996.

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Duvall, J. Scott and J. Daniel Hays. *Grasping God's Word: A Hands-On Approach to Reading, Interpreting, and Applying the Bible*. Grand Rapids: Zondervan, 2001.

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Kiehl, Erich H. *Building Your Biblical Studies Library: A Survey of CurrentResources*. St. Louis: Concordia Publishing House, 1988.

Longman, Tremper, III. *Old Testament Commentary Survey*. 3rd Edition. Grand Rapids: Baker, 2002.

Martin, Ralph P. *New Testament Books for Pastor and Teacher,* rev. ed. Louisville: Westminster John Knox Press, 2002.

Mauch, James E. and Jack W. Birch. *Guide to The Successful Thesis and Dissertation: A Handbook for Students and Faculty*. 4th Edition. New York: Marcel Dekker, 1998.

Mertens, Donna M. *Research Methods in Education and Psychology: Integrating Diversity with Quantitative and Qualitative Approaches.* Thousand Oaks, CA: SAGE Publications, 1997.

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SPECIFIC DATA

Prepared by Deborah M. Gill, 11/11/07.