

**Birmingham Theological Seminary  
2200 Briarwood Way  
Birmingham, Alabama 35243  
205-776-5650**

**Fall 2019  
PT7802 Clinical Research Development  
Prof: Thad James Jr. Ph.D.  
E-mail: [tjames@briarwood.org](mailto:tjames@briarwood.org)**

**Class Hours: 2  
Cell Phone: 746-7356  
Work Phone: 205-776-5386**

### **COURSE PURPOSE**

The purpose of this course is to enable students to engage and learn the process of academic, bibliographic research methods, and to determine the validity and reliability of various sources of information in preparation for the final clinical project. This will also assist students in the development of the research project design, utilizing the tools of research development. Students will refine the skills of scholarly writing as applied to a subject of special interest appropriate to their respective clinical projects.

### **COURSE OBJECTIVES**

1. The student will be able to investigate research topics that will enhance their understanding and practical application of Scripture.
2. The student will develop their capacity for doing careful and fruitful research.
3. The student will learn the processes of research for the development of a valid theological framework, bibliography and outline for a professional clinical project.
4. The student will develop a greater competence and enhance their abilities in practical ministry through development and implementation of the project design and experience.
5. This clinical project will enable the student to grow intellectually and spiritually through the completion of an application/practical-focused professional project.

### **COURSE TEXTS**

#### **Required Texts:**

Booth, Wayne C., Gregory G. Colomb and Joseph M. Williams *The Craft of Research 3<sup>rd</sup> Ed.*  
The University of Chicago Press

Kibbe, Michael *From Topic To Thesis: A Guide to Theological Research* IVP Academic

Pazmino, Robert W. *Doing Theological Research: An Introductory Guide for Survival in Theological Education* Wipf and Stock Publishers

Smith, Kevin Gary *Writing & Research: A Guide for Theological Students* Langham Global Library

Vyhmeister, Nancy J. *Quality Research Papers for Students of Religion and Theology 3<sup>rd</sup>*  
Zondervan Press

Purdue Online Writing Lab <http://owl.english.purdue.edu>

Logos Bible Software

### **Collateral Texts:**

Adler, Mortimer J. and Charles Van Doren *How to Read a Book* Touchstone Publishing  
StyleEase for Chicago and Turabian Style CD [www.StyleEase.com](http://www.StyleEase.com) 2000 StyleEase Software, LLC  
Mann, Thomas *The Oxford Guide to Library Research 3<sup>rd</sup> ed.* Oxford University Press  
Leedy, Paul D. and Jeanne Ellis Ormond *Practical Research: Planning and Design* Pearson Publishing  
Hart, Chris *Doing a Literature Review* SAGE Publications  
Hewson, Claire, Peter Yule, Dianna Laurent and Carl Vogel *Internet Research Methods* SAGE Publications  
Madsen, David *Successful Dissertations and Theses* Jossey-Bass Publishers  
Turabian, Kate L. *A Manual for Writers of Term Papers, Theses, and Dissertations 8<sup>th</sup>* University of Chicago Press  
Veniola Jan *Write Right!* Ten Speed Press  
Yaghjian, Lucretia B. *Writing Theology Well: A Rhetoric for Theological and Biblical Writers* Continuum Publishing Group

## **COURSE REQUIREMENTS**

1. Class Attendance: more than two unexcused absences may result in a failing grade.
2. Completion of all assignments by the **specific due date**.
3. Class readiness and participation are essential to satisfactorily achieve requirements.

## **COURSE GRADING**

1. This course is a 2 hour component of the 6 hour Clinical Process and is a Pass/Fail grade.
2. Completion of all assignments and above course requirements determines the grade.
3. **Timeframes and Timelines are a crucial component to this class (Plan Accordingly)**
4. The reading assignments are your responsibility this is a hands-on class to prepare for the writing project.

## **BTS FORMAT AND STYLE STANDARDS**

BTS uses the Turabian style of formatting as a standard for papers. However, students should regard individual professor preferences if they communicate any variance in outlining their requirements for papers, as in this class (see below). Professors retain discretion in determining how “formal” a paper must be. In this technological age, information is readily available; make sure that you understand about giving reference sources the proper recognition.

*“It is depressing that those who serve God and love (God) sometimes write so badly, when those who do not...take pains to write well” Thomas Merton*

## **COURSE OUTLINE**

- |                      |                                                                                                                                                                                                                                     |
|----------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Week I: 9/05</b>  | Orientation to Clinical Process, Timelines, Clinical Requirements<br>Introduce Logos Bible Software<br><b><u>Begin thinking through carefully on the subject matter of your clinical</u></b>                                        |
| <b>Week II: 9/12</b> | Nature of Research and Internet Research Methods<br>What is Research? What Resources are Reliable?<br>How do we Decide the “Problem” for our Research?<br><i>Vyhmeister Chap. 1-3; Booth Chap. 1 &amp; 4; Pazmino Chaps. 1-3, 7</i> |

*Smith Chaps. 8-11 Kibbe Introduction & Chap. 1-2*  
Purdue Online Writing Lab <http://owl.english.purdue.edu>  
Research & Citation, Internet Literacy, Writing a Research Paper  
**Have you decided upon a topic – do you have Pastoral approval?**

- Week III: 9/19** Continue Nature of Research and Methodologies  
How do we Verify and Decide Proper Resources?  
*Vyhmeister Chap 6-9; Booth Chap. 5-6 pgs. 191-196 Smith Chaps. 6, 11*  
*Pazmino Chaps. 4-6 Kibbe Chaps. 2 & Appendix A*  
Purdue Online Lab Annotated Bibliographies, Avoiding Plagiarism  
**Begin thinking through on your thesis sentence and thesis statement**
- Week IV: 9/26** **Begin Developing Thesis Statement and Thesis Paragraph**  
Begin Thinking About Lists of Potential Resources  
*Vyhmeister Chap. 11-12; Booth Chap. Pazmino Chaps 2 Smith Chaps. 1-2*  
*Kibbe Chap.3 & Appendix B-C*  
Purdue Online Lab Thesis Statements
- Week V: 10/03** **Presentation of Thesis Statements and Paragraphs to classmates**  
**E-mail to professors 10/4**  
Begin Lists of 15 Resources/References  
Begin to Prepare Annotated Bibliography Paragraphs  
*Smith Chap. 5 & pgs. 49-50, 184-185*  
**E-mail Annotated Bibliographies for Review by 10/17**
- Week VI: 10/07** **Annotated Bibliographies (Review in Class – Be Prepared to Defend)**
- Week VII: 10/18** **Fall Break**
- Week VIII: 10/24** **Introduction of Theological Framework and Outline;**  
*Pazmino Appendix B-E Smith Chaps. 12, 15-16 Kibbe Chaps. 4-5*  
(Read Workbook closely be prepared with questions for clear understanding of content.
- Week IX: 10/31** **Begin working on rough draft of Theological Framework (Ministry Philosophy) and E-mail Outline by 11/08**  
*Vyhmeister Chap. 20; Booth Chap. 12; Smith Chaps. 13-14*
- Week X: 11/07** **Theological Framework and Outline (Continued) Review Outline**
- Week XI: 11/14** **E-mail Rough Drafts of Theological Framework by Tuesday 11/12**  
Review and Discuss Rough Drafts in Class
- Week XI: 11/21** Happy Thanksgiving – To God be the Glory
- Week XII: 11/28** **Review of Theological Framework and Outline Changes/Corrections**
- Week XIII: 12/05** **Final Form of Theological Framework and Outline - Complete Due**

## Grading Criteria and Assessment

| A    A-                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | B    B-                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | C    C-                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | D    D-                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Thesis sentence/statement is clear/comprehensive.</p> <p>Punctuation, spelling, and grammar are accurate and correct. Writing is even, creative and guides the reader effectively through the paper.</p> <p>Paragraphs are well organized and coherent; paper flows smoothly.</p> <p>Person and format are appropriate for the assignment.</p> <p>Quotes, Scriptures, paraphrases and summaries are used &amp; cited appropriately and with excellence.</p> <p>Research reveals sources (primary and secondary) which clearly support main arguments (Scholarly, Academic and Theological).</p> <p>Turabian's <i>Manual for Writers</i> is understood and adhered to.</p> | <p>Thesis sentence/statement lacks specificity and clarity. Opportunity for significant improvement exists.</p> <p>Minor misspellings and grammar/punctuation mistakes exist that disrupt flow but do not hinder understanding.</p> <p>Paragraph structure is acceptable but not as organized and coherent.</p> <p>Person and format do not work in this particular assignment.</p> <p>Sources adequately support main points, but using greater variety and depth of primary and secondary sources and more critical thinking would have made a more compelling argument.</p> <p>Some minor errors occur but paper generally conforms to Turabian's <i>Manual for Writers</i>.</p> | <p>Thesis sentence/statement is unclear and vague.</p> <p>Numerous misspellings, punctuation and grammar mistakes, difficult to follow reasoning, and flow of reading is disrupted.</p> <p>Paragraph structure is often confusing and inconsistent.</p> <p>Person and format are inappropriate for this assignment.</p> <p>Sources are inadequate and shallow; do not reflect an understanding of the project. Serious research, study and preparation are not evidenced. Ideas presented do not reflect mastery or insight but more manipulation of terms and concepts.</p> <p>Paper does not reflect an adequate understanding or usage of Turabian's <i>Manual for Writers</i>.</p> | <p>Thesis sentence/statement is non-existent.</p> <p>Spelling, punctuation and grammar make it nearly impossible to follow the line of reasoning from sentence to sentence.</p> <p>Paragraphs lack focus, clarity, and are incoherent and without structure or form.</p> <p>Person and format are confusing and totally inappropriate for this assignment.</p> <p>Insufficient numbers of quotes or quotes are overly used; paraphrases, quotes, summaries, Scripture and sources are improperly used and cited in error.</p> <p>Paper does not conform to Turabian's <i>Manual for Writers</i>.</p> |

## Birmingham Theological Seminary Grading Sheet

Student Name: \_\_\_\_\_  
 Professors Name: \_\_\_\_\_

Course Number: \_\_\_\_\_  
 Course Name: \_\_\_\_\_

| Points | Grade | BTS Course Points Grade Value |                |                |               |
|--------|-------|-------------------------------|----------------|----------------|---------------|
|        |       | A 96-100 (4.0)                | B 85-89 (3.0)  | C 75-79 (2.0)  | D 65-69 (1.0) |
|        |       | A- 90-95 (3.5)                | B- 80-84 (2.5) | C- 70-74 (1.5) | D- 60-64 (.5) |
|        |       | F Below 60 (0)                |                |                |               |

Grading Evaluation Criteria: Please incorporate comments throughout the assignment that will enhance, correct, and/or guide the student's current and continued knowledge and understanding of the subject matter. Then summarize those comments under each section below and assign point value. Add the points in each section and record in the points section above.

| <b>Content - Selection and Utilization of Resources</b><br>Sources: Academic, Theological, Primary, Secondary – Understanding and Application | Earned | Possible<br>40 |
|-----------------------------------------------------------------------------------------------------------------------------------------------|--------|----------------|
|                                                                                                                                               |        |                |

| <b>Critical Thinking – Analysis and Development of Resources and Concepts</b><br>Analyzing, Creativity, Thought Process, Organization, Conceptual Development, Critiquing | Earned | Possible<br>40 |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|----------------|
|                                                                                                                                                                           |        |                |

| <b>Writing – Document Format and Language Structure</b><br>Spelling, Grammar, Punctuation, Syntax, Adherence to Turabian Style and Format | Earned | Possible<br>20 |
|-------------------------------------------------------------------------------------------------------------------------------------------|--------|----------------|
|                                                                                                                                           |        |                |

\_\_\_\_\_  
 Faculty Signature

## **Bibliography**

### **Research Books:**

Ader H, Mellenbergh G, eds. Research Methodology in the Social, Behavioural and Life Sciences. London: Sage Publications, 1999.

Babbie ER. The Basis of Social Research, 8<sup>th</sup> ed. Belmont, CA, Wadsworth, 1998.

Beasley D. Beasley's Guide to Library Research. Toronto: University of Toronto Press, 2000.

Greenfield T, ed. Research Methods: Guidance for Postgraduates London, New York: Arnold J. Wiley, 1996

Marshall C, Rossman GB. Designing Qualitative Research, 3<sup>rd</sup> ed. Thousand Oaks, CA, Sage Publications, 1999.

Merriam, Sharan B. and Associates Qualitative Research in Practice Jossey-Bass Publishing 2002

Newman I. Qualitative-Quantitative Research Methodology: Exploring the Interactive Continuum. Carbondale: Southern Illinois University Press, 1998.

Fowler FJ, Mangione TW. Standardized Survey Interviewing: Minimizing Interviewer-Related Error, Newbury Park, CA, Sage Publications, 1990.

Kvale, S. Interviews: An Introduction to Qualitative Research Interviewing, Thousand Oaks, Sage Publications, 1996.

MacDougall C. Planning and Recruiting the Sample for Focus Groups and In- Depth Interviews. Qualitative Health Research 2001

Merton RK, Fiske M, Kendall PL. The Focused Interview: A Manual of Problems and Procedures, 2nd. New York, The Free Press, Division of Macmillan, Inc., 1990.

Seidman IE. Interviewing as Qualitative Research: A Guide for Researchers in Education and the Social Sciences, New York, NY, Teachers College Press, 1991.

Turnbull A. Collaboration and Censorship in the Oral History Interview. International Journal of Social Research Methodology 2000

Widdows R, Hensler TA, Wyncott MH. The Focus Group Interview: A Method for Assessing Users' Evaluation of Library Service. College and Research Libraries 1991

### **Turabian Citation References:**

APA, MLA, Turabian, and Chicago Citation Styles: They can use these references in writing their papers and automatically format the paper and the bibliography in seconds. Select "Sign up for an Individual ...[www.liu.edu/cwis/cwp/library/workshop/citation.htm](http://www.liu.edu/cwis/cwp/library/workshop/citation.htm)

Research, Writing, and Style Guides (MLA, APA, Chicago/Turabian: Sample Footnotes and Bibliographic Entries (6th ed.) [www.aresearchguide.com/styleguides.html](http://www.aresearchguide.com/styleguides.html)

Turabian Bibliographic Form: Footnote/Endnote Style – Georgetown: Guide to Research: Turabian Bibliographic Form: Footnote/Endnote Style [library.georgetown.edu/guides/turabianfoot/](http://library.georgetown.edu/guides/turabianfoot/)

Research, Writing, and Style Guides (MLA, APA, Chicago/Turabian: Research, Writing, and Style Guides for Writers in MLA, APA, Chicago, Turabian Style: Sample Footnotes and Bibliographic Entries (6th ed.) [www.geocities.com/researchguide/styleguides.html](http://www.geocities.com/researchguide/styleguides.html)

**Annotated Bibliography Sources:**

Links are also supplied for MLA, APA and Turabian style citations. Sample Annotated Bibliography from the Purdue University Online Writing Lab  
[www.rio.maricopa.edu/services/student/support/library/tutorials/annBiblio.shtml](http://www.rio.maricopa.edu/services/student/support/library/tutorials/annBiblio.shtml)

Turabian Citation Style Guideline: Aug 22, 2007 ... Annotated Bibliography Writing (3); Article Writing (3) [writing-services.org/blog/2007/08/22/turabian-citation-style-guideline/](http://writing-services.org/blog/2007/08/22/turabian-citation-style-guideline/)

How to Write Annotated Bibliographies: Write your bibliographic entry according to the appropriate style guide [www.library.mun.ca/guides/howto/annotated\\_bibl.php](http://www.library.mun.ca/guides/howto/annotated_bibl.php)