SUMMATIVE RESEARCH PROJECT

I. COURSE DESCRIPTION

This course will guide the student in the selection and writing of a research project on an approved topic under the supervision of a faculty advisor. **1 hour.**

II. COURSE OBJECTIVES

A. Cognitive. Upon successful completion of this course, the student should:

- Write according to the elements of a properly researched and well-written paper.
- Use of scholarly bibliographic resources in researching a chosen topic.
- Demonstrate knowledge of the elements and processes involved in writing a master's-level research paper.

B. Conative. Upon successful completion of this course, the student should:

- Demonstrate skills in selecting and narrowing a topic for research and establishing a thesis statement for that topic.
- Demonstrate skills in research and writing techniques suited to church, parachurch, and scholarly contexts.

C. Affective. Upon successful completion of this course, the student should:

- Adopt the value of asking good questions and researching convincing answers at the boundaries of the chosen given field of study.
- Desire to glorify God through efficient and effective research and writing.

III. TEXTBOOKS

A. Required

1. Dallas Theological Seminary Thesis Style Committee. "Supplement to Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations.*" 9th ed. Dallas, TX: Dallas Theological Seminary. Available for download at http://library.dts.edu/Pages/RM/Write.

   MS Word Turabian templates for research papers and theses and associated files are available at http://library.dts.edu/Pages/RM/Write.

2. Turabian, Kate L. *A Manual for Writers of Research Papers, Theses, and Dissertations: Chicago Style for Students and Researchers*. 9th ed. Revised by Wayne C. Booth, Gregory G. Colomb, Joseph M. Williams, Joseph Bizup, and William T. FitzGerald. Chicago: University of Chicago Press, 2017.

B. Supplementary Bibliography

1. Alexander, Patrick H., and Society of Biblical Literature. *The SBL Handbook of Style: For Ancient Near Eastern, Biblical, and Early Christian Studies*. 2nd ed. Atlanta: SBL Press, 2014.

2. Barber, Cyril J., and Robert M. Krauss, Jr. *An Introduction to Theological Research: A Guide for College and Seminary Students*. 2nd ed. Lanham, MD: University Press of America, 2000.

3. Booth, Wayne C., Gregory G. Colomb, and Joseph M. Williams. *The Craft of Research*. 2nd ed. Chicago: University of Chicago Press, 2003. Part I of the Turabian manual (8th ed.) is an adaptation of this book.

4. Graff, Gerald and Cathy Birkenstein. *They Say I Say: The Moves that Matter in Academic Writing*. 3rd ed. New York: W. W. Norton & Company, 2010.

5. Kibbe, Michael. *From Topic to Thesis: A Guide to Theological Research*. Downers Grove, IL: IVP Academic, 2016.

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

7. *The Chicago Manual of Style*. 16th ed. Chicago: University of Chicago Press, 2010. Part II and III of the Turabian manual (8th ed.) is a condensation of this manual for academic settings.

8. Strunk, William, Jr. and E. B. White. *The Elements of Style*. 4th ed. Boston: Allyn and Bacon, 1999.

9. Vyhmeister, Nancy Jean. *Quality Research Papers: For Students of Religion and Theology*. 3rd ed. Grand Rapids: Zondervan, 2014.

IV.   COURSE REQUIREMENTS

A.   Reading Assignments

Aside from reading required to research the chosen topic, no reading is required for the course. It is highly recommended that the student review Turabian for proper form. At a minimum, review the following for proper Turabian style:

- Turabian Chapters 7 and 15-17.
- DTS Supplement to Turabian.

Additionally, the following book will help greatly in narrowing your topic and forming a thesis:

- Kibbe, Michael. From Topic to Thesis: A Guide to Theological Research. Downers Grove, IL: IVP Academic, 2016.

B.   Written Assignment

Research Paper Assignment

The research paper should be 15 to 20 pages in length, not including the title page and bibliography and must be carefully researched, well-written, and conform to DTS Turabian style requirements.

RS103 students no longer find and submit a faculty reader.

Students will be assigned an online GTA who will be their point of contact for the process of writing their paper.

The student should be in contact with their GTA during the semester. GTAs can assist with paper topic, outline, and argument.

The final paper must be submitted in Canvas to receive credit.

C. **Quizzes and/or Exams**

There are no quizzes or exams for this course.

V. **COURSE POLICIES**

A. **Letter/Numerical Grade Scale**

A+	99–100	B+	91–93	C+	83–85	D+	75–77	F	0–69
A	96–98	B	88–90	C	80–82	D	72–74		
A-	94–95	B-	86–87	C-	78–79	D-	70–71		

B. **Weighing of Course Requirements for Grading**

- Research Paper 100%

C. **Class Participation**

This is an individual research project. Class participation is not a factor in the course.

D. **Late Assignments**

Assignments are due according to the assignment schedule. Late assignments will not be accepted except in the case of an emergency or unless prior arrangements have been made with the professor. Please notify the professor as soon as you realize there may be a problem in completing an assignment on time. No assignment can be reworked and submitted for a higher grade.

Please note that no coursework will be accepted after the last day of the term unless the student has a formal extension approved by the Credits Committee in accordance with the DTS Student Handbook, section 1.20.

E. **Absences**

This is an individual research project. Class attendance is not a factor in the course.

VI. **COURSE SUPPLEMENTAL INFORMATION**

A. **Communication Competency Criteria**

The faculty has established criteria for measuring desired student competency in the area of communication as reflected in the chart below. In light of this, we have set forth specific

competencies that the student should develop and demonstrate as a result of completing RS103. This course helps the student develop and demonstrate proficiency in written communication competency at **Level 1** (correct form), **Level 2** (using computer tools to prepare for writing an evaluative essay on a topic), **Level 3** (appropriate research and documentation), **Level 4** (exegesis and theological reflection), and **Level 5** (summative research paper).

Communication	*The student is able to persuade others effectively with respect to biblical and theological truth through oral, written, and electronic media.*
Level 5—to be attained by all Th.M. students before graduating.	The student is able to write an acceptable summative research thesis or paper (RS103) and preach a sermon that is audience-focused in its structure, proofs, and application, with a delivery (voice and body) that is natural for the speaker.
Level 4	The student is able to write a paper that reflects sound exegesis and theological reflection and preach a sermon with a clear central proposition, structure, and application that reflects sound exegesis of and theological reflection on a biblical text.
Level 3—to be attained by all master's-level students before graduating.	The student is able to write an appropriately researched and documented paper on a biblical and/or theological topic and deliver an oral presentation designed to influence listeners toward change, using audience-focused learning objectives and appropriate methods.
Level 2	The student is able to write an evaluative essay on a biblical and/or theological topic reflecting vocabulary appropriate to the subject and deliver an interesting oral presentation on a biblical and/or theological topic with congruent nonverbal expression.
Level 1—to be attained by all students by the end of their first semester, if not at matriculation.	The student is able to write a cogent essay using correct form, grammar, and spelling and deliver a cogent oral presentation reflecting basic oral communication skills.

B.   **Disability Accommodation Policy**

Dallas Seminary does not discriminate on the basis of disability in the operation of any of its programs and activities. To avoid discrimination, the student is responsible for informing the Coordinator of Services for Students with Disabilities and the course instructor of any disabling condition that will require modifications.

VII.   COURSE LECTURES AND ASSIGNMENT SCHEDULE

There are no lectures for this course. Research papers are due according to the assignment schedule in the online course in Canvas.