WYJ1711

Research and Writing

Fall 2020

This class will be offered by remote access. Students will be expected to log in to regularly scheduled Zoom sessions.

Class attendance and participation in remote or synchronous online learning classes. The same expectations for student engagement and participation which applies to in-class learning also apply to remote or synchronous learning situations. Students who log into the Zoom site but do not contribute during discussion times and are not visible through live video will not be counted as participating in the class.

Please see information at https://wycliffecollege.ca/remotelearning

Before proceeding you will require a webcam and microphone. Laptops have these by default. If you have a desktop you will need to purchase a webcam (webcams come with built in microphone).

 Notice of video recording and sharing (Download and re-use prohibited)

Remote courses, including your participation, will be recorded on video and will be available to students in the course for viewing remotely and after each session. Course videos and materials belong to your instructor, the University, and/or other sources depending on the specific facts of each situation, and are protected by copyright. Do not download, copy, or share any course or student materials or videos without the explicit permission of the instructor. For questions about recording and use of videos in which you appear please contact your instructor.

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Course Description

The literature of biblical studies, theology, church history, and pastoral studies is introduced along with the research and writing process; locating, evaluating, and using information; genres of theological writing; citation and bibliographic formats; and ethical aspects. Lectures, workshop exercises. Evaluation: research and writing exercises.

Course Objectives

At the end of this course the student will be able to:

- Describe the range and content of information sources in the theological disciplines
- Identify research information needs
- Locate and evaluate relevant sources of information
- Appreciate the need to use each type of research tool effectively
- Develop skills in using information resources on the internet
- Gain understanding and practice in the different genres of theological writing
- Develop skills in citation and bibliographic formats
- Use information ethically in theological writing and academic discourse

(For a tabular representation of how these objectives align with the program outcomes for Wycliffe College, see below under Learning Outcomes.)

Class Schedule

The course surveys the literature of biblical studies, theology, church history, and pastoral ministry. For each it will identify key works of reference and tools for the study of that discipline. Concurrently it will treat of the different genres of theological writing and different sources of information pertinent to the discipline. Additional topics covered include: evaluating information, bibliographic tools, citation styles, ethical aspects, and the language of gender.

Course Structure, Format, and Theme
The course covers the different tools and resources (and how to locate and use them), in tandem with the different genres of writing in theology. Typically each week will include treatment of the literature on a discipline, tools and resources associated with it, and a genre of writing. To avoid repetition and duplication certain genres of writing are addressed in one unit and not in others: e.g. book reviewing is dealt with under Theology (but obviously it also applies to other

areas like history and pastoral); research paper is addressed under History but it is applicable to other areas, etc.

Course Textbooks & Readings
Students are required to purchase:
1. William Strunk and E. B. White. *The Elements of Style*. 4th ed. New York: Macmillan, 2007. Cost about $8.35 plus tax.
2. Nancy Jean Vyhmeister, *Quality Research Papers for Students of Religion and Theology*. 3rd. ed. Grand Rapids: Zondervan, 2014. Cost about $15.19 plus tax.

Additional readings are available on the course website on Quercus. They are marked below with an asterisk*.

Week 1   Biblical Studies I: Discipline & Method
- Introduction to Course
- Literature of Biblical Studies
- Tools and Resources: Print
- Genres of Writing: Exegesis
  Reading:
  *Ch. 5: Important Resources for Bible Study (63-74)
  *Ch. 6: The Use of Concordances (75-79) &
  *Ch. 7: The Importance of Lexicons (81-88)
  in Barber, Cyril J. & Robert M. Krauss. *An introduction to theological research: a guide for college and seminary students*. (2nd ed., rev. and expanded) Lanham, MD.: University Press of America, 2000.
  Vyhmeister, *Quality Research Papers*, 11-22, 268-272.
  Guides:
  *Guidelines for Writing an Exegetical Paper
  *Exegeting a Gospel

Week 2   Biblical Studies II: Literature and Tools
- Tools and Resources: Electronic
- Genres of Writing: Word Study
  Reading:
  *J. Rutherford, "Analysing a Passage" and D. France, "Word Study" in J.B. Job (ed.), *How to study the Bible An introduction to methods of Bible study* (Downer's Grove, IVP: 1979), 35-45, 54-64.
  Guide:
  *Doing a Word Study

Week 3   Reading
- Reading strategies and techniques
  Reading:
  *D. Core, *The Seminary Student Writes* (St. Louis: Chalice Press, 2000), 29-46.

*Lucretia B. Yaghjian. *Writing theology well: a rhetoric for theological and biblical writers*. New York: Continuum, 2006, 43-45, 65-68.
Vyhmeister, *Quality Research Papers*, 128-144, 153-167.

Week 4   Writing

- The Writer's Craft

- Genres of Writing: Essay
  Reading:
  Strunk & White, 1-65 (scan for relevance), 66-95.
  Vyhmeister, *Quality Research Papers*, 168-187, 219-236, 274-277.

Week 5   Bibliographies, Citations and Reference Formats
- Bibliographic Tools: RefWorks, Zotero, EndNote
- Citation Styles
  Reading:
  *Yaghjian, 132-135.
  Vyhmeister, *Quality Research Papers*, 188-196, 237-251.
  Viewing:
  Instructional videos on course webpage.
  Guide:
  *Citation and Bibliographic Formats for Theological Papers

Week 6   Theology I: Discipline & Method
- The Literature of Theology
- Tools and Resources: encyclopedias, guides, and dictionaries
- Genres of Writing: Thesis Statement: Definition and Development
  Reading:
  Vyhmeister, *Quality Research Papers*, 1-7, 23-29,
  *"John Webster, "Introduction: Systematic Theology" in Torrance, Iain, Kathryn Tanner, John Webster. *The Oxford Handbook of Systematic Theology*. (Oxford: Oxford University Press, 2007), 1-14 (Course website).

Week 7   Theology II: Literature and Tools
- Tools and Resources: monographs, articles
- Genres of Writing in Theology: Critique and Book Review
  Reading:
  Vyhmeister, *Quality Research Papers*, 66-73.
  *Gerald R. McDermott, "Introduction: Evangelical Theology" in McDermott, Gerald R. *The Oxford Handbook of Evangelical Theology*. (Oxford: Oxford University Press, 2010), 1-18. (Course website).

Guide:
*Writing Theological Book Reviews

Week 8   **Church History I: Discipline & Method**
- The Literature of Church History
- Tools and Resources: Primary Works
- Genres of Writing: Research Paper
Reading:
Vyhmeister, *Quality Research Papers*, 99-127.
James S. Bradley & Richard A. Muller, *Church History: An Introduction to Research, Reference Works, and Methods* (Grand Rapids: 1995), 126-51.
[Reserve Graham Library].

Week 9   **Church History II: Literature and Tools**
- Genres of Writing: Annotated Bibliography
Reading:
Vyhmeister, *Quality Research Papers*, 74-6.
James S. Bradley & Richard A. Muller, *Church History: An Introduction to Research, Reference Works, and Methods* (Grand Rapids: 1995), 1-32.
*Guidelines for a Literature Survey and an Annotated Bibliography

Week 10   **Pastoral Ministry I: Discipline & Method**
- The Literature of Pastoral Ministry
- Genres of Writing: Reflection Paper
Reading:
*Lucretia Yaghjian, "Writing Theological Reflection Well: Reflecting on Writing as a Theological Practice," *Teaching Theology and Religion* 7: 2 (2004), 83-94.
Vyhmeister, *Quality Research Papers*, 30-44, 45-52, 63-5.

Week 11   **Pastoral Ministry II: Literature and Tools**
- Tools and Resources
- Research: Internet
- Genres of Writing: Case Study+ Qualitative & Quantitative Research.
Reading:
Vyhmeister, *Quality Research Papers*, 53-62 145-152, 196-215.

Week 12   **Ethics, Gender, and Language**
- Ethics of the Craft
- The Language of Gender, Race, Ethnicity, and Disability

<u>Reading</u>:
*Yaghjian, 129-132, 250-1.
*Core, *The Seminary Student Writes*, 107-112.
*The Canadian style: a guide to writing and editing (Toronto: Dundurn Press, 1997), 253-260.

Assignments

There are two categories of assignments for this course:

1. <u>Research Exercises</u>

There will be short exercises on aspects of research. Choose from any <u>four</u> in areas where you need practice. These include but are not limited to:

- Exegetical study

- Word study

- Reading exercise

- Gender inclusive language

- Bibliographic and Reference format

- Evaluation of historical evidence

Due Dates: On or before:

Exercise 1: 2 Oct. 2020

Exercise 2: 23 Oct. 2020

Exercise 3: 13 Nov. 2020

Exercise 4: 4 Dec. 2020

Value: 40% (4 exercises @ 10% each).

Submission Format: Submit your assignments electronically as attachments to an email. Abbreviate your documents/subject as per the following example. Name your file "retp" where "re" =research exercise and "tp" are your initials. Put "retp" in the subject line of your email. Similarly with the writing exercises: e.g. wetp, etc. This facilitates the identification, grading, and return of assignments.

2. <u>Writing Exercises</u>

For the writing assignments, it is recommended that you choose a genre in which you need practice, rather than one in which you already are competent.

Choose **three** genres of theological writing that you are **not already** practiced in (e.g. essay, reflection, research, critique/book review, case study) and complete a sample writing in those genres. The sample must not have been submitted for another course.

Length: Variable depending on the choice of genre. For essay, reflection, research, book review: 2500 words (6-7 pages). Exegesis and word study can be the same, more, or less depending on the choice of word/passage and resources used or referenced.

Value: 20% each

Due Date: On or before:

Exercise 1: 9 Oct. 2020

Exercise 2: 6 Nov. 2020

Exercise 3: 4 Dec. 2020

Submission Format: Submit your assignments electronically as attachments to an email. Name your file "wetp" where "we" =writing exercise and "tp" are your initials. Put "wetp" in the subject line of your email. This facilitates the identification, grading, and return of assignments.

Learning Outcomes

Course Outcomes	Course Element	Learning Outcomes	ACRL Information Literacy Standards*
By the end of this course, students will be able to	This outcome will be achieved by these course elements	This course outcome corresponds to this aspect of Wycliffe's program outcomes	This outcome aligns with this ACRL standard(s) in whole or in part
Identify research	Research Exercises	MDiv 1.1, 2.1, 2.2 MTS 1.1, 1.2, 1.3,	Standard 1, 4, 6

information needs	Writing Exercises	2.1, 2.2	
Describe the range and content of information sources in the theological disciplines	Research Exercises Writing Exercises	MDiv 1.1, 2.1, 2.2 MTS 1.1, 1.2, 1.3, 2.1, 2.2	Standard 5
Gain understanding and practice in the different genres of theological writing	Research Exercises Writing Exercises	MDiv 1.2, 1.3, 2.1, 2.2 MTS 2.1, 2.2, 3.2	Standard 5
Appreciate the need to use each type of research tool effectively	Research Exercises Writing Exercises	MDiv 1.4, 2.1, 2.2 MTS 2.1, 2.2, 3.2	Standard 1, 2, 4
Develop skills in using information resources on the internet	Research Exercises Writing Exercises	MDiv 1.4, 2.1, 2.2 MTS 2.1, 2.2, 3.2	Standards 1, 6
Develop skills in citation and bibliographic formats	Research Exercises Writing Exercises	MDiv 1.4, 2.2 MTS 2.1, 2.2	Standard 2
Use information ethically in theological writing and academic discourse	Research Exercises Writing Exercises	MDiv 1.1, 1.4, 1.5, 2.1, 2.2 MTS 2.1, 2.2, 3.2	Standard 4, 5, 6

*Association of College & Research Libraries. *Framework for Information Literacy for Higher Education*. Chicago: ACRL, 2016. http://www.ala.org/acrl/files/issues/infolit/framework.pdf]

Standard 1: Authority is Constructed and Contextual

Information resources reflect their creators' expertise and credibility, and are evaluated based on the information need and the context in which the information will be used. Authority is constructed in that various communities may recognize different types of authority. It is contextual in that the information need may help to determine the level of authority required.

Standard 2: Information Creation as a Process

Information in any format is produced to convey a message and is shared via a selected delivery method. The iterative processes of researching, creating, revising, and disseminating information vary, and the resulting product reflects these differences.

Standard 3: Information has Value

Information possesses several dimensions of value, including as a commodity, as a means of education, as a means to influence, and as a means of negotiating and understanding the world. Legal and socioeconomic interests influence information production and dissemination.

Standard 4: Research as Inquiry

Research is iterative and depends upon asking increasingly complex or new questions whose answers in turn develop additional questions or lines of inquiry in any field.

Standard 5: Scholarship as Conversation

Communities of scholars, researchers, or professionals engage in sustained discourse with new insights and discoveries occurring over time as a result of varied perspectives and interpretations.

Standard 6: Searching as Strategic Exploration

Searching for information is often nonlinear and iterative, requiring the evaluation of a range of information sources and the mental flexibility to pursue alternate avenues as new understanding develops.

TST Grading Scale

Letter Grade	Numerical Equivalents	Grade Point	Grasp of Subject Matter	Other qualities expected of students
A RANGE: Excellent: Student shows original thinking, analytic and synthetic ability, critical evaluations, and broad knowledge base.				
A+	90-100	4.0	Profound and Creative	Strong evidence of original thought, of analytic and synthetic ability; sound and penetrating critical evaluations which identify assumptions of those they study as well as their own; mastery of an extensive knowledge base

A	85-89	4.0	Outstanding	
A-	80-84	3.7	Excellent	Clear evidence of original thinking, of analytic and synthetic ability; sound critical evaluations; broad knowledge base
B RANGE: Good: Student shows critical capacity and analytic ability, understanding of relevant issues, familiarity with the literature.				
B+	77-79	3.3	Very Good	Good critical capacity and analytic ability; reasonable understanding of relevant issues; good familiarity with the literature
B	73-76	3.0	Good	
B-	70-72	2.7	Satisfactory at a post-baccalaureate level.	Adequate critical capacity and analytic ability; some understanding of relevant issues; some familiarity with the literature
FZ	0-69	0	Failure	Failure to meet the above criteria

Policy on Assignment Extensions

Late work (BD). Basic Degree students are expected to hand in assignments by the date given in the course outline. Under exceptional circumstances a student may request a short extension to be negotiated with the instructor. Instructors are not obliged to accept assignments that are late. If the instructor chooses to accept an assignment, where an extension has not been requested and approved before the due date, then **one percentage point per day will be deducted.** The absolute deadline for the submission of assignments is the examination day scheduled for the course or the last day of exam week for the semester in which the course is taught, whichever is sooner.

Students with documented medical or compassionate difficulties or exceptional reasons (e.g., a death in the family or a serious illness) who are unable to submit their work by the end of the term are requested to consult with their instructor and request an SDF. The form is available on our website at this link https://www.wycliffecollege.ca/sites/default/files/Basic%20Degree%20Request%20For%20Extension.pdf or can be collected from the registrar's office. An SDF request must be submitted, with instructor approval and with an agreed deadline, to the registrar's office no later than the last day of the exam week or the last day of class in which the course is taken. The SDF, when approved, will have a mutually agreed upon deadline that does not extend beyond one year. If a student has not completed work and has not been granted an SDF, a final mark will be calculated that reckons a grade of zero for that component of work that was not submitted.

Academic integrity

All TST students are subject to U of T's Code of Behaviour on Academic Matters. Copies of the code are available at www.governingcouncil.utoronto.ca/policies/behaveac.htm Please take special note of the section on plagiarism. For a helpful set of guidelines on how to avoid plagiarism, see www.utoronto.ca/writing/plagsep.html. This is part of a more general—and equally helpful—website that provides advice on academic writing (www.utoronto.ca/writing/advise.html). For specific guidance on the avoidance of plagiarism in theological writing see:
http://www.trinity.utoronto.ca/library_archives/theological_resources/theological_guides/avoiding_plagiarism.html

<center>**Select Bibliography**</center>

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Barr, James. *Holy Scripture: Canon, Authority, Criticism*. Philadelphia: The Westminster Press, 1983.

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Hardesty, Nancy A. *Inclusive Language in the Church.* Atlanta: John Knox Press, 1987.

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