

DM 9392/CM 9392
Research Methodology
Summer 2017
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June 19-23, 2017; Monday-Thursday, 6:00-8:30pm; Friday, 6-8pm

Course Description:

This course provides the students with tools and skills to develop and strengthen academic research and writing. Students learn to structure and format an academic professional paper, providing a model for their project proposal (DM 9394) and guidance for their practicum (DM 9396). The course encourages students to critically reflect on the practices of ministry and learn to interpret those practices within an academic theological framework.

Resources:

Nancy Jean Vyhmeister and Terry Dwain Robertson, *Your Guide to Writing Quality Research Papers for Students of Religion and Theology (Third Edition)*. Zondervan, 2014. (Referred below as WQRP).

Wayne C. Booth, et.al., *The Craft of Research (Fourth Edition)*. The University of Chicago Press, 2016. (Referred below as CR)

William Strunk Jr. & E.B. White, *The Elements of Style (Forth Edition)*. Foreword by Roger Angell. Allyn & Bacon, 2000. (Referred below as EOS)

**These resources will also be used for DM 9394

Requirements:

Pre-class Assignments: Due by Monday, June 12, 2017 at 5:00pm, send to ccardoza@smu.edu

- (1) Read: CR, Section 1, chaps 1 & 2; Section 2, chaps 3-6
- (2) Read: WQRP, Chapters 1, 3-7, 9-10; 11, 14-16
- (3) Write 5-7 pages, double-space paper, with proper citation notes addressing the following questions: (1) what is my role as a minister who is engaged in research for my writing project? (2) How do the expectations of good research connect with my Christian vocation as a minister completing a professional ministry degree? (3) How does my theology contribute (or impede) my research?

Class assignments during the week:

- (1) Be ready to discuss the assigned readings and your pre-class assignment paper;
- (2) Complete some of the readings assigned in the calendar below;
- (3) Complete (a) a revision of your pre-class paper based on the discussion and reflections during our sessions and (b) add to the revision the following section addressing the following questions: (i) as you think about your writing project, what

- will be the nature of your research? (ii) Imaging: How will the nature of your research shape your practicum and experience and how will your practicum experience shape your research? This revised paper will be shared with the other students.
- (4) Imagine where your writing is going.... Write an outline for your writing project including your research methodologies that you might employ in this process.

Post-class assignment—TBD and coordinated in class

- (1) An online session will be coordinated after the instructor has evaluated the papers for group discussion—a chat session using either ZOOM or the Chat app in Canvas.

Calendar:

- Monday, June 19: Introduction to the Course
Inquiry and Research as a Vocation: A Personal Journey
- Tuesday, June 20: Discussion of Papers, focusing on CR readings
- Wednesday, June 21: Revisiting Research Methodologies for Writing Projects
Review of readings from WQRP
- Thursday, June 22: Guest Presenter: Reference librarian from Bridwell
Bridwell Resources and Beyond
- Friday, June 23: Research, the Practicum, Timeline, Outline and Notes for future Writing

Minority Concerns and the Perkins Curriculum

In 1975 the Perkins Senate passed resolutions which bear on the relation of the Perkins curriculum to this school's common concern for the status of ethnic minority groups and of women both in education for ministry and in the ministry itself. The following statement summarizes these resolutions with respect to all courses except those in the area of Ministry.

1. Instructors and students alike are urged to use inclusive language, images and metaphors which will give full and positive value to both the past contributions and the future prospects of ethnic minorities and women in the church and in society at large.
2. Instructors and students alike are urged to give sensitive consideration to the role of images from a predominantly white and male culture in shaping both the language and concepts of Christian theology and the models and methods of Christian ministry that are widely current today.
3. Instructors are urged to make every effort to provide--in the syllabi, assignments and formats of their courses--opportunities (1) for women students and students from ethnic minority groups to pursue their study with special reference to their own status or tradition and (2) for all students to become acquainted with the special problems and conditions that affect women and ethnic minority groups in human society.

SMU Disability Accommodations

Southern Methodist University provides reasonable accommodations for students with disabilities. If you need academic accommodations for a disability, you must first contact Ms. Rebecca Marin, Coordinator, Services for Students with Disabilities (214-768-4563) to verify the disability and to establish eligibility for accommodations. Then you should schedule an appointment with your professor to make appropriate arrangements for the course work in this class.