

**Andrews University**  
**Seventh-day Adventist Theological Seminary**

GSEM 790 DMin Project Seminar  
(2 credits)  
July 17-21, 2011  
Berrien Springs, MI

**INSTRUCTOR:**  
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## **COURSE DESCRIPTION**

Participants receive assistance in forming their DMin Project proposal, and orientation to issues in successful completion of the project dissertation. Areas of focus include preparing a literature review, research techniques, writing standards, developing an effective work plan for completion of their project, and other project-related topics.

## **COURSE OBJECTIVE**

To assist participants in the completion of an acceptable DMin Project proposal based on a relevant ministerial problem or challenge, and to equip them with the tools necessary for developing and writing a project dissertation.

## **SEMINAR COMPETENCIES**

The Doctor of Ministry program seeks to develop the person, knowledge and practices of its participants. While a participant may focus on any of several areas of concentration, the DMin program highlights certain competencies that are used to evaluate outcomes for all participants. Additionally, each area of concentration requires its own competencies, as do some of the individual modules. The following constitute the competencies for GSEM 790 DMin Project Seminar:

### *Being:*

A focused commitment to academic research and writing  
A willingness to receive constructive criticism and input from others

### *Knowing:*

Knowledge of both *Andrews Standards for Written Work* and *APA* style  
An understanding of the principles of good academic writing and research  
An understanding of how to develop, apply for, and receive IRB approval for research

### *Doing:*

Development of a successful DMin Project Proposal  
Incorporation of the skills of good academic writing in all DMin assignments  
The ability to develop and write a DMin Project Dissertation

## **COURSE REQUIREMENTS**

### **A. Required Reading:**

1. *Andrews University Standards for Written Work*. 10<sup>th</sup> ed. (2001). Berrien Springs, MI: Andrews University Press.

This book can be downloaded from the following URL:

<http://www.andrews.edu/GRAD/style.html> It can also be downloaded at:  
[www.doctorofministry.com](http://www.doctorofministry.com)

2. Graff, G., & Birkenstein, C. (2006). *They say I say: The moves that matter in academic writing*. New York: W. W. Norton.
3. Rudestam, K. E., & Newton, R. R. (2007). *Surviving your dissertation: A comprehensive guide to content and process*. 3<sup>rd</sup> Los Angeles: Sage.
4. Galvan, J. L. (2006). *Writing literature reviews: A guide for students of the social and behavioral sciences*. 3<sup>rd</sup> ed. Glendale, CA: Pyczak Publishing.

## **B. Writing:**

### ***Pre-intensive:***

1. Write “review/reaction” journal reports, on *They say I say: The moves that matter in academic writing* (Graff and Birkenstein); *Surviving your dissertation: A comprehensive guide to content and process* (Rudestam and Newton); and *Writing literature reviews: A guide for students of the social and behavioral sciences* (Galvan).

The journal report is simply an informal reflection of your thoughts and reactions as you read the book. Journal reports need not follow any particular writing style, and will not be evaluated for grammar or writing ability. They are “*working*” documents.

Focus on providing a concise personal reaction (i.e., a “reflective” critique) to each book as you encounter it in the natural course of your reading. Please explain the basis for any commendations and/or criticisms of key points in each book.

Each book review/reaction journal report should be 3-4 typed or printed pages in length (8 ½” x 11”), double-spaced.

### ***Please employ the following GUIDELINES for each journal report:***

- a) State the title and author of each book at the top of the first page;
  - b) Devote the rest of the first 2 pages to your personal thoughts and reactions to the book’s central ideas, issues, or suggested practices;
  - c) Provide a one-page, overview/summary of the author’s overall purpose for each book as you understand it.
2. Prepare and submit a reading report stating that you have read *Andrews Standards of Written Work*.

### ***During the Intensive:***

1. Develop a Title Page. **Due day 2, 8:00 a.m.**
2. Write a 4-5 Sentence Statement of the Problem. **Due day 2, 8:00 a.m.**
3. Write a 1-2 sentence Statement of the Task. **Due day 3, 8:00 a.m.**
4. Write a ½ to ¾ page Justification for the Project. **Due day 3, 8:00 a.m.**

5. Write a one-page Description of the Project Process. **Due day 3, 8:00 a.m.**
6. Write a ½ to ¾ page Expectations from this Project. **Due day 4, 8:00 a.m.**
7. Develop a 2 page Proposal Outline. **Due day 4, 8:00 a.m.**
8. Complete the Reference List exercise. **Due day 5, 8:00 a.m.**
9. Develop a 1 page Vita. **Due day 5, 8:00 a.m.**
10. Develop a 3 page Literature Review. **Due day 6, 8:00 a.m.**

***Post-intensive:***

Prepare and Submit a Project Proposal to the DMin Project Proposal Subcommittee

**COURSE GRADES:**

Pre-intensive Work:

Reading Journals—40 points each x 3 books =	120 points
Reading Report	10 points
In Class Work:	170 points

Post-Intensive:

An approved project proposal	700 points
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Total	1000 points
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**LETTER GRADE SCALE:**

A (96-100%)	B (85-89%)	C (75-78%)
A- (93-95%)	B- (82-84%)	C- (72-74%)
B+ (90-92%)	C+ (79-81%)	

**COURSE TIME PARAMETERS AND CALCULATIONS:**

The Doctor of Ministry program requires 60 hours of study for each semester credit. This course is 2 credits: 120 hours are required. The time is calculated as follows:

Reading and Journaling – 40 hours
One week intensive – 55 hours
Final Proposal – 25 hours
 Total – 120 hours

## INTEGRATION OF SEMINAR COMPETENCIES, LEARNING RESOURCES AND ASSESSMENT:

Competencies of the Seminar	Learning Resources Provided in this Seminar	Process of Assessment
Greater commitment to academic research and writing	Pre-intensive reading and journaling Intensive presentation and exercises	Evaluation of the quality of intensive participation Journaling of literature: evaluation of personal reflection on the process of academic writing and research
A willingness to receive constructive criticism and input from others	Peer group evaluations of writing exercises during the intensive One-on-one consultation with lead teacher(s) regarding draft of project proposal during the intensive	Observation of peer group interaction The response of the participant during the one-on-one consultation and the revision of their proposal to reflect the feedback they received
Knowledge of both <i>Andrews Standards for Written Work</i> and APA style	Pre-intensive reading and journaling Intensive presentation and writing exercises	Journaling of literature: and evaluation of their understanding of the principles expressed in the literature The incorporation of proper formatting and style into the writing work done during and after the intensive
An understanding of the principles of good academic writing and research	Intensive presentation—in particular the academic writing workshop—and the writing exercises	Journaling of literature: and evaluation of their understanding of the principles expressed in the literature The incorporation of good principles of academic writing and research into their work done during and after the intensive
How to develop, apply for, and receive IRB approval for research	Intensive presentation and exercise	Receiving official approval from the IRB for their research involving “human subjects”
Development of a successful DMin Project Proposal	Intensive writing exercises Peer group evaluations of writing exercises during the intensive One-on-one consultation with lead teacher(s) regarding draft of project proposal during the intensive Post-intensive assignment of developing a project proposal for submission to the Project Proposal Subcommittee	Evaluation of the Project Proposal by the Project Proposal Subcommittee Approval of the Proposal by the committee
Incorporation of the skills of good academic writing	Intensive writing exercises Post-intensive development of a project proposal	Evaluation of writing exercises during the intensive An evaluation of the final project proposal following the intensive.
The ability to develop and write a DMin Project Dissertation	Pre-intensive reading and journaling Intensive presentations and exercises	On-going evaluation of completed chapters by the project coach, the project editor, the advisor, and the 2 <sup>nd</sup> reader Final evaluation of the project dissertation at the project defense.

**IMPORTANT INFORMATION:**

All written papers and reports should be submitted double-spaced and in accordance with *Andrews University Standards for Written Work*. Follow the sample proposal carefully.

See the posted DMin policy regarding grade deductions for work turned in late.

Academic dishonesty, including plagiarism, is a serious offence. Disciplinary measures may include dismissal from the program.