

Andrews University
Seventh-day Adventist Theological Seminary

GSEM 790 DMin Project Seminar
(2 credits)
February 21-26, 2010
Orlando, FL

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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 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 students 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. No matter what the participant's area of concentration the DMin program has certain competencies that are used to evaluate outcomes for all participants. Additionally each area of concentration has its own competencies as do some of the individual modules. The following constitute the competencies for GSEM 790 DMin Project Seminar:

Being:

Greater 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
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
The ability to develop and write a DMin Project Dissertation

COURSE REQUIREMENTS

A. Required Reading:

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

This book can be downloaded from the following URL:
<http://www.andrews.edu/GRAD/style.html> Also found at:
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. O’Leary Z. (2005). *Researching real-world problems: A guide to methods of inquiry*. Los Angeles: Sage.
4. Galvan, J. L. (2006). *Writing literature reviews: A guide for students of the social and behavioral sciences*. 3rd ed. Glendale, CA: Pyczak Publishing.

B. Writing:

Pre-intensive:

1. Write a “review/reaction” Journal Report, on the book by Graff and Birkenstein, the book by O’Leary the book by 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 graded 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 them in the natural course of your reading. Please explain the basis for any commendations and/or criticisms of key points in each book.

These book review/reaction journal reports should be the equivalent of 3-4 typed or printed pages in total length (8 ½” x 11”) double-spaced);

Please employ the following simple GUIDELINES for each reaction/journal report:

- 1) State the title and author of each book at the top of the first page.
- 2) Then devote the rest of the first 2 pages to your personal thoughts and reactions to the book’s central ideas, issues, or suggested practices.
- 3) Finally, give a one-page, overview/summary of the author’s overall purpose for each book, as you understand it.

2. Turn in 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

Total 1000 points

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, so 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 <i>APA</i> 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 nd 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 to Andrews University Standards for Written Work. Follow the sample proposal exactly!

See 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.