GSEM 620: Research Methods

Course Description

Research Methods, GSEM620, introduces the information universe of theological inquiry, with application to the typical writing assignments of Seminary coursework. *Andrews University Standards for Written Work,* 10th ed., will be applied.

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Introduction

The Association of College and Research Libraries published a ground-breaking description of "Information Literacy" to describe the general competencies required for the academic use of information and for knowledge growth from a librarian's perspective.[1] Given the scope of the target audience, these descriptions are broad and have a general application far beyond the classroom. Therefore, for the purposes of this course, we shall summarize the relevant aspects and refer to them as "Literature Search Competencies." As Doctoral level researchers, it is assumed that much of this discussion reflects tacit knowledge, and will be a brief and intentional review of prior knowledge. However, the competencies as outlined by ACRL provide a useful organizational rubric for a course such as this.

The Literature Search Competencies for this class are as follows:

1. "The information literate student determines the nature and extent of the information needed." This includes identifying a specific topic, framing a research question, understanding relevant systems of information organization, developing an information-seeking strategy, and anticipating the types of sources that may be of value.

2. "The information literate student accesses needed information effectively and efficiently." This includes identifying and using appropriate sources for finding information that is relevant to the research question, modifying search strategies as needed, developing a practical system of note taking, and keeping a careful record of findings.

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[1] *Information Literacy Competency Standards for Higher Education* (Chicago: Association of College and Research Libraries, 2000).

3. "The information literate student evaluates information and its sources critically and incorporates selected information into his or her knowledge base and value system." This involves selecting the best sources, justifying the use of given sources as authoritative, and properly citing appropriate sources.

4. "The information literate student … uses information effectively to accomplish a specific purpose." In this case, this requires applying all skills to writing a formal research paper using standard research English and applying fully the *Andrews University Standards for Written Work*, following the special instructions for the Seminary.

5. "The information literate student understands many of the economic, legal, and social issues surrounding the use of information and accesses and uses information ethically and legally." This includes discussing questions on academic integrity and plagiarism and applying the principles in the paper.

Much of the actual research completed for the D.Min. program will involve a Social Science model of qualitative and quantitative research. It is assumed that another course will cover those elements of research methods such as the development of research instruments and the statistical evaluation of findings. Rather, as noted above, this course will focus on the literature search competencies that connect the researcher with the disciplinary conversation.

The context for the written work in this class is "scholarly discourse" in written form and will follow the expectations and conventions for scholarly discourse in religious studies.

The course also assumes "theological inquiry," the intentional seeking after a knowledge of God. It is hoped that the course will be a voyage of discovery, in which each writer will experience a more complete understanding of the God we serve.

Required Texts

Vyhmeister, Nancy Jean. *Quality Research Papers for Students of Religion and Theology*. Grand Rapids, Mich.: Zondervan, 2001.

Standards for Written Work, 10th ed. Berrien Springs, Mich.: Andrews University Press, 1999. Available online at http://www.andrews.edu/GRAD/style.html

Using d2l

Access to d2l is available at d2l.andrews.edu . Your user name and password are your Andrews University email address and password. All course documents and your grades are available through this site. You may also use the "Dropbox" for submitting your work.

GSEM 620: Research Methods
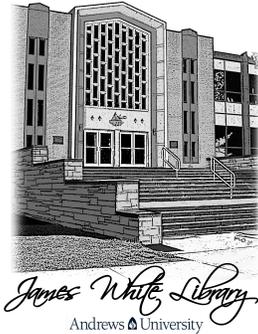
Access to James White Library

As a student of Andrews University, you have access to all the resources of James White Library. You can access all licensed databases from off-campus using your Andrews University email address and password for the user name and password when requested by a dialog box. You should become familiar with the For Off Campus Students page. For a tutorial introducing the page, view the Getting Started Video Tutorial

Course Requirements

Students will proceed through the following assignments in order. Points for each assignment have been allocated based on the approximate time needed to complete the work, 10 pts. per hour; if more time is consistently required, please let the instructor know. Individualized instruction is available for any assignment should it be needed. The instructor serves as a coach and mentor in this process, so please feel free to ask questions. Email is the most efficient method of communication. Assignments may be submitted through the d2l Dropbox (preferred) or via email.

1. A Context for Research: 50 pts.

    After interviewing many leading researchers in a variety of fields, Brew was able to identify four different ways research is experienced.[2]

    1. The domino variation. Research is experienced as solving problems and answering questions. The successful completion of a project then makes it possible to solve new problems or ask new questions. The focus is on the "knowledge."
    2. The layer variation. Research is experienced as "dipping through the top layer to reveal what lies beneath." Again the basic focus is on the "knowledge." Vyhmeister's description resembles both these variations. See *Quality Research Papers,* 1-6; 42-50.
    3. The trading variation. Research outcomes are viewed as commodities that are exchanged within the community. The focus is on the "community." Robertson's description suggests this variation. See "Academic Writing and Theological Inquiry," available on http://d2l.andrews.edu/.
    4. The journey variation. Research is experienced "holistically as personally transformative." Hamilton's description resonates with this variation. The focus is on the "researcher." See "A

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[2] Angela Brew, *The Nature of Research: Inquiry in Academic Contexts* (New York: RoutledgeFalmer, 2001), 24-26.

Model for Teaching Research Methods in Theological Education,"[3] available on http://d2l.andrews.edu/.

After reading Vyhmeister, Robertson, and Hamilton, summarize, then analyze the three readings, and lastly respond to the variations from a personal perspective. Which variation best describes your perception of experiencing research? 5 pages, double spaced, (about 1200 words).

Learning Objective: Academic writing requires time, commitment, and focused attention to do it well. There are a myriad of details in the formatting and written conventions, and the process can seem tedious. It is also possible that the topic of the writing assignment may seem irrelevant. It is hoped that intentional reflection on the "why" will help to integrate the research writing experience with the broader calling of the ministry.

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2. <u>Define a Research Question:</u> 20 pts. Prepare a 1 page description of the topic of your choice, concluding with a one sentence research question. See Vyhmeister Chap. 3 (17-22).

Learning Objective: The ACRL competency used:
   "The information literate student determines the nature and extent of the information needed." This includes identifying a specific topic, framing a research question, understanding relevant systems of information organization, developing an information-seeking strategy, and anticipating the types of sources that may be of value.
This assignment and the next reflect this competency. It is assumed that the student has been given a research type writing assignment as part of a class requirement, a defined information need. Depending on the student's prior knowledge of the specific topic, the student may need to do some exploratory reading on the topic to gain a foundational overview. Framing the research question is a focus exercise to facilitate the following assignment in which you will begin the preparation for using online databases..

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3. <u>Develop a Research Strategy:</u> 30 pts.

   a. Initially prepare a 1 page conceptual map of the topic using keywords, professional terminology, subject headings, etc. Apply Boolean operators as needed (for description

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[3] Barry W. Hamilton, "A Model for Teaching Research Methods in Theological Education," *Summary of Proceedings, American Theological Library Association* 57 (2003): 154-174.

and examples, see the "Search Tips" on the <u>Library Catalog Advanced Search page</u>). This map will become the basis for searching various sources and databases. You may wish to use the <u>Library of Congress Authorities</u> for ideas of formal subject headings, and may find the references to narrower terms and related terms useful.

b. Identify and list resources that may be helpful. These would include print resources such as print bibliographies and general reference works that are available to you based on your professional experience. You should also review the list of online databases available through James White Library on the <u>Religion / Theo. / Phil. Subject Guide</u> . List those you think, based on the description, should prove the most helpful. See Vyhmeister Chap. 2 (7-16). Note that this assignment is a planning exercise. You will be actually using databases in the next assignment to prepare a working bibliography. You may also wish to explore databases in other fields such as Psychology, Sociology, full-text, etc.

Note that this strategy may need to be modified as you become more knowledgeable about the topic or as you become more proficient in using specific databases. However, submit your initial work as a completed assignment.

> **Learning Objective:** This is an exercise in preparing for using the online databases. What are the search terms that will be used? A conceptual map can help to identify specific terms. It is useful to layout terms as broader, narrower, related, synonymous. For example, a progression from narrow to broad is: collie > dog > pet > domestic animal > mammal. This type of map is useful because should you get no results at the narrowest term, you could then progress up to the broader term. And the reverse is also true. Should you get too many results at the broader term, then it may be necessary to use the narrower term. Related terms and synonyms can also be used to broaden the search.
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> All databases use some form of "controlled language" to group similar entries together. The Library of Congress Subject Headings is used in the James White Library catalog. For example: *Church Work with Youth* is the best subject heading for youth ministry, and *Church Development, New* is the best choice for Church Planting. The Library of Congress website listed above might help. But as you begin to find good results, pay close attention to the subject headings. They will lead you to related results.

4. <u>Preparing a Working Bibliography:</u> 100 pts. Explore the following online databases, and identify a potential bibliography for your paper of 10 to 20 items. The Bibliography must follow *Andrews University Standards for Written Work.* Attach to the bibliography
     (1) a report of the strategy used and evaluate the success you enjoyed and
     (2) a printout of one example from each of the selected databases as outlined below, ten total.

Learning Objective: The ACRL competency used:
"The information literate student accesses needed information effectively and efficiently." This includes identifying and using appropriate sources for finding information that is relevant to the research question, modifying search strategies as needed, developing a practical system of note taking, and keeping a careful record of findings.

The most important objective is that you learn how to use each online database efficiently and effectively. It will be well worth your time to "play" with each database, and explore all the features, experimenting with what each will accomplish. If you have specific difficulties using a database, please let the instructor know, and coaching will be available.

A. Books

1. James White Library Catalog

James White Library Seminary collection includes over 150,000 books. Areas of special strength include Biblical Studies and Practical Theology. With the Center of Adventist Research, the library is the best place to do research on Adventist topics.

2. WorldCat

WorldCat is the collective library catalog of thousands of libraries: "Over 1 billion items in more than 10,000 libraries worldwide." You have access to this database in two versions: the James White Library subscription version, and the free online version. A special feature of the online version is that it will identify the nearest library to your home zip code that has the book. In the James White Library subscription version, it is possible to choose to search only Theological Libraries by using the ATLA Group Catalog, a subset of *WorldCat*. This can potentially help narrow the searches to more relevant materials. Also, when requesting library books from James White Library, it is more convenient to use the ILL feature in the subscription version.

3. Google Books

> *Google Books* is an increasingly valuable resource for the pre-reading evaluation of potentially interesting titles, and determining their usefulness. Many publishers have given Google portions of their books as teasers to encourage consumers to purchase the book. Now it is possible to browse online the way we used to do it in the bookstore. Carefully crafted searches using the advanced search page can provide useful results. *Google Books* also contains the full text of a rapidly growing collection of titles in the public domain.

4. Research in Ministry (RIM) online

> *Research in Ministry (RIM) online* indexes and abstracts project reports and theses from more than 50 Doctor of Ministry and Doctor of Missiology programs accredited by the Association of Theological Schools in the United States and Canada. *RIM online* is a searchable database with entries for authors, titles, thesis/project advisors, schools, and ATLA Thesaurus subject headings. Abstracts can be searched by keywords. The database supports Boolean proximity searches as well as nested searches and wildcards. Links have been added to records for schools that also participate in the Theological Research Exchange Network. [4]

5. One of the following:

> These online resources provide access to sources that were originally published as traditional books.

a. Ellen G. White Writings

Full text database of the published writings of an important Seventh-day Adventist pioneer and thought leader.

b. HRAF

The *Human Relations Area File* is a full text database of ethnographic resources organized by people group. This database is essential for any ethnic studies, and is of particular interest to researchers in Missions.

c. Digital Library of Classic Protestant Texts

This digital library contains the full text of over 1200 titles of Protestant books published between 1500 and 1700. It includes a wide range of topics, including practical theology. It may be useful for an historical perspective.

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[4] http://www.atla.com/products/catalogs/catalogs_rim.html

d. The American Religion Data Archive

The *ARDA* allows you to interactively explore the highest quality data on American and international religion using online features for generating national profiles, maps, church membership overviews, denominational heritage trees, tables, charts, and other summary reports. Over 350 data files are available for online preview and most can be downloaded for additional research.

e. NetLibrary

NetLibrary is an eContent provider that works with publishers and libraries. James White Library has made available a broad selection of academic works in this format. While the collection does not contain a strong religious library component, it has value for interdisciplinary research. The instructor will need to set up an account for you upon request.

f. Dissertation Abstracts

This database is a repository for doctoral dissertations. Since 1997, a full-text .pdf copy of the dissertations is available. Earlier dissertations must be ordered through interlibrary loan. All Andrews University Ph.D. dissertations, and over 100 D.Min. dissertations are available full text in this database.

g. World Christian Database

The *World Christian Database (WCD)* includes detailed information on 9,000 Christian denominations and on religions in every country of the world. Extensive data are available on 238 countries and 13,000 ethnolinguistic peoples, as well as on 5,000 cities and 3,000 provinces. The *WCD* incorporates the core data from the *World Christian Encyclopedia (WCE)* and *World Christian Trends (WCT)*. However, statistics in the *WCD* constitute a significant update of the data published in *WCE/WCT* in 2001. *WCD* is an initiative of the Center for the Study of Global Christianity at Gordon-Conwell Theological Seminary. This database is an essential resource for any research in World Christianity.

B. Periodicals

James White Library currently subscribes to over 500 religion/theology journals. While the Library Catalog will give you the titles of these journals, we need further tools to access the actual articles. For this we use the databases listed below. Some databases only provide citation information -- the author, title, source, and subject headings. Other databases provide abstracts -- short descriptions of the article content. But an increasing number of journals are becoming available full text online.

In addition, through the many full-text databases licensed by the library, you have access to over 20,000 full text journals. The up-to-date list of what is available and where to find the content of the journals is found in Periodicals A to Z. This is the first place to look for a journal title when you have a citation in hand, perhaps from something you are reading. It also lists journals by topic. A Video Tutorial demonstrates how to use it effectively.

6. ATLA

The *ATLA Religion Database* is an essential tool for the study of religion. It is the premier index to journal articles, book reviews, and collections of essays in all fields of religion. The fact that many publishers solicit the inclusion of their journals in the *ATLA Religion Database* is indicative of the stature it has achieved in the community of religion scholars. The 1.4 million+ records in the *ATLA Religion Database* include:

    * 488,000+ journal article records
    * 215,000+ essay records from 15,700+ multi-author works
    * 446,000+ book reviews of 232,000+ books
    * 1,592 journal titles, 506 of which are currently indexed
    * languages: 60% English, 8% German, 6% French, 1% Spanish, 1% Italian, 24% other

Journals are selected for inclusion according to their scholarly merit and scope. Journals representing all the major religious faiths, major denominations, and numerous language groups are included. ATLA's indexing of multi-author works, such as Festschriften and conference proceedings, is unique among religion databases. Unlike indexes that catalog books of essays as a single entry, ATLA indexes each individual essay in such works. [5]

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[5] http://www.atla.com/products/catalogs/catalogs_atlas.html

Included in the database are links to the *ATLASerials® (ATLAS®)* database. It is an online collection of major religion and theology journals selected by leading religion scholars and theologians. Users can read articles or research the history of a topic from as early as 1924 to the present. Currently, researchers are able to use *ATLAS* as a search tool to retrieve images of the pages in more than eighty different journals. Currently through the [Alumni link]() , .pdf searchable documents are available, however you will need to register with James White Library as an alumni user for user name and password. At some point the *ATLA Religion Database* will be converted to .pdf also.

7. One of the following:

   These databases are disciplinary resources. The first three provide abstracts as added value. These can be time savers because they provide enough information about the article to decide whether or not it is worth accessing.

   a. [Religious and Theological Abstracts]()

   "We tell you what the title doesn't say." *RTA* provides objective summaries of articles appearing in scholarly journals in the fields of Religion and Theology. It lists a wide variety of periodical literature, including Christian, Jewish, and other World religions. It provides English language abstracts of articles in English, Hebrew, Afrikaans, and major European languages. The full text of many of many of the citations can be found in other databases. Use [Periodicals A to Z]().[6]

   b. [Old Testament Abstracts]()

   This is an excellent resource for the study of the Old Testament. Over 1000 journals are covered, and all articles relating to the OT are included. The abstracts provide brief overviews of the articles. Links to the full text of articles are included when they are available in the *Academic Search Premier* database. The full text of many of many of the citations can be found in other databases. Use [Periodicals A to Z]().

   c. [New Testament Abstracts]()

   This is an excellent resource for the study of the New Testament. Over 1000 journals are covered, and all articles relating to the NT are included. The abstracts provide brief overviews of the articles. Links to the full text of articles are included when they are available in the *Academic Search Premier* database. The full text of many of many of the citations can be found in other databases. Use [Periodicals A to Z]().

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[6] [http://rtabstracts.org/]()

d. Seventh-day Adventist Periodical Index

The *Seventh-day Adventist Periodical Index* provides citation indexing to over 40 past and present Seventh-day Adventist journals and magazines. The Association of Seventh-day Adventist Librarians supports and produces the Index at editorial offices located at Andrews University. Supporters include the Seventh-day Adventist college and university libraries in North America, the North American Division Office of Education, and the General Conference of Seventh-day Adventists.

The Index was first published in 1971. Currently the index covers the years 1973 to current, with updating done in real time. The exception is the Review and Herald which is currently undergoing retrospective indexing beginning with 1972 at the rate of roughly one year's worth of articles a month.

e. General Conference Archives

The Archives is commissioned to preserve all materials produced by the General Conference of Seventh-day Adventists and its departments. The archives houses over 10,000 linear feet of records covering the entire period of the Seventh-day Adventist Church history. Patrons can trace the development of the church through these records, which include legal instruments, minutes, reference files, reports, correspondence, publications, recordings, films, video and audio tapes, and photographs. This site marks the beginning of an effort to place some of the most referenced archival documents in a flexible and expandable online system. A significant section is devoted to Magazines and Periodicals. New material is added daily (or so it seems).

8. One general or interdisciplinary database, from the following:

a. FirstSearch

FirstSearch provides seamless electronic access to dozens of databases. Its special value lies that through this interface, it is possible to search multiple databases simultaneously, and then choose from the databases that have the most results. This search interface works best with precise terms.[7]

b. JSTOR

As an authorized user of a participating *JSTOR* institution, you have access to the *JSTOR* collection of journals in which James White Library participates. You are

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[7] http://www.oclc.org/firstsearch/default.htm

able to read and print articles at any time and from any networked location (library, department, office, dorm). Access is also be available from off-campus computers using the library offers authentication through the library website.

The *JSTOR* archive holds the complete digitized back runs of core scholarly journals, starting with the very first issues, some dating as far back as the 1600s. Of potential value for Practical Theology are the collections in African American Studies, Education, History, Philosophy, Population Studies, Psychology and Sociology; and for Missions are African Studies, Anthropology, and Asian Studies. The capacity for searching across disciplines opens up vast possibilities for scholarship and research. [8]

c. Academic Search

Academic Search Premier is the James White Library general studies periodical database.
• 8219 = Total number of journals & magazines indexed and abstracted (7081 are peer-reviewed)
• 4483 = Total number of journals & magazines in full text (3675 are peer-reviewed)
Included in these numbers is a representative collection of religion journals. But perhaps more valuable are the potential interdisciplinary sources.

d. ERIC

The *ERIC* collection includes bibliographic records (citations, abstracts, and other pertinent data) for more than 1.2 million items indexed since 1966, including:

> * journal articles
> * books
> * research syntheses
> * conference papers
> * technical reports
> * policy papers, and
> * other education-related materials

ERIC currently indexes more than 600 journals, the majority of which are indexed comprehensively   every article in each issue is included in *ERIC*. Some journals are indexed selectively   only those articles that are education-related are selected for indexing. The full text of many of many of the citations can be found in other databases. Use Periodicals A to Z. Note that the record number begins with "EJ."

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[8] http://www.jstor.org/

In addition, contributors have given *ERIC* permission to display more than 115,000 full-text materials in .pdf format - at no charge. These materials are generally part of the recent "grey literature" such as conference papers and reports, rather than journal articles and books. Most materials published 2004 and forward include links to other sources, including publishers' Web sites. Record numbers begin with "ED."

This database should be of interest for those in Youth Ministry, Family Ministry, and Leadership.

e. PsychINFO

PsycINFO is an abstract (not full-text) database of psychological literature from the 1800s to the present. An essential tool for researchers, *PsycINFO* combines a wealth of content with precise indexing so you can get just what you need easily. The American Psychological Association (APA), a scientific and professional organization that represents psychology in the United States, publishes it. With 148,000 members, APA is the largest association of psychologists worldwide. The full text of many of many of the citations can be found in other databases. Use Periodicals A to Z.

This database should be of interest for those in Chaplaincy and Pastoral Care.

f. Social Science Abstracts

An in-demand resource for a wide variety of users from students to social workers, *Social Science Abstracts* covers the latest concepts, trends, opinions, theories, and methods from both applied and theoretical aspects of the social sciences.
    * High quality indexing of over 625 periodicals as far back as 1983, nearly 400 of which are peer-reviewed.
    * In-depth abstracts of 50 to 150 words   written by professionals with backgrounds in the social sciences   let users know instantly if a cited article is useful to their research.[9] The full text of many of many of the citations can be found in other databases. Use Periodicals A to Z.

g. Sociological Abstracts

CSA Sociological Abstracts abstracts and indexes the international literature in sociology and related disciplines in the social and behavioral sciences. The database provides abstracts of journal articles and citations to book reviews drawn from over 1,800+ serials publications, and also provides abstracts of books, book chapters, dissertations, and conference papers. Records published by *Sociological Abstracts* in print during the database's first 11 years, 1952-1962, have been added to the

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[9] http://www.hwwilson.com/Databases/socsci.htm - Abstracts.

database as of November 2005, extending the depth of the backfile of this authoritative resource.

Many records from key journals in sociology, added to the database since 2002, also include the references cited in the bibliography of the source article. Each individual reference may also have links to an abstract and/or to other papers that cite that reference; these links increase the possibility of finding more potentially relevant articles. These references are linked both within *Sociological Abstracts* and across other social science databases available on *CSA Illumina*.

Subject Coverage

Major areas of coverage include:
  o Culture and social structure
           o Evaluation research
  o Family and social welfare
  o History and theory of sociology
           o Methodology and research technology
  o Religion and science
  o Rural and urban sociology
  o Social development
  o Social differentiation
  o Social psychology and group interaction
           o Substance abuse and addiction
  o Welfare services
  o Women's studies

  h. [Directory of Open Access Journals]

  This service covers free, full text, quality controlled scientific and scholarly journals. We aim to cover all subjects and languages. There are now 2725 journals in the directory. Currently 821 journals are searchable at article level. As of today 136825 articles are included in the DOAJ service. This includes 46 journals categorized in the field of religion, 115 in the social sciences, and 73 journals in psychology.

  i. Any other Library subscription periodical citation database relevant for your topic.

9. [Google Scholar]

Google Scholar provides a simple way to broadly search for scholarly literature. From one place, you can search across many disciplines and sources: peer-reviewed papers, theses, books, abstracts and articles, from academic publishers, professional societies, preprint repositories, universities and other scholarly organizations. Google Scholar helps you identify the most relevant research across the world of scholarly research.

Features of Google Scholar

* Search diverse sources from one convenient place
* Find papers, abstracts and citations
* Locate the complete paper through your library or on the web
* Learn about key papers in any area of research

How are articles ranked?

Google Scholar aims to sort articles the way researchers do, weighing the full text of each article, the author, the publication in which the article appears, and how often the piece has been cited in other scholarly literature. The most relevant results will always appear on the first page.

Many of the search results will include a link for the full text. However, several major document delivery firms have included their databases of periodical literature in Google Scholar, and offer to sell access to individual articles. These are valid citations, and many citation results from these databases will include valuable abstracts and other details. But do not purchase. The full text of many of many of the citations can be found in other databases. Use Periodicals A to Z. The rest can be ordered by Interlibrary Loan through James White Library.

10. World Wide Web Internet Search

Free searching on the internet using a search engine such as Google, Yahoo or Ask can result in some serendipitous discoveries of value. It is most useful for organizational information (.org), government documents (.gov), and educational resources (.edu). However, this assignment is not to be held responsible for more than a 15 minute quick search. Warning: once you start "surfing," the clock becomes irrelevant, and time evaporates. Find and briefly evaluate one site. It is equally valuable to be able to recognize a poor information source as a good one, so it is acceptable to reference a poor source and identify it as such for this exercise.

Assignment checklist of one page printouts:

1. James White Library Catalog
2. *WorldCat*
3. *Google Books*
4. *Research in Ministry (RIM) online*
5. One other book type resource database
6. *ATLA*
7. Other Religion periodical literature database
8. General coverage periodical literature database

9. *Google Scholar*
10. Internet search using a search engine

5. <u>Tentative Outline:</u> 30 pts. Prepare a tentative outline for the final paper.

> **Learning Objective:** A practical strategy for beginning the writing process is to organize your thoughts in the form of an outline. This can then become a tool for organizing the notes taken from resources, as well as for measuring progress in the overall project.

6. <u>Information Ethics:</u> 20 pts. Discuss and apply the issues of information ethics. See Vyhmeister Chap. 8 (62-68). Complete the online tutorial, "The Plagiarism Court: You Be the Judge," by Ramona Islam, Fairfield University, http://library2.fairfield.edu/instruction/ramona/plugin.html, and print out the results of the quiz. You may retake the quiz as often as necessary to achieve the perfect score.

> **Learning Objective:** The ACRL competency used:
> "The information literate student understands many of the economic, legal, and social issues surrounding the use of information and accesses and uses information ethically and legally." This includes discussing questions on academic integrity and plagiarism and applying the principles in the paper.

7. <u>Final Paper:</u> 400 pts. The final paper may be used to complete the requirements of another class, with a minimum length of twelve pages (about 3000 words). It should be a topic that has a research question, whether implicit or explicit, and which invites the use of multiple sources.

The final paper will require a minimum of two drafts. The first draft will focus on the content: organization, proper use of research English, use of sources, etc. The second draft will focus closely on applying the *Andrews University Standards for Written Work*. See Vyhmeister Chaps. 10 -12 (82-116). The paper will be graded according to the rubric.

Learning Objective: The ACRL competency used:
"The information literate student … uses information effectively to accomplish a specific purpose." In this case, this requires applying all skills to writing a formal research paper using standard research English and applying fully the Andrews University *Standards for Written Work*, following the special instructions for the Seminary.

An important aspect of this requirement is the ability to use a standard word processor effectively and efficiently. The Andrews University campus provides support for *Microsoft Word*.

8. Annotated Final Bibliography: 100 pts. In a separate document, review the sources selected and cited in the paper. In a brief paragraph on each source comment on the following points:

   a. Categorize the author of the work as either an authority or a discourse partner. An "authority" is an author who is recognized within the discipline as a principle contributor. Evidence for this status include multiple citations of her work, multiple publications in high profile publishing outlets, established historical and social status within a specific group, professional position and education, etc. All other authors would then be considered discourse partners.
   b. Identify the intended audience. This includes level, i.e. academic, professional, general reader, etc. It also includes denominational market. This can be inferred from the affiliations of the publisher.
   c. Briefly describe why this work has value for the current project.

Complete this process for a minimum of ten, maximum of twenty entries. Do not include Seventh-day Adventist authors and sources, nor standard reference works.

Learning Objective: The ACRL competency used:

> "The information literate student evaluates information and its sources critically and incorporates selected information into his or her knowledge base and value system." This involves selecting the best sources, justifying the use of given sources as authoritative, and properly citing appropriate sources.

Books and articles are written by people who live and work in a social context that informs their discourse. Publishers are market driven, and choose to publish works that they anticipate will sell in their primary markets. The better we as readers understand the social and market context of a given source, the better we will be able to interpret the texts accurately and fairly, and be able to represent the original author fairly. In the study of ancient texts, we take these factors into account in our hermeneutics, but there may be an unwarranted tendency to accept contemporary texts as solely the sum of the words. I would suggest that knowing as much as possible about the authors and publishers can inform your use and appreciation for their works.

9. <u>Citation Evaluation:</u> 100 pts. Categorize and justify the use of each citation. The following categories may be used, however you may add others you feel are needed. The first two can be understood as facts, with the last two as opinions. Then briefly explain why that citation was needed at that point.

   a. Evidence. Objective facts that support your claim. Examples include statistics, historical facts, text of primary sources, etc.
   b. Definitions and descriptions. Authoritative disciplinary sources. Examples include working definitions and descriptions from standard reference works such as encyclopedias and dictionaries.
   c. Authority. Key citations from established authors as identified in assignment 8 to support your claim. Includes evaluations, interpretations, analyses, etc.
   d. Discussion. Citations of authors who have written on the topic and who make a valid point relevant to your claim. These may either support your claim or provide alternative claims which you wish to address and discuss. Includes evaluations, interpretations, analyses, etc.

   Do not include Scripture references.

Learning Objective: The use of a citation should be intentional and should fulfill an essential role in the flow of the text. It should contribute a meaningful element to your argument.

10. <u>Final Reflection Paper:</u> 50 pts.

    a.   Reflect on Gal 5:22-23. In what ways should the fruits of the Spirit define academic writing in theological inquiry?

    b.   Summarize the research process and the writing process. How did it work for you on this paper? What can you do differently in the future that will make the completion of research writing assignments more efficient and effective?

    c.   How do you experience research? Use Brew's variations. Referring back to Assignment 1, have your perceptions changed over the course of the semester? If so, how?

Grading

Points have been allotted for each assignment equivalent to 10 points per hour of anticipated time to complete the assignment. The time estimate assumes the student will be working without prior knowledge or experience of the material, with at least an average typing speed (40 words per minute).

This course allows for a Deferred Grade. At the end of the semester in which you register, if the points earned do not add up to the desired grade, you may opt for the Deferred Grade, and afterwards either complete or upgrade assignments. For most students in the online course, it is expected that the course will take longer than one semester to complete.

Letter grades will be assigned as follows:

A	96%
A-	92%
B+	88%
B	84%
B-	80%
C+	76%
C	72%
D	64%

Statement on Intellectual Integrity

Andrews University, as a Seventh-day Adventist institution, expects students to demonstrate the ability to think clearly and exhibit personal moral integrity in every sphere of life. Honesty in all academic matters is a vital component of personal integrity. Breaches in academic integrity principles are taken seriously by the University. Acts of academic dishonesty as described in the University Bulletin are subject to incremental disciplinary penalties with redemptive intent. Such acts are tracked in the office of the Vice President for Academic Administration. Repeated and/or serious offenses will be referred to the Committee on Academic Integrity for further recommendations on penalties.

Information ethics is a significant component of the course, and is included in the course objectives. At the appropriate time in the syllabus, the topic will be covered. Plagiarism is defined as the using of another's work or ideas without proper citation. Inadvertent, limited plagiarism in the rough drafts will be used as a teaching moment. Pervasive or intentional plagiarism will be dealt with according to University policy.