

GSEM 790 DMin Professional Dissertation Seminar

2019 Intergenerational Church Cohort

Fall 2020

David Penno, PhD

SYNOPSIS OF THE COURSE

CLASS & CONTACT INFORMATION

Class location:	Zoom
Class meeting times:	October 7-13, 2020, 8:00 am-11:00 am EDT
Course Website:	learninghub.andrews.edu
Instructor Telephone:	(269) 471-6366
Instructor Email:	penno@andrews.edu
Office location:	Seminary S207
Office hours:	By Appointment

BULLETIN DESCRIPTION OF COURSE

Forming the professional dissertation proposal and issues related to completing the dissertation successfully. Areas of focus include academic writing, literature review, critical thinking, experiential learning, reading and evaluating research reports, an effective work plan for completion of the dissertation, and other dissertation-related topics.

PROGRAM & COURSE LEARNING OUTCOMES

Your degree program seeks to help you achieve the **Program Learning Outcomes** basic to your chosen profession. Your Program Learning Outcome primarily addressed in this course is:

2. Conduct research and implement an intervention in response to ministry challenges and trends in a global context, related to the primary field of service.

(The full set of program learning outcomes for your degree program is listed in **Appendix 3**)

The following **Course Learning Outcomes** contribute to the overall Program Learning Outcomes by identifying the key learnings to be achieved by diligent work in this course:

1. Demonstrate a focused commitment to and an understanding of the principles of academic research and writing.
2. Demonstrate a willingness to receive constructive criticism and input from others.
3. Demonstrate a knowledge of both *Doctor of Ministry Project Writing Manual* and Turabian Author/Date style.
4. Complete a successful DMin project proposal.

COURSE OVERVIEW

Course topics and assignments have been selected to contribute to learning and evaluating these Course Learning Outcomes (CLOs) as follows:

Date	Topic	Assignment Due	CLOs Addressed
10/7	The DMin Project & Proposal	Three Reading Reports	4
10/08	Academic Writing	Title Page & Statement of the Problem; Watch Videos on Kolb & Title	1
10/09	Accessing & Capturing Academic Sources	Description of the Ministry Context & Vita; Watch Video on Ministry Context	1, 3
10/11	Writing a Literature Review	Citation & Reference Exercise	1
10/12	Working with Project Coach & Advisor to Develop 2 nd Year Proposal	Outlines of Chapters 2 & 3, Watch Video, Read Literature Review	2, 4
10/13	Critical Thinking, Logic, Evaluating Research, & Finalizing 2 nd Year Proposal	2 nd Year Proposal Approved by Project Coach & Advisor	1, 2, 4

ATTENDANCE

Regular attendance is required at all classes and other academic appointments. When the total number of absences exceeds 10% of the total course appointments, the teacher may assign a failing grade. Merely being absent from campus does not exempt the student from this policy. Absences recorded because of late registration, suspension, and early/late vacation leaves are not excused. The class work missed may be made up only if the teacher allows. Three tardies are equal to one absence.

COURSE MATERIALS

Required Course Materials

1. Andrews University Doctor of Ministry Program. 2019. *Doctor of Ministry Project Writing Manual*. 4th ed. Berrien Springs, MI: Author.
2. Galvan, José, and Melisa Galvan. 2017. *Writing Literature Reviews: A Guide for Students of the Social and Behavioral Sciences*. 7th ed. New York: Routledge.
3. Graff, Gerald, and Cathy Birkenstein. 2014. *They Say I Say: The Moves That Matter in Academic Writing*. 3rd ed. New York: W. W. Norton.

Recommended Course Materials

1. Osmer, Richard R. 2008. *Practical Theology: An Introduction*. Grand Rapids, MI: William B. Eerdmans.
2. Pyrczak, Fred, and Maria Tcherni-Buzzeo. 2019. *Evaluating Research in Academic Journals: A Practical Guide to Realistic Evaluation*. 7th ed. Glendale, CA: Pyrczak.

For ISBN and price information, please see the listing at the Bookstore www.andrews.edu/bookstore.

MORE ABOUT THE COURSE

TIME EXPECTATIONS FOR THE COURSE

US Credit-Hour Regulations

For every semester credit, the Andrews University credit hour definition requires that:

- **Courses for professional masters' degrees (e.g. MDiv)** include 15 instructor contact hours and 30 hours of independent learning activities.
- **Courses for academic masters' (e.g. MA [Religion]) and all doctoral degrees** include 15 instructor contact hours, and 45 hours of independent learning activities.

The calculation of hours is based on the study skills of the average well-prepared graduate student. Students weak in these skills: 1) may require more time and should consider taking fewer classes each semester; and 2) can find skill development assistance through the Seminary Study and Research Skills Colloquia, the AU Writing Center, and AU Student Success office.

In order to achieve the outcomes of this course, learning time will be distributed as follows:

Instructor Contact Hours	Face to Face Instructional Time	30 hrs
	Other Instructor-Directed Activities	0 hrs
Independent Learning Activities	Reading 3 Textbooks	80 hrs
	Creating the Year 2 Project Proposal	20 hrs
	Approval Process for Year 2 Project Proposal	5 hrs
Total Hours:		135 hrs

GUIDELINES FOR COURSE ASSIGNMENTS

Grades are based on the independent learning activities below which provide practice toward, and assessment of, the learning outcomes of this course. The grade weighting for each assignment is provided in the right-hand column. Specific due dates are given in the Course Overview above.

Assignment Description	Weighting
<p>Reading reports for three textbooks: A journal is due the first day of the teaching intensive for each of the two required pre-session titles (excluding Doctor of Ministry Project Writing Manual). The journal (there will be two, one for each book) is a reflection of your thoughts as you read the book. Reflection in this context suggests a cognitive and imaginative process. Answer these four questions in the reflection: (a) what did I know about academic writing prior to reading the book, (b) what questions about the academic writing do I want answered, (c) what did I learn from the book that helps answer those questions, and (d) how could that knowledge be applied in my literature review. Journals are usually four to six pages, need not follow any particular style, and will not be graded for grammar, writing, etc. Begin the journal for each book with a simple statement that you have read the required book or state what portion you have read.</p> <p>Prepare and submit a report stating that you have read <i>Doctor of Ministry Project Writing Manual</i> (4th). You do not write a journal for this title.</p>	400 total
In class assignments to develop the 2 nd Year DMin Project Proposal: Title Page, Description of the Ministry Context, Statement of the Problem, Outline of Chapter 2, Outline of Chapter 3, Annotated Bibliography, Vita.	300 total
Process for DMin Committee approval of 2nd Year DMin Project Proposal: approval by the Project Coach, Advisor, DMin Project Proposal Subcommittee, and DMin Committee, making all revisions requested.	300 total

* For grading rubrics that specify grading criteria in more detail, see Appendices.

In order to make grading fair for everyone, grades will be assigned on the basis of the above requirements alone. No individual arrangements will be made for those requesting last minute grade adjustment or extra credit.

Submission of Assignments

Assignments are to be turned in on Learning Hub before the beginning of the class period at which they are due (unless otherwise announced).

All assignments will be turned in via Learning Hub

(Go to <https://learninghub.andrews.edu/login/index.php> and log in using your AU username and password).

Assignments are **not** accepted via email or hard copy.

Late Submission

The late submission penalties for all assignments, except the preliminary project proposal, will be applied as follows:

Late 1 days: 10% penalty

Late 2-3 days: 15% penalty

Late 4-5 days: 20% penalty

Late 6-7 days: 25% penalty

Late more than 7 days: Grade of zero; no assignments accepted beyond 7 days

Any requests for extra time on an assignment must be made in advance with the professor. Such requests should be a rarity and should be accompanied by a valid reason why the work could not be done by the date due.

ABOUT YOUR INSTRUCTOR

David Penno

After 25 years of pastoral ministry, I served the churches of Georgia-Cumberland as the Evangelism Coordinator for 5 years. I began my ministry in the Iowa-Missouri Conference in 1980, serving there for 13 years. We moved to Georgia-Cumberland in 1993.

I graduated from Southern Adventist University in 1980 with a BA in Theology and a minor in Biblical Languages. In 2000 I received an MA in Religion from Southern with emphasis in Homiletics and Church Growth. In May of 2009 I graduated with a PhD in Leadership from Andrews University, with a focus on cross-cultural and multi-cultural leadership.

Nancy and I have been married for over 44 years. We have two sons, Matthew and Eric. Matthew is a firefighter for Cobb County GA and is married to Heather. Eric lives in the Berrien Springs area, is married to Melody, and they have two daughters Chrissy and Judith, and a son, Bentley.

We enjoy spending time at the beach, reading, and visiting historical sites. The boys and I also like to go backpacking and camping.



OTHER COURSE-RELATED POLICIES

Academic Integrity

The Seminary expects its students to exhibit rigorous moral integrity appropriate to ministry leaders representing Jesus Christ. Complete honesty in academic matters is a vital component of such integrity. Any breach of academic integrity in this class is subject to discipline. Consequences may include receipt of a reduced or failing grade, suspension or dismissal from the course, suspension or dismissal from the program, expulsion from the university, or degree cancellation. Disciplinary action may be retroactive if academic dishonesty becomes apparent after the student leaves the course, program or university. A record of academic integrity violations is maintained by the University Student Academic Integrity Council. Repeated and/or flagrant offenses will be referred to an Academic Integrity Panel for recommendations on further penalties.

Academic Dishonesty includes:

- Plagiarism in which one fails to give credit every time use is made of another person's ideas or exact words, whether in a formal paper or in submitted notes or assignments. Credit is to be given by use of:
 - Correctly designed and inserted footnotes each time one makes use of another individual's research and/or ideas; and

- Quotation marks placed around any exact phrases or sentences (3 or more words) taken from the text or speech of another individual.
- Presenting another’s work as one’s own (e.g., placement exams, homework assignments);
- Using materials during a quiz or examination other than those explicitly allowed by the teacher or program;
- Stealing, accepting, or studying from stolen quizzes or examination materials;
- Copying from another student during a regular or take-home test or quiz;
- Assisting another in acts of academic dishonesty
- Submitting the same work or major portions thereof, without permission from the instructors, to satisfy the requirements of more than one course.

For additional details see: https://www.andrews.edu/academics/academic_integrity.html

Academic Accommodations

If you qualify for accommodation under the American Disabilities Act, please see contact Student Success in Nethery Hall 100 (disabilities@andrews.edu or 269-471-6096) as soon as possible so that accommodations can be arranged.

Use of Electronics

No recording or streaming is permitted in seminary courses.

Courtesy, respect, and professionalism dictate that laptops and cell phones are to be used only for class-related activities during class time.

Communications and Updates

Email is the official form of communication at Andrews University. Students are responsible for checking their Andrews University e-mail, Learning Hub, and iVue alerts regularly.

LearningHub Access

Andrews University Learning Hub hosts this course online. Your Learning Hub username and password are the same as your Andrews username and password. Use the following contact information if you need technical assistance at any time during the course, or to report a problem with LearningHub.

Username and password assistance	helpdesk@andrews.edu	(269) 471-6016
Technical assistance with Learning Hub	dlit@andrews.edu	(269) 471-3960
Technical assistance with your Andrews account	http://andrews.edu/hdchat/chat.php	

Emergency Protocol Andrews University takes the safety of its student seriously. Signs identifying emergency protocol are posted throughout buildings. Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting that specific location. It is important that you follow these instructions and stay with your instructor during any evacuation or sheltering emergency.

Please Note: The instructor reserves the right to revise the syllabus, with the consensus of the class, at any time during the semester for the benefit of the learning process. The up-to-date Course Description for this course may be found at www.learninghub.andrews.edu .

APPENDIX 1: INTERPRETING LETTER GRADES

Letter Grades and Percentages

A (96-100%)	B (85-89%)	C (75-78%)	F (<65)
A- (93-95%)	B- (82-84%)	C- (72-74%)	
B+ (90-92%)	C+ (79-81%)	D (65-71)	

THE B GRADE

The B grade is a sign that you have competently fulfilled all of the requirements stipulated for an assessment or competency evaluation. It is a very good grade and demonstrates a high level of the knowledge, insight, critical competence and professional presentation standards essential for an individual wishing to pursue a career as a professional leader in ministry.

THE A GRADE

An A grade is given only when a student not only fulfills the criteria for a B grade, but in doing so demonstrates an advanced academic aptitude for content knowledge, critique, synthesis and independent insight, while exhibiting highly developed communication skills and professional publication standards that would allow them to pursue a highly competitive academic career.

THE C GRADE

The C grade differs only from a B grade in that the traits outlined in the B grade above are not consistently applied. However, with diligence and by applying feedback from your lecturer, the academic process can provide opportunity for a student to improve their consistency, and hence, their grade.

THE D GRADE

The D grade points to a limited level of knowledge, insight, and critique, as well as to inadequate quality of written work. This may be because of a lack of time management on the part of the student,

difficulty grasping the concepts being taught, use of English as a second language, or a personal issue that is affecting one's concentration and motivation levels. Again, with diligence, applying feedback from your lecturer, and seeking services offered by the University like the writing lab or the counseling center, the academic process can provide an opportunity for a student to significantly improve their performance.

THE F GRADE

A failing grade is given when very limited or no demonstrable competency has been observed.

APPENDIX 2: ASSIGNMENT RUBRIC

DMin Project 2nd Year Proposal Rubric

Title Page

Category	4.00 Target	3.00 Needs Improvement	2.00 Incomplete	1.00 Unacceptable
Required Components	All of the required components of the title page are included: (1) the name of the University and seminary, (2) title of the study, (3) the degree for which the paper is submitted, and (4) the author's name and current month and year	1 of the components is missing	2 of the components is missing	More than 2 of the components is missing
Formatting	The page is formatted correctly according to <i>Andrews University Standards of Written Work</i> . The components are all in the correct order and spaced correctly	The page is mostly formatted correctly according to <i>Andrews University Standards of Written Work</i> . One of the components is not space correctly	There are 2-3 spacing or placement errors	There are more than 3 spacing or placement errors
Title of the Study	Title <u>clearly</u> describes the what, who, and where of the project	Title describes the what, who, and where of the project	The title is only vaguely connected to the project	The title seems to have no connection to the project
Language Conventions	There are no spelling errors	There is 1 spelling error	There are 2-3 spelling errors	There are more than 3 spelling errors

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Description of the Ministry Context

Category	4.00 Target	3.00 Needs Improvement	2.00 Incomplete	1.00 Unacceptable
Length	Limited to ½ to ¾ of a page	No more than 1 page	More than 1 page or less than ½ page	Guidelines for length are not followed
Content	Describes clearly and concisely the ministry context where the project will be implemented	Describes somewhat clearly the ministry context where the project will be implemented	Description lacks clarity and conciseness and/or are related more the outcomes than reasons of importance	No clear description of the ministry context
Format	Follows precisely the format in the project proposal example	Follows the format in the project proposal sample with minor variation	There are some clear differences from the project proposal sample	Does not follow at all the format of the project proposal sample
Clearly Written	The Description is written in a reader-friendly manner that models clarity of expression. Uses short declarative sentences.	The Description is written in a reader-friendly manner. One or two sentences lack clarity of expression. Uses short declarative sentences.	Several sentence in the Description lack clarity of expression. Expression of some ideas is confusing to the reader. Uses long, rambling sentences.	The Description does not promote reader understanding and/or is unclear in language use and expression. Uses long, rambling or run-on sentences.
Language Conventions	There are no spelling, grammar, or punctuation errors	There is one spelling, grammar, or punctuation errors	There are 2-3 spelling, grammar, or punctuation errors	There are more than 3 spelling, grammar, or punctuation errors

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Statement of the Problem

Category	4.00 Target	3.00 Needs Improvement	2.00 Incomplete	1.00 Unacceptable
Length	The Statement of the Problem is limited to 4 to 5 sentences	The Statement is 6 to 7 sentences	The Statement is 8-10 sentences	Guidelines for Statement length are not followed.
Nature of the Problem	A specific problem from the ministry context is clearly identified	A specific problem is identified that is somewhat connected to the ministry context	The problem is not connected to the context of ministry	The problem is outside of the scope of ministry
Evidence of the Problem	The reality of the problem is supported by clear objective evidence	The reality of the problem is supported by subjective evidence	The source of the evidence is unclear	There is no evidence given to support the reality of the problem
Restrictive Nature of the Problem	The problem is neither too broad or too narrow and deals with one specific issue—any other problems are seen in subordination to the major one	A specific problem is identified but is either too broad or too narrow in scope	Multiple problems are identified	Does not demonstrate a clear understanding of the problem to be addressed
Components of the Statement	The Statement addresses the stable context, provides evidence of the problem, the consequences of the problem, and identifies the destabilizing condition (root problem)	1 of the four components are missing from the Statement	2 of the four components are missing from the Statement	3 or more of the components are missing from the Statement
Format	Follows precisely the format in the project proposal sample	Follows the format in the project proposal sample with minor variation	There are some clear differences from the project proposal sample	Does not follow at all the format of the project proposal sample
Language Conventions	There are no spelling, grammar, or punctuation errors	There is 1 spelling, grammar, or punctuation errors	There are 2-3 spelling, grammar, or punctuation errors	There are more than 3 spelling, grammar, or punctuation errors
Clearly Written	The Statement is written in a reader-friendly manner that models clarity of expression. Uses short declarative sentences.	The Statement is written in a reader-friendly manner. One or two sentences lack clarity of expression. Uses short declarative sentences.	Several sentence in the Statement lack clarity of expression. Expression of some ideas is confusing to the reader. Uses long, rambling sentences.	The Statement does not promote reader understanding and/or is unclear in language use and expression. Uses long, rambling or run-on sentences.

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Outline of Chapters 2 and 3

Category	4.00 Target	3.00 Needs Improvement	2.00 Incomplete	1.00 Unacceptable
For chapter 2, Indicates the 3-5 areas of Scripture and/or theology for reflection that address the problem	Clearly indicates 3-5 areas of Scripture and/or theology that address the problem	One of the areas does not address the problem, but all the rest do	Only one of the areas addresses the problem	None of the relate at all to the problem
For chapter 3, Indicates the 3-5 areas of academic research for review that address the problem	Clearly indicates 3-5 areas of academic that address the problem	One of the areas does not address the problem, but all the rest do	Only one of the areas addresses the problem	None of the relate at all to the problem

Project Proposal Reference List

Category	4.00 Target	3.00 Needs Improvement	2.00 Incomplete	1.00 Unacceptable
Correct Style for The Type of Entry	All of the various types of entries are in correct Turabian Author/Date style	2 of the entries are not in correct Turabian Author/Date style	3-4 of the entries are not in correct Turabian Author/Date style	5 or more of the entries are not in correct Turabian Author/Date style
Number of References	A minimum of 100 references from varied types of sources	90 references from varied types of sources	80 references or, regardless of the number of entries, they are limited to one single source type	Less than 70 references
Language Conventions	There are no spelling errors	There is 1 spelling error	There are 2-3 spelling errors	There are more than 3 spelling errors

Vita

Category	4.00 Target	3.00 Needs Improvement	2.00 Incomplete	1.00 Unacceptable
Length	Should be very brief—no more than 1 page	Just over 1 page	Is more than 1 ½ pages	Guidelines for length are not followed
Components	Includes educational and employment history, and current contact information	Does not include 1 of the components	Does not include 2 of the components	Does not include any of the components
Language Conventions	There are no spelling or punctuation errors	There is 1 spelling or punctuation error	There are 2-3 spelling or punctuation errors	There are more than 3 spelling or punctuation errors

APPENDIX 2: PROGRAM LEARNING OUTCOMES

Doctor of Ministry (DMin)

- 1) Critically reflect on, articulate, and apply biblically based principles and values for excellence in mission and ministry.
- 2) Conduct research and implement an intervention in response to ministry challenges and trends in a *glocal* context, related to the primary field of service.
- 3) Demonstrate knowledge and skills acquired, and analyze the resultant impact on one's ministerial experience.

APPENDIX 3: BIBLIOGRAPHY OF RECOMMENDED BOOKS & RESOURCE

For additional books and articles, see also the Seminary Library Portal at <http://libguides.andrews.edu/religion> .