

# GSEM 620: Research Methods



## RESEARCH METHODS

### GSEM620

Fall Semester, 2007

Tuesdays, 1:30 to 3:20 pm

Seminary Room N135

### 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.

### Contact Information

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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.<sup>1</sup> Given the scope of the

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<sup>1</sup> *Information Literacy Competency Standards for Higher Education* (Chicago: Association of College and Research Libraries, 2000).

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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.” These 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.
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.

The research methodology followed in this course will primarily focus on a “humanities” model. “Scientific” type research focuses on the observation and manipulation of “objects,” i.e. stars, atoms, birds, cells, etc. “Social science” type research focuses on human “responses,” and the data is collected from surveys, interviews, and observations of behavior. “Humanities” type research focuses on “words,” primarily as found in written communication, and thus a significant portion of the class will cover the classification and organization of knowledge, and the access tools for finding pertinent information using library resources.

Information that is acquired through systematic research can be communicated on many different levels and in many different contexts, ranging from casual conversations to classroom lectures to

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sermons. 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 for 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.

In recognition of the fact that students take this course for different reasons, two tracks have been developed. Those who take the course for three credits will take both tracks. Students who register for two credits will select the track that better suits their expectations. The Academic Writing track focuses on the skills associated with producing a quality paper that meets the expectations of typical class assignments. The Research Foundations track explores how research is experienced, and encourages reflection on the role of research in the mission and ministry of the church. The two tracks are equally rigorous in terms of both content and assignments. All students will participate in a comprehensive introduction to the Andrews University *Standards for Written Work* and the academic resources for research available through both the James White Library and online.

### Required Texts

#### For All Students

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

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

#### For the Academic Writing Track

Johnson, Andrew P. *A Short Guide to Academic Writing*. Lanham, Md.: University Press of America, 2003.

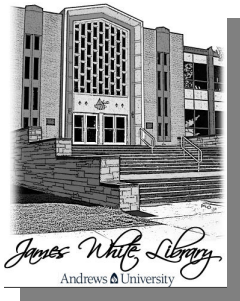
#### For the Research Foundations Track

Brew, Angela. *The Nature of Research: Inquiry in Academic Contexts*. New York: RoutledgeFalmer, 2001.

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## Using d2l

Access to d2l is available at [d2l.andrews.edu](http://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.



## 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.

## Course Requirements

Students will proceed through the following assignments. 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 electronically through the d2l Dropbox (preferred) or via email.

### Assignments for All Students:

#### 1. A Context for Research: 50 pts. *Due September 18*

After interviewing many leading researchers in a variety of fields, Brew was able to identify four different ways research is experienced.<sup>1</sup>

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 “knowledge.”

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<sup>1</sup> Angela Brew, *The Nature of Research: Inquiry in Academic Contexts* (New York: RoutledgeFalmer, 2001), 24-26.

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2. The layer variation. Research is experienced as “dipping through the top layer to reveal what lies beneath.” Again the basic focus is on “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 Model for Teaching Research Methods in Theological Education,”<sup>1</sup> 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 within the broader calling of the ministry.

### 2. Preparing a Working Bibliography: 50 pts. *Due November 6*

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.

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<sup>1</sup> Barry W. Hamilton, “A Model for Teaching Research Methods in Theological Education,” *Summary of Proceedings, American Theological Library Association* 57 (2003): 154-174.

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**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 is the “Cite this Item” link that will give the bibliographic format for that title using Turabian, which can be copied and pasted into the paper. 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 not available in either James White Library or MelCat, it is convenient to use the ILL feature in the subscription version.

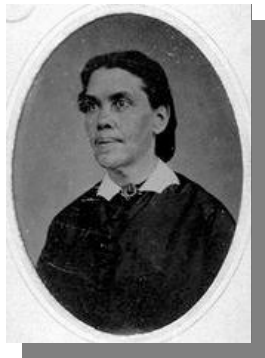
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### 3. [Google Books](#)

*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, particularly useful in historical research.

### 4. 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 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.

#### d. [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

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added to records for schools that also participate in the [Theological Research Exchange Network](#).<sup>1</sup>

e. [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.

f. [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. To use off campus, an account will need to be established on campus first.

g. [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.

h. [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.

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<sup>1</sup> [http://rim.atla.com/star/rimonline\\_login.htm](http://rim.atla.com/star/rimonline_login.htm)

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### B. Periodicals

James White Library currently subscribes to over 500 religion/theology journals. While the Library Catalog will provide 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 a book you are reading. It also lists journals by topic. A [Video Tutorial](#) demonstrates how to use it effectively.



#### 5. [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

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books of essays as a single entry, ATLA indexes each individual essay in such works.<sup>1</sup>

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 a hundred different journals.

6., 7. Two 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](#).<sup>2</sup>

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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<sup>1</sup> [http://www.atla.com/products/catalogs/catalogs\\_atlas.html](http://www.atla.com/products/catalogs/catalogs_atlas.html)

<sup>2</sup> <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 in the Center for Adventist Research. 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).
- f. [Index Theologicus](#)  
This *allegro* database contains document descriptions from more than 600 [periodicals](#) and from [Festschriften](#) and [congress publications](#). It is updated every night and represents the state of the preceding work day. Coverage begins in 1979.
- g. [BiBiL: Biblical Bibliography of Lausanne](#)  
The goal of the computer-based Biblical Bibliography of Lausanne (BiBIL) is to provide fast and up-to-date information on the large field of publications about the world of the Bible. It is based on the indexation of about 120 reviews and of all the books, monographs and collective works bought by the cantonal and university library of Lausanne (BCU). The titles are indexed according to a [systematic classification](#) and with the help of key words. The first indices were introduced in 1968. The database has been transferred on a computerized system in 1987.
- h. [ATA Online: Abstracts of International Conservation Literature](#)  
ATA Online is a comprehensive database of over 100,000 abstracts of literature related to the preservation and conservation of material cultural

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heritage. This database is of special interest to those working in archaeology.

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

a. [FirstSearch](#)

*FirstSearch* provides seamless electronic access to dozens of databases. Its special value lies in 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.<sup>1</sup>

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 able to read and print articles at any time and from any networked location (library, department, office, dorm). 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 Seminary related research 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.<sup>2</sup>

c. [Academic Search EBSCO](#)

*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. [Blackwell Synergy](#)

*Blackwell Synergy* is the online journals service from Blackwell Publishing. It holds the full-text articles of over 850 journals, the majority of which are published by Blackwell on behalf of international scholarly and professional societies. The subjects covered range across Medicine,

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<sup>1</sup> <http://www.oclc.org/firstsearch/default.htm>

<sup>2</sup> <http://www.jstor.org/>

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Science, Social Science and the Humanities, including a number of quality Religion journals.

e. [Sage Publications](#)

The *SAGE Full-Text Collections* is an award-winning, discipline-specific research database of the popular peer-reviewed journals in Communication Studies, Education, Psychology and Sociology published by SAGE Publications and participating societies. These comprehensive databases include more than 246 journals, 240,000 articles, book reviews, and editorials, with all the original graphics, tables, and page numbers. It includes a number of theology journals.

f. [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.” 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.

g. [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](#).

### h. [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.<sup>1</sup> The full text of many of many of the citations can be found in other databases. Use [Periodicals A to Z](#).

### i. [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 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*.

Major areas of coverage include:

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

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<sup>1</sup> <http://www.hwwilson.com/Databases/socsci.htm> - Abstracts.

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### 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 communication.

#### 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.

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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. One other book type resource database
- 5. *ATLA*
- 6. Other Religion periodical literature database
- 7. Other Religion periodical literature database
- 8. General coverage periodical literature database
- 9. *Google Scholar*
- 10. Internet search using a search engine

### 3. Andrews University Standards: 20 pts. Due November 27

A document will be provided that has no formatting. Format the document according to Andrews University *Standards for Written Work* using the Word processor of choice. This will include title page, table of contents, various levels of headings, margins, paragraphs, pagination, footnotes and bibliography.

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**Learning Objective:** Following the Andrews University *Standards for Written Work* can be a simple and straightforward task if, and only if, the Word Processor is ‘programmed’ correctly. This exercise is intended to introduce the settings and procedures required to facilitate producing a perfect final paper. **Warning:** any attempt to write the paper without setting up the format correctly in the beginning will result in much lost time and much potential frustration (a secondary learning objective of this assignment).

### 4. **Final Paper:** 200 pts. *Due December 4*

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. See Vyhmeister Chaps. 10-12 (82-116). The paper will be graded according to the rubric on page 25.

**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.”

With the final paper, you are pulling together all the competencies acquired in this course and presenting your best thoughts on a specific topic. The main objective for the careful application of all standards and conventions is to place your argument front and center without any peripheral distractions – clear and effective scholarly communication.

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

### 5. **Class Presentation:** 10 pts. *November 27 and December 4*

The last two class periods of the semester are set aside for the students to present the findings of their research to the rest of the class. Students will have 10-30 minutes, depending on the size of the class, to present their papers, and should include a few minutes for discussion. In a limited way, this experience is intended to emulate scholarly communication at a professional meeting.

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### 6. Final Reflections: 30 pts. *Due December 12*

The Final Reflections “test” will be made available on *d2l* after class on December 4. Before it can be accessed, the Course Evaluation survey, also available on *d2l*, must be completed.

### Assignments for the Academic Writing Track:

#### 1. Define a Research Question and Develop a Research Strategy: 10 pts. *Due September 25*

- a. Prepare a one paragraph description of the topic of your choice, concluding with a one sentence research question. See Vyhmeister, 17-22.
- b. Initially prepare a conceptual map of the topic using keywords, professional terminology, subject headings, etc. Apply Boolean operators as needed (for description and examples, see the “Search Tips” on the [Library Catalog Advanced Search page](#)). This map will become the basis for searching various sources and databases. You may wish to use the five volume *Library of Congress Subject Headings* for ideas of formal subject headings, and may find the references to broader terms, narrower terms and related terms useful.
- c. 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. 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.

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.

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**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.”

It is assumed that you have been given a research type writing assignment as part of a class requirement, a defined information need. Depending on your prior knowledge of the specific topic, you may need to do some exploratory reading on the topic to gain a foundational overview.

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, or 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.

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 *Bible – N.T. – Revelation -- Commentaries* is the best choice for finding specific commentaries. 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.

### 2. **Note Taking:** 20 pts. *Due October 2*

Describe and explain an “information management system” for keeping track of your findings using one of the following models:

- a. Johnson, 21-24; paper, notebook style
- b. Vyhmeister, 56-61; paper, note card style
- c. *Microsoft Excell* or other spreadsheet; computer based
- d. *Microsoft Access* or other database; computer based
- e. *EndNote*, *Zotero*, or other bibliographic utility; computer based
- f. A personal wiki; computer based. Bonus points for an instruction manual.
- g. Your own variation, but it must work.

Select two readings, either a journal article or a chapter in a book, that are relevant for the topic of your paper, and prepare notes as described using the method you chose.

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**Learning Objective:** Information seeking for a research paper divides into two stages. The first is exploring the topic, the second is documenting the argument. When the transition occurs between the first and the second stage depends on several factors including the nature of the project, prior knowledge, and the success of the early attempts at project definition. During the first stage, it is most useful to make brief notes that will enable efficient retrieval, if needed. The second stage requires careful and detailed notes.

A system is necessary for efficiency reasons. Without a practical working method of keeping track of the information as you find it, you risk repeating the search over and over, and then losing or missing important details.

### 3. Writing Assignments:

Three competencies will be discussed:

- a. General Academic writing conventions, focus on style and composition (form criticism)
- b. Developing strong arguments (rhetorical criticism)
- c. Use of citations (source criticism)

For each of the three competencies, review two papers and prepare a 1 page summary for each evaluating the specific competency in each paper. One paper will be supplied by a participating student, the second by the instructor. For the fourth assignment, you will review the comments and evaluations of the readers on your paper, and prepare a response. The grade for the assignment will be based not on the paper submitted for participation, but on the evaluation reports themselves.

- a. Writing Assignment 1, Style: 25 pts. *Due October 9*
- b. Writing Assignment 2, Rhetoric: 25 pts. *Due October 23*
- c. Writing Assignment 3, Sources: 25 pts. *Due November 6*
- d. Writing Assignment 4, Response: 25 pts. *Due November 13*

**Learning Objective:** Following this strategy has two objectives. The first is to become aware of the style, rhetoric, and carefulness required for academic communication. The second is the courage to trust peers for appropriate feedback in scholarly communication efforts.

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### 4. **Tentative Outline:** 20 pts. *Due November 13*

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.

### 5. **Information Ethics:** 10 pts. *Due November 27*

Discuss and apply the issues of information ethics, submit a 1 page summary. 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 and submit 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.

### 5. **Citation Portfolio:** 100 pts. *Due December 4*

Present a photocopy of the page in each source cited in the paper, organized by footnote page and number. Categorize as evidence (fact) or discussion (opinion) and justify the use of each citation. Then briefly explain how and why that citation was needed at that point.

- a. Evidence. Objective facts. Examples include statistics, historical facts, text of primary sources, definitions, objective descriptions, lexical entries, etc.
- b. Discussion. Subjective interpretation and opinion, including expert opinion. These may either support your claim or provide alternative claims which you wish to address and discuss.

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**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. The evidential citations should be effective and to the point. The discussion citations should contribute an idea or perspective of substance that is not obvious common sense. For example, when a commentator is working with a text, some of the commentary will be a straightforward retelling of narrative details which any reader of the Biblical text would grasp. It would not be necessary to cite these. But the commentator will also make give interpretations and discuss issues related to the text, and this is what would be appropriate for use as a citation.

### Assignments for the Research Formation Track:

1. **Interview:** 50 pts. *Due September 25*

Select one Seminary professor whose area of expertise is of special interest to you. During the interview, discuss how he or she experiences research, you may use Brew's categories as a discussion starter. How is he or she involved in scholarly discourse? You may also wish to discuss any other research process related questions you have. Prepare a three page report on the interview and be prepared to share findings with the class.

**Learning Objective:** This is an opportunity for quality interaction with a professor who is actively engaged in academic research. Each professor has different perspectives on the why, the what and the how of their research agendas. They all have stories about their research journey. As we share these reports in class, we will begin to understand the rich tapestry of knowledge building that takes place in the Seminary, and the impact this is having on the Church.

2. **Collaborative Project:** 150 pts.

The participants will complete a collaborative project on some aspect of academic research / social epistemology / scholarly communication in the context of Seminary education and ministry to the church. The topic will be determined by the participants. Each student will then be assigned a subtopic to develop. This will be presented both orally in class, and in written form. The written contributions, 5 pages each, will be posted in a wiki document. All participants will actively engage in developing, editing and unifying all contributions so the final product will be a truly collaborative effort.

The project will be using the page set up at <http://gsem620rf.pbwiki.com/>, password, <bates>.

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**Learning Objective:** Collaborative research is the norm in several other professions, and for those it has enhanced both the quality and quantity of valid research. A synergy of knowledge growth is taking place. With the recently developed social networking tools now available in the Web 2.0, can clergy professionals collaborate on topics and issues that lead to corporate knowledge growth in a comparable manner? This assignment is an experiment to explore what can be accomplished in a discipline in which research is normally an individual effort.

### 3. **Poster:** 60 pts. *Due December 4*

Prepare a poster based on the final paper. The poster could be presented at the Scholarship Colloquy held during spring semester.

**Learning Objective:** The poster session at professional meetings is the simplest method to become engaged in scholarly communication. This is the opportunity to get the feel for doing that, and you may wish to follow up by participating in the Scholarship Colloquy in early February.

### 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).

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

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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.

### Class Schedule

Date	1:30	2:30	2:55
August 28	Introduction/ Course Overview	Nature of Research	Research Methods and Theological Inquiry
September 4	Information Literacy	Research Process	Choosing a Topic
September 11	Dr. Roy Gane	Dr. Roy Gane	Dr. Roy Gane
	<b>Library Skills AU Standards</b>	<b>Academic Writing Track</b>	<b>Research Formation Track</b>
September 18	Books I	Planning Research	Introduction
September 25	Books II	Taking Notes	Presentations
October 2	Journal Articles	Style I	Presentations
October 9	Journal Articles Open Access Journals	Style II	Presentations
October 16	World Wide Web Web 2.0	Rhetoric I	Presentations
October 23	Ellen G. White Materials: Merlin Burt	Rhetoric II	Presentations
October 30	Archives: Jim Ford	Sources I Avoiding Plagiarism	Presentations
November 6	<i>AU Standards</i>	Sources II	Presentations
November 13	<i>AU Standards</i>	Wrapping up	Wrapping up
November 27	Presentation of Papers	Presentation of Papers	Presentation of Papers
December 4	Presentation of Papers	Presentation of Papers	Presentation of Papers
December 12	Last day of Finals	Last day of Finals	Last day of Finals



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## **RUBRIC FOR GRADING FINAL PAPER**

<b>Name:</b>					
<b>Title:</b>	Pts.	1st draft	2nd draft	3rd draft	Final
<b>Formatting</b>					
Title Page	5				
Table of Contents	5				
Margins	5				
Block Quotes	2				
Headings	10				
Footnotes	10				
Bibliography	10				
Page Numbers	3				

<b>Mechanics</b>					
Correct Grammar	30				
Spelling/Vocabulary	10				
Abbreviations	10				

Exemplary    Competent    Developing

<b>Content</b>								
<i>Sources</i>	20							
Uses relevant sources								
Dialogues with sources								
Documents sources								
Fair and accurate								
<i>Organization</i>	20							
Follows logical outline								
Units self-contained								
Introduction								
Summary/Conclusion								
<i>Academic Style</i>	20							
Standard English								
Tone								
Nominal form								
Inclusive language								
<i>Clarity</i>	20							
Makes sense								
Logical development								
Specialized terms defined								
Avoids redundancy								
<i>Credibility</i>	20							
Conclusions follow from evidence								
Conforms to accepted norms								
Conforms to SDA beliefs								
Effective communication								
<b>TOTAL</b>	<b>200</b>							

**NOTES**