



# TYNDALE

• SEMINARY •

## Course Syllabus

**WINTER 2019**  
**ADVANCED RESEARCH METHODS**  
**INTD 0861**

**JAN. 17 – 19; JAN. 31 – FEB. 02**  
**THURSDAYS, 6 PM – 10 PM; FRIDAYS & SATURDAYS 8:30 AM – 12: 20 AM**

**INSTRUCTOR: DR. DENNIS NGIEN**

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Office Hours: by appointment

Access course material at <http://classes.tyndale.ca/>

Course emails will be sent to your @MyTyndale.ca e-mail account only.

[Learn how to access and forward emails to your personal account.](#)

The mission of Tyndale Seminary is to provide Christ-centred graduate theological education for leaders in the church and society whose lives are marked by intellectual maturity, spiritual vigour and moral integrity, and whose witness will faithfully engage culture with the Gospel.

## I. COURSE DESCRIPTION

Investigates research methodologies appropriate for advanced study, culminating in the preparation of a thesis proposal, including a comprehensive bibliography. *All entering ThM students must take this in the fall semester. MDiv and MTS students taking the thesis option may take this course for credit or audit, prior to submitting the thesis proposal to the Program Director.*

## II. LEARNING OUTCOMES

At the end of the course, students will be able to:

1. Recognize the nature and purpose of research in the theological disciplines;
2. Practice the organizational skill necessary for good research;

3. Demonstrate the ability to think and interact critically with primary and secondary materials as well as with fellow students and the instructor;
4. Employ correct thesis format and style according to the standard set by Tyndale Seminary;
5. Demonstrate the skill of proper usage of Tyndale University College and Seminary library, and major research libraries within the University of Toronto;
6. Demonstrate utilization of correct bibliographic forms according to a selected style of manual;
7. Write with clarity and grace.

### III. COURSE REQUIREMENTS

#### A. REQUIRED TEXTS (Must Purchase)

Booth, Wayne C., Gregory G. Colomb, and Joseph M. Williams. [\*The Craft of Research\*](#). 3rd ed. Chicago: University of Chicago Press, 2003.

Turabian, Kate L. [\*A Manual for Writers of Research Papers, Theses, and Dissertations\*](#). 9th ed. Chicago: University of Chicago Press, 2013.

#### B. SUPPLEMENTARY / RECOMMENDED READING AND TOOLS

William, Joseph M. *Style: Toward Clarity and Grace*. Chicago: University of Chicago, 1990. *On Reserve in Library*.

Jones, L. Gregory, and Stephanie Paulsell, eds. *The Scope of Our Art. The Vocation of the Theological Teacher*. Grand Rapids: Wm. B. Eerdmans Publishing Co., 2002.

Tyndale recommends [www.stepbible.org](http://www.stepbible.org) – a free and reputable online resource developed by Tyndale House (Cambridge, England) – for word searches of original-language texts, as well as for topical searches, interlinear texts, dictionaries, etc. Refer to the library for other [online resources for Biblical Studies](#).

#### C. ASSIGNMENTS AND GRADING

##### 1. Summary and class presentations 15%

The course will be conducted in seminar style. While the instructor may lecture at times, a significant part of class time will be spent in critical interaction with each other's ideas and assignments. Thus it is expected that students must do the assigned readings in advance in order to make learning and interaction fruitful. Each student will do at least one presentation as scheduled, and lead the discussion. The presenter will prepare a four page summary of the assigned readings, and distribute enough copies for the class.

## 2. Research activities 10%

Students will demonstrate their proficiency before the professor, and will be graded on the basis of their familiarity with the libraries, especially the section on biblical and theological and historical disciplines. For instances, students may be asked to locate the book, Robin A. Leaver, *Luther's Liturgical Music* (Grand Rapids: Wm. B. Eerdmans, 2007). They will have to show the professor how this is done. Or, if asked to locate a journal article, show the professor the whole process leading to finding it.

## 3. Book Review 20%

William, Joseph M. *Style: Toward Clarity and Grace*. Chicago: University of Chicago Press, 1990. **Due date: Feb. 11, 2019.**

Provide a four page summary of the book, and identify pointers or clues on how you could improve your writing style with clarity and grace.

## 4. Annotated bibliography 35%

Compile a comprehensive annotated bibliography of the subject related to your thesis interest or research area. The bibliography should consist of 12 pages, and must include both primary and secondary sources, including journal articles. For example, if your thesis interest is *The Doctrine of the Church in John Calvin*, then you are to search out all printed sources, directly or implicitly related to it, and provide a short description of each of the source in no more than 8 sentences. Students must complete the bibliographic information in Turabian style (also known as the "Chicago Style"). The more thorough or complete is the annotated bibliography, the more focus or mature is your thesis proposal. So students should start collecting their bibliography as soon as they are able. **Due date: Mar. 18, 2019.**

## 5. Develop a Thesis Proposal 20%

At the end of the course, students should be able to develop their thesis proposal. What is required is not a definitive proposal, but a preliminary one. The materials you have collected from the annotated bibliography will be part of this exercise. Thus the more well-informed you are about your topic, the stronger is your proposal. This should not exceed 5 pages. **Due date: Mar., 18, 2019.**

## D. EQUITY OF ACCESS

Students with permanent or temporary disabilities who need academic accommodations must [contact](#) the [Accessibility Services](#) at the [Centre for Academic Excellence](#) to [register](#) and discuss their specific needs. *New students* must self-identify and register with the Accessibility Office at the beginning of the semester or as early as possible to access appropriate services.

*Current students* must renew their plans as early as possible to have active accommodations in place.

## E. SUMMARY OF ASSIGNMENTS AND GRADING

Summary and Class Presentation	15 %
Research Activities	10 %
Book Review	20 %
Annotated Bibliography	35 %
Thesis Proposal	20%
Total Grade	100 %

## F. GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

### Academic Integrity

Integrity in academic work is required of all our students. Academic dishonesty is any breach of this integrity, and includes such practices as cheating (the use of unauthorized material on tests and examinations), submitting the same work for different classes without permission of the instructors; using false information (including false references to secondary sources) in an assignment; improper or unacknowledged collaboration with other students, and plagiarism. Tyndale University College & Seminary takes seriously its responsibility to uphold academic integrity, and to penalize academic dishonesty.

Students are encouraged to consult [writing resources](#).

Students should also consult the current [Academic Calendar](#) for academic policies on Academic Honesty, Gender Inclusive Language in Written Assignments, Late Papers and Extensions, Return of Assignments, and Grading System.

**Note:** Late papers will be penalized at the rate of 1/3 of a letter grade per week or part thereof (e.g. from B to B-). Extensions will only be considered in cases of emergency, such as death or hospitalization of a family member or prolonged illness. Requests for an extension are to be submitted in writing, identifying which of the above reasons are relevant to the extension, and stating a revised date for submission.

### Research Ethics

All course-based assignments involving human participants requires ethical review and approval by the [Tyndale Research Ethics Board \(REB\)](#). Check with the Seminary Office (Room B302; [aau@tyndale.ca](mailto:aau@tyndale.ca)) before proceeding.

## G. COURSE EVALUATION

Tyndale Seminary values quality in the courses it offers its students. End-of-course evaluations provide valuable student feedback and are one of the ways that Tyndale Seminary works towards maintaining and improving the quality of courses and the student's learning experience. Student involvement in this process is critical to enhance the general quality of teaching and learning.

Before the end of the course, students will receive a MyTyndale email with a link to the online course evaluation. The link can also be found in the left column on the course page. The evaluation period is 2 weeks; after the evaluation period has ended, it cannot be reopened.

Course Evaluation results will not be disclosed to the instructor before final grades in the course have been submitted and processed. Student names will be kept confidential and the instructor will only see the aggregated results of the class.

#### **IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS**

**\*\* Topics may vary depending on student enrolment, which will affect the arrangement of the seminar.**

##### **Jan. 17 Course overview**

###### **The Formation of a Christian Scholar**

Reading: "Formative Practices of the Theological Teacher's Vocation," in *The Scope of Our Art*, 3-95.

###### **Starting a Research Project**

Readings: "Part I: Research, Researchers, and Readers," in *The Craft of Research*, 9-33; *A Manual for Writers of Research Papers, Theses, and Dissertations*, 5-11.

###### **Asking Questions, Finding Answers (Part 1)**

This class will deal with (a) From Topics to Questions; (b) From Questions to Problems.

Readings: "Part II: Asking Questions, Finding Answers," in *The Craft of Research*, 35-67; *A Manual for Writers of Research Papers, Theses, and Dissertations*, 12-23.

##### **Jan. 18 The Literature Search for Biblical and Theological Studies**

This session examines how to conduct a comprehensive literature search

and introduces students to the resources they will need to use. With the help of Hugh Rendle, our library director, we will spend some time to have a hands-on look at some of the resources.

### **Jan. 19 Asking Questions, Finding Answers (Part 2)**

This class will deal with (c) From Problems to Sources; (d) Using Sources.

Readings: "Part II: Asking Questions, Finding Answers," in *The Craft of Research*, 68-101; *A Manual for Writers of Research Papers, Theses, and Dissertations*, 24-47.

#### **Making a Claim and Supporting It**

This class will deal with (a) Making Good Arguments: an overview; (b) Qualifying claims to enhance your credibility; (c) Reasons and Evidence; (d) Acknowledgments and Responses; (d) warrants.

Readings: "Part III: Making A Claim and Supporting it," in *The Craft of Research*, pp. 108-170; *A Manual for Writers of Research Papers, Theses, and Dissertations*, 48-61.

### **Jan. 31 Planning, Drafting and Revising (Part I)**

This class will focus on (a) Planning and Drafting; (b) Revising your organization and argument.

Readings: "Part IV: Preparing to Draft, Drafting, and Revising," in *The Craft of Research*, 171-212; *A Manual for Writers of Research Papers, Theses, and Dissertations*, 62-101.

#### **Planning, Drafting and Revising (Part 2)**

This class will focus on (c) Communicating Evidence visually; (d) Introductions and conclusions; (e) Writing style.

Readings: "Part IV: Preparing to Draft, Drafting, and Revising," in *The Craft of Research*, 213-269; *A Manual for Writers of Research Papers, Theses, and Dissertations*, 102-108.

#### **Reading Sample Thesis Proposals and Writing Thesis Abstract**

### **Feb. 01 Research Visit to University of Toronto Libraries**

All students gather at the main entrance of Robarts Library of University of Toronto at 10 am, unless otherwise.

The efficiency of research is directly linked with how well the researcher is familiar with the libraries. In addition to Tyndale University College and Seminary library, students must visit the University of Toronto's libraries, and in each one you are to: (i) locate the reference area; (ii) locate the reference help desk; (iii) locate the catalogue and look up a book relevant to your field; (iv) visit the stacks relevant to your field; (v) journal collections. This is to be done for each of the following libraries: University of Toronto, Robarts Library; Knox College, Caven Library; Emmanuel College; St. Michael's College, John Kelly Library; Regis College; Joint Trinity and Wycliffe Colleges, John W. Graham Library.

## **Feb. 02 Source citations, issues of mechanics**

Readings: *A Manual For Writers of Research, Papers, Theses, and Dissertations*, part II, 133-280. Theology students follow the Chicago style. Note: for biblical studies students, please consult also Alexander, Patrick H., et al. [\*The SBL Handbook of Style: For Ancient Near Eastern, Biblical, and Early Christian Studies\*](#) (Peabody, MA: Hendrickson, 1999).

### **Tyndale Seminary's Thesis Format, Thesis Supervisor and readers, etc.**

Reading: [\*Tyndale Seminary Thesis Handbook\*](#) (March 2012)

**Note:** In addition to classes, there will be an individual mentoring time (1 hr) with each student. This enables the professor to walk with students closely, and to bring them to a point of readiness to write their thesis proposal. Students should submit half of the annotated bibliography (6 pages) a few days before meeting with the instructor.