



**TYNDALE**  
Seminary

**Course Syllabus  
Fall 2011**

**ADVANCED RESEARCH METHODS  
INTD 0920**

**FRIDAYS, Sept., 16, 23 & 30; Oct., 07, 14, & 21, 2011  
8:30 am - 12:20 pm**

**INSTRUCTOR: DR. DENNIS NGIEN**  
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**Office hours: by appointment**

To access your course materials at the start of the course, please go to  
<https://www.mytyndale.ca>

**I. COURSE DESCRIPTION**

A course designed for ThM students that 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 must 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 should be able to:

1. Understand the nature and purpose of research in the theological disciplines;
2. Understand 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. Learn correct thesis format and style according to the standard set by Tyndale Seminary;
5. Become acquainted with 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. Learn how to 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\*](#). 7th ed. Chicago: University of Chicago Press, 2007.

#### B. SUPPLEMENTARY / RECOMMENDED READING

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

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.

#### 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 15%

William, Joseph M. *Style: Toward Clarity and Grace*. Chicago: University of Chicago Press, 1990. **Due date: Oct., 14, 2011.**

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. It should not exceed 20 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. 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: Dec., 09, 2011.**

#### 5. Develop a Thesis Proposal 25%

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: Dec. 09, 2011.**

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

Students should 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. The Academic Calendar is posted at <http://tyndale.ca/registrar/calendar/2011-2012>.

**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.

### E. Summary of Assignments and Grading

|                                |       |
|--------------------------------|-------|
| Summary and Class Presentation | 15 %  |
| Research Activities            | 10 %  |
| Book Review                    | 15 %  |
| Annotated Bibliography         | 35 %  |
| Thesis Proposal                | 25%   |
| Total Grade                    | 100 % |

## IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS

### Sept. 16 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.

### Sept. 23 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.

### **Sept. 30 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.

### **Oct. 07 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.

### **Oct. 14 Research Visit to University of Toronto Libraries**

All students gather at the main entrance of Robarts Library of University of Toronto at 9 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.

## **Oct. 21 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* (2009)

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

**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.