



**THEO 5102: Research Methods**  
North Park Theological Seminary  
Spring Semester 2023, 3 credit hours

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\*Syllabus subject to changes.

**Course Description:** An introduction to the sources, methods, and communication of research in each theological field. Required for MATS; recommended for students intending further graduate work. (from Academic Catalog)

The course focuses on research skills, the integration and synthesis of sources, and the presentation of material primarily through the medium of writing. Faculty in various fields (Biblical, historical, theological, and ministry) will participate in the instruction and assignments as needed. Successful completion of the course with a grade of B or above is prerequisite to enrollment in Thesis I.

**Objectives:**

This course emphasizes assigned readings and assignments on the practice of research as well as readings in your research subject.

*Students will become skilled in:*

- \*finding and evaluating sources, including internet resources
- \*analysis and argumentation
- \*constructing and answering good research questions
- \*building bibliographies
- \*using the library
- \*critical reading of texts, including putting sources in conversation with one another
- \*formulation of good research projects, including focused subjects and theses

*Students will be introduced to:*

- \*library resources
- \*theological, biblical, and ministry sources
- \*methods of reasoning in general fields
- \*thesis format and style and the required thesis template

**Course format:** The course will be a hybrid, partially on-campus and partially online. We will meet in person on three Fridays for all day sessions (9 am-5 pm; with a one hour lunch break): **February 2, March 8, and April 19**. Prior to, in between, and after the Friday sessions, we will work online asynchronously, posting and responding online but not meeting virtually, with material posted by me, student assignments shared online, and discussions of my material and yours.

**Requirements & Assignments:** While the students will be introduced to a variety of research methods, the goal is to become skilled in a specific research area. Students interested in interdisciplinary work should show how they are integrating areas of research. Most of the assignments should serve to develop each student's specific area of research interest. Unless otherwise specified, assignments are due by 11:59 pm (Chicago time) on the date indicated. This is a skill-building course, structured so that students can apply feedback on each assessment to subsequent work. For this reason, assessments must be submitted sequentially. I.e., each assignment can only be submitted *after* receiving instructive feedback on the prior assignment; multiple late assignments cannot be submitted at once.

### *1. Class Participation*

This course is primarily a seminar course, with emphasis on student collaborative work and discussion, with students providing mutual assistance with their research. This requires that students complete the readings and assignments prior to the virtual sessions and come prepared to discuss the scheduled subject. Note that there are some weeks when there will be no new assignments due, to provide extra time for independent work on your respective research project.

Each student will be required to respond substantively **at least twice** to the thread of discussion for each item of material shared online by me or other students. Brief postings of "I agree/disagree" or "That's good [or bad, correct, incorrect, etc.]" are inadequate. You should comment specifically on strengths or weaknesses, on matters of agreement or disagreement, on questions or points needing clarification, etc. Provide reasons for your response, whether positive or negative. Please let me know if you have questions about this. The goal is to replicate a version of the kind of substantive discussions from an on-campus, face-to-face course.

Due to the scarcity of our virtual gatherings, attendance at all three Friday sessions is crucial. Any unexcused absences will be an "F" for the day and will affect your grade for the course.

### *2. Research Journal/Log*

Throughout this course, you will keep a weekly log or journal of your research activity. You must log at least once a week because each week you will e-mail your log to me. Your notes do not need to be sentences, they can be sentence fragments, perhaps in the form of bullet points. Your log should include the following every week:

1. Date.
2. A list of reading you have done on your research subject (NOT the assigned reading for the course), including the bibliographic information the first time you enter a source.
3. Notes on anything interesting you found, including notes on the questions that focus your research project.
4. New questions that arose from your reading.
5. Problems or insights that emerge in the course of your reading.

6. 20 minutes of “stream of consciousness” writing. This, like the rest, does not need to be edited at all.

The learning objectives of this assignment include the following:

1. To keep track of your research progress throughout the semester in case you need to find something quickly or retrieve ideas
2. To continue developing organizational skills
3. To hold you accountable to reading every week in your subject area
4. To develop consistent writing habits that aid you in synthesizing what you have been reading
5. To find new questions, new solutions, and new problems in your research—all of which cultivate a more refined research question and approach.

This assignment will be graded on consistency, timeliness, and following the above guidelines. It will not be graded on writing style, content (other than that you are reading appropriate sources), or creativity. However, feel free to be creative in your thinking, writing, questions, etc.!

**Due:** We will check in weekly for this assignment. Your log for the previous week should be sent to me by 11:59 pm Monday (Chicago time) of each week. The first journal/log is due Jan. 24.

### *3. Research Exercises*

This will include assignments designed to refine students’ research and critical thinking abilities.

Some will be done during the virtual class sessions and evaluated by other students during those sessions. Some will be done during weeks when we are not meeting virtually and thus will be posted online to be shared with the class.

Examples include critiquing research articles in various fields, finding recent sources on a subject, entering bibliographic information, online searches, etc.

Most of these assignments build on one another and are geared toward your final research paper. The lengths of the exercises vary. Some are relatively brief, some are longer. All should be typewritten.

**\*\* Unless otherwise noted, for the virtual sessions, digital copies of all research exercises will be distributed to each classmate, as we will work on these in class.**

Late exercises will be accepted but will be graded down a full grade for every day they are late.

**Due:** See course calendar below for specific dates.

### *4. Bibliography*

Build a working or preliminary bibliography around your focused subject.

Your bibliography should include at least 20 entries. You do not need to have read an item to include it in this stage of your bibliography.

This bibliography differs from the earlier one that you compiled from reference works (Research Exercise 3; see below in the Course Calendar) in that it should reflect your further research and consultations of some of the items. You may have decided to omit some works from the earlier bibliography and should include additional items.

Each entry must be **correctly cited** according to Turabian form or your project will be marked down.

For at least 3 of the entries, you must include an **annotation**. Describe the central purpose or claim of the item (book, article, chapter, etc.). You may want to use *How to Read a Book*, 46-47 (from chapter 5) as your loose guideline, though your annotation need not be as extensive as they suggest, i.e., you do not need to answer each of the 4 questions on 46-47.

**Due: March 8, 9:00 am**

### 5. Syntopical Reading Project.

This assignment is critical for constructing your thesis and outline for your research paper and builds on several of the previous research exercises. The key instructional framework for this assignment is chapter 20 of *How to Read a Book*. In this assignment, you will identify key terms and arguments and put sources in conversation with one another so that their varied vocabularies and perspectives can be integrated into your vocabulary and perspective. This will aid in identifying and refining your research question. For clarification of the steps, see *How to Read a Book*, 335-36 (you can also look at *From Topic to Thesis*, 77-85). Further instructions (you only need to turn in the steps that are marked with an \*):

#### Part I

Step 1- Use your bibliography.

Step 2- Inspect all your books and sources. (See "Inspectional Reading," *How to Read a Book*, 31-44).

#### Part II

Step 1- Using at least 6 of the most relevant sources, identify the most important passages in each source. (You should already have used some of these sources in the *How to Read a Book* research exercises.)

\*Step 2- Bring authors to terms (as Adler refers to it). What are the central categories and terms that *you* will use in your papers, and how do your main sources employ, define, describe each term/category? If they do not use these terms, what terms do they use? How do their terms relate to those that you have chosen to use? (see *How to Read a Book*, ch. 8)

\*Step 3- List 3-5 central questions that each of your sources address (directly or indirectly).

\*Step 4- Define the major issues and then the minor issues by showing the positions of your authors in context of the central questions of step 3.

\*Step 5- Order the questions and issues in such a way as to throw maximum light on the subject. Show how the issues are related.

**Due April 12.**

### 6. Research Paper.

Write a 12-15 page research paper on a focused subject.

Your paper should have a clear question that you answer, should address a problem, and include a full bibliography (see earlier assignment for a draft version of your final bibliography). Ideally your paper will be one of two things: (1) A (version of a) research paper that you are writing for another course or (2) a chapter (or some other unit) of your thesis or what you

envison will be your thesis. If your current work does not fall into any of these categories, we will decide together on another subject for you.

**Due: Friday May 10, 11:59 pm (Chicago time)**

### **Grading Weights**

Class Participation (includes class attendance, preparedness, and online discussion postings): 5%

Weekly Research Logs: 15% total

Research Exercises (10): 25% total

Analysis Papers (2): 10% total

Bibliography: 5%

Syntopical Reading Project: 15%

Research Paper: 25%

Letter grades will be assigned according to scale printed in the Seminary Academic Catalog, p. 20:

A: Superior work (A = 95–100; A- = 93–94) This grade applies to exceptional work, the quality achieved through excellence of performance, not merely the fulfillment of the course requirements.

B: Above average (B+ = 91-92; B = 88-90; B- = 86-87) This grade applies to meritorious work, definitely above average, applied to more than the fulfillment of requirements.

C: Average (C+ = 84-85; C = 80-83; C – = 78-79) This grade applies to average work that still fulfills the course requirements.

D: Unsatisfactory (D+ = 76-77; D = 72-75; D – = 70-71) This grade, while indicating the student has completed a course, is to be understood as reflecting below average work. Course work receiving this grade will not be counted toward a degree.

F: Failure (69 and below) To receive credit in the subject, the course must be repeated.

### **ADDITIONAL COURSE GUIDELINES**

**Communication.** I encourage you to email me with any questions and concerns, and I will make every effort to respond within 24 hours M–F. Before emailing a question, be sure the answer isn't contained in the course syllabus or assessment guidelines posted in Canvas.

**Inclusive language.** In accordance with the Seminary Writing Handbook, please use gender inclusive language when referring to people in general. The Handbook suggests using “he” and “she” interchangeably, but this can be cumbersome. Use of the singular gender inclusive “they” may be preferable. In theological writing, “humanity” is also often a relevant term to keep in mind when referring to people universally. Finally, I encourage you to consider how to refer to God in your work. Christian theology and liturgical practice has usually used masculine terms for God, but on the other hand has also affirmed that God is incorporeal (and so neither male nor female). While there is no requirement to refer to God using gender inclusive language in this course, using “Godself” or simply “God” instead of gendered pronouns is a common practice in theology.

### **Incomplete**

As prerequisite to Thesis I and II, an important aspect of this course is your ability to manage your time and direct work independently. For this reason, the expectation/standard is that incompletes are not a possibility. Only in extremely exceptional cases will an incomplete be

considered. Incompletes are not awarded except in extremely exceptional cases, and conversation with, and with the approval of, the MATS director.

### **Title IX**

Students who believe they have been harassed, discriminated against, or involved in sexual violence should contact the Seminary Dean of Students and Community Life (773) 244-6222) or Dean of Students (773-244- 5565) or Director of Human Resources (773-244-5599) for information about campus resources and support services, including confidential counseling services.

As members of the North Park faculty, we are concerned about the well-being and development of our students and are available to discuss any concerns. Faculty are legally obligated to share information with the University's Title IX coordinator in certain situations help ensure that the student's safety and welfare is being addressed, consistent with the requirements of the law. These disclosures include, but are not limited to, reports of sexual assault, relational/domestic violence, and stalking.

Please refer to North Park's Safe Community site for contact information and further details.  
<http://www.northpark.edu/Campus-Life-and-Services/Safe-Community>

### **Disabilities Accommodations**

Your experience in this class is important to me. North Park is committed to creating inclusive and accessible learning environments consistent with federal and state law. If you have already established your accommodations, please share your accommodation letter with me so we can discuss how your accommodations will be implemented in this course. If you have not yet established services and have a temporary health condition or permanent disability that requires accommodations, please [email the Disability Access Specialist](#) or contact by phone (773-244-5737). Student Engagement facilitates the interactive process that establishes reasonable accommodations.

### **Academic Honesty**

In keeping with our Christian heritage and commitment, North Park is committed to the highest possible ethical and moral standards. Just as we will constantly strive to live up to these high standards, we expect our students to do the same. To that end, cheating of any sort will not be tolerated. Students who are discovered cheating are subject to discipline up to and including failure of a course and expulsion. Our definition of cheating includes but is not limited to:

1. Plagiarism – the use of another's work as one's own without giving credit to the individual. This includes using materials from the internet.
2. Copying another's answers on an examination.
3. Deliberately allowing another to copy one's answers or work.
4. Signing an attendance roster for another who is not present.
5. Use of ChatGPT or other AI composition software to impersonate individual assignments.

For further information on this subject you may refer to the Academic Dishonesty section of the University's online catalog.

\*Please see the academic handbook for issues of standards and plagiarism.

## Textbook List

### Required:

Adler, Mortimer J. and Charles Van Doren. *How to Read a Book*. Rev. and updated ed. New York: Simon & Schuster, 1972. ISBN: 0671212095. **(Hereafter: *How to Read a Book*) In the Reference Collection.**

Booth, Wayne C., Gregory G. Colomb, and Joseph M. Williams. *The Craft of Research*. 4th ed. Chicago Guides to Writing, Editing, and Publishing. Chicago: The University of Chicago Press, 2016. ISBN: 9780226239736 **(Hereafter: *Craft of Research*) In the Reference Collection**

Kibbe, Michael. *From Topic to Thesis: A Guide to Theological Research*. Downers Grove, IL: IVP Academic, 2016. ISBN: 9780830851317 **(Hereafter *From Topic to Thesis*) In the Reference Collection**

Turabian, Kate L. *A Manual for Writers of Term Papers, Theses, and Dissertations: Chicago Style for Students and Researchers*. 9<sup>th</sup> ed. Rev. by Wayne C. Booth, Gregory G. Colomb, Joseph M. Williams, Joseph Bizup, and William T. Fitzgerald and the University of Chicago Editorial Staff. Chicago Guides to Writing, Editing, and Publishing. Chicago: University of Chicago Press, 2018. ISBN: 9780226430577 **(Hereafter: *Turabian*) In the Reference Collection**

Vyhmeister, Nancy Jean, and Terry Dwain Robertson. *Your Guide to Writing Quality Research Papers: For Students of Religion and Theology*, 3d ed. Grand Rapids: Zondervan, 2014. ISBN: 978-0310514022 **(Hereafter: *Quality Research Papers*) In the Reference Collection**

\*Selected research articles (identified later, in the course schedule/outline).

### Recommended Reading:

Stewart, David R. *The Literature of Theology: A Guide for Students and Pastors*. Rev. ed. Louisville: Westminster John Knox Press, 2003. **In the Reference Collection.**

## Course Calendar

### Key

“Reading” – reading that is to be completed by class.

“Course reading” includes required books and articles.

“Subject reading” includes reading done in your area of research.

Late assignments will be marked down a full letter grade per day.

See above booklist for book abbreviations.

### Three Friday meetings, 9 am-5 pm:

Feb. 2

March 8

April 19

**Week 1: Jan 15-19 ONLINE**

**Course Overview and Brainstorm**

Introductions: Please post a brief paragraph introducing yourself, providing your program, location, and present or anticipated vocation.

**Assignment: Due Jan 19**

Share at least a paragraph or two on your general subject of interest, as far as you can at this stage. In turn, raise questions about each other's subjects, and become familiar with each other's areas of interest. (you can respond to your classmates' subject discussion over the next week)

**Reading Due:**

Jan. 18: *How to Read a Book*, ch. 1-3

Jan. 19: *From Topic to Thesis*, Appendix E

**Week 2: Jan 22-26 ONLINE**

**Reading Due:**

Jan. 24: *How to Read a Book*, ch. 4-7

Jan. 25: *Quality Research Papers*, ch. 14-15

Jan. 26: 2 hours of subject reading (i.e., reading in your area of research interest for this course; at this stage, this may be reading to explore, clarify, and focus your research subject).

**Assignments to turn in:**

**Research log/journal Due Jan. 22** (see assignment description earlier in the syllabus)

**Research Exercise 1: X-ray of a book DUE Jan. 24 (also post on Canvas in the Discussion module)**

Choose a book from your area of research interest for this course and "X-ray" the book (see *How to Read a Book*, ch. 7):

In a few sentences, what is the unity (main point) of the book?

What is its primary claim?

What are the major parts of the book?

How are they organized into a whole?

**Week 3: Jan. 29-Feb. 2 Online**

**Feb. 2 Synchronous Online Session 9 am-5 pm**

Library Orientation

I will provide an orientation to the library, introduction to the Reference Collection, databases, etc. You will be introduced to how to begin building your bibliographies.



## Subjects

I will address the important aspects of coming up with a good subject and ways to refine your subject.

### Research Exercise 2:

Develop an interest sketch of a subject that you are considering researching. Include the general subject you would like to research, why you think it is a good research subject, who would be the intended audience, and what you hope to accomplish in researching your subject (see *The Craft of Research*).

We will discuss these during our Friday session. Students will read each other's subject sketches to assist in clarification and development.

**DUE: Feb. 2, 9:00 am**

**Research Exercise 3:** Reference Books Bibliography Building (Students will begin their research during class time on Friday; further research can be done in the Library and using online reference works)

Reference books are helpful for getting general background information, overviews, etc. Using 3-5 different *Reference* books from the **Reference Collection** on the **first floor of the library** (e.g., encyclopedias, dictionaries, handbooks, NOT commentaries or monographs), locate 15-20 *additional* sources to which these reference books lead you. Reference books' articles may mention major works in the body of the articles. They also often include a bibliography at the end.

You should list the relevant items from the bibliography.

Part of the value of this exercise is in your identification of the reference works relevant for your subject. Be sure to note when you are working at the intersection of two or more subjects/disciplines and thus need to identify reference works in *both* fields.

Or, a reference book might define a term that leads you to go to another book that has other sources in the notes or bibliography, etc.

The format for your bibliography is as follows, using *full* citations for all sources:

1. Reference book 1, Article name, author's name
  - a. Source 1 (Why did you look at this source, i.e., why does it look relevant?)
  - b. Source 2 (Why did you look at this source?)
  - c. Source 3 (Why did you look at this source?)
  - d. Source 4 (Why did you look at this source?)
  - e. Source 5 (Why did you look at this source?)
2. Reference book 2  
same as above
3. Reference book 3  
same as above
4. Reference book 4, if necessary  
same as above
5. Reference book 5, if necessary  
same as above

This exercise should help you start your bibliography, further familiarize you with the library, help you think about your research steps, and further clarify your research subject. Some/most of the sources you find should be included in your later Bibliography assignment for your paper.

NOTE: You should expand/revise this bibliography continually throughout the semester, based on your reading and research. Do NOT wait to compile the bibliography for your paper/thesis until you are finished writing it!

Documenting sources exercise. **\*Have your copy of Turabian handy!**

**Reading Due:**

Jan 31: "Urban Institute Guide for Racial Equity in the Research Process: Diversity, Equity, and Inclusion Council Working Group on Content and Communications." Urban Institute. September 2020 draft. (Will be posted in Canvas)

Feb. 1: *Craft of Research*, ch. 1-2

Feb. 2: *From Topic to Thesis*, "Introduction," ch. 1

Research log/journal **DUE Jan. 29**

Research Exercise 2: Subject Sketch **DUE Friday, Feb. 2, 9:00 am**

**Week 4: Feb. 5-9 Online**

**Reading & due dates**

Feb. 7: *Quality Research Papers*, ch. 11 (and the relevant ch(s). from ch. 2-11);

Feb. 7: *Craft of Research*, ch. 3, 6;

Feb. 8: *How to Read a Book*, chapters 8-12;

Feb. 9: Familiarize yourself with Turabian's *Manual*, Part II;

2 hours of subject reading.

**To be turned in on:**

Research log/journal **DUE Monday, Feb. 5**

**Week 5: Feb. 12-16 ONLINE**

Building Bibliographies

Subject reading check-in

Evaluating sources

Research questions

Scholarly Journals

Evaluating Sources

We will discuss your journal research exercises (see below), learning to evaluate scholarly journals and how you can use them in your research and writing.

**Readings & due dates:**

Feb. 14: *Craft of Research*, ch. 4

Feb. 15: *From Topic to Thesis*, ch. 2, Appendix B, C;  
Feb. 16: *Quality Research Papers*, ch. 19;  
2 hours subject reading

**To be turned in:**

Research log/journal **DUE Feb. 12**

**Research Exercise 3:** Reference Books bibliography building (complete the exercise that you began during class on campus the previous week) **DUE Feb. 12**

**Research Exercise 4:** Subject Questions

Make a list of 10 interesting questions that will help you to continue to narrow your subject and add to your thesis proposal. Choose the 3 best questions from your list and be prepared to discuss why. (See *Craft of Research*) **DUE Feb. 14**

**Research Exercise 5:**

Identify five scholarly journals that you think will be helpful for researching your subject (see the partial list in *From Topic to Thesis*, 123-125 for initial suggestions). Choose two of them.

Review the table of contents of these two journals each year from the last 5 years (these can be viewed online in the *ATLA Plus Religion Database*, under "Publications," second from the left in the tabs at the top of the ATLA homepage), and answer the following questions about *each* of the journals:

- (1) What kind of journal is it? Who produces it (scholarly society? Academic center/institute? School? Or?) What is its history? (has it had multiple 'homes' or owners?) How do you know it is reputable?
- (2) What is the general subject that the journal covers?
- (3) What specific subjects has the journal covered in the last 5 years? Can you note any trends in the research?
- (4) Choose ONE article from *each* journal (include the author, title, journal name/volume/date/pages). What is the main question that the article attempts to answer? **DUE Feb. 16**

**Week 6: Feb. 19-23 ONLINE**

Internet Sources

**Reading & Due Dates:**

Feb. 21: *Craft of Research*, ch. 5;  
Feb. 22: *From Topic to Thesis*, ch. 3;  
Feb. 23: *Quality Research Papers*, ch. 12;  
4 hours subject reading.

**Research Exercise 6: to be posted for discussion (due by Wednesday Feb. 21):**

Identify 3-5 internet sites that might be useful for your research and explain briefly why/how they are useful for your research. Also, feel free to identify any sites that you judged unhelpful or poorly done. Please post this in the discussion module for class reading and response.

**Research Exercise 7:**

Brainstorm 3 potential problems your research project might address (see *Craft of Research* ch. 5 and use the template they give there: “I am studying \_\_\_\_ in order to understand \_\_\_\_ so that I can \_\_\_\_”).

**To be turned in:**

Research log/journal **DUE Feb. 19**

Research Exercise 6 **DUE Feb. 21**

Research Exercise 7 **DUE Feb. 23**

**Week 7: Feb. 26-March 1 Online**

Thesis statement

**Reading:**

Feb. 29: *From Topic to Thesis*, ch. 4-5;

Mar. 1: *Quality Research Papers*, ch. 16

**To be turned in:**

Research log/journal **DUE Feb. 26**

**Research Exercise 8** Thesis statement **DUE March 1**

Draft a statement of the thesis of your research paper, in a **single** sentence.

This, of course, is only a preliminary statement and will be revised as your research deepens your understanding, but the exercise of drafting a thesis statement is worthwhile even in a preliminary form. You will not be held to this version of your thesis statement when the paper is evaluated at the end of the course.

**Week 8: March 4-8 Online**

**March 9 Campus session 9 am-5 pm**

Discussion of how to find good problems.

Article analysis (see below)

Use of sources

**Reading:**

Article, William T. Cavanaugh, “Killing in the Name of God,” *New Blackfriars*, 85, no. 999 (September 2004): 510-526 [Please note that you can find this in the *Academic Search Complete* database; it is indexed, but not found full-text, in *ATLA Plus Religion Database*]  
2 hours subject reading

Article analysis: Write a 2-3 page paper analyzing Cavanaugh’s article, “Killing in the Name of God,” addressing the following matters:

Identify contradictions, inconsistencies, incomplete explanations, gaps.

What questions does this article take on?

How does it answer them or not?

Does it leave unanswered questions?

If so, what?

**Compile Bibliography:**

Build a working or preliminary bibliography around your focused subject.

Your bibliography should include at least 20 entries. At this stage, you do not need to have read an item to include it in the bibliography.

This bibliography builds on the earlier one that you compiled from reference works. This bibliography differs from the earlier one in that it should reflect your further research and consultations of some of the items. You may have decided to omit some works from the earlier bibliography and include additional items. Each entry must be **correctly cited** according to Turabian form or your project will be marked down.

For at least 3 of the entries, you must include an **annotation**. Describe the central purpose or claim of the item (book, article, chapter, etc.). You may want to use *How to Read a Book*, 46-47 (from chapter 5) as your loose guideline, though your annotation need not be as extensive as they suggest, i.e., you do not need to answer each of the 4 questions on 46-47.

**To be turned in:**

**DUE: March 4:** Research log/journal

**DUE by 9 am March 9**

Analysis of Cavanaugh, "Killing in the Name of God"  
Bibliography

**Week 9: March 11-15 Reading Week**

Reading and research for semester projects:

Syntopical project

Research paper

**Week 10: March 18-22 ONLINE**

Methods & Argumentation

Work through the article below, discuss your own method for presenting your research, and discuss writing styles and audience.

**Reading:**

*Craft of Research*, ch. 7-11;

*From Topic to Thesis*, Appendix A;

*Quality Research Papers*, ch. 17;

Hyun Kyung Chung, "Han-pu-ri: Doing Theology from Korean Women's Perspective," *The Ecumenical Review*, 40, no 1 (Jan 1988): 27-36 [available in *ATLA Plus Religion Database*]

2 hours subject reading

**Assignment:**

Read the article "Han-pu-ri" and analyze its argumentation in a 2-3 page paper. Address the following questions:

1. What is the main argument of the article? What is the author arguing for? Against?
2. What approach does the author take?
3. How does she make her claims? Support her argument?
4. What does the author assume?
5. Name and evaluate the strengths/weaknesses of the argument.

**To be turned in:**

Research log/journal **DUE March 18**

Analysis paper on Chung, "Han-pu-ri." **DUE March 22**

**Week 11: March 25-29 ONLINE**

Discussion of progress on Syntopical reading projects (see instructions earlier in syllabus)

**Reading:**

*Quality Research Papers*, ch. 13

4 hours subject reading

**To be turned in:**

Research log/journal **DUE March 25**

**Week 12: April 1-5 ONLINE**

Argumentation, Incorporating Sources

Plagiarism exercise

Peer writing evaluations

**Reading:**

*Craft of Research*, ch. 12

*Quality Research Papers*, ch. 21-22

4 hours subject reading

**Assignment:**

**Research Exercise 9** Prepare a short (2 page) final form document, from your longer research paper, well-written, using correct Turabian style format and developing a *small segment* of persuasive argument, using and citing sources correctly. It can be from any portion of your paper.

We will review and critique your samples.

**To be turned in:**

Research log/journal **DUE April 1**

Writing Sample **DUE April 4**

**Week 13: April 8-12 Online**

Discuss Syntopical Reading Projects (see instructions earlier in the syllabus)

**To be turned in:**

Research log/journal **DUE April 8**

Syntopical Reading Project **DUE April 12**

**Week 14: April 15-19 Online**

**April 19 In Person Session 9 am-5 pm**

Sentence Outlines (see *Craft of Research*, ch. 13): We will work through your outlines together, to clarify and develop.

Reading sample thesis / paper abstracts (to be distributed)  
Drafting an abstract

**Reading:**

*Craft of Research*, chapters 13-14  
2 hours subject reading

**To be turned in:**

Research log/journal **DUE April 15**

**Research Exercise 10** Sentence outline (**DUE April 19 by 9:00 am**)

Write a sentence outline of your research paper (see *Craft of Research*, ch. 13.)

This uses *complete sentences* instead of the phrases or sentence fragments of a typical outline.

Your outline should include a *single* complete sentence for *each* of the major arguments or sections and then for each of the next level of sub-points you will cover in each section.

Your research and writing are still in process, of course, so the statements are preliminary and subject to your later revision.

In other words, using a single full sentence for each point,

- (1) state the current form of your thesis
- (2) and then the major points of your argument for that thesis, including the conclusion.
- (3) Then provide sentence statements for primary sub-points (only the first level of sub-points, not sub-sub-points).

The point of the assignment is to identify the skeleton of your paper, apart from the meat or details, so that the flow of your argument is more easily visible.

Thesis abstract (due at the end of the class session, 5:00 pm)

Students will write a thesis (or paper) abstract that is between 300-350 words.

**Week 15: April 22-26 ONLINE**

Use this week for writing and editing your paper. Please contact me with any questions or problems you may have.

**To be turned in:**

Research log/journal **Due April 22**

**Week 16: April 29-May 3 ONLINE**

**Final paper due: Friday May 10, 11:59 pm (Chicago time)**