The mission of New Orleans Baptist Theological Seminary is to equip leaders to fulfill the Great Commission and the Great Commandments through the local church.

Purpose of the Course
In this course students will be introduced to the literature and techniques of doctoral research. Special attention will be given to the development of research proposals and the presentation of research, including individual guidance in the form and style of research writing. The course must be taken during the student’s first year in the program.

Core Value Focus

Doctrinal Integrity – Knowing that the Bible is the Word of God, we believe it, teach it, proclaim it, and submit to it. The doctrinal statements used in our evaluations are our Articles of Religious Belief and the Baptist Faith and Message Statement.

Spiritual Vitality – We are a worshipping community, with both personal spirituality and gathering together as a Seminary for the praise and adoration of God and instruction in His Word.

Mission Focus – We are not here merely to get an education or to give one. We are here to change the world by fulfilling the Great Commission and the Great Commandments through the local church and its ministries.

Characteristic Excellence – What we do, we do to the utmost of our abilities and resources as a testimony to the glory of our Lord and Savior Jesus Christ.

Servant Leadership – We follow the model of Jesus and exert leadership and influence through the nurture and encouragement of those around us.

Annually, the President will designate a core value that will become the focus of pedagogy for the year. The seminary core value emphasis for 2018-2019 is Doctrinal Integrity.
Curriculum Competencies Addressed

This course will address the following curriculum competencies:

The course is a research design course for PhD students. All of the core competencies are modeled though none are addressed specifically.

Course Description

In this seminar students will be introduced to the literature and techniques of doctoral research. Special attention will be given to the development of research proposals and the presentation of research, including individual guidance in the form and style of research writing.

Learning Objectives

The student involved in this course should be able to accomplish the following:

Cognitive

• Be familiar with texts that address the research process
• Identify the various components of a research paper (dissertation)
• Identify resources in each specific discipline that will inform the dissertation of the student
• Be familiar with research tools, library and electronic, that facilitate research

Affective

• Understand the importance of selected resources as they relate to the wider field
• Associate titles with significant authors in the specific discipline
• Understand the importance of presenting credible research for the academic community
• Grasp the importance of extending ministry through sound research

Psychomotor

• Become conversant in “annotated bibliography” format with the resources
• Prepare and critique a research paper
• Demonstrate competence in the use of research tools

Required Readings


Optional Readings


**Style Guides**

Biblical studies students:
- *The SBL Handbook of Style: For Ancient Near Eastern, Biblical, and Early Christian Studies*

Counseling students:
- *Publication Manual of the American Psychological Association*

All other students:
- Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations*,

**Course Teaching Methodology**

The course seminar is divided into three components: an introduction to doctoral research, an introduction to research methodologies, and a writing workshop. In addition to attending the seminar, students will follow the course schedule below.

**Assignments and Evaluation Criteria**

**Course Requirements**

Each student is expected to study the required texts carefully, complete pre-course assignments, and attend all class sessions. Assignments are to be completed prior to the class session.

In order to maximize the time in the course, it is crucial that you do extensive work prior to the meeting dates. Assessment of the reading assignments will be made the first day of class. Failure to complete the appropriate reading and pre-assignments is grounds for dismissal from the class.

**December 10-14**

Students will go on Blackboard and respond to a threaded discussion (see Discussion Board, “Syllabus Questions”) and ask any questions regarding the syllabus, requirements, or timeline. If no questions, simply reply that you understand the syllabus and are looking forward to seeing Drs. Ray and Dean in January.

**December 17-21**

- Read *The Craft of Research*.
- Read *Practical Research: Planning and Design*.

**December 26-29**

- Study the appropriate style guide for your major.
- Watch the **Race before Us** videos on the seminary YouTube site. Go to the Race before Us discussion board on Blackboard and blog about ideas these students shared that you would use to encourage new students.
December 31-January 4
• Optional: read *Quality Research Papers: For Students of Religion and Theology*, 2nd ed. (good general introduction to writing research papers).
• Optional: read *Writing Empirical Research Reports*.
• Optional: read *Dissertations and Theses from Start to Finish* (helpful for counseling students).
• Find one article from three different respected journals in your field and analyze the structure of each article in light of your readings. Observe how each author handles the elements of research and how arguments are made and supported. If you have access to papers presented at scholarly meetings in your field, you may include one paper among the three articles. **Bring a copy of each article to class on Tuesday, January 15.**

January 7-11
**Telephone interview**
Conduct a telephone interview with one person who has a doctoral degree in your particular field from one of the following categories: a professor at a college or seminary, a denominational worker, or a pastor or staff member at a large church. Discuss the value and opportunities of doctoral work in relationship to both local church work and higher education in general and the person’s vocation specifically. Discuss challenges and limitations of holding a doctoral degree in both the job and ministry contexts. Discuss suggestions the person has for students to strengthen their doctoral work and make it more marketable. The interview should be summarized in a two-page, single-spaced submission. **Submit the interview through Blackboard by January 11.**

January 14
Download the Writing Exercise from Blackboard. Edit it for form, style, and grammar; and print a copy of your edited version to bring with you to class on Thursday, January 17. We will begin the session with discussion of this exercise, which we will collect following the discussion.

January 15-17
Class will meet on campus. Schedule is as follows:

Tuesday, 8:30am - 11:45am
  Program Orientation and Library Orientation
Tuesday, 1:00pm – 6:30pm
  The Research Problem and Its Setting
  Writing the Literature Review
Wednesday, 8:30am – 11:45am
  Introduction to Research Methodologies
  Writing the Methodology Section
Wednesday, 1:00pm - 5:00pm
  Writing a CV (Academic Resume)
Thursday 8:30am - 12 noon
  Writing Workshop with Pam Cole
Course Policies

Grading: This is a pass-fail course.

Additional Suggested Resources

Form and Style
Chicago Manual of Style. 16th ed.

General

Qualitative Research—General
Creswell, John W. Qualitative Inquiry and Research Design: Choosing among Five Traditions. 2d ed. Thousand Oaks, CA: Sage, 2007. [This is a helpful introduction to qualitative research design.]

Qualitative Research Design—Biography

Qualitative Research Design—Phenomenology

Qualitative Research Design—Grounded Theory
Qualitative Research Design—Ethnography

Qualitative Research Design—Case Study

Quantitative Research Design

Questionnaire Design
Dissertation Prospectus – Sample Outline #1
(Appropriate for some using historical research)

(Note: This outline contains the primary items to be in the prospectus. Each student should customize as appropriate to his or her dissertation.)

I. The Thesis and Its Setting
   A. The thesis (research question, thesis statement, purpose)
   B. The hypotheses
   C. The definitions of terms [if needed]
   D. The assumptions [if needed]

II. The Review of the Related Literature or State of Research

III. The Importance of the Study

IV. Methodology

[Customize this section for your dissertation—cover the material, but do not be bound to the outline.]

Write an introduction to the entire section. Then write a narrative section that addresses the issues appropriate to the proposal.

Section 1: use a descriptive subheading that fits your research. In a narrative format cover the appropriate items such as
• The data needed [primary and secondary – be specific]
• Criteria governing the admissibility of the data.
• The location of the data [specific ... ie. Not “in books in the library”]
• The means of obtaining the data.
• The treatment of the data [This is the heart of the section. Discuss the methodology used and how you will interpret the data. Be specific and “detailed.”]

Section 2:
• The Qualifications of the Researcher
• The Outline of the Proposed Dissertation (organized by chapters)
• Selected Bibliography

Adapted from Paul D. Leedy, Practical Research: Planning and Design
Dissertation Prospectus - Sample Outline #2
(Appropriate especially for some quantitative designs)

(Note: This outline contains the primary items to be in the prospectus. Each student should customize as appropriate to his or her dissertation.)

I. The Problem and Its Setting
   A. The statement of the problem
   B. The hypotheses
   C. The definitions of terms
II. The Review of the Related Literature
III. The Importance of the Study
IV. Method
   A. Subjects
   B. Measures
      1. Validation
      2. Reliability
   C. Procedure
   D. Data analysis
V. The Qualifications of the Researcher
VI. The Outline of the Proposed Study (organized by chapters)
VII. Selected Bibliography
Dissertation Prospectus - Sample Outline #3
(Appropriate especially for some quantitative designs)

(Note: This outline contains the primary items to be in the prospectus. Each student should customize as appropriate to his or her dissertation.)

I. Introduction and Literature Review
   A. Literature Section 1
   B. Literature Section 2
   C. Summary and conclusions
   D. Statement of purpose
II. Method
   A. Subjects
      1. Criteria of inclusion in study
      2. Recruitment of subjects
   B. Design
   C. Setting and apparatus
   D. Independent variables
   E. Measures (dependent variables)
   F. Procedure
III. Results
   A. Statistical procedures
   B. Data presentation
   C. Interpretation of the data
IV. The Qualifications of the Researcher
V. The Outline of the Proposed Dissertation (organized by chapters)
VI. Appendixes
VII. Selected Bibliography

Adapted from John D. Cone and Sharon L. Foster, *Dissertations and Theses from Start to Finish*, 83-90. See chart on pp. 132-33.
Dissertation Prospectus - Sample Outline #4
(Appropriate especially for some qualitative research designs)

(Read: This outline contains the primary items to be in the prospectus. Each student should customize as appropriate to his or her dissertation.)

I. Introduction
   A. Problem and significance (in related literature)
   B. Focus and research questions
   C. Limitations of the study

II. Research Design
   A. Overall strategy and rationale
   B. Focusing on the specific settings, population and phenomenon
   C. Sampling people, behaviors, events, and/or processes
   D. Issues of entry, reciprocity, personal biography, and ethics

III. Data Collection Methods
   A. Participation in the setting
   B. Direct observations
   C. In-depth interviewing
   D. Document review

IV. Recording, Managing, and Analyzing Data Resources for the Study
   A. Time line
   B. Level of data collection
   C. Personnel needed
   D. Resources needed

V. The Value and Logic of Qualitative Research (Criteria of soundness)

VI. The Qualifications of the Researcher

VII. The Outline of the Proposed Dissertation (organized by chapters)

VIII. Appendixes

IX. Selected Bibliography

Dissertation Prospectus - Sample Outline #5
(Appropriate especially for some qualitative research designs)

(Note: This outline contains the primary items to be in the prospectus. Each student should customize as appropriate to his or her dissertation.)

I. Introduction
   A. Statement of the problem
   B. Purpose of the study
   C. The grand tour of question and subquestions
   D. Definitions
   E. Delimitations and limitations
   F. Significance of the study

II. Procedure
   A. Assumptions and rationale for a qualitative design
   B. The type of design used
   C. The role of the researcher
   D. Data collection procedures
   E. Methods of verification
   F. Outcome of the study and its relation to theory and literature

III. The Qualifications of the Researcher

IV. The Outline of the Proposed Dissertation (organized by chapters)

V. Appendixes

VI. Selected bibliography

Dissertation Prospectus - Sample Outline #6
(Appropriate especially for some quantitative research designs)

(Note: This outline contains the primary items to be in the prospectus. Each student should customize as appropriate to his or her dissertation.)

I. Introduction
   A. Statement of the problem
   B. Review of the literature
   C. Questions and/or hypotheses

II. Methodology
   A. Subjects
   B. Instruments
   C. Procedures

III. Analysis of data
   A. Data organization
   B. Statistical procedures

IV. Significance of the study
   A. Implications
   B. Applications

V. Time schedule

VI. Qualifications of the researcher

VII. Outline of the proposed dissertation

VIII. Selected bibliography