



MUSR9311-01 Supervised Reading Colloquium 3
Specialized Study in Worship/Hymnology
New Orleans Baptist Theological Seminary
Division of Church Music Ministries
Spring 2021

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Mission Statement of the Seminary

New Orleans Baptist Theological Seminary and Leavell College prepare servants to walk with Christ, proclaim His truth, and fulfill His mission.

Core Value Focus

The seminary has five core values: Doctrinal Integrity, Spiritual Vitality, Mission Focus, Characteristic Excellence, and Servant Leadership. The core value focus for this academic year is *Mission Focus*.

Curriculum Competencies

All graduates of NOBTS are expected to have at least a minimum level of competency in each of the following areas: Biblical Exposition, Christian Theological Heritage, Disciple Making, Interpersonal Skills, Servant Leadership, Spiritual and Character Formation, and Worship Leadership. The curriculum competencies addressed in this course is: Worship Leadership.

Course Description

The purpose of this colloquium is to aid the student in devising categories for an initial bibliography for the dissertation proposal and shaping the list in such a way that the flow of the works moves from general to the topic to specific to the proposed dissertation topic.

Student Learning Outcomes

At the conclusion of the course, the student:

1. Will be knowledgeable of a broad corpus of literature pertaining to the research topic in the area of the student's interest. It is expected that the resources encountered will comprise the initial bibliography for his/her prospectus.
2. Will possess a working knowledge of the general contents of the resources compiled.
3. Will be able to assess the relevance and usefulness of resources compiled as they relate to the student's research topic.

Course Teaching Methodology

The course will involve the following methodologies: Independent research with three meetings with the faculty member during the semester. Meetings will be individually scheduled with the student once per month. During these meetings the professor will provide feedback concerning the student's bibliographic work. For each meeting, the student will prepare a minimum of twenty (20) bibliographic references (annotated) linked to the student's research topic. Additionally, the student will begin writing a research proposal that will be foundational in the construction of the research prospectus to be developed in the course Prospectus Development. The final document for this course will be the annotated bibliography.

Assignments

For each meeting the student will prepare a minimum of 20 fully-annotated bibliographic references linked to the student's research topic. The first group of annotations will be related to the broader research area related to the student's topic. The second group will have a narrower focus. The third group will be increasingly specific to the topic. Sample annotations will be provided by the professor.

Selected Bibliography

General

Barzun, J. *The Modern Researcher*, 6th ed. Belmont, CA: Thomson/Wadsworth, 2004.

Galvan, Jose L. *Writing Literature Reviews: A Guide for Students of the Social and Behavioral Sciences*, 3d ed. Los Angeles: Pyczak Publishing, 2005.

Girden, Ellen R. *Evaluating Research Articles from Start to Finish*, 2d ed. Thousand Oaks, CA: Sage Publications, 2001.

Harris, Robert A. *Using Sources Effectively: Strengthening Your Writing and Avoiding Plagiarism*, 2d ed. Los Angeles: Pyczak Publishing, 2006.

Mauch, James E., and Jack W. Birch. *Guide to the Successful Thesis and Dissertation*, 5th ed., revised and expanded. New York: M. Dekker, 2003.

Preece, Roy. *Starting Research: An Introduction to Academic Research and Dissertation Writing*. New York: Pinter Publishers, 1994.

Sternberg, David. *How to Complete and Survive a Doctoral Dissertation*. New York: St. Martin's Griffin, 1981.

Music Research

Bayne, Pauline Shaw. *A Guide to Library Research in Music*. Metuchen, NJ: The Scarecrow Press, 2008.

Colwell, Richard, ed. *Handbook of Research on Music Teaching and Learning*. New York: Schirmer Books, 1992.

Crabtree, Phillip D. and Donald H. Foster. *Sourcebook for Research in Music*. Bloomington: Indiana University Press, 1993.

Duckles, Vincent H. and Vincent Harris. *Music Reference and Research Materials: An Annotated Bibliography*. New York: Schirmer Books, 1997.

Fiese, Richard K. and Nancy Zavoc. *A Handbook for Preparing Graduate Papers in Music*. Houston, TX: Halcyon Press, 2001.

Froehlich, Hildegard C. and Edward L. Rainbow. *Research in Music Education: An Introduction to Systematic Inquiry*. New York: Schirmer Books, 1987.

Helm, E. Eugene and Albert T. Luper. *Words and Music: Form and Procedures in Theses, Dissertations, Research Papers, Book Reports, Programs, and Theses in Composition*. Tatowa, NJ: Guilford Press, 1982.

Phelps, Roger P. *A Guide to Research in Music Education*. Metuchen, NJ: The Scarecrow Press, 1993.

Pruett, James W. and Thomas P. Slavens. *Research Guide to Musicology*. Chicago: American Library Association, 1985.

Qualitative Research – General

Creswell, John W. *Qualitative Inquiry and Research Design: Choosing Among Five Traditions*, 2d ed. Thousand Oaks, CA: Sage Publications, 2007.

Kvale, Steinar. *InterViews: An Introduction to Qualitative Research Interviewing*. Thousand Oaks, CA: Sage Publications, 1996.

Qualitative Research – Biography

Denzin, Norman K. *Interpretive Biography*. Newbury Park, CA: Sage, 1989.

Lomask, M. *The Biographer's Craft*. New York: Harper and Row, 1986.

Plummer, K. *Documents of Life: An Introduction to the Problems and Literature of Humanistic Method*. London: George Allen and Unwin, 1983.

Qualitative Research Design – Phenomenology

Georgi, A., ed. *Phenomenology and Psychological Research*. Pittsburgh: Duquesne University Press, 1985.

Moustakas, C. *Phenomenological Research Methods*. Thousand Oaks, CA: Sage, 1994.

Polkinghorne, D. E. "Phenomenological Research Methods," in R. S. Valle and S. Halling, eds., *Existential-Phenomenological Perspectives in Psychology* (New York: Plenum, 1989).

Qualitative Research Design – Grounded Theory

Strauss, Anselm, and Juliet Corbin, *Basics of Qualitative Research: Techniques and Procedures for Developing Grounded Theory*, 2d ed. Thousand Oaks, CA: Sage, 1998.

Qualitative Research Design – Ethnography

Denzin, Norman K. *Interpretive Ethnography: Ethnographic Practices for the 21st Century*. Thousand Oaks, CA: Sage Publications, 1997.

Fetterman, D. M. *Ethnography: Step by Step*, 2d ed. Newbury Park, CA: Sage Publications, 1998.

Hammersley, M. And P. Atkinson, *Ethnography: Principles in Practice*, 3d ed. New York: Routledge, 2007.

Wolcott, H.F., *Transforming Qualitative Data: Description, Analysis, and Interpretation*. Thousand Oaks, CA: Sage, 1994.

Qualitative Research Design – Case Study

Merriam, S., *Case Study Research in Education: A Qualitative Approach*. San Francisco: Jossey-Bass, 1998.

Stake, R. *The Art of Case Study Research*. Thousand Oaks, CA: Sage, 1995.

Quantitative Research Design

Ary, Donald, Lucy Cheser Jacobs, and Asghar Razavieh. *Introduction to Research in Education*, 8th ed. Belmont, CA: Wadsworth, 2009.

Borg, Walter R. *Applying Education Research*. 3d ed. New York: Longman, 1993.

Kerlinger, Fred N., and Howard B. Lee. *Foundations of Behavioral Research*. 4th ed. Fort Worth, TX: Harcourt Brace College Publishers, 2000.

Posavac, Emil J., and Raymond G. Carey. *Program Evaluation: Methods and Case Studies*, 7th ed. Upper Saddle River, NJ: Prentice-Hall, 2007.

Weiss, Carol H. *Evaluation Research Methods for Assessing Program Effectiveness*. Englewood Cliffs, NJ: Prentice-Hall, 1972.

Questionnaire Design

Oppenheim, A. N. *Questionnaire Design and Attitude Measurement*. New York: Pinter Publishers, 1992.

Sudman, Seymour, and Norman M. Bradburn. *Asking Questions: A Practical Guide to Questionnaire Design*. San Francisco: Jossey-Bass Publishers, 2004.