



On-Campus Course Syllabus

Res 501 : L1

Research in Theological and Biblical Studies

Spring 2023

Class Information

Day and Time: TBD

Room Number: E 319

Contact Information

Instructor Name: Dr. Ty Kieser

Instructor Email: tkieser@criswell.edu

Instructor Phone: (214) 818-1306

Instructor Office Hours: Tues 12–2 PM; Thurs 8:30–9:30; 11–12; Mon/Thurs 4:15-4:45

Sign up [here](#)

Course Description and Prerequisites

This course prepares students for academic success through instruction on the research process, research strategies, thesis topic selection, familiarization with form and style for papers and theses, use of library materials, computerized databases, and bibliographic resources. Attention is given to research writing, communication, and documentation

Course Objectives

At the end of the course, the student should be able to:

- 1) Navigate scholarly resources, citations, and tools efficiently and prudently
- 2) Develop and defend a research strategy that exhibits charity and erudition
- 3) Execute clear, nuanced, and charitable scholarly contributions

Required Textbooks

Graff, Gerald, and Cathy Birkenstein. *They Say / I Say*. 5th ed. New York: W. W. Norton and Company, 2021. (978-0393538700).

Kibbe, Michael. *From Topic to Thesis: A Guide to Theological Research*. Downers Grove, IL: IVP Academic, 2016. (ISBN: 978-0830851317).

Turabian, Kate L. *A Manual for Writers of Term Papers, Theses, and Dissertations*. 9th ed. Revised by Wayne G. Booth, et al. Chicago: University of Chicago Press, 2018. (ISBN: 978-0226430577).

Weston, Anthony. *A Rulebook for Arguments*. 5th ed. Indianapolis: Hackett Publishing Company, Inc., 2018. (ISBN: 978-1624666544).

Course Requirements and Assignments

- 1) **Commitments of a Conversationalist** (40%): Students will develop a personal list (1,000-1,250 words [excluding footnotes]) of commitments detailing key components that students will execute in future research/writing/speaking. It need not be structured in paragraph format, but ought to engage (e.g., quote, draw from, disagree with, etc.) and cite the course readings thoroughly. The paper will be graded on (A) engagement with readings; (B) depth and coherence of rationale; and (C) specificity and creativity of commitment. See Canvas for the rubric, expected sections, and details.
- 2) **Workshop Items** (40% total): Students will complete 11 different workshop items in preparation for 11 of our class sessions. See the point values, rubrics, and details on Canvas.
- 3) **Précis** (20% total): Students will submit a précis of their thesis or a current research paper. This précis will build off workshop items but should be edited and refined in order to reflect development in the students thinking and growth in their execution. It will be presented to the class at our final meeting (5 pts) and then edited into a final draft (15 pts). See Canvas for the rubric, expected sections, and details.

Class Attendance

Students are responsible for enrolling in courses for which they anticipate being able to attend every class session on the day and time appearing on course schedules, and then making every effort to do so. When unavoidable situations result in absence or tardiness, students are responsible for acquiring any information missed. Instructors are not obliged to allow students to make up missed work. Per their independent discretion, individual instructors may determine how attendance affects students' ability to meet course learning objectives and whether attendance affects course grades.

Campus Closure

To ensure the health and safety of students and employees, college administrators may decide it is necessary on rare occasions to close the campus. Once this decision is announced, instructors will contact students to provide further details regarding the campus closure's impact on those courses. Students are responsible to watch for communication from their instructors and respond appropriately. (Unless otherwise specified by the instructor in this syllabus, this communication will be sent to the student's Criswell College e-mail account.)

In order to make progress toward the courses' objectives, instructors have the freedom during most campus closures to require students to participate in activities as alternatives to meeting on campus. An instructor may, for example, hold class remotely (through Zoom) at the scheduled time, provide a recording of a class or presentation for students to watch independently, or assign other activities that students are to accomplish before returning to campus. Students are responsible for accomplishing these alternative activities as well as any course requirements listed in this syllabus during the period of the campus closure. If, during the period of the campus closure, personal circumstances prohibit a student from accomplishing these alternative activities or

course requirements and assignment listed in the syllabus during the campus closure, the student is responsible for communicating with the instructor as soon as possible. Instructors will not penalize students who do not have the means to accomplish the alternative activities during the period of the campus's closure and will work with students whose circumstances during the campus closure prohibited their timely completion of course requirements and assignments in the syllabus.

Grading Scale

A	93-100	4.0 grade points per semester hour
A-	90-92	3.7 grade points per semester hour
B+	87-89	3.3 grade points per semester hour
B	83-86	3.0 grade points per semester hour
B-	80-82	2.7 grade points per semester hour
C+	77-79	2.3 grade points per semester hour
C	73-76	2.0 grade points per semester hour
C-	70-72	1.7 grade points per semester hour
D+	67-69	1.3 grade points per semester hour
D	63-66	1.0 grade point per semester hour
D-	60-62	0.7 grade points per semester hour
F	0-59	0.0 grade points per semester hour

Incomplete Grades

Students requesting a grade of Incomplete (I) must understand that incomplete grades may be given only upon approval of the faculty member involved. An "I" may be assigned only when a student is currently passing a course and in situations involving extended illness, serious injury, death in the family, or employment or government reassignment, not student neglect.

Students are responsible for contacting their instructors prior to the end of the semester, plus filing the appropriate completed and approved academic request form with the Registrar's Office. The "I" must be removed (by completing the remaining course requirements) no later than 60 calendar days after the close of the term or semester in which the grade was awarded, or the "I" will become an "F."

Academic Honesty

Absolute truth is an essential belief and basis of behavior for those who believe in a God who cannot lie and forbids falsehood. Academic honesty is the application of the principle of truth in the classroom setting. Academic honesty includes the basic premise that all work submitted by students must be their own and any ideas derived or copied from elsewhere must be carefully documented.

Academic dishonesty includes, but is not limited to:

- cheating of any kind,
- submitting, without proper approval, work originally prepared by the student for another course,
- plagiarism, which is the submitting of work prepared by someone else as if it were his own, and
- failing to credit sources properly in written work.

Institutional Assessment

Material submitted by students in this course may be used for assessment of the college's academic programs. Since programmatic and institutional assessment is done without reference to specific students, the results of these assessments have no effect on a student's course grade or academic standing at the college. Before submitting a student's work for this type of assessment, the course instructor redacts the work to remove anything that identifies the student.

Institutional Email Policy

All official college email communications to students enrolled in this course will be sent exclusively to students' institutional email accounts. Students are expected to check their student email accounts regularly and to respond in an appropriate and timely manner to all communications from faculty and administrative departments.

Students are permitted to setup automatic forwarding of emails from their student email accounts to one or more personal email accounts. The student is responsible to setup and maintain email forwarding without assistance from college staff. If a student chooses to use this forwarding option, he/she will continue to be responsible for responding appropriately to all communications from faculty and administrative departments of the college. Criswell College bears no responsibility for the use of emails that have been forwarded from student email accounts to other email accounts.

Disabilities

Criswell College recognizes and supports the standards set forth in Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and similar state laws, which are designed to eliminate discrimination against qualified individuals with disabilities. Criswell College is committed to making reasonable accommodations for qualifying students, faculty, and employees with disabilities as required by applicable laws. For more information, please contact the Student Services Office.

Intellectual Property Rights

Unless otherwise specifically instructed in writing by the instructor, students must neither materially nor digitally reproduce materials from any course offered by Criswell College for or with the significant possibility of distribution.

Resources and Supports

Canvas and SONIS: Criswell College uses Canvas as its web-based learning tool and SONIS for student data. Students needing assistance with Canvas should contact the Canvas Help Support line at (844) 358-6140. Tech support is available at this number, twenty-four hours a day. Students needing help with SONIS should contact the Campus Software Manager at studenttechsupport@criswell.edu.

Student Services: The Student Services Office exists to foster and encourage success in all areas of life—physical, intellectual, spiritual, social, and emotional. Students are encouraged to reach out for assistance by contacting the office at 214.818.1332 or studentservices@criswell.edu. The Student Services Office also works with local

counseling centers to ensure that every student has access to helpful mental health resources. More information is located on the college website at [Criswell College Mental Health Resources](#), and students may contact the Director of Student Services if they have any questions.

Wallace Library: Students can access academic resources and obtain research assistance by contacting or visiting the Wallace Library, which is located on campus. For more information, email the Wallace Library at library@criswell.edu. Offsite login information is available in Canvas in the “Criswell Student Training Course” under “Library Information.”

Tutoring Center: Students are encouraged to consult with tutors to improve and enhance their skills and confidence in any subject matter taught at the college. Tutors have been recommended by the faculty to ensure that the tutor(s) are qualified to serve the student body. Every tutor brings experience and expertise in an effort to provide the proper resources for the subject matter at hand. To consult with a tutor, students can visit the Tutoring Center located on the second floor in room E203, or schedule an appointment by emailing tutoringcenter@criswell.edu or by calling 214.818.1373.

Course Outline/Calendar

Week of Jan 16th — Introduction

Read: Webster, “Habits”

1) Research

Week of Jan 23th — Topics

Read: Kibbe, *FTTT*, 9–76

Assignment: Workshop Item #1: Topics and Texts

Week of Jan 30th — Sources

Read: Kibbe, *FTTT*, 77–148

Assignment: Workshop Item #2: Existing Theses

Week of Feb 6th — Reading

Read: Eilers, *How to Read Theology Wisely* [PDF]

Read: Anizor, *How to Read Theology* [PDF]

Read: Stetina, *Reading Theology for All It’s Worth* [PDF]

Week of Feb 13th — Technology

Watch: Introduction to Zotero [\[link\]](#)*

Watch: Intermediate Introduction to MS Word [\[link\]](#)*

Watch: Advanced Introduction to MS Word [\[link\]](#)*

Watch: Introduction to shortcut keys [\[link\]](#)*

Watch: Introduction to OneNote [\[link\]](#)*

* another program can be substituted with permission

2) Writing

Week of Feb 20th — Naming the Conversation

Read: Graff & Birkenstein, *They Say / I Say*, 1–106

Assignment: Workshop Item #3: Annotated Bibliography & Ranked Readings

Week of Feb 27th — Entering the Conversation

Read: Graff & Birkenstein, *They Say / I Say*, 107–232

Assignment: Workshop Item #4: Trial Theses

Week of March 6th — Research and Writing Test Cases

Read: Student Selections from four different formats – (1) article, (2) one book, (3) one dictionary entry, (4) one historic source

Assignment: Workshop Item #5: Formatting & Footnotes

Week of March 13th Spring Break

Week of March 20th — Revision

Read: Turabian, *AMFW*, 9.1–13.4

Assignment: Workshop Item #6: Revision

Week of March 27th — Style

Read: Pinker, *Sense of Style* [PDF]

Read: Williams & Bizup, *Style* [PDF]

Assignment: Workshop Item #7: Style

3) Reasoning

Week of April 3rd — Analyzing Argumentation

Read: Weston, *Rulebook for Arguments*, 1–50

Assignment: Workshop Item #8: Argument Exercises

Week of April 10th — Art of Argumentation

Read: Two Student Article/Chapter Selections

Assignment: Workshop Item #9: Literature Argument Demonstration

Week of April 17th — Argumentation Test Cases

Read: Weston, *Rulebook for Arguments*, 51–100

Assignment: Workshop Item #10: Argument Demonstration

Week of April 24th — Arranging Argumentation

Assignment: Workshop Item #11: Research Plan

Assignment: Commitments of a Conversationalist (due May 1st at 11:59 PM)

Week of May 1st — Presenting Argumentation

Assignment: Present Précis

Assignment: Précis Final Draft (due Dec. 9th at 11:59 PM)

Workshop Descriptions

Workshop Item #1: Topics and Texts (3 pts)

- Name 3 topics and 3 subtopics of each topic that you're interested in
- Determine one key piece of recent research (last 10 years) for each subtopic
- Briefly narrate why you are interested in three of these subtopics

Workshop Item #2: Existing Theses (3 pts)

- Select 10 sources relevant to one of the subtopics above
- Discern the main thesis of each source*
*you don't need to read these all cover to cover; look at the synopsis, table of contents, introductions, and book reviews

Workshop Item #3: Annotated Bibliography & Ranked Readings (4 pts)

- Select 5 sources from the above
- Provide an initial annotated bibliography of these five sources
- List 25 sources in order of relevance to your research, using at least three categories: (1) core to project; (2) important for project; (3) relevant for a portion of your project

Workshop Item #4: Trial Theses (4 pts)

- Provide 15 potential theses for your project
- Select 3 of the most distinct theses and narrate the uniqueness and significance of each

Workshop Item #5: Formatting & Footnotes (4 pts)

- Properly format footnotes and bibliographic information for each of the four kinds of sources included here — (1) article, (2) one book, (3) one dictionary entry, (4) one historic source

- Properly format at least two pages of drafted text (e.g., use the annotated bibliography), including: (A) at least one heading and one sub-heading, (B) at least one block quote, (C) at least one quote within a quote, (D) at least one hyphen, en dash, and em dash

Workshop Item #6: Revision (4 pts)

- Revise five pages of a classmate’s writing, checking for formatting, punctuation, style, clarity, and coherence.

Workshop Item #7: Style (3 pts)

- Revise five pages of your own writing, especially for clarity and style

Workshop Item #8: Argument Exercises (3 pts)

- Complete argumentation exercises (on Canvas)

Workshop Item #9: Literature Argument Demonstration (4 pts)

- Outline the key claims in the two selected readings and indicate the necessary premises for each

Workshop Item #10: Argument Demonstration (4 pts)

- Outline the key claims in your own argument and indicate the necessary premises for each

Workshop Item #11: Research Plan (4 pts)

- Provide a research timeline and order of operations toward completing your theses, each month should have at least one task with its specified focus (e.g., particular books to read; sections to write; feedback to receive)

Précis Template

<p>What? (Topic) <i>What journey are you on?</i></p>	<p>My project focuses on ‘x’ question/ issue/ constructive concern/ etc.</p>
<p>Who? (Interlocutors) <i>Who are you listening to/speaking to along the way?</i></p>	<p>My project engages and draws from . . . X Theologian(s) Y Sources (name ≥ 7)</p> <p>The main person I am trying to convince is . . . Z theologian/friend/pastor and his/her _____ view on the topic</p>

<p>Why? (Rationale) <i>Why is this trip worth the effort?</i></p>	<p>This issue is important/ interesting/ significant (to me) because . . .</p> <ol style="list-style-type: none"> 1. 'x' reason 2. 'y' reason 3. 'z' reason
<p>Where? (Conclusion) <i>Where is the destination?</i></p>	<p>I am going to argue:</p> <p>Primary conclusion</p> <p>[Secondary conclusion/contribution]</p> <p>[Tertiary conclusion/contribution]</p>
<p>How? (Method & structure) <i>How do you navigate your way to the destination?</i></p>	<p>In order to come to the above conclusion, I need to show that _____, _____, and _____ are true . . .</p> <ol style="list-style-type: none"> 1. 2. 3. 4. <p>Etc.</p> <p>I will present this argument according to this outline</p> <ol style="list-style-type: none"> 1. Step 1 2. Step 2 3. Step 3 <p>etc.</p>
<p>So What? (Implications and significance) <i>So what are the benefits of taking this journey—for you and for your reader?</i></p>	<p>This paper has implications beyond the scope of my explicit argument. A few include:</p> <ol style="list-style-type: none"> 1. Implication 1 2. Implication 2 <p>etc.</p>