

DS8105
Project Development

Providence Theological Seminary
January 3 to 7, 2011

Instructors: Dr. Daryl Climenhaga; Dr. Louise Cornell; Dr. Morgan Mulenga

Syllabus

Course Description

An exploration of library research methodology, practical field research methods, and basic statistical research. Instruction will focus on writing the proposal, including a statement of the problem, review of related literature, justification of the study, and an extensive outline. The course presupposes active interaction with the student's advisor.

Course Objectives

The module (including work done beforehand, during, and after the module) seeks to help the students:

1. Identify their field of research, delineate and delimit the field of study, formulate the topic in terms of the statement of the problem, describe the rationale for the project, and concisely formulate the goal of the study.
2. Develop an effective search strategy, by extending the literature review of appropriate sources, including familiarity with electronic resources and databases for research, and to identify the key scholars and major works in the field of the topic under study.
3. Discern appropriate research steps for the thesis, choose and develop the appropriate research method, and put it into practice.
4. Envision and conceive the layout of the whole dissertation and compile a thesis proposal that meets the criteria set by the program.
5. Become informed consumers of social science and theological research by being able to evaluate published research on issues of validity, reliability, sampling, data collection.

Texts

Clark, Irene, *Writing the Successful Thesis and Dissertation: Entering the Conversation*. Prentice Hall, 2007.

Salkind, Neil, *Exploring Research* (7th Ed). Pearson, 2009.

In addition, the following texts are recommended:

APA, *Publication Manual of the American Psychological Association*. Fifth Edition. 2001.

An online source for the APA style is found at <http://www.apastyle.org/>

Davies, R.E. *Handbook for Doctor of Ministry Projects: An Approach to Structured Observation of Ministry*.

Heppner, P.P. & Heppner M.J. *Writing and Publishing Your Thesis, Dissertation, and Research: A Guide for Students in the Helping Professions*, Belmont, CA: Wadsworth, 2003.

Leedy, P.D. and Ormrod J.E. *Practical Research Planning and Design*. Eighth Edition. Upper Saddle River, NJ: Prentice-Hall. 2005

Myers, W.R. *Research in Ministry: A Primer for the Doctor of Ministry Program*, Rev. ed. 1997

Rudestam, K.E. and Newton, R.R. *Surviving your Dissertation – A Comprehensive Guide to Content and Process*. 3rd Edition. Los Angeles: Sage Publications. 2007

Turabian, K.L. *A Manual for Writers of Term Papers, Theses, and Dissertations*, 7th Edition. Chicago: University of Chicago Press. 2007

An online source for Turabian is found at http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html

All textbooks are available from Providence Bookstore 1-800-668-7768 (ext. 225)

Procedures

The process of integrating theory into practice will occur through the following structures:

- Independent pre-course reading, research, and preparation.
- In-class lectures and discussions on research topics.
- In-class demonstration of advanced issues in research strategy and technique.
- Hands-on lab sessions designed to identify appropriate resources.
- Completion of first draft of research proposal.
- Peer review and evaluation (in-class defence of draft proposal).

Pre-Session Work

Prior to the module in January, each student should consider the particular project/dissertation that you wish to pursue and write your ideas down for discussion with the group. Identify the problem you wish to address, the way in which your project/dissertation will address that problem, the resources you will need all the process which you might follow in order to achieve your objective.

The steps below show how to work through the text by Salkind.

- Scan the Contents pages of the book (Salkind 2009: v-xvi) and then read the Preface (Salkind 2009: xvii-xx).
- Give attention to how the book is organized to get a ‘feel’ for the content of the book.
- Read and study Chapter One (The Role and Importance of Research).
- Go to the Salkind Companion Website 6th Edition and click on Chapter One (on top toolbar): (http://wps.prenhall.com/hss_salkind_exploring_6/).
- Review the ‘Learning Objectives’ of Chapter One.
- Click on ‘Profile’ and set up your e-mail profile. Make sure to check the boxes to mail the results to yourself and to the instructor – choose the html format.

- Click on ‘Study Guide’ and complete Quiz #1. Submit answers for grading and E-mail your test results to the instructor.
- Click on ‘Study Guide’ again and complete Quiz #2, Submit for grading and e-mail your results to the instructor.
- Click on ‘Research It’ and browse through the suggested web pages.
- Read Chapter Two go to the companion website and do the quizzes (as per instructions above, but for chapter two).
- Read the subsequent chapters and do the quizzes for each chapter – remember to e-mail the quiz results of each chapter to the instructor.
* Please note that the Salkind companion website does not yet have the 7th edition available – so you will be doing the exercises from the 6th edition.

Writing Style

Read Irene Clark (2007) and ‘enter the conversation’ of writing a thesis. Do additional reading on the topic of dissertation/thesis writing. Acquaint yourself with either Turabian or APA Style requirements (Please note that APA must be used by candidates in the Counselling track). Write a brief (four page) review of the text and email it to the instructor.

Preliminary Research Topic(s)

Read and Research the intended topic (or topics if still undecided) you intend pursuing in your project. Formulate the research topic(s) that could be the focus of your project/thesis and submit a one-page summary to the course instructor by e-mail before the start of the class week.

In-Class Sessions

Participate in class discussions. See tentative planning of lectures for the week below. Develop and defend first draft of Research Proposal. Come prepared to spend the evening sessions (Monday – Wednesday) in the library working on your proposal. Bring your laptop and ensure that you will be able to connect to the Internet in class (wireless access can be arranged through the bookstore). Students will present and defend their proposals in class (Thursday and Friday) for peer evaluation.

Post-Class Course Requirements

Research Proposal: Using the draft proposal formulated in class and in consultation with your advisor, submit a final draft to the D Min Committee for consideration. Although the grade is awarded as below, the real test of what you have learned in this module will be the project-dissertation itself.

Evaluation/Grading

Grading will be on a P/F (pass/fail basis). A Pass or Fail is given on the basis of the proposal idea presented to the class, the completion of the assignments from Salkind, and the review of Clark.

Schedule of On Campus Sessions

With a measure of flexibility, we will follow the schedule below. Sessions will be held Monday to Friday. When not in session, particularly in the evenings, students may wish to consult with their advisors or use the library facilities.

Morning Session: 9 am – 12 noon; Afternoon Sessions: 1 pm – 4 pm; Evening Session: at discretion of students.

Monday: Dr. Daryl Climenhaga

Introduction to the proposal and dissertation process: We will go through the syllabus, consider the nature of doctor of ministry education, and begin to look at the student ideas for their proposal. We will also consider the role and importance of research, the research process, and the essential nature of research. The first day closes with a reacquaintance with the library and a beginning search for materials relevant to the research idea of each student.

Basic ideas on Monday include: Defining the project/dissertation; the difference between a Ph.D. thesis and a D Min dissertation; epistemology and the process of research; the nature of quantitative and qualitative research; and issues of validity, reliability, generalizability, and significance.

In both morning and afternoon, student research projects will be in view, with time for discussion as desired. The evening is available for students to begin formulating their research ideas and to search for supporting materials

Tuesday: Dr. Louise Cornell

Dr. Cornell will take us through a more careful consideration of the nature of qualitative research. The evening is again available for students to work on the beginning draft of their proposal.

Wednesday: Dr. Morgan Mulenga

Dr. Mulenga will take us through a more careful consideration of the nature of qualitative research. The evening is again available for students to work on the beginning draft of their proposal.

Thursday

Students will present their draft proposals, prepared during the previous evenings. We will critique the research ideas together, seeking a clear statement of purpose so that the student can find the appropriate research method to achieve his/her purpose.

Friday

Friday is available for further consideration of student draft proposals if needed.

Bibliography

Extensive and helpful bibliography related to the production of a project/dissertation will be found in the assigned texts.