Course Syllabus
Wycliffe College
Toronto School of Theology

This description is intended to assist in the course approval process and to assist students in determining whether this course will help them achieve their educational objectives and the learning goals of their program. It is not a learning contract. The details of the description are subject to change before the course begins. The course syllabus will be available to the class at the beginning of the course.

Course Identification

Course Number : WYJ1711HF
Course Name: Research and Writing
Campus: St. George

Instructor Information

Instructor: Thomas Power
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Office Hours:

Teaching Assistant:
E-mail:

Course Prerequisites or Requisites

None.

Course Description

The literature of biblical studies, theology, church history, and pastoral studies is introduced along with the research and writing process; locating, evaluating, and using information; genres of theological writing; citation and bibliographic formats; and ethical aspects.

Course Methodology

Lectures, workshop exercises, research and writing exercises

Course Outcomes

COURSE OUTCOMES	COURSE ELEMENT	PROGRAM OUTCOMES
By the end of this course, students will be able to	**This outcome will be achieved through these course elements:**	**This course outcome corresponds to these aspects of Wycliffe's statements of outcomes (MTS, MDiv)**
• Describe the range and content of information sources in the theological disciplines;	Lectures, workshop assignments, research exercises	**MTS:** 2.2 **MDiv:** 2.1
• Identify research information	Lectures, workshop	**MTS:** 2.2

needs;	assignments, research exercises	**MDiv:** 2.1
• Locate and evaluate relevant sources of information	Lectures, workshop assignments, research exercises	**MTS:** 2.2 **MDiv:** 2.1
• Appreciate the need to use each type of research tool effectively	Lectures, workshop assignments, research exercises	**MTS:** 2.2 **MDiv:** 2.1
• Develop skills in using information resources on the internet	Lectures, workshop assignments, research exercises	**MTS:** 2.2 **MDiv:** 2.1
• Gain understanding and practice in the different genres of theological writing	Lectures, workshop assignments, writing exercises	**MTS:** 2.1 **MDiv:** 2.1
• Develop skills in citation and bibliographic formats	Lectures, workshop assignments, research and writing exercises	**MTS:** 2.1, 2.2 **MDiv:** 2.1
• Use information ethically in theological writing and academic discourse	Lectures, workshop assignments, writing exercises	**MTS:** 2.1 **MDiv:** 2.1

AD Level The Advanced Degree Council has developed detailed statements of "learning outcomes" for each of the advanced degree programs (ThD/PhD, MA and ThM). They are available as appendices in the respective Handbooks. "Learning outcomes" have to do in part with the level of knowledge and skill that will be characteristic of a typical graduate of the program. In accordance with this overall statement, instructors are required to develop a statement of learning outcomes for each course. These outcomes will provide one of the benchmarks for evaluation and grading. These should be formatted in the same manner as Basic Degree outcomes.

Course Resources

Required Course Texts

- William Strunk and E. B. White. *The Elements of Style*. 4th ed. New York: Macmillan, 2007. Cost about $8.35 plus tax.
- Nancy Jean Vyhmeister, *Quality Research Papers for Students of Religion and Theology*. 3rd. ed. Grand Rapids: Zondervan, 2014. Cost about $15.19 plus tax.

   Both are available through CRUX Books, Wycliffe College.
   Additional readings are available on the course website (Blackboard). They are marked below with an asterisk*.
- One item is on reserve in the Graham Library: James S. Bradley & Richard A. Muller, *Church History: An Introduction to Research, Reference Works, and Methods* (Grand Rapids: 1995).)

Course Website(s)

- Blackboard https://weblogin.utoronto.ca/. This course uses Blackboard for its course website. To access it, go to the UofT portal login page at http://portal.utoronto.ca and login using your UTORid and password. Once you have logged in to the portal using your UTORid and password, look for the

My Courses module, where you'll find the link to the website for all your Blackboard-based courses. (Your course registration with ROSI gives you access to the course website at Blackboard.) Note also the information at http://www.portalinfo.utoronto.ca/content/information-students. Students who have trouble accessing Blackboard should ask the instructor for further help.

Class Schedule

The course surveys the literature of biblical studies, theology, church history, and pastoral ministry. For each it will identify key works of reference and tools for the study of that discipline. Concurrently it will treat of the different genres of theological writing and different sources of information pertinent to the discipline. Additional topics covered include: evaluating information, bibliographic tools, citation styles, ethical aspects, and the language of gender.

Course Structure, Format, and Theme

The course covers the different tools and resources (and how to locate and use them), in tandem with the different genres of writing in theology. Typically each week will include treatment of the literature on a discipline, tools and resources associated with it, and a genre of writing.

To avoid repetition and duplication certain genres of writing are addressed in one unit and not in others: e.g. book reviewing is dealt with under Theology (but obviously it also applies to other areas like history and pastoral); research paper is addressed under History but it is applicable to other areas, etc.

Week 1 (September 15) *Biblical Studies I.* Introduction to Course; Literature of Biblical Studies; Tools and Resources: Print ; Genres of Writing: Exegesis.

Readings: *Ch. 5: "Important Resources for Bible Study" (63–74), *Ch. 6: "The Use of Concordances" (75–9), *Ch. 7: "The Importance of Lexicons" (81–8) in Barber, Cyril J. & Robert M. Krauss. *An introduction to theological research: a guide for college and seminary students.* (2nd ed., rev. and expanded) Lanham, MD.: University Press of America, 2000; Vyhmeister, *Quality Research Papers*, 11–22, 268–72; *Guides*: *Guidelines for Writing an Exegetical Paper, *Exegeting a Gospel.

Week 2 (September 22) *Biblical Studies II.* Tools and Resources: Electronic; Genres of Writing: Word Study.

Readings: *J. Rutherford, "Analysing a Passage" and D. France, "Word Study" in J.B. Job (ed.), *How to study the Bible An introduction to methods of Bible study* (Downer's Grove, IVP: 1979), 35–45, 54–64. *Guide*: *Doing a Word Study.

Week 3 (September 29) *Reading.* Reading strategies and techniques.

Readings: *D. Core, *The Seminary Student Writes* (St. Louis: Chalice Press, 2000), 29–46; *Lucretia B. Yaghjian. *Writing theology well: a rhetoric for theological and biblical writers.* New York: Continuum, 2006, 43–5, 65–8. Vyhmeister, *Quality Research Papers*, 128–44, 153–67.

Week 4 (October 6) *Writing.* The Writer's Craft; Genres of Writing: Essay.

Readings: Strunk & White, 1–65 (scan for relevance), 66–95; Vyhmeister, *Quality Research Papers*, 168–87, 219–36, 274–7.

Week 5 (October 13) *Bibliographies, Citations and Reference Formats.* Bibliographic Tools: RefWorks, Zotero, EndNote; Citation Styles.

Readings: *Yaghjian, 132–5; Vyhmeister, *Quality Research Papers*, 188–96, 237–51. *Viewing*: Instructional videos on course webpage. *Guide*: *Citation and Bibliographic Formats for Theological Papers.

Week 6 (October 20) *Theology I.* The Literature of Theology; Tools and Resources: encyclopedias, guides, and dictionaries; Genres of Writing: Thesis Statement: Definition and Development

Readings: Vyhmeister, *Quality Research Papers*, 1–7, 23–9; *"John Webster, "Introduction: Systematic Theology" in Torrance, Iain, Kathryn Tanner, John Webster. *The Oxford Handbook of Systematic Theology*. (Oxford: Oxford University Press, 2007), 1–14.

Week 7 (October 27) Reading Week.

Week 8 (November 3) *Theology II.* Tools and Resources: monographs, articles; Genres of Writing in Theology: Critique and Book Review.

Readings: Vyhmeister, *Quality Research Papers*, 66–73; *Gerald R. McDermott, "Introduction: Evangelical Theology" in McDermott, Gerald R. *The Oxford Handbook of Evangelical Theology*. (Oxford: Oxford University Press, 2010), 1–18. *Guide*: *Writing Theological Book Reviews.

Week 9 (November 10) *Church History I.* The Literature of Church History; Tools and Resources: Primary Works; Genres of Writing: Research Paper

Readings: Vyhmeister, *Quality Research Papers*, 99–127; James S. Bradley & Richard A. Muller, *Church History: An Introduction to Research, Reference Works, and Methods* (Grand Rapids: 1995), 126–51.[Reserve Graham Library].

Week 10 (November 17) *Church History II.* Genres of Writing: Annotated Bibliography

Readings: Vyhmeister, *Quality Research Papers*, 74–6. James S. Bradley & Richard A. Muller, *Church History: An Introduction to Research, Reference Works, and Methods* (Grand Rapids: 1995), 1–32. *Guides*: *Guidelines for a Literature Survey and an Annotated Bibliography.

Week 11 (November 24) *Pastoral Ministry I.* The Literature of Pastoral Ministry; Tools and Resources; Genres of Writing: Reflection Paper.

Readings: *Lucretia Yaghjian, "Writing Theological Reflection Well: Reflecting on Writing as a Theological Practice," *Teaching Theology and Religion* 7:2 (2004), 83–94; Vyhmeister, *Quality Research Papers*, 30–44, 45–52, 63–5.

Week 12 (December 1) *Pastoral Ministry II.* Research: Internet; Genres of Writing: Case Study+ Qualitative & Quantitative Research.

Readings: Vyhmeister, *Quality Research Papers*, 53–62 145–152, 196–215.

Week 13 (December 8) *Ethics, Gender, and Language.* Ethics of the Craft; The Language of Gender, Race, Ethnicity, and Disability.

Readings: *Yaghjian, 129–32, 250–1; *Core, *The Seminary Student Writes*, 107–12; *The Canadian style: a guide to writing and editing* (Toronto: Dundurn Press, 1997), 253–60.

Evaluation

Requirements

Assignments

There are two categories of assignments for this course:

1.   Research Exercises

There will be short exercises on aspects of research. Choose from any four in areas where you need practice. These include but are not limited to:

- Exegetical study
- Word study
- Reading exercise
- Gender inclusive language
- Bibliographic and Reference format
- Evaluation of historical evidence

Due Dates: On or before:

Exercise 1: 2 Oct. 2015
Exercise 2: 23 Oct. 2015
Exercise 3: 13 Nov. 2015
Exercise 4: 4 Dec. 2015

Value: 40% (4 exercises @ 10% each).

Submission Format: Submit your assignments electronically as attachments to an email. Name your file "retp" where "re" =research exercise and "tp" are your initials. Put "retp" in the subject line of your email. This facilitates the identification, grading, and return of assignments.

2.   Writing Exercises

For the writing assignments, it is recommended that you choose a genre in which you need practice, rather than one in which you already are competent.

Choose three genres of theological writing that you are not already practiced in (e.g. essay, reflection, research, critique/book review, case study) and complete a sample writing in those genres. The sample must not have been submitted for another course.

Length: Variable depending on the choice of genre. For essay, reflection, research, book review: 2500 words (6-7 pages). Exegesis and word study can be the same, more, or less depending on the choice of word/passage and resources used or referenced.

Value: 20% each

Due Date: On or before:

Exercise 1: 9 Oct. 2015
Exercise 2: 6 Nov. 2015
Exercise 3: 4 Dec. 2015

Submission Format: Submit your assignments electronically as attachments to an email. Name your file "wetp" where "we" =writing exercise and "tp" are your initials. Put "wetp" in the subject line of your email. This facilitates the identification, grading, and return of assignments.

Grading System

Letter Grade	Numerical Equivalents	Grade Point	Grasp of Subject Matter
A+	90–100%	4.0	Profound & Creative

A	85–89%	4.0	Outstanding
A-	80–84%	3.7	Excellent
B+	77–79%	3.3	Very Good
B	73–76%	3.0	Good
B-	70–72%	2.7	Satisfactory
FZ	0–69%	0	Failure

Grades without numerical equivalent:

CR   Designates credit; has no numerical equivalent or grade point value

NCR   Designates failure; has no numerical equivalent, but has a grade point value of 0 and is included in the GPA calculation

SDF   Standing deferred (a temporary extension)

INC   Permanent incomplete; has no numerical equivalent or grade point value

WDR   Withdrawal without academic penalty

AEG   May be given to a final year student who, because of illness, has completed at least 60% of the course, but not the whole course, and who would not otherwise be able to convocate; has no numerical equivalent and no grade point value

Policy on Assignment Extensions

Basic Degree students are expected to complete all course work by the end of the term in which they are registered. Under **exceptional circumstances**, with the written permission of the instructor, students may request an extension (SDF = "standing deferred") beyond the term. An extension, when offered, will have a mutually agreed upon deadline that does not extend beyond the conclusion of the following term. An SDF must be requested no later than the last day of classes of the term in which the course is taken. The request form is available on the college website or from the Registrar's office.

One percentage point per day will be deducted on the course grade if an extension has not been requested by the stated deadline.

Course grades. Consistently with the policy of the University of Toronto, course grades submitted by an instructor are reviewed by a committee of the instructor's college before being posted. Course grades may be adjusted where they do not comply with University grading policy (http://www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/grading.pdf) or college grading policy.

Policies

Accessibility. Students with a disability or health consideration are entitled to accommodation. Students must register at the University of Toronto's Accessibility Services offices; information is available at http://www.accessibility.utoronto.ca/. The sooner a student seeks accommodation, the quicker we can assist.

Plagiarism. Students submitting written material in courses are expected to provide full documentation for sources of both words and ideas in footnotes or endnotes. Direct quotations should be placed within quotation marks. (If small changes are made in the quotation, they should be indicated by appropriate

punctuation such as brackets and ellipses, but the quotation still counts as a direct quotation.) Failure to document borrowed material constitutes plagiarism, which is a serious breach of academic, professional, and Christian ethics. An instructor who discovers evidence of student plagiarism is not permitted to deal with the situation individually but is required to report it to his or her head of college or delegate according to the TST *Basic Degree Handbook* (linked from http://www.tst.edu/academic/resources-forms/handbooks and the University of Toronto *Code of Behaviour on Academic Matters* http://www.governingcouncil.utoronto.ca/policies/behaveac.htm), a student who plagiarizes in this course. Students will be assumed to have read the document "Avoidance of plagiarism in theological writing" published by the Graham Library of Trinity and Wycliffe Colleges (http://www.trinity.utoronto.ca/Library_Archives/Theological_Resources/Tools/Guides/plag.htm).

Turnitin.com. Students may be required to submit their course essays to Turnitin.com for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the Turnitin.com reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of the Turnitin.com service are described on the Turnitin.com web site.

Other academic offences. TST students come under the jurisdiction of the University of Toronto Code of *Behaviour on Academic Matters* (http://www.governingcouncil.utoronto.ca/policies/behaveac.htm).

Writing Style. The writing standard for the Toronto School of Theology is Kate L. Turabian, *A Manual for Writers of Term Papers, Theses and Dissertations*, 7th edition (Chicago: University of Chicago Press, 2007), which is available at Crux Books.

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