**Bexley Seabury Seminary**

**Course title:** THD5011 **Thesis Proposal Development 1;**

THD5012 **Thesis Proposal Development 2**

**Terms offered: January 2018 and June 2018.** Students must attend both on-campus sessions in order to earn credit

**Meeting Dates/Times/Place: Jan. 19, 2018, 7 p.m.- Jan. 20, 5 pm.;** and **June 15, 2018, 7 p.m. – June 16, 5 p.m.**

**Instructor: Ellen K. Wondra and Suzann Holding**

**Contact information:** ewondra@bexleyseabury.edu, sholding@bexleyseabury.edu

**Office hours:** Please email a request with possible dates and times.

**Course description:**

This is an extended course consisting of two short term residencies and an on line component.two part course that will assist DMin students in designing their thesis research and writing a complete thesis proposal (i.e., thesis statement, proposal template, bibliography, chapter outline, human subjects research plan. Part 1 focuses on the thesis statement, proposal template, and bibliography and culminates with a workable draft of the proposal template. Part 2 focuses on revision of the proposal template and creation of a human subjects research plan and culminates with a complete thesis proposal that is ready for submission.

The course is shaped to suit the needs of the students enrolled. Expected topics include:

* Developing and limiting the thesis topic
* Engaging in theological reflection in the thesis
* Finding and using appropriate resources
* Designing acceptable and useful research with human subjects
* Using experience and qualitative research in the thesis
* Structuring the thesis
* Writing the proposal
* Working with advisor, reader, and writing coach
* Planning research, writing, and completion of the thesis.

**Course goals and outcomes:**

The primary goal of the course is the development of a complete thesis proposal that is ready to be presented for approval. The expected outcome is such a proposal, comprised of thesis statement and proposal template, bibliography, chapter outline, and human subjects research plan. Students will work with the course instructors, DMin Director, writing coach, thesis director, and Human Subjects Research Internal Review Board (IRB) to achieve this outcome.

This course provides students the opportunity to move toward and meet the following curricular learning outcomes:

4.1: Demonstrate the ability to identify a relevant topic significant to faith community leadership and development, and to develop an effective research model, using appropriate resources. Course elements where this ability is developed include thesis statement and proposal template, bibliography, and chapter outline.

2.2. Demonstrate skill in conducting ethnographic study, systems analysis, and community organizing and development. Course elements where this ability is developed include thesis statement and proposal template and human subjects research plan.

4.2 Demonstrate the ability to analyze and evaluate the research results and to articulate successfully one’s conclusions; and to contribute original theological and practical knowledge to the field. Course elements where this ability is developed include thesis statement and proposal template, bibliography, chapter outline., and human subjects research plan.

These materials will be assesed using the DMin Thesis rubric.

**Course Requirements:**

* Completion of reading and assignments due prior to the classroom sessions. (20%)
* Full attendance at all class sessions. (20%)
* Participation in class discussions and interactive learning experiences. (20%)
	+ Your class comments and questions should show familiarity with the required reading and exhibit prior reflection on a preliminary DMin thesis topic and research design.
	+ We encourage you to be imaginative and creative in leadership.
	+ Your interaction with others should be respectful and constructive. This is a collegial workshop in which students will give and receive ideas, suggestions, and constructive criticism from each other.
* Work with DMin Director, thesis director, and Human Subjects Research Internal Review Board as needed. (20%)
* Completion of assignments following classroom sessions. (20%)

**Assignment schedule**:

Part 1:

1. Draft thesis statement. Detailed instructions available on Moodle site. Post draft statement to specified forum on Moodle site. ***Due Jan. 8, 5:00 p.m.***
* ***Note:*** you must also respond to one other draft statement by ***Jan. 15, 5 p.m. CST***
1. Annotated bibliography related to proposed thesis topic. Detailed instructions available on Moodle site. Post bibliography to specified forum on Moodle site. ***Due Jan. 8, 5:00 p.m. CST***
* ***Note:*** you must also repond to one other draft bibliography by ***Jan. 15, 5 p.m. CST***
1. Post topics you want to discuss in class on the Moodle site; this will help structure our time together for best use. ***Due Jan. 18, 5 p.m. CST***
2. ***Classroom session: January 19-20***
3. Revised thesis statement. Post revised statement to specified forum on Moodle site. ***Due Jan. 20, 8 p.m. CST***
4. Draft thesis proposal template. Detailed instructions available on Moodle site. Post draft proposal template to specified forum on Moodle site. ***Due Feb. 9, 5 p.m. CST.***
* ***Note:*** you must also respond to one other thesis proposal by ***Feb. 16, 5 p.m. CST.***

Part 2: *deadlines are tentative and will be finalized by the January classroom session*

1. Revise thesis proposal template in light of comments on from Part 1 and discussion with instructors, writing coach, thesis director, and DMin Director. Post on Moodle site. ***Due by March 23, 5 p.m. CT.***
	1. Respond to one other student’s post by ***April 1, 5 p.m.***
2. Revise bibliography in light of comments from Part 1 and in discussion with instructors, writing coach, thesis director. Post on Moodle site. ***Due by* *April 13, 5 p.m. CT***
3. Create or revise chapter outline in light of comments from Part 1 and discussion with writing coach and thesis director. Post on Moodle site. ***Due by* *April 13, 5 p.m. CT***
4. Create human subjects research plan. Detailed instructions available on Moodle site. Post draft statement to specified forum on Moodle site. ***Due April 30, 5 p.m. CT***
	1. Respond to one other student’s post by ***May 15, 5 p.m.***
5. Revise template, bibliography, chapter outline, and research plan in light of comments received and in discussion with instructors, writing coach, and thesis director. Post complete proposal on Moodle site. ***Due June 8, 5 p.m. CT***
	1. Respond to one other student’s post by April 14, 5 p.m.
6. Post topics you want to discuss in class on the Moodle site; this will help structure our time together for best use. ***Due June 8, 5 p.m. CST***
7. ***Classroom session: June 15-16***
8. Post revised completed proposal on Moodle site. ***Due July 15, 5.p.m CT***
* In addition, there will be 2-3 conference calls between February and June for discussion of your work. Dates will be determined when the course meets in January.

**Required texts**

* **Please note: you need the editions indicated below**.

Earlier editions are outdated. And though Turabian, 8th ed., contains much of what is in *Craft of Research*, you will be better helped by having both Turabian and *Craft of Research*.

Wayne C. Booth, Gregory G. Colomb, and Joseph M. Williams, *The Craft of Research,* Fourth Edition. Chicago Guides to Writing, Editing, and Publishing. (Chicago: University of Chicago Press, 2008)

Sharan B. Merriam, *Qualitative Research: A Guide to Design and Implementation* (San Francisco: Jossey-Bass, 2009). ISBN: 978-90-470-28354-7.

Kate L. Turabian, *A Manual for Writers of Research Papers, Theses, and Dissertations*, Eighth Edition, ed. Wayne C. Booth et al. Chicago Guides to Writing, Editing, and Publishing. (Chicago: University of Chicago Press, 2013) ISBN: 978-0226816388

Joseph M. Williams and Gregory G. Colomb, various selections from idem., *The Craft of Argument,* Second Edition. (NY: Longman, 2003) – available on Moodle site

**Absence Policy:**

Due to the intensive nature of our courses on campus, it especially important that you be present for the entire intensive session. Please adjust your personal and employment calendars accordingly. In the event of an unanticipated absence due to illness or emergency, you must notify your instructor immediately. It is within the discretion of the instructor, up to an absence of one day of instruction during an intensive, to determine whether or not and to what extent a grade reduction is appropriate and/or makeup work will be required. Beyond an absence of one day, it is within the discretion of the Academic Dean, in consultation with the instructor, to determine if a passing grade for academic credit will be permitted. It is the student’s responsibility to request class notes for missed classes from another student. Audit of CEU students who are absent for a whole weekend intensive session (2 days) or for more than one day of a week-long intensive will receive a grade of W (withdrawn).

**Course Withdrawal Deadlines and Procedures:**

Students who wish to withdraw from this course must do so by the end of the second day in a week-long intensive or by the Friday following the first weekend instensive. It is the responsibility of the student to formally withdraw from the course either online through SAM (the student portal available to students who have log in credentials) or by completing a “course withdrawal form” (available on the web site under “current students”/ “forms and documents”) and submitting the form to the registration coordinator, Susan Quigley. squigley@bexleyseabury.edu. Students who stop attending classes but do not formally withdraw from a course in a timely manner will be ineligible for a refund and may receive a failing grade for the course.

**Extensions and Incompletes:**

Extensions for submission of course work required to complete the course are not routinely granted. Extensions for the submission of course work of up to one week beyond the posted deadline at the end of a semester or term are within the discretion of the instructor to grant upon good cause shown. Students who require a longer extension to complete course work, up to a maximum of 30 days, must obtain the permission of the Academic Dean by submitting a completed “Extension Request Form,” signed by the instructor, on or before the originally posted due date. See “Current Students”/ “Forms and Documents” on the seminary web site.

A grade of Incomplete (I) for a course will not be granted in the absence of the most extraordinary or unavoidable of circumstances as set forth in the Student Handbook. A completed “Incomplete Request Form,” signed by the instructor, must be submitted to the Academic Dean no later than the last date that course work is finally due. See “Current Students”/ “Forms and Documents” on the seminary web site.

 **A Word about Assessment:**

Bexley Seabury Seminary regularly evaluates the quality of our programs using a variety of data and artifacts, including portfolios of students’ work. These portfolios consist of designated student work (artifacts) from each course, along with the instructor’s rubric-based evaluation of the artifact.

At the end of the term, the course instructor will send your draft thesis proposal (Part 1) and complete proposal (Part 2)--the designated artifacts for this course--and the evaluation of your work to you before it is placed in your portfolio.

We use your portfolio to assess student learning (in the aggregate) and the effectiveness of our curricula in reaching desired goals and objectives. This process does not involve any further evaluation of your work for grading purposes. No portfolio or artifact is evaluated until all identifying information is removed. No identifying information will be included in any evaluation or report.

For further information, see the Student Handbook. You may also talk with your instructor, your advisor, the Faculty Assessment Officer (Prof. Jason Fout, jfout@bexleyseabury.edu), or the Academic Dean, tdelisio@bexleyseabury.edu.

**Plagiarism: Make sure to include this statement**

*Bexley Seabury Seminary’s Statement on Responsible Use of Material by Others*

Plagiarism is the taking of the words, ideas, and methods of others as one's own. In academia, plagiarism involves the use of others' words and ideas without adequate reference to the author or indication of quotation. It is a serious form of academic dishonesty or academic fraud, and offenders are subject to discipline, up to and including expulsion from the school. In order to avoid plagiarism, especially by inappropriate use or citation of quotations and ideas, students are expected to familiarize themselves with the requirements and practices of citation found in Turabian’s *Manual for Writers*. Unfamiliarity with these requirements and practices is not an acceptable reason for unintentional plagiarism. Plagiarism cannot be evaded through the alteration of occasional words from one's source.

When plagiarism is detected, the instructor will assign the work an appropriate grade and then refer the matter, together with evidence, to the Academic Dean who, in consultation with the faculty and the President, will make an appropriate disposition of the matter, which may include failure of the course, academic probation for a designated period, suspension for a designated period, or expulsion from the program. The student's bishop will normally be notified of the situation.

Those who have questions about the nature and scope of plagiarism should consult the Academic Dean.