



## Thesis Proposal Practicum / ML 690 (2 Credits)

**Term and Year Offered:** Spring 2021

**Learning Environment:** Fully online, including asynchronous work through Canvas and synchronous sessions via Zoom

**Class Meeting Dates/Times:** February 1 through May 21, with required synchronous sessions as follows:  
**Thursday, February 11, 2021 – 1:00 - 2:30 p.m. EST (Zoom)**  
**Thursday, March 11, 2021 – 1:00 - 2:30 p.m. EST (Zoom)**  
**Thursday, April 8, 2021 – 1:00 – 2:30 p.m. EDT (Zoom)**  
**Thursday, May 13, 2021 – 1:00 – 2:30 p.m. EDT (Zoom)**

**Instructor:** Lucretia B. Yaghjian, Ph.D.

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**Office hours:** I am available by email and by phone (preferably by pre-arranged appointment via email). I will make every effort to respond to email messages within 48 hours (or on Monday following messages received on the weekend). For more extended consultation, I am available via Zoom, to be arranged as students request and our schedules permit.

**Course Description:** Developing a successful D. Min. thesis proposal is a complex and multifaceted process requiring the integration of research, writing, and organizational skills, filtered through the conceptual and reflective lenses students bring to their projects. While the writing of the Thesis/Proposal will proceed asynchronously according to each student's way of proceeding, the purpose of this course and its synchronous sessions is to assist D. Min. students to develop these skills in the process of preparing a working draft of their thesis proposal, an annotated bibliography, a completed draft of the proposal, and a realistic and sustainable plan for completing the thesis. This course presupposes the writing of a thesis proposal as integral to the successful completion of the thesis project that it describes. It imagines the thesis proposal as a map delineating the route to the completed thesis, and it invites each student to become an active cartographer of his or her own proposal/map. While the course will be adapted to the needs of the students enrolled, the following topics will be addressed:

- Transforming thesis proposal writing anxiety into writing agency
- Framing, developing, and limiting the scope of a research question
- Following the question to a working thesis statement with an argumentative edge
- Engaging in contextual theological reflection to develop the thesis argument
- Finding and using resources for an annotated bibliography and literature review
- Writing a thesis proposal that maps the projected thesis project
- Working with advisor, reader, and writing coach to complete the thesis project

## Course Goals and Outcomes:

**Goal 1:** Students who successfully complete this course will acquire the rhetorical and organizational tools to write an exemplary D.Min. thesis project, implicit in which is the successful writing of a thesis proposal.

- **Course Learning Outcome:** By preparing a well-researched and well organized thesis proposal, you will build your own platform for writing an exemplary D.Min. thesis project. [D.Min. 4.1]

**Goal 2:** Students who successfully complete this course will engage in a graduated process of writing the D.Min. thesis proposal as an integral means toward writing an exemplary D.Min. thesis project.

- **Course Learning Outcome:** By mastering the writing, researching, and organizational tools for writing an effective thesis proposal, you will complete a workable draft of your thesis proposal and have a realistic plan and “map” for writing the thesis. [D.Min. 4.1]

**Goal 3:** Students who successfully complete this course will write fluently and confidently as pastor/scholar/authors in the researching and writing of their thesis proposals / projects.

- **Course Learning Outcome:** By learning how to name, claim, and honor your own pastoral voice in tandem with the writing of your thesis proposal, you will approach writing your thesis proposal/project as an integral part of your ministry. [D.Min. 4.1]

**Goal 4:** Students who successfully complete this course will contribute creatively to the scholarly conversation from well-honed theological and pastoral reflection grounded in their own congregational contexts.

- **Course Learning Outcome:** By inviting dialogue with sources, engendered by questions and hypotheses arising from your own ministerial context, you will be equipped to contribute creatively to the ongoing pastoral/ecclesial conversation [D.Min. 2.2; 4.1].
- **Assessment of these Goals and Outcomes** will be measured by the competency and proficiency of students’ completed D.Min. Thesis Proposals.

**Learning Methodology:** This course focuses on the *writing* of the Thesis Proposal and an accompanying Annotated Bibliography of research sources. Combining a student-centered learning methodology with a discipline-driven writing pedagogy, adapted strategically to an online environment, it:

- Presupposes writing as a mode of learning in which students will learn to write a Thesis Proposal in the process of writing it, revising it, and receiving and giving feedback.
- Approaches the writing of a thesis proposal rhetorically, as an audience-driven academic genre governed by conventions and expectations outlined in the Bexley Seabury Guidelines for Writing a Thesis Proposal (Revised 2020).
- Invites students to integrate their own contextual, pastoral-theological voices with the public, academic voice of the Thesis Proposal.
- Emphasizes learning as a dialogical process in which students to contribute to the class conversation through sharing proposal/drafts and course assignments on Canvas, responding to postings of other students, and participating actively in online sessions.
- Encourages students to cultivate a community ethos of diverse and dedicated pastor/scholar/writers, whose research and writing is grounded in their call to ministry, while supporting each other in the thesis proposal/project writing process.

**Required Course Texts** (in the most recent editions listed below):

Wayne C. Booth, Gregory G. Colomb, Joseph M. Williams, Joseph Bizup, and William T. FitzGerald, *The Craft of Research*, 4th ed. (Chicago: University of Chicago Press, 2016).

Tim Sensing, *Qualitative Research: A Multi-Methods Approach to Projects for Doctor of Ministry Theses* (Eugene, OR: Wipf & Stock, 2011).

Kate L. Turabian, *A Manual for Writers of Research Papers, Theses, and Dissertations*, 9<sup>th</sup> ed. (Chicago: University of Chicago Press, 2018).

C. Jeff Woods, *Designing Religious Research Studies: From Passion to Procedures* (Eugene, OR: Wipf & Stock, 2016).

Lucretia B. Yaghjian, *Writing Theology Well: A Rhetoric for Theological and Biblical Writers*, 2<sup>nd</sup> ed. (London/NY: Bloomsbury, 2015).

**Assigned Readings and Related Resources available on Canvas:**

Association of Theological Schools, “D.Min. Program Standards/Thesis Project Protocols,” <http://www.ats.edu/Accrediting/Documents/08DegreeStandards.pdf> (accessed Nov. 20, 2020) [PDF]

Bexley Seabury Seminary, *Guidelines for the Content of the D.Min. Thesis Proposal* (2020) [PDF]

Peter Elbow, “Voice in Writing: A Family of Five Related Meanings”, in Elbow, *Everyone Can Write* (New York: Oxford University Press, 2000, 196-221; 4-24 in PDF version) [PDF].

Natalie Goldberg, “First Thoughts,” “Writing as a Practice,” in *Writing Down the Bones: Freeing the Writer Within*, (Boulder, CO: Shambala, 2<sup>nd</sup> ed., 2016 [30<sup>th</sup> Anniversary ed]), 8-14 [PDF].

Heistand, Gerald, “A Taxonomy of the Pastor-Theologian: Why PhD Students Should Consider the Pastorate as the Context for Their Theological Scholarship,” *The Expository Times* 124/6 (2013): 1–27 [PDF].

Sheryl Kujawa Holbrook, “Beyond Diversity: Cultural Competence, White Racism, Awareness, and European-American Theology Students,” *Teaching Theology and Religion* 5/3 (July 2002), 141-48 [PDF].

Martin Luther King, “Letter from Birmingham Jail,” in M.L. King, *I Have a Dream: Writings and Speeches that Changed the World*, (San Francisco: HarperSanFrancisco, 1992, 83-100 [PDF].

Joan Klagsbrun, "Clearing a Space: A Centering Method for Enhancing Receptivity and Presence for the Classroom," *Journal of Pedagogy, Pluralism, and Practice*: Vol. 3 : Iss. 4 , Article 7 (2007) [PDF].

Belden C. Lane, "Saints and Writers: On Doing One's Work in Hiding," *Theology Today* 59/4 (January 2003): 607-17 [PDF].

George Orwell, "Politics and the English Language," in *George Orwell: A Collection of Essays* (Garden City, NY: Doubleday Anchor Books, 1954), 162-77 [PDF].

Lucretia B. Yaghjian, *Writing Theology Well*, Chapter 5, "Writing Theological Research Well," 95-123 [PDF].

\_\_\_\_\_, "Creating a Research Space" Course Packet [PDF]

\_\_\_\_\_, "Writing Theological Research Well" [PowerPoint]

\_\_\_\_\_, "Resources for Documenting Sources" [PowerPoint]

\_\_\_\_\_, "Revising Theology Well" [PowerPoint]

### **Selected Web Resources:**

*On annotated bibliographies:*

- <http://owl.english.purdue.edu/owl/resource/614/01/>
- <http://owl.english.purdue.edu/owl/resource/614/03/>
- <http://guides.library.cornell.edu/annotatedbibliography>
- <http://writing.wisc.edu/Handbook/AnnotatedBibliography.html>

*On writing a thesis proposal:*

- <http://chronicle.com/article/Demystifying-the-Dissertation/128916/>
- Ask Google "How do I write a thesis proposal?" to find additional resources.

### **Recommended Writing and Research Resources:**

Joan K. Bolker, *Writing Your Dissertation in Fifteen Minutes a Day: A Guide to Starting, Revising, and Finishing Your Doctoral Thesis* (New York: Henry Holt, 1998).

Natalie Goldberg, *Writing Down the Bones: Freeing the Writer Within*, (Boulder, CO: Shambala, 1986 [Original ed.], 2016 [30<sup>th</sup> Anniversary ed]).

Anne Lamott, *Bird by Bird: Some Instructions on Writing and Life* (New York: Anchor Books/Random House, 1995).

Dinty W. Moore, *The Mindful Writer* (Somerville, MA: Wisdom Publications, 2016).

Mary Pipher, *Writing to Change the World* (New York: Riverhead Books, 2006).

Elizabeth Rankin, *The Work of Writing: Insights and Strategies for Academics and Professionals* (San Francisco: Jossey-Bass / Wiley), 2001.

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

William Strunk Jr. and E.B. White, *The Elements of Style*, 4<sup>th</sup> ed. (Needham Heights, MA: Allyn & Bacon, 2000).

## **Course Assignments and Expectations:**

### **The completion of a D.Min. Thesis Proposal in the following stages:**

- Preliminary statement of Research Question/Problem and Annotated Bibliography of 10 sources (submitted via email to Lucretia Yaghjian in advance of a 30-minute Zoom session prior to first class to discuss your proposed thesis project, and posted on Canvas [“Welcome” Discussion Board] by 2/8/21)
- Preliminary drafts of Thesis Statement, Introduction to the Proposal, and Process for the Project (Posted on Canvas Discussion Board [DB] or Perusal [P] as directed by 2/22/21)
- Revised drafts of Thesis Statement, Intro to the Proposal, and Process for the Project (posted by 3/8/21)
- Drafts of Theological Foundations and Methodology sections (posted by 3/22/21)
- Revised drafts of Theological Foundations and Methodology sections (posted by 4/6/21)
- Drafts of Table of Contents, Chapter Summaries, and Conclusion (posted by 4/19/21)
- Drafts of Working Bibliography and Annotated Bibliography (posted by 5/10/21)
- First draft of Thesis Proposal (submitted to the instructor for review by 5/14/21)
- Completed draft of Thesis Proposal with accompanying “Thesis Completion Plan and Timeline” (submitted to the instructor for Course Credit by May 21, 2021)
- *Submission of the student’s Thesis Proposal for this course does not constitute official submission of the proposal for approval by Bexley Seabury. Successful completion of this course qualifies the student to seek a thesis director and reader, in consultation with the Director of the D.Min. program. The student may expect to further develop the proposal as she/he works with her/his director and reader(s) and completes courses in the third year of the program. Final approval of the student’s Thesis Proposal by the thesis director, the D.Min. Program Director, and the Academic Dean is required before the student is authorized to proceed with the writing of the Thesis Project.*

### **Additional Course Expectations:**

- Identify a “dedicated writing place” for writing the Thesis Proposal/Project, and post a description of the space and photo of yourself in that space on Canvas [DB] (by 2/1/21)
- Activation of Styberg Library credentials, or that of a local Research Library (by 2/1/21)
- Schedule a 30-minute Zoom session with Lucretia Yaghjian to discuss your proposed Thesis Project prior to the first online class session (by 2/11/21)
- Attendance at all online class sessions, and completion of reading and writing assignments prior to those sessions
- Participation in online discussions and postings, as directed in the Syllabus
- Completion of a course evaluation (required prior to receiving final course grade)
- Participation in online Opening Prayer/Meditations, as scheduled

### **Course Grading & Feedback:**

*Successful completion of the Thesis Proposal Practicum is contingent upon submission of a satisfactory Thesis Proposal. No course credit will be given to students who do not meet this requirement. The Thesis Proposal will be evaluated and accorded a Pass/Fail grade, which will also be the course grade, according to the following rubrics, each of which will be given equal weight in the evaluation of the Proposal:*

- Thesis Proposal articulates a focused, realistic, relevant research question/problem
- Thesis Proposal posits a coherent thesis/argument in response to the question/problem
- Thesis Proposal presents a well-documented overview of “Theological Foundations”
- Thesis Proposal describes a logical and sequential “Process for the Project”
- Thesis Proposal exhibits a well-formulated methodology undergirding the project
- Thesis Proposal includes a clear and succinct summary of thesis chapters
- Thesis Proposal provides a comprehensive preliminary bibliography for the project
- Thesis Proposal follows Bexley-Seabury Thesis Proposal Template format
- Thesis Proposal conforms to Turabian/Chicago (9<sup>th</sup> ed.) documentation style
- Thesis Proposal is written in a style and voice engaging its readers and anticipating the originality and scholarly contribution of the completed thesis project
- Thesis Proposal addresses systemic racism, white privilege, and related justice issues as appropriate to its subject matter, context, and audience
- Thesis Proposal is submitted on the due date announced in the Course Syllabus, unless prior arrangements have been made with the Instructor

### **Instructor Feedback on Assignments: What to Expect**

- I will respond to email messages within 48 hours (or on Monday following messages received on the weekend).
- I will review written posts or assignments of 5 pages or less within 48 hours of receiving them, and post comments on Canvas and/or send them via email, as appropriate.
- I will review Thesis Proposal drafts within 5-7 days of receiving them, using the “comment” option on MS Word, and returning the reviewed draft via email.
- I will treat all written work with the care and respect that it is due, asking in return that students submit clean, appropriately formatted, and carefully proofread drafts for review.

### **A Word about Assessment:**

Bexley Seabury Seminary regularly evaluates the quality of our programs using a variety of data, including documents that are deposited into student portfolios. These portfolios consist of designated student work (artifacts) from each course, along with the instructor’s graded artifact and a scored rubric that assesses the work in light of desired curricular outcomes. *The designated assessment artifact for this course is the D.Min. Thesis Proposal completed during the course.*

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 identifying information will be included in any evaluation or report provided to our accreditors or other outside parties. For further information, see the Student Handbook. You may also talk with your instructor, your advisor, the Assessment Coordinator (Lelia Fry, [lfry@bexleyseabury.edu](mailto:lfry@bexleyseabury.edu)), or the Academic Dean, (Terry DeLisio, [tdelisio@bexleyseabury.edu](mailto:tdelisio@bexleyseabury.edu))

## **Schedule of Assignments, Readings, Posting Dates, and Synchronous Class Sessions:**

*(All synchronous class sessions will meet on Zoom, and a link will be provided to students via email in advance of the meeting).*

### **Monday, February 1 / Identifying a Thesis Writing Place, Clearing a Thesis Writing Space**

*A successful D.Min. Thesis Project is contingent upon a coherent, credible, and carefully written Thesis Proposal. The purpose of this Thesis Proposal Practicum is to provide you with the instructional tools and pedagogical support for that process. However, it is necessary at the outset for you to make space in your professional and personal schedule for designing, researching, and writing your Thesis Proposal. Toward that end, you are asked to:*

*(1) Identify a “dedicated writing place” for writing your thesis proposal and thesis project and carve out a writing schedule on your calendar that will provide space for working on the Proposal. Post (on Canvas) a description of the space, your writing strengths and challenges, your writing schedule, and a photo of yourself in your writing place. (2) Respond to two other students’ postings, reflecting on commonalities and contrasts in your writing practices and protocols.*

#### Required Reading:

Natalie Goldberg, “First Thoughts,” “Writing as a Practice” (on Canvas)

Joan Klagsbrun, “Clearing a Space: a Centering Method” (on Canvas)

Belden Lane, “Saints and Writers: On Doing One’s Work in Hiding” (on Canvas)

### **Monday, February 1 / Identifying and Activating Library Resources for your Research**

Activate your Styberg Library password (for assistance if needed, consult Ron Fox at [rfox@bexleyseabury.edu](mailto:rfox@bexleyseabury.edu) and/or make arrangements to receive appropriate credentials from the local library that you will use in your research process).

### **Monday, February 1 – Wednesday, February 10 / Zoom Conversation with Lucretia**

*In previous iterations of this course, the first session was in January (on site), during which time I met with each student to discuss their preliminary D.Min. thesis project ideas. This conversation was beneficial to both of us, since I learned more about students’ Thesis proposal / plan, and they had an opportunity to share questions and concerns about their projects.*

In the conviction that such a conversation would also be beneficial for each of you at the outset of this course, you are asked to schedule a 30-minute Zoom session with Lucretia Yaghjian to discuss your Thesis Project prior to the first online class session, and to email me a draft of your Research Question/Annotated Bibliography in advance of our conversation.

### **Monday, February 8 / Drafting a Research Question and Annotated Bibliography**

*(1) Post (on Canvas) a preliminary statement of your Research Question the significance of this Question for your pastoral context and audience, and an Annotated Bibliography of 10 research sources relevant to the Question. (2) Please respond to one or two students’ postings with constructive feedback, guided by the following: What “grabbed you” about the Question? What questions does the Question raise? What suggestions do you have for narrowing or clarifying it?*

#### Required Reading:

Booth et al., *The Craft of Research*, 33-64 (See 38-46, “From a Focused Topic to Questions”).

Turabian, 9<sup>th</sup> ed., Part I: “Defining a Project: Topic, Question, Problem, Working Hypothesis”, 10-24; “Engaging Sources”, 38-50; Part II: Source Citation, 139-222.

(For guidelines on preparing an Annotated Bibliography, see the Syllabus, “Selected Web Resources,” above).

Yaghjian, *Writing Theology Well*, Chapter 5, 95-123

(See Theological Memo #3, p. 100, for a template for formulating a Research Question, and Theological Memo #10, pp. 116-17, for a template for writing a research proposal).

**Thursday, February 11 / 1:00 - 2:30 p.m. (EST) Synchronous Class Session #1:  
Course Overview and Invitation to Writing the Thesis Proposal; Review of Research Questions and Creating a Research Space; Bexley Seabury Thesis Proposal Guidelines**

**Preparation and Assignments for Synchronous Class Session #1:** (1) Prepare a one-page description of the Research Question/Problem at the heart of your proposed Thesis/Project and an Annotated Bibliography of 10 or more relevant sources, and post on Canvas by Monday, February 8; (2) Review and respond to two other students' Research Question/Problems, and be prepared to respond to other students' Thesis Proposal Statements during our discussion time. (3) Read and review the Bexley Seabury *Guidelines for the Content of the D.Min. Thesis Proposal* and bring any questions you have about those Guidelines to this session.

Readings: Booth et. al. 65-104, "From Problems to Sources; Engaging Sources" Yaghjian, *Writing Theology Well*, Chapter 5, 106-116, "Creating a Research Space"; Chapter 6, 126-161, "Organizational Dynamics of Writing Theological Research," "Writing Footnotes," "Documentation of Print and Online Sources"; Bexley Seabury *Guidelines for the Content of the D.Min. Thesis Proposal* (on Canvas); ATS D.Min. Program/Thesis Standards (on Canvas)

Supplementary Resources: "Writing Theological Research Well" (PowerPoint)

(on Canvas) "Resources for Documenting Sources" (PowerPoint)

"Create a Research Space" Template and Handouts

**Monday, February 22 / Drafting a Thesis Statement and Introduction to the Proposal**

(1) Post on Canvas a draft of a Thesis Statement and your "Introduction to the Proposal", including any particular areas around which you would like feedback; begin work on "Process for the Project" section (See Bexley Seabury "Guidelines for the Content of the D.Min. Thesis Proposal"). (2) Respond to two other student postings of Thesis Statements, using the "Checklist for Reviewing and Revising Thesis Proposal Statements" (on Canvas) and students' specific requests for feedback to guide your responses.

**Monday, March 8 / Revised Drafts of Thesis Statement, Intro, and Process for Proposal**

Post revised drafts of your Thesis Statement, Introduction to the Proposal, and Process for the Project sections on Canvas, prior to our 3/11/20 Synchronous Class Session.

**Thursday, March 11 / 1:00 - 2:30 p.m. (EST) Synchronous Class Session #2:  
Thesis Statements Revisited through Lenses of Racism, White Privilege, and Diversity;  
Discussion of "Introduction to the Proposal"; Mapping "Process for the Project" section**

**Preparation and Assignments for Synchronous Class Session #2:** (1) Prepare a revision of your Thesis Statement and "Introduction to the Proposal" for your Proposal Project and post on Canvas by Monday, March 8; (2) Prepare a rough outline of your "Process for the Project" section and bring it to this session for discussion and feedback;

(3) In solidarity with Bexley Seabury's commitment to systemic racism, white privilege, and related social justice issues, please examine your Thesis Statement for your Proposal Project through those lenses, and in tandem with Sheryl Kujawa Holbrook's "Beyond Diversity" article



and Martin Luther King's "Letter from Birmingham Jail" (see under "Readings," below), write a 1-2 page Reflection on where your own proposed project falls within that trajectory. Some questions to consider: (a) What moral/civic/religious values are implicit in your thesis statement/project? (b) What audience(s) will be addressed? What audiences will not be included, and why? (For example, ML King wrote his "Letter from Birmingham Jail" for an audience of white clergymen in that city, and crafted his "Letter" strategically for that audience). (c) Whether or not your Thesis Statement/Project bears directly on issues of racism, diversity, and white privilege, how might your project contribute to creating a "beloved community"? (d) Following George Orwell's argument in "Politics and the English Language" (see under "Readings," below) that "how you write" can have political consequences no less than "what you write," what can you do in the research design and writing of your proposed Thesis Project to achieve that goal of "creating beloved community"?

Readings:

Booth et al., *The Craft of Research*, "Making an Argument," 108-171.

Sensing, *Qualitative Research*, "Beginnings," 1-30; "Good Practice," 31-49.

Woods, *Designing Religious Studies*, "Theological and Theoretical Background," 48-58.

Martin Luther King, "Letter from Birmingham Jail" [on Canvas]

Sheryl Kujawa-Holbrook, "Beyond Diversity: Cultural Competence, White Racism Awareness, and European-American Theology Students," (on Canvas)

George Orwell, "Politics and the English Language" (on Canvas)

Supplementary Resources: "Writing Theological Argument Well" (PowerPoint)  
(on Canvas) "Writing the Theological Essay Well" (PowerPoint)

**Monday, March 22 / Drafting "Theological Foundations" and "Methodology" sections**

(1) Post on Canvas preliminary drafts of your "Theological Foundations" section, including any particular areas/concerns around which you would like feedback, and begin work on your "Methodology" section. (2) Respond to two other student postings, guided by their requests for feedback on their drafts.

**Tuesday, April 6 / Revised Draft of "Theological Foundations" section; Preliminary Description of Thesis Methodology**

Post on Canvas a revised draft of your "Theological Foundations" section and a one-page description of your "Methodology/ies" to be employed in your Thesis Project, prior to our 3/11/20 Synchronous Class Session. (For bibliographical resources for methodological descriptions, see Readings for Synchronous Session #3, 4/8/20, "Connecting the Dots between Theological Foundations and Methodology", below).

**Thursday, April 8 / 1:00 - 2:30 p.m. EDT - Synchronous Class Session #3: Connecting the Dots between Theological Foundations and Methodology**

**Preparation and Assignments for Synchronous Class Session #3:** Review the Bexley Seabury D.Min. Thesis Proposal "Theological Foundations" and "Methodology" *Guidelines* in the light of your own Thesis Project/Proposal. What connects the dots between the "Theological Foundations" of your Project and the "Methodology" that you will employ? (2) In a one-page description, please identify the methodology (or methodologies) you are using in your thesis project, provide a brief definition of the methodology (see Sensing and Woods, below, for helpful descriptions of methodological approaches), and explain why you have chosen this methodology (or research design) for your thesis project.

Readings:

Sensing, *Qualitative Research*, “Tools of the Trade,” 79-139; “Other Toolboxes,” 140-179.  
Woods, *Designing Religious Research Studies*, “The Research Design,” 59-71; “Quantitative and Qualitative,” 72-99.

**Monday, April 19 / Drafts of “Methodology” section, begin “Conclusion”, “Table of Contents”, and “Chapter Summaries”**

( 1) Post on Canvas drafts of your “Methodology” sections, including any particular areas or concerns about which you would like feedback, and begin work on your “Conclusion,” “Table of Contents,” and “Chapter Summaries” sections. (2) Please respond to two other student postings, guided by their requests for feedback on their drafts.

**Monday, May 10 – / Drafts of Working Bibliography and Annotated Bibliography**(1) Post on Canvas your Working Bibliography, which should include all of the sources you have consulted in the course of your preliminary Thesis Project research, and your Annotated Bibliography of at least 20 sources that are central and pivotal for your project.

*All bibliographical citations should conform to Turabian “Notes/Bibliography” Style (Turabian, 9<sup>th</sup> ed., 169-235). (2) Students desiring to do so are encouraged to submit first drafts of their Thesis Proposals to Lucretia Yaghjian via email for her review and response no later than Friday, May 14, prior to preparation of the final draft of the Proposal, due 5/21/20.*

**Thursday, May 13 / 1:00 - 2:30 p.m. EDT - Synchronous Class Session #4:  
Putting the Pieces of the Proposal Together, Integrating “Pastoral” and “Proposal” Voices**

**Assignment for Synchronous Class Session:** (1) Prepare (a) a preliminary draft of the “Conclusion” section of your thesis project, (b) a “Table of Contents” with chapter titles, (c) A “Chapter Summaries” section (including one-paragraph summaries of each thesis chapter), and post on Canvas by Monday, May 10. (2) Prepare an oral presentation of your thesis proposal of 5-7 minutes, including what you have completed thus far and what still needs to be completed, along with a preliminary timeline for completing your D.Min. Thesis Project. (3) To help you to put the pieces of your Thesis Proposal together in an academically coherent and pastorally resonant narrative, I invite you to complete the asynchronous assignment below in preparation for a concluding conversation today on "Integrating ‘Pastoral’ and ‘Proposal’ Voices”:

**Asynchronous Assignment: Integrating “Pastoral” and “Proposal” Voices:**

(a) *Please review the written or spoken text of the last sermon that you preached, and pay attention to your own voice, as you hear it resonating from the written or spoken (recorded) text.* How would you describe this "pastoral" voice? Is it formal? authoritative? informal? conversational? concise? long-winded? didactic? expository? devotional? prophetic? comforting? challenging? As you read the written text of the sermon, does it communicate who you are and seek to be as pastor/priest of your congregation?

(b) *Now re-read the introduction or first few pages of a recent paper you have written for a Bexley Seabury course.* What voice do you hear speaking from those written pages? Is there a consistency between your preaching voice and your academic voice? If so, please describe it. If you find the "voices" very divergent, please describe the differences between them, and consider how you might integrate both of these for your "proposal voice," which will require you to write for a critical but supportive academic audience (your thesis advisor / director / committee).

**Suggested Readings and other Resources :** L. Yaghjian, "Rhetorics of Style and Voice," in *Writing Theology Well*, 269-292; Peter Elbow, "What Do We Mean By Voice . . ." (on Canvas); Gerald Hiestadt, "A Taxonomy of the Pastor-Theologian" (on Canvas); "Rewriting Theology Well" – PowerPoint (on Canvas).

**Friday, May 14 / Preliminary Draft of Thesis Proposals due**

This is the Last day to submit a *first draft* of Thesis Proposal to Lucretia Yaghjian via email for her review and response prior to preparation of *final draft*, due 5/21/20.

**Friday, May 21 / Final Draft of Thesis Proposals due**

*The final draft of your Thesis Proposal with accompanying "Thesis Completion Plan and Timeline" must be submitted to Lucretia Yaghjian via email by this date for course credit.*

**Academic Policies Applicable to all Bexley Seabury Students (please note):**

ALL STUDENTS IN BEXLEY SEABURY COURSES ARE EXPECTED TO BE FAMILIAR WITH THE FOLLOWING INFORMATION THAT IS PROVIDED ON CANVAS:

- ACADEMIC POLICIES AND FORMS;
- REQUESTS FOR WITHDRAWALS, EXTENSIONS, AND INCOMPLETES;
- TECHNOLOGICAL REQUIREMENTS AND ASSISTANCE,
- WRITING GUIDELINES AND ASSISTANCE;
- COURSE NETIQUETTE;
- PROHIBITION OF PLAGIARISM