



Research Design and Methodology Course #DM-702x (Online) Fall 2021

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Office Hours: Tuesdays 11am-1pm CT, 5:30pm-7pm CT on Zoom, or by Appointment

Special thanks to Dr. Rolf Nolasco for allowing me to utilize his past syllabi to craft this course.

COURSE DESCRIPTION

In an effort to provide students with the necessary tools to complete the DMin Final Proposal and Project, this course includes basic elements of research design, including research questions, experimental and quasi-experimental methods, reliability and validity, data collection, data analysis, and ethics.

LEARNING OUTCOMES

Students who successfully complete this course will:

Knowing

- Describe basic research concepts such as validity, reliability, variables, direct and indirect measures, unobtrusive measures, qualitative vs. quantitative methods, and begin to understand how to apply them in their research.
- Outline specifics of their proposed methodology and to identify texts and other resources that help guide their methodology and assessment of data.

Being

- Clarify discern their position as researcher/facilitator in the DMin project process, and to name how he/she will intentionally involve best practices in that role.

Doing

- Conduct a literature review on their topic of interest, identifying texts, articles, and other resources that inform their direction of research.
- Identify and explain their research project question.
- Complete a rough draft of their Final Research Proposal.

Course Methodology

This is a fully online course and course materials uploaded every other week starting on September 7, 2021. As well, all work for this course will be done asynchronously, that is, there is no one time during the week when students must log on. This course is not self-paced, and it is not possible to take a break at any point during the semester.

Our online sessions will focus on course readings, lecture, other helpful resources, and various individual and group courses activities connected to the DMin research process. The activities and readings are designed to help you understand and integrate the material from the course into your own thoughts and practices, so please participate with your own questions and insights to help inform our time together. Lack of engagement within the class will impoverish all of us. **Arrange your life so you can be fully present.**

REQUIRED TEXTS

Badke, William. *Research Strategies*. 7th ed. (iUniverse,2021) ISBN-13 : 978-1663218742
[Amazon Price: \$ 20.99]

Court, Deborah. *Qualitative Research and Intercultural Understanding: Conducting Qualitative Research in Multicultural Settings* (Routledge, 2018) ISBN: 978-1138080096
[Amazon Price: \$ 56.95]

Sensing, Tim. *Qualitative Research: A Multi-Methods Approach to Projects for Doctor of Ministry Theses*. Eugene, Oregon: (Wipf and Stock Publishers, 2011) ISBN 13: 978-1-61097-276-5. [Amazon Price: \$ 24.95]

Smith, Jonathan, et al. *Interpretative Phenomenological Analysis: Theory, Method and Research*. (Sage, 2009). ISBN: 978-1412908344. [Amazon Price: \$ 22.13]

Swinton, John, and Harriet Mowat. *Practical Theology and Qualitative Research*, 2nd Edition (SCM Press, 2016) ISBN: 978-0334049883. [Amazon Price: \$ 24.49]

* Books are available on [Amazon](https://www.amazon.com) and on library reserve.

* Prices reflect Amazon paperback as of May 14, 2021, unless otherwise noted – some are cheaper in Kindle version.

* Additional reading materials will be posted on Moodle.

RECOMMENDED TEXTS

Booth, Wayne, Gregory Colomb, and Joseph Williams. *The Craft of Research*, 4th Edition (University of Chicago Press, 2016) ISBN: 978-0226239736 [Amazon Price: \$11.11]

Herr, Kathryn, and Anderson, Gary L. *The Action Research Dissertation*. 2nd ed. Los Angeles: SAGE, 2015. (ISBN 13: 978-1-4833-3310-6)

Seidman, Irving. *Interviewing as Qualitative Research*. 4th ed. New York: Teachers College Press, 2013. (ISBN 13: 978-0-8077-5404-7)

ASSIGNMENTS & GRADING

1. **READING & CLASS PARTICIPATION (15%).** Reading and class participation is extremely important. Reading assignments, as indicated under Course Outline, should be completed early each week. Students will then discuss the readings by providing a succinct summary, raise pertinent questions from the readings, and reflect on what implications the readings may have for their own pastoral or ministerial context and potential research topic in bi-weekly or **every two weeks** discussion forums. Initial posts will be due by noon Thursday of the assigned week, with responses to other posts (no less than 3) no later than 5pm the following Wednesday. After submitting an initial post, students will have to monitor the forum to read other students' posts and respond to them. Further instruction about the forum posts will be provided in the course Moodle page. **Due Dates: Thursdays at noon (Initial Posts) starting on September 16; the following Wednesday at 5 pm (Responses to Other Posts)**
2. **REFLECTION JOURNAL (5%).** Students will write a 100-200 word reflection each bi-weekly unit on how they see the resources from the unit as useful in their research and ministerial contexts, and the student feels led, any apprehensions or concerns they have about the resources. This is a private journal that only the professor will see and provide feedback, insight, and recommendations for reading and practice. This is graded on participation only (it is either a 100 or a 0), and provides a space to share. Further instructions will be provided on Moodle. **Due Dates: Mondays at noon for the previous unit beginning September 20th for the unit of September 6-19th.**
3. **ARTICLE REVIEW (10%).** Students will select a peer-reviewed journal article (of great interest and related to the DMin proposal), read it, and write a review paper of it. The journal article should be based on an empirical research, which uses either a qualitative, quantitative, or mixed method. The paper will include a summary of the research question, the author(s)' hypothesis, the methods of analysis, the results of the study, and the conclusions made. It will also include an overall impression of the study and an assessment of the strengths and limitations of the study. 3-4 pages long. **Due Date: October 1st, 5 pm**
4. **RESEARCH PROBLEM STATEMENT (10%).** Students will submit a one-page research problem statement with a research question, a purpose of the research, and a brief description of the context from which the issue arises. Further instructions will be provided in the course Moodle page. **Due Date: October 15, 5 pm**
5. **ANNOTATED BIBLIOGRAPHY (20 %).** Students will prepare a list of citations to books, journal articles, and other resources (minimum of 10 resources). Each citation

should be followed by a brief descriptive and evaluative paragraph (5-6 sentences). Detailed instructions will be provided in the course Moodle page. It should be submitted via Moodle. **Due Date: October 29, 5 pm**

6. **DMin RESEARCH PROPOSAL OUTLINE** (10%). Each student will submit a two-page DMin proposal outline which includes but is not limited to a research question, a method to address the issue, and proposed thesis. S/he will also have to share it with one or two partners to receive feedback. Further instructions will be provided in the course Moodle page. **Due Date: November 12, 5 pm**
7. **DMin RESEARCH PROPOSAL** (30%). Each student will design a research proposal (quantitative, qualitative or mixed methods) on a topic s/he plans to pursue for of his/her Doctor of Ministry research project. Proposals should include an abstract, introduction, literature review, methodology, expected results, and references. The project must be typed using MS Word, double-spaced, use 12-point New Times Roman font, and 1-inch margins. Resources should be cited using Turabian style and include title page and bibliography page. Assignments not meeting these minimum standards will be returned and counted as late. **Due Date: December 13, 5 pm**

GRADING

As a **Pass/Fail** type of course employing various pedagogic methods to stimulate and increase student learning, students must read all required texts, participate actively in forum discussions, and successfully complete ALL written requirements to pass the course. **A grade of 80% must be obtained to PASS the course.** Failure to complete every task above will result in failing the course. The faculty member is committed to ensuring that no assignment is a “surprise” and that you will be given the tools to succeed.

TECHNOLOGY NOTES

Given the lack of personal contact during the course, students will need to be certain they have sufficient technological ability to access and participate in this course. It is the student’s responsibility to have sufficient technology to access and participate in the course. The instructor is not obligated to take technological difficulties into account when assessing the student’s work.

Minimum Technological Requirements:

- Internet Connection - Students must have regular, reliable access to a high-speed internet connection that is sufficient to run streaming video with no difficulty. Usually, cable or DSL would work. Modem dial-up cannot be sufficient. Courses will have regular deadlines that must be accomplished with online activity.
- Web Browser - Students must have the latest version of the web browser (Firefox, Internet Explorer, Safari, Chrome, etc.)
- Operating System – Students must have access to a reasonably up-to-date computer and operating system (Windows, Mac OS, etc.). Computers must play sound. The Styberg Library has a limited number of laptop computers available for check-out. The Northwestern University Library has a computer center as well.

- Moodle Learning Management System – Students should have access to the Moodle LMS and know how to post in discussion forums as well as submit writing assignments on Moodle.
- File Format – Students must be able to work with files normal to the Microsoft Office environment, especially .doc/.docx. Many students with Apple computers can manage such files with the iWork suite of applications. Students without MS Office or Apple iWork might try the freely available OpenOffice applications: <http://www.openoffice.org>. Also available to students is the Google Drive suite to create documents and presentations (<http://drive.google.com>).

CLASS POLICIES

Assignments & Submissions: All assignments should be completed, on deadline and as assigned, in order for a student to pass the course. Late papers and other assignments will be accepted without penalty only in extreme and documented situations, such as a death or serious diagnosis in the family, a lengthy illness, or other emergencies. Please plan ahead so that an acute emergency (e.g., brief illness, computer problems, pastoral emergency) does not interfere with submitting the work on time. Unexcused late assignments will be accepted for one week following the due date with a penalty of 10 percentage points for each day the paper is late. Papers must be typed, double spaced, with a 12 point font size. Times New Roman Style is required. Please proofread papers and follow the standard citation format using Turabian style and include title page and bibliography page.

Academic Integrity: G-ETS has a clear policy concerning plagiarism (See the plagiarism policy in the latest G-ETS Academic Handbook). Students are responsible for knowing and observing this policy. All written work will undergo an online plagiarism check. Plagiarism will result in a grade of zero on the assignment and reported to the Academic Dean.

Language: In all writing and class discussions, use inclusive language and think critically about language use, particularly about gender, race, ethnicities, cultures, differently-abled bodies, and theological differences. In an online discussion, take the time to express oneself clearly and make sure that one's post contributes to the flow of discussion. Because spelling and grammar convey the seriousness that students bring to the task, please proof-read the posts before submitting them.

Special Needs: Students with special learning needs should contact the Office of the Dean of Students at the beginning of the course. Please speak with the instructor regarding any needs they might have after speaking with the Dean of Students.

Proviso

The instructor reserves the right to alter this syllabus at any time should it be warranted by the demands of sound pedagogy. Changes to the syllabus will be announced in class.

COURSE SCHEDULE & OUTLINE

Week 1. September 6-12

Course Introduction

- Review syllabus
- Browse the Library Orientation page on Moodle
- Read Badke—*Chapter 1-2*
 Sensing—*Introduction-Chapter 2*
 Smith—*Introduction-Chapter 3*
 Swinton & Mowat—*Practical Theology and Qualitative Research*, p. 3-29

Week 2. September 13-19

Forum Discussion & Assignment

Assignments:

- Review lecture notes and resources on Moodle
- Forum Discussion Posts
- Select a journal article for the Article Review assignment

Week 3. September 20-26

Qualitative vs. Quantitative Approaches & Framing a Research Question

- Reflection Journal for Previous Unit
- Review lecture notes and resources on Moodle
- Read Badke, *Chapter 3, Appendix A.1-A2*
 Court, *Qualitative Research and Intercultural Understanding*, p. 3-28
 Sensing — *Chapter 3-4*
 Smith—*Chapter 4*

Week 4. September 27-October 3

Forum Discussion & Assignment

Assignments:

- Review lecture notes and resources on Moodle
- Forum Discussion Posts
- **Article review DUE on October 1st**

Week 5. October 4-10

Research Design – Validity & Reliability & Data Collection

- Reflection Journal for Previous Unit
- Review lecture notes and resources on Moodle
- Read Badke, *Chapter 4-5*

Court, *Qualitative Research and Intercultural Understanding*, p. 29-38
 Sensing — Chapter 5-6
 Smith—Chapter 5

Week 6. October 11-17

Forum Discussion & Assignment

Assignments:

- Review lecture notes and resources on Moodle
- Forum discussion posts
- Research problem **DUE on October 15th**

Week 7. October 18-24

Data Analysis

- Reflection Journal for Previous Unit
- Review lecture notes and resources on Moodle
- Read Badke, *Chapter 6-8*
 Court, *Qualitative Research and Intercultural Understanding*, p. 59-78
 Sensing — Chapter 7-8
 Smith—Chapter 6

Week 8. October 25-November 1

Forum Discussion & Assignments

- Review lecture and resources notes on Moodle
- Forum Discussion Posts
- Annotated bibliography **DUE on October 29th**

Week 9. November 2-7

Writing a Report

- Reflection Journal for Previous Unit
- Garrett's Human Subjects Review Policies
- Follow this link. <https://guides.garrett.edu/human-subjects-research>
- Review lecture notes and resources on Moodle
- Read Badke, *Chapter 9-10*
 Court, *Qualitative Research and Intercultural Understanding*, p. 79-90, 115-125;
 Swinton & Mowat, *Practical Theology and Qualitative Research*, p. 56-66
 Smith —Chapter 7-8

Week 10. November 8-14

Forum Discussion & Assignments

- Forum Discussion Posts
- Research proposal outline **DUE on November 12**

Week 11. November 11-17

Research Ethics & Researcher Reflexivity

- Reflection Journal for Previous Unit
- Read Badke, Chapter 11-Appendix
Swinton & Mowat, *Practical Theology and Qualitative Research*, p. 68-126
Smith –Chapter 9-10

NO CLASS: THANKSGIVING HOLIDAY

Week 12. November 29-December 5

Forum Discussion & Assignments

Assignment:

- No Forum Discussion This Week
- Work on your Research Proposal. See syllabus for detailed information about this requirement

Week 13. December 6-12

Integrative Forum Discussion

- Reflection Journal for Previous Unit
- Read Swinton & Mowat, *Practical Theology and Qualitative Research*, p. 126-179
Smith –Chapter 11-13
- Course evaluation

Assignment:

- **Research proposal DUE on December 13**

Optional: Final Reflection Journal for Course, December 13