

**Garrett-Evangelical Theological Seminary**  
**DM790 – Proposal Research and Writing**  
Fall 2023

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**Office Hours:** By appointment.

**Class Hours:** Asynchronous, online

**Course Description:**

This course helps students integrate skills and insights in project design, research methodology, and the track concentration into a draft research proposal. Course readings, lectures, and student activities will focus on the structural, theoretical, and practical aspects of developing and writing major components of their project proposals.

**Course Outcomes:**

*As the student fulfills the requirements of this course, the student will learn to...*

1. Develop familiarity with the program requirements for the structure, style, and content of the project proposal and thesis.
2. Analyze contexts of ministry, administrative practices, relevant literature, and the experiences of people served in ministry.
3. Formulate a research question(s), project purpose, thesis statement, project outcomes, and select the appropriate research approach(es), data collection method(s), and method of data analysis for their proposal.
4. Practice skills of a reflective practical theologian who thinks critically, theologically, and practically about ministry.
5. Draft a scholarly research project proposal indicative of their critical theological and practical assessment of a ministry context.

*Corresponding assessment instruments:*

1. Post-Class Assignment
2. Pre-Class, In-Class, and Post-Class Assignments
3. Post-Class Assignment
4. Pre-Class, In-Class, and Post-Class Assignments
5. Post-Class Assignments

**Class Assumptions and Expectations:**

1. That all students have read and are familiar with the class syllabus and therefore responsible for meeting all class requirements.
2. That all students will both consult Moodle for class assignments and be attentive to in-class updates of course information so that all assigned material will be read, all assignments will be completed, and sermons preached as scheduled.
3. That all students understand and adhere to G-ETS policies on plagiarism. (see Student

Handbook).

4. **That the schedule and syllabus WILL be modified, and additional material added as the professor considers necessary to the course and the development of students.**
5. **That there will be no extensions allowed past the end of the term.**

**Required Texts: (Prices listed reflect the original publisher's price)**

John W. Creswell and Johanna Creswell Baez, *30 Essential Skills for the Qualitative Researcher*, Second Edition. Thousand Oaks: SAGE Publications, 2021.

**Secondary Texts (provided digitally)**

1. The GETS DMin Handbook 2023-2024 [pay attention to the sections: Mid-Program Phase, Candidacy Phase including Program Output, Process from Defense through Graduation, and the Rubric for Assessing the Project Paper]
2. Human Subjects Review Application Form [review with your advisor]
3. GETS Proposal Submission Form for Approval by the D.Min. Committee [review with your advisor]
4. Admission to Candidacy Form [review with your advisor]
5. Graduation Form [review with your advisor]
6. Research in Ministry (RIM) Submission Form

**Class Files**

Students will be responsible for viewing course files posted via Moodle. Course files will include video lectures, digital readings, and other assignments.

**Class Assignments and Grading:**

**Pre-Class Assignment:** Students must read the entire required book prior to class. They also must submit the following:

- 1) A proposed problematic (the problem or issue you seek to address) in one sentence in one supporting paragraph.
- 2) A proposed thesis in one sentence in one supporting paragraph laying out how you anticipate that your project will answer the problematic.
- 3) A description of the ministry setting (e.g., a local congregation, a cluster group, a judicatory, a chaplaincy).
- 4). At least three learning goals (reflecting SMART characteristics): Yourself: At least one goal that explains how this project will make you a more proficient practitioner of the practice of ministry you are engaging through your project. Your Ministry Setting: Include at least one goal explaining how the ministry setting in which you engage the project will develop a stronger capacity to continue engaging in the practice of ministry it explores through your project. The Wider Church: There should be at least one goal that explains how your project may be of benefit to other similar ministry settings.
5. Identification of at least three key biblical and theological concepts that help to shape the project with a supporting paragraph for each.
6. Develop an initial bibliography of pertinent literature and identify ten key pieces of literature dealing with the specific practice of ministry.
7. Briefly describe the methodology(ies) that will be used to implement your project.

8. The proposed timeline for completion of the project including submission of individual chapters (as outlined in the handbook) and all activities mentioned in the above material.

**Due: September 1. Grade 25%**

**In-Class Assignments:** Students will complete all weekly assignments fully and on time. **Due: Weekly. Grade 35%**

**Post-Class Assignment:** Students will submit a final draft of the complete research proposal as outlined in the program handbook. **Due: December 1. Grade 40%**

### **Schedule of Class Sessions**

#### **Week 1: Beginning 9/5**

**Reading Assignment Review:** C1, C2

**Work Due:** Pre-class reading and work

#### **Week 2: Beginning 9/11**

**Reading Assignment Review:** C6: Using Philosophy + Theory in Qualitative Research; C30: Selecting a Qualitative Design; C7: Anticipating Ethical Issues

**Work Due:** Draft of sections 1-4

#### **Week 3: Beginning 9/18**

**Reading Assignment Review:** C13: Understanding the Process of Qualitative Data Collection; C14: Conducting a Good Observation

**Work Due:** Draft of sections 5-6

#### **Week 4: Beginning 9/25**

**Reading Assignment Review:** C15: Designing + Administering an Interview Protocol; C16: Collecting Data w/ Marginalized Populations

**Work Due:** Draft of section 7

#### **Week 5: Beginning 10/2**

**Reading Assignment Review:** C24: Writing in a Scholarly Way; C25: Writing Reflexively

**Work Due:** Draft of section 8-9

#### **Week 6: Beginning 10/9**

**Reading Assignment Review:** TBD

**Work Due:** Second revised draft due

#### **Week 7: Beginning 10/16**

**Reading Assignment Review:** TBD

**Work Due:** Third revised draft due

#### **Week 8: Beginning 10/23**

**Reading Assignment Review:** TBD

**Work Due:** Research instruments and protocols due

**Week 9: Beginning 10/30**

**Reading Assignment Review:** TBD

**Work Due:** Revised research instruments and protocols due

**Week 10: Beginning 11/6**

**Work Due:** Approved draft submitted to HSR review

**Week 11: Beginning 11/13**

**Reading Assignment Review:** TBD

**(Beginning 11/20: No class, Thanksgiving Break)**

**Week 12: Beginning 11/27**

**Reading Assignment Review:** TBD

**Work Due:** Any necessary HSR revisions

**Week 13: Beginning 12/4**

**Reading Assignment Review:** TBD

**Work Due:** Any necessary second submissions of approved draft to HSR, approved drafts submitted to FACT and OSAT

**Selected Bibliography:**

Adler, Emily Stier and Roger Clark. *An Invitation to Social Research: How Its Done*. Stamford: Cengage Learning, 2015.

Ammerman, Nancy T., Jackson W. Carroll, Carl S. Dudley, and William McKinney. *Studying Congregations: A New Handbook*. Nashville: Abingdon Press, 1998.

Creswell, John W., and J. David Creswell, eds., *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. Los Angeles: SAGE, 2018.

Creswell, John W. and Cheryl N. Poth, *Qualitative Inquiry and Research Design: Choosing Among Five Approaches*. Los Angeles: SAGE, 2018.

DeWalt, Kathleen M., and Billie R. DeWalt, *Participant Observation: A Guide for Fieldworkers*, 2nd edition. Lanham: AltaMira Press, 2011.

Galvan, Jose L. and Melisa C. Galvan, *Writing Literature Reviews: A Guide for Students of the Social and Behavioral Sciences*. New York: Routledge, 2017.

Graff, Gerald, Cathy Birkenstein and Russel Durst, *They Say, I Say: The Moves that Matter in Academic Writing with Readings*, 3rd edition. New York: W.W. Norton and Company, 2014.

Hesse-Biber, Sharlene Nagy and Patricia Leavy (editors), *Handbook of Emergent Methods*. New York: The Guilford Press, 2010.

Lipson, Charles, *Cite Right: A Quick Guide to Citation Styles - MLA, APA, Chicago, the Sciences, Professions, and More*, 3rd edition. Chicago: The University of Chicago Press, 2018.

Vyhmeister, Nancy Jean and Terry Dwain Robertson, *Quality Research Papers: For Students of Religion and Theology*. Grand Rapids: Zondervan Academic, 2020.

**Research Project Proposal Elements [approximately 10-15 pages, single-spaced in length, excluding appendix and should be submitted to the OSAT and FACT for their review and approval.**

### **Front Matter**

- Research Project Proposal Draft #
- Matriculation Date
- Projected Defense Date:
- Projected Graduation Date:
- Track:
- Advisor:
- OSAT Members:
- FACT Members:
- Pending Coursework as of July, 2021 [list name of course and semester when the course will be completed]

### **Research Proposal**

- Working Title:
- Problem in Ministry (A single question you are proposing to answer through your project)
- Ministry Site(s) in which the research project will be administered
- Research Purpose
- Research Question(s)
- Working Hypothesis/Thesis
- Key Biblical and Theological Concepts
- Literature Review and Bibliography
- Proposed Learning Goals: for yourself, the ministry site(s), and the wider church
- Methodology

### **Appendix**

- Timeline/Calendar to Graduation
- Protocols
- Project Report Chapter Outline