**Ministry Research & Writing  
A Workshop on Developing Term Papers & Dissertation**

***Singapore Bible College***

Sng Bee Bee, EdD

Rick Griffith, PhD

**Fourth Edition**

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# Introduction

## Syllabus

**Singapore Bible College**

**Doctor of Ministry**

**Ministry Related Research & Writing**

**Syllabus**

*Edition 2017 v. 6*

**Instructors**

**Dr. Sng Bee Bee** ([beesng@gmail.com](mailto:beesng@gmail.com)) is an Associate Lecturer in SIM (Singapore Institute of Management), Singapore Institute of Technology, National Institute of Education and Nanyang Technological University, Singapore. She has also been teaching the Masters and Diploma students in Singapore Bible College for the past number of years. She graduated with a Doctorate in Education specializing in Education Management from the University of Leicester, UK. Dr. Sng has served in short-term missions as an English teacher for several years.

**Dr. Rick Griffith** ([griffith@sbc.edu.sg](mailto:griffith@sbc.edu.sg)) directs the Doctor of Ministry studies at Singapore Bible College, where he has taught Bible, theology and preaching since 1991. He designs and trains faculty and students on the proper format for SBC between departments for research papers, theses, and dissertations. He also trains pastors throughout Asia. His course notes and PowerPoint can be downloaded for free in 44 languages at BibleStudyDownloads.org. His ThM and PhD are from Dallas Seminary. Dr. Rick and his wife Susan are missionaries with WorldVenture and have three grown sons in the USA. The older sons are married.

**Dr. Yap Beng Shin** ([bengshine@gmail.com](mailto:bengshine@gmail.com)) teaches leaders throughout Asia how to study and teach the Scriptures. He has pastored churches for many years and graduated with his DMin at SBC in 2015. Dr. Yap serves as format checker for the course.

**Course Description**

This course aims to teach students principles of written communication for their academic needs. The course focuses on basic written and oral skills essential in presenting academic information effectively. A key feature of the course is the use of a project-based learning approach in learning academic communication.

This course has two goals: to equip you for your module paper writing in your DMin courses, as well as to approve your actual research project and dissertation proposal.

**Course Objectives**

The course aims to improve your writing skills, including:

* Understanding the research process
* Planning, organizing, researching and writing a formal research proposal
* Planning, organizing, researching and writing a formal research paper
* A focus on the components and mechanics of good writing
* Submitting an actual dissertation proposal for acceptance by the DMin department

**Course Requirements**

The class includes lectures, discussions and writing activities to develop students’ writing in stages. Students discuss their writing with other students and present it to the class.

**1. Reading (Due 1 May 2017 at the Start of the Module Week)**

Your required 3000 pages of reading is divided into three areas **(cf. p. 9)**:

a. Required books listed in the Bibliography add up to 1422 pages and include some choices of books and dissertations.

b. Recommended books can be read up to 1578 pages. You should read at least one from the list at the end of this syllabus.

c. Proposal books are those which you read in the area of your proposed dissertation topic. This is the balance of your reading page requirement.

On or before the first day of the module, email to Dr. Rick ([griffith@sbc.edu.sg](mailto:griffith@sbc.edu.sg)) an annotated list of the books you have read in the areas above. Share in one paragraph what you deem to be the strengths and weaknesses of each book. You may cut-and-paste from the bibliography at the end of this syllabus.

**2. Topic Approval Form (Due 10 March 2017)**

Email this two-page form to Dr. Sng ([beesng@gmail.com](mailto:beesng@gmail.com)) no later than six weeks before the module. It concisely states your research direction and preliminary sources needed for your research. You may need to have a few editions go back and forth with her. Once approved, you may begin the actual dissertation proposal below. To help understand the four types of dissertations to complete the TAF, read the Dallas Seminary DMin Applied Research Project DTS Explanation.pdf available at the DMin moodle link. The TAF should be approved by 31 March. Your bibliography format *must* follow *The SBC Writing Standards.*

**3. Dissertation Proposal (Due 1 May 2017 at the Start of the Module Week)**

The proposal addresses the research process and skills needed for the dissertation. Email edition 1 of to Dr. Rick before the first day of class, then later edit it towards writing your final draft. Follow the standards of sections 1-2 and 4-5 of the “DMin Guidelines for Students.docx” document, completing only the portions below in the “SBC Dissertation & Thesis Template.docx” if you wish. Other help can be found on pages 11-12 in Dr. Sng’s “Handbook of Academic Writing Skills (Dr. Sng).docx” emailed to the class.

The Dissertation Proposal comprises sections 1, 2, and 3 below in the Introduction section and section 5 in the Bibliography. The R&W Methodology & Pilot Project expands section 3 and adds to it sections 4 and 6 but all sections 1-4 should be sections in your proposal rather than separate chapters. (In the actual dissertation, you will add chapter 2 on Biblical Basis.)

##### Introduction: Background, Research Aim, Research Questions and Scope

##### Literature Review (will be expanded later as dissertation chapter 1)

##### Research Methodology (will be expanded later as dissertation chapter 3)

##### Pilot Study - Description of Data and Analysis of Data; Conclusions from this Analysis (will be expanded later as dissertation chapter 4)

##### Bibliography

##### Appendix: Your questionnaire that you used for your survey or interview; transcripts of your interviews

Your dissertation proposal should include a title page, table of contents (first level only), and the plan for your dissertation that includes your research methodology. The proposal should be 10-15 pages, double-spaced and emailed to Dr. Rick ([griffith@sbc.edu.sg](mailto:griffith@sbc.edu.sg)). Format must conform to the *SBC Writing Standards* andthe guidelines on grammar and format checking (cf. section 6.1.1 in the “DMin Dissertation Guidelines for Students.docx” file). Your proposal will have sections but NOT have chapters. The chapters referred to above only show sections of the proposal that eventually will be expanded in the dissertation itself after the research project is completed and the findings summed up in your dissertation. You will be graded based on the 20 areas of the “DMin Dissertation Proposal Grade Sheet” so use this as a checklist of areas to include.

**4. Methodology & Pilot Project (Due 31 July 2017 at the End of the Course)**

Work with Dr. Rick to have your proposal passed by 31 May. Once approved, then expand the proposal in terms of the methodology (develop it further than in the proposal), pilot study and appendix as noted above by 31 July. The Methodology & Pilot Project should be *within* your 20-page proposal as a short form of Chapter 3: Procedure and Design (section 4.4.4 of “DMin Guidelines for Students”) that details how you will conduct the qualitative and quantitative dissertation research project that results in the dissertation. The pilot study should include a survey of 10-20 persons and interviews of about 4-5 people. These can be a mix of pastors, church members, etc. but you must mention what the mix consists of in your research proposal. Follow all of the guidelines above for the proposal and email it to Dr. Sng ([beesng@gmail.com](mailto:beesng@gmail.com)).

**Course Grading**

The four components of this module have equal value towards the final grade: reading (25%), TAF (25%), dissertation proposal (25%), and pilot project (25%). Normal late penalties apply so that not meeting deadlines can result in failing the module leading to needing to retake it or dismissal from DMin studies. Passing this module is *required* for candidacy, but it is only one aspect of the application to candidacy process. Students will also need to fulfill the module evaluation, personal strengths and weaknesses evaluation, etc.

**Course Procedure**

The reading report will be submitted only once, but the other three documents will go through an editing process with the format checker and professors. Students must number these successive files with the convention below to keep the file name of the TAF, proposal and pilot project the same throughout with the exception of the words to the right of the edition.

**1. Thread**

Students must stay on the same email thread instead of starting new emails. This will keep all on the same page (literally!) to clarify the issues to be addressed and save time looking up old emails. You must work with Dr. Rick to submit an approved final edition of the proposal by 31 May. After this date, the late paper policy below from the Student Handbook will be implemented.

**2. Names of Files**

Most professors receive many papers so a file name like “Research Paper.docx” is too ambiguous. Instead, name your digital file as student name-short paper name-edition-initials of the person making the latest changes.docx. For example, a dissertation proposal called “Clara\_Wong-Church\_Growth-1-CW.docx” means that Clara Wong is submitting her first edition of her dissertation proposal with the longer title “Paradigms of Church Growth in Singapore: A Case Study.”

**3. Editions**

After Dr. Rick makes changes to it, he will use the Word format tracker (Review > Track Changes ON) and return an edited file to Clara with the file name ending as “Clara\_Wong-Church\_Growth-2-RG.docx.” Then Clara can see the changes the professor made in the right-hand column, as well as comments and questions that the student needs to address.

At this point, Clara copies edition 2-RG as a new file with 3-CW in the file name. Then she works only on this new file, while keeping the previous 2-RG in a folder on her computer for future reference if needed. NOTE: NEVER edit an OLD edition of your file. Only make changes to the last edition so that the latest changes will be incorporated into the next edition. This system keeps track of changes in each edition and helps all see from the file name itself whose paper it is, what it is about, when it was edited, who edited it, etc. Students who keep the various editions in a digital folder will see that they naturally fall into alphabetical order to assure they are editing the latest edition.

Finally, please do NOT “accept all changes” in the file, as this forces the editor to look up what was supposed to be changed. In fact, do not accept or reject any changes in the side column at all as this is the professor’s responsibility.

# Grading (Student Handbook Section 4)

## The 4.0 grading system is as follows:

**Symbol % Equivalent Grade Point Value Qualitative Description**

A 94 to 100 4.0 Exceptional Work

A- 90 to 93 3.7

B+ 87 to 89 3.3

B 84 to 86 3.0 Good work

B- 80 to 83 2.7

C+ 77 to 79 2.3 Unacceptable work

C 74 to 76 2.0

C- 70 to 73 1.7

D+ 67 to 69 1.3

D 64 to 66 1.0

D- 60 to 63 0.7

F Below 60 0.0

## GPA Requirements & Late Assignments

### The minimum Cumulative Grade Point Average for the DMin programme is 3.0 (= “B” average for all courses together). However, the minimum passing grade for an individual course is a “B-”. As such, students who obtain a “C+” grade or below will in essence fail that course and will have to do an additional module to make up for this failing grade. However, this low course grade will still be averaged into the cumulative GPA.

### The following is the guideline for assignment grading of late papers or reading assignments.

### A penalty of one-third grade per week results in the following:

Before or on deadline 0

One week after deadline -3%

Two weeks after deadline -6%

Three weeks after deadline -9%

Four weeks after deadline -12%

Five weeks after deadline -15%

Six weeks after deadline -100% (assignment failure at 0%)

### In the event that a student fails a module, the Director may give him an opportunity to submit his assignment within two weeks after the notice by the Director. The highest allowable grade for passing the module is “B-” even if the resubmitted assignment is a good pass.

### Students who fail a module will be monitored and may be requested to stop from studies if the cumulative GPA is too low to raise to 3.0.

**Module Schedule**

***Class from 8:00 AM-5:30 PM with 3 breaks: 10:00-10:15, 12:30-1:30, 3:30-3:45***

|  |  |  |
| --- | --- | --- |
| **Days** | **Topics** | **Class Activity** |
| **Day 1**  **Monday**  **Topic 1** | ***Research Process I:***  **Introduction Chapter**   1. Identifying the research question 2. Describing the research background that leads to the research question 3. Explaining the significance of the research topic 4. Defining the scope of research | Discuss the research question and background |
| **Day 1**  **Monday**  **Topic 2** | ***Research Process II***  **Reading for the Literature** **Review Chapter**  1. Evaluating sources of readings  2. Thinking and reading critically  3. Citing and integrating sources | Review the Introduction Section of your research proposal. Revise it for your research report. |
|  | ***Research Process III***  ***Methodology Chapter***  1.Ethics  2. Intro to Research Methodology | Discuss the background of your research topic. Revise and present your background and research aim.  Tutor’s feedback on *Background.* |
| **Day 1**  **Monday**  **Topic 3** | ***Research Process III***  **Methodology Chapter (cont’d)**  3. Qualitative and Quantitative Research  4. Primary and Secondary Research  5. Selecting the appropriate research method based on the research question  6. Evaluating strengths and weaknesses of research methods | Write the Methodology section of the Research Report. |
| **Day 2**  **Tuesday**  **Topic 1** | ***Research Process III***  **Research Methodology**   1. Conducting the research method/s 2. Collecting data 3. Planning the research process 4. Writing a plan and schedule for the research 5. Predicting data | Discuss the rationale for choice of methods. |

|  |  |  |
| --- | --- | --- |
| **Days** | **Topics** | **Class Activity** |
| **Day 2**  **Tuesday**  **Topic 2** | ***Research Process III***  **Research Methodology**  1. Planning the questions for the research instrument:   * surveys * interviews * observation   2. Content and Discourse Analysis of Documents | Prepare the research instrument and pilot the instrument.  Pilot the research instrument |
| **Day 2**  **Tuesday**  **Topic 3** | ***Research Process IV***  **Writing and presenting data**   1. Predicting the data 2. Discussing the significance of the data 3. Comparing the data with information in the Literature Review section. | Compiling the Introduction, Literature Review, and Methodology sections of the Research Paper.  Writing - Write a one-page description and interpretation of the data  *Reading Analytically*, chapter 9 and a research paper on Christian ministry. |
| **Day 3**  **Wed.**  **Topic 1** | ***Research Process IV***  **Writing the Conclusions**   1. Drawing conclusions from the data 2. Constructing logical and reasonable conclusions. | Write the outline of the Conclusion section of the Research Paper. |
| **Day 3**  **Wed.**  **Topic 2** | **Writing the Research Report**  Writing in Academic Situations   1. Audience 2. Purpose 3. Structure and content 4. Language 5. Evaluating Support for an Argument 6. Evaluating the Internal Consistency and 7. Logical Consistency |  |
| **Day 3**  **Wed.**  **Topic 3** | Revise the Research Paper for:  1.Grammatical Sentences  2. Appropriate Language  3. Exact Language | Revise for consistencies, transitions between paragraphs and sections of the paper.  Construct headings for these sections |

|  |  |  |
| --- | --- | --- |
| **Days** | **Topics** | **Class Activity** |
|  | 1. Strategies for revising the Research Paper 2. Format of the Research Paper 3. Group Consultation 4. Consultation with tutor   about writing Discussion and Conclusion Chapter | Revise the Research Paper for grammatical sentences and appropriate language.  A Sample Research Paper and How to Revise it: The Flight from Teaching. Chapter 15 of ***Writing Analytically.***  Revise drafts of Research Paper for mechanics such as punctuation, abbreviations and capitals. |
| **Day 4**  **Thurs.**  **Topic 1** | **The SBC Dissertation Process**  • How the Dissertation Fits into  the DMin Studies Overall | Plot out a timeline for your Sabbatical to do dissertation research and writing. |
| **Day 4**  **Thurs.**  **Topic 2** | Plagiarism and/or Library Tour (10:30-11:15) |  |
| **Day 4**  **Thurs.**  **Topic 3** | • Candidacy  • Applied Research Project  • Four Types of Dissertations | Understand how the dissertation fits into the entire DMin studies, including the requirements to begin offical writing |
| **Day 5**  **Friday**  **Topic 1** | • Steps in Writing  —Flowchart  —Topic Approval Form  —Proposal  —Chapters  —Front & Back Matter  —Grammar/Format Checking  —Oral Defence  • Format Guidelines  —Dissertation Guidelines  —Name Files Digitally  —Keep the Same Email Thread  —Word Tracking Feature  —Dissertation Titles | Understand the flow chart, deadlines, and expectations prior to and following the oral defence  **Term Paper Template With Table of Contents.docx**  **SBC Dissertation Template.docx**  The **Research Paper Grade Sheet** is a single-page guide for professors to mark your research papers.  The **Research Paper Checklist** gives two pages of bullet items to use as a self-check guide. |
| **Day 5**  **Friday**  **Topic 2** | • Lists of Expectations  —Research Paper Grade Sheet  —Research Paper Checklist | Submit Edition 2 of Your Dissertation Proposal |
| **Day 5**  **Friday**  **Topic 3** | Course Debrief | Course Evaluation |

**Bibliography**

***Required Reading (1422 pages—titles*** *underlined in blue* ***hyperlink to purchase info)***

Read a dissertation related to your topic or a combination of papers and books related to your topic that comprise 200 pages. This can also be an SBC DMin dissertation that you get from the SBC library. You will give a 10-minute presentation (PPT and 1-2 page handout) to the class. 200 pp. (approx)

Read EITHER but not both: (1) Booth *et al.* or (2) Rosenwasser & Stephen below, or choose sections comprising 300 pages total among these to help with your weaker areas, such as constructing arguments, designing a thesis statement, and improving tense or grammar.

Booth, Wayne C., Gregory G. Colomb, and Joseph M. Williams. [*The Craft of Research*](http://books.google.com.sg/books?id=Y31pUtkwb2oC&pg=PR4&lpg=PR4&dq=Wayne+C.+Booth,+Gregory+G.+Colomb,+Joseph+M.+Williams&source=bl&ots=-r5Nx7pl59&sig=uSLes7lpi1jsCY-rPccgOkGNxFk&hl=en&sa=X&ei=GRjzU6X5G5ajugS-hIG4Bg&ved=0CGIQ6AEwCA#v=onepage&q=Wayne%20C.%20Booth%2C%20Gregory%20G.%20Colomb%2C%20Joseph%20M.%20Williams&f=false). 3rd ed. Chicago: Univ. of Chicago, 2008. 329 pp. (free 2nd ed. pdf [here](http://www.google.com.sg/url?sa=t&rct=j&q=&esrc=s&source=web&cd=6&ved=0CEoQFjAF&url=http%3A%2F%2Fis.cuni.cz%2Fstudium%2Fpredmety%2Findex.php%3Fdo%3Ddownload%26did%3D53831%26kod%3DJMM003&ei=GRjzU6X5G5ajugS-hIG4Bg&usg=AFQjCNFUrHhwaNIt985xKfDWVO_pzbU19w&sig2=qMAuOUXiTby2GV52pVxCDw))

Griffith, Rick. “Dissertation Guidelines for Students.” Paper for the DMin Studies Program. Singapore: Singapore Bible College, 2016. 12 pp.

———. [*SBC Writing Standards*](http://biblestudydownloads.com/Course_Notes/Course_Notes.html)*.* Singapore: Singapore Bible College, 2016.   
62 pp. (free pdf [here](http://biblestudydownloads.org/resource/course-notes/))

Rosenwasser, David and Jill Stephen.[*Writing Analytically*](http://www.amazon.com/Writing-Analytically-David-Rosenwasser/dp/1285436504/ref=dp_ob_title_bk)*.* 7th ed. Boston: Wadsworth, 2014. 384 pp. US$81.47 at Amazon (112 pp. shorter than 6th ed.)

Sng, Bee Bee. “Handbook of Academic Writing Skills.” 22 pp. (Word file to be emailed to each student).

Turabian, Kate L.[*A Manual for Writers of Research Papers, Theses, and Dissertations*](http://www.amazon.com/Manual-Writers-Research-Dissertations-Edition/dp/0226816389)*.* 8th ed. eds. Wayne C. Booth *et al.* Chicago: Univ. of Chicago, 2013. 464 pp.

Vyhmeister, Nancy J. and Terry Dwain Robertson*.* [*Quality Research Papers for Students of Religion and Theology.*](http://www.amazon.com/Quality-Research-Papers-Students-Religion/dp/0310514029)3rd ed. Grand Rapids, MI: Zondervan, 2014. 290 pp. 200.72 V996 2014 (only 2 pages longer than 2nd ed.)

***Recommended Reading (read at least one book but no more than 1578 pages total)***

Badke, William B. [*Research Strategies*](http://books.google.com.sg/books/about/Research_Strategies.html?id=JrIH2TlkcZcC&redir_esc=y)*: Finding Your Way Through the Information Fog*. 2nd ed. New York: Universe, Inc., 2004. 176 pp.

Cook, Claire Kehrwald. [*Line by Line*](http://books.google.com.sg/books/about/Line_by_Line.html?id=w8nH2APfNGMC&redir_esc=y)*: How to Edit Your Own Writing*. Boston: Houghton Mifflin Harcourt, 1985. 219 pp.

Creswell, John W. [*Research Design*](http://books.google.com.sg/books/about/Research_Design.html?id=bttwENORfhgC&redir_esc=y)*: Qualitative, Quantitative, and Mixed Methods Approaches*. 3rd ed. Thousand Oaks, CA: SAGE Publications, Inc., 2009. 260 pp.

Davis, Gordon B., Clyde A. Parker, and Detmar W. Straub. [*Writing the Doctoral Dissertation*](http://books.google.com.sg/books/about/Writing_the_Doctoral_Dissertation.html?id=Ym41uAAACAAJ&redir_esc=y). 3rd ed. Hauppauge, NY: Barron's Educational Series, 2012. 186 pp.

Gray, David E. [*Doing Research in the Real World*](http://www.amazon.com/Doing-Research-Real-World-David/dp/1847873375). 3rd ed. London: Sage, 2013. 729 pp.

Huck, Schuyler W., and William H. Cormier. [*Reading Statistics and Research*](http://www.isbns.net/isbn/9780132178631). 6th ed. New York: Allyn and Bacon, 2011. 592 pp.

Leedy, Paul D. [*Practical Research*](http://books.google.com.sg/books/about/Practical_Research.html?id=YWckygAACAAJ&redir_esc=y)*: Planning and Design*. 10th ed. Upper Saddle River, NJ: Pearson, 2012. 364 pp.

Mann, Thomas. [*The Oxford Guide to Library Research*](http://books.google.com.sg/books/about/The_Oxford_Guide_to_Library_Research.html?id=eAaFAPITy_QC&redir_esc=y)*.* New York: Oxford University Press, 1998. 316 pp.

McKenzie, Steven L., and Stephen R. Haynes, eds. [*To Each Its Own Meaning*](http://www.amazon.com/Each-Its-Meaning-Revised-Expanded/dp/0664257844)*, Revised and Expanded: An Introduction to Biblical Criticisms and Their Application*. Louisville, KY: Westminster John Knox Press, 1999. 318 pp.

Meyers, William R. [*Research in Ministry*](http://www.amazon.com/Research-Ministry-Primer-Program-Studies/dp/0913552631)*: A Primer for the Doctor of Ministry Program.* 3rd ed. Chicago: Chicago Theological Seminary, 2000. 89 pp.

Noebel, David A. [*The Battle for Truth*](http://books.google.com.sg/books/about/The_Battle_for_Truth.html?id=QBIDAAAACAAJ&redir_esc=y)*: Defending the Christian Worldview in the Marketplace of Ideas.* Eugene, OR: Harvest House, 2001. 384 pp.

Sire, James W. [*The Universe Next Door*](http://books.google.com.sg/books/about/The_Universe_Next_Door.html?id=obhdLJK8UjEC&redir_esc=y)*: A Basic Worldview Catalog*. 5th ed. Downers Grove, IL: IVP Academic, 2009. 293 pp.

Roberts, Carol M. [*The Dissertation Journey*](http://books.google.com.sg/books/about/The_Dissertation_Journey.html?id=opXPFAhV6AUC&redir_esc=y)*: a Practical and Comprehensive Guide to Planning, Writing, and Defending Your Dissertation*. 2nd ed. Thousand Oaks, CA: Corwin, 2010. 284 pp.

Ryken, Leland. [*How to Read the Bible as Literature*](http://books.google.com.sg/books/about/How_to_Read_the_Bible_as_Literature.html?id=gsDlrNufwhAC&redir_esc=y). Grand Rapids, MI: Zondervan, 1984. 208 pp.

Simon, Marilyn K., and Jim Goes. [*Dissertation and Scholarly Research*](http://books.google.com.sg/books/about/Dissertation_and_Scholarly_Research_Reci.html?id=_n9LkwEACAAJ&redir_esc=y)*: Recipes for Success: 2013 Edition*. N.p.: CreateSpace Independent Publishing Platform, 2012. 330 pp.

Thomas, Robert Murray, and Dale L. Brubaker. [*Theses and Dissertations*](http://www.amazon.com/Theses-Dissertations-Planning-Research-Writing/dp/0313360944)*: A Guide to Planning, Research, and Writing*. 2nd ed. Thousand Oaks, CA: Corwin, 2008. 339 pp.

Vogt, W. Paul. [*Quantitative Research Methods for Professionals*](http://books.google.com.sg/books/about/Quantitative_Research_Methods_for_Profes.html?id=NWIUAQAAMAAJ&redir_esc=y)*: In Education and Other Fields.* Boston: Pearson/Allyn & Bacon, 2007. 334 pp.

Wolcott, Harry F. [*Writing Up Qualitative Research*](http://books.google.com.sg/books/about/Writing_Up_Qualitative_Research.html?id=uK81O_7Bur4C&redir_esc=y). 3rd ed. Thousand Oaks, CA.: SAGE Publications, Inc., 2009. 191 pp.

## Grade Sheets

**Research Paper Grade Sheet**

Student Topic Box

The first four sections below cover the paper’s *content* (70% of the grade). The Form grade (the other 30%) is based on Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations,* 8th ed. (Chicago: Univ. of Chicago Press, 2013). Follow also the *SBC Writing Standards 2015* and the checklist on the next two pages.

1 2 3 4 5

Poor Minimal Average Good Excellent

***Introduction***

**Purpose** (the paper addresses what issue?)

**Scope** of the issue defined/narrowed down

**Procedure** for addressing the issue introduced

***Body***

**Wide research** (other views included, good sources)

**Individual work** (<20% quotes; careful citation)

**Key Bible texts** noted and addressed adequately

**Development** (proves points, not just lists verses)

**Interpretation** of passages accurate (exegesis)

***Conclusion***

**Solution** given to issue raised in introduction

**Main points** reviewed and/or restated

**Length** (1/2 to 1 page, no unnecessary info.)

***Miscellaneous***

(These can be addressed anywhere in the paper)

**Application** (shows why the topic is important)

**Depth** (leaves any questions unanswered?)

**Internet** not used for more than 20% of sources

***Form***

**Format** (Contents & title page, length, pages numbered)

**Spelling** and typographical errors, punctuation

**Grammar** (agreement of subject/verb and tenses)

**Footnotes** (*not* end notes; proper form; biblio. incl.)

**Arranged** **logically** (not a collection of thoughts)

**Sections** agree with Contents page; no orphan headings

***Summary***

Number of ticks per column \_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_

Multiplied by point values of the column **x 1 x 2 x 3 x 4 x 5**

Equals the total point value for each column \_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_

Net points \_\_\_\_\_\_ minus 3 points per day late (\_\_\_\_ points) equals % grade of %

**Comments**: 15th edition (21 Nov 2014)

**Research Paper Checklist**

1st ed. 24 April 95; 2d ed. 5 June 1996 3d ed. 21 June 1997

\* Asterisks show the most common mistakes SBC students make on research papers. Give special attention to these areas!

15th edition (8 May 2015)

**1. General Format**

1.1 The most complete and widely used format guide is Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations,* 8th ed. rev. by John Grossman and Alice Bennett (Chicago & London: Univ. of Chicago Press, 1937, 1955, 1967, 1973, 1987, 1996, 2007, 2013). 466 pp.

1.2 Areas not answered by Turabian are addressed in the *SBC Writing Standards* (2015 edition).

1.3 Other issues are found in *The Chicago Manual of Style,* 16th ed. (Chicago: Editorial Benei Noaj, 2010) and *The SBL Handbook of Style: For Ancient Near Eastern, Biblical, and Early Christian Studies,* ed. Patrick H. Alexander *et al.* (Peabody, MA: Hendrickson, 2013).

**2. Preliminaries**

2.1 The title page should follow the typical format in Turabian.

2.1.1 Only the title and the author should be in **bold** with the rest in regular text. Do *not* have all CAPS.

2.1.2 Please include your mail box number after your name.

2.1.3 The same size 12-point Times New Roman font should be used throughout the paper.

2.2 The margins should not change (e.g., should not be in outline form) but should be 2.5 cm on all sides.

2.3\* Include a Table of Contents.

2.3.1 The Contents page should include only the first page number of each section.

2.3.2 Subtitles within the Contents page should be indented.

2.3.3 Note this is called a “Table of Contents” and not a “Table of Content.”

2.3.4 “Table of Contents” should not be an entry on the Table of Contents.

2.4 Page numbers should be at the top right in the preliminaries (except no number on Title Page and Table of Contents) and at the bottom centre from the first page to the end.

**3. Body & Style**

3.1\* Provide an introduction that summarizes the problem(s) your paper aims to answer.

3.2\* Check your grammar for confusion of tense, plural, verb/noun, etc. (cf. section 9)

3.3 Use a spell checker if you have one on your computer to avoid careless spelling mistakes.

3.4 Double-space the paper throughout in prose form (not outline form).

3.5\* Write in the third person rather than the first person (“This author…” and not “I” or “we” or “us”).

3.6 Follow these guidelines for headings within the text:

3.6.1 Headings should match your Contents page. None of your levels should appear in all capitals.

3.6.2 Headings should not have periods (full stops or colons) after them.

3.6.3\* Headings should not be in outline form (no “I,” “II,” “A,” “1,” “a,” “-,” etc.).

3.6.4 Avoid widow headings (at the bottom of a page without the first sentence of a paragraph).

3.6.5 Don’t repeat a heading on the next page even if it covers the same section of the paper.

3.6.6 Each research paper should have at least 2-3 headings or divisions.

3.6.7 In short papers (6-8 pages) without chapters, make (1) main headings **bold** centred, (2) subheadings regular text centred, (3) ***bold italicised*** left column, (4) regular text left column, and (5) **bold**text that begins an indented paragraph. If only two levels are needed then (2) above may be skipped.

3.7\* Do not clutter your paper with unnecessary details that do not contribute to your purpose.

3.8\* Make every statement a full sentence within the text (the exception is headings).

3.9 Critically evaluate your sources; do not believe a heresy just because it’s in print!

3.10 Make sure your reasoning is solid and logical.

3.11\* Provide a conclusion which solves/summarizes the problem addressed in the introduction

**4. Abbreviations**

4.1\* Do not use abbreviations or contractions in the text or footnotes (except inside parentheses).

4.2 Cite from 1-3 verses inside parentheses in the text but 4 or more verses in the footnotes.

4.3\* Use proper biblical book abbreviations with a colon between chapter and verse.

4.4 Do not start sentences with an Arabic number. Write “First Kings 3:16…” (not “1 Kings 3:16…”).

4.5 Write out numbers under ten in the text (e.g., “three”); abbreviate those over ten (e.g., “45”).

4.6 “For example” (e.g.) and “that is to say” (i.e.) apprear only in parentheses. Each has two periods and a comma.

**5. Quotations**

5.1\* When quoting word-for-word, use quotation marks and footnote the source. Do not plagiarize!

5.2 Use proper quotation formats with single quotation marks within double ones.

5.3 Indent block quotes (no quote marks) with 10-point, single-space text of five or more lines (cf. Turabian, 349).

5.4\* Avoid citing long texts of Scriptures or other sources so the paper mostly reflects your own thinking.

5.5 Provide biblical support for your position rather than simply citing your opinion.

5.6 If your source quotes a more original source, then quote the original in this manner: R. N. Soulen, *Handbook,* 18 (cited by Rick Griffith, *New Testament Backgrounds,* 7th ed. [SBC, 1999], 165).

Research Paper Checklist (2 of 2)

**6. Punctuation**

6.1 Periods & commas go *before* quote marks and footnote numbers (e.g., “Marriage,” not “Marriage”,)

6.2 Periods & commas go *outside* parentheses (unless a complete sentence is within the parentheses). For example: “Jesus wept” (John 11:35). but never “Jesus wept.” (John 11:35)

6.3 A space should not precede a period, comma, final parenthesis, semicolon, apostrophe, or colon.

6.4 A space should not follow a beginning parenthesis or beginning quotation mark.

6.7 A space should always follow a comma and 1-2 spaces always follow a period.

**7. Footnotes**

7.1\* The first reference to a book includes (in this order) the author's *given* name first then family name, title (in *italics* but not in quotes), publication data in parentheses (place, colon, publisher, comma, then year), volume (if more than one), and page number (no “p.” or “pp.”). For example: Ralph Gower, *The New Manners and Customs of Bible Times* (Chicago: Moody, 1987), 233. In footnotes, use a period only *once* at the end of the citation. Indent the first line of each footnote entry.

7.2\* Cite later references to the same book but a different page number with only the author's family name (not given name) and new page number. For example: Gower, 166.

7.3 If the next citation has the same book and same page number, then type “Ibid.” (This is the Latin abbreviation for “in the same place.”) However, if a different page number is referred to, then “Ibid.” should be followed by a period and comma. For example: Ibid., 64.

7.4 If the next citation is by the same author but a different work, type “Idem” (Latin abbreviation for “by the same author”) and a comma before the new book. For example: Idem, *Marriage and Family,* 221.

7.5\* Encyclopedia, Bible dictionary, or other book entries with multiple authors under an editor should first cite the article’s author, then article title within quotes, book, editor, publication data in parentheses, volume, and page. For example: P. Trutza, “Marriage,” *The Zondervan Pictorial Encyclopedia of the Bible,* 5 vols., ed. Merrill C. Tenney (Grand Rapids: Zondervan, 1975, 1976), 4:92-102. (If needed, look up the author’s name after the Contents page by tracing the initials at the end of the article.)

7.6 Footnote numbers are raised with no parentheses and go *after* a quotation’s punctuation (e.g., period).

7.7 Always cite your footnote numbers in sequence rather than using a former number again.

7.8 Use only numbers as footnote references (don’t use letters or \*#@^%, etc.).

7.9 Cite translations in parentheses within the text rather than the footnotes—for example, “trust” (NIV).

7.10 Cite book, chapter, and paragraphs of primary (ancient) sources with Arabic numerals and full stops (e.g., “Josephus, *Jewish Antiquities* 18.1.3,” not “Josephus, *Jewish Antiquities,* Book XVIII, Chapter 1, Section 3”).

7.11 Page numbers may be added to primary sources in parentheses. For example: *War* 2.1 (Whiston, 44).

**8. Bibliography**

8.1 Alphabetize all sources by family name without numbering the sources.

8.2 Make entries single-spaced with the second line indented and with a double space between entries.

8.3 Do not cite an author’s title in a footnote or the bibliography (no “Dr.,” “Rev.” etc.).

8.4 Cite book references differently than in the footnotes by including the author's *family* name first (not given name), title (in *italics* but not in quotes), publication data *without* parentheses (place, colon, publisher, comma, then year), and volume (if more than one). For example: Gower, Ralph. *The New Manners and Customs of Bible Times.* Chicago: Moody, 1987. Use full stops (not commas) after each given name, title, and date; don’t use parentheses (but do use them in footnotes). Indent each line after the first line in an entry.

8.5\* Encyclopedia, Bible dictionary, or other book entries with multiple authors under an editor should first cite the article’s author, then article title within quotes, book, editor, publication data, volume, and page. For example: Trutza, P., “Marriage,” *The Zondervan Pictorial Encyclopedia of the Bible.* Ed. Merrill C. Tenney. 5 vols. Grand Rapids: Zondervan, 1975, 1976. 4:92-102. (You may need to find the author’s name after the Contents page by tracing the initials at the end of the article.)

8.6 Put the bibliography on a separate page rather than tagging it on the conclusion.

8.7 Consult as many sources as you have pages in your paper (e.g., 8 sources for an 8-page paper).

8.8\* Include the bibliography even if the professor has assigned the sources.

8.9 Primary sources should be listed under the ancient author’s name, followed by the translator’s name. For example: Josephus. *The Works of Josephus.* Translated by William Whiston…

8.10 Primary sources with several or unknown authors should be listed by editor and/or translator’s name. For example: Danby, Herbert, trans. *The Mishnah.* Oxford: University, 1933.

**9. Common Grammatical and Spelling Mistakes**

9.1 “Respond” (verb) is used for “response” (noun). “The respond” should be “The response.”

9.2\* Events in biblical times should be noted in the past tense; keep your tense consistent in the same paragraph.

9.3 Write “BC” dates *before* “BC” but “AD” dates *after* “AD” (“AD 70” and “70 BC” but never “70 AD” or “BC 70”).

9.4 Always capitalize the words “Christian,” “Bible,” “Christ,” “Word of God,” and “Scripture(s).”

9.5 The current trend is to *avoid* capitalization, especially in the adjectives “biblical,” “scriptural,” etc.

9.6 Avoid words in all CAPITALS in the text (except acronyms) and *avoid* all CAPS in titles. 15th edition (8 May 2015)

**PowerPoint Translation Grade Sheet**

Student Mailbox Date

Bible Book or Presentation Translated Language

1 2 3 4 5

Poor Minimal Average Good Excellent

***Translation***

**Overall content** translated accurately

**No English** on any slide (design new memory aids)

--For example, replace “A Judge Must Judge” or “ARC” with a mnemonic in your language

***Fonts***

**Notes page #** in Arial bold 24 point upper right screen

**Generic** fonts or popular language fonts (e.g, unicode)

**Sans-serif** fonts used that lack “feet” (e.g., Arial)

***Text***

Text **does not overlap** other text, image, or page edge

Text **shadow** not seen prior to animation appears

Text **did not need to be enlarged** (should fill the slide)

Text has **good contrast** with background

Text **fits text boxes** correctly with extra space on sides

Text box **colors match** surroundings w/o perimeter lines

***Images***

Images **do not overlap** text or edge of page

Embedded text in **English covered** with translation

***Miscellaneous***

**Format** of fonts & background colors same as English

**Animations** don’t need correction; in PPT, not Keynote

**Slide order** remains the same as the English version

**Done right the first time** (no email trail with me!)

**File name** *translated* with dash & number of slides at end

**Easy transfer** by CDor Memory Key or Email

**Sent as one PowerPoint file** (not separate ones or a pdf)

***Summary***

Number of ticks per column \_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_

Multiplied by point values of the column **x 1 x 2 x 3 x 4 x 5**

Equals the total point value for each column \_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_

Net points \_\_\_\_\_\_ minus 3 points per day late (\_\_\_\_ points) equals % grade of %

**Comments:** Revised 5 May 2014

**“The Bible…Basically” Script Translation Grade Sheet**

Student Mailbox Date

Presentation Translated Language

1 2 3 4 5

Poor Minimal Average Good Excellent

***Translation***

**Overall content** translated accurately

**No English** on any slide (design new memory aids)

--For example, replace “A Judge Must Judge” or “ARC” with a mnemonic in your language

***Fonts & Formatting***

**Slide Advance Hashes** retained

**Consistent Fonts** (e.g., Unicode or generic/popular)

**Format** of headings and margins same as English

**Widow headings** avoided

***Misc***

**Done right the first time** (no email trail with me!)

**File name** *translated* with dash & number of slides at end

**Easy transfer** by CDor Memory Key or Email

**Sent as one Word file** (not separate ones or a pdf)

***Summary***

Number of ticks per column \_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_

Multiplied by point values of the column **x 2 x 4 x 6 x 8 x 10**

Equals the total point value for each column \_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_

Net points \_\_\_\_\_\_ minus 3 points per day late (\_\_\_\_ points) equals % grade of %

**Comments:** Revised 5 May 2014

SINGAPORE BIBLE COLLEGE

COURSE EVALUATION

(for SBC students to have their students complete on the last day of class)

YOUR NAME (OPTIONAL):………………………………… CLASS SIZE: ………

SBC STUDENT TEACHER:…………………….…………… DATE:……….……….

Please summarize how you feel about each question and give this to your teacher.

KEY: SD = Strongly Disagree; D = Disagree; U = Uncertain; A = Agree; SA – Strongly Agree.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | SD | D | U | A | SA |
| The course objectives were clearly explained. |  |  |  |  |  |
| The course objectives were achieved. |  |  |  |  |  |
| The teacher was well prepared for each class. |  |  |  |  |  |
| The course material was effectively presented. |  |  |  |  |  |
| The teacher gave me some resources for further learning. |  |  |  |  |  |
| The teacher responded well to students’ questions. |  |  |  |  |  |
| The teacher encouraged students to think for themselves and to express their ideas. |  |  |  |  |  |
| The teacher was accessible to students outside classes. |  |  |  |  |  |
| TOTAL |  |  |  |  |  |

**COMMENTS:**

**1. In what ways did you find this course helpful for your personal spiritual growth?**

**2. In what ways did this course help you better serve Christ?**

**3. How can this course be improved for future students?**

**4. Further comments:**

17 Dec. 2014

**Teaching Report Grade Sheet**

Student Mailbox Date

Presentation Taught Language

For students teaching either the NT Survey or “The Bible…Basically” seminar, this page assesses mostly the *content* of your report (70% of the grade). The Format grade (the other 30%) addresses English grammar, clarity of writing and presentation, etc.

1 2 3 4 5

Poor Minimal Average Good Excellent

***Introduction***

**Class** (whom did you teach and in what language?)

**Scope** (what did you teach in each session?)

**Procedure** (how did you conduct the sessions?)

***Body***

**Specifics** given rather than general observations

**Challenges** faced in teaching addressed adequately

**Improvements** suggested in content

***Application***

**Action Points** given to improve next time teaching

**Personal** and transparent (self critical is good)

***Conclusion***

**Main points or lessons** reviewed and/or restated

**Length** (2-4 single-spaced pp., w/o unnecessary info.)

***Miscellaneous***

**Handouts** (student’s own material included)

**Creativity** (pictures of class, video clips, quizzes)

**Course Evaluations** included & responses totaled

***Form***

**Format** (typed, title page, length, pages numbered)

**Submitted** in printed form (not emailed to professor)

**Spelling** and typos fixed, punctuation good, 12 pt. font

**Grammar** (agreement of subject/verb and tenses)

**Footnotes** (not endnotes, if used; biblio. of resources)

**Arranged** **logically** (not a collection of thoughts)

***Summary***

Number of ticks per column \_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_

Multiplied by point values of the column **x 1 x 2 x 3 x 4 x 5**

Equals the total point value for each column \_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_

Net points \_\_\_\_\_\_ minus 3 points per day late (\_\_\_\_ points) for Teaching Report grade: %

**Comments:** Revised 3 July 2012

## Author’s Biographical Data

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**The Griffith Family**

**Kurt & Cara (30), Stephen & Katie (27), John (24), Susan & Dr. Rick**

**Background**

“Never say ‘never.’” Rick and Susan Griffith both learned this age-old tip the hard way.

Rick recalls sitting in his elementary school classes thinking, “If there’s one thing I’ll *never* become it’s a *teacher.* Imagine saying the same stuff over and over, year after year!”

Yet after trusting Christ in junior high and beginning to teach the Word of God, Rick’s attitude began to change. After his business degree at California State University, Hayward, and Master of Theology degree (Pastoral Ministries) and the Doctor of Philosophy degree (Bible Exposition) from Dallas Theological Seminary in Texas, Dr. Griffith soon found himself on the other end of the classroom—and loving it!

Susan, from Yucaipa, California, also learned not to say “never.” As she earned her Bachelor of Arts degree in piano at Biola University, several friends married and worked to put their husbands through three more years of seminary training. “I’ll *never* do that!” she exclaimed. Soon afterwards she invested three years (1981-1983) singing together with her future husband in the Crossroads, Campus Crusade's traveling music team in Asia. This nine member Philippines-based group shared Christ in the Philippines, China, Hong Kong, Korea, Japan, Macau, Thailand, Malaysia, Indonesia, and Singapore.

In December 1983 Susan’s “never” became a reality. She and Rick were married and like Jacob and Rachel of old, Susan also worked for her mate. During these seven seminary years Rick served as a pastor, corporate chaplain, and International Students church consultant. Susan taught women's Bible studies and often ministered by singing. Their primary church in Texas is Christ Chapel Bible Church in Fort Worth.

The Griffiths have three sons: Kurt is an IT guy in Seattle (30 yrs.) with his business analysis wife Cara, Stephen is a pilot (27 yrs.) with his counselor wife Katie in Boise, and John a graphic designer in the LA area (24 yrs.).

**Ministry**

However, since 1991 the Griffiths’ home has been Singapore where Rick serves as Doctor of Ministry Director with 30 other full-time faculty at Singapore Bible College. SBC has 460 full-time students from 26 countries and 25 denominations, as well as many professionals in the certificate-level Centre for Continuing Theological Education (CCTE). He teaches Old Testament Survey, New Testament Survey, New Testament Backgrounds, Eschatology (the study of future things), Evangelism, Pastoral Epistles, Psalms, Homiletics (preaching), Hebrew Exegesis, and four Old Testament exposition courses. For many years he also taught Pentateuch, Gospels, Eschatology (theology of the future), Ecclesiology (theology of the church), and Pneumatology (theology of the Holy Spirit). Now he teaches mostly Bible Exposition classes, including Homiletics, OT & NT Backgrounds, and OT & NT Survey. He has also written three Advanced Studies in the Old and New Testament courses at the Internet Biblical Seminary (www.internetseminary.org).

Dr. Griffith loves the variety and strategic nature of his teaching. He invests his life into Anglicans from Sri Lanka, Lutherans from Singapore, Presbyterians from Korea, Conservative Baptists from the Philippines, and missionaries from Campus Crusade, OMF, and Operation Mobilisation—sometimes all in one class! One class had 17 of the 20 students training for ministry outside of Singapore. Nearly all SBC graduates enter pastoral or missionary ministries due to Asia’s shortage of trained leaders.

Ministry opportunities abound. Rick and Susan have conducted premarital counseling for students and their home has an open door to students and guests traveling through Singapore. They have sung in evangelistic thrusts and in 1992 also participated in founding International Community School, an expatriate Christian primary and secondary school in Singapore now with 480 students. The Griffiths are missionaries with WorldVenture and Rick serves as the Singapore field leader.

Dr. Griffith also enjoys several other partnerships. He also serves as Asia Translation Coordinator for "The Bible... Basically International" seminars; web author & editor, Internet Biblical Seminary; and itinerate professor for 58 trips throughout Asia in places such as Lanka Bible College (Sri Lanka), Myanmar Evangelical Graduate School of Theology, Union Bible Training Center (Mongolia), Jordan Evangelical Theological Seminary, and Biblical Education by Extension training in three restricted access countries.

In 2006 Dr. Rick began Crossroads International Church, Singapore. Here “Pastor Rick” serves as pastor-teacher and elder. The church worships at the Metropolitan YMCA at 60 Stevens Road. See cicfamily.com.

In 2009 Dr. Rick began [BibleStudyDownloads.org](http://biblestudydownloads.com/Site/Homepage.html) to offer his courses for free download. It has 8000 pages of course notes in Word and pdf, 600+ PowerPoint presentations in English, and hundreds of translations of these by his students into 44 languages. Current languages include Ao, Arabic, Bangla, Bisaya, Burmese, Chin, Chiru, Chinese, Dutch, English, French, German, Gujarati, Hindi, Ilonggo, Indonesian, Japanese, Kachin, Karen, Khmer, Kiswahili, Korean, Lotha, Malay, Malayalam, Mao, Mizo, Mongolian, Nepali, Nias, Paite, Portuguese, Rongmei, Russian, Sinhala, Spanish, Sumi, Tagalog, Tamil, Tangkhul, Tenyidie, Thai, Vaiphei, and Vietnamese.

**Field**

SBC is strategically located in Singapore at the “ministry hub” of Southeast Asia. A small island of only 14 by 26 miles, Singapore is a city-nation located on the tip of the Malayan Peninsula in Southeast Asia. The population of this multi-cultural society is 75 percent Chinese, 15 percent Malay and 8 percent Indian. Other groups include Filipinos, Thais, Japanese, Americans, and Europeans. This beautiful island nation, with dynamic growth in churches and missionary force, has been called the “Antioch of Asia.” The Singaporean cross-cultural missionary force is increasingly contributing to God’s work in overseas ministries.

**Passion**

Rick’s passion is for God’s leaders to preach and live the Word of God as God’s servants:

* Teaching obedience to Christ’s teaching is key to our commission to make disciples (Matt. 28:20)
* The priority of the apostles was teaching and prayer (Acts 6:1-16)
* Paul’s legacy to Timothy focused on exposition: “Preach the Word” (2 Tim. 4:2-3)

However, recent trends include the following:

* Church people are biblically illiterate—Amos lamented that his day of prosperity had a “famine for hearing the words of the Lord” (Amos 8:11)
* Pastors are doing too many things so they have too little time to feed the flock
* Preachers give empty and simplistic sermons
* Attempting to be “relevant,” pastors preach what people want to hear—not what they need

# Introduction Chapter

## Identify the research question

### Introductory Activity

#### In your ministry, what and how would you like your members to learn?

#### Based on your ministry experience, what problems do your members have that show a lack of understanding and a need for certain forms of learning?

#### Frame this into a research question

#### Explain the significance of the…

### Elements of the Dissertation

#### Introduction Proposal

##### Research Item

##### Research Problem

##### Research Questions

##### Scope

#### Review

##### Methodology

##### Pilot Study—e.g., interview ten pastors to see if the method for the study will be feasible to study further for the dissertation

### Research Topic and Question

#### Identify issues that you are concerned about

#### Ask questions about people and problems

#### Ask questions about causes of problems or people’s behaviour

##### For example, leadership development of pastors in India could take any number of approaches:

###### Historical: How has leadership development changed over the years?

###### Compare denominations

###### Effectiveness of different programs

##### The topic that one chooses depends on the researcher’s purpose.

##### This topic must come not from the supervisor’s interest but from the researcher’s passions.

##### Researchers ask three types of questions:

###### Conceptual: What should we think?

###### Practical: What should we do?

###### Applied: What must we understand before we know what to do?

## Describe the research background that leads to the research question

### How to decide on a research topic

#### Issue: Factors to be considered

#### Relevance: Does it really matter whether the research takes place?

#### Feasibility: Can it be done?

#### Coverage: Are the right things included?

#### Accuracy: Will the research produce true and honest findings?

#### Objectivity: What chance is there that the research will provide a fair and balanced picture?

#### Ethics: What about the rights and feelings of those affected by the research?

### Stages in Your Research

#### Stage 1: Exploring belief systems

#### Stage 2: Initiating the literature review  process

#### Stage 3: Selecting a topic

#### Stage 4: Exploring the literature: Identifying themes

#### Stage 5: Formulating a focus: Selecting/deselecting themes

#### Stage 6: Analyzing/interpreting/integrating literature

#### Stage 7: Closing the literature search: Reaching saturation

#### Stage 8: Writing the review of literature

#### Stage 9: Evaluating the process and product (cf. Frels & Onwuegbuzie, 2010).

## Explain the significance of the research topic

## Define the scope of research

### Breadth: Quantitative approach

#### This approach is required in Singapore at the PhD level, as each topic must be approved by the MOE.

#### Dr. Sng felt this inadequate, so she earned her EdD in the British system.

#### Too often people lie in such surveys either through denial (“There isn’t really a problem”) or deception (“I’m committing adultery but I want to be a missionary”).

### Depth: Qualitative approach

#### This involves doing interviews, but interpreting them is difficult.

#### Dr. Sng has interviewed 100 leaders in China over a three-year period, but this takes a long time.

#### The move in PhD studies now is to move from quantitative to qualitative surveys.

### Often both breadth and depth is best.

#### Take surveys and then choose from among the respondents those that relate to your topic.

#### We can also do it the other way around by conducting interviews first.

#### Triangulation: Comparing two or more different sources of data (even if all are qualitative)

#### Snowballing: This refers to initially surveying a small sample but then these people refer the researcher to other people in the same situation.

# Literature Review Chapter

## Critical reading:

### Evaluating sources of readings

#### Developing a Research Strategy Handbook, pp. 564-67

##### Tap into your own knowledge

##### Set goals for sources

###### Library and Internet sources

###### Primary and Secondary sources

###### Scholarly sources

#### Reading should start broadly and then move to a more narrow focus on local and specific issues. Too often students stay at the broad stage and get bogged down because there exists too much to cover and learn (e.g., it is impossible to cover all of the literature on divorce, church planting, leadership development, etc.).

#### Secular sources must be read also.

#### The number of resources should include both quantity and types.

##### Books provide comprehensive information.

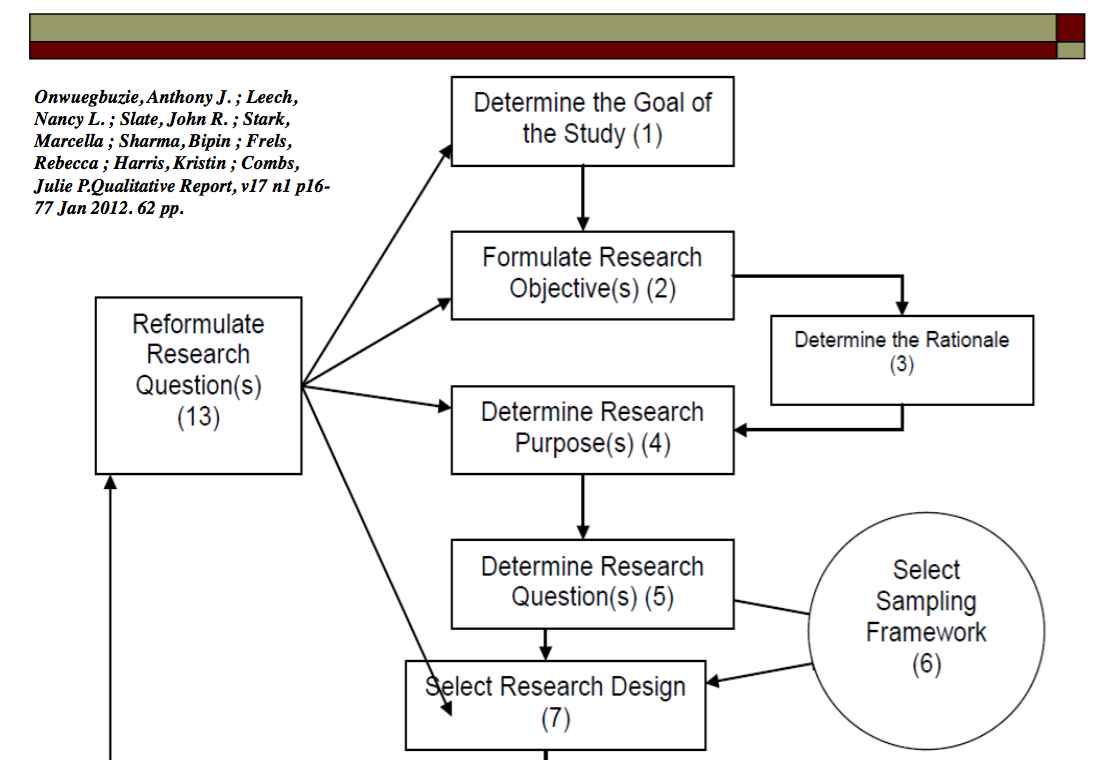
##### Journals give more current information than books.

##### Websites can be helpful but must be evaluated for credibility

###### For example, the National Council of Churches website will be credible as it is a public organization.

###### Never use Wikipedia as a source.

### Thinking and reading critically



### Citing and integrating sources

**Church Growth**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Themes** | **Information Paraphrase** | **Critical Comments** | **References** | **Synthesis & Relation to Research Aim** |
| **Definition of Church Growth** | 3-4 definitions | Compare and contrast |  |  |
| **Important Aspects** |  |  |  |  |
| **Strong Leadership** |  |  |  |  |
| **Spiritual Formation** |  |  |  |  |

###### This enables the researcher to critically evaluate books rather than just write simple book reports that show no real insight into the books read.

###### It also enables the chapter to follow themes that are systematic

###### Once the chart is complete in all five columns, then the bulk of the work is done and the writing becomes easier.

## Interpreting and Making Inferences of Reading (not addressed in class)

### Analyzing arguments

### Testing claims

### Weighing evidence

### Discovering assumptions

# Methodology Chapter

## Ethics (D. E. Gray, *Doing Research in the Real World)*

### Definitions

#### Research Ethics – moral principles guiding research; science of morality

#### Conducting research in a responsible and morally defensible way

#### Ethics – guides moral choices, behaviour and relationships of people

### Ethical Codes of Practice: Research methods must abide by four guidelines

#### Voluntary: The voluntary consent of the participants is absolutely essential.

#### Beneficial: The study should be such as to yield fruitful results for the good of society.

#### The study should be so designed and based on the knowledge of the problem and the results should justify the way the study is carried out.

#### Safe: The study should be conducted so as to avoid all unnecessary physical and mental suffering and injury.

#### Safe: Proper preparations should be made and adequate facilities provided to protect the participants against any possibilities of injury, disability or death.

#### Can Be Stopped: During the course of the study, the participants or researcher should be at liberty to stop the experiment should any harm occur.

### The Focus of Ethics

#### Research involving vulnerable groups, for example, children and young people, those with learning disabilities or special needs or people in an unequal or dependent relationship.

#### Research involving sensitive topics, for example, sexual or illegal activities, or people’s experience of abuse or violence.

#### Research where subjects can only be accessed via a gatekeeper (e.g. authorities which protect the people), e.g. certain ethnic or cultural groups.

#### Research involving an element of deception such as covert observation used without the participants’ full or informed consent.

#### Research involving access to confidential records or information

#### Research that leads to stress, anxiety or humiliation amongst target groups

#### Research involving intrusive strategies that people would not normally meet in their everyday lives – example, the administration of drug or getting people to do something physically strenuous.

### Ethical Principles

#### Avoid harm to participants .

#### Ensure informed consent of participants.

#### Respect the privacy of participants.

#### Avoid the use of deception.

### Ensuring Informed Consent

#### The aims of the research

#### Who will be undertaking it

#### Who is being asked to participate

#### What kind of information is being sought

#### How much of the participants’ time is required

#### The participation in the study is voluntary

#### That responding to all questions is voluntary

#### Who will have access to the data once it is collected

#### How anonymity of the participants will be preserved

#### Who should it be returned to and by when

## Introduction to Research Methodology in the Nature of Theories and their Relationship with Practice (PPT 05; D. E. Gray, *Doing Research in the Real World*)

### Epistemology

#### Ontology: relates to “being” as opposed to “knowing” in epistemology

#### Types of Epistemological Study

##### Objectivism

###### Reality exists independently of consciousness, i.e. there is an objective reality out there but one may not be aware of it.

###### Research is about discovering this objective truth.

##### Postivism

Reality consists of what is available to the senses – what can be seen, touched, smelt etc.

Inquiry should be based upon scientific observation, therefore, on empirical inquiry.

The natural and human sciences share common logic and methodological principles (i.e., dealing with facts and not with values).

##### Constructivism

Constructivism rejects Positivism

Truths and meaning do not exist in external world, but are created by people’s interaction with the world.

Meaning is constructed, not discovered.

People construct their own meanings in different ways, even in relation to the same phenomenon.

##### Subjectivism

###### In contrast to constructivism, subjectivism says that meaning does not emerge from interplay between the subject and outside world

###### Subjects do construct meaning, but do so from within collective unconsciousness, from dreams, religious beliefs etc.

###### Postmodernism can be said to be linked to subjectivism

### Theoretical Perspectives

#### Positivism

#### Interpretivism

#### Feminism

#### Postmodernism

## Qualitative Research

### Focus Group Discussion

#### This involves a small group gathered to discuss a pertinent topic and guided by the interviewer without specific direction.

#### The advantage of this is that people will be more honest. For example, church members will hesitate to complain to the pastor who is asking them about the church.

#### Make sure you video record this so you can later transcribe it and know who was speaking. It also shows facial expressions. This must be destroyed later, though.

### Interviews

#### Face-to-face is the best method. Do not conduct email or Facebook interviews.

#### Include the following:

##### Date of interview

##### Place of interview

##### Duration (about one hour is best)

##### Interviewer

##### Identifier number for interviewee

##### Gender of interviewee

##### Age of interviewee

##### Job role of interviewee

##### Qualification of interviewee

##### Professional training of interviewee

#### Categories or Types of Interviews (Interview Approaches )

##### Structured interviews

##### Semi-structured interviews

##### Non-directive interviews

##### Focused interviews

##### Informal conversational interviews

#### Language Used

##### Interview in the mother tongue of the participants.

##### Later transcribe the interview into English.

#### Advantages of Interviews

##### You can find out *deeper issues* on your topic.

##### You can ask for *clarification*.

##### People *enjoy* talking about their experiences.

##### You can *gather data* about people’s knowledge, values, preferences and attitudes

##### You can *identify variables* and their relationships.

#### Interviews are Better than Surveys when…

##### There is a need to attain very personalized data.

##### Opportunities for probing are required.

##### Respondents are not fluent in the native language of the country, or they have problems with the written language.

#### Surveys are Better than Interviews when…

##### Large numbers of respondents are needed.

##### Better reliability of data is desired.

### Data Commentary (PPT 07)

#### I was meeting with Note.

#### I also corrected WNT papers.

### Observation (PPT 08)

#### Definition: This research method uses all five senses.

#### Types of Observation

##### Overt: The participants know the researcher’s goal.

##### Covert: The participants do not know the researcher’s goal.

#### Critique of Observation as a Method

##### Advantages

###### Gets beyond people’s opinions and self-interpretations of their own attitudes and behaviour which can occur in interviews and surveys

###### Unobtrusive – observes people’s behaviour in real-life situations

##### Disadvantages

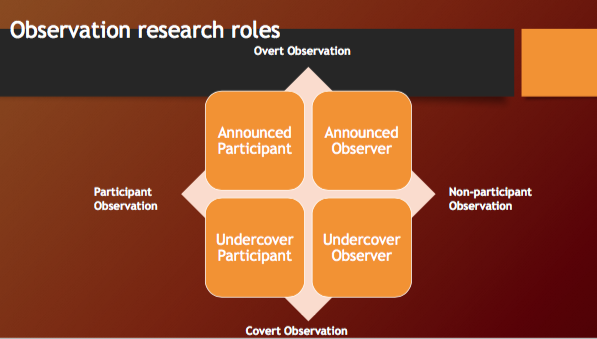
###### Interpretation of what is observed may be influenced by the mindset of the researcher.

###### We often see what we want to see and disregard other phenomena that may be important

###### The presence of the researcher can also influence the behaviour of others, for example, in a classroom, the presence of the researcher may influence the behaviour of the students

###### Data gathered from observation are rich in evidence, but extracting themes and concepts from the data can be challenging

##### Observation Research Roles



##### Disclosure



### Subjects Noted in R&W Syllabus

#### Conducting the research method/s

#### Collecting data

#### Planning the research process

#### Writing a plan and schedule for the research

#### Predicting data

#### Planning the questions for the research instrument:

##### Surveys

##### Interviews

##### Observation

#### Content and Discourse Analysis of Documents

## Case Studies

### Definition: An empirical inquiry that:

#### Investigates a contemporary  phenomenon within its real-life  context, especially when…

#### The boundaries between  phenomenon and context are not clearly evident. (Yin, 2003b, p. 13)

### Advantages of the Case Study Approach

#### Research that is specific in focus

#### Can be used for a wide variety of issues

#### Very useful in increasing understanding, project design and implementation, policy analysis and exploring various social issues

#### Can be used as both qualitative and quantitative method

### Why should we use case studies in research?

#### To *describe situations* and attribute casual relationships

#### To enable the researcher to research issues where there are *many variables* involved

#### To uncover a relationship between a phenomenon and the context in which it occurs

#### To explore subjects and issues where relationships may be *ambiguous* or uncertain

### When should we use case studies?

#### The “how” or “why” questions about a set of events are beyond the researcher’s control

#### It is unobtrusive.

#### It focuses on gathering up-to-date information.

### Variables

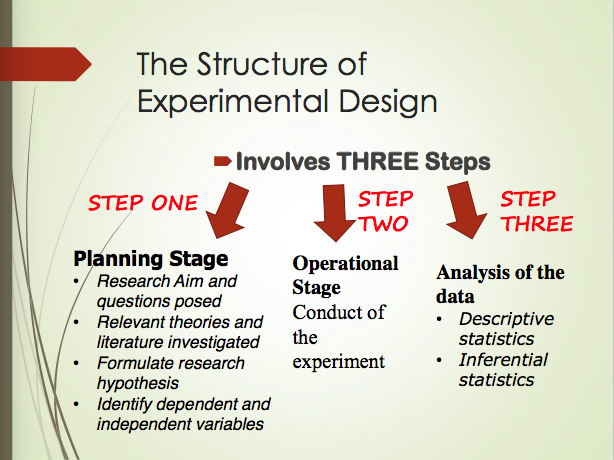
#### Dependent: Issues that the researcher can control (e.g., theology of the trainer, curriculum, etc.)

#### Independent: Issues that the researcher cannot control (e.g., the weather, air-conditioning, sickness, etc.)

## Quantitative Research

### Gathers statistics in a positivistic manner (such as from surveys) and tends to use a deductive approach to test a hypothesis.

### Aims to produce results that are objective, valid, and replicable



### Nature of Statistics

#### Statistics are concerned with the collection, organization, and interpretation of data according to well-defined procedures.

#### Sizes relate either to the entire population or a sample of it.

#### Descriptive statistics methods summarize, organize, and simplify data.

#### Inferential statistics consist of techniques that allow us to study samples and then make generalizations about the population from which they were selected

### Types of Statistics

#### Descriptive: What is happening? Which methods are being used?

#### Normative: What is happening compared to what should happen? Standards could be: legal requirements; professional standards or programme objectives

#### Correlative: What is the relationship and strength of the relationship between variable X and Y?

#### Impact: What impact does a change in X have on Y? Unlike correlation studies, impact questions do try to establish a causal relationship between the variables.

### What types of statistics would you use for each of the research question below?

#### How common is drug use among university students? What is the frequency of social media use among large congregations?

#### How serious is drug abuse among university students? How well managed are mega churches?

#### What is the relationship between gender; academic performance and university drug use? Is there an association between personality type and seniority in churches?

#### Has a drug awareness programme had any effect on the level of drug use among university students?  Do increased computer literacy skills among church staff have any effect on their work efficiency?

### Descriptive Statistics: Frequency Distribution (see pdf)

#### Central Tendency

##### Mode: Most frequently occurring score(s)

##### Mean: Add up all the scores and divide by the number of scores = average

##### Median: A point that divides a set of scores into two equal halves. There are same numbers of scores above and below it.

#### Standard Deviation

##### This is the most commonly used and the most important measure of variability.

##### It uses the mean of the distribution as a reference point

##### It measures variability by considering the difference between each score and the mean

#### Normal Distribution

### Hypothesis Testing (see pdf)

### Correlation (see pdf)

### Experimental and Quasi-Experimental Designs (see pdf)

## Primary and Secondary Research

## Selecting the appropriate research method based on the research question

## Evaluating strengths and weaknesses of research methods

# Writing and Presenting Data

## Predicting the data

## Discussing the significance of the data

## Comparing the data with information in the Literature Review section

## Writing the Conclusions

### Drawing conclusions from the data

### Constructing logical and reasonable conclusions

### Elements: What to Include in the Conclusion

#### Justification of objectives

#### Review of scope or method

#### Review of significant findings

#### Explanation of significance  and reasons for findings

#### Limitations of study

#### Implications of study

#### Recommendations for future studies

### Elements in the Conclusion: A typical conclusion has two sets of elements:

#### First set: inward looking elements that deal with the objectives and results of the present study;

#### Second set: outward looking in that they assess the findings in the context of other studies in the field.

## Writing the Research Report in Academic Situations

### Audience

### Purpose

### Structure and content

### Language

### Evaluating Support for an Argument

### Evaluating the Internal Consistency and Logical Consistency

## Revise the Research Paper

### Areas to Revise

#### Grammatical Sentences

#### Appropriate Language

#### Exact Language

### Strategies for Revising the Research Paper

### Format of the Research Paper

### Group Consultation

### Consultation with tutor about writing Discussion and Conclusion Chapter

# The SBC Dissertation Process

## How the Dissertation Fits Into the Overall DMin

### Modules (3.5 years)

#### Three Basic Areas

##### Leadership

##### Preaching

##### Counseling

#### The module design is for students to take a variety of courses to help them see that their dissertation could be in a variety of areas (any of the three areas above, plus more).

### Dissertation (1.5 years)

#### The time period of your dissertation writing is shown on Attendance Excel file called DMin Eng Module Attendance-16-RG.xls

#### Students should look ahead and plan for their sabbatical during the year of dissertation writing.

### Student Handbook

#### PLEASE READ IT!

#### Provides overview of policies to facilitate dissertation writing

#### Shows in general how the dissertation fits into the DMin studies

## Candidacy Requirements

### Topic Approval Form approved by DMin Director

#### This is optional in 2015.

#### Beginning in 2016 it will be required.

#### Edition 9 should be editable (future)

#### Hypothesis

### Proposal Approved by Supervisor

### Proposal Approved by DMin Director

### Strengths & Weaknesses Assessment completed

### Evaluation of modules completed

## Applied Research Project

### The Dallas Theological Seminary DMin Studies has a helpful file called the Applied Research Project DTS Explanation.pdf.

### The dissertation itself is actually the fruit of a prior Applied Research Project.[[1]](#footnote-1)

#### *Applied*—the project takes place in and relates to a real Christian ministry context

#### *Research*—within the context of the specific topic the student will demonstrate how to minister better as a result of professional, doctoral-level investigation according to recognized standards of inquiry

#### *Project*—a research undertaking that conducts and/or evaluates Christian ministry

#### *Dissertation*—a written document that describes the applied research project from its biblical-theological and theoretical roots to its results for effective Christian ministry and implications for further study

### Select which of the four dissertation types below you wish to use. Its four dissertation types are also found in section 2.3 in the DMin Dissertation Guidelines for Students.doc file.

## Four Types of Dissertations: The dissertation research must fall into one of four models.[[2]](#footnote-2) Examples of them can be found in the dissertations already written at SBC (cf. section 2.3 in the DMin Dissertation Guidelines for Students.doc file; also see examples in the SBC library):

### Descriptive Survey of a Ministry Situation: Choose a *generic problem* shared by many churches or organizations (e.g., leadership, counseling), then research this issue and evaluate the data towards a solution, providing a specific strategy to improve it. See Chua Siew Tiang, “Pastoral Leadership Succession [in] Small and Medium Sized Baptist Churches in Singapore,” SBC DMin diss., 2013; Siew Woh, "Investigating the Soul Care Interventions of Pastors in the Klang Valley in Malaysia,” SBC DMin diss., 2015.

### Program Development and Evaluation: Design a strategy to develop a new ministry, implement it, and evaluate the results. See Richard A. Guion, “A Developmental Approach to Youth Evangelism and Training in the Context of Martial Arts Training,” SBC DMin diss., 2013; Yap Beng Shin, “A Big Picture Bible Study Method for Training Leaders in the Developing World,” SBC DMin diss., 2015; Alby Yip, "Pastoral Preparedness: Training Theological Students to Become Emotionally Healthy Pastors,” SBC DMin diss., 2015.

### Program Evaluation and Response: Research an existing program and how it can be improved. See Kim Taek Ho, “Revisioning the Church Structure [in] the Korean Presbyterian Centre in Singapore (KPCS),” SBC DMin diss., 2011; Chandra Koewoso, “Preaching for Life Change to a Postmodern Audience,” SBC DMin diss., 2015.

### Case Study of Ongoing Ministry: Describe a *specific problem* faced by a certain ministry (e.g., decline of members in a particular church), then poll this group and evaluate the data towards a solution, providing a specific strategy to overcome it. See Swee Thiang Hoe, “Reaching the Heartlanders [in] Mature HDB Estates with a Strategy of Close Proximity, Convenience and Incarnational Ministry,” SBC DMin diss., 2010; Arneil Mamburam, "How to Maximize Senior Staff of CCC Ages 45-65 for Effective Ministry" SBC DMin diss., 2015.

## Supervisor and Reader

### See section 3 in the DMin Dissertation Guidelines for Students.doc file.

### Note that the supervisor must be approved to begin candidacy while the reader need not be in place until the draft is submitted.

## Steps in Writing

### The Dissertation Flowchart

#### The file DMin Dissertation Process-19-RG.ppt gives a visual overview of the entire dissertation process.

#### Note that two forms exist—one for May graduation and the other for November graduation as the deadlines differ.

### Topic Approval Form

#### See section 2.1 in the DMin Dissertation Guidelines for Students.doc file.

#### The TAF should be completed prior to the proposal, though we did not follow this requirement in the May 2015 module.

#### The five books and five articles listed in the TAF need not be read in their entirety yet. The point here is to find articles that will help begin your research.

### Dissertation Proposal

#### See section 4.3 in the DMin Dissertation Guidelines for Students.doc file.

#### The proposal comprises sections 1, 2, 3, and 5 below while the R&W Research Paper later adds to it sections 4 and 6.

##### Introduction: Background; Research Aim; Research Questions and Scope

##### Literature Review

##### Research Methodology

##### Pilot Study - Description of Data and Analysis of Data; Conclusions from this Analysis

##### Bibliography

##### Appendix: Your questionnaire that you used for your survey or interview; transcripts of your interviews

#### Grammar & Format Checking (cf. section 6.1.1 in the DMin Dissertation Guidelines for Students.doc file)

### Dissertation Chapters (cf. section 4.4 in the DMin Dissertation Guidelines for Students.doc file)

#### Introduction: Background, Research Aim, Research Questions and Scope

#### Chapter 1: Literature Review

#### Chapter 2: Biblical Basis

#### Chapter 3: Procedure and Design (Research Methodology)

#### Chapter 4: Results and Findings

#### Conclusion

#### Front & Back Matter

### Grammar & Format Checking comes into the picture again, as it did at the proposal stage (cf. section 6.1.1 in the DMin Dissertation Guidelines for Students.doc file)

#### The format checker assures that the format is correct prior to the digital copy being sent to the grammar checker.

#### The grammar checker then assures that the English style is correct prior to the printed copy being sent to the reader.

### The Oral Defence (cf. section 7 in the DMin Dissertation Guidelines for Students.doc file)

## Format Guidelines

### Dissertation Guidelines

#### Kate Turabian, *A Manual for Writers*, 8th edition (2013), is the standard in all matters pertaining to abbreviations, numbering, spelling, punctuation, quotations, numbers, charts, graphs, tables, the layout of the text, typing, duplicating and the use of computerized word processing.

#### Rick Griffith, *SBC Writing Standards*: Where Turabian allows flexibility according to the particular school, students must adhere to the *SBC Writing Standards* as the SBC supplementary guide to Turabian.

#### The DMin Dissertation Guidelines for Students.doc file provides specific instructions for SBC dissertations.

### Naming Files Digitally (cf. WS 3.10)

#### Although some professors require students to print out their papers, the default in the DMin courses is to submit digital files. In these cases, please email the file to the professor instead of using dropbox.com, Moodle, etc. unless otherwise instructed.

#### Most professors also receive numerous papers so a file name reading simply “Research Paper.docx” is too ambiguous. Instead, name your digital file with this format: student name-short paper name-edition-initials of the person making the latest changes.docx. For example, a dissertation proposal that reads “Clara\_Wong-Church\_Growth\_Proposal-1-CW.docx” means that Clara Wong is submitting her first edition of her dissertation proposal with the longer title “Paradigms of Church Growth in Singapore: A Case Study.”

### Word Tracking Feature

#### After Dr. Rick Griffith makes changes to it, he will use the Word format tracker (Review > Track Changes ON) and return an edited file to Clara with the different name ending as “Clara\_Wong-Church\_Growth\_Proposal-2-RG.docx.”

#### The point of this procedure is so Clara can see the changes the professor made in the right-hand column, as well as comments and questions that the student needs to address. Using this system keeps track of changes made in each edition of the document. It also helps all see from the file name itself whose paper it is, what it is about, when it was edited, who edited it, etc. Students who keep these various editions in a digital folder will see that they naturally fall into chronological order to assure they are editing the latest edition.

### Dissertation Titles

#### Make your title descriptive and concise.

##### Eliminate redundant words.

##### Shorten phrases.

##### The title should give the general focus and the subtitle the specific application to your ministry context.

#### Word the title in such a way that you indicate one of the four types of dissertations (“A case study…” “Evaluating…” “Developing a Program…” etc.).

### Lists of Expectations

#### Research Paper Grade Sheet (page 7 in these notes)

#### Research Paper Checklist (pages 8-9 in these notes)

#### SBC Writing Standards (separate document of 60 pages)

#### Turabian 8th edition (464 pages)

# Course Debrief

## Positive

### It is good for new students to begin with this course.

### Dr. Bee Bee shared relevant information.

### Formatting is now clearer than in the past.

### It is good to have two professors with different styles in research and writing.

### Teaching methods are good in terms of the individualized approach.

### The PPT and Word documents examples are helpful.

### Submitting a proposal on Monday is helpful.

### Good to have audit students join the credit students.

## What to Improve

### Outline formatting is not that relevant to the course.

### Run a one-day orientation for incoming students prior to their first course on the Friday preceding the module.

### Extend the library hours to at least 7 PM during the module.

### Use the conference room instead of 1-206.

1. Adapted from *The Doctor of Ministry Program Student Handbook 2010-2011* (Dallas, TX: Dallas Theological Seminary, 2010), 13. [↑](#footnote-ref-1)
2. Idem, 15. [↑](#footnote-ref-2)