SYLLABUS
FOR

COURSE NUMBER AND NAME: BI 5300-01 Introduction to Graduate Biblical Studies

CATALOGUE DESCRIPTION: Systematic examination of major bibliographical and reference sources in the area of religious literature needed for effective research and writing. Includes instruction in basic biblical and theological research methods and the writing of graduate level research papers. Must be completed within the first 12 hours of the program.

PREREQUISITES: University Standards.

NUMBER HOURS CREDIT: 3

Randall C. Bailey

Course Faculty

Department Chair, V. P. Black College of Biblical Studies

Dean, V. P. Black College of Biblical Studies

Disability Services

Project Key, a service for students with disabilities at Faulkner University main campus, serves as the central contact point for all students with disabilities, including: Harris College of
I. PURPOSE: The purposes of this course are: (1) to lead the student into a deeper understanding of the nature and craft of research; (2) to explore the process by which a research proposal is developed, particularly in the graduate religious field; (3) to facilitate the student in writing better research papers and/or MA thesis; (4) to introduce the student to appropriate writing style in research. Specifically, based on the premise that all research methodology follows the principles of the scientific method, the course will guide the student through the various research procedures leading to a fully documented research paper.

II. COURSE OBJECTIVES: Upon completion of this course the student will:

A. Demonstrate a conceptual understanding of research and a knowledge of accepted writing style.

B. Be aware of the various sources available to the student in both print and electronic formats.

C. Be proficient in library research methods.

D. Satisfactorily complete a research proposal

III. COURSE PREMISE, PHILOSOPHY AND METHODOLOGY:

This course reaches its didactic goals through the cooperative efforts of the professor and the student. The course premise is that students learn this material best by written assignments, class discussion, and research that integrate every aspect of the student's learning process. The course philosophy is that students who participate to the best of their ability in all of these areas will have greater success that those who do not. The course methodology involves written assignments designed to afford the student every
opportunity to demonstrate competence in the basic understanding planning research and design. The professor's responsibility is to provide a proper learning environment for the student to succeed (i.e., pass) in this particular area of study. The student's responsibilities include, but are not limited to, the successful completion of all assignments, which prepare that student for class participation and his/her class contributions to the material covered in the various sessions. Each student should also take personal initiative to go beyond these assignments seeking other available data that will, when added to the assignments, give the class a breadth and depth not otherwise available.

IV. CONTENT OUTLINE:

A. *May 17: Lecture 01*: What is Research? The Tools of Research

B. *May 24: Lecture 02*: "The Problem"; "Review of the Literature"; "Planning Your Research"; Writing the Proposal

C. *May 31-6:28*: Review of Textbook and some or all of the following Exercises.
   1. Checklist: Interviewing an Expert Researcher, 40-41; chap. 2
   2. Checklist; Evaluating the Research Problem, 50; chap. 3
   3. Identifying the Supbroblems, 52; chap. 3
   4. Stating the Hypotheses and/or Research questions, 54; chap. 3
   5. Delineation the Research, 55; chap. 3
   6. Defining the Terms, 55-56; chap. 3
   7. Stating the Assumptions, 56-56; chap. 3
   8. Explaining the Importance of the Study, 57; chap. 3
   9. Stating the Organization of the Study, 57; chap. 3
   10. Practical Application: Revision Nos. 3-10 Above Producing the 1st Sections of Your Proposal, 60-61; chap. 3.
   11. Reappraise & Fine Tune Your Research Problem, 62; chap. 3
   12. Practical Application: Conducting a Literature Search, 71-72; chap. 4
13. Practical Application: Beginning Your Review of the Literature, 76-77; chap. 4

14. Practical Application: Writing the Section on the Related Literature, 79-81; chap. 4

15. Checklist: Determining Whether a Proposed Research Project is Realistic and Practical, 107-110; chap. 5


17. Checklist: Revising and Strengthening Your Proposal, 127-128.; chap. 6


D. July 5 & 12: No class; students work on refining their proposal.

E. July 19 & 26: Preparing Final Drafts of Research Proposal

V. RESOURCES:

A. Required Textbook:


B. Supplementary/Suggested Texts/Resources


VI. COURSE REQUIREMENTS AND EVALUATION: Research Proposal

A. ** Formal Assessment:** will consist of a completed research proposal. The requirements for this proposal are stated in the rubrics chart in Appendix 1. This paper must demonstrate the student’s ability in the following areas: (a) conception, research design, i.e., locating, evaluation, testing, interpretation, and reporting of data; (b) the use of the library and internet in research. This paper must: (1) be 2000+ words and proper grammar; (2) consistently follow appropriate style manual; (3) contain proper statements of the problem, subproblems, hypotheses, limitations, assumptions, definition of terms, methodology, and review of the literature and/or importance of the study; (4) submitted in electronic format (for the purpose of checkin the word, either via email or disk—either Word Perfect or MS Word format); (5) due no later than August 1 (students are encouraged to turn in this paper earlier if possible); (6) late work will not be accepted and will receive an F.

B. **Informal Assessment:** Regular class attendance in accordance with the University’s 25% rule applies. Miss more than 25% of the class and the student receives and “F.

VII. COURSE GRADING: the graded research proposal will proved 100% of the student's grade

VIII. COURSE CALENDAR:

A. 6:00-9:00 PM, 5/17-7/26, HP 130
B. Practice Assignments as soon as possible for my reading
C. Draft research proposal due July 19
D. Final draft research proposal is due July 26

IX. INSTRUCTOR CONTACT INFORMATION:

A. May 1, 2012
B. Instructor: Randall C. Bailey, Ph.D.
C. Office: HP 239
D. Phone: 334-386-7663
E. Fax: 334-386-7203
F. Email: rbailey@faulkner.edu
G. Web Page: http://ww2.faulkner.edu/admin/websites/site.cfm?ProfID=rbailey
H. Office Hours: MW 10-12; TR 10-12; F 8-10; by appointment
X. ACADEMIC POLICIES:

A. Attendance. See detailed attendance policy under “COURSE REQUIREMENTS AND EVALUATION” above.

B. Academic Honesty. Cheating on an examination, plagiarism on a writing assignment or any other possible action involving academic dishonesty will result in the awarding of a zero for the assignment in question. A second incident will result in a failing grade for the course.

C. Electronic Devices:

1. The use of electronic devices such as cell phones, computers, PDAs, MP3 players, WiFi, etc., are strictly prohibited during assessments (exams, quizzes, etc.). (Laptop computers may be used during instructional time for note taking purposes only)

2. The use of cell phones during the established instructional time for a class is prohibited. (Cell phones must be turned off or at least set to silent operation during established instructional time.

3. The use of instant messaging or other textual messaging tools during the established instructional time for a class is prohibited.

4. The use of the camera or imaging function on any device is strictly prohibited due to privacy and safety issues. (Violation will result in confiscation and disciplinary action.)

5. Non-compliance with the above policies will result in at least the confiscation of the device until the end of the class period. (Any and all consequences pertaining to classroom behavior listed in the Faulkner University Student Handbook may also be applied.)

D. Classroom Behavior, Dress, etc. Regulations in the Student Handbook should be considered the minimum standards for conduct in this classroom.

E. Honor Code: As members of the Faulkner Community, we commit ourselves to acts honestly and responsibility, above all with honor and integrity in all areas of academic and campus life.

XI. FACULTY AND ADMINISTRATION CONTACT LINK:

http://www.faulkner.edu/studentlife/documents/FacultyandAdministration.pdf
Appendix 1: Rubrics Grading Table for Research Proposal

Instructions: use the following rubrics table as your guide. The research paper must be completely typed, formatted properly, double spaced, 2000+ words, consistently follows an appropriate style manual, adequately states the problem, the subproblems, hypotheses, the limitations, the assumptions, the definition of terms, the research methodology, and a general review of the literature which articulates the importance of the study.

Criteria: What to Include

<table>
<thead>
<tr>
<th>Column 1</th>
<th>Column 2</th>
<th>Quality: Rating of Work</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2000+Words; Style/Grammar</strong></td>
<td>Within range cited and no mistakes 10 Pts</td>
<td>Not within the range cited and/or 1-3 grammatical mistakes 5 Pts</td>
</tr>
<tr>
<td>Consistently Follows appropriate Style Manual</td>
<td>No mistakes 10 Pts</td>
<td>1-3 mistakes 5 Pts</td>
</tr>
<tr>
<td>Statement of Problem</td>
<td>Problem statement is clear and informative 10 Pts</td>
<td>Problem statement contains 1 area that needs refinement 5 Pts</td>
</tr>
<tr>
<td>Statement of Subproblems</td>
<td>Subproblem statements are clear and informative 10 Pts</td>
<td>Subproblem statements contain 1 area that needs refinement 5 Pts</td>
</tr>
<tr>
<td>Statement of Hypotheses</td>
<td>Hypotheses related to subproblems; make proper suppositions about the results 10 Pts</td>
<td>1 of Hypotheses fails to relate properly to the to subproblems; or does not make proper suppositions about the results 5 Pts</td>
</tr>
<tr>
<td>Statement of the Limitations</td>
<td>Limitations properly limit the research context of the study 10 Pts</td>
<td>1 of the limitations fails to limit the study in specific areas 5 Pts</td>
</tr>
<tr>
<td>Statement of Assumptions</td>
<td>Limitations upon which the study is based are clearly delineated 10 Pts</td>
<td>1 of the assumptions upon which the study is based is not clearly delineated 5 Pts</td>
</tr>
<tr>
<td>Definition of Terms</td>
<td>Definition of appropriate terms are clearly articulated 10 Pts</td>
<td>1 or more of the definition of terms are not clearly articulated 5 Pts</td>
</tr>
<tr>
<td>Methodology: Statement of the Data and the Treatment of the Data in Relation to each Subproblem</td>
<td>The methodology clearly links the data and its treatment to each subproblem</td>
<td>10 Pts</td>
</tr>
<tr>
<td>General Review of the Literature detailing the Importance of the Study</td>
<td>The review of the literature adequately demonstrates the significance of the study</td>
<td>10 Pts</td>
</tr>
</tbody>
</table>

**Total Points:**

**Grade:**

*Teacher Comments:*