

Associated Canadian Theological Schools of Trinity Western University RES 500 A (Research Strategies)

William. B. Badke, ACTS Librarian
Fall 2016
1 credit hour

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Class Dates: Wednesdays
Class time: 1:00 – 2:00

I. Course Description

This course provides an opportunity for students to develop graduate level information research skills through study of, and practice with, research design, acquisition of resources within a technological environment, resource evaluation, and preparation of resources for the writing of research projects.

II. Objectives

By the end of this course, each student should:

- A. show an understanding of the complex current world of information resources;
- B. demonstrate the ability to formulate a strategy for research;
- C. show skill in identifying a research problem, acquiring a variety of informational resources to address that problem, evaluating those resources, and putting them to effective use;
- D. demonstrate an appreciation for planned research from topic to completed project.

III. Course Textbook

William B. Badke. *Research Strategies: Finding your Way through the Information Fog*, 5th ed. Bloomington, IN: iUniverse.com, 2014 (Available in print and e-book formats – see <http://williambadke.com/textbook.htm> or obtain the print version from the TWU Bookstore)

PowerPoint slides from the class are available at <http://williambadke.com/RES500Slides.ppt>

For tutorials on plagiarism, see the Academic Integrity section in the Supplement below.

IV. Course Assignments

To get into our databases through our web page for several of your assignments - <http://www.twu.ca/twu-library/> - you will need the user name and password from your TWU email account (=TWUPass). Read the registrar's information sheet, which you will have received by e-mail. Further information is located at <http://www.twu.ca/divisions/information-technology/helpdesk/faqs/default.html>. As you begin the course, be sure your e-mail account is activated, and then test your access to our databases, by trying to log into one of them, for example:

<https://ezproxy.student.twu.ca/login?url=http://search.ebscohost.com/login.asp?profile=web&defaultdb=aph>. It is extremely important that you ensure that your database login works. Contact Professor Badke by e-mail if you have a problem with logging in.

In this course, there will be an assignment due by the beginning of each class except the first and last classes. Each of these assignments will be worth 8% of the course work. Your final paper will be worth 15% and the book review will be worth 5%. ALL ASSIGNMENTS MUST BE COMPLETED IN ORDER TO PASS THE COURSE.

NOTE: I will be grading by the letter grade system rather than by numeric score. Your marks will be based both on the completeness of each assignment and upon evidence shown of good analytical thinking. Normally a B+ will indicate competent completion, A- or A will indicate excellent completion, and anything less than B+ will indicate that a significant problem was observed.

A. Assignments Due at Class Time

INSTRUCTIONS:

1. Stay with the same topic throughout.
2. If you do not have an assignment ready at class time, or if you are not present during the class, you will still need to complete the assignment, but you may have your grade reduced.
3. All assignments, including the final paper and book review, are to be submitted by e-mail. Hard copy is not accepted. Prof. Badke's e-mail address is badke@twu.ca.
4. **There is an assignment template for each class assignment below at:** <http://williambadke.com/RES500ATemplates.htm>. Simply select the assignment you need, then copy and paste the template information into your word processor.

The assignments are as follows:

FOR BEGINNING OF CLASS 2: (Read *Research Strategies*, Preface and Chapter One. Indicate in your assignment that this reading has been done.)

1. **Assignment Template:** <http://williambadke.com/RES500ATemplates.htm>

View the presentation, "What is Scholarship?" - <https://prezi.com/sq7xqbxurr9p/what-is-scholarship/>, and answer the following questions arising out of the presentation:

- a. Explain what is meant by the statement, "Authority depends on context."
- b. Why is it important to understand the process by which information was created?
- c. What are four "dimensions of value" given to information?
- d. In considering Research as Inquiry, what is true research and what is not?
- e. What is meant by "Scholarship is a Conversation?"
- f. In what ways is searching "Strategic?"

FOR BEGINNING OF CLASS 3: (Read *Research Strategies*, Chapter Two and Appendix One, A.1.1 and A.1.2. Indicate in your assignment that this reading has been done.)

Assignment Template: <http://williambadke.com/RES500ATemplates.htm#Three>

1. State a topic for which you are doing a substantial research essay in another course you are taking this semester (or if you are not doing a paper, choose a topic of interest to you).
2. Read enough information from your topic both from a relevant Wikipedia article and from one specialized academic reference source (not a general encyclopedia like Britannica) to get a working knowledge of it.

Some tips for finding reference sources:

- Use guides through the following link to find electronic reference books. Note that most of them require a login (the user name and password from your TWU e-mail account): <http://libguides.twu.ca/>. Choose a subject area, open the guide, and then choose the Books/E-Books tab on your chosen guide.
- If you'd like a list of specialized religious reference books in our collection, search in the catalog on a title keyword combination like **theology dictionary** or **counseling dictionary** (choosing a discipline in which your topic will be found).
- There is a list of our electronic reference sources at <http://williambadke.com/ReferenceEBooksTWULibrary.pdf>.

What similarities / differences did you notice between the Wikipedia article and the article in a more established dictionary or encyclopedia?

3. Summarize in about half a page what you've learned from your reference sources (your working knowledge), *listing the reference sources you used*. This is to be a summary, not an explanation of how you plan to address an issue. Don't state your own views, just summarize the knowledge base on the topic.

4. List 4-5 possible research questions, in question form, related to the topic that might be suitable for an essay on the topic. These questions should deal with one aspect of the topic, as narrowly as possible. They should not be easy to answer, nor should they be intended to describe what is already known. Try to make them as problem-based as possible.

Rubric for an answer achieving full marks:

- ❖ Both reference sources highly relevant to the topic
- ❖ Good working knowledge that includes reference to possible issues or problems that could be addressed
- ❖ All questions are excellent, demanding analysis

FOR BEGINNING OF CLASS 4: (Read *Research Strategies*, Chapter 6. Indicate in your assignment that this reading has been done.)

Assignment Template: <http://williambadke.com/RES500ATemplates.htm#Four>

1. Go to the site: <http://www.vts.intute.ac.uk/detective/index.html>, the home of the tutorial entitled, The Internet Detective. Do the tutorial, reading all the material and doing all the quizzes. Indicate on your assignment that you have done the above reading, and have completed The Internet Detective. **This website is no longer available. You do not need to complete this portion of the site.**

2. State the research question you have chosen for the topic you are doing. After the question, separated from it by a space, provide a few sentences of explanation regarding what your goal - what do you want to accomplish with this project? Remember that your project must be analytical, not just descriptive. **Make sure you have only one research question and that it is expressed in one sentence.**

3. Prepare a preliminary outline of your proposed essay (3 or 4 points is fine).

4. To increase your working knowledge of your topic, do a search on the Internet, using the search engine *Google*. [**Do NOT use Google Scholar at this stage.**] Try to get as focused on your topic as you can by using more than one search term. Draw your search terms out of your research question as much as possible. If you want help narrowing your Google search, try using the "advanced search" (only visible on your results page; click on the "wheel" to the right.)

Indicate **what term(s) you used in your search** (e.g. “Bill Gates”, Kingdom Luke), and **3 sites relevant to your research question** (URLs, authors and titles of sites; along with a few lines summarizing the content of each). You should list sites that are of *high quality* and are actually *useful* for your narrow research question. For each site you choose, explain why you think it will be helpful and why you think the site is reliable.

Rubric for an answer achieving full marks:

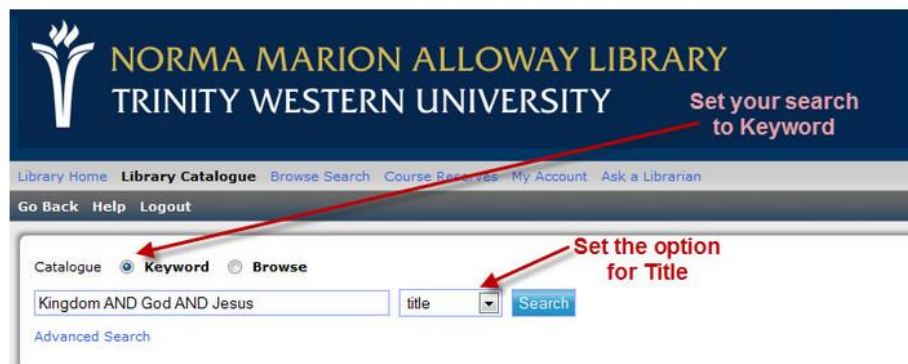
- ❖ Question is very well formulated and should make a real contribution to subject.
- ❖ Outline shows signs of being an excellent guide for research on the question
- ❖ Creative and insightful use of terminology to get best Google search results
- ❖ Excellent (scholarly) sites that make a real contribution to the topic are identified.

FOR BEGINNING OF CLASS 5: (Read *Research Strategies*, pp. Chapter 3 and 5.2. Indicate in your assignment that this reading has been done.)

Assignment Template: <http://williambadke.com/RES500ATemplates.htm#Five>

NOTE: For this assignment, the catalogue is available at <http://www.twu.ca/twu-library/> (Catalogue link at top of screen). Be sure you do use **keyword title** only in your searches, not any other kind of search. You will find that keyword title will search, not just the title words of books, but chapter titles as well, if a table of contents exists in the catalogue record.

1. State your research question. Indicate if you have modified it.
2. Do a **keyword title** search for books on the TWU catalogue:
 - a. Choose important words related to your topic (take these as much as possible directly out of your research question), and do searches by these words either individually or in Boolean combinations. *Indicate the actual searches you tried (e.g. Luke and Kingdom; (Skinner or behaviorism) and Walden, etc.)* [You are advised to keep your searches simple, unless more complexity is demanded, and focus them as narrowly as possible on your research question, using only a few search combinations instead of many of them. Recognize, however, that most books will deal with a topic more broadly than your research question will.]



b. List 12-15 books, **relevant** to your topic, **in proper Turabian or APA format**, which you identified through the keyword search. **Put them in alphabetical order by author.** Keep narrowly focused on your research question's goal.

Some tips for getting proper Turabian or APA format:

There are two Turabian formats – a short form (often called “reference list” and a longer form (called “notes” or “bibliography” format). ACTS uses the longer form, not the short form.

Our library catalog does not automatically generate citations in proper format. The best choice is to do your searches in our catalog, then go to <http://www.worldcat.org/> to generate Turabian or APA citations, using this guide to help you: <http://williambadke.com/CitationsWorldcat.htm>

Alternatively, you can use the same process in WorldCat to export citations to EndNote Basic/Web. There is a tutorial for this at <http://libguides.twu.ca/EndNote/Downloads/Books>.

3. Do a short analysis of your searches, answering the following questions:

a. How well do the books you found correspond with your research question? That is, do these books appear to be fully relevant to your question? Which ones are less relevant, and why? Which ones will have a sections (or chapters) that are relevant, though the books look more broadly at the subject than your question does?

b. Which are your most useful keyword title combinations?

c. How well can our library book collection meet the need of helping to answer your research question?

The key for this assignment is to find books that as closely as possible provide information that will help you answer your research question. Relevance is very important. If you find that there are no books directly on your question, you will need to identify those books that contain at least a section or chapter dealing with material relevant to your question.

Rubric for an answer achieving full marks:

- ❖ Creative and insightful use of terminology to get best results
- ❖ Excellent results that make a real contribution to meeting the needs of the research question are identified.
- ❖ Is able to troubleshoot issues

FOR THE BEGINNING OF CLASS 6: (Read *Research Strategies*, Chapter 4. Indicate in your assignment that this reading has been done. Make sure you understand controlled vocabularies, which are not the same as keywords. **I will return the assignment if you have not grasped the “subject heading” concept.**)

Assignment Template: <http://williambadke.com/RES500ATemplates.htm#Six>

1. State your research question.

2. Take the results of your **keyword title** search from the previous assignment and identify a book or two that are highly relevant to your research question. Look them up in the library catalogue. From the full records for those titles, identify relevant **subject headings** and use those subject headings to search the catalogue. (See below for a pictorial description of the process: Look up a title from your keyword title list, open the catalog record and find the subject heading(s)).

Item Details

Add to List

Place Hold

Find more by this author

Find more on these topics

Nearby items on shelf

Item Information A Look Inside **Catalog Record**

The Kingdom of God in the teaching of Jesus

Chilton, Bruce D. (Bruce David)

Leader: am a0c a
key: 82489
Date/time stamp: 20090211140100.0
Fixed field data: 831003s1984 pau b 00100 eng
LCCN: 83020569
ISBN: 080061769X (pbk.)
Local system #: 82489
Local system #: 83020569
Local system #: (Sirsi) 82489
: 2|b3|c3|d3|e3
Cataloging source: UtOrBLW
LC Call Number: BS2417.K5 K56 1984
Dewey class number: 231/.72/.K5 1984 c1-2

Title: The Kingdom of God in the teaching of Jesus / edited with an introduction by Bruce Chilton.

Publication info: Philadelphia : Fortress Press ; London : SPCK, 1984. xi, 162 p. ; 22 cm.

Physical description: (Issues in religion and theology 5)

Series Title: Includes index.

General Note: Bibliography: p. 154.

Bibliography note: Jesus Christ--Teachings

Personal subject: Kingdom of God--Biblical teaching

Subject term: Eschatology--Biblical teaching

Subject term: Chilton, Bruce D. (Bruce David)

Click on
"Catalog
Record" to
get this
larger
entry

Relevant
subject
headings.
Click one the
one you want

Alternatively use the Library of Congress subject heading index at <http://id.loc.gov/authorities/subjects.html> (note that this is not a library catalogue to find books but an index to identify subject headings).

List all relevant subject headings that you identified.

2. List 12-15 books, **relevant** to your topic, which you identified through your subject heading search, **in proper Turabian or APA format**. Make sure the list is in **alphabetical order by author**. Keep as narrowly focused on your research question's goal as possible. If you found fewer than 12 books for this part of this assignment, or if you struggled with locating the right materials, comment on why you think the difficulty occurred. Here, you need to identify any problems you see in your results – If I identify them instead of you, it could lower your grade.

The key for this assignment, once again, is to find books that as closely as possible provide information that will help you answer your research question. Relevance is very important. You may find that some books are the same as those found in the previous (keyword) search. That is all right. If you find that there are no books directly on your question, you need to identify those books that contain at least a section or chapter dealing with material relevant to your question.

Rubric for an answer achieving full marks:

- ❖ Creative and insightful use of headings to get best results
- ❖ High quality results that make a real contribution to meeting the needs of the reference question are identified
- ❖ Good troubleshooting of issues

FOR BEGINNING OF CLASS 7: (Read *Research Strategies*, Chapter 5.2 to 5.9. Indicate in your assignment that this reading has been done.)

Assignment Template: <http://williambadke.com/RES500ATemplates.htm#Seven>

1. State your research question. Indicate if you have modified it from last week's version.
2. Do an article search using **two** of the journal databases accessed through the TWU library homepage. **Be sure the databases are relevant to your topic, and indicate what databases you used** (full titles of databases, not just "EBSCO" or "ProQuest"). You **MUST** use subject headings as well as keywords if subject headings are available in your databases and relevant to your searches. **Do not use ERIC at this point.**

A Tip: Start with the library home page → Articles, then choose a subject area. The column on the left is headed "Start with these Databases." The databases are listed in order of importance, so in most cases you should begin with the first one listed (ATLA Religion Database for

religious/ministry topics, PsycINFO for counselling, Business Source Complete for leadership).

If you wish to do well on this assignment, it is strongly recommended that you facet (do in stages) your searches if possible:

Option a. – Start with a keyword search and identify “Narrow by subject” or similar options (works best in EBSCO databases where these options are on the left). Click on a relevant subject link.

Option b. - Start with a keyword search and open full records of relevant article citations to discover subject headings. Click on the subject heading links that are most relevant.

Option c. – If you have a topic involving a Scripture passage, use the Scriptures link, if available, in the relevant database (ATLA, New Testament Abstracts, Old Testament Abstracts).

3. **Indicate what subject terms or keywords you used in your searches.** These will tell me if you used lateral thinking or if you formulated your search too broadly. Keep your searches simple, relevant and few (no more than 3 or 4 search word combinations). Use this kind of format:

Initial search term(s)_____

Narrowed by subject(s)_____

4. List 10 articles from each database that are relevant to your topic - author, article title, title of journal, volume number, date, page numbers. **You will be graded on relevance.** Some of the articles in each list may be the same or they may be different. **Be sure your list is in alphabetical order by author.**

5. Check the availability of each article. Is it available in full text right within the database you are searching? If not, is it available in our library (in another database or another format)? If so, indicate the database or format in which it will be found.

It is recommended that you download your records into EndNote to give yourself practice using this bibliographic manager. If you are not using EndNote, you can format any EBSCO database citations into Turabian or APA, using this page as a guide:
<http://williambadke.com/CreatingFormattedEBSCOCitations.htm>.

Note: Not all databases are relevant to every topic.

Rubric for an answer achieving full marks:

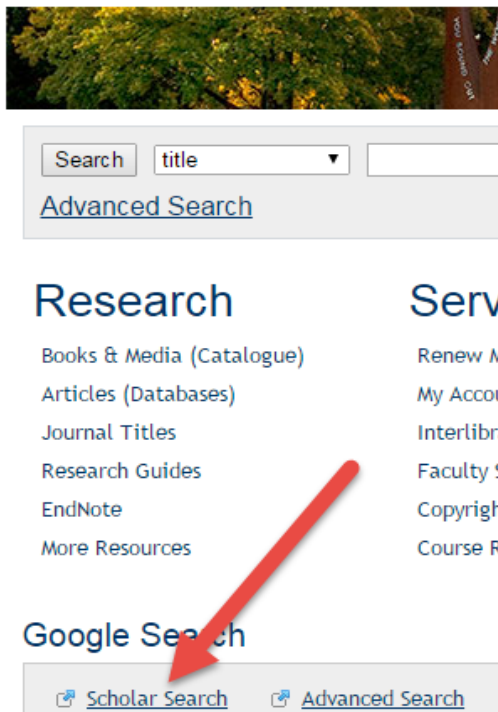
- ❖ Chooses the best two databases for the topic
- ❖ Creative use of terminology, including controlled vocabulary if available

- ❖ Articles are on target to help in addressing the research question.
- ❖ Indicates availability of all articles

FOR BEGINNING OF CLASS 8: (Read *Research Strategies*, Sections 6.3.2 and 7.3. Indicate in your assignment that this reading has been done.)

Assignment Template: <http://williambadke.com/RES500ATemplates.htm#Eight>

1. State your research question. Indicate if you have modified it from the question you submitted last week.
2. Do a search for scholarly journal articles or conference addresses (based on your research question) in **Google Scholar**. **It is very important that you go to Google Scholar through the library home page so that you can pick up our links to full text. You will find it on the lower left part of the home page. You will be required to log in.**




List 8 relevant articles, indicating what challenges you faced and which articles were actually available in full text in Google Scholar, either because we subscribe to the journal or because the article has been posted freely online. Be aware that Google Scholar includes books, websites, etc. Have a look at the textbook, p. 101-103. For this assignment you want only journal articles or conference addresses, **not books or doctoral dissertations.**

[Ravens, Lilies, and the Kingdom of God\(Matthew 6: 25-33/Luke 12: 22-31\) - Check TWU Library](#)
 RJ Dillon - *The Catholic Biblical quarterly*, 1991 - [cat.inist.fr](#)
 Ravens, Lilies, and the **Kingdom of God**(Matthew 6: 25-33/Luke 12: 22-31).
 RJ DILLON *The Catholic Biblical quarterly* 53:44, 605-627 ...
[Cited by 3](#) - [Related articles](#) - [Web Search](#) - [Import into RefWorks](#)


 TWU Library Link

There is a citation feature in Google Scholar to create formatted citations, though you may find that some of the results are incomplete:

[MALONEY, Elliott C.: Jesus' Urgent Message for Today: the Kingdom of God in Mark's Gospel.](#)
 J Konings - *Perspectiva Teológica*, 2014 - [faje.edu.br](#)
 Resumo Explicar aos simples o que se deseja que os eruditos entendam. Creio que o presente livro do Irmão Elliott Maloney faz isso. "Converteu-se" de seu doutorado sobre a linguagem do evangelho de Marcos para "a causa" de Jesus no evangelho, o Reino de ...
[All 2 versions](#) [Import into EndNote](#) [Save](#) [More](#)  **Click on "More"**

Then:

[MALONEY, Elliott C.: Jesus' Urgent Message for Today: the Kingdom of God in Mark's Gospel.](#)
 J Konings - *Perspectiva Teológica*, 2014 - [faje.edu.br](#)
 Resumo Explicar aos simples o que se deseja que os eruditos entendam. Creio que o presente livro do Irmão Elliott Maloney faz isso. "Converteu-se" de seu doutorado sobre a linguagem do evangelho de Marcos para "a causa" de Jesus no evangelho, o Reino de ...
[All 2 versions](#) [Import into EndNote](#) [Cite](#) [Save](#) [Fewer](#)
 **Click on "Cite"**

For Turabian, the format you want in Google Scholar is "Chicago."

3. Do a search for your topic on ERIC, **using the EBSCO version available through the "Articles" link on the library web page (under "Education")**. Stage your search, using Narrow by Subject links found to the left of the results after you have done an initial keyword search. Use the citation creation function in the EBSCO version of ERIC (<http://williambadke.com/CreatingFormattedEBSCOCitations.htm>) to cite ten ERIC documents, **not ERIC journals**, relevant to your topic. **Note**, however, that EBSCO-formatted citations for ERIC documents don't match the format demanded by Turabian or APA, so you will need to modify them to match the examples below.

Sample Format for ERIC Documents:

Turabian:

Robson, Barbara. *The Cubans: Their History and Culture*. Washington, D.C.: Center for Applied Linguistics, Refugee Service Center, 1996. ERIC, ED 398322.

APA:

Lee, C., Ng, M., & Jacobs, G. M. (1997). *Cooperative learning in the thinking classroom: Research and theoretical perspectives*. Retrieved from ERIC database. (ED408570).

If you find the EBSCO formatting differs, use the EBSCO formatting.

ERIC works best for social science topics and not at all well for religious studies, history, etc. *If your topic is not suitable for an ERIC search, choose a topic that you think will be suitable and do a search on that topic.*

Rubric for an answer achieving full marks:

- ❖ Google Scholar - Competent search terms and relevant results. Identifies availability of full text through Google Scholar and/or TWU library.
- ❖ ERIC - Identifies topic that is fully relevant for ERIC. Creative terminology, including controlled vocabulary if available. Documents are mostly on target to help in addressing the research question or stated topic.

FOR BEGINNING OF CLASS 9: (Read *Research Strategies*, Sections 6.8 and 8.2. Indicate in your assignment that this reading has been done.)

Assignment Template: <http://williambadke.com/RES500ATemplates.htm#Nine>

The following sites all relate to the Kingdom of God. Do the evaluations indicated:

1. <http://lifehopeandtruth.com/prophecy/kingdom-of-god/what-is-the-kingdom-of-god/>

For this site, I am less interested in the content than who is behind the content (a significant factor in evaluating what is being said). Find out about the author (note that names can be links), the organization behind him, and some of the organization's fundamental beliefs about the Trinity.

- a. Who is the author? What do you know about him?
- b. What is the name of the organization with which the author is associated?
- c. Is a problem with that organization's doctrine of the Trinity? If so, what is it?
- d. On the basis of the author's education (if you can discover what it is) and affiliation, would you recommend this web article to others? Why or why not?

2. http://www.kingwatch.co.nz/Kingdom_of_God.htm

I am interested here in the qualifications of the author (look for information about the author on the above site):

- a. What subject matter did he study for his master's degree?
- b. What are you told about the kind of theological education he received?
- c. To what extent would you call his work "scholarly?" Give a reason for your answer.

3. http://biblicalstudies.org.uk/article_kingdom.html

This article was written by a friend of mine who is quite brilliant. It has extensive endnotes.

- a. What does the author say about the suitability of the article for research purposes?
- b. If the content looks good, should a graduate student use it in a research paper even if its author doubts that it is suitable?
- c. Looking at the issue another way, is scholarship determined by the quality a reader sees in a work or by the recognition that the work would receive from other scholars?

Rubric for an answer achieving full marks:

- ❖ Identifies the crucial issues necessary for properly evaluating each site
- ❖ Provides fair, informed evaluation of each site.

FOR BEGINNING OF CLASS 10: (Read *Research Strategies*, Chapter 8. Indicate in your assignment that this reading has been done.)

Assignment Template: <http://williambadke.com/RES500ATemplates.htm#Ten>

This assignment involves reading and analyzing an article. Use the reading from the textbook as a guide to the kind of analysis needed. Choose **only one** of the following [If any of the links does not work, copy/paste the whole URL into a browser.]

- Bellinger, Charles K. "The Joker Is Satan, and So Are We: Girard and *The Dark Knight*." *Journal of Religion and Film* 13, no. 1 (April 2009). Available: <http://www.unomaha.edu/jrf/vol13.no1/JokerSatan.htm>
- Baardseth, T. P., Goldberg, S. B., Pace, B. T., Wislocki, A. P., Frost, N. D., Siddiqui, J. R., ... & Wampold, B. E. (2013). Cognitive-behavioral therapy versus other therapies: Redux. *Clinical Psychology Review*, 33(3), 395-405. Retrieved from <http://goo.gl/dqrwEX> [Note that this article is quite challenging and will likely be the best choice only for MAMFT students; it is typical of a counselling-related academic article, in this case a meta-analysis]. If the link does not work, copy/paste the whole URL into a browser.
- Badke, William. "Was Jesus a Disciple of John?" *Evangelical Quarterly* 60, no. 2 (July 1990): 195-204. Available: http://www.biblicalstudies.org.uk/pdf/eq/disciple_badke.pdf

1. Write a short abstract (summary) of the article (100 words or less). The abstract is not intended to evaluate the article but to explain what the article is saying.
2. State the thesis or research question. If there is none, point out that fact and then suggest what the thesis or question might have been.
3. State the major arguments made related to that thesis or question. Here you need to describe what the author is arguing and what evidence is being presented. Make this section fairly detailed.
4. Evaluate the article as follows:
 - a. Is the evidence well presented and sufficient? What causes you to believe it is or is not? Give examples.
 - b. Are there any arguments that seem illogical or any aspects that have been missed? Give examples.
 - c. Does the author stick to the topic well, with a clear sense of purpose? What causes you to believe he or she does or does not?
 - d. Who is the author? What credentials do you see for this author that would cause you to believe he or she is credible (or cause you to doubt this)? You may need to Google the author or check out the website further.
 - e. Are all sides presented fairly? What causes you to believe they are or are not?
5. Give your overall assessment of the value of the article, including your assessment of the article's scholarly quality.

Rubric for an answer achieving full marks:

- ❖ Found thesis/question or formulated one if not directly stated (one point)
- ❖ Identified all main arguments with clear insight
- ❖ Showed excellent depth and insight in evaluation
- ❖ Showed excellent insight into strengths / weaknesses of article.

FOR BEGINNING OF CLASS 11: (Read *Research Strategies*; Chapters 9 and 10.)

Assignment Template: <http://williambadke.com/RES500ATemplates.htm#Eleven>

Present a final research question, outline and bibliography (minimum of 25 items, including a minimum of 8 journal articles; if your topic works better with journals, you can have more

journal articles, up to the required 25 items). **The bibliography must be in proper Turabian Notes/Bibliography or APA format and in alphabetical order by author.**

Creating hanging citations: Highlight your bibliography → Right click → Paragraph → Special → Hanging → OK

Klassen, Zacharie. "The (Non)violent Reign of God: Rethinking Christocentrism in Light of the Ascension." *The Conrad Grebel Review* 33, no. 3 (September 2015): 296-315.

Rubric for an answer achieving full marks:

- ❖ Question is very well formulated and should make a real contribution to subject.
- ❖ Outline shows signs of being an excellent guide for research on the question
- ❖ Bibliography shows high level of relevance and citations show a quality that is representative of the best material on the topic
- ❖ Bibliographic style formatting is correct.

B. Final Paper (15%)

Present a copy of the final paper on the topic studied in your class assignments. ***Be sure it contains a good research question or thesis statement.*** You will be marked on your research question, outline, skill in making your case, and on the strength of your bibliography to support your case. Your bibliography would have a minimum of 25 items, including journal articles (8 items minimum). Less than that creates significant grade loss. Normally this will be a paper that you have also submitted in another ACTS course. **[Note: Regardless of the instructions of the professor in the other course, your paper must meet the criteria above.]**

If you have not actually written a paper in another course, turn in a 3 page summary of the paper you might have written on your topic, including a research question, an outline within which you provide your summary, and bibliography (minimum 25 items, with minimum 8 journal articles).

Rubric for a paper achieving a high grade:

- ❖ Research question shows special insight,
- ❖ Both good coverage and great organization
- ❖ Creative and high quality use of arguments

- ❖ Excellent, high quality, well focused bibliography
- ❖ Excellent format

For bibliographies done with EndNote, use the Turabian 8th Footnote version rather than the Turabian 8th Author-Date version. You may use APA 6th ed. for counseling papers.

If you are not using EndNote, you might want to try the eTurabian program (also includes APA) at <http://www.eturabian.com/turabian/index.html> or Citation Machine at <http://www.citationmachine.net/>.

Other formatting help may be found at <http://libguides.twu.ca/religiousstudies/WritingCiting> and <http://libguides.twu.ca/c.php?g=284731&p=1897471>

DUE ON THE LAST DAY OF CLASSES FOR THE SEMESTER.

C. Book Review (5%)

Do a one page review of the textbook. Indicate the value of the book to you. No marks will be deducted for negative reviews - I promise. DUE LAST DAY OF CLASSES.

Grading Scale

Letter Grade	Percentage	Grade Point
A+	97-100	4.30
A	93-96	4.00
A-	90-92	3.70
B+	87-89	3.30
B	83-86	3.00
B-	80-82	2.70
C+	77-79	2.30
C	73-76	2.00
C-	70-72	1.70
F	Below 70	0.00

Supplement: Important Academic Notes from ACTS

Web Support – Student Portal <https://www1.twu.ca/services>

All students at TWU have a TWUPass username and password. This is determined at the time of an online application or can be managed through the computing services help desk or the link on the student portal. Your student email account is also available through this student portal and is

vital for communication about grades, account statements, lost passwords, sign-up instructions, etc. If you do not know your account or password, there is a link at the login area called “I forgot my password.” When you click on that link, you will be walked through the process of retrieving your account information.

Campus Closure

In the event of deteriorating weather conditions or other emergency situations, every effort will be made to communicate information regarding the cancellation of classes to the following radio stations: CKNW (980 AM), CKWX (1130 AM), STAR FM (107.1 FM), PRAISE (106.5 FM) and KARI (550 AM). As well, an announcement will be placed on the University’s campus closure notification message box (604.513.2147) and on the front page of the University’s website (<http://www.twu.ca> – also see <http://www.twu.ca/campus/campus-notification.html> for more details).

An initial announcement regarding the status of the campus and cancellation of classes will be made at 6:00 a.m. and will cover all classes that begin before 1:00 p.m. A second announcement pertaining to classes that begin between 1:00 p.m. and 5:00 p.m. will be made at 11:00 a.m. A third announcement pertaining to classes that begin after 5:00 p.m. will be made at 3:00 p.m.

Paper Formatting

Students need to adhere to Turabian Notes (Bibliography) format except in counselling courses, for which APA format is used, and in CanIL courses.

Students are strongly encouraged to use EndNote Basic/Web (to create an account or log in, go to: <http://libguides.twu.ca/EndNote/>) as their bibliographical manager and as a tool for formatting bibliographies. It is free. The link to EndNote from the library home page provides detailed instructions. Students will need to be aware that it is necessary to “clean up” most bibliographies generated by this program. Students are encouraged to view the documents on the following websites for format samples:

http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html. In EndNote Basic/Web the available formatting styles are those of Turabian 8th Footnote, and APA 6th edition. For Turabian, there are two formats – Footnote and Author-Date (a short format citation style). ACTS uses the Footnote format, not Author-Date.

Counselling students are expected to purchase the APA Publications Manual. More information may be found at the following website: <http://www.apastyle.org/pubmanual.html>.

For free online programs that will enable students to create properly formatted bibliography citations, go to <http://www.eturabian.com/turabian/index.html> or <http://www.calvin.edu/library/knightcite/> (“Chicago” stands for “Turabian”).

CANIL students should consult with their own faculty on specific requirements.

Please check with your professor to find out which style he/she recommends you use!!

Course Evaluations

Course evaluations are important for improving teaching outcomes, faculty professional development, and the student learning context. Completion of course evaluations is, therefore, considered to be a course expectation. Professors will schedule time for students to fill out online course evaluations (20-30 minutes) on their personal laptops or a collegium computer during the last scheduled class of the semester. Students who are absent that day or who are otherwise unable to complete the online course evaluation during the last class will be expected to make every effort to do so by the last day of exams. Information about how to access online evaluation forms will be provided to the faculty and students prior to the last week of classes by the ACTS Administration.

Research Ethics

Please note that all research projects involving human participants undertaken by members of the TWU university community (including projects done by ACTS students to satisfy course or degree requirements) **MUST** be approved by the Trinity Western University Research Ethics Board. Information and forms may be found at <http://www.twu.ca/research/research/research-ethics/default.html>. Those needing additional clarification may contact the ACTS Academic Dean's office. Please allow at least three (3) weeks from the date of submission for a review of the application.

Academic Integrity and Avoiding Plagiarism at ACTS

As Christian scholars pursuing higher education, academic integrity is a core value of the entire TWU community. Students are invited into this scholarly culture and required to abide by the principles of sound academic scholarship at TWU. This includes, but is not limited to, avoiding all forms of plagiarism and cheating in scholarly work. TWU has a strict policy on plagiarism (see academic calendar 2015-16, pp. 38-39).

Learning what constitutes plagiarism and avoiding it is the student's responsibility. Two resources describing plagiarism and how to avoid it have been prepared by ACTS Librarian William Badke and are freely available for viewing at the URLs below:

<https://prezi.com/od62fxnkbmxh/plagiarism-how-to-get-it-out-of-your-life/> (Prezi presentation)
<http://bit.ly/1p00KX3> (Google Slide presentation offering more comprehensive information)

Equity of Access

Students with disabilities who need assistance are encouraged to contact the Equity of Access Office upon admission to TWU to discuss their specific needs. All disabilities must be recently documented by an appropriately certified professional and such documentation should include a statement

regarding the educational impact of the disability along with recommended accommodations. Within the first two weeks of the semester, students must meet with their professors to agree on accommodations appropriate to each class. Students should follow the steps detailed by the Equity of Access Office outlined on the TWU website at <http://twu.ca/life/wellness/learningresources/disabilities-and-equity-of-access/steps-to-attaining-disability-services.html>.

Policy Information and Student Concerns

Information on academic and community life policies and procedures that affect students can be found in the ACTS *Academic Catalogue*, which is available on the ACTS website (www.actseminaries.com) under the *Academics* tab. Students who wish to communicate concerns or to lodge academic appeals are welcome to contact the appropriate faculty or staff member directly, or to fill out and submit the relevant Concerns & Grievances or Appeals form found on the *Files & Forms* page of the *Current Students* section of the ACTS Website.