

Saint Paul School of Theology
IN079 Introduction to Theological Writing
Spring 2004

Instructor

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Office Hours

By appointment and
Tuesday, 4:00-5:30 p.m.
(Additional hours may be posted.)

Course Meeting Times and Place

Thursdays, 4:30-5:30 p.m.
Kansas-Winger 407

Course Description

This course surveys basic writing styles and skills necessary for theological studies. The goal of the course is to equip students with fundamental skills in writing, research, speaking, and critical thinking for professional and academic competence. This course requires simultaneous enrollment in another Saint Paul School of Theology course for which writing is required. (1 semester credit hour, elective)

You must be enrolled in another course for which writing assignments are required because the writing assignments for the linked course provide the assignments for IN079. MIN101 is the preferred linked course, but with permission of both instructors, another course may be linked with IN079.

Learning Goals

1. The overarching goal of the course is to assist students to make the transition from previous academic and work-related experiences with writing to the specialized writing, reading, thinking, and speaking skills required for theological studies and professional life.
2. Learning objectives for students include the following:
 - a. devising study plans for the semester and setting learning goals,
 - b. deepening critical thinking, reading, and research skills,
 - c. developing strategies for multiple types of theological writing, from autobiography, reports, and research papers to essay exams,
 - d. engaging and creating criteria for evaluation of written and oral work, including self-evaluation, and
 - e. reflecting on the importance of written and oral communication for leaders in Christian churches, denominations, and academic contexts.

Required Texts

Deborah Core, *The Seminary Student Writes* (Chalice Press, 2000).
Leonard J. Rosen, *Decisions: A Writer's Handbook* (Allyn & Bacon, 1998).
Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations*, 6th edition (University of Chicago, 1996).
Dictionary (or try www.refdesk.com or www.dictionary.com)

Other Writing and Research Resources

Howard S. Becker, *Tricks of the Trade: How to Think about Your Research While You're Doing It*.
Wayne Booth, Gregory G. Colomb, and Joseph M. Williams, *The Craft of Research*.
Richard E. Davies, *Handbook for Doctor of Ministry Projects*.
Francis G. Downing, *Doing Theology Thoughtfully Is Really Very Like Thoughtfully Doing All Sorts of Other Things (The Theologian's Craft)*.
Karen Elizabeth Gordon, *The Deluxe Transitive Vampire: The Ultimate Handbook of Grammar for the Innocent, the Eager, and the Doomed*.
Laurie Green, *Let's Do Theology*.
Debra Hart, *Proofreading: Plain & Simple*.
Urban Holmes, *To Speak of God*.
Patricia O'Connell Killen and John de Beer, *The Art of Theological Reflection*.
Robert Allen Krupp, *A Primer on Theological Research Tools*.
Donald E. Miller and Barry Jay Seltser, *Writing and Research in Religious Studies*.
Schubert Ogden, *Doing Theology Today*.
Bruce Ross-Larson, *Edit for Yourself: A Manual for Everyone who Works with Words*.
Robert Schreiter, *Constructing Local Theologies*.
Patrick Sebranek, Verne Meyer, and Dave Kemper, *Writer's Inc.: A Student Handbook for Writing and Learning*.
Carolyn Spencer and Beverly Arbon, *Foundations of Writing: Developing Research and Academic Writing Skills*.
Dennis Tucker, *Finding Religion in the Library: A Student Manual of Information Retrieval and Utilization Skills*.
Jim and Evelyn Whitehead, *Method in Ministry*.
Joseph M. Williams, *Style: Toward Clarity and Grace*.
Douglas E. Wingeier, *Working Out Your Own Beliefs*.

Course Schedule

Reading Week:	March 29-April 2
Easter Recess:	April 8-9
Session 1 February 5	Snow Cancellation
Session 2 February 12	Introducing the Course
Session 3 February 19	Planning to Study and Write Reading Texts and Primary Sources Reading: Rosen, Chapter 1, 2, and 4 Core, Chapter 2 and 3 Assignment: Prepare a Study Plan Submit Learning Contract
Session 4 February 26	Developing Thesis Statements Reading: Rosen, Chapters 2 and 4 Core, Chapter 2
Session 5 March 4	Preparing Drafts Reading: Rosen, Chapters 2 and 6 Core, Chapter 4
Session 6 March 11	Quoting Sources Reading: Rosen, Chapters 5 and 7 Turabian, Chapter 5 Core, Chapter 4
March 18	No class meeting Reminder: First draft due no later than March 18
Session 7 March 25	Constructing Footnotes and Endnotes Reading: Turabian, Chapter 8
Reading Week April 1	
Easter Recess April 8	
Session 8 April 15	Analyzing Drafts and Setting Goals Assignment: Bring an Evaluated Draft and Text to Class

Session 9 April 19-22	Consultation Assignment: Make an Appointment with the Instructor Bring your completed Paper Analysis and Goals.
Session 10 April 22	Creating Bibliographies Reading: Turabian, Chapter 9
Session 11 April 29	Writing Day (Students are responsible for completing reading and writing.)
Session 12 May 6	Structuring Arguments and Thinking Critically Reading: Rosen, Chapters 3 and 8
Session 13 May 13	Reviewing Grammar Assignment: Review your Grammar Problems and bring Rosen and Turabian to Class Assignment: Class Participation Self-Evaluation
Session 14 May 20	Applying Writing Skills to Diverse Assignments Reading: Rosen, Chapter 2 Core, Appendix 2

Course Requirements

1. *Class participation.* Class participation is expected of all students. (Please refer to the “Class Attendance” policy in the Saint Paul School of Theology catalog.) There are no excused absences in this course because the first step toward good study and writing habits is to be disciplined about time management. Any absence from class will lower your class participation grade, but serious extenuating circumstances should be discussed with the instructor. Class participation means that you have completed all reading and writing assignments for the day, not that you have understood all that you read or that your writing is perfect. Good class preparation means that you have come to class prepared to ask questions, to engage the topic of the day, and to think critically about writing. Students have an opportunity to submit a class participation self-evaluation as part of the final grade. The Class Participation Self-Evaluation (attached to the syllabus) is due May 13. If the self-evaluation is late or not submitted, the instructor’s class participation grade stands alone as the grade for class participation in the course.
2. *Learning Contract.* One graded assignment is your learning contract. You should project a study and writing plan for the term, which encompasses all assignments for all courses. (Remember to include important family, church, and work responsibilities in your study plan so that the plan is realistic.) From the study plan, write a learning contract for IN079. The learning contract should include:

- a. one draft of an assignment due before reading week, no later than March 18,
- b. analysis of one evaluated draft due during consultation appointment (April 19-22),
- c. two drafts of a second writing assignment (due before May 20).

The learning contract must indicate the linked course number and title, the exact names of writing assignments in the syllabus, and self-assigned deadlines for drafts. Please allow at least seven days between drafts and draft analysis deadlines. Note that drafts more than three days late will receive automatic NC grades and that the instructor cannot guarantee evaluation of late drafts in time to inform subsequent drafts. Deadlines for next drafts are not revised because an earlier draft is late. The learning contract is a contract between us, and its schedule is a supplement to your syllabus. Use the form attached to the syllabus to submit the learning contract, which is due February 19.

3. *Written assignments.* All writing assignments for the course come from MIN101 or another linked course's assignments. This course will assume that you are writing drafts of projects for the linked course. Writing assignments will be graded as drafts and not as finished products. You will submit one draft for an early assignment in the linked course and two sequential drafts of a later assignment for the linked course--a total of three grades. ***A draft is understood to be a partially completed assignment of at least 3 full pages up to a fully complete version of the assignment. Drafts, written in full sentences and paragraphs, must include a working thesis statement and footnotes or endnotes.*** It is expected that you will complete drafts, receive comments on the draft, and then use those comments to prepare the next draft. Therefore, you may not submit two drafts of the same paper on the same day or in the same week. Students set deadlines for drafts in their learning contracts. Late papers received after the three-day grace period will receive a grade of NC regardless of the quality of writing because of the importance of meeting course deadlines.
4. *Paper analysis and goals.* Students will analyze the first draft submitted before March 18. Working with the instructor's grading sheet, the student consults the textbooks and amends the grading sheet to include ***page or paragraph references to the rules for correcting the paper's errors.*** Second, the student calculates and reports ***frequencies of different kinds of errors,*** listing them in order of priority by frequency. Third, the student sets ***six very specific writing goals*** for the semester. The paper analysis is a graded assignment so be sure to complete all parts of the assignment. The paper analysis and goals assignment is due during consultations April 19-22.

Grading

Class Participation	30%
Drafts (15%/draft)	45%
Paper Analysis and Goals	15%
Learning Contract	10%

The course is graded Credit/No Credit.

Student Responsibilities

Students are expected to abide by institutional guidelines regarding class attendance, integrity of work, and student conduct. If you are unfamiliar with these guidelines, consult the current catalog and handbook. The professor reserves the option of failing students strictly for failure to attend class (including regular absences from part of class). A single instance of plagiarism may also result in failure. Please be familiar with the Inclusive Language Covenant in the Saint Paul handbook.

Professor's Responsibilities

My job is to teach with integrity the scholarship representative of my field, to see that students learn as much as possible, and to create a comfortable environment for learning. These goals cannot be accomplished without genuine attention to the unique strengths, experiences, and expectations that both the professor and students bring to the classroom. My goal is to provide encouragement and support for your learning. Sometimes flexible procedures and learning options are necessary to facilitate the kind of teaching and learning that should occur here. I am anxious to hear what energizes you, what disappoints you, where you disagree, and what helps you to learn. PLEASE SEE ME IF YOU HAVE QUESTIONS, CONCERNS, OR SPECIFIC NEEDS.

Differently-Abled Students

Saint Paul School of Theology faculty are committed to facilitating the learning of students capable of graduate-level seminary work. Any student who has a condition that may prevent full demonstration of his/her abilities (e.g., difficulty seeing or hearing, dyslexia, or other learning disabilities) should contact the instructor and the Associate Dean of Spiritual and Professional Development immediately to discuss learning needs, alternatives that have worked for the student in the past, and mutually accountable accommodations to ensure the student's full participation and evaluation in the course. If you need course adaptations or accommodations because of a disability, if you have emergency information to share with me, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible. Please see me whether the accommodations you need are long-term or short-term.

Criteria for Evaluating Course Work

Regardless of whether you write a paper, answer an essay question, voice an oral presentation, or create any original project, the academic context requires that certain minimal requirements characterize your work. While there are subjective components in the grading process, most professors are concerned that you become well educated in four basic qualities of excellent academic work:

1. ***Demonstration of an empathetic understanding of the content of texts and resources.*** Your topic should not only be well researched in the library, through interviews and observations, and from assigned readings and class discussions, but you should be able to provide a fair description and a clear understanding of texts and resources. This is apparent in the ability to describe and discuss precisely and accurately what an author has written or a speaker has said. Evaluation, response, and critique follow accurate representation of another's ideas—earn the privilege of criticizing a viewpoint by showing that you really understand it.
2. ***Clear critical thinking that provides appropriate specific evidence for conclusions.*** Use the most precise historical, empirical, or contemporary data or information to support the claims of your thesis and paragraphs. Conclusions follow from and are supported by evidence. Be sure that your evidence is relevant, accurate, and detailed. Even creative writing requires logical relationships among ideas to assist your readers in following the plot or main point. In good writing, autobiographical or narrative information is not gratuitous or self-indulgent, but functions as a kind of datum, which is interpreted and analyzed in relation to a thesis.
3. ***Creativity that moves beyond reporting someone else's ideas.*** Your creative addition to academic discourse might include questioning, evaluating, applying, criticizing (positively or negatively), developing, or responding. You might see a connection between two or more ideas. You might see information from a unique perspective. The minimal requirement of academic work is correctly reporting what is read or discussed. Excellent work moves beyond repetition of others' ideas to unique insights, organization, correlations, and theses. Work to find your own scholarly and professional voice.
4. ***Flawless grammar, spelling, and form.*** Excellent written work is conscious of proofreading and good communication. Oral presentations are equally accountable for careful expression. A brilliant thesis can be lost in a paper or project that obscures its ideas with careless communication. Your readers and listeners should not have to guess what you mean—help them by speaking and writing well.

Name _____ Semester _____

Please evaluate yourself in the following categories. Circle the number that best describes your class participation if 1 is excellent, 2 is very good, 3 is average, 4 is satisfactory, and 5 is poor.

Preparation

- I have conscientiously attempted reading assignments. 1 2 3 4 5
- I have reflected seriously on reading assignments. 1 2 3 4 5
- I have worked to bring depth to comments and questions by preparing more than superficially for class. 1 2 3 4 5
- I prepared written assignments on time and when the syllabus or my learning contract required them. 1 2 3 4 5
- I checked spelling, grammar, quotations, and footnotes before submitting papers. 1 2 3 4 5

Class

- I have attended class regularly. 1 2 3 4 5
- I have contributed to class discussions. 1 2 3 4 5
- When I talked in class, I remained focused on the topic of class discussion. 1 2 3 4 5
- I have listened respectfully to comments and questions raised by other students. 1 2 3 4 5
- I brought my questions to class or to the professor. 1 2 3 4 5
- I expressed disagreement constructively. 1 2 3 4 5
- I have shared my responsibilities for successful class sessions. 1 2 3 4 5
- I supported other students' efforts to improve their writing. 1 2 3 4 5

Attitude

- I have remained involved and engaged in the course. 1 2 3 4 5
- I have been constructive in relationships with others. 1 2 3 4 5
- I put extra effort into the course – such as study groups/partners, library research, extra reading or writing. 1 2 3 4 5
- I made appointments with the professor when I needed assistance or wanted to discuss the course. 1 2 3 4 5
- I took responsibility for my learning. 1 2 3 4 5

Linked Course

- I attended the linked course regularly. 1 2 3 4 5
- I completed reading assignments for the linked course. 1 2 3 4 5
- When I had questions, I discussed assignments with professor(s) to achieve clarity. 1 2 3 4 5
- When I had questions about course content, I raised them in class or with faculty. 1 2 3 4 5
- I completed all assignments on time and met deadlines set in the syllabus. 1 2 3 4 5

I assign myself the following grade (Cr or NC): _____

Please submit any additional reflections on class participation that should affect your grade in writing on the back of this page. This worksheet is intended to assist you in thinking about the quality of your participation in class. Any interpretations, additions, or connections of criteria should be included in your additional reflections.

Name: _____

First Draft

Number and Title of Linked Course _____

Name of Assignment in Syllabus _____
(Attach copy of syllabus and handouts about assignment if the course is not MIN101.)

Deadline in Linked Course _____

Deadline in IN079 _____ (before March 18)

First Draft Analysis and Goals

Anticipated Deadline and Appointment Date _____

Second and Third Drafts

Number and Title of Linked Course _____

Name of Assignment in Syllabus _____
(Attach copy of syllabus and handouts about assignment if the course is not MIN101. The second and third drafts are sequential drafts of one assignment.)

Deadline in Linked Course _____

Second Draft Deadline in IN079 _____

Third Draft Deadline in IN079 _____ (at least seven days after second draft and no later than May 13)