**Doctor of Ministry Course**

**Dissertation Research Seminar II**

**MIN 8801 Bibliographic Research and the Overview of D. Min. dissertations**

Course title: Dissertation Research Seminar II: Bibliographic Research and the Overview of D. Min. dissertations, 1 credit

Program: Doctor of Ministry Program

Faculty: Keisuke Noda Ph.D.; k.noda@hji.edu ; 845 332 9443

**I. Course Description:**

This is the second part of the 4-part Dissertation Research Seminar, which is taught over two years. The overall purpose of the Dissertation Research Seminar is to allow students to understand research methodology and how to design a doctoral dissertation project proposal.

In this course, students will learn bibliographic research methods with understanding of the principles and practices of contemporary information environments. Students will learn how to find, access, retrieve, and evaluate various recorded knowledge stored both in electronic and print formats. The course also covers how to write an abstract and a literature view.

This course is a Flipped Class, a combination of real-time class discussion (zoom) and pre-recorded lecture-videos on CANVAS. You can find the links for pre-recorded lectures, submit assignments on CANVAS. Real-time zoom meetings are for discussions only.

**Outcomes:**

Upon the completion of the course, students will or will be able to:

1. Become competent in forming appropriate queries and applying search techniques for the current information management system and databases.
2. Demonstrate skills in finding, accessing, retrieving, and evaluating needed literatures for one’s own fields of studies and research projects
3. Demonstrate knowledge and skills for the use of appropriate citation styles, formats, and citation tools.
4. Demonstrate awareness for ethical (plagiarism) and legal (copyright) use of information.

**III. Required Texts:**

No textbook is required. You will use the database HJI is subscribing to.

HJI Library page [HJI Library – HJ International](https://www.hji.edu/library/)

You can access to the library page via HJI website. (Go to “Student” tab; then “Library.”)

ProQuest:

Username: utslib2022 (not case sensitive)

Password:  Wisdom1# (case sensitive)

**IV. Requirements:**

The course has two components: 1) Online (CANVAS); 2) zoom.

1. **Watch Lecture-videos and other recordings on CANVAS before the zoom meetings.**
2. **Do assignments, take quizzes on CANVAS by due dates.**

**C. Attend 5 weekly zoom class meetings.** Zoom meetings are for discussions only. Lectures are pre-recorded on CANVAS.

<https://zoom.us/j/94236383339> (the same link for all sessions)

If you miss a Zoom meeting, you must watch the recording and submit a one-page reflection before the next Module. The link to the recording will be posted on Populi and/or CANVAS.

**D. Submit Post-intensive Project**

**Literature Review:** write a literature review; 10 ~ 12 pages (double space); include at least 10~12 sources (books, journal articles, dissertations, and others).

Choose one aspect or one component of your possible dissertation topic and write a literature review. You will do a full literature review when you write your dissertation. For this course, write a literature review for only one aspect/component of your possible theme.

**Due date: Midnight, Thu. May 26, 2025. Upload the assignment on CANVAS.**

**Web resources about literature review:**

Review of literature (UW-Madison) with samples. Simpler.

<https://writing.wisc.edu/handbook/assignments/reviewofliterature/>

Comprehensive.

[Writing a Literature Review - Purdue OWL® - Purdue University](https://owl.purdue.edu/owl/research_and_citation/conducting_research/writing_a_literature_review.html)

**Post-intensive assignment: Literature Review Scoring Rubric**

|  |  |  |  |
| --- | --- | --- | --- |
| **Literature Review** | Fair | Good | Excellent |
| **Areas of assessment** | The essay needs improvement in several areas. | Most of the areas are done well but a few areas need improvement. | All seven areas are present and well done. |
| 1. **Coverage**: adequate coverage of pertinent literatures in the field of study; coverage of key factors such as major theories, approaches, methodologies, topics, and scopes. |  |  |  |
| 1. **Relevancy and currency**: currency and relevancy of information sources |  |  |  |
| 1. **Critical analysis**: Information sources are critically analyzed; discuss advantages and disadvantages/limitation of current theories, perspectives, approaches, methods, scopes, and others. |  |  |  |
| 1. **Synthesis**: Analyses are well synthesized. |  |  |  |
| 1. **Structure**: Your synthesis is structured and presented in a logical order |  |  |  |
| 1. **Citation**: Citation format of bibliography is consistent and accurate. |  |  |  |
| 1. **Description**: Description is clear |  |  |  |

**Holistic Rubric for Learning Outcomes**

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| --- | --- | --- | --- | --- | --- |
| **Course Outcomes** | **Need improvements** | **Fair** | **Good** | **Excellent** | **Assignments** |
| Become competent in forming appropriate queries and applying search techniques for the current information management system and databases. | Able to do basic search, yet unable to narrow or expand the search by the use of proper terms | Students can narrow or expand the search by using limited keywords | Students can easily narrow or expand the search by finding appropriate keywords; students can find controlled vocabularies used in each database | Students can do all of: expand or narrow the search by all functions of advanced search; create his/her own research account/folder in ProQuest and WorldCat; retrieve the most relevant info. by the use of controlled vocabularies in each database. | Search Assignment. |
| Demonstrate skills in finding, accessing, retrieving, and evaluating needed literatures for one’s own fields of studies and research projects. | Information sources students retrieved have limited relevance to the research project | Information sources students retrieved are appropriate but not sufficient. | Information sources students retrieved are both appropriate and sufficient for the research project; assessment of info source is good. | Information sources students retrieved are both appropriate and sufficient for the research project; assessment of info source demonstrates sound judgments and good comprehension | Search Assignment.  Literature Review |
| Demonstrate knowledge and skills for the use of appropriate citation styles, formats, and citation tools. | Inconsistent use of citation style and bibliographic format | Mostly consistent use of citation style and format with a few errors; demonstrate limited skills to use citation tool in databases | Consistent and correct use of one citation style and format; demonstrate skills to use citation tool in databases and citation software | Consistent and correct use of citation style and format; students can efficiently and easily use appropriate citation style by the use of bibliographic citation tools. | Search Assignment.  Literature Review |
| Demonstrate awareness for ethical (plagiarism) and legal (copyright) use of information. | Indicate some signs of plagiarism; unable to determine when and how to cite, paraphrase, and quote. | Demonstrate basic understanding of when and how to cite, paraphrase, and quote; being aware of copyright issues in academic writings | Demonstrate good judgement for when and how to use citation, quoting, and paraphrasing; comprehend copyright basics in academic writings | Demonstrate sound judgments and balanced use of citation, quoting, and paraphrasing; fully comprehend copyright basics in academic writings | Literature review. |

**V. Grading\*:**

A letter grade is assigned based upon:

1. Zoom class attendance 1/3
2. Learning Activities and Assignments on CANVAS 1/3
3. Post-intensive assignments 1/3

Grades are recorded by letter, and are understood as follows:

A Excellent

B Good

C Acceptable

D Acceptable, but below expectations

F Failure

Incompletes are given only when there are compelling medical or personal reasons.

\*See HJI catalog for a detailed grading policy.

**Academic Integrity**

It is the college policy that “Each student’s work shall be the product of his or her own effort. Plagiarism and other acts of academic dishonesty are serious violations of academic integrity. The penalty for a violation of this nature is suspension or dismissal.”

Students will receive an “F” grade for plagiarism or academic dishonesty. What constitutes plagiarism and how to avoid it will be explained at the first class meeting. Paraphrasing, citation, quotation, and other writing methods of writing will be introduced. Incident of plagiarism or other dishonesty will be reported to Academic Administration and penalized according to the school policy.

**AI USE POLICY**

Students are permitted to use AI tools, such as ChatGPT, to assist with coursework. However, the use of AI must comply with the following guidelines:

1. **Originality**: AI tools can help generate ideas, clarify concepts, and assist in drafting responses. However, **all final submissions must reflect your own understanding and critical analysis. Copying or submitting AI-generated content as your own is prohibited.**

2. **Citation**: If AI tools contribute significantly to your work, acknowledge how you used. Include a statement at the end of your assignment.

3. **Critical Engagement:** AI should support—not replace—your engagement with course readings and materials. Always review AI-generated content critically to ensure it aligns with ethical theories and concepts covered in the course.

4. **Plagiarism Detection**: This course uses Turnitin, which can detect AI-generated content. Any submission found to rely excessively on AI or lack proper citation will be subject to academic integrity review

5. **Integrity**: Misuse of AI to bypass critical thinking or generate misleading content is considered academic dishonesty and will result in disciplinary action (see ACADEMIC INTEGRITY section above).

By following these guidelines, you ensure ethical and responsible use of AI in your academic work.

# Netiquette

When posting online or by email, you need to follow the same ethical standards and laws as you would in face-to-face communications. Your language should be respectful of faculty members and fellow students. Do not post private or confidential information about anyone, and do not provide personal information that could put yourself at risk. The Seminary’s LMS has robust security measures to protect communication between teacher and student. Yet please be aware that anything that you post in discussions and groups in which other students participate can be retrieved by others and copied.

Do not download and share course materials without permission of the instructor, as this may violate copyright. HJI reserves the right to delete postings on HJI maintained sites that are considered insensitive, harassing or illegal. Language that is illegal, obscene, defamatory, threatening, infringing of intellectual property rights, invasive of privacy, profane, libelous, threatening, harassing abusive, hateful or embarrassing to any person or entity, or otherwise, is a violation of the Student Code.

**VI. Schedule:**

The schedule may change.

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| **Attend zoom class meeting for discussion**  **The same link is used for all five sessions.**  <https://zoom.us/j/94236383339> | **Topics**  **Watch Pre-recorded Lecture-videos and others in each Module on CANVAS before zoom meetings.** | **Assignments** |
| **Module I**  Zoom meeting  Tue. Feb. 4  6:30 pm-7:50 pm (US, Eastern Standard Time) | **1. Overview**  **2. How to Formulate Questions** | Based on your tentative “questions/areas/projects” you came up with in Research Seminar I, find several DMin Dissertations that are similar to your projects from the databases below.  ATLA (American Theological Library Association) Research in Ministry (RIM®) Online  <https://rim.atla.com/>  Theological Research Exchange Network (TREN)  <https://ww.tren.com/search.cfm>  The purpose of this exercise is to get a sense of what DMin dissertations are like in terms of topics, and coverage. |
| **Module II**  Zoom meeting  Tue. Feb. 11  6:30 pm-7:50 pm (US, Eastern Standard Time) | **3. ProQuest**  HJI Library  Watch lecture-video for how to use it. | **Do weekly assignments in each Module by due dates.** |
| **Module III**  Zoom meeting  Tue. Feb. 18  6:30 pm-7:50 pm (US, Eastern Standard Time) | **4. Citation Format**  **5. Citation Tools**  **WorldCat**  [**https://www.worldcat.org/**](https://www.worldcat.org/) |
| **Module VI**  Zoom meeting  Tue. Feb. 25  6:30 pm-7:50 pm (US, Eastern Standard Time) | **6. Writing: Technical & Practical**  **7. Abstract**  A Sample App for Concept Mapping: MindMaple  <http://www.mindmaple.com/>  [Abstracts - Purdue OWL® - Purdue University](https://owl.purdue.edu/owl/graduate_writing/graduate_writing_genres/graduate_writing_genres_abstracts_new.html) |
| **Module V**  Zoom meeting  Tue. March 4  6:30 pm-7:50 pm (US, Eastern Standard Time) | **8. Literature review (post-intensive)**  **9. Plagiarism and Copyrights**  **Review of literature (UW-Madison) – shorter**  ***Learn how to write a review of literature***  <https://writing.wisc.edu/handbook/assignments/reviewofliterature/>  **Literature review (comprehensive):**  [Writing a Literature Review - Purdue OWL® - Purdue University](https://owl.purdue.edu/owl/research_and_citation/conducting_research/writing_a_literature_review.html) |  |
| **Post-Intensive Assignment: Literature Review** |  | **Due by May 25, 2025**  **Upload your literature review on CANVAS.** |

**Select Bibliography:**

A. Web sources

Theological Research Exchange Network (TREN):

<http://www.tren.com/e-docs/index.cfm>

Full-text DMin dissertations can be purchased. Abstract is free.

ATLA (American Theological Library Association) Research in Ministry (RIM®) Online

<http://rim.atla.com/star/rimonline_login.htm>

Abstracts of DMin dissertations are available (free). Click on RIM. No full text is available.

Purdue University Online Writing Lab (OWL). The most comprehensive resources for writing including citation style.

<https://owl.purdue.edu/index.html>

Concept Mapping: MindMaple

<http://www.mindmaple.com/>

WorldCat

<https://www.worldcat.org/>

B. Books

Badke, William. *The Survivor's Guide to Library Research*. Grand Rapids, MI: Zondervan, 1990.

Booth, Wayne C. et al. *The Craft of Research.* Chicago: University of Chicago Press, 1995.

Davies, Richard E. *Handbook for Doctor of Ministry Projects.* Lanham, MD: University Press of America, 1984.

Durusau, Patrick. *High Places in Cyberspace: A Guide to Biblical and Theological studies, Classic, and Archeological Resources on the Internet.* 2nd ed. Atlanta: Scholars Press, 1998.

Kepple, Robert. *Reference Works for Theological Research*, 3rd ed. Lanham, MD: University Press of America, 1992.

Lancaster F. W. *Indexing and Abstracting in Theory and Practice*, Champaign, IL: University of Illinois, Graduate School of Library and Information Science, 1998.

Lincoln, Timothy D. “What is a "Doctoral-Level Project?" The Question of Genre and the Doctor of Ministry Dissertation*,*” *American Theological Library Association Summary of Proceedings*, 52. 1998, p 189-203.

Lincoln, Timothy D. “Writing Practical Christian Wisdom : Genre and the Doctor of Ministry Dissertation,” *Theological Education* 36 no 1 Aut. 1999, p 171-187.

Schlein, [Alan M.](http://www.amazon.com/exec/obidos/search-handle-url/index=books&field-author-exact=Alan%20M.%20Schlein/102-9310806-4488114) *Find it Online: The Complete Guide to Online Research*, 3rd ed. Tempe, Arizona: Facts on Demand Press, 2002.

Tucker, Dennis. *Research Techniques for Scholars and Students in Religion and Theology*. Meford, NJ: Information Today, 2000.

Vyhmeister, Nancy Jean. *Quality Research Papers: for students of Religion and Theology*. Grand Rapids, MI: Zondervan, 2001.