

RS5103: Seven Things to Know

Degrees requiring RS5103: MACL, MACS, MBTS.

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1. What is the purpose of RS5103?

RS5103 is a capstone writing project for your program. Writing this paper is an opportunity to explore a research topic you have developed a passion for, before or during your seminary education. This paper is also an evaluative tool designed to measure your ability to accurately and effectively argue a research topic at the graduate-level.

2. When should I take RS5103?

Plan to take RS5103 in your final semester. If you take RS5101 in your first semester (as we advise), RS5101 & RS5103 serve as “book-end” courses in your program.

3. What kind of work will I be responsible for when I take RS5103?

The only graded assignment for RS5103 is a 15-20 page, argumentative research paper. There is no required reading outside of research material for your paper topic, no quizzes or exams, no lectures, and no required class attendance—just the paper.

4. What should I write my RS5103 paper on?

In short, it is up to you! The Lord brought you to DTS to acquire knowledge and develop skills you can utilize in service to him, so think of this paper as an opportunity to apply your seminary training on a particular topic. Prepare to research a topic the Lord has given you a passion to study further. *MACL students should plan to write on a topic related to leadership.*

A few questions to consider as you select a topic: (see template on final page)

- Which class(es) did you most enjoy? (Review the required and recommended books for further inquiry)
- What books (chapters, paragraphs, or authors) have most shaped your thinking and spiritual formation?
- What ministry skills do you want to enhance through further research?

5. When should I start thinking about my RS5103 topic?

The earlier the better! RS5101 teaches you *how* to research and RS5103 gives you a chance to *apply* your research skills on a particular topic. Once you have an idea of which discipline/topic

you intend to explore, you may want to choose elective courses to help you identify and narrow down your topic.

6. Who will read and grade my RS5103 paper?

Students will be assigned a Graduate Teaching Assistant (GTA) to work with them during the paper-writing process. GTA's are recommended and approved by the faculty to assist in grading papers in specific courses. GTA's are recommended based upon their excellence both inside and outside the classroom.

7. How do I submit my final paper?

Your final paper will be submitted through Canvas.

Additional Resources:

[DTS Library Writing Resources](#) – This page includes the DTS Turabian supplement, Word document templates, and other formatting related matters.

Birkenstein, Cathy and Gerald Graff. *They Say, I Say: The Moves That Matter in Academic Writing*. Fourth Edition. New York: Norton & Company, 2017. (Required for RS5101)

Kibbe, Michael. *From Topic to Thesis: A Guide to Theological Research*. Downers Grove: IVP Academic, 2016. (Required for RS5101)

“Research Writing” (Chapter 17) in *Your Guide to Quality Research Papers: For Students of Religion and Theology* by Nancy Jean Vyhmeister and Terry Dwain Robertson. Grand Rapids: Zondervan, 2014.

Turabian, Kate L. *A Manual for Writers of Research Papers, Theses, and Dissertations: Chicago Style for Students and Researchers*. 9th ed. Revised by Wayne C. Booth, Gregory G. Colcomb, and Joseph M. Williams. Chicago: University of Chicago Press, 2018. (or current edition)

University Based Online Writing Labs

- Purdue University Online Writing Lab (OWL) - <https://owl.english.purdue.edu/owl>
- Excelsior University Online Writing Lab (OWL) - <http://owl.excelsior.edu>
- Punctuation and Grammar Errors from University of Wisconsin Online Writing Lab (OWL) - <http://www.uwc.edu/students/academic-support/owl/punctuation-and-grammar-errors>

Online Turabian Citation Creators (Always double-check with DTS supplement guide on citations!)

- Citation Machine - <http://www.citationmachine.net>
- Citation Software:
 - [Zotero](#) – Free platform and step-by-step guide provided in *From Topic to Thesis* “Appendix E” and on the DTS website: <https://library.dts.edu/Pages/RM/Write/zotero.pdf>
 - [EndNote](#) – Robust citation software but requires students to purchase the software. There is a student discount available. This may be a good investment for long-term research in ministry or doctoral studies but ask other students or professors their experience.

Guidance on Writing from Strunk and White *Elements of Style*

- Strunk and White's classic work, *Elements of Style* is available online - <http://www.bartleby.com/141>

Dr. Sandra Glahn walks students through the Writing Process in the following videos:

1. [Schedule](#) (7 minutes)
2. [Brainstorm](#) (5 minutes)
3. [Outline & Transitions](#) (4 minutes)
4. [Review & Polish](#) (21 minutes)
5. [Writing Ethically/Q&A](#) (11 minutes)

View the whole presentation from beginning to end [here](#). (49 minutes)

Top 10 Tips for Writing Your Final Project

By Dr. Sandra Glahn

1. *Figure out what you're saying and say it clearly.* Your subject relates to the best news in the world. So you of all people have something worth saying. Is your proposition clearly stated? Can you back it up? Strive for clarity. If you're having trouble coming up with a topic, "cluster" related ideas.
2. *Outline.* In academic work, your structure needs to show. Do you reveal your outline through your central propositions, your headings, your subheadings, and your overall organization?
3. *Craft strong transitions.* Between sections, you might write, "While X establishes the ABC view, Y suggests otherwise." Between paragraphs, you might need only a word such as "However," "Similarly," or "Nevertheless." Within paragraphs, short words or phrases also work: *Conversely*, K says.... *And* L agrees.... *But* some think otherwise.... An outstanding reference that offers good phrases for doing this is the thin but expensive book *They Say, I Say: The Moves That Matter in Academic Writing*.
4. *Know that most of writing is rewriting.* So go ahead and write a super-crummy first draft. Then go back and clean it up. And clean it up more. And then clean it more.
5. *Rely on active voice.* Most academic works use too much passive voice, because doing so has the advantage of eliminating the first-person subject. And usually you want to "write yourself out of the story" in academic writing. But avoid overuse, or your writing will, as they say, cure insomnia.
6. *Check your spelling.* Verify the names of scholars quoted, books cited, and organizations.
7. *Check your grammar.* The most common grammar error in the English language is mismatching singulars and plurals (i.e., agreement): "If someone smiles, they are probably happy" is wrong. Someone is not a "they."
8. *Check your punctuation.* Make sure to follow Turabian as well as the DTS style guide, because punctuation can vary from guide to guide.
9. *Follow every quote with a summary or explanation.* Never end a paragraph with someone else's quote. Before moving on, provide a summary or transition statement. This is *your* argument.
10. *"Do unto others...."* Loving others well means giving credit where credit is due, recognizing how offended you'd feel if someone tried to pass off your research as his or her own. It's dishonest to plagiarize, but it's also completely unloving. Additionally, if you must quote an opinion with which you disagree, represent the author fairly and keep the tone respectful. Ask yourself, "If I were to meet this person for lunch tomorrow, would he or she think I had been just?"

Part of following the Golden Rule and reaching the widest-possible audience can be using gender-inclusive language. The following statement comes from the syllabus of Dr. Barry Jones in DTS's Pastoral Ministries Department: "All written submissions should strive to use gender-inclusive language. While this has become standard academic practice, this request is not merely an attempt at 'political correctness.' As a gospel-shaped, gospel-centered community of learning, we have compelling reasons to think, write, and speak in such a way as to insure that none are either intentionally or inadvertently excluded by our use of language. Consider using 'humans,' 'persons,' 'humanity,' or 'humankind'" rather than 'man' or 'men' when referring to human beings in general.

Consider alternating between the use of 'he' and 'she' as generic pronouns or substituting the use of the plural ('they,' 'them,' 'their') when appropriate. You have something worth saying—words of life and healing. So strive to communicate your message well.

Template to Narrow Topic:

What is the specific research topic you intend to study?

Why is this topic of special interest to you academically, spiritually, and/or ministerially?

What is your *preliminary* thesis and outline (major points and subject to change)?

What are 5-8 sources you have reviewed in preparation for this paper?

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.