I. Course Description
This course serves as an introduction to graduate theological education at Grand Rapids Theological Seminary. It prepares students for the rigors of graduate scholarship by honing the skills of graduate research, reading, and writing.

II. Textbooks & Readings

*Grand Rapids Theological Seminary Guidelines for Papers* (available on CU Portal and Moodle)

**Required Texts:**


**Recommended Text:**


-Or-

Supplemental Text:

III. Course Objectives

Objectives for Research and Writing Component

1. Understand the steps necessary to produce graduate level scholarship, from selecting and researching a topic to presenting one's findings with clarity and concision.

2. Develop the writing skills necessary to succeed in graduate school.

2. Value the privilege and task of communication. Commit to lifelong improvement in this crucial aspect of life and ministry.

Objectives for Christian Worldview Component

1. Comprehend and appreciate the holistic vision of the Christian worldview by examining the biblical story of creation, fall, redemption, and consummation.

2. Assess the appropriate importance and role of cultural engagement in the Christian life.

Objectives for Case Study Component

1. Understand the steps necessary to critically evaluate and appropriately process organizational case studies.

2. Demonstrate skill in developing and implementing solutions to organizational problems.

IV. Evaluation & Grading Scale

Evaluation

- Integrated Case Study: 12.5%
- Faith and Call Speech: 10%
- Reflective Essay: 17.5%
- Annotated Bibliography: 15%
- Outline/Thesis/Introduction for Research Essay: 15%
- Drafts, Exercises & Quizzes: 15%
- Attendance & Class Participation: 15%

Note: The quality of the student’s classroom participation has the ability to raise or lower his/her grade. It is the policy of these professors and generally of the institution not to grant incompletes for coursework.
Grading Scale

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<th>Grade</th>
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<tbody>
<tr>
<td>A</td>
<td>95-100</td>
<td>C+</td>
<td>77-79.9</td>
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<tr>
<td>A-</td>
<td>91-94.9</td>
<td>C</td>
<td>73-76.9</td>
</tr>
<tr>
<td>B+</td>
<td>87-90.9</td>
<td>C-</td>
<td>70-72.9</td>
</tr>
<tr>
<td>B</td>
<td>83-86.9</td>
<td>F</td>
<td>0-69.9</td>
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<td>B-</td>
<td>80-82.9</td>
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V. Course Policies

Attendance

Students may miss one class period without penalty to the final grade, but a second absence will result in one letter grade reduction that affects the final course grade. Three absences will result in a failing grade.

Missing class means missing opportunities for participation; a participation grade of “0” is recorded for all missed classes.

Please come to class on time. Students are expected to attend the entirety of each class period. Arriving to class late or leaving class early will result in a reduction of in-class participation points for that week’s class period. All participation points for the class period are forfeited if the student arrives to class more than 45 minutes late; however, students will be marked present in the grade book. *If the student arrives late, it is his or her responsibility to check in with the professor to make sure he or she has been marked present in the grade book.*

It is further expected that each student will take full responsibility for any missed class period, which involves catching up on assignments and asking a peer what was covered in class.

Late Work

All assignments are due as listed in the syllabus. Late assignments will automatically lose one full grade level (i.e., an “A-” will become a “B-“). Late assignments will only be accepted one week late. After one week, assignments that have not been completed will be given a “0.”

Assignments will not be accepted after the last scheduled day of class. All work must be submitted by our exam period.

Moodle

Assignments must be uploaded to a designated drop box in Moodle ([https://moodle.cornerstone.edu](https://moodle.cornerstone.edu)) before the start of class on the due date. *If the assignment is due via Moodle, a hard copy will not be accepted.*
VI. About the Assignments

Case Study Paper
Each student will prepare a 6-8 page paper analyzing an assigned case. Case study analysis (theory and practice) will be covered in class, and a model will be provided for the paper. The paper is due on the date indicated in the course schedule.

Faith and Call Speech
You will present a five-minute talk to the class on your faith and your call. This is not an extemporaneous speech; it will be graded on its relevance, focus, organization, and careful planning.

Though each of you is likely able to tell us all in 5 minutes why you’re at seminary, this speech involves much more care and planning. Tell a story to emphasize your point. Give examples. But do it all in 4-5 minutes. Make notes, have an outline, know where you’re going each step of the way. Do not “wing it.”

Your peers’ and your Faith and Call speeches will be given over a period of several weeks. We will have several students present near the beginning of each of these class periods. You will sign up for a day to present. In Moodle, there will be a link to a document in Google docs that you will use to sign up.

Reflective Essay
You will write a 4-5 page reflective essay on *Heaven is a Place on Earth*. The essay should not be a mere content summary of the author’s ideas. Rather, the essay should be written in your own voice and be reflective in nature. This is an opportunity to interact with and react to the ideas advanced in the text (i.e., name the ideas, describe the ideas, and then reflect on them in relation to your understanding). In your essay, you will want to demonstrate knowledge of the text, critical thinking concerning the ideas offered in the text, and present disciplined reflections on your own thoughts and experiences in relation to some key ideas of the text.

Ponder the text, then analyze the influence/effect the text has had on you. This essay will need to be highly focused and well organized. Use citations for material that is not your own.

The introduction should introduce your topic and contain your thesis statement. The second section puts forth a brief summary. The remainder of the essay develops and proves the thesis statement, using examples from the text coupled with your personal reflections.

The rubric and (optional) graphic organizer will be posted on Moodle for your reference.

Annotated Bibliography (Research Project, Part I)
You will write an annotated bibliography as part of the Research Project. The goal is to perform the research as you would for a research essay: do the research, take notes, figure out what each source says, and how/where you would likely use it in an essay. An annotated bibliography helps you keep track of your sources and helps remind you of the material you found in each source.
Your annotated bibliography must have eight (10) sources and must not contain all of the same type of source—find a variety of sources (books, as well as articles from the library databases. You can use MelCat to request books from other libraries, as well as Cornerstone’s ebrary for ebooks). At least six (8) of your sources must originate through the library (catalog and databases); up to two (2) sources may be (carefully evaluated) Web sources.

The first part of each annotation will involve a summary of the source. The second part of each annotation is an evaluation—how you plan to use the source (what it will be useful for, in which section of the essay it might work well). Each annotation should be no less than 125 words (but no more than 200 words).

Do not simply read the abstract of the article or table of contents from the book and attempt to write an annotation. More complete reading is necessary.

An annotated bibliography is set up like a standard bibliography and follows proper GRTS/Turabian format (do not number your sources or put them in bullet points). All sources are placed in alphabetical order (with the annotation directly following the citation). *Please single space the citations (as you would in a bibliography); please double space the annotations.

There will be a sample annotated bibliography posted on Moodle. An additional excellent resource for completing this assignment can be found at: http://owl.english.purdue.edu/owl/resource/614/01/

Outline/Thesis/Introduction (Research Project, Part II)

Your final assignment will be to complete a detailed formal outline for a research essay that includes a clear thesis statement and full introduction. More information will be provided later in the semester.

VII. GRTS Guidelines

Papers and Projects

Papers in Bible and Theology courses should be formatted and sources documented according to the GRTS Guidelines for Papers (see sample footnotes and bibliography). This guideline is based on the Turabian/Chicago Manual of Style and the SBL Handbook of Style. Please consult these works at the following link: http://eaglesnest.cornerstone.edu/

Email Communication

Email is the official means for communication with every enrolled student. Students are expected to receive and read those communications in a timely fashion. Since the seminary will send official communications to enrolled students by email using their Cornerstone University email addresses (i.e., first.last@cornerstone.edu), students are expected to check their official email addresses on a frequent and consistent basis to remain informed of seminary communications.

Students can access their Cornerstone University email account as follows:

- Go to gmail.cornerstone.edu
- Enter CU username (e.g., n0236522) and password

Students can forward or IMAP their “@cornerstone.edu” email to a preferred address as follows:
o Log into CU email  
o Select “Settings” in the upper right hand corner  
o Select “Forwarding and POP/IMAP”  
o Follow the on-screen instructions

Students are responsible for any consequences resulting from their failure to check their email on a regular basis for official seminary communications.

Confidentiality and Disclosure- Students may request that information shared with a faculty or staff member in individual settings will remain confidential, except under the following conditions:

- There has been serious harm or threat of harm to self or others.
- There is reasonable suspicion of abuse of a child, elder or vulnerable person.
- There is a court order mandating disclosure of information.
- There is a dispute between a student and faculty/staff member and disclosure is necessary for resolution.
- The faculty or staff member seeks appropriate consultation with CU faculty and/or administration.

Student Course Evaluation- In the last week of each resident course, all students are expected to complete a course evaluation (IDEA Form). This paper-based assessment form will be distributed and completed in class. In Ministry Residency, Counseling Practicum and Counseling Internships, and for all online courses, student evaluations will be completed within Moodle. These assessments provide an opportunity for students to offer feedback to professors on the quality of the learning experience, feedback that informs future offerings of the course. More information about these evaluation processes will be provided late in the given semester.

Inclusive Language- As noted in the GRTS academic catalog, writing and discussion should reflect the GRTS policy on inclusive language when referring to other people, regardless of their gender, nationality, culture, social class or religion.

Copyright Violation and Plagiarism- Copyright violation and plagiarism have serious ramifications for Cornerstone/GRTS students, both legally and ethically. Unauthorized copying or use of copyrighted materials, including downloaded files of various kinds, can result in criminal charges and fines. Plagiarizing another’s words or ideas (passing them off as your own) can result in loss of grade or failure. For a fuller explanation of these issues or of CU’s copyright policy, see Miller Library’s website (under Library Tools menu)—“Copyright, Fair Use, & Plagiarism”: http://library.cornerstone.edu/content.php?pid=125720&sid=1079827

Disability accommodation- The University will make reasonable accommodations for students with disabilities, in compliance with Section 504 of the Rehabilitation Act of 1973 and with the Americans with Disabilities Act of 1990. The purpose of accommodation is to provide equal access to educational opportunities to students affected by disabilities, and the university does not intend that the standards be altered, nor that the essential elements of programs or courses be changed. Students having documented disabilities may apply for accommodations through Student Disability Services (SDS), which is part of the Cornerstone University Learning Center located in Miller Hall on the main campus.
In the event that students have questions regarding whether they are eligible for accommodations, how they might provide appropriate documentation of disabilities, or how they might handle a disagreement with a professor over questions of accommodation, the Director of Academic Support should be contacted immediately at (616) 222-1596 or via email at learning.center@cornerstone.edu. Further information about applying for and utilizing accommodations is provided in the Student Handbook and on the university’s website.

Notes and Policies for Elizabeth Shelley:

1. Get a jump/flash drive. Save your papers at each stage of the writing process. Special consideration will not be given to students whose computers ate their homework. You have my sympathies if you lose your work; however, I still expect all papers and assignments to be submitted on time.

2. Please do not email me your assignments or papers. If you cannot hand in a paper or other assignment during the class period in which it is due, bring it to the next class period or ask a peer to turn it in for you.

3. Have several reliable options for printing. Your usual printing method may be unavailable sometimes—know where/how else you can print.

4. Your e-mails to your professors say a lot about you as a student. If you miss a class and need to know what the assignment is for the next class, please e-mail a classmate, not me. Proofread and spell check your e-mails.

5. I have a no cell phone/no laptop policy. If you are expecting a phone call, please let me know at the beginning of class, and keep your phone on vibrate. Texting during class is prohibited; you risk forfeiting your participation points for the day by engaging in this discourteous practice.

6. Please log on to Moodle each week for additional assigned readings, quizzes, and announcements.

7. Feel free to bring beverages to class. Food, however, is often very distracting for everyone in the class; please finish your food before class begins or on break.

Peer’s name, email, phone:____________________________________________________
________________________________________________________________________

Peer’s name, email, phone:____________________________________________________
________________________________________________________________________

Peer’s name, email, phone:____________________________________________________
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VIII. Course Schedule—tentative and subject to revision. Revisions will be announced and posted on Moodle.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Faculty</th>
<th>Assignments due</th>
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<tbody>
<tr>
<td>Unit 1</td>
<td>Research &amp; Writing: Introduction</td>
<td>Shelley</td>
<td>Turabian Chapters 1, 2</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Wittmer p. 11-33</td>
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<tr>
<td>September 14, 15</td>
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<tr>
<td>Unit 2</td>
<td>Research &amp; Writing: Thesis statements, Reflective Essay</td>
<td>Shelley</td>
<td>Wittmer p. 37-100</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Turabian Chapters 6, 7</td>
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<tr>
<td>September 21, 22</td>
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<tr>
<td>Unit 3</td>
<td>Worldview: Creation, Fall, Redemption (Part 1)</td>
<td>Wittmer</td>
<td>Wittmer p. 101-153</td>
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<tr>
<td>September 28, 29</td>
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<td>Be sure to sign up for Faith and Call speech on Moodle</td>
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<tr>
<td>Unit 4</td>
<td>Worldview: Creation, Fall, Redemption (Part 2)</td>
<td>Wittmer</td>
<td>Turabian Ch. 9, 10</td>
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<tr>
<td>October 5, 6</td>
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<td>Wittmer p. 157-221</td>
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<tr>
<td>Unit 5</td>
<td>Research &amp; Writing: Formatting using GRTS Guidelines, Writing Circles</td>
<td>Shelley</td>
<td>Draft of Reflective Essay—3 hard copies (min. 4 full pages)</td>
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<tr>
<td>October 12, 13</td>
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<td>Turabian Ch. 4, 5</td>
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<tr>
<td>Unit 6</td>
<td>Stylish Writing: Clarity &amp; Coherence</td>
<td>Wittmer</td>
<td>Reflective Essay Due via Moodle</td>
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<td>October 19, 20</td>
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<td>Williams Ch. 2-3 (available on Moodle)</td>
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<td>Unit 7</td>
<td>Research &amp; Writing: Researching</td>
<td>Shelley</td>
<td>Turabian Ch. 11</td>
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<tr>
<td>October 26, 27</td>
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<td>Take GRTS Guidelines Quiz (on Moodle)</td>
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<td>Unit 8</td>
<td>Research &amp; Writing: Evaluating Resources, Plagiarism</td>
<td>Shelley</td>
<td>Research/Citation Exercise Due (hard copy)</td>
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<td>November 2, 3</td>
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<tr>
<td>Unit 9</td>
<td>Research &amp; Writing: Note taking, Outlining</td>
<td>Shelley</td>
<td>Take Plagiarism Quiz (on Moodle)</td>
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<tr>
<td>November 9, 10</td>
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<td>Journal Article Exercise (hard copy)</td>
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<td></td>
<td>Turabian, Ch. 3</td>
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<td></td>
<td>Annotated bibliography draft (min. 4 citations and annotations, 2 hard copies)</td>
</tr>
</tbody>
</table>
| Unit 10 | November 16, 17 | Research & Writing: Revising, Introductions Writing Circles | Shelley | • Annotated Bibliography Due via Moodle  
   • Working outline/storyboard draft — 2 hard copies |
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<tr>
<td>Unit 11</td>
<td>November 23, 24</td>
<td>Case Study Using the Integrated Ministry Model (Part 1)</td>
<td>Evans</td>
<td>• Formal Outline Due via Moodle</td>
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<tr>
<td>Unit 12</td>
<td>November 30, December 1</td>
<td>Case Study Using the Integrated Ministry Model (Part 2)</td>
<td>Evans</td>
<td>• Williams, Lessons 11, 12 (available on Moodle)</td>
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</table>
| Unit 13 | December 7, 8 | Stylish Writing: Emphasis | Wittmer | • Williams Ch. 4 (available on Moodle)  
   • Case Study Paper Due via Moodle drop box AND hard copy |