

## 1. COURSE DESCRIPTION:

This Institute will engage faculty in thinking about issues of student research skill development in the context of shaping curricula to make research more foundational within the instruction process. The Institute will involve six modules, each of which will include thought pieces, guidance on how to operationalize skill development in students, and opportunities to interact on the relevant issues as well as prepare practical materials to help you move forward in student research skill development. Completion of the course assignments is the sole requirement.

## 2. ENVISIONED LEARNING OUTCOMES

1. Students will demonstrate an appreciation for the challenges facing seminary students doing research.
2. Students will demonstrate an understanding of the nature of information literacy for seminary students.
3. Students will demonstrate the ability to locate student research skill development within the foundation of seminary courses.

## 3. COURSE SCHEDULE

### Week 1:

**Lectures:** An Introduction to disciplinary expertise

**Readings:**

Badke, William. "Student Theological Research as an Invitation." *Theological Librarianship* 5, no.1 (2012): 30-42.  
<https://journal.atla.com/ojs/index.php/theolib/article/view/200/507>.

Badke, William. *Teaching Research Processes: The Faculty Role in the Development of Skilled Student Researchers*. Oxford: Chandos; New York: Neal-Schuman, 2012, Preface, Chapters 1-2. [The role of this textbook is to develop cumulative understanding of the issues; thus there will be readings for each week, intended to have participants read the entire book by the end of the institute]

**Activities:** Guided reflections on the information base, metanarrative and method of your discipline

**Assignments:** Posting a summary of thinking on the activity, responding to other posts, and posting a consideration of ways to overcome the gap in student understanding of the information base of the discipline.

### Week 2:

**Lectures:** An introduction to student research frustrations, and articulation of the nature and extent of the information base that exists in our disciplines.

**Readings:**

Badke, William. *Teaching Research Processes: The Faculty Role in the Development of Skilled Student Researchers*. Oxford: Chandos; New York: Neal-Schuman, 2012, Chapters 3-4.

Badke, William, *Research Strategies: Finding Your way through the Information Fog*, 4<sup>th</sup> ed. Bloomington, IN: iUniverse.com, 2012, Preface and Chapters 1-2.

**Activities:** Viewing video on student research frustration, as well as reflecting on the roles of peer review and the newer forms of information dissemination.

**Assignments:** Postings responding to the student research frustration video, newer forms of information, and the nature of information in your discipline. Identification of a methodology topic for succeeding weekly assignments.

### Week 3:

**Lectures:** Disciplinary thinking, and development of problem statements and research designs.

#### Readings:

Badke, William. *Teaching Research Processes: The Faculty Role in the Development of Skilled Student Researchers*. Oxford: Chandos; New York: Neal-Schuman, 2012, Chapter Five.

Badke, William, *Research Strategies: Finding Your way through the Information Fog*, 4<sup>th</sup> ed. Bloomington, IN: iUniverse.com, 2012, Chapters 3-4, 5.1.

**Activity:** Consideration of the role of disciplinary thinking in helping students to grasp the nature of a discipline.

**Assignments:** Posting a response to the activity, developing a research question/thesis and preliminary outline, doing keyword and subject heading library catalog searches.

### Week 4:

**Lectures:** Teaching research processes in the classroom, and optimization of information finding tools in research.

#### Readings:

Badke, William. *Teaching Research Processes: The Faculty Role in the Development of Skilled Student Researchers*. Oxford: Chandos; New York: Neal-Schuman, 2012, Chapter Six.

Badke, William, *Research Strategies: Finding Your way through the Information Fog*, 4<sup>th</sup> ed. Bloomington, IN: iUniverse.com, 2012, Chapter 5.

**Activity:** Consideration of ways in which close readings of literature and modular research assignments could improve student understanding of disciplinary information and the research process.

**Assignments:** Development of a close reading assignment, and a search in two journal databases.

### Week 5:

**Lectures:** Determination of the relevance of found information within the framework of a research problem and preliminary outline.

#### Readings:

Badke, William. *Teaching Research Processes: The Faculty Role in the Development of Skilled Student Researchers*. Oxford: Chandos; New York: Neal-Schuman, 2012, Chapters Seven and Eight.

Badke, William, *Research Strategies: Finding Your way through the Information Fog*, 4<sup>th</sup> ed. Bloomington, IN: iUniverse.com, 2012, Sections 6.8 and 8.2

**Activity:** Consideration of ways to translate the information of Teaching Research Processes, Chapter Seven into classroom work.

**Assignments:** Posting of a response to the week's activity and evaluation of a student bibliography in light of a stated research question.

## Week 6:

**Lectures:** Development of classroom instruction in research method through a network of information and research oriented assignments.

### Readings:

Badke, William. *Teaching Research Processes: The Faculty Role in the Development of Skilled Student Researchers*. Oxford: Chandos; New York: Neal-Schuman, 2012, Chapters Nine and Ten.

**Activities:** Review of professor post in Week 5 regarding the student bibliography.

**Assignments:** Posting of response to professor's post on student bibliography, creation of a guided modular research assignment, and posting of an evaluation of learning through the institute.

## 4. COURSE REQUIREMENTS

Participants will produce a number of weekly postings which, when completed, indicate success in the institute. There are no specific grades for the course.

## 5. REQUIRED READINGS and RESOURCES:

Badke, William. *Teaching Research Processes: The Faculty Role in the Development of Skilled Student Researchers*. Oxford: Chandos; New York: Neal-Schuman, 2012.

Badke, William, *Research Strategies: Finding Your way through the Information Fog*, 4<sup>th</sup> ed. Bloomington, IN: iUniverse.com, 2012.

Badke, William. "Student Theological Research as an Invitation." *Theological Librarianship* 5, no.1 (2012): 30-42.  
<https://journal.atla.com/ojs/index.php/theolib/article/view/200/507>.

Project Information Literacy video, "Frustration." ([http://www.youtube.com/watch?v=rmEzo51e\\_SQ&feature=channel\\_page](http://www.youtube.com/watch?v=rmEzo51e_SQ&feature=channel_page)).

## 6. SUGGESTED READINGS and RESOURCES:

Arum, Richard, and Josipa Roksa. *Academically Adrift: Limited Learning on College Campuses*. Chicago: University of Chicago Press, 2011.

Badke, William. RES 500 OL – Research Strategies: A One Credit Graduate Level Interactive Course in Information Research Skills. 2011 (<http://acts.twu.ca/Library/assingme500.htm>)

Bain, Ken. *What the Best College Teachers Do*. Cambridge, Mass: Harvard University Press, 2004.

Martin, Brian. "The Politics of Research" (<http://www.bmartin.cc/pubs/98il/il07.pdf>).

## 7. EVALUATION

Participants will complete assignments but grades will not be assigned.

## 8. ACADEMIC HONESTY POLICY

Students at Holy Apostles College & Seminary are expected to practice academic honesty.

### Avoiding Plagiarism

In its broadest sense, plagiarism is using someone else's work or ideas, presented or claimed as your own. At this stage in your academic career, you should be fully conscious of what it means to plagiarize. This is an inherently unethical activity because it entails the uncredited use of someone else's expression of ideas for another's personal advancement; that is, it entails the use of a person merely as a means to another person's ends. It's the stuff of hell's 8<sup>th</sup> circle.

#### Students:

- Should identify the title, author, page number/webpage address, and publication date of works when directly quoting small portions of texts, articles, interviews, or websites.
- Students should not copy more than two paragraphs from any source as a major component of papers or projects.
- Should appropriately identify the source of information when paraphrasing (restating) ideas from texts, interviews, articles, or websites.
- Should follow the Holy Apostles College & Seminary Stylesheet (available on the Online Writing Lab's website at <http://www.holyapostles.edu/owl/resources>).

#### Consequences of Academic Dishonesty:

Because of the nature of this class, academic dishonesty is taken very seriously. Students participating in academic dishonesty may be removed from the institute.

## 9. ABOUT YOUR PROFESSOR



William B. Badke is Associate Librarian for Associated Canadian Theological Schools and Information Literacy at Trinity Western University, Langley, B.C., Canada

Professor Badke holds a Master of Theology from Northwest Baptist Seminary and a Master of Library Science from the University of British Columbia. He is the author of numerous articles and nine books, including his textbook, *Research Strategies: Finding your Way through the Information Fog*, 4<sup>th</sup> ed. (Bloomington, IN: iUniverse.com, 2011) and *Teaching Research Processes: The Faculty Role in the Development of Skilled Student Researchers* (Oxford: Chandos; New York: Neal-Schuman, 2012).

He lives in Mission, BC, Canada, with his wife, Rosemary, and sons, Shawn and Jordan.

*This syllabus is subject to change over time at the discretion of the course professor.*