Please Note: This one-credit class has a fair amount of work. If you are just starting seminary, or working full-time, we encourage you not to over-load your schedule with too many other classes. Please allow enough time to do the assigned work and achieve successful completion of the course.

Instructor: Dr. Bob Mayer, DMin, MLIS, Senior Librarian and Assistant Professor of Theological Bibliography.

Staff/Teaching Assistant: Ms. Mary Reitano, MACC, Coordinator of Writing Programs.

Writing Instructors: Renee Ratcliffe, Richard Halliburton.

Contact Information

If you have any questions as you move through this course, please contact your Writing Instructor. Working with a Writing Instructor and receiving feedback throughout the course on each assignment is a requirement of CO501.

If you have not been assigned a Writing Instructor and been contacted by them as of January 20, 2016, please contact Mary Reitano promptly at mreitano@gordonconwell.edu.

Technical Support

If you have technical problems, contact the Help Desk at helpdesk@gordonconwell.edu or call them at 978-646-4357 or 800-428-7329. If you cannot access your GCTS email or Sakai, your password may have expired. You can reset your password at: https://password.gordonconwell.edu. All requests related to the course content or structure should be sent to your writing instructor.

Course Description

CO501 is an online course with modules and assignments for you to complete in Sakai.

This class is NOT self-paced. The class has deadlines about every one to two weeks with penalties for late submission of assignments.

All assignments are graded and you must complete all the reading, modules, and assignments to receive a passing grade in the course. There is no live instruction or campus residency requirement. Your primary interaction will be via email with your personally assigned writing instructor.

CO501 introduces seminary students to graduate-level research and writing skills with specific attention to academic writing, theological research, proper use and citation of sources, plagiarism, and usage of style manuals. The course explores the nature of theological reflection and introduces students to the idea of “thinking theologically” about various topics they encounter both in academic study and in the practice of mental health.
Gordon-Conwell Mission

This course satisfies the following institutional learning objectives:

Demonstrate constructive and critical thinking about Christian ministry in light of biblical, theological, and historical scholarship in accordance with historic Christian orthodoxy.

Relation to Curriculum

CO501 is a one credit-hour course, required of all Gordon-Conwell-Charlotte counseling students and must be completed within their first year of study.

Pre-Requisite Knowledge

This course assumes that students have taken an undergraduate writing course and are familiar with the basics of good composition and mechanics. Students who do not feel confident in their knowledge of these elements should take some time to review writing fundamentals through writing handbooks or websites. Also, please feel free to contact Mary Reitano at mreitano@gordonconwell.edu and we can arrange additional coaching sessions.

Course Learning Objectives

Upon successful completion of this course, students will:

1. Understand foundational principles for organizing and conducting graduate-level research.
2. Demonstrate their ability to develop a research topic and conduct effective research.
3. Demonstrate their knowledge of graduate-level academic writing standards and process.
4. Become familiar with proper citation of sources and the sixth edition of the *Publication Manual of the American Psychological Association* that govern the citation process in research related to counseling and mental health.
5. Learn how to recognize plagiarism, both intentional and unintentional, and avoid it in preparation of their research papers.
6. Begin to develop a framework for ongoing theological reflection that will shape how they integrate Christian faith with academic study and the practice of mental health.

Module Topics

The following are a listing of the lesson topics in this course.

1. Module 1: Welcome and Required Preparation
2. Module 2: Critical Reading and Thinking
4. Module 4: Basic Writing Skills
5. Module 5: Academic Writing
6. Module 6: Thinking Theologically
7. Module 7: Preparing to Write Your Paper
8. Module 8: Writing Your First Draft
9. Module 9: Revisions and Final Paper
10. Module 10: The Virtual Writing Center

**Required Materials**

Students are required to purchase and read the following five texts:


*(Note: The above books are NOT cited in APA Style in order to provide full information for purchase.)*

"For Kindle books without fixed page numbers, "utilize APA’s guidelines for direct quotations of online material without pagination (see Section 6.05 of the Publication Manual). Name the major sections (chapter, section, and paragraph number; abbreviate if titles are long), like you would do if you were citing the Bible or Shakespeare"*

Course Requirements:

Achievement of the course objectives will be measured through a variety of assignments and activities as described below.

I. Content Mastery:

This course assumes that the best way to improve our writing is to write. In addition to reading about writing, you will practice the craft of writing at the graduate level. The following are the types of assignments you can expect.

Tutorials

It is required that you complete the New Student Orientation, Sakai, and Library tutorials in order to take this class and be comfortable with the technology and resources.

Students will submit a signed form at the beginning of the course (in the Assignments tool) indicating that they have completed the tutorial requirements. This is a requirement to pass the course.

Readings

The content of this course will be presented through two means: 1) reading of books related to research and writing; and 2) websites devoted to writing practice and resources. There are about 500 pages of reading from the texts, plus reading the modules and linked resources.

Students will submit a signed form at the end of the course (in the Assignments tool) indicating that they have completed the reading requirements. This is a requirement to pass the course.

Writing Assignments

Throughout this course you will construct a short research paper. Each module will prepare you to write your paper. You will also receive feedback from a writing Instructor at each stage. This culminates in a five to seven page paper on the integration of psychology and theology. You will also write a short critical book review.

Other Assignments

You will have one open-book quiz, and seven short assignments designed to help you write your paper (one page paper; 200-word embedded theology reflection; paraphrase; database research; citation exercise; thesis statement and outline; 200-word critical interaction).
IV. Grading and Course Policies

This one credit hour course will be graded based on the standard Gordon Conwell Theological Seminary grading policy. CO501 is a Pass/Fail class and will be reflected on transcript as a “P” or “F.” The class will be based on a total of 200 points. Since research and writing are such essential skills for graduate students, a numeric grade of 160/200 (80%) or better, which is a B- or better, will be needed for a passing grade.

The final course grade reflects the following components:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Maximum Points Possible Per Assignment</th>
<th>Total Points Possible</th>
<th>% of Total Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quiz</td>
<td>10</td>
<td>10</td>
<td>5%</td>
</tr>
<tr>
<td>Module Activities (7)</td>
<td>10</td>
<td>70</td>
<td>35%</td>
</tr>
<tr>
<td>Critical Book Review</td>
<td>30</td>
<td>30</td>
<td>15%</td>
</tr>
<tr>
<td>Rough Draft</td>
<td>40</td>
<td>40</td>
<td>20%</td>
</tr>
<tr>
<td>Revised Final Paper</td>
<td>50</td>
<td>50</td>
<td>25%</td>
</tr>
<tr>
<td>Preparation/Tutorials Report</td>
<td></td>
<td></td>
<td>Pass/Fail for entire course</td>
</tr>
<tr>
<td>Reading Log</td>
<td></td>
<td></td>
<td>Pass/Fail for entire course</td>
</tr>
<tr>
<td></td>
<td></td>
<td>200</td>
<td>100%</td>
</tr>
</tbody>
</table>

Instructor Feedback

Writing instructors will assist the student by reviewing course assignments. Students will receive feedback on their assignments within one week of submission, with the exception of the Rough Draft assignment, for which instructors will have up to two weeks to provide feedback.

Document Formatting and Submission

Formatting preferences:

Generally, assignments should be double-spaced, using 11-12 point of either Times New Roman/Cambria/Arial fonts. (However, there are a few assignments with different instructions. For example, Assignment 2 should be single-spaced.)

File naming convention for assignments:

Assignments and papers should be labeled as "FirstinitialLastname_Module#Lesson#_MMDDYY" (example: Jsmith_M2L3_010101).

Early Submissions:

You may post assignments early; they will be graded in order received. It is to your advantage to do so to allow additional time between assignments. However, note that some assignments require feedback before proceeding.
Late Work

Students must complete the course within the due dates given on the Course Schedule. The course must be completed within the first year of a student's program. Failure to pass this course within the first year could result in requirement to repeat course. Further Late Policy details below:

1) Each late assignment will incur a 3-point penalty. These points can add up quickly and put you at risk for failing the class. Please plan ahead!

2) "Grace" will be extended two times--when late penalties will not be incurred. You may select these times which may coincide with a particularly busy week, a vacation, or use them in unexpected circumstances (i.e. illness). However, notify your Instructor in advance and complete the assignment within a week after the due date.

3) Exceptions to this policy must be approved in writing by Mary Reitano, the Coordinator of Writing Programs.

Netiquette

Gordon-Conwell does not tolerate disruptive or disrespectful behavior in the online communications in any course. Students should review the netiquette policy in the Student Handbook and this website: http://www.albion.com/netiquette.

Additional Seminary Policies

For additional policies that may pertain to this course please refer to the Syllabus Addendum.