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 <p>NEW ORLEANS BAPTIST THEOLOGICAL SEMINARY ANSWERING GOD'S CALL</p>	<p>RDOC 9320 Supervised Mentorship II New Orleans Baptist Theological Seminary Division of [Name of Division] Semester (Spring) Year (2023)</p>
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[Professors Name]

[Title]

[Office location]

[Email]

[Phone #]

Meeting Times: *[During Supervised Mentorship the supervisor and student must together (in person or bluejeans/zoom) for no less than 8 hours over the course of the semester. The exact dates and times of those meetings may be arranged between the student and supervisor. Two meetings a month for an hour or so would be preferred (more consistent bi-weekly contact is better than fewer meetings once a month for several hours), but as long as the appropriate time with the student is maintained whatever works best for the student and supervisor is fine.]*

Mission Statement

New Orleans Baptist Theological Seminary and Leavell College prepare servants to walk with Christ, proclaim His truth, and fulfill His mission.

Course Description

Supervised Mentorship II is primarily focused on guiding and overseeing the student develop a robust research proposal. The research proposal is the student's first formal proposal regarding his or her dissertation topic. A proposal is normally 2500-3500 words, not including bibliography. If the student has not determined a viable topic during Supervised Mentorship I, then this mentorship will first focus on choosing a topic. In addition, the supervisor may require additional work as deemed necessary for mastery in the field of study or essential to pursuing a dissertation on a specific topic or methodology.

Course Grading

This is a pass/fail course. If students successfully complete the required reading and written assignments, they will pass. If students fail to complete the assignments or cannot demonstrate an adequate understanding of the reading, they will fail.

Student Learning Outcomes

The student should be able to

- determine a viable topic/thesis for a dissertation.
- research and write a robust dissertation proposal.
- demonstrate an appropriate understanding and mastery of the scholarship, issues, debates, concepts pertaining to the specific area to write a dissertation
- evaluate areas needed to further development or improve in for the specific area of specialization.

COURSE TEXTBOOKS

[As the supervisor, you may or may not require any specific books. However, you may be aware of areas and subjects that the student should be familiar so feel free to require book/articles. You may just want to indicate that some materials may be assigned as determined necessary through the course of the semester].

COURSE REQUIREMENTS

[The primary requirement is the proposal. You may want to divide it into sections or all at once. The proposal should consist of: (1) A viable thesis and/or research question; (2) a survey of the most relevant precedent research (literature review); (3) a well-defined methodology; and (4) a case for how it will make a scholarly contribution in the field. Here is the outline and required components of a proposal from the newly revised PhD manual:

II.2.7.1 Components of the Research Proposal

The research proposal should begin with a formal title page and will include several various components depending on the nature of the topic, discipline, or field of study.

1. Research question and problem

The first step involves transitioning from a viable topic, properly narrowed, to a research question that seeks to solve a research problem. The research question asks for answers specifically related to the topic. However, a dissertation is more than just answering a question but posing and solving a problem that others will recognize as worth solving. The problem should address a gap in knowledge, an unclear situation, an unresolved problem, or some other question that needs investigation. It is essential to state the problem because it shapes and guides the research.

Types of Questions

- a. **‘Why’** questions point to the analysis and evaluation of facts, ideas, and events. It probes into the reasons behind an issue.
- b. **‘What’** questions lead to outlining and describing the nature of the subject and the issues it raises.
- c. **‘How’** questions explore how something works, how it has come together or is organized. It leads to methodological issues and the way one interprets the data.

The research question should do more than ask a question; it should point to a research problem that the dissertation will answer.

2a) Thesis Statement or Purpose of Research

The thesis statement directly and specifically states the purpose of research and its major claim. It represents the writer's solution or contribution to solving the research problem. It forms the purpose for the meaning and significance of the research. The thesis statement involves making a claim based on good reasoning and reliable evidence. As such, it must exhibit the following attributes:

- A. **Substantive** – It must convince readers of the importance of the claim/thesis.
- B. **Contestable/Falsifiable** – It must be something that could be refuted or proven wrong.
- C. **Explicit** – It must be clear, specific, and sufficiently detailed to demonstrate how the central concepts will develop throughout the dissertation.

2b) Hypothesis(es)

For scientific, social scientific, or quantitative and qualitative research, include a research hypothesis or hypotheses. A hypothesis is an idea or explanation for something that is based on known facts but has not yet been proved. A research hypothesis is a statement about the expected outcome of a scientific study culminating in a dissertation. A hypothesis must have the following attributes:

- A. **Specific** – It must be clear about what is being assessed (who and what is involved) with very specific expected outcomes.
- B. **Testable** – It must be able to collect observable data in a scientifically rigorous fashion to assess whether it supports the hypothesis or not. Can it be proven true?
- C. **Falsifiable** – It must have some identifiable way to test whether a hypothesis is false. If not, it's not a hypothesis.

2. Literature Review

The purpose of the literature review is first to demonstrate a fully professional grasp of the relevant scholarship on the subject and to demonstrate the unique contribution of the dissertation research. While it does not need to be comprehensive for a proposal, the literature review should be thorough enough to demonstrate the student has an advanced awareness of the existing scholarly literature to validate the dissertation proposal as viable.

However, the literature review is more than just a mere encyclopedic listing of titles with annotations; the student should demonstrate critical engagement and evaluation of the literature. This is essential not only for demonstrating an adequate familiarity with the sources, but it also reveals a student's competency on the subject.

3. Methodology

Give a brief description of the methodology to be employed. The methodology needs to conform to standards appropriate to the discipline. Be sure to discuss the data needed and how they will be interpreted. Identify key issues that are relevant to the research methodology.

4. Importance of the study

Include a description of the importance of the proposal. What will this research contribute to the academic discipline? Be sure to demonstrate how the proposal fills a gap, challenges a consensus, or otherwise makes a genuine contribution to the scholarship of one's field.

5. Bibliography

The bibliography should include key works that have been examined and indicate awareness of major works in the field of inquiry. It should include major works in primary sources, monographs, and journals. If relevant, it should include foreign language works and not just those in English.

Suggested Resources for Proposal:

- Wayne C. Booth, Gregory G. Colomb, Joseph M. Williams, Joseph Bizup, and William T. FitzGerald, *The Craft of Research*, 4th ed.
- Paul D. Leedy and Jeanne F. Ormrod, *Practical Research: Planning and Design*, 12th ed.
- John D. Cone and Sharon L. Foster, *Dissertations and Theses from Start to Finish*, 2nd ed.
- Fred Pyrczak and Randall R. Bruce, *Writing Empirical Research Reports*, 8th ed.

SELECTED BIBLIOGRAPHY [optional]