

**Research Methodology and Scholar Development:
A Practicum
(Wednesday, 2:00- 3:30 pm)**

Instructor: Prof. Dr. **Najib George Awad**
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Office Hours: Monday & Tuesday: 10:00 am – 1:00 pm

Meetings: upon appointment to be agreed upon with the instructor via email message.

I. Seminar Description:

What is it like to present and defend an academic paper? What are the roles of the facilitator? how does writing a book review or assessing academic essays look like? How do professional scholars pursue their research presentation? How do I write and present my doctoral thesis proposal? This seminar will attend to such inquiries, and will continue to provide students with opportunities for collegial interaction by inviting them to witness professional scholars attending to paper-reading, book reviewing, essay's assessing and proposal writing tasks before them in the seminar's sessions. The students will also be asked to lead one of the sessions and also to rehearse presenting and defending their doctoral thesis proposal in another.

II. Seminar Objectives:

1. To provide students with practical, how-to-do, tools and first-hand experience for doctoral level research and opportunities for collegial interaction.
2. To provide an introduction to the following skills and techniques appropriate for doctoral-level academic study of religion:

- a. Presenting scholarly subjects to audience
- b. Clearly articulate/present and defend a paper/proposal
- c. Critically evaluate secondary scholarship (monographs, articles, essays, commentaries, etc.) presented by other established scholars
- d. Leading/moderating a scholarly discussion

III. Seminar Outcomes:

Students will have reflected on, and practiced the appropriate research skills and techniques necessary for their doctoral work, including:

- Rehearsing doctoral thesis proposal's presentation and defense
- leading a course discussion
- techniques in lecturing
- testing and appraising

IV. Seminar Format:

The Seminar is composed as the second of two main components delivered over the course of two academic years (the PhD program's first stage): Methodology (Fall semester, first year) and Practicum (Spring semester, second year). This seminar will be pursued after 1.5/2 hours-long sessions per week over the course of 8 weeks. The PhD students who are into the second year of the first stage of the program are required to participate and contribute to the seminar. They alone are asked to present, moderate, and respond to papers in the seminar. Students from the first year of the seminar are allowed to sit in it, should they liked to, as observers and auditors only.

V. Course Requirements:

Presence, Participation, and Preparation are the main requirements in the seminar. Students must **regularly attendance at all sessions and actively participate in discussion and in creating, with the seminar's instructor, the expected collegial and academic atmosphere for their own benefit.** Missing any of the required session is not going to be tolerated, unless there is an exceptionally unbeatable reason that prevents the student from attending that session. Should this urgent and inescapable situation occur, the student is required to inform the instructor about it and bring a plausible and convincing explanation to the instructor as early as possible before the session. Also students are required to arrive **in time** to the classroom and to stay for its entire duration. **Missing two sessions will result in automatic failure of the seminar.**

This is a **research seminar** not a lecture. Therefore, students are required to engage analytically the presented materials and to relate to them in critical, scholarly dialogue with the presenters and

among each other. Students will form a view about the material they present or tackle, be ready to articulate their views with precision and clarity, and to defend their proposals in conversation with their peers and faculty persons leading the session. So, not only will presenters have answers to these questions themselves, but the students will respond to the presenter with a *critically-engaged* response.

Each week, a student will be chosen by a faculty person to lead the discussion. This “point-person” should be prepared to present and assess the argument of the text, and he/she may be given in advance the paper/presentation that will be offered that session by the assigned speaker and will be asked to be prepared for opening or initiating a discussion on the presented material by raising questions before the presenter.

VI. Learning Resources and Expectations

Plagiarism will not be tolerated in student written work. You are expected to put your ideas in your own words. When the thoughts, ideas, or words of other persons are used, whether written or verbal, credit should be given by using quotations and proper citation. Proper documentation should also be included for sources used but not quoted *verbatim*. For the policy and guidelines for avoiding plagiarism, see the Academic Policies for Graduate Programs section of the Catalogue or the Student Handbook.

Lateness Policy

All dues dates are real. Please meet them. If you expect to miss a deadline, please contact the professor **before the due date**, in order to negotiate a new due date. This new date becomes firm.

Language Issues

Good communication is crucial for ministry, scholarship, and collegiality. Students are encouraged to have their writing assignments reviewed by a writing consultant as needed. These services are offered at no additional cost to graduate program students (see Student Handbook for details). Students are also expected to use inclusive language in this course as stipulated by the Hartford Seminary Catalogue.

CLASS SCHEDULE AND Tasks ASSIGNMENTS

Faculty/Scholars' Contributions

Session 1 (Feb. 13. 2019): "Two Case studies on research in Islamic Studies and Christian-Muslim Relations."

Led by: Dr. David Grafton

Facilitator: Course Instructor

Readings: Written sample presented by Dr. Grafton

Session 2 (Feb. 20. 2019): "a Scholarly Proposal for a scholarly book"

Led By: Dr. Najib George Awad

Facilitator: Course Instructor

Readings: written sample presented by Dr. Awad

Session 3 (Feb. 27. 2019): "A Scholarly Paper on Islamic Studies"

Paper from: Dr. Yahya Michot

Facilitator: Course Instructor

Reading: Written materials presented by Dr. Michot

Session 4 (Mar. 6. 2019): "How to Compose and Deal with Book Reviews"

Paper from: Dr. Timur Yuskaev

Facilitator: Course Instructor

Readings: Written materials presented by Dr. Yuskaev

Session 5 (Mar. 13. 2019): "Using other authors' Writing as Templates for one's Own Writing"

Paper from: Dr. Timur Yuskaev

Facilitator: Course Instructor

Reading: Written materials presented by Dr. Yuskaev

PhD Students' Presentations

Session 6 (Mar. 20. 2019): “Rehearsing Doctoral Thesis Proposal”

Paper from: Okan Dogan

Facilitator: Muhammad Afdillah

Reading: the proposal presented by Okan Dogan

Session 7 (Mar. 27. 2019): “Rehearsing Doctoral Thesis Proposal”

Paper from: Ramy Marcus

Facilitator: Okan Dogan

Reading: the proposal presented by Rami Marcus

Session 8 (Apr. 3. 2019): “Rehearsing Doctoral Thesis Proposal”

Paper from: Muhammad Afdillah

Facilitator: Ramy Marcus

Reading: the proposal presented by Muhammad Afdillah

Bibliographical Materials Related to Academic Presentations

Students will find here some bibliographical materials related to preparation of academic lectures and presentations. Students are encouraged to read or consult these materials (or others) for their own education and training for making their own presentations in the seminar.

- <https://ctl.yale.edu/teaching/ideas-teaching>

- Northey, Margot; Bradford Anderson and Joel Lohr. *Making Sense: A Student's Guide to Research and Writing: Religious Studies*, Don Mills, ON: Oxford University Press, 2015.

- Kelly, Gabrielle. *English for Theology: Developing Proficiency in Academic English for Theological Studies*, Hindmarsh, SA: ATF Press, 2004.

- Gibaldi, Joseph. *MLA Handbook for Writers of Research Papers*, 7th ed., New York: Modern Language Association of America, 2009.

- Chivers, Barbara and Michael Shoolbred. *A Student's Guide to Presentations: Making Your Presentation Count*, Los Angeles & London: Sage Publications, 2007.