

Course Syllabus
TRT2820HF
Methodology and Resources for Theological Studies
Trinity College // Toronto School of Theology
Summer 2022

10 March 2022

Instructor Information

Instructor: Dr. Paul Ladouceur
Office Location: Larkin Building, Office 317
Telephone: 416-978-2170 (in-session only; no messages)
Email: paul.ladouceur@utoronto.ca // 123thabor@gmail.com
Office Hours: By appointment

Course Identification

Course Number: TRT2820HF
Course Name: Methodology and Resources for Theological Studies
Course Location: Trinity College – location to be determined.
Class Times: Mondays and Thursdays, 9 May-16 June & 18 June 2022 (to be confirmed).
Prerequisites: None

Course Description

The main goal of this course is to strengthen student ability to carry out graduate-level studies and research in theology. This will be accomplished through the acquisition of methodological and other skills for the planning, development and finalization of graduate-level academic requirements (essays, book reports, exams), and familiarization with the range of resources, both written and digital (databases and internet), for theological studies, including dogmatic/systematic theology, history, patristics, spirituality, hagiography, Biblical studies and liturgy. The course will assist students in developing a proposal for thesis research and publishable-quality academic writing.

Grading for the course, both in-class and online sections, will be based on a number of practical exercises and assignments during the course, a blog post, a critical book report and a written essay.

Expanded Course Description

Carrying out graduate-level research and writing in theology covers a broad range of skills in the articulation of a problem or issue, the formulation of research questions and hypotheses, the gathering and assessment of material, the arrangement of ideas and material into a coherent outline and the timely writing and revision of the results of research and reflection according to acceptable academic standards and format. Academic skills acquired in other disciplines may or may not be useful to theological research and writing but, in any case, need to be adapted to the specific requirements of theological studies.

The main goal of this course is thus to strengthen student ability to carry out graduate-level studies and research in theology. This will be accomplished through the acquisition of methodological and other skills for the planning, development and finalization of graduate academic requirements (essays, book

reports, exams), and familiarization with the range of resources, both written and digital (databases and internet), available for theological studies, including dogmatic/systematic theology, history, patristics, spirituality, hagiography, Biblical studies and liturgy.

The course emphasizes acquiring “hands-on” experience through practical exercises and assignments, with close guidance and correction of work by the instructor. As a broad substantive theme, the course will focus on the origins of Christian theology of the early centuries leading up to the Council of Nicea in 325. Several exercises and assignments will be structured around this basic theme. We will use as a general text John Behr’s book *The Way to Nicea (Formation of Christian Theology, Volume I)*.

Since much of the course draws on digital and internet resources, students must have ready access to a computer and to internet and have an e-mail address which they consult regularly. Students must be familiar with a word processing software (PC or Mac) and with internet navigation.

Grading for the course will be based on practical exercises and assignments during the course, a book report and a written essay.

The course will *not* cover improvement of basic grammar and spelling, although the course can be used as an opportunity to do so. References to online resources for testing and improving grammar and spelling skills are contained in the Course Reader.

Course Resources

Required Course Books

- Course Reader (available online or in print – fee): “O Timothy, guard the deposit entrusted to you.”
- Kate Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations*. Ninth Edition: Chicago Style for Students and Researchers (Chicago: University of Chicago Press, 9th ed., 2018). Amazon.ca Price C\$21.89 (March 2022).
- Primary text for study and examples: John Behr, *The Way to Nicea (Formation of Christian Theology, Vol. 1)* (Yonkers NY: St Vladimir’s Seminary Press, 2001). 261 p.

Recommended Books

- R.W. Burchfield, *New Fowler’s Modern English Usage*. rev. 3rd ed. (New York/Oxford: Oxford University Press, 2004). PE1628 .F65 1996 TRIN/SMC/ROB REF.
- Michael Kibbe, *From Topic to Thesis: A Guide to Theological Research* (Downers Grove IL: IVP Academic, 2016). 152 p. BR118 .K53 2016 TRIN/SMC/EMM
- William Strunk and E.B. White, *A Manual of Style*. 4th ed. (Boston: Allyn and Bacon, 2000; New York: Penguin, 2005).
- John M. Swales and Christine B. Feak, *Academic Writing for Graduate Students: Essential Tasks and Skills*, 3rd ed. (Ann Arbor, MI: University of Michigan Press, 2012). PE1408 .S7836 ROB/VIC/REGIS (SMC has the 2nd edition.)
- John M. Swales and Christine B. Feak, *Commentary for Academic Writing for Graduate Students: Essential Tasks and Skills*, 3rd ed. (Ann Arbor, MI: University of Michigan Press, 2012). PE1408 .S78363 ROB
- Kate Turabian, *Student’s Guide for Writing College Term Papers*. 4th ed. rev. by Gregory B. Colomb and Joseph M. Williams. (Chicago: University of Chicago Press, 2010).

LB2369 .T82 2010 Trin/Emm/Vic

Webpage: www.press.uchicago.edu/ucp/books/book/chicago/S/bo8216201.html.

- University of Chicago Press Staff, *The Chicago Manual of Style*, 16th Edition (Chicago: University of Chicago Press, 2010). 1,026 pages. Available online with UofT Rid: www.chicagomanualofstyle.org.myaccess.library.utoronto.ca/16/contents.html.
- Lucretia B. Yaghjian, *Writing Theology Well: A Rhetoric for Theological and Biblical Writers* (New York: Bloomsbury T&T Clark US, 2nd ed., 2015). BR44 .Y34 2015 Trin/SMC/Regis/Emmanuel

Course Website

This course uses Quercus for its course website. To access Quercus, go to the UofT Quercus login page at <https://q.utoronto.ca/> and login using your UTORid and password. Once you have logged in to Quercus using your UTORid and password, look for the **My Courses** module, which contains the link to the website for your Quercus-based courses. (Your course registration with ACORN gives you access to the course website in Quercus.) Information for students about using Quercus can be found at: <https://community.canvaslms.com/docs/DOC-10701>. Students who have trouble accessing Quercus should ask Sydney Yeung (divinity@trinity.utoronto.ca) for further help.

The Trinity College Faculty of Divinity will communicate the temporary id and password to registered course auditors. Auditors have full access to all online material, live sessions and to the library of Trinity College. Non-University of Toronto auditors do not receive a T-Card and may not borrow from other University of Toronto libraries (UTL) or have access to digital material through the UTL.

Please ensure that you are familiar with how to access the system and navigate through it. Quercus will be used in the following ways:

- Keeping an updated version of the course syllabus and calendar
- Providing course readings, bibliographies and other handouts
- Sharing additional online resources
- Communicating class notices and updates
- Issuing assignment guidelines and deadlines.

Course Learning Objectives

Students successfully completing this course will be able to:

- Distinguish among and utilize appropriately primary, secondary and tertiary sources and research, and between direct quotation, paraphrase, summary and plagiarism.
- Conceive and develop research projects in theology, acquiring familiarity with the various steps in research, including problem identification, formulation of research questions, development of thesis statements, research methodology, preparation of preliminary bibliography and identification of sources, development of an outline and argument, and drawing of conclusions.
- Locate and assess critically various types of written and digital resources relevant to Christian theology in general and to a specific field of interest to the student in particular, including resources available through digital databases and major online library catalogues.
- Apply analytic, critical, synthetic and assessment abilities relevant for theological study and research.
- Utilize standard conventions for academic writing, including structure, format, references, footnotes and bibliographies.

- Plan and carry out effectively different types of academic research projects, in particular research essays, academic blog posts and critical book reviews.

Evaluation

Requirements – Classroom and Online Sections

The final grade for the course will be based on the following assignments:

Practical exercises during the course; preparation of a bibliography; annotated bibliography; blog post; book review; research essay proposal; conference-type presentation; and a written essay. Several of these items will be linked, in particular the research essay proposal, the conference presentation and the written essay.

The distribution of the marks will be indicated in the detailed Course Outline.

Practical Exercises and Assignments during the Course.

Students will be graded on eight to ten practical exercises and assignments for credit during the course. *All assignments or exercises for credit must be submitted in print copy or by e-mail in Word format.* Assignments may be submitted in English or French.

It will not be possible to make up missed exercises and assignments after the end of the course.

Analytical Book Review.

The default book for review is John Behr's book *The Way to Nicea*. The review should follow standard essay format, with footnotes for sources other than *The Way to Nicea*. References to this work may be made in brackets in the text itself, e.g.: (*The Way to Nicea*, p. 123). Students may use and cite other writings by John Behr or other authors.

Students may propose another book for review, with the approval of the instructor, other than John Behr's *The Way to Nicea*. A substitute book must relate to the student's proposed essay topic and must *not* have been reviewed or used as a prime source in another course.

The review must be between 2,000 words and 2,500 words. The review is due no later than *July 31, 2022*, and may be in English or in French.

Written Essay.

The initial topic of the written essay will be selected in consultation with the Professor no later than third class. The topic will be further developed during the subsequent weeks. Several of the practical exercises relate to the topic of the essay. The essay should be a minimum of 3,000 words and a maximum of 4,000 words (excluding Bibliography). The essay is due no later than *July 31, 2012*, and may be in English or in French.

Grading System

Letter Grade	Numerical Equivalents	Grade Point	Grasp of Subject Matter	Other qualities expected of students
A RANGE: Excellent: Student shows original thinking, analytic and synthetic ability, critical evaluations, and broad knowledge base.				
A+	90-100	4.0	Profound and Creative	Strong evidence of original thought, of analytic and synthetic ability; sound and penetrating critical evaluations which identify assumptions of those they study as well as their own; mastery of an extensive knowledge base
A	85-89	4.0	Outstanding	
A-	80-84	3.7	Excellent	Clear evidence of original thinking, of analytic and synthetic ability; sound critical evaluations; broad knowledge base
B RANGE: Good: Student shows critical capacity and analytic ability, understanding of relevant issues, familiarity with the literature.				
B+	77-79	3.3	Very Good	Good critical capacity and analytic ability; reasonable understanding of relevant issues; good familiarity with the literature
B	73-76	3.0	Good	
B-	70-72	2.7	Satisfactory at a post-baccalaureate level.	Adequate critical capacity and analytic ability; some understanding of relevant issues; some familiarity with the literature
FZ	0-69	0	Failure	Failure to meet the above criteria

Policy on Late Assignments

Arrangements must be made in advance for work submitted after the deadline for individual assignments. If circumstances (such as medical or compassionate difficulties) require that work be turned in late, contact the instructor at the earliest possible juncture to agree on a new timeline and other details.

Students who for exceptional reasons (for instance, a death in the family or a serious illness) are unable to complete work by this date may request an extension (SDF = 'standing deferred') beyond the term. An SDF must be requested from the registrar's office in the student's college of registration no later than the last day of classes in which the course is taken. The SDF, when approved, will have a mutually agreed upon deadline that does not extend beyond the conclusion of the following term. If a student has not completed work but has not been granted an SDF, a final mark will be submitted calculating a zero for work not submitted.

Course grades. Consistent with the policy of the University of Toronto, course grades submitted by an instructor are reviewed by a committee of the instructor's college before being posted. Course grades may be adjusted where they do not comply with University grading policy (<http://www.governingcouncil.utoronto.ca/policies/grading.htm>) or college grading policy.

Policies

Accessibility. Students with a disability or health consideration are entitled to accommodation. Students must register at the University of Toronto's Accessibility Services offices; information is available at <http://www.accessibility.utoronto.ca/>. The sooner a student seeks accommodation, the quicker we can assist.

Plagiarism. Students submitting written material in courses are expected to provide full documentation for sources of both words and ideas in footnotes or endnotes. Direct quotations should be placed within quotation marks. (If small changes are made in the quotation, they should be indicated by appropriate punctuation such as brackets and ellipses, but the quotation still counts as a direct quotation.) Failure to document borrowed material constitutes plagiarism, which is a serious breach of academic, professional, and Christian ethics. An instructor who discovers evidence of student plagiarism is not permitted to deal with the situation individually but is required to report it to his or her head of college or delegate according to the TST *Basic Degree Handbook* (linked from <http://www.tst.edu/content/handbooks>) and the University of Toronto *Code of Behaviour on Academic Matters* <http://www.governingcouncil.utoronto.ca/AssetFactory.aspx?did=4871>. A student who plagiarizes in this course. Students will be assumed to have read the document "Avoidance of plagiarism in theological writing" published by the Graham Library of Trinity and Wycliffe Colleges (http://www.trinity.utoronto.ca/Library_Archives/Theological_Resources/Tools/Guides/plag.htm).

Other academic offences. TST students come under the jurisdiction of the University of Toronto Code of Behaviour on Academic Matters <http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>).

Back-up copies. Please make back-up copies of essays before handing them in.

E-mail. Important course information will be sent by email. All students in conjoint programs are required to have a valid utoronto email address. Students must have set up their utoronto email address which is entered in the ACORN system. Information is available at www.utorid.utoronto.ca. The course instructor will not be able to help you with this. 416-978-HELP and the Help Desk at the Information Commons can answer questions you may have about your UTORid and password. *Students should check utoronto email regularly* for messages about the course. The instructor may send messages to all students via the e-mail facility in Quercus, which uses student utoronto e-mail addresses. The utoronto e-mail mailbox may be configured to forward incoming correspondence to an external e-mail address if wanted. Students should ensure that forwarding works properly so that they do not miss e-mail sent to the utoronto e-mail address.

Anti-harassment policy. As we all adjust to online classes and lectures, and increasingly participate in virtual learning environments, students are reminded of the expectation that we all demonstrate respect for one another. As outlined in the Student Code of Conduct, the University of Toronto does not condone discrimination or harassment against any persons or communities especially when based on grounds protected under the Ontario Human Rights Code. The University of Toronto recognizes its commitment to human rights, equity and inclusion and acknowledges the disproportionate impact COVID-19 has on various parts of our community. COVID-19 is not isolated to people of any particular ethnic origin, place of origin or race. Equity, diversity and respect must remain integral as we continue to transition during these challenging times. The institution will monitor and address discriminatory comments or behaviour including on U of T's online platforms and classrooms.

In accordance with the Ontario Human Rights Code, no person shall engage in a course of vexatious conduct that is directed at one or more specific individuals, and that is based on the race, ancestry, place of origin, colour, ethnic origin, citizenship, sexual orientation, gender identity, gender expression, age marital status, family status or disability. This includes:

- Racial slurs or “jokes”
- Insults due to racial identity
- Online posts of cartoons or pictures, in a workplace or school that degrade persons of a particular racial group
- Name-calling due to race, colour, citizenship, place of origin, ancestry, ethnic background or creed
- Pseudonyms or handles that are inappropriate about ancestry, colour, citizenship, ethnicity, place of origin, race, or religion.

The University of Toronto’s Equity Offices remain available to students to provide support on equity issues that arise as a result of COVID-19. Students are encouraged to support one another and the University’s commitment to human rights and our values of diversity, inclusion, and respect in managing any inappropriate comments or disruptive behaviours. If you experience or witness inappropriate comments or behaviours in your classes, you are encouraged to contact your instructor. If you can, take and share a screenshot of the inappropriate content with your instructor so they can follow-up with you and address the conduct.

Course Outline

1 – Introduction. Types of Material. Use of Material

2 – Academic Writing in Theology

3 – Individual Counseling

4 – Research in Theology

5 – Evaluating Sources/Material from the Internet

6 – Styles and Style Guides

7 – Academic Writing Skills

8 – General Resources for Theological Studies

9 – Resources for Early Christian Theology

10 – Resources for Christian Theology

11 & 12 – Student Seminar: “New Voices in Theology.”

This syllabus is subject to change in accordance with the regulations in the TST *Basic Degree Handbook*.