



HUDSON TAYLOR
U N I V E R S I T Y

2855 Rolling Pin Lane, Suwanee, GA 30024. Tel: 770 831 8882. Fax: 770 831 8858

FALL II 2021 (PhD in Intercultural Studies)

ICS822 Research Seminar II

INSTRUCTOR / CLASS INFORMATION

Instructors: Dr. Rev. Si Ha Yoo, Ph.D.

Email: siha.y@hudson-taylor-university.org

Session: Fall II 2021

Credits: 3 credits

Office Hours: M/T/W/TH/F 12:30-2:30 PM

Contact Number: 973-356-9331

Class Time and Room: Video lectures through Populi, Discussions in Populi, and Zoom meeting

INSTITUTIONAL MISSION STATEMENT

Hudson Taylor University shall strive to glorify and love God in all its endeavors. As a biblical higher education institution, it shall educate its students to serve Christ and fellow humankind toward the establishment of His Kingdom. It shall equip those called to His service with the most relevant, culturally diverse, and up-to-date scholarship in biblical and mission studies. Hudson Taylor University shall foster the development of leaders who will bring the Gospel to the far corners to the world.

INSTITUTIONAL GOALS (IGs)

1. To produce selfless leaders with missional focus who will dedicate their carriers and lives to further our Lord's Great Commission.
2. To educate students who exhibit the theological competence and biblical understanding needed in a variety of contexts, whether ministerial or further graduate studies.
3. To provide the learning environment that is multilingual and culturally diverse.
4. To network, partner with and engage churches, citizens and institutions, local and global.
5. To be an efficiently managed and financially ethical institution.

PROGRAM OBJECTIVES (POs)

Doctor of Philosophy in Intercultural Studies (PhD.IS) program aims for students

Program Objectives	IGs
1. To demonstrate skill in appropriate research methods and knowledge of theories in the field of Intercultural Studies.	1, 2, 3
2. To show a comprehensive interdisciplinary knowledge of intercultural relations and issues; and the practical skills to deal with these issues.	1, 2, 3
3. To produce a research dissertation appropriate to the level of a Ph.D. degree.	1, 2
4. To practice selfless leadership in a wide variety of transnational, intercultural, and educational ministries.	1, 3, 4

COURSE DESCRIPTION

This course prepares students to undertake doctoral studies. Introduction to the dissertation process, including the selection of researchable dissertation topic, strategies in library research, development of the Doctoral E-

Portfolio, mapping a literature review, rudimentary research design for initial proposal and issues of form and APA style; with particular attention to proper attribution of sources. The course will result in the production by the student of an initial literature review and the Doctoral E-Portfolio for reflection learning with the artifacts of the coursework of Ph.D. Program

COURSE OBJECTIVES (COs)

Course Objectives	POs	Assignments
Understand processes in becoming a researcher through doctoral study (i.e., dissertation, advisor-advisee relationships, publishing etc.).	1	1
Utilize library and information system for literacy research, writing styles, especially APA style.	3	3
Integrate various learning experiences and knowledge from holistic perspective	2	5
Develop relationships with fellow doctoral students and several faculty members in school to create a network of support for your work ahead.	4	5

STUDENT LEARNING OUTCOMES (SLOs)

Student Learning Outcomes	POs	Assignments
Pastors and missionaries who participated in this course they will	1	3
1. have a confidence to write academic research papers with APA writing styles		
2. learn how to develop e-portfolio for doctoral literacy review	2, 3	1, 3
3. have the concepts of road map of doctoral research and dissertation	3	1, 4
4. have an initial dissertation proposal.	2	1
5. have critical views on research methodology of empirical research paper	3	2

REQUIRED TEXTBOOKS OR ARTICLES

1. Creswell, John W. (2021). 조흥식역. 질적연구방법론- 다섯가지 접근. 서울, 지학사
Qualitative inquiry and Research Design : Choosing among Five Approaches

Creswell, J. W. (2013). *Qualitative inquiry and research design: Choosing among five approaches*. London: Sage Publications. Amazon \$ 38.2

2. 박민선. "문화선교로서 교회음악사역에 관한 질적 사례연구." 국내박사학위논문 백석대학교, 2018. 충청남도

RECOMMENDED BOOKS AND ARTICLES

King, N., Horrocks, C., & Brooks, J. M. (2019). *Interviews in qualitative research*.

Ittis, Ana Smith. (2008). *Research Ethics*. Routledge.

Silverman, D. (2021). *Doing qualitative research*. S.l.: SAGE PUBLICATIONS.

Articles to read

박민선. "문화선교로서 교회음악사역에 관한 질적 사례연구." 국내박사학위논문 백석대학교, 2018. 충청남도

PRE-REQUIREMENT (수업전 필수/ 과제)

1) Reading 질적연구 논문 읽고 – 주제/결론/요약정리

박민선. "문화선교로서 교회음악사역에 관한 질적 사례연구." 국내박사학위논문 백석대학교, 2018. 충청남도

2) 코스웍 과제로 파일 정리(폴드) 및 각과제별 요약 정리(과제별 제목- 각 과제 요약 1페이지 미만)

3) 코스웍 과제로에 참고했던 자료와 관심 관련도서 목록만들기 (10권이상)

형식: 1. 저자, (년도) 책(또는 논문), 출판사

예) 1. 홍길동 (2012). 아프리카의 문화와 선교 서울: 선교출판사.

2. 김길동 (2012). 셀치치와 원자교회 서울: CLC출판사.

ASSIGNMENTS AND ASSESSMENT

Students will submit a course artifact file with a synopsis of the final project/paper. The submitted artifact file in should be uploaded to the student's e-portfolio on Populi. The submitted final artifact file can be updated and developed after the professor's comments and evaluation. The artifacts will be used for significant evidence of course assessment and doctoral e-portfolio.

1. Initial proposal of your doctoral dissertation 20 %

Create a mind map to explain the road map of your doctoral research and write an initial proposal of your doctoral dissertation. Write One page of mind map and less than 20 pages of an initial proposal of your doctoral research by the first due date, and upload the final completed initial doctoral proposal at e-portfolio by the last day of course. 졸업논문 주제 선정과 논문포로포즈 초안

2. Article critique paper& Presentation 20 %

For the Article critique paper assignment, you must select an *empirical* article (look for "measures" and "methods" sections) and write a critique based on the specifications below. If you do your critique on an article that is not an empirical study, you will receive a failing grade. Please note: *In order to receive credit, you must upload the assignment to e-portfolio that you developed for course artifact 질적연구 논문을 읽고 평가 및 토론 Case Study*

Article critique paper requirements

Your critique must meet ALL of the following criteria:

- It reports the finding of an empirical study (not a review paper),
- It includes firsthand data based on at least 15 individuals/units/observations

- It is published in a scholarly journal with a publication date no more than three years before the beginning of the current semester (i.e. not more than 3 years old)
 - The published length of the article is at least 11 pages, not including references and appendices
- Follow the outline below as you write your critique paper.

- Summarize the Introduction and Literature Review Sections of the article
- Summarize the Methods Sections of the article (which includes the participants, measures, procedures, etc.)
- Summarize the Results section of the article
 - Critique/Evaluate the Data Analysis issues:
- Summarize the Discussion/Conclusion of the article
 - Critique/Evaluate the Implications of the Findings:
In your opinion, what is the significance of the findings for your area of interest?
- Your Contribution: *This section is very important. It should be **at least two pages**.*

3. Annotated bibliography 10 %

Make a book list of 15 or more book and five or more articles related to your topic and research question, and create an annotated bibliography of the initial proposal. (주석/메모가 된 참고자료)

4. Participation 10 %

Participation in Zoom meeting and discussion form (수업토론, Zoom미팅)

5. **Course Artifact:** e-portfolio with the initial doctoral proposal 40 %

Create an e-portfolio composed of all of the doctoral e-portfolio elements, including an initial draft of doctoral dissertation. However, artifacts of course works are not necessary for this e-portfolio as a course artifact. Cover pages of each foundational courses can be alternative for artifacts of foundational courses. (Assessment rubric 아래 평가표 참조)

All written work must be typed according to the format in the latest edition of **the APA manual** (7th edition). All the assignments submitted can be used to develop doctoral e-portfolio.

GRADING SCALE

Grade Symbol	Numerical Equivalent	Point Value
A	94 – 100	4.0
A-	90 – 93	3.7
B+	87 – 89	3.3
B	84 – 86	3.0
B-	80 – 83	2.7
C+	77 – 79	2.3
C	74 – 76	2.0
C-	70 – 73	1.7
D+	67 – 69	1.3
D	64 – 66	1.0
D-	60 – 63	0.7
F	Below 60	No credit awarded

GRADING RUBRICS

Artifact Assessment Rubric

An e-portfolio with an initial doctoral proposal

Portfolio Element	Evidence	Assessment Criteria
<p>My works: Artifacts produced in Intercultural and Global Leadership in Foundational courses</p> <p>40 %</p>	<p>Files (cover sheet) demonstrating successful completion of coursework in these courses:</p> <p>All course work final projects or papers.</p> <p>1) 박사과정에서 학습한 모든 코스웍 과제물 파일을 하나의 폴더에 정리</p>	<p>Assessment: Pass: 40 points /Fail: 0 point Pass: all coursework is completed and present Fail: two or more missing or incomplete assignments</p> <p>Evidence of student learning such as review notes, evaluations, and comments on final coursework.</p> <p>Portfolio</p> <ul style="list-style-type: none"> • Reflects knowledge of, and critical evaluation of, seminal texts and recent scholarship • Reflects knowledge of Intercultural Leadership from biblical perspectives • Advances, or has potential to advance, current scholarship • Written in academic, yet accessible style • Demonstrates critical thinking
<p>Initial Doctoral Proposal</p> <p>40%</p>	<p>Initial proposal review:</p> <ul style="list-style-type: none"> • Problem Statement • Research Questions • Research Method • Outline or mind-map of research <p>졸업논문 주제 초안 만들기</p>	<p>Assessment: Pass: 40point/ Fail: 0pint Pass: Portfolio shows a completed initial doctoral proposal and outline / mind-map of research. Fail: No initial doctoral proposal in the portfolio. The outline or mind-map gives a general idea of how the research will go in dissertation. Initial proposal demonstrates</p> <ul style="list-style-type: none"> • Well defined and effective research design • Competent use of methods to address defined problem
<p>About Me (Profile)</p> <p>20%</p>	<p>Self -Introduction and Curriculum Vitae</p> <p>자신과 자 논문</p>	<p>Pass:20 points About Me section of Portfolio shows author's career and background & Research Interests</p> <p>Fail: 0 Point No self-introduction and curriculum vitae of author</p>

Initial Proposal

Criteria		Inadequate 1	Fair 2	Good 3	Exemplary 4
Initial Proposal	<i>Thesis Research Question</i>	Does not contain a thesis	The thesis is unfocused and too simplistic		The thesis is clearly written.
	<i>Organization</i>	Poorly organized; Poor logic. Poor use of introduction, body and conclusion	Adequately organized; Adequately logic; Adequate use of introduction, body and conclusion		Well organized. Well-developed logic. Well use of introduction, body and conclusion
	<i>Content</i>	Inadequate and vague use of the concepts, theories and methods of interpretation to the assigned subject	Adequate use of the concepts, theories and methods of interpretation to the assigned subject with substantial critical response and engagement		Full use of the concepts, theories and methods of interpretation to the assigned subject with sufficient critical response and engagement
	<i>Form (APA style)</i>	Several instances of grammar, sentence structure, spelling & style errors	Adequately constructed sentences and minimal grammar, spelling Style errors		Well-constructed sentences without grammar and spelling & style errors

Annotated Bibliography

Annotated Bibliography	Inadequate 1	Fair / Good 2 3	Exemplary 4
	Poor or unethical use of bibliography; Inadequate annotated notes for book or article	Adequate use of bibliography and annotated notes for book or article	Full use of bibliography and annotated notes for book or article

Participation

Participation	Inadequate 1	Fare - Good 2- 3	Exemplary 4
	No relevant questions or comments	Basic level of questions and comments	Advanced level of questions and comments

Article Critique Paper& Presentation

Article critique paper& Presentation	Knowledge / Understanding	The presentation demonstrates an inadequate understanding	The presentation demonstrates adequate understanding of the topic	The presentation demonstrates excellent understanding of the topic
	Thinking /Inquiry	The presentation is not centered around a thesis, which shows inadequate level of conceptual ability	The presentation is unclearly centered around a thesis, which shows adequate level of conceptual ability	The presentation is centered around a thesis, which shows highly level of conceptual ability
	Use of visual aids	The presentation includes inappropriate or no visual aids.	The presentation includes some appropriate and easily understood visual aids	The presentation includes sufficient creative and easily understood visual aids
	Class Participation	No relevant questions or comments	Basic level of questions and comments	Advanced level of questions and comments
	Presentation skills	The presenters cannot be heard or speak so unclearly that they cannot be understood.	The Presenters speaks clearly and loudly enough to be heard, but fail to use eye contact, gestures, and body language	The Presenters speaks clearly and loudly enough to be heard, using eye contact, gestures, and body language to engage the audience

ATTENDANCE POLICY AND CLASSROOM ETIQUETTE

Academic credit for a course requires regular class attendance. Class attendance means being present in the classroom for the entire scheduled class meeting. The physical presence of a student is crucial in any class meeting regardless of whether or not the student assignments are completed. The maximum absence allowance is three (3) class sessions in a semester. Once a student reaches the limit of missed classes, the instructor is required to report the student's absence status to the Office of Academic Affairs for further evaluation.

All faculty members are required to maintain accurate attendance records and to begin each class on time. If it becomes necessary for a student to miss a class for any reason, the student is encouraged to submit a class excuse form and to contact the instructor via email to make arrangements to complete missed assignments. In the event of an absence for any reason, the student is responsible for any information or class content missed. In some cases, additional work may be required to make up for an absence. If not made up, this may result in a lower grade or even a failing grade for the course.

ACADEMIC HONESTY AND INTEGRITY

Hudson Taylor University takes academic honesty and integrity very seriously. Students are reminded that they agreed to abide by the Code of Conduct when they were accepted into HTU. Acts of academic dishonesty or misconduct may be cause for Academic Discipline proceedings, up to and including suspension or expulsion from HTU. Students are expected to be familiar with the full Academic Discipline Policy as detailed in the HTU Student Handbook. **All work submitted by a student must be that student's OWN WORK, without exception.**

The following types of academic misconduct are considered serious enough for review of a student's status at the school:

- **Plagiarism:** A student *plagiarizes* if he or she gives the impression that the ideas, words, or work of another person are the ideas, words, or work of the student. Plagiarism is distinguished from inadequate and/or inappropriate attempts to acknowledge the words, work, or ideas of someone else.
- **Cheating:** A student is considered to be *cheating* if he or she does not abide by the conditions of a particular learning experience, item of assessment, or examination.
- **Collusion:** A student *colludes* when he or she works, without the permission of the instructor, with another

person or persons to produce work which is then presented as work completed independently by the student.

- **Other Misconduct:** A student commits an act of academic misconduct when he or she inhibits or prevents other people from legitimate learning or teaching.

LIBRARY HOURS & GUIDE

The following schedule is for the regular school year and does not reflect school vacations or holidays. Summer hours are irregular due to staff vacations.

Monday–Wednesday 9:00am – 6:00pm

Thursday-Friday 9:00am – 5:00pm

Every semester librarian conducts the library orientation. Students request assistance for library skills to the librarian during office hours. HTU library also offers the database EBSCO host, DBpia, and ATLA Serials. Go to the website:

<http://hudsontayloruniversity.org/library/>

TENTATIVE COURSE SCHEDULE

Date	Session	Topic(s)	Reading Requirements and Assignments, Student Activities
Day 1	1	Introduction to Foundation of Doctoral Research	Zoom Live Lecture and Meeting
Day 1	2	<i>The unwritten rules of PhD research</i> <ul style="list-style-type: none"> • Review of <i>The unwritten rules of PhD research</i> • <i>Brainstorming to find my research topic</i> <i>Doctoral dissertation road map</i>	
Day 1	3	Documenting Learning with e-portfolio <ul style="list-style-type: none"> • Why document learning? • Designing effective e-portfolio learning activities E-portfolio outside the classroom	
Day 2	4	Creating and implementing e-portfolio <ul style="list-style-type: none"> • Creating e-portfolio site using wix or google site 	Zoom Live Lecture and Meeting

		<ul style="list-style-type: none"> • How to use e-portfolio to support doctoral research • Four Key e-portfolio : collect, Select, Reflect, Connect 	
Day 2	5	Why empirical research? <ul style="list-style-type: none"> • Qualitative research vs quantitative research • Research Ethic How to construct a Questionnaire	Discussion 1 논문주제 토론
Day 2	6	Understanding of Writing a Literature review <ul style="list-style-type: none"> • Literacy research and Documenting sources APA style and Writing Literature review	Due : Annotated bibliography
Day 3	7	Understanding of road map of dissertation field research	Due : first draft e-portfolio
Day 3	8	Article critique paper presentation 1	Due: initial Proposal 논문 제안서 초안 완성
Day 3	9	Forum with Faculty member in school <ul style="list-style-type: none"> • Forum Interview with faculty and dissertation advisors	
Day 4	10	How to Prepare a Research Report Use APA Style 7 th Guideline & Dissertation Writing template	
Day 4	11	Working on course artifacts: e-portfolio & initial dissertation proposal.	Due: final Doctoral e-portfolio
Day 4	12	Introduction to Foundation of Doctoral Research	Zoom Live Lecture and Meeting Due Final Project

REFERENCE BOOKS AND ARTICLES FOR FURTHER STUDY AND RESEARCH

Book

- Iltis, Ana Smith. (2008). *Research Ethics*. Routledge.
- Bloomberg, L. D., & Volpe, M. (2019). *Completing your qualitative dissertation: A road map from beginning to end*.
- Eden, L., Dean, K. L., & Vaaler, P. M. (2018). *The ethical professor: A practical guide to research, teaching and professional life*.
- Furstenberg, F.F. (2013). *Behind the academic curtain: How to find success and happiness with a PhD*. Chicago: University of Chicago Press.
- Herr, K., & Anderson, G. L. (2015). *The action research dissertation: A guide for students and faculty*.
- King, N., Horrocks, C., & Brooks, J. M. (2019). *Interviews in qualitative research*.
- Iltis, Ana Smith. (2008). *Research Ethics*. Routledge.
- Ittelson, J. C., Chen, H. L., & Light, T. P. (2012). *Documenting learning with ePortfolios: A guide for college instructors*. San Francisco, Calif: Jossey-Bass..
- Kelly, K. et al. (2010). "Mapping ePortfolio Artifacts to Objectives at Different Levels." ePortfolio Day of Dialogue, California State University.
- Klenke, K., Martin, S., & Wallace, J. R. (2016). *Qualitative research in the study of leadership*.
- Literacy Research Association (Altamonte Springs, Fla). (2015). *Literacy research: Theory, method, and practice*. London: Sage Publications.
- Marek, T. (2014). *Human factors of a global society: A system of systems perspective*. Boca Raton, Florida: CRC Press.
- Rugg, G., & Petre, M. (2020). *The unwritten rules of PhD research*.
- Smagorinsky, P. (2012). *Vygotsky and Literacy Research*. Dordrecht: Springer.
- Zander, L. (2021). *Research handbook of global leadership: Making a difference*.