Description: This two part workshop will help students to acquire or improve skills for graduate level research, to navigate the current landscape of scholarly research, to decide on an area of interest, to develop a thesis proposal, and to plan for the research and writing of the thesis.

Format: The course will be taught remotely via ZOOM. It will include asynchronous assignments and synchronous sessions.

Objectives (SEE DSPT Institutional Goals on pages 4-5):

At the end of the WS1000 (Fall) and WS1001 (Spring) sessions students will:

1. \(^{A1,A3}\) Understand and articulate ways that scholarly research and writing contributes to the development of thought and action in the academy, Church, and society
2. \(^{A1,A2}\) Acquire and improve the skills necessary for scholarly research and writing
3. \(^{A1,A3}\) Identify coursework and research strategies for securing a foundation for a thesis topic.
4. \(^{A1,A2,A3}\) Create a plan for thesis writing and defense.

---

<table>
<thead>
<tr>
<th>Part A (FALL) The Question</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GOAL:</strong> Identify critical skills needed for academic research and writing and develop ways to acquire/improve these skills in their own research and writing</td>
</tr>
</tbody>
</table>

**OUTCOMES:** By the end of Part 1, students will:

1. Understand the importance of the “active learning” required for advanced academic research, and the need to focus the question in academic research and writing
2. Understand the difference between “intuitive” and “analytical” (“speculative”) thinking, and the influence each has on academic study
3. Identify methods and tools for critical reading and analysis of scholarly works
4. Learn how to implement the critical elements of a research paper into their scholarly writing

**September 29 (8:30 a.m. – 10:00 a.m., PDT): Introduction – the vocation of academic scholar**

**Learning Outcomes:** By the end of this session, students will understand

1. the nature of the vocation of the academic scholar
2. the role of the Question in scholarly research
3. the role of the academic learner and the need for a paradigm shift from passive (undergraduate) to active (graduate) study
Required Reading

Asynchronous Work: Before gathering on 9/29 for the synchronous session, students are expected to
1. watch the video interview of Nell Irvin Painter and complete the reflection exercise at Moodle
2. complete the required reading as indicated above

Synchronous Work: During this session we will
a. discuss academic research and writing as a *vocation* (Sr. Marianne and Fr. Justin, 45’)
b. understand the responsibilities that the learner must assume for graduate-level research and writing

October 20 (8:30 a.m. – 10:00 a.m., PDT): Reading Critically
Learning Outcomes: By the end of this session, students will understand;
1. how to recognize effective scholarly work
2. the various parts of a research article that provide important information about the nature and quality of the work (the skill of “reading critically”)
3. a useful structure for presenting the results of research in a coherent and engaging manner

Required Reading:
2. Two other articles from philosophy and theology disciplines

Asynchronous Work: Before attending the synchronous session on 10/20, student should
1. read the article by Piff, et. al. *following the directions on the instruction sheet* posted at Moodle
2. listen to the VoiceThread Lecture which accompanies the article and guidelines
3. read the other articles posted at Moodle that demonstrate effective scholarly research and writing, and complete the study questions

Synchronous Work: We will discuss your own analysis of the research articles and why/not they were effective.

November 17 (8:30 a.m. – 10:00 a.m., PDT): The Question, the Thesis Statement and Students’ Fall Research
Learning Outcomes: By the end of this session, students will:

1. Understand the key elements of a Research Paper
2. Develop the ability to write a thesis statement
3. Learn ways to review and edit their work

Required Reading:
   1. Turabian, Chapters 2 and 5
   2. “Rubric for Academic Research” and the “Research Readiness Review Sheet”

Asynchronous Work: Before the synchronous session on 11/17, students should
1. Complete the required reading and listen to the VoiceThread lecture

Synchronous Work: The time together will focus on skills for proofreading and revising work. For student who are completing the RRP during this term, they will present a draft of a thesis statement. For those who are not, they will review the writing sample submitted for their application to DSPT and offer any relevant revisions that occur based on insights gleaned from the workshop.

December 8, (8:30 a.m-10:00 a.m.) Student Presentations (Continued)

DSPT Institutional Goals and Course Goals
https://www.dspt.edu/mission-and-goals

Institutional Goals:
A¹ Integrate Thinking: the ability to recognize, understand, retain, integrate, and apply the fundamental principles operative in a field of inquiry, and use them to make synthetic judgments.

A² Intellectual Humility: an orientation of mind and heart that fosters intellectual collaboration, precludes both rigidity and passivity of mind, and recognizes that contrary opinions are not a threat, but provide the opportunity to test and deepen one's own grasp of the truth.

A³ Self-Direction: the disposition to take primary responsibility for one's own education, manifested in a keen intellectual interest in the topic of studies, and the ability to teach oneself through a habit of skilled and responsible research and resilient exploration.

B¹ Ability to Collaborate: expressed in good listening and communication skills which foster decisions stemming from and leading to an open, transparent, and mutually enriching dialog with others in order that the gifts of all can be appropriately acknowledged and utilized