



## SECTION 1 - COURSE OVERVIEW

### Course Description

Students in this course explore the design processes of qualitative/participatory research projects related to significant issues on behalf of an urban movement or community organization.

### Course Pedagogy

**New Knowledge:** One of the major tasks of a graduate program is to train students to *produce* new knowledge, and then to *communicate* that new knowledge to relevant audiences. For PhD students, this entails the design of a research project, the organization of tasks and activities, the use of a variety of research methods to collect information, and the presentation of findings to a public audience. In social sciences tradition, this involves “field research”: Students leave the campus compound, library or laboratory in order to obtain first-hand information within community contexts. This is a PhD, where the aim is to develop new theory, whereas a Masters generally takes extant theory and evaluates or extends an aspect of it (which you may also do, but the trick is to then create new theory based on that process).

The PhD in **Development Studies** uses an integrative framework, a holistic approach to development, with a foundation in the truths of the scriptures and spirituality. Development studies on cities can also be construed as **Civilization Studies**, a particular emphasis of the WCIU founder, Ralph Winter. Civilizations are structured in cities- global development totally is an interconnection of mega-cities and their hinterlands. International Development however since its inception in the 1970’s has largely been rural focused.

**Missiological Action-Reflection:** Missiology is action oriented. Thus, this process begins with reflection on the process using Grigg’s Transformational Conversations, a development of the Hermeneutic Cycle in urban ministry, and Participatory Action-Reflection (PAR) in Business/Education. It expands ideas of “dialogue” from previous decades of theologizing, to Conversations, is akin to British/Australian Grounded Theory in theology, and expands the idea of the Pastoral Cycle used in Anglicanism. It builds from Kline’s Web of Belief concept more fitting than foundationalism in the 21<sup>st</sup> post-modern context. This begins in an entrance story that defines a question, iterates through theological conversation, social analysis and returns to a new point of action, action that is outworked in structuring the theology and organizational change or public policy. PAR involves multiple cycles. This course and engagement in exploration, may be the first exploratory cycle.

**Community Organization Focus:** Ultimately your Thesis is designed to structure a process by which student-investigators conduct field research oriented towards the needs of a specific community organization. In this course, you will not do that, but

you will explore the idea with some organizations. These organizations can be public, private, or non-profit. In some cases, it will be an urban poor church; in other cases, an issue-oriented community organization with a large professional staff. Although the range of possible partner organizations is broad, it is imperative that it be “high quality.” The capacity, reputation, and level of public involvement of the organization will all directly affect whether project planning will be ‘participatory,’ as well as how well research results will be applied within specific populations or communities. Students should thus exercise great care in selecting partner organizations that can support their research effort. Students will eventually negotiate with the organization a particular issue and research question that supports its mission and agenda. Then they will select appropriate approaches and methods for investigating it.

**Program Integration and Preparation for Your Future:** We will tend to work with an action research model, fitting for missiology. It should result in a specific extension of a church or community context or expansion into public policy, movement leadership and social change. This course unusually includes broadening the thesis idea into a workable business plan and funding proposal as is normative in business research.

As this degree is an international development degree, that integrates missions theology, social entrepreneurship, social movement leadership and the multiplication of churches (religious movement leadership), or public policy, it could move in any one of these directions. It would be wise to choose your focus in the direction of your gifts and call. It could also ideally integrate the spiritual, theological, and socio-economic aspects of the degree. On other hand, *good research, to be successful, tends to be focused on a narrow topic* within your discipline. The aim is to build theory. But the breadth of ideas are developed as the narrow data analysis impacts the underlying theories.

**Research Skills:** This final written thesis or project report, as the culminating degree product, is intended to profoundly shape student learning. It asks students to define a research agenda, familiarize themselves with similar studies, collect and analyze fresh data, develop conclusions and recommendations, and represent findings to a public audience it all in a clear and operational format. The written thesis not only contributes to the students’ education, but also becomes a significant resource for the public good.

The research methods courses introduces students to a research and writing process that extends over a period of multiple courses. Successful completion of most courses in the PhD earns 3 units of graduate credit and represents approximately 135 hours of “invested learning” each (The actual time invested, as for most PhD degrees is likely more).

**Learning activities** include: completing assigned reading and video viewing, consulting with organization staff, participating in on-line forums, conducting

fieldwork, producing project reports, and disseminating results. It is expected that the student will spend, *on average*, 8-10 hours per week on course-related activities.

The course aims to structure a research process by which students can apply disciplinary knowledge and discover their potential as problem solvers. They experience the gratification, frustration, uncertainty, and enlightenment that accompany field research, and to prepare themselves for assuming new levels of community leadership and service. While the quality of the research and writing must be high to gain acceptance as an academic, it also must be of use to the host organization, the specific findings and recommendations are secondary to *mastering the research process*. What students and organizational staff learn together from a collaborative process of inquiry is at least as important as the results they obtain. That is why it is critical that students enrolled in the course be sincerely motivated and committed to **participatory research** that **empowers** community organizations, as opposed to students seeking to merely fulfill a program requirement.

### Course Schedule and Assignments

WEEK	TOPIC	ZOOM CALL	FORUM	READINGS	PROJECT
1	Missiological Research Framework	Sept 5	Types of Theological/Missiological Research Urban Research	Grey, ch 1, Theoretical Perspectives Elliston, intro, ch 1 Missiology; Elliston ch 8 Biblical Theology of Missions; Ward, Researching the City; Ulf Hannerz, Exploring the City	Pre-course analysis
2	Epistemology: Theoretical Underpinnings of Research Charting the Research Journey	Sept 12	Charting the Research Journey	Grey ch 2, Selecting and Planning Proposals; Elliston ch 2 Central Research Issue; Scheyvens ch 2 Designing Development Research	Assignment 0 for those with prior courses
3	Literature Reviews Librarian Mahaganie: Library Research	Sept 19	Contrast Literature Reviews	Grey ch 5, Reviewing Literature Ell, ch 3 Literature; Desai, ch 22 literature Reviews 23 Local Knowledge	
4	Guest Dr Roza B; The process of PhD research, Business Research	Sept 19	Reflect on Coding Methods and the Delve Free software	Grey ch 7, Qualitative Methods; Ell #12 Qualitative Methods	

	models, Coding methods; Composing a Project Plan				
5	Participatory Urban Research, Networking; Partnership Issues; Urban Research	Oct 3	Planning Participatory Research	Gohlan, Doing Reserch in Acion; Grey 13, Action Research; Browse Waymire: Discovering Your City; Desai: Partners ch 8,9,10, 11; Farthing: Research Design in Urban Planning	Project 1: Research Design
6	Writing the Research Proposal Costing and Scheduling	Oct 10	Composing a Project Plan	Grey ch 11, Case Studies	
7	Qualitative Anthropological Methods: Case Studies/ Storytelling/ Ethnography/ Netnography/ Your notebook/ Interviewing	Oct 17	Reduced CITI training	Grey ch 16,17, Ethnography and Participant Observation; Scheyvens, ch 4 Qualitative Methods	
8	Ethics of Fieldwork/ Ethics Proposal/ IRB's /	Oct 24	Discuss the reduced Ethics training. Ethical Practices: Collective design of a logical pathway for an IRB	Grey, 4, Research Ethics; El #7 Research Ethics; Scheyvens: Dev't Fieldwork ch 8,9 Ethics, Marginalized; Desai ch 3 Ethical Practices. Farthing, ch 9 Ethics of Research	Project 3c: Ethics Proposal Ethics Training
9	Public Policy Approaches Institutional Design	Nov 21	Discuss the different approach needed in urban planning and Urban or National Policy Research	Farthing: Research Design in Urban Planning , ch 1,3(if we can get access)	Project 4: Proposal (final)
10	Writing the Ethnographic Report. Focus groups, Secondary Analysis	Oct 31		Grey ch 24, Writing up Research; Ellison #12 Qualitative Methods;	Project 5: Proposal (first draft)
11	Sampling, Data Coding, Ethnography & Data Coding	Nov 7		Grey ch 23, Analyzing Qualitative; Shchutt ch 12, (if we can get access)	Project 3d Theological Framework

				Qualitative Data analysis	
12	Participant Observation & Interviewing & Theological Method Expanded	Nov 14	Doing Fieldwork	Grey ch 24, Writing up Research	Project 3a: Lit Review & Annotated Bibliography
	Thanksgiving Break			Grey ch 25, Preparing for Vivas	Complete proposal
13	Proposal Submission	Dec 5			
14	Integration	Dec 12			Practicum Evaluation Course post-Analysis (1% Extra credit) Evaluation (2% extra credit)

### Student Learning Outcomes:

The table below maps course learning outcomes to the outcomes from WCIU's PhD Program Learning Outcomes to the Course Learning Outcomes.

*Upon completion of this course, students should be able to:*

Student Learning Outcomes	Contributing to Program Learning Outcomes	Doctoral Assignment Used to Assess
<b>Know: Academic Knowledge</b>		
1. <b>Theory of Missiological Research:</b> Articulate the philosophical, theological, and practical distinctives of both constructivist community-based participatory-action research and urban missiological research within the range of styles of research in sociology, anthropology, urban studies, policy and political research etc.	8. demonstrate the value of their research to national and international communities of scholars and co-laborers in global development.	Discussions Urban research design reflection paper (3-4 pages) Project plan/proposal and timeline
2. <b>Project Proposal:</b> Develop and produce an initial research proposal that: (a) Critically discusses literature related to the research topic and central question; (b) Discusses the relevance of various qualitative research techniques to answering the research question within a specific social context; (c) Defines the theological research elements of the process; (d) Critically evaluates the strengths and weaknesses of possible research approaches; (e) Demonstrates empathy, humility, mutuality in working with leadership in a community organization and local	1. formulate viable research questions, manage information, design, conduct, and report original research, informed by insights from the integration of biblical, cultural-anthropological, historical and applied research. 3. show a profound respect for intellectual integrity and for the ethics of research and scholarship.	<ul style="list-style-type: none"> <li>Discussions</li> <li>Literature review (Chapter draft) paper (3-4 pages)</li> <li>Theological reflection paper (3-4 pages)</li> <li>Project plan/proposal and timeline</li> </ul>

community; (f) Articulates and applies ethical guidelines demonstrated by preparing an ETHICS submission.		<ul style="list-style-type: none"> <li>Completion of ETHICS training and certification online (CITIreduced)</li> </ul>
<b>Be: Character Formation</b>		
3. Demonstrate academic humility, and power sharing, and empathy with community organization staff and people in the community.	4. apply research to refine the efforts of development organizations in ways that advance the understanding and practices of development programs contextually and globally.	Class Discussions
<b>Do: Skills</b>		
4. <b>Project Management:</b> Demonstrate initial project management skills in a viable project proposal - i.e. the ability to: assess the capacity and reputation of partner organizations; frame and refine the research problem; develop a project plan with timelines and deliverables; and monitor progress against the project plan.	1. formulate viable research questions, manage information, design, conduct, and report original research, informed by insights from the integration of biblical, cultural-anthropological, historical and applied research.	Discussions Project plan/proposal and timeline
5. <b>Research Skills:</b> Demonstrate understanding of design of in-field research and processes to gain rapport and access to the study population in their social settings; select appropriate data collection methods; design ethnographic research; and interview processes with informants or organizational analysis; frame a process for integrating findings with theological analysis that results in missional action.	5. apply research to refine the efforts of development organizations in ways that advance the understanding and practices of development programs contextually and globally.	Planning for Initial Interviewing, Case Studies or Participant Observation, Focus groups, Secondary Analysis, Final Project Design

## SECTION 2 - COURSE REQUIREMENTS

### **A. Course Materials**

Students are responsible to obtain the “required” materials below in either hard copy or electronic version. The required and most of the recommended books will be accessible through the library. The “recommended” materials, though optional, offer valuable information for the various phases of the project. Students are also required to identify 5 local materials that feature case studies of research among urban poor populations from their particular region.

#### **Required Materials**

- Desai, V. and Potter, R. (Eds.) (2006). *Doing development research*. Thousand Oaks, CA: Sage Publications. ISBN-13: 978-1412902854 (Kindle: New \$52.89 (\$60 with interactive media) Used: \$7.77 Kindle: \$43.96).
- Scheyvens, Regina ed. (2014). *Development fieldwork*. Sage. ISBN: 978-1446254776. (\$40 Kindle. \$46 new. \$34 second hand Amazon).

- Gray, D. E. (2022). *Doing research in the real world*. (5th ed.). Thousand Oaks, CA: Sage. (\$37 Kindle. \$29 new. \$51 secondhand Amazon). ISBN-13: 978-1473947269 (822 pages with access to videos - a great source. There are different versions. For sake of cost we have chosen the next to last which still contains all we need).
- Elliston, Edgar. (2011). *Introduction to missiological research design*. William Carey Library. ISBN: 978-0-87808-475-3. [\$10.99, Kindle \$0].

#### URBAN MISSIOLOGICAL ACTION-RESEARCH

- Grigg, V. (2009). *Transformational Conversations: Hermeneutic for a Postmodern City. The Spirit of Christ and the postmodern city: Transformative revival among Auckland's Evangelicals and Pentecostals*. Lexington, KY, Asbury: Emeth Press and Auckland: Urban Leadership Foundation. [Accessible in the Populi course files]

### Optional Resources

#### URBAN RESEARCH

- Ward, Kevin. (2020). *Researching the city*, 2<sup>nd</sup> edn. Sage. ASIN : B07Z88XRM9

#### POLICY AND URBAN PLANNING

- Farthing, Stuart. (2016). *Research Design in Urban Planning*. Sage.

#### CHURCH GROWTH

- Schwartz, C. A. (2003). *Natural Church Development: A Guide to Eight Essential Qualities of a Healthy Church*. D-25924 Emmesbull, Germany, C & P Publishing. (\$5.90 Amazon). ISBN: 978-1889638003
- Waymire, B. and C. Townsend (2000). *Discovering Your City: Bringing Light to the Task of Community Transformation*, Light International. ISBN: 978-0967534206. [\$5 Used]

#### FOR THOSE FOCUSED ON US CRITICAL RACE STUDIES

Chapman, Thandeka (Author), Paul A. Schutz (Author), Jessica T. DeCuir-Gunby (Editor). (2018). *Understanding Critical Race Research Methods and Methodologies*. 1st Edition. Routledge. [ Kindle \$12.47]. ISBN-13: 978-1138294707

### Copyright Responsibilities

Materials used in connection with this course may be subject to copyright protection. Students and faculty are both authors and users of copyrighted materials. As a student you must know the rights of both authors and users with respect to copyrighted works to ensure compliance. It is equally important to be knowledgeable about legally permitted uses of copyrighted materials. Information about copyright compliance, fair use and websites for downloading information legally can be found at :

- [University of Texas Library - Quick Guide - Fair Use](#)
- [American Library Association - Fair Use Evaluator](#)



### ***Attendance and Participation in Zoom Sessions***

For an online course at WCIU your participation in course activities (Zoom sessions, assignment submission, and forum interactions) counts as your “attendance.” Non-participation can lead to withdrawal or failure due to “non-attendance.” So if you must take some time away, make prior arrangements with the professor for alternative assignments.

Online Delivery: For those overseas, the teaching component of the course will utilize an asynchronous weekly environment, in a virtual face to face Zoom discussion, a story-telling process of learning, building from stories of lecturers and students. There are up to 3 hours of content in presentations online weekly that may be found in Populi, some of which we can cover during the Zoom times, the rest of which you need to review independently. We will also have students present readings to the class.

Students are required to attend weekly ZOOM sessions, in which they will interact with classmates with (i) discussion of their community engagement experiences and (ii) review of the weekly videos (iii) someone presents one of the assigned readings (iv) the professor will integrate ideas into wider theories. At times these become serious pastoral engagements with student’s situations. Camaraderie is built through such times.

Two of the last ZOOM sessions in a term will include student presentations. The presentations will last 7-10 minutes and will be followed by discussion.

#### ***Criteria for grading student participation in ZOOM sessions.***

*Participation:* Students must actively engage with material through group discussion during the ZOOM session (see rubric).

*Presentation:* Student presentations will be graded according to a standard rubric.

Students are required to attend all ZOOM sessions. In the case of an absence, a 300 word paper will be required on the material, to be submitted in the forum tab. Under no circumstance may students miss more than two zoom sessions.

### ***Zoom Calendar/Schedule***

Generally at one of the normal class times that courses are held globally. To be confirmed ideally 2 weeks before class when enrolments are clear, and reconfirmed on first day of class. The reason for the lateness of such decisions is that additional last minute student locations may mean the time of day needs rethinking to minimize late nights or early mornings. The Populi course will be open some time on the Monday (PST) of the week the semester begins.

### ***Perfecting Your Style***

Writing Assignments: papers are due on assigned dates in Populi (Populi is the final arbiter if there is a conflict of descriptions in the course somewhere). All assignments should be:

- Times New Roman or similar, single-spaced (as these are graded in Word, with the reviewer tool, double spaced is not useful), 12 point.
- Unlike historical patterns of submitting assignments for hand grading, don't submit as pdf's they are hard to edit online - we are now a primarily web-based universe.
- Title your assignments with InitialsCourseNumberAssignmentName.docx (e.g. VGTUL500ResProj.docx). Abbreviate these when you can, but consider the result of the abbreviation.
- 1 inch margins
- Titled, name and date in upper right corner, (Do not use the APA Running Head - it is annoying). Set Page numbers in right lower corner (whenever you start a word doc).
- Use APA 6 and Zotero for formatting citations and Works Cited.
- You are preparing for a life of web-based documents along with classical book publication. Thus, each major assignment should be graphically formatted using a Word Stylesheet that includes graphics. It has to look pleasing. In postmodern style, assignments may be better with disjoint boxes per topic rather than as a flowing essay. The development of your own website and submission on that is also acceptable (discuss with professor first).
- For major assignments use a Stylesheet. Columns, text boxes and graphics assist in creating a readable document. Prepare for a graphically oriented web-based society.

### ***Late Assignments***

Late assignments will be deducted 5% for each week late (1 week late = 5% deduction, 2 weeks = 10% deduction). After 2 weeks they receive a zero and Populi will be closed. If late, please note at the top left 1 week or 2 weeks.

### ***Assignment Options***

Students interested in proposing other means (different from those outlined above) of demonstrating their comprehension, inquiry, and skill relative to the purpose(s) of this course may do so upon the instructor's discretionary consent. Such students are to submit thorough and well-reasoned proposals (appropriate to graduate-caliber study) in sufficient time for both the instructor to review and accept or modify the proposal and the student to complete it prior to the end of the term.

### ***Conflict with Other Commitments***

This is adult education, so there is always a juggling of multiple commitments. At the outset inform people around you of your commitment to the course and reduce other commitments to allow space for your course work. The aim of a course is not to kill you with stress but to create a positive learning environment. Your workload should not be excessively more or excessively less, despite the driven-ness of the culture around. Learning a healthy work-life balance is part of the graduate experience. Work hard! Play hard!

## **SECTION 3 - SCHEDULE AND EVALUATION**

### ***Course Time Estimates***

Students should expect to average about this much time on course activities during the term.

Activity	Assignments	Estimated hours for average student
Academic Engagement with Professor (Synchronous and Asynchronous)	Viewing Videos and preparing readings for Zoom class, presentation – 1 1/2 hours per week	19
	Weekly zoom student community learning process – 2 hours per week	26
<b>TOTAL Facilitator engagement</b>		<b>45</b>
Preparation (outside of class)	Required textbook reading; 800 pages	50
	Project Proposal & project assignments that feed into it	30
	Ethics approval	10 (Can be up to 25)
<b>TOTAL Self-directed Study</b>		<b>90</b>
<b>Overall Total</b>	135 hrs. for a 3 credit course per semester (Usually research projects are significantly more than a standard course, the most critical factor is early decision on the topic, the partner organization, and the approach – start discussions with organizations six weeks before the course begins).	<b>135</b>

### Assignments, Grading Percentages

Final versions of assignment requirements will be found in the assignments in Populi. If any adjustments are made to these, they will be done for the advantage of students, after discussion and not after an assignment is opened. The versions in Populi will be the most recent. Due dates are to be found in Populi assignments (not included here as if they are in two places, confusion can develop).

Students will be awarded 3 credits for this course.

Graded Elements	Weight/Points
<b>GD730</b>	
<p>Assignment #1a: <i>For all students who have taken TUL670 or another MA Qualitative Research Methods course prior</i></p> <p>Students who have taken TUL 670 or another Qualitative Research Methods course or any research course. Develop a 3-page paper deconstructing your previous knowledge (1500 words).</p> <p>Prior to this course - you are likely were focused on a different topic, in a different location, with a different community organization. This one will require a different ethics proposal and different literature review as well as potentially a different research methodology.</p>	5

<p>Review the course outline and assignments, then write suggestions as to how you would modify your previous course for this new context, which lessons or assignments you would prefer not to do, and what you would replace them with, what readings will you add and which styles of research will you examine more closely.</p> <p>Differentiate MA research from PhD research aims, outcomes, lifestyle, pitfalls, etc. with reference to at least five significant works on surviving your PhD. Contrast US, English, French and Latin American Doctoral Studies approaches to Doctorates.</p> <p>The first step is to write a 1-page summary as to what this proposal will look like and list the readings that will be reviewed.</p> <p>This then needs to be discussed with the professor and an agreement made as to how you will proceed with the proposal during the course and how it will be graded.</p> <p>Evaluative criteria: timeliness, completeness, evidence of idea integration from assigned materials, writing quality</p>	
<p><b>Project #1b <i>Urban Research Design</i></b>  In a 3-4 page paper, contrast Missiological research methodologies with Community-Based research, Action research, and the organizational analyses you have been doing in some of your internships. Discuss how each of these feed into a Transformational Conversations paradigm of doing theology. Which research approaches might work best for you, and which of the 15 or so methodologies that you have studied in various courses might be most effective?</p> <p>Evaluative criteria: timeliness, completeness, evidence of idea integration from assigned materials, writing quality</p>	7
<p><b>Project #2 <i>Agency Assessment and Selection</i></b>  Analyze the literature on relationships within action-research inside agencies, and outside agencies, describing various roles and their implications. Discuss decision-making processes regarding research design and research results implementation. Describe an organization you are working with, and potential issues you might research with them. What does the organization leadership indicate are the three most significant things you could research? What do you think?</p> <p>Evaluative criteria: timeliness, completeness, depth of analysis, writing quality</p>	5
<p><b>Project #3 <i>Initial Project Plan and Timetable ( this is not your proposal, but your first tun through with an idea)</i></b>  Evaluative criteria: timeliness, completeness, evidence of idea integration from assigned materials, feasibility of plan</p>	7
<p><b>Project #3a <i>Literature Review</i></b>  Develop a 3-7 page analysis. 1. ideas about research methodology from the literature, 2. Literature related to your potential topic 3 land on the approach you are likely to take and why. There should be at least 30 readings.</p> <p>Evaluative criteria: # of high-quality (authoritative) sources; completeness, quality of literature analysis, writing quality</p>	7
<p><b>Project #3b <i>Local Knowledge</i></b></p> <ul style="list-style-type: none"> <li>▪ Identify a local academic mentor to meet with</li> <li>▪ Identify and discuss local research issues, and ethics in the field of our interest (1 page).</li> <li>▪ Identify five local books and articles used in the areas of action research, participatory research and research methods with a five line annotation for each in your bibliography.</li> <li>▪ Identify five local books or articles related to the field of research you are focused on with a five-line annotation for each in your bibliography.</li> <li>▪ Integrate these into your literature review</li> </ul> <p>Evaluative Criteria: Clarity of Engagement with mentor/school; Extent of Engagement with Local Literature; Analysis of Input; Understanding of Local Research Issues</p>	30
<p><b>Project #3c <i>Ethics Application</i></b>  Since this a PhD level course, do a test run of an ETHICS approval, so you will learn the ETHICS process, as it enables you to determine when approval is needed.</p> <ul style="list-style-type: none"> <li>• Begin understanding the Ethics requirements of WCIU</li> <li>• Download the WCIU Research handbook and browse.</li> <li>• You need to complete a simple Ethics training</li> </ul>	7

<ul style="list-style-type: none"> <li>• Submit your certificate and Ethics application to the professor.</li> <li>• Redesign the instructions so a less intelligent student than yourself, will find this process easy (this can be a communal process).</li> </ul> <p><i>Evaluative Criteria:</i> successful Ethics proposal design.</p>	
<p><i>Project #3d Developing a Theological Framework</i> (This will form the basis for your chapter 3 in your final research)</p> <p>Review the document on Transformational Conversations, then Transformational Conversations as Research You will tend to emphasize one area more than another. Discuss whether you primarily want to see theological outcomes that identify and potentially change the theologies of the people:</p> <ul style="list-style-type: none"> <li>• in the community organization or national institution you are partnered with or</li> <li>• in the community under study or</li> <li>• to do primarily community development outcomes, supported by theological concepts or</li> <li>• do church growth research.</li> </ul> <p>The steps in the approaches are relatively the same but the emphasis placed on each will be quite different.</p> <p>Discuss how your own future might bias this decision. Do you want to be known as a theologian, as a community development worker, an educator, or as a ministry leader?</p> <p>Discuss how the organization you are planning to work with might bias this decision.</p> <p>Each student work on one of the following. Contrast each Transformational Conversations with one of the following. How do the following differ from <i>Transformational Conversations</i> and do they help you more with your topic?</p> <ul style="list-style-type: none"> <li>• The Pastoral Cycle</li> <li>• Narrative theology</li> <li>• Case Study analysis</li> <li>• The hermeneutic cycle of liberation theology</li> <li>• Grounded Theological Research: This is a common expression for theological reflection derived from real life issues. Scan the web for definitions.</li> <li>• Critical Discourse theory</li> </ul> <p>All review at least one chapter from Eddie Elliston's <i>Missiological Research</i> and ask how it connects with the above approaches.</p> <p><i>Evaluative Criteria:</i> Quality of Thought: # of high-quality (authoritative) sources; completeness, quality of literature analysis and critique, Logic: writing quality, integration of ideas, flow of argument, conciseness, logical structure in a motivating introduction and conclusion Style: graphically pleasing; motivational; descriptive subheadings: spelling and grammar perfect: both detachment and passion.</p>	7
<p><i>Project #4 Project Proposal - Final</i></p> <p>This is an upgrade of your original proposal but do not presume on this being what you will do for your PhD thesis - it's an exploration of methodology. A lot more reading, study and research will be needed to identify exactly the topic, approach and theories you wish to work with in your thesis.</p> <p>Evaluative criteria: selection of appropriate research methods; blend of observational and interview data; # of informants; quality of interview guide; quality of data collected; clear organization of data by labeled themes; writing quality (clarity, succinctness, spelling and grammar, persuasiveness, adequate bibliography).</p>	15
<p><i>Zoom Discussions</i></p> <p>Much of what we will do will be driven by the face-to-face connectivity across continents. Come each class session with readings read, a presentation and questions to ask. You will be graded at the end of the semester on the depth of your preparation, engagement, and contribution to these sessions.</p> <p><i>Evaluative Criteria:</i> Attendance; Breadth of Discussion of Concepts from Readings; Depth of</p>	5

Expression of Perspectives and Depth of Questions for Readers; Integration of Ideas; Connectedness of Thoughtful Reflection; Stimulates Additional Conversation; Sensitivity Towards Others' Views; Contribution to Discussion; Comprehensibility	
<i>Written Forum</i> <i>Evaluative Criteria:</i> Breadth of Discussion of Concepts from Readings; Depth of Expression of Perspectives and Depth of Questions for Readers; Integration of Ideas; Connectedness of Thoughtful Reflection; Stimulates Additional Conversation; Sensitivity Towards Others' Views; Contribution to Discussion; Comprehensible Writing Mechanics; Timeliness	5
<i>Course Evaluation</i>	+2 extra credit
<b>Total</b>	<b>100</b>

## Writing Assignments

Papers are due on assigned dates. All assignments in my classes are aimed to prepare you for a graphical web-based future and should be:

- Times New Roman or Cambria, single spaced, 12 point
- 1 inch margins
- Titled, Name and date in right upper corner on a small assignment or in center of cover page on larger assignment
- At least a graphic per page and/or a text box per page, with appropriate captioning.
- Use of a style sheet with appropriate headings. This could be multi-columned
- Page numbers in right lower corner
- Single spaced (double spaced was used when profs graded papers on paper).
- Late assignments will be deducted 5% for each week late (1 week late = 5% deduction, 2 weeks = 10% deduction). After 2 weeks, they receive a zero. If late please note at the top left "1 week" or "2 weeks".
- As the MATUL is a missiological degree, use the accepted standard among the social sciences which is APSA 6 and use Zotero to formulate your references appropriately. It may be downloaded from WCIU library.
- You are always welcome to submit an assignment as a website.

## Written Forum Discussion Guidelines

Online Discussion (also called 'threaded discussion' or TD) is an online dialog or conversation that takes the form of a series of linked messages by students and instructor, organized weekly. The TD enables MATUL students to exchange project-related insights from geographically dispersed locations. By structuring discussion of intercultural concepts and experiences with peers in *various* host cultures, as opposed to discussion with peers in the same culture, students are encouraged to focus on the essence of each situation. Pushed to be active participant-observers in their respective cultures, they have the rare opportunity to move from mere description of local realities to cross-cultural comparative analysis.

During threaded discussions, students interact with *content* (e.g. assigned readings, common language and culture learning experiences), their *classmates* (via discussion, debate, peer review), and with the *instructor* (as they seek to teach, guide, correct,

and support learners). Messages in a given thread share a common topic and are linked to each other in the order of their creation. All students have a “voice” in TDs; no one—not even the instructor—is able to dominate or control the conversation. Because the course is available *asynchronously* (i.e. at any time and from any location with an Internet connection).

To make this process work for all, “posts” must be made during specified time periods (as specified under each project, there is a little leeway as life happens, but not 3-4 weeks delays). **This means that you will have to finish processing any assigned reading and/or other project-related work within those same time periods. Otherwise, your posts will carry a subjective “stream of consciousness” tone that doesn’t contribute much.** To write substantive posts, you will need to stay healthy, focused, and organized.

#### *Procedure*

- Begin a particular project within the specified time period.
- Wait for the instructor to pose a topical question.
- Each student responds with an initial, substantive post.
- Students respond to each other’s posts.
- Instructor interacts with student responses, redirecting the discussion when necessary to improve participation, while also encouraging the exploration of topic-related issues

#### *Guidelines for participation*

- Students adhere to specific timeframes for discussion and reflection.
- For each topical thread, each student contributes at least three (3) posts.
- Students pay attention to the *quantity/timeliness* and *quality* of their postings (see rubric below)

## 4. Video Conference Call Instructions (Zoom)

We will be using Zoom for all of our weekly live conference calls.

- You have the option to connect via your computer and video in (this is preferable, as it can help everyone connect).
- You can also download the app and join in via video through your smartphone.
- However, in the case that you are unable to access your computer or phone, you can also call into the call (number to be provided).

If you are new and haven’t used Zoom before:

1. Visit this link, the download should begin automatically: <https://zoom.us/support/download>
2. Run the Zoom installer file you just downloaded to install the Zoom client

If you have already installed Zoom:

1. Open the Zoom app
2. Click the “Join Meeting” button
3. Enter the Meeting ID number that is found in the Meeting Invite Email you received
4. Enter your name
5. Click “Join”

Please check Populi for the meeting link to get the Meeting ID. It is the same ID throughout the course.

\*\*\*If you are unable to make a particular conference call due to an unexpected work assignment or family emergency, please note that they will be recorded. HOWEVER, you are REQUIRED to alert your instructor ahead of time that you are unable to make the phone call. Otherwise, you will be absent\*\*\*

These count towards attendance and participation.

### Grading Scale Chart with GPA

Graduate course grades calculated on a 100-point scale as follows:

WCIU		
Grade	GPA	Numeric
A+	4.0	100
A	4.0	93-99
A-	3.7	90-92
B+	3.3	87-89
B	3.0	83-86
B-	2.7	80-82
C+	2.3	77-79
C	2.0	73-76
C-	1.7	70-72
D+	1.3	67-69
D	1	63-66
D-	0.7	60-62
F	0	0-59
Inc.		

### The Meaning of the Grading System

A. <i>Outstanding performance:</i> virtually perfect attendance; always prepared for class with all assignments completed; shows intrinsic interest in the class and subject, asks penetrating questions or offers thoughtful reflections in class; demonstrates exceptional intelligence and insight with unusual creativity; earns high scores on course assignments—usually the highest in the class.
B. <i>Above average</i> student in terms of attendance, preparation, attitude, initiative in asking questions, time management, and assignment quality.
C. <i>Average</i> or typical student in terms of attendance, preparation, attitude, initiative in asking questions, time management, and assignment quality.
D. <i>Below average</i> or atypical student in terms of attendance, preparation, attitude, initiative in asking questions, time management, and assignment quality – minimally passing in performance.
F. <i>Repeat course.</i> Inadequate/insufficient performance.



## **SECTION 4 - CLASS POLICIES**

### **5. Academic Integrity**

Dishonesty in academic work includes plagiarism, unauthorized collaboration or teamwork on assignments, violation of the conditions under which the work is to be done, fabrication of data, unauthorized use of computer data, and excessive revision by someone other than the student.

Plagiarism is the act of representing the work of others as one's own. This includes copying the work of others on exams and falsifying or not noting sources in term papers, theses, and dissertations.

Plagiarism and other forms of academic dishonesty are subject to strict disciplinary action, which may include one or more of the following: loss of credit for the assignment or course; expulsion from the program of study; expulsion from WCIU. Students are expected to do their own thinking when completing all assignments, drawing upon the ideas of others and then synthesizing them in the student's own words. Excessive copying from other sources, even if the sources are acknowledged, without adequate expression of the student's own thinking, is unacceptable and may be considered inadvertent plagiarism, necessitating a rewriting of the paper, test, quiz, or exam.

### **6. Extensions and Incompletes Policies**

Instructors manage assignment schedules as specified by the course schedule in the syllabi. Students are expected to comply with that schedule and complete all assignments by due dates. No credit will be given for an incomplete course, unless the student is granted an extension by the instructor, as described below, and the deadline for the extension is met.

Instructors have discretion in the granting of extensions for coursework for MA courses and can grant students an extension of up to 6 weeks beyond the course end date under mitigating circumstances. (Coursework extensions granted for more than one week after the end of the course requires documentation be recorded in Populi of an emergency situation that prevents the student from finishing the course on time.) The student will be charged a \$50 extension fee. Students will receive an "Incomplete" as a course grade until the instructor submits their final grade. Failure to submit coursework by the extension deadline will translate automatically into a "0" on the student's un-submitted assignment.

### **7. Reasonable Accommodation for Academic Disabilities**

William Carey International University is committed to ensuring that students with disabilities receive appropriate accommodations in their instructional activities, as mandated by Federal and State law and by WCIU policy. The fundamental principles of nondiscrimination and accommodation in academic programs were set forth in Section 504 of the federal Rehabilitation Act of 1973; the Americans with Disabilities Act of 1990,

Title II; and their implementing regulations at 34 C.F.R. Part 104 and 28 C.F.R. Part 35 respectively.

A student who wishes to request reasonable accommodation should submit the [WCIU Reasonable Accommodation Request Form](#) (Click form name for link) to WCIU Student Services at: 1539 East Howard Street, Pasadena, CA 91104 or send by email to [studentservices@wciu.edu](mailto:studentservices@wciu.edu).

The request should include the following:

- The nature of the disability and need for accommodation.
- The specific accommodation being requested.
- Documentation regarding the disability.

The request will be submitted to the Academic Leadership Team for review and resolution.

### **8. Online equipment**

For online interaction, a headphone with mouthpiece (that excludes external arguments between roommates, family noises or coffee bar background) is essential. Where there are two or more students on a link, a splitter is needed so all can use headphones. Broken computers or work lost in crashes are not considered acceptable excuses for not submitting the work. Plan on computer failure every three years. Back up your computer weekly, and major assignments daily.

**Conflict with other commitments:** This is adult education, so there is always a juggling of multiple commitments. At the outset inform people around you of your commitment and reduce other commitments. The aim of a course is not to kill you with stress but create a positive learning environment. Your workload should not be excessively more or excessively less, despite the driven-ness of the culture around. Learning a healthy work-life balance is part of the graduate experience. Work hard! Play hard!

**Assignment Options:** Students interested in proposing other means (different from those outlined above) of demonstrating their comprehension, inquiry, and skill relative to the purpose(s) of this course may do so upon the instructor's discretionary consent. Such students are to submit thorough and well-reasoned proposals (appropriate to graduate-caliber study) in sufficient time for both the instructor to review and accept or modify the proposal and the student to complete it prior to the end of the term.

**Netiquette Policy:** Online classes provide a valuable opportunity to engage in in dynamic exchanges of ideas. To foster a positive learning experience, students are expected to adhere to the following Netiquette policy. Here are some Student Guidelines for the class: • Do not use offensive language. • Never make fun of others. • Use correct spelling and grammar. No text language or slang. • Keep an "open-mind." • Be willing to express your opinion, even if others don't share it. • Be aware that the University's Academic Honesty Policy also applies to forum posts. • Think about your message and proofread before you click "Send"

In this class, **collaboration** is encouraged on assignments. However, each assignment needs to be submitted by each person, and documentation by each party of how many hours they put in, others put in and the % and nature of workload each contributed.

## **SECTION 5 - PHD PROGRAM LEARNING OUTCOMES**

As a result of their studies in the Ph.D. in Global Development Program, students will be able to:

1. formulate viable research questions, manage information, design, conduct, and report original research, informed by insights from the integration of biblical, cultural-anthropological, historical and applied research.
2. apply key disciplinary and multi-disciplinary norms and perspectives relevant to the area of specialization in development to their field and work.
3. show a profound respect for intellectual integrity and for the ethics of research and scholarship.
4. assess local development challenges in view of biblical, historical, cultural and global perspectives
5. apply research to refine the efforts of development organizations in ways that advance the understanding and practices of development programs contextually and globally.
6. disseminate the results of research and practice to a variety of audiences through effective and articulate oral and written communication
7. exhibit the knowledge of an informed professional in their field of specialization of global development
8. demonstrate the value of their research to national and international communities of scholars and co-laborers in global development.

Achievement of these learning outcomes is measured by means of course assignments, the Doctoral Qualifying Examination, research proposal, field research experience, and doctoral dissertation with oral defense.

## Course Bibliography

Please also send references or links to local literature that can be added

### **PARTICIPATORY ACTION RESEARCH**

- Boyden, J. and Ennew, J. (Eds.) (1997). *Children in focus: A manual for participatory research with children*. Stockholm: Radda Barnen.
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