



Mission and Purpose Statement of APU

Azusa Pacific University is an evangelical Christian community of disciples and scholars who seek to advance the work of God in the world through academic excellence in liberal arts and professional programs of higher education that encourage students to develop a Christian perspective of truth and life.

Master of Arts in Transformational Urban Leadership Department of Global Studies

The aim of the MA in Transformational Urban Leadership is to increase the capacity of emergent leaders among the urban poor, with wisdom, knowledge, character and skill across the full range of leadership dynamics of urban poor movements.



TUL 540: *Urban Reality and Theology* (3 units) Spring 2013

Course Design Contributors: Dr Lorenzo C. Bautista and Dr Fermin P. Manalo, Jr.
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I. Course Description

This course organizes an interdisciplinary dialogue between urban theologizing and urban analysis, drawing upon studies in economics, community development, anthropology, sociology, and history. It aims to generate perspectives and tools for transformative urban mission.

II. Expanded Course Description /Course Rationale

This course introduces the students to processes of better understanding of urban reality and its relation to their faith. It will focus on generating social and theological insights from field experience guided by tools for social analysis, cultural analysis, and resources of bible and theology.

The processes of urban theologising will be developed. Theological wisdom does not usually come in a vacuum but in the fray. Urban experiences lead to reflection. The prophetic sensibilities emerge from the tension generated by the encounter between a vision of the just God and the experience of failed justice around us. The integration of disciplined social observation and the prophetic vision is at least as old as Amos and the 8th century Prophets.

The course will seek to generate social and theological insight through an inductive approach. The outputs of the inductive process will be strengthened by synthesizing, inputs and readings.

- Online SKYPE or Adobe Connect discussions which include action reflection from field work and secondary researches and deepening through inputs and literature on the field
- Guided field work which includes journaling of observations
- Local knowledge through involvement in a local class or dialogues with practitioners/knowledgeable persons.
- Extensive readings

III. Student Learning Outcomes

By the end of this course students will be expected to:

Cognitive (“Head”)

1. **Envisioning Urban Process:** Articulate some major theories of urban development in the history of mankind (theories of urbanization, nature of cities, and the processes of change in cities), examining these in the light of the Biblical themes of city of God, city of man.
2. **Urban Theological Method:** Demonstrate skill in utilizing the hermeneutic process of *Urban Transformational Conversations*, interfacing the city conversations with the biblical and theological conversations, and deriving a transformational conversation.
3. **Urban Studies:** Use a variety of urban studies concepts to describe and analyze urban reality of the host city: industrialization, migration, modernization, inequality, social change, occupational networks, informal economy, subcultures, languages and arts, marginalization, and deviance.

Community (“Habitat”)

4. **Urban Culture:** Develop a Transformational Conversation between Biblical and anthropological theories of urbanism (the culture of the city) and its impact on some of: migrants’ kinship, class, ethnicity, religious values, diversity, social change, modernization, economics, social networks, subcultures; using case studies from a city.
5. **City Systems:** Evaluate the impact of city systems on the welfare of the city with specific reference to: the global economy, banking, government, justice, welfare, transportation, infrastructure, education, planning, environment, communications or media.
6. **Spirituality of the City:** Critically integrate theories that aid interpretation of the spirituality of the city: including some of its ethos, ethics, creativity, culture, directionality, spiritual life, forces of cultural change, religious regeneration and renewal, reachable and responsive groups, church structures that urban dynamics produce, urban religious movements, and spiritual powers.

Practice (“Hands”)

7. Demonstrate the ability to conduct semi-structured interviews with community residents, make field notes, and process data in relation to analytic concepts.

IV. Course Materials

CORE TEXTS: Required texts marked by an asterix. Those marked with a + are online.

Theology of City

+Conn. H, Ortiz. M. (2001). *The Kingdom , the City & the People of God*. In *Urban Ministry: The Kingdom , the City & the People of God*. Inter Varsity. Downers Grove.

*Ellul, Jacques. (1997). *The Meaning of the City*. Greenwood, SC: Attic Press.

+Grigg, Viv. (2009). *Transformational Conversations: Hermeneutic for the Postmodern City*. In *The Spirit of Christ and the Postmodern City*. Emeth Press.

Hiebert, P. G. Hiebert Meneses, E. *Incarnational Ministry – Planting Churches in Band, Tribal, Peasant and Urban Societies*.

Sociology, and Anthropology of Cities & Slums

*Gulick, John. (1989) *The Humanity of Cities: An Introduction to Human Societies*. Bergin and Garvey.

Kramer, Mark. (2005). *Dispossessed: Life in Our World's Slums*. Maryknoll: Orbis.

+Lewis, Oscar. (1966). "The Culture of Poverty." *Scientific American*, 215 (4), 3-9.

Buy one of the following, and download the summary of the other:

*+ UNCHS (Habitat). (2010-11). *The State of the World's Cities: Bridging the urban Divide*. Nairobi: United Nations Centre for Human Settlements (Habitat). ([Download summary](#))

*+UN-HABITAT. (2003). *The Challenge of Slums: Global Report on Human Settlements 2003*. Nairobi: Earthscan. ([Download Reduced version](#))

V. Course Calendar

Unit	Phase I Classroom Phase	Phase Two: Related Reading	Related Phase II Field Activity/Assessment/Projects (Two hour each field activity)
1	Introductions Review Syllabus Introduction of Lecturers Introduction of Students The Poor in Your City		
	Slum Realities <ul style="list-style-type: none"> • Growth of Slums/Poor • Percentage Slums/Poor • Definition of Slums • Changing Situation Presentation from Manila • Church in the Slums 	UNHabitat. <i>State of the World's Cities 2010-11</i> . pp18-49. Planet of the Slums interview African Realities: Megaslumming	
	Urban Hermeneutics: <ul style="list-style-type: none"> • Transformational Conversations as a Method of Urban Theology (ppt in dropbox) • Liberation Theology: The Pastoral Cycle (to be developed) 	Read Grigg, Viv (2004) Transformational Conversations. In <i>The Spirit of Christ and the Postmodern City</i> . Urban Leadership Foundation. (pp19-30). Boff, Leonardo & Boff, Clodovis. (1986). The Basic Question: How to be Christians in a World of Destitution In <i>Introducing Liberation Theology</i> (pp. 1-10). Maryknoll, NY: Orbis Books. (scanned) Joe Holland & Peter Henriot, Social analysis and Social Change. In <i>Social Analysis: Linking Faith and Justice</i> . pp 7 -20 (to be scanned)	
2	Global Movements Among the Urban Poor The Frontier has Moved Squatters the Most Resonsive Bloc	Grigg, Viv. (2004) The City Beckons and Where are the Churches Among the Poor. I In <i>Cry of the Urban Poor</i> . Authentic.	
	Urban Theology Six Fulcum for Urban Poor Theologies Story-Telling Theology (if not previously covered in TUL500) The Art of Story-telling (power point)- Bryan Johnson Developing a Story for Class The Turtle and The Monkey - an example of cultural storytelling	Van Engen, Charles. (1996). What is Missions Theology? In <i>Mission on the Way: Issues in Mission Theology</i> . Grand Rapids, MI: Baker Book House. Pp 17-31	Proj 4:1 Write a one page report on your past urban experience and your attitude towards "the City". What has formed that attitude? Has the Bible helped shaped that attitude and what way. Assignment due on Jan 14.

	Rejection of Reductionism		
3	Urban Studies: Cities as Systems The Nature of Cities Historical Development of Cities	Gulick, John. Evolution. In <i>Humanity of Cities</i> , 67-114. (to be scanned) Gideon Sjoberg. (1996) The Preindustrial City. In Gmelch and Zenner, <i>Urban Life: Readings in Urban Anthropology</i> pp 82-103. (scanned) Landry, Charles. (2006) The Management of Fragility: Creativity and the City. In <i>The Art of City Making</i> . pp. 385-404. (Scanned)	Proj 4.2: Visit historical places of your city and construct the history of your city (macro) or Case study of the origin and growth of a particular urban poor community systems (micro) Write a one page summary Assignment due on Jan 21
	Biblical Studies: The Garden in the City (P) Lim, David. (2000). <i>City in the Bible</i> (edit)	Ellul, From Eden to Jerusalem. In <i>The Meaning of the City</i> , pp.173-196 (in dropbox) Or Conn. (1992). Genesis as Urban Prologue. In Roger Greenway (Ed.), <i>Discipling the City</i> . (find or scan) ---. (1992). The Kingdom of God and the City of Man: A History of the City/ Church Dialogue. In Roger Greenway (Ed.), <i>Discipling the City</i> . Or Bakke, Ray, <i>A Theology as Big as the City</i> (1997), first two chapters. (l)Manokaran, ch 1-3 George D Younger. <i>The City of Man and the City of God: God and Social Reconstruction</i> (edit)	
4	Urbanization: Global Growth of City Size & Quality Urbanization (Slimbach) <ul style="list-style-type: none"> • Social Integration and Structural Integration in the City: • The City Development Index • Contribution of urban poor to city in terms of hygiene, menial jobs, dangerous jobs, dirty jobs • Women, Faith and Urbanization. • 	UNHabitat. (2010-11). <i>The State of the World's Cities</i> , pp. 6-11, 116-120. (link)	Study the annual report, January 2012, "Status of Global Mission, 2012", in the International Bulletin of Missionary Research, and reflect in a one page report on what you find interesting and significant in the report. Assignment due on January 28.
	Urban Geography: Spatial Theories Urban Growth Fractal Geography	Browse Soja, Edward. (2000). <i>Postmetropolis: Critical Studies of Cities and Regions</i> . Oxford: Basil Blackwell.	
5	Urban Anthropology Social Anthropology of the City	(P) Jocano, Landa C. <i>Round the Clock Activities. In Slums as a Way of Life</i> Manila: NewDay. Grigg, Viv. (2004) An Insiders Perspective. In <i>Cry of the Urban Poor</i> . Authentic.	Proj 4.3: Describe in one page the family life of one slum dwelling based upon observation and interview. Assignment due on February 4
	Urban Sociology	Berger, Peter L., Berger, Brigitte & Kellner, Hansfried. (1973). <i>The Homeless Mind: Modernization and Consciousness</i> . New York: Random House.	
6	The Culture of Urbanism – the humanity of cities <ul style="list-style-type: none"> • Connectivity 	Read and briefly present key ideas from Worth, Louis. <i>Urbanism as a Way of Life</i> . In Gmelch and Zenner, <i>Urban Life: Readings in Urban</i>	

	<ul style="list-style-type: none"> • Anonymity • Anomie • Identity • Sense of belonging <p>The Secular City</p>	<p><i>Anthropology</i> pp14-34. or Gulick, John. Agenda for the Humanity of Cities . In <i>Humanity of Cities</i>, ch 6. (edit)</p>	
	<p>Urban Theologies</p> <ul style="list-style-type: none"> • Jesus Urban Strategy 	<p>Browse the following: Ellul, Jacques. (1970). <i>The Meaning of the City</i>. Grand Rapids: Eerdmans., Bakke, Ray. (1992) <i>The Urban Christian: Effective Ministry in Today's Urban World</i>. Downers Grove. Inter Varsity Press. Dawson, John. (1995). <i>Taking our Cities for God</i>. Lake Mary, Florida: Creation House. Conn, Harvie, M. (1987). A clarified vision for urban mission, In <i>Urban Mission</i>. Grand Rapids: Zondervan Publishing House. Conn. H, & Ortiz, M. (2001). Jesus, the Spirit and the Church. In <i>Urban Ministry</i>. InterVarsity. Downers Grove. (scanned)</p>	
7	<p>Culture of Poverty: Generating sociological and theological insights on urban reality and spirituality Culture of Poverty presentation Fire in a Cambodian Slum</p> <ul style="list-style-type: none"> • Religion in slums – unity and uniformity 	<p>Assessment 5a: Read Lewis, Oscar. (1966). "The Culture of Poverty." <i>Scientific American</i>, 215 (4), 3-9. Read de Jesus, Carolina Maria. (2003). <i>Child of the Dark</i>. New York, London, Auckland: Penguin. Or Lapierre, Dominique, <i>City of Joy</i> (Eng. Translation) London: Arrow books, 1989. Grigg, Viv. (2004) Squatter Culture and the Church. In <i>Cry of the Urban Poor</i>. Authentic.</p>	<p>Proj 4.4: Find out and document in one page how rural migrants transplant their religious life from village to a city slum- worship, festivals, etc. Submit templates for Proj 1 & 2 for review, with as much content as you have developed thus far. Both assignments due on February 18.</p>
	<p>Elements and Causes of Urban Poverty Case study of a particular community (micro) Understanding structural factors that cause/perpetuate urban poverty Theological Perspectives on Poverty 1. Old Testament Reflections on Poverty 2. Jesus and the Poor 3. Paul and Poverty (to be developed) 4. Poor and Poverty in Church History</p>	<p>Browse UNCHS(Habitat). (2001). <i>The State of the World's Cities</i>. Browse UN-HABITAT. (2003). <i>The Challenge of Slums: Global Report on Human Settlements 2003</i>. Read Grigg, Gods Happy Poor. In <i>Companion</i>, chap 3; Browse Tamez, Elsa. (1982). <i>Bible of the Oppressed</i>. Grigg, Viv (2004). International Causes of Urban Poverty The Migrant Poor Who Made Us Poor? In <i>Cry of the Urban Poor</i>. Authentic.</p>	
8	<p>Researching the City: Interpretation of information and prayer Slum Identification and Mapping</p>	<p>Browse Waymire, Bob & Carl Townsend. (2000) Gathering the Harvest Force Facts. In <i>Discovering Your City</i> Etna C.A.: Light International pp 5.1-5.16. (Scanned)</p>	<p>Reading Log to date: Assignment due on February 25 Proj 4.5: Discuss with three people in your slum or in the "hood" five specific hopes and/or contributions of</p>

			their community to the City at large. Assignment due on February 25
	<p>Brief introduction to Urban Economic theories</p> <ul style="list-style-type: none"> • 2 circuits theory (Santos) • Import replacement theory (Jacobs) • Equality of cities theory (Jacobs) • Just urbanization gradient theory (Grigg) • Cost of Excessive Bureaucracy (de Soto) 	<p>de Soto, Hernando. (1989). The Costs and Importance of Law. In <i>The Other Path</i>. pp 131-187. (Scan)</p> <p>or Jacobs, Jane. (1984). <i>Cities and the Wealth of Nations. The Atlantic Monthly</i> (Mar/Apr 1984).</p> <p>Or Martin, David. (1990). Protestantism and Economic Culture. In <i>Tongues of Fire</i>, pp 205-232 (Scan)</p> <p>Or browse Santos, Milton. (1979). <i>The Shared Space</i>.</p>	<p>Proj 4.6: Talk with a shopkeeper or poor business person about the steps they have to take to become a legal business and the length of time. Compare that with the process in Lima, Peru. (1 page). Assignment due on March 4</p> <p>Proj 3: Submit Local content integration design based on conversations and content with the local director and local classes attended. If local course is scheduled later, arrange with professor to submit by week 14. Assignment due on March 4.</p>
9	<p>Migration</p> <p>Kinds of migration</p> <ul style="list-style-type: none"> • Voluntary/Involuntary • Individual/ Corporate • Push factors • Pull Factors 	<p>Read the Book of Ruth and find the passages in the Pentateuch about the stranger and the migrant.</p>	<p>Proj 4.7: Interview a couple who are in the city between two years and five years after their migration. Identify two “push” and two “pull” factors that attract young people to your city. Write this up in one page. Assignment due on March 11.</p>
	<p>Theology of migration</p> <ul style="list-style-type: none"> • Sovereign God/ reign • Examples from Bible: Ruth, Acts 2 • God loves migrants <p>Paul – Reflect on Paul’s strategy to reach Jewish migrants</p>		
10	<p>Ethnicity: Understanding ethnic diversity in the city and slums.</p>		<p>Proj 4.8: Identify one or more “affinity factors” that bond slum dwellers or create rivalries between two adjacent slums. Write up in one page summary. Assignment due on</p>

			March 18
	Reconciliation in the City Reconciliation Presentation	Browse Dawson, John. <i>Taking our City for God</i> . Creation House.	
11	Spirituality in the City How a city's spirit forms, Powers and the spirit of the city. Engaging the wounds of the city. Prayer Movements and Spiritual powers over cities.	Grigg, Viv. (2009). The Soul of Auckland. In <i>The Spirit of Christ and the Postmodern City</i> . Emeth Press Dawson, John. (1989). The History of God's People/ Covenants. In <i>Taking Our Cities for God</i> . pp. 89-97. Creation House. (Scanned)	Proj 2 draft to be presented to professor by March 25 Proj 4 Practical Engagement Integration summary paper turned in. Assignment due on March 25
	Church in the City: Intro to Church growth literature on Kingdom signs in the city, forces for change, religious degeneration and renewal, reachable and responsive groups, church structures that urban dynamics produce, urban religious movements and social transformation and spiritual powers in the city.	Read Hiebert, P. G. Hiebert Meneses, Urban Societies and The Church in Urban Societies. In <i>Incarnational Ministry – Planting Churches in Band, Tribal, Peasant and Urban Societies</i> . Baker. Grand Rapids.MI. Chapters 8, 9 on urban church, pp 257-362.	
12	Marginality: Applying tools of marginality analysis to themes related to marginal groups or urban poverty.(Possible themes to select from): <ul style="list-style-type: none"> • *hope and healing (e.g. Quiapo peddlers)) • * health and education • * land security • * labor rights • * rural poverty and migration • * Macro factors (national and global) • * Women and urban poverty 	Read Kramer, Mark. Mexico City, No Title, No Land, No Home. In <i>Dispossessed</i> . pp 83-116 (to be scanned) (l)Read Andrea Menefee Singh, Women and The Family: Coping with Poverty in the Bastis of Delhi. In Afred de Souza, ed. <i>The Indian City: Poverty, Ecology and Urban Development</i> Perlman, Janice. (2005), <i>The Myth of Marginality Revisited</i> . Unpublished paper. Gulick, John. Marginality. In <i>The Humanity of Cities</i> . pp. 121-150 (Scanned to be added)	Submit Proj 2: Soul of the City Major Paper to be turned in to professor and fellow students by April 1
	Theology of Oppression and Liberation Theories on the nature of dispersion of power through the multiplication of small organizations - economic, religious or political and revitalization theories, lay a foundation for envisioning the church among the poor as a primary vehicle for salvation of the city.	Browse Linthicum, <i>City of God, City of Satan</i> chap 2 or 3 and be prepared to come to class to explain one Biblical or social aspect of the nature of or abuse of power in the city. (l)Dietrich, Gabriele & Wielenga, Bas. (2003). Organisation of Collective Life: Socio-Political Structures. In <i>Towards Understanding Indian Society</i> . pp142-165. Guitierrez, Gustavo.	
13	Presentations <ul style="list-style-type: none"> - Power Structures in the City: Politics in slums Vote banks - Political mobilization 		Project 2 to be presented to the professor with copies to fellow students on April 8. Oral Class presentations to begin on Adobe Connect
	Urban Planning: Cities as Systems <ul style="list-style-type: none"> • The impact of city systems on the welfare of the city • The criteria institutions use in decision-making processes in a city. • The economic system, banking system, 	Read de Soto, Informal Trade. In <i>The Other Path</i> , pp 59-92 (to be scanned) Or select for discussion Landry, Charles. (2000) The New Thinking. In <i>The Creative City</i> . pp 41-71 (Scanned).	

	<p>governmental systems, justice system, welfare system, transport system, physical infrastructures, educational systems, urban planning and environment, communications and media systems.</p> <ul style="list-style-type: none"> processes of centralization, bureaucracy, power, fiscal decisions, welfare and reforms, investment, re-distribution, transport, environmental issues, and urban planning. 		
14	Presentations	Browse Manokaran, chs. 18,19.	Continued Class PresentationsOrally during Adobe Connect on April 15. Assignment due on April 15 For Project 1: Submit final reading summaries and Reading Log. Assignment due on April 15
	City-Wide Networks Transforming the whole city requires upper level and lower level revitalization movements, and networks across sectors, sustained revival , prayer movements	Grigg, Viv. Networks. In <i>Transforming Cities</i> , pp 69-84. Mal Garvin, Networking	
15	Integration Day <ul style="list-style-type: none"> Presentation of research Concluding insights on transformative approach to urban ministry within the context of national transformation <ul style="list-style-type: none"> Envisioning a socio-economic political order that promotes or approximates productivity, equity, sustainability, peace and reconciliation, security Time of prayer and commitment 		Present in oral form on Adobe Connect. an overview of Proj 2 Assignment due on April 22

VI. Learning & Assessment Activities

Final versions of assignment requirements will be found in the assignments in Sakai

Project	Time	Activities Evaluative Criteria	%	Due Date
Generic APU Online Content	Hours are divided up below in the component sections	Fully engage in the online class and with local expertise in local course or with local expert; Study the online presentations and assignments.	10%	Weekly participation required
Online Course Discussions: (Adobe Connect)	22 hours Adobe Connect with facilitator 15 hour Online forum discussions	APU course facilitator covers some content, discusses relationship with local courses, facilitates understanding of practical assignments. Evaluative Criteria: Engagement, Depth of contribution, Effective assistance of others	15%	Weekly

Proj 1: Read 1000 pages of assigned course readings. (Most are online)	40 hours	<p>1. Reading Requirements: Chapter analyses, these feed into a paper. Add each week's analysis to the last. 20% or more should be from local readings. This requires early in the course finding a local expert in the subject and getting his leads to the best materials on the topic. 50-70% should be from the readings online, and the rest from other readings off the booklist or referenced by your professor on a weekly basis or from your local library.</p> <p>2. At the top of this document keep a table with name of chapter/book in APA style, pages read and total pages read. This is your reading log. At the midpoint end of semester submit with total pages read.</p> <p>Evaluative criteria: Each chapter should have a 5-10 line outline of key paradigms, a response, a quote, Reading log needs to be laid out in APA format with number of pages per chapter, and total of pages</p>	20%	Weekly Log submitted (March 4) and final completed version April 15 week
Proj 2: Analysis and synthesize course content and readings in a 3000 word summative paper on the "Soul of the City" in which the student is living. Do this utilizing a Transformational Conversation approach. Make five minute oral summary to class on Adobe Connect with graphics.	25 hours	<p>Course readings need to utilize local course materials as well. An example is given in <i>The Spirit of Christ and the Postmodern City</i>.</p> <p>Evaluative criteria: on time; completeness, organization, interfacing with literature, logical flow, title, footnotes and reference in APA style, appropriate quotes, depth of understanding of urban theories and of the city. Skill in generating the conversational dynamics and identifying conversational spaces in the city. (A paper worthy to be submitted to a journal automatically gets an A).</p> <p>Demonstrates outcome 2,6</p>	20%	Due on April 1
<p>Proj 3a: Attend and analyze a relevant indigenous training course about Urban Realities in your location at a partner institution delivering a version of the MATUL.</p> <p>Or Proj 3b: Research Project on local literature and discussions with experts in the field</p>	30 hours:	<p>1. Prior to the course beginning either at APU or at the partner institution, do an comparative analysis of proposed course content in a 2 column list (see the attached form Equivalency and Integration with Courses at Partner Schools).</p> <p>2. Make an agreement with the APU course faculty and or the APU program director as to which aspects of the partner course should be engaged, and discuss this with the local MATUL partner school program director.</p> <p>3. While sitting in class sessions analyze the content. This may involve:</p> <ul style="list-style-type: none"> ➤ doing the local assignments ➤ and/or comparing content for each of the six intellectual objectives for the local and online courses ➤ identifying at least three local themes, and writing 2-5 paragraphs on each one. ➤ scanning covers and indexes of at least five significant local texts on the subject matter. ➤ In your Endnote file list these texts, with a 3-5 word summary to be part of an annotated bibliography. ➤ Write up three one page case studies of local leaders living out aspects of the course. (one page each, with title, theme, parable, incident or quality of 	20%	Assignment due on April 15

		<p>the individual as confirmed in a proverb, verse, quotation or gesture. Acquire permission from interviewee to write any personal details that demonstrate key paradigms about the culture as a whole. (These may be used in Proj. 1 but won't be graded twice).</p> <p>Evaluative Criteria: Quality of engagement, quality of reflection, stories evaluated as to quality of journalistic style, content, impact of main paradigm, themes.</p> <p>Evaluative Criteria: Quality of engagement, quality of reflection, stories evaluated as to quality of journalistic style, content, impact of main paradigm, themes.</p> <p>Demonstrates outcome 4,5</p>		
<p>Proj 4: Practical Engagement: Through local conversations and exercises gather information from local people on these themes. By reflecting on Biblical data and some theological readings, demonstrate in writing and with diagrams how two of these themes can be part of "Urban Transformational Conversations". One of them should relate to envisioning the city.</p> <p>Incatrnational Living Adjusrments</p>	<p>20 hours</p> <p>10</p>	<p>Practicum assignments are shown in the course schedule above. Students to compare local setup and assignments to APU requirements and in discussion with APU faculty make sure APU requirements are fulfilled.</p> <p>Evaluative Criteria: Effectiveness of entrance into city life and engagement with people, level of reflection, story-telling skill.</p> <p>Demonstrates outcome 1, 3,4,5</p>	15%	Each week due on the Monday of class
Total Hours	162		100%	

Extra Credit for involvement in course development

The development of this program and course is a collective venture that has included well over two thousand people so far in the design process. This particular APU design online will have many details that need refinement. The following are worth up to one extra credit point each (max of 3 extra credits).

- Find ten changes in the layout of references.
- Identify five better readings with their online links (Have to be bonafide links, can't be links to articles that have not followed copyright processes).
- Identify three video links that would be ideal for units in the course (Has to pass professors judgment as a significant addition).
- Develop a new rubric for one of the assignments (has to be mostly acceptable to lecturer and at least two weeks before an assignment is due) or 5 improvements on scoring rubrics

VII. Course Policies

Attendance in the online Adobe Connect calls or discussions is an essential in any learning community, as each class builds on the previous, paradigms reflecting an expanding matrix of foundational to complex ideas.

Writing Assignments: papers are due on assigned dates. All assignments should be:

- Times New Roman, single spaced, 12 point
- 1 inch margins
- Titled, Name and date in right upper corner,
- Page numbers in right lower corner
- For Dr Grigg, single spaced, for Dr Tink, double spaced. Please send to Dr Tink assignments on Sakai and to his private email address of fletcht@aol.com

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.

Study time: In a 15 week course, students earn one unit of credit for an average of three and a half hours of work per week, including online class time, over the length of a regular 15 week semester. The expected total course time for one class is between 120-150 hours. The general rule of thumb is that a Module requires at least two and a half hours of work off line for each hour the student spends online in class each week. In an online course there is less face to face time. 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 drivenness of the culture around. Learning a healthy work-life balance is part of the graduate experience. Work hard, play hard! Church involvement should be limited to Sundays and one night per week. Your primary objective is not to respond to every request for ministry but to complete your masters, learning as you go. You need to advise your pastor that you are restricted to Sunday activities and one other night.

Hours per week

This 3 unit course delivered over a 15 week semester will approximate 10 hours per week including: 3 hours of direct faculty instruction through asynchronous online discussion (forums) and synchronous (SKYPE, Adobe Connect), and an additional 7 hours consisting of faculty guided instruction, learning activities, projects and assessment.

Credit Hour Distribution	Hours Per Week
1. Direct Instruction by discussion	1.5 hours
2. Reading hours and note-taking	2 hours
3. Writing reports	2 hours
4. Researching	2 hours
5. Interviews	1 hour
6. Classroom engagements, forums, etc.	1.5 hours

Grades are assigned according to the following levels of proficiency:

Grade	APU	
	GPA	Numeric
A+		Not given
A	4.0	95-100
A-	3.7	92-94.99
B+	3.3	89-91.99
B	3.0	84-88.99
B-	2.7	81-83.99
C+	2.3	78-80.99
C	2.0	73-77.99
C-	1.7	70-72.99
D+	0	69-69.99
D	0	68-68.99

D-	0	65-67.99
F	0	0-64.99
Inc.		

Your final grade is a reflection of a combination of your talent, effort and achievement, *not effort alone*. Different students may earn very different grades, even though they expend the same amount of time and energy. The meanings I attach to “A”, “B”, “C”, “D” and “F” grades are as follows:

- A** Outstanding performance: shows intrinsic interest in the course and subject; consistently asks penetrating questions and/or offers thoughtful reflections during Forum discussions; demonstrates exceptional intelligence and creativity in project reports; earns high scores on course assignments—usually the highest in the class.
- B** *Above average* student in terms of participation, preparation, attitude, initiative in asking questions, time management, and assignment quality.
- C** Average or typical student in terms of participation, preparation, attitude, initiative in asking questions, time management, and assignment quality.
- D** *Below average* or atypical student in terms of participation, preparation, attitude, initiative in asking questions, time management, and assignment quality — minimally passing in performance.
- F** Repeat course. Inadequate/insufficient performance.

Course Policies

Satisfactory progress in the degree requires a GPA of 3.0 or above, across your courses.

Class attendance: Students are required to join in the class discussions each week, with an opening statement in response to one of the questions and 2 responses to others comments later in the week. This gives the core coherence to the online learning process. .

Make up and extra credit: If a student has an “excused” absence from a weeks work that delays an assignment, they may make that up within the next week. If they have no excuse from the weeks work, they will receive a 10% drop in grade if submitted the next week, and 20% if submitted two weeks later. Assignment will not be accepted three weeks late. We all tend to mess up on an assignment, so there is recourse in one extra credit assignment for 2 extra marks.

Incompletes: The grade of “Incomplete” can only be given in the case of a verified personal/family emergency and with the approval of the course professor and the college dean.

Returns: I attempt to grade work the week submitted though this is not always feasible. The course work and grades will be open to view two weeks after the end of the course.

Academic Integrity: The mission of Azusa Pacific University includes cultivating in each student not only the academic skills that are required for a university degree, but also the characteristics of academic integrity that are integral to a sound Christian education. It is therefore part of the mission of the university to nurture in each student a sense of moral responsibility consistent with the biblical teachings of honesty and accountability. Furthermore, a breach of academic integrity is viewed not merely as a private matter between the student and an instructor but rather as an act which is fundamentally inconsistent with the purpose and mission of the entire university. A complete copy of the Academic Integrity Policy is available in the Office of Student Life, the Office of the Vice Provost for Undergraduate Programs, and online.

References to author and text must be included whenever the author is quoted or ideas used. This is simple respect. Use the APA6 Author-Date system. It is required that you get a copy of EndNote from IMT or the Library for keeping your references over the years. It will do most of the formatting for you.

Disability Procedure: Students in this course who have a disability that might prevent them from fully demonstrating their abilities should meet with the MATUL program director, as soon as possible to initiate disability verification and discuss accommodations that may be necessary to ensure full participation in the successful completion of course requirements.

Satisfactory progress in the degree requires a GPA of 3.0 or above, across your courses.

Class attendance: Students are required to join in the class SKYPE discussions each week, with an opening statement in response to one of the questions and 2 responses to others comments later in the week in the online forums. This gives the core coherence to the online learning process. .

Make up and extra credit: If a student has an “excused” absence from a week’s work that delays an assignment, they may make that up within the next week. If they have no excuse from the weeks work, they will receive a 10% drop in grade if submitted the next week, and 20% if submitted two weeks later. Assignment will not be accepted three weeks late. We all tend to mess up on an assignment, so there is recourse in one extra credit assignment for 2 extra marks.

Incompletes: The grade of “Incomplete” can only be given in the case of a verified personal/family emergency and with the approval of the course professor and the college dean.

Returns: We will attempt to grade work the week submitted though this is not always feasible. The course work and grades will be open to view two weeks after the end of the course.

Fairness: Course outlines, grading rubrics etc., are not legal contracts, where you pay for a grade according to predetermined standards, but are submitted to you to give some understanding of the basis of grading and fairness. However grading of papers is multivariate and to some extent will always include the subjective, based on years of experience, and at times tailored to the learning process of the student, or accommodating specific needs. In this class across several cities, the context is different, the contracts with partnering groups are different, learning contracts are set up in some cities prior to class that allow for equivalency, living conditions affect capacity, content of prior degrees affect the level of difficulty for some students in some courses, so fairness requires that each students work will be graded within these limitations. You are competing with yourself not others.

University or Department Policies: All university and departmental policies affecting student work, appeals, and grievances, as outlined in the Graduate Catalog and/or Department Handbook will apply, unless otherwise indicated in this syllabus.

Support Services: There are many available support services for graduate students including the Graduate Center, Regional Centers, Libraries, Computer Center, Media Center, Writing Center, Counseling Center, and International Center. See the Graduate Catalog for more details.

In addition to these there is the Learning Enrichment Center. Students in this course who have a disability that might prevent them from fully demonstrating their abilities should meet with an advisor in the Learning Enrichment Center as soon as possible to initiate disability verification and discuss accommodations that may be necessary to ensure full participation in the successful completion of course requirements.

Writing Assignments: papers are due on assigned dates. All assignments should be:

- Times New Roman or Cambria, single spaced, 12 point
- 1 inch margins
- Titled, Name and date in right upper corner,
- Page numbers in right lower corner
- single spaced

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”.

Study time:

In the MATUL it is easy for local leaders to wish to use the foreigner as an extra worker in the ministry. To succeed in your studies, church involvement should be limited to Sundays and one night per week. Your primary objective is not to respond to every request for ministry but to complete your masters, learning as you go. You are strongly advised to advise your pastor that you are restricted to Sunday activities and one other night.

Copyright Responsibilities: 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 http://apu.libguides.com/content.php?pid=241554&search_terms=copyright

Information literacy is defined as “a set of abilities requiring individuals recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information” (American Library Association, 1989). In this course, teaching and learning processes will employ the following information literacy standards, as endorsed by the American Association for Higher Education (1999), the Association of College and Research Libraries (2000), and the Council of Independent Colleges (2004). The students in this course will:

- determine the nature and extent of the information needed.
- access needed information effectively and efficiently.
- evaluate information and its sources critically and incorporates selected information into his or her knowledge base and value system.
- individually or as a member of a group, use information effectively to accomplish a specific purpose.
- understand many of the economic, legal, and social issues surrounding the use of information and accesses and uses information ethically and legally.

Availability of Professor: I seek to clear my email daily, to grade papers within a week, and to answer forum issues twice a week. As I am frequently travelling and speaking this is not always possible.

Legal Disclaimer: This course is in constant development and may change at the professor's discretion. All effort is made to not materially change major assignments once they have been begun, and if so to do so to the students' advantage. Grading rubrics are not a legal entity but simply a helpful guide to the student as to some elements the professor uses to grade, as grading involves considerable subjectivity. Creativity is encouraged and alternatives to assignments recognized, but normally should be negotiated beforehand.

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