William Carey International University  Registrar’s Office

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**TUL 550: *Service with the Marginalized* (3 units)**

(For Faculty review- Students Syllabus will not include all details)

**Mission and Purpose Statement of WCIU**

WCIU provides innovative distance education programs to enhance the effectiveness of scholar practitioners as they serve with others to develop transformational solutions to the roots of human problems around the world.

**Master of Arts in Transformational Urban Leadership**

***The aim****of the MA in Transformational Urban Leadership is to increase the capacity of emergent leaders of urban poor movements, with wisdom, knowledge, character and skill.*

*Speak up for those who cannot speak up for themselves, for the rights of all those who are destitute…* (Proverbs 31:8).

*Those who are marginalized by society carry within them a great treasure for the church…*

*The poor of the world are given to the church so that it may be revitalized and so the fire of love that Jesus brought will remain ablaze in our world.* (Henri Nouwen, *Gracias!*)

## Course Information

|  |  |  |
| --- | --- | --- |
| Program | Semester & Date | Number of Credits |
| MA in Transformational Urban Leadership | [Semester]  [Date] | Three (3) semester hours graduate credit |
| Instructor | Zoom Schedule | Updated |
| [Instructor Name]  [Email] | Online, Tuesday 6:30 – 8:30 PST,  Fall 2020 | [Update Date] |
| Next Steps |  |  |
|  |  |  |

# SECTION 1 – COURSE OVERVIEW

## Course Description

To replace the placeholder text on this page, just select a line of text and start typing.

## Expanded Course Description/Pedagogy/Course Format

## Course Module Titles

Module One: Title

Module Two: Title

Etc.

## Student Learning Outcomes:

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

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

By the end of this course, students should be able to demonstrate mastery of the following learning outcomes. The classroom assignments that the instructor will use to assess mastery are identified in the table.

|  |  |  |
| --- | --- | --- |
| **Student Learning Outcomes** | **Program Learning Outcomes** | **Artifacts Used to Assess** |
| Cognitive (“Head”)  1. **Spirituality of the City:**Critically integrate theories interpreting the spirituality of the culture, society or city: including some of its creativity, forces of cultural change, religious movements, religious experiences or political systems that impact urban sacred spaces and kingdom experiences. | 4. Articulate the implications of the biblical meta-narrative for international development | Proj 4 |
| 2. **Pastoral Care & City Systems:** Evaluate the impact of city systems on the welfare of the city with reference to theories of: migration, religious values, social change, modernization, economics, social networks, subcultures, transportation, infrastructure, planning and environment, etc. | 2. Model critical and discerning thinking | Proj 2: Analysis Paper  Forum and Zoom Discussions on these |
| Affective (Heart)  3. **Emotional Paradigm Shift as to the Nature of Theology:** Gain an appreciation for the complexity and richness of the urban context as the locus theologicus for ministry and theology. | 8. Demonstrate the character, spirituality, skills and competencies needed to address the challenges and opportunities students face as they pursue international development goals in the context of their work | Annotated Bibliography, Reading Snapshots,  Proj 2 |
| Skill (Hands)  4. **Urban Analytical Tool:** Develop the ability to do anthropological observation, make field notes and do theological analysis of public space as an expression of “Kingdom values.” | 3. Conduct competent research and report and apply their findings | Reading Snapshots -  Anthropological community engagement exercises |
| 5. **Implement an Urban Theological Method**: Demonstrate skill in utilizing the hermeneutic process of Urban Transformational Conversations | 5. Employ sound Biblical study methods and hermeneutical principles to explain what the Bible says about God’s purposes in history |  |

# SECTION 2 – COURSE REQUIREMENTS

## 1. Course Materials

Course Required and Recommended Readings are listed in each of the Modules in Section 3 – Schedule and Evaluation. Students are responsible for acquiring the required books and materials for the course by the time the course begins. Many of the course readings are accessible free of charge electronically in the Modules, but the following must be acquired separately. (Note: You do not need a Kindle to read the e-book. You can purchase it and read on your computer)

### Required Materials

* Required item 1
* Required item 2

### Recommended Materials

Insert any additional instructions and optional materials here.

* Optional item 1
* Optional item 2

## 2. General Course Requirements

Learning Activities: detailed in this syllabus (Readings, Reflection Questions, Bible Studies, Personal/Intellectual/Spiritual Journal).

### Attendance and Participation in ZOOM Sessions

Students are required to attend weekly ZOOM sessions, in which they will interact with class mates with discussion of their community engagement experiences and weekly videos, someone presents one of the assigned readings, the professor willintegrate ideas into wider theories through reflection questions.

1. Two of the last ZOOM sessions in a term will be include student presentations from selected reflection questions. Each student is to select one reflection question, and present on it. The presentations will last 7-10 minutes and will be followed by discussion.

2. Criteria for grading student participation in ZOOM sessions.

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

2. 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, an 800-1000 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.

**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!

**Online equipment:** For online interaction, a headphone with mouthpiece (that excludes external arguments between roomates’ 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.

**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.
* No running head. It’s a microsoft quirk that causes problems unless you are publishing.
* 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”.

o As the MATUL is a missiological degree, use the accepted standard among the social sciences which is APA 6 and use Zotero to formulate your references appropriately. It may be downloaded from WCIU library.

o You are always welcome to submit an assignment as a website.

**Participation** in class or the online Zoom 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. Timeliness is as important on Zoom as it is in a physical classroom.

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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!

**Online equipment:** For online interaction, a headphone with mouthpiece (that excludes external arguments between roommates’ 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.

**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.

**Technical Support:** For online technical support call \_\_\_\_ or email [support@apu.edu](mailto:support@apu.edu)

**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 3 – SCHEDULE AND EVALUATION

## Course Schedule, Assignments, Grading Percentages

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Unit | Class Presentations/Discussion | Preclass Readings/Video | Post Class Field Assignments/ Activity | Grade % | Grading % |
| **Module One** |  |  |  |  |  |
| **Module Two** |  |  |  |  |  |
| **Module Three** |  |  |  |  |  |
| **Module Four** |  |  |  |  |  |
| **Module Five etc** |  |  |  |  |  |

**Global Discussion Time Frames**

To be confirmed on first day of class.  Initial discussion on Zoom, Tues 8:00 pm January 9th, 2018 PST.  Professor will send link during that day.   The Populi course will be open January 8th or prior.  Additional student locations may mean this needs rethinking.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Preferred time for Conversations** | [**Los Angeles**](https://www.timeanddate.com/worldclock/usa/los-angeles) | [**Johannesburg**](https://www.timeanddate.com/worldclock/south-africa/johannesburg) | [**Beijing**](https://www.timeanddate.com/worldclock/china/beijing) | [**Pune**](https://www.timeanddate.com/worldclock/india/pune) |
| 2 | Tue 7:00 pm | Wed 5:00 am | Wed 11:00 am | Wed 8:30 am |
| 1 | \*\*Tue 8:00 pm | Wed 6:00 am | Wed 12:00 noon | Wed 9:30 am |
| 3 | Tue 9:00 pm | Wed 7:00 am | Wed 1:00 pm | Wed 10:30 am |
|  | ~~Wed 5:00 am~~ | Wed 3:00 pm | Wed 9:00 pm | Wed 6:30 pm |
| 4 | \*\*Wed 6:00 am | Wed 4:00 pm | Wed 10:00 pm | Wed 7:30 pm |
|  | Wed 7:00 am | Wed 5:00 pm | ~~Wed 11:00 pm~~ | Wed 8:30 pm |

## Course Time Estimates

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

|  |  |  |
| --- | --- | --- |
| Activity | Assignments | Est. hours for the average student |
| Academic Engagement (Synchronous and asynchronous interactions) | Viewing Videos and preparing readings for class, presentation preparation: 2 hour per week | 21 |
| ZOOM meeting: 2 hours per week | 24 |
| Total | 45 |
| Preparation (outside of class) | Required textbooks reading: 400 pages @ 20 pages per hour(@<200wpm, 400 pages browsing) | 31 |
| Community engagement @ 2hrs per week | 20 |
| Research papers: 3 hours per page | 39 |
| Total | 90 |
| Overall Total | Should be at least 135 hours for a 3-credit course per semester | 135 |

## Grading Guidelines

**VI.  Learning & Assessment Activities**

You will find expanded versions of these assignments in Populi.  The most updated version will be in Populi, as we adapt to local conditions or needs.  All assignments are to be submitted in Populi by the due date.

Assessment

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 in two places, confusion can develop).

|  |  |  |  |
| --- | --- | --- | --- |
| **Project** | **Time** | **Activities**  **Evaluative Criteria** | **%** |
| Instructor-mediated content  Online Course Discussions (Zoom) | 22 hours Zoom w facilitator | 1. Students reflect on community engagement, and one or two present on one of their readings or the weekly video. Course facilitator integrates these discussions with global content, discusses relationship with local courses, facilitates understanding of practical assignments. 2. Complete the google form each week that analyses what you have done weekly in terms of pre-class readings, reviewing video, and assignments. | 15% |
| Group work in an online Forum (These include reading snapshots and feed into Proj 2). | 23 hours | 1. Students reflect on community engagement, and one or two present on one of their readings or the weekly video. Course facilitator integrates these discussions with global content, discusses relationship with local courses, facilitates understanding of practical assignments. 2. Complete the google form each week that analyses what you have done weekly in terms of pre-class readings, reviewing video, and assignments. 3. Respond to the weekly forum prompts 4. These may include each student submitting five (5) reading snapshots in the Forum (or to the development of a collective google website if this proves viable, given student access to the internet), by the middle of a given week, unless noted otherwise. Snapshots are your annotated Bibliography entry demonstrating you have read the required material for the class.   But added to this it will include   * Were you persuaded about the ideas, and why/why not? * What are the assumptions of the author(s)? * Are their strengths or weaknesses to the author(s)’ argument? * Does something from the reading expand your understanding about the cultural or urban   context? A theological understanding of the city (culture)?     Pose a discussion question for the class based on your readings. These discussion questions, in addition to those that are posted by the instructor, will drive the Forum discussions:   * Do not pose general questions. * Do pose thought provoking questions deeply rooted in the readings. These may be: * Compare/contrast questions from previous readings you have done or for this class; * Questions that probe assumptions or strengths/weaknesses of the author’s argument; * Questions based on societal or theological implications of an insight gained or an  idea from the reading.       Total Word count of the post should not exceed 200 words (this is not meant to be busy work). Demonstrates outcome 1,2    **Evaluative Criteria:** Engagement, Completion of readings and viewing videos, depth of contribution, effective assistance of others in class.  Demonstrates outcomes 1,2,3,4 | 15% |
| **Proj 1:** **Reading analyses:** Read 1000 pages of assigned course readings. (Most are online in Populi). | 30 hours | 1.*Reading Requirements:*  Chapter analyses, these feed into your papers.  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.  2. At the bottom of this document (or in an excel spreadsheet) 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 and end of the semester, submit with total pages read.    These should feed into your final papers.  By putting your readings into Zotero , it makes it easy to then formulate your final bibliographies.    **Evaluative criteria:** Each chapter should have a 5-6 line outline of key paradigms, a response, a quote. Quality of presentation, conciseness, completeness, logic, application. The Reading Log needs to be laid out in APA format with number of pages per chapter, and total of pages.  Demonstrates outcome 1 | 15% |
| **Proj 2:** **Analyze and synthesize course content and readings** in a 5000-word summative paper on “Transforming the Structure and Culture of the City” in which the student is living.                              **Proj 3** Make a ten minute oral summary presented to class | 30 hours | This graphically oriented paper (or website) should integrate many of the theories of the course.  It could focus on an ethnic community in the city or a village that is progressing to become urban, or structural dynamics that affect racial tensions, etc.   Do this utilizing a Transformational Conversation approach that includes **entrance story, biblical and theological reflection and the urban conversation.** Aim for publication quality.   More details are available in the assignments in Populi.    Course readings need to include local materials as well.   This kind of social analysis is different to the first semester where you primarily utilized grassroots conversations.  In this course, you are primarily utilizing the extensive literature, integrating themes but the themes can be illustrated from grassroots experience.   * An example is given in Grigg, Viv. (2010) The Soul of Auckland, *The Spirit of Christ and the Postmodern City*. Emeth Press. chap 6.     This includes 5 articles or books of local literature and discussions with an expert mentor in the field. Please add these to the class list of indigenous resources on Google docs.    **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 or accepted by a journal automatically gets an A).    See the rubrics in Populi assignment for the written paper and the presentation.  Demonstrates outcome 1,3    on Zoom with graphics such as a PowerPoint or video**:** Group Work: Evaluate each other’s presentation.  (Professor will make the final grade for these).    Demonstrates outcome 1,3 | 20%                                                  8% |
| **Proj 4:**  **Practical Anthropological Engagement** | 25-30 hours | Through local conversations and exercises gather information from local people in your local community or ethnic group on these themes.  By reflecting on these against the Biblical data and some theological readings, and by reflecting on some fo the social science themes, demonstrate in writing and with diagrams how some of these themes can be part of “Urban Transformational Conversations”.  Complete 6 of the 8 mini-engagements.    These will be integrated into your final report.  Start with a graphically pleasing template into which you can slot these mini reports.  Diagrams and charts and graphics are all part of anthropological research.  In the final report, interface your findings with some of the literature and theories you have read.   A diagram that connects these parts of social analysis would add value to that.  Description of your methodology is usually an early paragraph in research.  Discussion of some of the limitations of that methodology would also be a significant paragraph.  Explaining how our explorations confirm or expand some other written materials or research on these people or community would be of interest.   While there are 8 tipics you are welcome to add from other themes that have been developed in the course. This is likely 5-7 pages, plus cover and table of contents and references, and not more than 10.  A rubric is included in Populi, but alternative creative approaches will be considered.     You do not need to do these mini-assignments in order, but adapt to your time frames.  Include an average of four local phrases from their language in each write up. (Your language tutor may need to assist you with these).    **Group Work:** Attach these to your forum each time.  Give at least one line of encouragement and one suggestion to each attachment by another student.    **Proj 4.1:** **Dreams:** Work with a group of people in your community to draw or make a model of their ideal community. Reflect with them on Rev 21. Write a 1 page summary of what you learned. | 15% |
|  |  | **Proj 4.2:** **History:** 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 into your template |  |
|  |  | **Proj 4.3: Family Life:** Describe in one page the family life of one dwelling |  |
|  |  | **Proj 4.4: Did the gods travel with them?** Find out and document in one page how rural migrants transplant their religious life from village to a city or slum- worship, festivals, etc. |  |
|  |  | **Proj 4.5: Finding a communal role:**Discuss with people in your slum community and list five specific contributions they provides for the city. |  |
|  |  | **Proj 4.6: Economics:** 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 from de Soto. (1 page) Or identify other economic dynamics. |  |
|  |  | **Proj 4.7:** **Rationale for Migration:** Interview a couple who are in the city for two years after their migration.  Identify two “pull factors” that attracts young people to cities and two “push factors”.   Write this up in one page . |  |
|  |  | **Proj 4.8: Identity:** Find out the affinity factor that keeps the community dwellers together or find out the cause of groupism in the community or rivalry between two communities. Write up in one page summary and add to your template. |  |
| Course evaluation  Final exam | 1  1 | Fill in the course evaluation  One hour open book exam on major theories encountered during the course.  You will find that this will extend the integration of your ideas from across the course in a wonderful sense of, “Aha!, look what I have learned”. | 2    10 |
| **Totals** | **120-135** |  | **100%** |

**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.

**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 WCIU design, online, will have many details that need refinement. The following are worth up to one extra credit point each (max of 2 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

**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), TD affords participants the opportunity to reflect on each other’s contributions, as well as their own, prior to posting. As “iron sharpens iron,” each student’s contribution enhances the learning of all other students, and feeds back into our life within our host communities.

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)

*Assessment rubric*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **1** | **2** | **3** | **4** |
| **Quantity and timeliness of post** | * Does not respond to most postings; rarely participates freely * Appears indifferent to learning community | * Responds to most postings several days after initial (scheduled) discussion; * Takes limited initiative | * Responds to most postings * Rarely requires prompting to post | * Consistently responds to posting * Shows initiative in motivating group discussion’ |
| **Quality of post** | * Posts topics unrelated to discussion topic; * Appears “rushed” with poor spelling/ grammar and unclear expression | * Occasionally posts off topic; offers short posts with limited insight on the topic; * Difficulty in expressing ideas clearly | 1. Frequently posts topics related to discussion topic 2. States opinions and ideas clearly; contributes insights to topic | * Consistently posts topics related to discussion topic * Clear, creative expression of ideas and opinions |

### 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

|  |
| --- |
| 1. *Outstanding performance:* 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. |
| 1. *Above average* student in terms of attendance, preparation, attitude, initiative in asking questions, time management, and assignment quality. |
| 1. *Average* or typical student in terms of attendance, preparation, attitude, initiative in asking questions, time management, and assignment quality. |
| 1. *Below average* or atypical student in terms of attendance, preparation, attitude, initiative in asking questions, time management, and assignment quality — minimally passing in performance. |
| F. *Repeat course*. Inadequate/insufficient performance. |

# SECTION 4 – IMPORTANT CLASS POLICIES

## 1. 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.

## 2. 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.

## 3. 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](https://static1.squarespace.com/static/58178917d482e994ffcd43ba/t/5b7c9ff0032be481e287ce40/1534894065455/4.+WCIU+ADA+Resonable+Accomodation+Request+Form.pdf) (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.

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.

# SECTION 5 – MATUL PROGRAM LEARNING OUTCOMES

## MATUL Program Outcomes

*As a result of their studies in the WCIU MATUL program, graduates will be able to:*

### Model skill in both oral culture dialogical learning, and self-directed critical academic thinking.

Graduates will be able to initiate, manage, and modify their own learning goals and activities and to use that learning to help serve and benefit others***.*** They are scholars who can dialogue within the wisdom systems of oral cultures but who can question assumptions and weigh evidence related to theories, ideas, and practices in the formal academe.

### Conduct competent organization-based action-reflection urban research, reporting back to the oral poor community, organizational stakeholders and the academe.

As scholar-activists, they choose appropriate research methods for the challenges at hand, conduct effective research into those challenges, and can report their findings into communities and developmental structures with which they cowork in ways that are both academically and culturally appropriate for bringing about change for transformational good.

### Articulate the implications of Biblical meta-narratives for contemporary urban / urban poor leadership in community development and ministry.

Graduates integrate the meta-narrative of human redemption and restoration of the whole creation into urban studies fields and into their research and practice of engaging urban poor contexts and city structures.

*4. Demonstrate an ability to design strategies for evangelism, discipleship and cultural engagement with cultural complexity in the urban context so as to develop multicultural ministries and leadership.*

Graduates can lead strategic organizational analysis that assists local organizations and movement leaders to improve engagement and delivery systems among the urban poor.

### Integrate theories, principles, and practices of urban movement leadership that address development of flourishing, harmonious, resilient cities.

Graduates are able to multiply leadership and teams in social or religious movements, both in forming faith communities and in multiplying socio-economic-educational-political engagements from these movements.

### Apply Biblically-affirmed economic principles to foster leadership in economic progressions from the lower economic circuit to the upper economic circuit in cities.

Graduates can train leaders in theologies and practice of economics that results in multiplying savings groups, fostering small businesses and a multiplicity of economic engagements resulting enabling individuals and groups to improve their economic status and some to move into the formal urban culture

### Exhibit development of cross-cultural skills, Christian character and spiritual formation underlying leadership in religious or social movements among the poor.

Graduates model Christian character and a depth of spiritual practice, undergirding the interpersonal and intercultural skills required to work cross-cultural, and multi-level economic urban contexts in ways that foster “inside out” transformation rather than simply solving problems for people.

# Module - : ???

(These are better reviewed in Populi than in a syllabus)

## Student Learning Objectives

Upon completing this course, students will be able to:

* [Objective 1]
* [Objective 2]

## Pre-Discussion Readings & Videos

## Class Discussion

* Discussion on Weeks Praxis]
* [Student Presentation]
* [Idea 1]
* [Idea 2]
* [Integrative Presentation]

## Post-Discussion Learning Activities

### Learning Activity #1

[Description and instructions]

### Learning Activity #2

[Description and instructions]

### Assignment #1

[Description and instructions]

## Quizzes, Google Interactions and Evaluations

## Course Bibliography

(Check all are in APA6, provide to students as a Zotero file)

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

**Urban Theology**

Bakke, Ray (1997). *A Theology as Big as the City*, InterVarsity, Downers Grove.

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

---. (1992). Genesis as Urban Prologue. In Roger Greenway (Ed.), *Discipling the City*. Grand Rapids, MI: Baker Book House.

---. (1992). The Kingdom of God and the City of Man: A History of the City/ Church Dialogue. In Roger Greenway (Ed.), *Discipling the City*. Grand Rapids, MI: Baker Book House.