



TUL670 Qualitative Urban Research Methods Syllabus

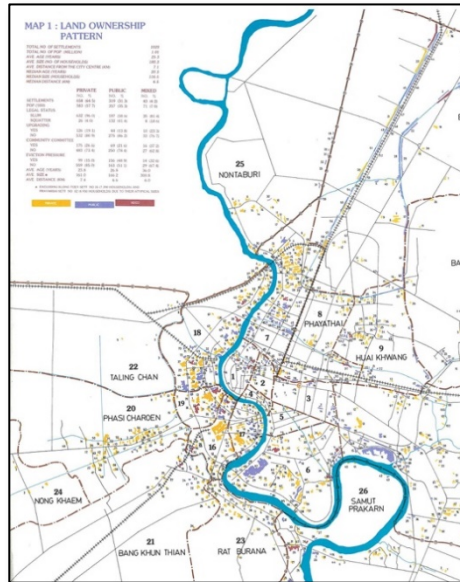


Fig 1: Slums of Bangkok (Pornchokchai, 1985)

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.

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	[April 24, 2020]

SECTION 1 – COURSE OVERVIEW

Course Description

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

The MATUL Commission course description: Students apply analytic frameworks and practical skills to an investigation of a specific issue on behalf of a church movement or community organization that involves local residents in specific transformation efforts. Research methods are taught and used to gather and organize pertinent information, culminating in the writing and oral presentation of a Professional Report. (This may be replaced with a thesis if required by some accrediting bodies).

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 advanced MATUL 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 not a PhD, where the aim is to develop a new theory, but a Masters generally takes extant theory and evaluates or extends an aspect of it.

Theological Action-Reflection: This degree began with reflection on the process of Transformational Conversations, a development of the Hermeneutic Cycle in urban ministry. This begins in action that defines a question, iterates through theological conversation, social analysis and returns to a new point of action. This theological paradigm parallels action-research theory in the social sciences.

Community Organization Focus: The Thesis or Project is designed to structure a process by which student-investigators conduct field research oriented towards the needs of a specific community organization. This organization 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: In architecture, the “capstone” is the crowning piece of an arch, the center stone that holds the arch together, giving it shape and strength. The research and writing involved in the Thesis or Project plays a similar role, challenging students to tie together, extend, and deepen the work they’ve already undertaken during their core courses and practical training (internships), and based on this integration to then potentially project forwards to the future ministry or career of the student.. As action research it should result in a specific extension of a church or community context. The parallel course in Entrepreneurial Leadership can well be utilized to broaden this thesis into a fundable proposal, including a workable business plan and funding proposal.

As this degree is a missions theology degree, a degree in social entrepreneurship, and in movement leadership and the multiplication of churches, this research could move in each 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, but research, to be successful, tends to be focused on a narrow topic, rather than broad ideas.

Research Skills: This final project report, as the culminating course 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 in a clear and operational format. The report not only contributes to the students' education, but also becomes a significant resource for the public good.

The actual seminar walks students through a research and writing process that extends over a two-term (27 week) period. Successful completion of the course earns 4 units of graduate credit and represents approximately 180 hours of "invested learning." (The actual time invested, as for most Masters' degrees is likely 3-4 times that much). 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*, ten 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 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	PROJECT
1	Missiological Research Framework	Mon April 27 6:00 pm PST	Types of theological research	
2	Design 1: Charting the Research Journey	May 4	Charting the Research journey	
3	Participatory Urban Research Missiological Research	May 11	Planning Slum Based Participatory Research	Project 1: Research Design
4	Composing a Project Plan	May 18	Composing a Project Plan	Project 2: Agency Assessment Service Learning Agreement
5	Design 2: Partnership Issues	May 25	Reduced CITI training	
6	Literature Review	June 1	Literature Review	Project 3: Initial Proj Plan
7	Writing the Research Proposal	Jun 8		Project 3b: Local Knowledge Week 7
8	Ethics of fieldwork	Jun 15	Ethical Practices	Project 3c: Ethics Proposal
9	Qualitative Methods: Case Studies/Storytelling	Jun 22		Project 5: Proposal (first draft)
10	Sampling, Data Coding, Ethnography & Data Coding	Jun 29		Project 3d Theological Framework
11	Participant Observation & Interviewing	Jul 6	Doing Fieldwork	Project 3a: Lit Review & Annotated Bibliography

12	Proposal Submission	Jul 13		Project 4: Proposal (final)
13	Interviewing & Theological Method Expanded	Jul 20		
14	Writing the Ethnographic Report. Fieldwork: Participant Observation, Focus groups, Secondary Analysis	Jul 27		Practicum Evaluation
15	Integration of Learning	Aug 3		Course Evaluation (2% extra credit)

Student Learning Outcomes:

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

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

Student Learning Outcomes	Program Learning Outcomes	Assignment Used to Assess
Know:		
1. Theory of Missiological Research: Articulate the philosophical, theological, and practical distinctives of both participatory-action research and urban missiological research.	1. Dual Level Wisdom Mastery: Model skill in both oral culture dialogical learning, and self-directed critical academic thinking.	Discussions Urban research design reflection paper (3-4 pages) Project plan/proposal and timeline
2. Project Proposal: Develop and produce a viable 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 community; (f) Articulates and applies ethical guidelines demonstrated by preparing an ETHICS submission.	2. Action-Reflection Research: Conduct competent organization-based action-reflection urban research, reporting back to the oral poor community, organizational stakeholders and the academe.	Discussions Annotated bibliography draft Literature review (Chapter draft) paper (3-4 pages) Theological reflection paper (3-4 pages) Project plan/proposal and timeline Completion of ETHICS training and certification online (CITireduced)
Be: 3. Demonstrate personal warmth, humility, power sharing, and empathy with community organization staff and people in the community.	7. Leadership Spirituality and Character: Exhibit development of cross-cultural skills, Christian character and spiritual formation underlying leadership in religious or social movements among the urban poor.	Class Discussions Supervisors evaluation

Do: 4. Project Management: 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.	2. Action-Reflection Research: Conduct competent organization-based action-reflection urban research, reporting back to the oral poor community, organizational stakeholders and the academe.	Discussions Agency and assessment selection paper (3-4 pages) and oral presentation (3-4 minutes) Project plan/proposal and timeline
5. Research Skills: Demonstrate initial in-field research skills and the ability to gain rapport and access to the study population in their social settings; select appropriate data collection methods; initiate ethnographic research; and conduct interviews with informants or organizational analysis and frame a process for integrating findings with theological analysis that results in missional action.	2. Action-Reflection Research: Conduct competent organization-based action-reflection urban research, reporting back to the oral poor community, organizational stakeholders and the academe.	Initial Interviewing or Participant Observation, Focus groups, Secondary Analysis

SECTION 2 – COURSE REQUIREMENTS

A. Course Materials

Students are responsible to obtain the “required” materials below in either hard copy or electronic version. 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. (2017). *Doing research in the real world*. (4th 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).

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]
- Elliston, Edgar. (2011). *Introduction to Missiological Research Design*. William Carey Library. ISBN: 978-0-87808-475-3. [\$10.99, Kindle \$0].

Optional Resources

FOR THOSE FOCUSED ON 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 situations students are in. 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, 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.

Zoom Calendar/Schedule

To be confirmed on first day of class. The Populi course will be open _____ or prior. Additional student locations may mean the time of day needs rethinking.

Preferred time for Conversations	Los Angeles	Johannesburg	Beijing	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

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, 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 – 2 hours per week	21
	Weekly zoom student community learning process – 1 ½ hours per week	22
TOTAL Facilitator engagement		45
Preparation (outside of class)	Required textbook reading; 800 pages	30
	Community Engagement (3 hrs per week)	30
	Project Proposal & project assignments that feed into it	20
	Ethics approval	10 (Can be up to 25)
TOTAL Self-directed Study		90
Overall Total	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	135

	discussions with organizations six weeks before the course begins).	
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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 in two places, confusion can develop).

Students will be awarded 3 credits for TUL671 and 3 credits for TUL675. The real work of writing a Masters' research paper, as is common, is likely to be much more than the value of these credits.

Graded Elements	Weight/ Points
TUL670	
<p><i>Project #1 Urban Research Design</i></p> <p>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. Describe the 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? Which research approaches might work best, 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><i>Project #2 Agency Assessment and Selection</i></p> <p>Evaluative criteria: timeliness, completeness, depth of analysis, writing quality</p>	5
<p><i>Project #3 Initial Project Plan and Timetable (undergraduate style – this is not your proposal)</i></p> <p>Evaluative criteria: timeliness, completeness, evidence of idea integration from assigned materials, feasibility of plan</p>	7
<p><i>Project #3a Literature Review</i></p> <p>Evaluative criteria: # of high-quality (authoritative) sources; completeness, quality of literature analysis, writing quality</p>	7
<p><i>Project #3b Local Knowledge</i></p> <p>If attending a local course:</p> <ul style="list-style-type: none"> Prior to the course compare local course syllabi with the WCIU course project. Attach summary notes from a local course on research methods. Indicate the time commitment and evaluate the effectiveness of this course in contributing to your skills for this course. Which assignments in this course have been fulfilled? <p>If not attending a local course:</p> <ul style="list-style-type: none"> Identify a local academic mentor to meet with for a few hours. (You may need to barter as to how you can contribute to his/her work at your expense). Identify and discuss local research issues, and ethics (1 page). 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. 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. <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><i>Project #3c Ethics Application</i></p> <p>Since this only a Masters level course, we will avoid designs that require ETHICS approval, but will learn the</p>	7

<p>ETHICS process.</p> <ul style="list-style-type: none"> • Begin understanding the Ethics requirements of WCIU • Download the WCIU Research handbook and browse. • You need to complete a simple Ethics training • Submit your certificate and Ethics application to the professor. <p><i>Evaluative Criteria:</i> successful Ethics proposal design.</p>	
<p><i>Project #3d Developing a Theological Framework</i></p> <p>Review the document on Transformational Conversations, then Transformational Conversations as Research</p> <p>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"> • in the community organization you are partnered with or • in the community under study or • to do primarily community development outcomes, supported by theological concepts or • do church growth research. <p>The steps in the approaches are relatively the same but the emphasis placed on each will be quite different.</p> <p>Discuss how our own future might bias this decision. Do you want to be known as a theologian , as a community development worker, an educator, 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 to contrast each Transformational Conversations with one each of the following. How do the following differ from Transformational Conversations and do they help you more with your topic?</p> <ul style="list-style-type: none"> • The Pastoral Cycle • Narrative theology • Case Study analysis • Grounded theory • The hermeneutic cycle of liberation theology • Grounded Theological Research: This is a common expression for theological reflection derived from real life issues. Scan the web for definitions. • Critical Discourse theory <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>	7
<p><i>Project #4 Project Proposal - Final</i></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 (clear, succinct, spelling, persuasiveness).</p>	20
<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 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</p>	5
<p><i>Forum:</i></p> <p><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</p>	5

Reflection; Stimulates Additional Conversation; Sensitivity Towards Others' Views; Contribution to Discussion; Comprehensible Writing Mechanics; Timeliness	
<i>Course Evaluation</i>	+2 extra credit
1st Sem Total	100%

To understand the flow of the two courses, the following are the assignments of TUL675

TUL675	
#0-4 Revisions of Opening Material and Chaps 1-4	13
#5 Methodology - Obtaining information 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 (clear, succinct, spelling, persuasiveness).	5
#6 Information analysis Evaluative criteria: evidence of collaboration with national guide; evidence of concept integration from prior studies; clear identification of relationships between variables; succinct but insightful conclusions; writing quality (use of headings, clarity, conciseness, spelling, grammar, and persuasiveness)	10
#7 Written professional report <i>Evaluative criteria:</i> Timeliness (submission of product on time); incorporation of "description" and "analysis" sections, as well as the other structural elements outlined in Addendum D of the "Real World Research" doc; mastery of the research issue/problem, including knowledge of the larger context of the study and background knowledge from prior studies; writing quality (formatting, clarity, conciseness, spelling, grammar, and persuasiveness).	35
#8 Public presentation Evaluative criteria: organization of event; creativity in presentational techniques; clarity of presentation; persuasiveness.	15
<i>Organizational Engagement</i>	2
<i>Zoom Discussions:</i> Evaluative Criteria: Attendance; 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	10
<i>Forum</i> Evaluative Criteria: 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; Timely	10
2nd Sem Totals:	100%
<i>Course Evaluation</i>	2 Extra point

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)

4. Video Conference Call Instructions (Zoom)

We will be using a service called 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 – each conference call will have its own ID

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

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](#) (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.

4. 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.

Technical Support: For online technical support call ____

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 – MATUL PROGRAM LEARNING OUTCOMES

MATUL Program Outcomes

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

1. *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.

2. *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 co-work in ways that are both academically and culturally appropriate for bringing about change for transformational good.

3. *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 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.

5. *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.

6. *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

7. *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.

Course Bibliography

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

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