TUL : Syllabus

## Course Information

|  |  |  |
| --- | --- | --- |
| Program | Area of Focus | Number of Credits |
| MA in International Development | Transformational Urban Leadership | Three (2) semester hours graduate credit |
| Instructor | Email | Updated |
|  |  |  |

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 International Development: Transformational Urban Leadership focus

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

# Section 1 – Overview

A painting on the wall

Description automatically generated**Course Description**

**Course Rationale**

**Course Structure**

**Course and Program Level Student Learning Outcomes**

# Section 2 - Course Requirements

**Course Materials**

**Books (Some chapters to be read, whole books to be browsed)**

Many of the course readings are accessible free of charge electronically in the lessons, 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)

* Glasser, Arthur F. (2003) Announcing the Kingdom. Grand Rapids, MI. Baker Academic. ISBN: 978-0801026263. Book also used in a previous course.

[Purchase paperback copy](http://www.amazon.com/Announcing-Kingdom-Story-Mission-Bible/dp/0801026261/ref=sr_1_1?ie=UTF8&qid=1336155452&sr=8-1) [Purchase Kindle e-book version](http://www.amazon.com/Announcing-Kingdom-Story-Mission-ebook/dp/B0038636G8/ref=tmm_kin_title_0?ie=UTF8&m=AG56TWVU5XWC2&qid=1336155452&sr=8-1)

**Course Readings Accessible from Populi**

## GENERAL COURSE REQUIREMENTS

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

### Attendance and Participation in Zoom Sessions

***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 (iireview 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 though such times.

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.
3. Participation: Students must actively engage with material through group discussion during the ZOOM session (see rubric).
4. 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.

**Other Assignments**

***Practicum:*** In the practical phase of the course above, students are invited, through spiritual direction, personal journaling and group interaction:

* to explore the nature of one’s spiritual formation
* to experiment with a variety of spiritual practices that encourage a contemplative approach to life
* to share one’s experience of these practices in a community setting
* to integrate academic and professional foundations around a centre of spiritual maturity in Christ
* to examine traditional Christian practice in the light of a commitment to social justice
* to identify core idols and life patterns needing repentance, spiritual healing, and transformation
* to nurture a “rule of life” that can sustain one’s witness within slum environments

***Independent Research and Writing:*** Most of the course is dependent on your taking responsibility to do independent research and writing, utilizing both experience and local/global literature in order to accomplish the course learning outcomes. These will be submitted in the **Populi** assignments section.

***Retreat*:** Field

# SECTION 3 – SCHEDULE AND EVALUATION

## Schedule and Percentage layout

|  |  |  |  |
| --- | --- | --- | --- |
| Lesson One  (Weeks 1&2) | Exegesis, Hermeneutics and Word Studies | □ Learning Activity Assignments  □ Discussion Sessions  □ Library Assignment (1) | 10% of grade |
| Lesson Two  (Weeks 3&4) | Saving Faith and the Law in the Old Testament | □ Learning Activity Assignments  □ Discussion Sessions | 10% of grade |
| Lesson Three  (Weeks 5&6) | The Word of God and Atonement | □ Learning Activity Assignments  □ Discussion Sessions  □ Library Assignment (1) | 10% of grade |
| Lesson Four  (Weeks 7&8) | Views of the Spirit World | □ Learning Activity Assignments  □ Discussion Sessions  □ Library Assignment (1) | 10% of grade |
| Lesson Five  (Weeks 9&10) | The Promise, Wisdom and the Prophets | □ Learning Activity Assignments  □ Discussion Sessions  Due week 10:  □ Guided Exegesis  □ Online Journal/Blog Submission  □ Course Evaluation | 10% of grade  45% of grade  5% of grade  Complete to receive final grade |

Course Time Estimate

|  |  |  |
| --- | --- | --- |
| Activity | Assignments | Estimated 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: should be at least 45 hours per semester | 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: should be at least 90 hours per semester | 90 |
|  |  |  |
| Overall Total | Should be at least 135 hours for a 3-credit course per semester | 135 |

Evaluation and Assessment Activities

You will find expanded versions of these assignments in Populi. The most updated version will be in Populi. All assignments are to be submitted in Populi by the due date.

|  |  |  |
| --- | --- | --- |
| Assignment | DUE MODULE  (check the Populi assignments list for updates) | Points Possible |
| Project 1: Spiritual Disciplines  Forum Discussions/ Topical Memory System | Most weeks | 8 |
| Assignment 1a: Poor Peoples Church Worship Styles | 4 | 6 |
| Assignment 1b: Guided Silent Retreat | 10 | 10 |
| Project 2: Course Reading Journal | Weekly, 12 | 20 |
| Project 3: Self-Knowledge:  a. Values Questionnaire,  b. Strengthsfinder Summary,  c. 5-fold ministries | 2  2  4 | 2  2  2 |
| d. Designing a Rule of Life | 9 | 15 |
| e. Personal Evaluation | 12 | 4 |
| f. Dealing with Pain | 2 | 4 |
| g. Psych Analysis | 4 | 1 |
| Project 4  Assignment 4a: Urban Poor Spirituality Logs  Assignment 4b: Final Exam: Spirituality Presentation | Weekly, submit in 4  11  11 or 12 | 4  12  10 |
| Course Evaluation | 12 | 2 |
| Total |  | 100 |

Project 1: Corporate Spiritual Growth

Weekly group discussions. Each week this includes a checkup with one other student on your progress through the Topical Memory System, memorizing two verses per week. Supports outcomes 3.1.

Assignment 1a: Guided Silent Retreat

A guided, two-day silent retreat may include group worship, private prayer, issue discussions, and academic reading and writing. Submit a summary of what you learned.

Supports outcomes 1.1, 1.2

Assignment 1b: Poor Peoples’ Worship

Visit a poor people’s church and conduct a simple ethnographic analysis. Supports outcome 1.2

Project 2: Course Reading Journal

The readings assigned each Module are to be completed and carefully reflected upon before gathering. They review a range of spirituality perspectives that we will discuss in our class Forum. Typically, only one or two articles or book chapters will be assigned each week. Nevertheless, they are very important!  The concepts presented through the readings will correlate with the week’s topical presentation and discussion, providing us a theoretical “frame” for analyzing spiritualities.

Approximately 25 chapters of required course reading are available in Document Sharing; the other texts are available via the online library.  For each reading, identify and outline the main theme and the sub-points. Or provide a one paragraph summary and one paragraph personal response. Include a key quote (not what the author quoted from someone else, but a quote from the author), with page numbers, that you feel encapsulates the author’s thesis. The aim is not to increase your paperwork but to leave you with a permanent recollection of the key elements of the book or article. Keep these short.

Then compose a reading log. You will use Zotero <https://www.zotero.org/> throughout the degree to get the formatting right] that lists the articles/chapter (APA format) and the number of pages read. (Due weekly, graded over the course. Final submission of cumulative collation of reports in Module 12).

Project 3: Cross-Cultural Spirituality and Capacity

(a) Cross-cultural Values Questionnaire

(b) 6-fold Ministry questionnaire

(c) Strengsthfinder

(d) Designing a Rule of Life

Read V. Grigg, The Lifestyle and Values of Servants, and chapters from S. Bessenecker, The New Friars. Write your own “Rule of Life” with your wife and/or team.  Keep it simple. Not too many topics. One paragraph per topic. Think through how you can be accountable to each other and a spiritual director for the values you identify.  Identify one person who you would welcome as a spiritual mentor. Discuss this person’s background and qualifications with the course facilitator. Then work with this director and the course facilitator on a plan for spiritual mentoring over the 2 years of the program. Submit final plan to course facilitator.

Supports outcomes 3.1

(e) Personal Evaluation

The demands of ministry among the poor put high levels of stress on your personal relationships. Decide what steps you can take to manage these stresses and to turn them into positive factors for growth. Using the form in the course syllabus, complete a self-evaluation as the basis for reflection and discussion with your spouse, with a core of friends or your spiritual mentor.

(f) Dealing with Pain

In a 1-2 page analytic paper, identify at least one major experience of grief, loss, bitterness, or pain that you have experienced.  Narrate the experience, identifying particular areas of pain needing healing and surrender, as well as any actions you might take to rectify broken or strained relationships. These journals will be shared with one other class member (if appropriate), the course facilitator (if appropriate), and later with a spiritual director. Students may indicate this material is inappropriate to share with others, may share with spiritual director or choose an outside counselor

Project 4: Spirituality

(a) Urban Poor Spirituality Logs

Each day in your course journal, keep a log of two things you notice in the life of your host community: (1) elements of everyday spirituality expressed through the national culture, and (2) elements of spirituality exhibited within a particular poor community. Your log will be submitted in Module 12. Students will share examples in a course Urban Poor Spirituality Log class threaded discussion.

(b) Spirituality Presentation

Choose one topic in the course that defines part of your spirituality (e. g. justice spirituality, apostolic spirituality, urban poor spirituality, your lifestyle and values, the spiritual response to pain, dealing with bitternesses…).

The final paper will be completed in Module 10,

It will be presented as your final exam in a video done in garage band, or audacity or a narrated power point (place on Authorstream or Vimeo) presentation in Module 11 or 12. You will make a 5-7 minute audio-visual presentation introducing and explaining it using the threaded discussion tool “Assignment 4b Spirituality Presentation.” These will be proctored as online sessions by a team.

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. VGTUL500CultAnal.docx). Abbreviate these when you can.
* 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 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.

## Faculty Grading Turnaround

Typically, faculty will grade assignments and post grades within one week of submission.

Grading Scale

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 | 87-89r |
| 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. |  |  |

A+ Supercalifragilisticexpealidocious

Brilliantly conceptualized, rigorously logical, graphically artistic and aesthetic, emotionally touching, rich multihued argumentation, unforgettable, new paradigms, has a rhythm and poetry in its writing, a sense of curiosity and draws you in to its progressions, no grammatical or spelling errrrors!! Generates new paradigms, explores new ideas. Beyond masters’ level. [Publishable]

A. High quality work for a graduate student

Work at this level is consistently [creative, original, thorough, well-reasoned, well-argued, insightful, well-written, clear, methodologically sound] and shows [clear recognition / an incisive understanding / excellent evaluation and analysis of salient issues; an excellent ability to draw relevant comparisons / examples; mastery of relevant aspects of technology introduced in class; creative application of relevant technology; sophistication in presentation and delivery of technological products]. [Work doesn’t get much better.]

A- Strong work for a graduate student

Work at this level is mostly [creative, original, thorough, well-reasoned, well-argued, insightful, well-written, clear, methodologically sound] and shows [good recognition / a solid understanding / thorough evaluation and analysis of salient issues; a consistent ability to draw relevant comparisons / examples; competence in relevant aspects of technology introduced in class; useful application of relevant technology; an ability to logically present and deliver technological products. [Work is very good, but it could be improved.]

B+ Competent work for a graduate student

Work at this level is often [creative, original, thorough, well-reasoned, well-argued, insightful, well-written, clear, methodologically sound] and shows mostly adequate [recognition / understanding / evaluation and analysis of salient issues; ability to draw relevant comparisons / examples; competence in relevant aspects of technology introduced in class ; application of relevant technology; ability to logically present and deliver technological products.] A few errors, inconsistencies, or other problems may be present. [Work is competent, but neither exceptionally strong nor exceptionally weak.]

B Acceptable work for a graduate student

Work at this level is generally [creative, original, thorough, well-reasoned, well-argued, insightful, well-written, clear, methodologically sound] and shows acceptable [recognition / understanding / evaluation and analysis of salient issues; ability to draw relevant comparisons / examples; competence in relevant aspects of technology introduced in class ; application of relevant technology; ability to logically present and deliver technological products.] but errors, inconsistencies, or other problems are present. [Work is competent but shows some flaws or difficulties.]

C+ Minimally passing work for a graduate student

Work at this level is occasionally [creative, original, thorough, well-reasoned, well-argued, insightful, well-written, clear, methodologically sound] and shows some signs of [recognition / understanding of salient issues; adequate reasoning; an ability to draw relevant comparisons / examples; adequate writing skills; competence in relevant aspects of technology introduced in class] but numerous errors, inconsistencies, or other problems are present. [Work shows many weaknesses or difficulties.]

C- Deficient work for a graduate student

Work at this level does not meet the minimal expectations for graduate level work. Work is [inadequately developed; flawed by errors or inconsistencies; Work lacks in [recognition of / understanding of salient issues; reasoning; adequate methodology; support for arguments made; ability to draw methodologically sound; demonstration of basic skills]

D Unacceptable work for a graduate student

1. misunderstood the nature of the work required and/or 2. shows [very little recognition / understanding of salient issues; inadequate reasoning; inadequate writing skills; complete lack of support for arguments made; inappropriate methodology some level of incompleteness] Errors or inconsistencies throughout.

F Incomplete / Totally inadequate work for a graduate student

Work was turned in but [was mostly irrelevant to the course; showed a poor performance in all aspects of assigned work; there was little to no evidence of mastery of relevant aspects of material; was substantially incomplete].

# 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.

# Lesson One: Exegesis, Hermeneutics, and Inductive Bible Study

## Lesson Objectives

Students will be able to:

a. Explain the difference between exegesis and hermeneutics.   
b. Practice the essential features of Inductive Bible Study.  
c. Write “the story of the Old Testament” which can be read without hurrying in 60 seconds, employing missiological perspective.  
d. Demonstrate critical thinking skills.

## Core Ideas:

• The Bible is a unified story of God’s purpose  
• Missions is the basis for the Bible. The Great Commission is the backbone of the whole Bible  
• The Bible shows God carrying out His redemptive purpose through a covenant relationship with His people and redeeming all of humankind through Jesus, the Messiah for all peoples

## Library Assignment #1