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# TUL675 Integrative Final Project

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



*Fig 1: Home, sweet home!*

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.

The mission of the MATUL program is to catalyze urban religious and social movements through which citizens mobilize in an attempt to achieve some transformation of their environment. The focus is exclusively on the needs and capacities of working-class urban poor within the structures of the contemporary capitalist mega-city. The Church is seen to play a critical role to the extent that it forms psychologically stable, spiritually integrated, and non-exploiting persons as the human "building blocks" for a saner and more just urban society. The MATUL program aims to train a new generation of leaders capable of forging strategic linkages between Church-related organizations and community-based organizations, public agencies, private enterprises) with a view to the final goal of God’s plan: the redemption of humanity and the restoration of creation, the reconciliation of all things through Jesus Christ.

### 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 | [Sept 7, 2019] |
| Next Steps | Check dates of all books, find better articles on theological inputs to action-reflection studies. |  |
|  |  |  |

# SECTION 1: COURSE OVERVIEW

### Course Description

In this course students conduct the qualitative/participatory research projects they designed in TUL670. This culminates in the writing and oral presentation of a report that involves local residents in transformation.

### Pedagogical Approach

**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 master’s 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 Projectplays 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 it all 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-courses (27 week) period. Successful completion of the course earns 5 units of graduate credit and represents approximately 360 hours of “invested learning.” 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.

### Student 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 Objectives** | | **Assignment Used to Assess** | |
| 1. Demonstrate an understanding for and utilization of philosophical, theological, and practical distinctives for various participatory research methodologies and in-field research skills: ability to gain rapport and access to community organization or church; utilizing methodologies selected for the research project; theological reflection; data analysis; participatory involvement in dissemination of conclusions and decision-making. | | 1**. Epistemology:** Model skill in both oral culture dialogical learning, and self-directed critical academic thinking, demonstrated in competent organization-based action-reflection urban research, reporting back to the oral poor community, organizational stakeholders and the academe, and in explorations of scaling courses within oral cultures. | | Online discussions and forum  Research Final Project | |
| 2. Write and present a viable research proposal and research project thesis that:  • Articulates the philosophical, theological, and practical distinctives of missional participatory-action research;  • Describes ministry problem as well as context of community organization or church;  • Critically discusses literature related to the research topic and question;  • Develops a theological framework for the research resulting in a framework for missional action;  • Critically evaluates the strengths and weaknesses of research approaches;  • Completes analysis and description of research findings;  • Critically reflects on conclusions and seeks active decision-making involvement by the community organization or church and/or community leadership in both the process and implementation of recommendations. | | 1**. Epistemology:** Model skill in both oral culture dialogical learning, and self-directed critical academic thinking, demonstrated in competent organization-based action-reflection urban research, reporting back to the oral poor community, organizational stakeholders and the academe, and in explorations of scaling courses within oral cultures. | | Online discussions and forum  Oral Presentation  Research Final Project | |
| 3. Demonstrate project management skills and the ability to: assess the capacity of community organization or church; frame and refine the research problem; implement and complete a project plan with timelines and deliverables; and monitor progress against the project plan. | | 4. Building Holistic Faith Communities: Demonstrate an ability to design strategies for evangelism, discipleship and missional engagement within urban cultural complexities. | | Online discussions & forum  Research Final Project | |
| 4. Character Formation: Demonstrate personal warmth, humility, power sharing, and empathy with community organization staff, organization’s beneficiaries and/or members manifest in "buy-in" to the proposed transformative action. | | 1.Exhibit development of cross-cultural skills, Christian character and spiritual formation underlying leadership in religious or social movements among the poor. | | Online discussions | |

## SECTION 2 – COURSE REQUIREMENTS

### 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**

* Desai, V. and Potter, R. (Eds.) (2006). *Doing development research*. Thousand Oaks, CA: Sage Publications. ISBN-13: 978-1412902854 (Kindle: New [$52.89](http://www.amazon.com/Doing-Development-Research-Vandana-Desai/dp/1412902851/ref=sr_1_1_twi_1?ie=UTF8&qid=1420693229&sr=8-1&keywords=Desai+and+Potter) ($60 with interactive media) Used: $7.77 Kindle: [$43.96](http://www.amazon.com/Doing-Development-Research-Vandana-Desai/dp/B0029ZBKM6/ref=sr_1_1_twi_2?ie=UTF8&qid=1420693229&sr=8-1&keywords=Desai+and+Potter)).
* 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. $51 new. $29 secondhand Amazon). ISBN-13: 978-1473947269 (822 pages with access to videos - a great source).

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].

**Recommended**

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

# SECTION 3 – SCHEDULE AND EVALUATION

### 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 TUL670 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.

|  |  |
| --- | --- |
|  | |
| #1-4 *Stylesheet, Table of Contents, Introduction (Chap 1), Literature Review (Chap 2) Theological Analysis (Chap 3), Project Plan and Methodology (Chap 4)*  These are an extensive rewrite and development of TUL670  Evaluative criteria: evidence of collaboration with organizational or community leadership; evidence of expanded concept integration; clear development of the theological process and content; writing quality (use of headings, clarity, conciseness, spelling, grammar, persuasiveness, graphical layout, pizzazz!) | 10 |
| #5 *Methodology Chapter &* *Information description (Chap 5)*  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, graphical layout). | 10 |
| #6 *Information analysis: Coding and Analysis (Chap 6)*  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 Thesis or Professional report (Chap 7, Conclusion, Bibliography and complete Report)*  *Evaluative criteria:* 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 presentations: to organizational leadership or community, and academic presentation*  Evaluative criteria:organization of event; creativity in presentational techniques; clarity of presentation; persuasiveness; response by decision-makers. | 12 |
| *Online Zoom Discussions:*  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 |
| *Forum:*  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 |
| *Evaluation of Course* | 2 |
| **Totals:** | 100% |

### Extra Credit for Involvement in Course Development

The development of this program and course is a collective venture that has included well over two thousand people so far in the design process.  This particular 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)

### 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. |

### Video Conference Calls

We will be using a service called ***Zoom*** for all of our conference calls.

You have the option to connect via your computer and video in (this is preferable, as it can helped 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. Install the file you just downloaded

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 the LMS to get the Meeting ID – each conference call will have its own ID

\*\*\*If you are unable to make any 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 as in the Forum Discussions.

### Style Requirements

The future is visual, and oral and art. So why are you writing boring word papers? Stylize them graphically, so that people enjoy reading them, a graphic a page, boxes, lines, white space, quotes. The word’s , the logic need to be well done. The argument needs to flow and each picture or graph or chart feed into it… Guys, the girls have put you to shame throughout school with their artistry. Now is time to reverse this trend. Make learning artistry.

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

* Times New Roman or Cambria, single spaced, 12 point
* 1 inch margins
* Titled, Name and date in right upper corner, Your Initials Course#, Assignment, Date e.g. VGTUL500BibliogrpahyJan142008
* Page numbers in right lower corner
* Single spaced 9in the old days on printed par space was needed to make comments. On computer we don’t need.
* Word doc not pdf. Pdfs are hard to edit.
* graphically pleasing
* References to author and text must be included whenever the author is quoted or ideas used. This is simple respect. Use the APA6 Author-Date system. It is required that you get a copy of EndNote from IMT or the Library for keeping your references over the years. It will do most of the formatting for you.

### Online Schedule At-a-Glance

Zoom. If Zoom is not functional switch to SKYPE

Possible Zoom call times to be confirmed after class is signed up the week before the semester:

|  |
| --- |
|  |
| **Spring 2020** | |  |  | *PST* | *Manila* | *Bangkok* | *India* | *Maputo* | *Rio* |
|  | |  |  | *0* | *15* | *14* | *12.5* | *9* | *4* |
| TUL 675 | | Mn/Tuues | VG | 20 | 11 | 10 | 8.5 | 5am | 23.59 |

### 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 – 2 hours per week | 24 |
| **TOTAL Facilitator engagement** |  | **45** |
| Preparation (outside of class) | Research readings; 800 pages @500 words per minute (Grad level) | 12 |
| Community Research (3 hrs per week) | 26 |
| Writing | 45 |
| Final Presentations | 7 |
| **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 discussions with organizations six weeks before the course begins). | **135** |

### VII Course Schedule

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Module** | **Video Discussion** | **Threaded Disc** | **Project Due Date** | **Topic** |
| 1 | #1 |  |  | Term 2 introduction; Q&A |
| 2 | #2 | FORUM #1 Interviewing |  | Theological Method |
| 3 |  | FORUM #2 Theological Framework | Project 4: 05/25 | Data Gathering : Case Studies, Stories, Evaluation of Training |
| 4 | #3 |  |  | Interviewing/Focus Groups |
| 5 |  | FORUM #3 Analyzing Data | Project 6: 06/06 | Writing data description/Analysis |
| 6 | #4 |  |  | Writing data analysis / Validity |
| 7 |  | FORUM #4 Data Analysis (2) | Project 7: 06/15 | Telling the story: guide’s review of draft report |
| 8 | #5 | FORUM #5 Telling the Story | Project 8: 06/30 1st draft | Setting up Public Presentation |
| 9 |  | FORUM #6 Report Writing | 7/7 2nd draft | Returning results; writing up |
| 10 | #6 |  | 7/14 3rd draft | Thesis writing: Returning results, analysis, conclusion, exec summary |
| 11 |  | FORUM #7 Presenting Results to Community | Project 9: 07/18 | Public Community presentation preparation |
| 12 | #7 |  | 08/01 Proj 8: Final Draft | Public Community presentation sharing; integrate evaluation of sharing/decisions; course evaluation; Final submission |
| Post Course  Leave, Travel | #8 | Exit site, travel home, arrive LA Sun evening 8/17 |  | Revise project after grading, publish, submit to Program Director, develop five minute presentation and Powerpoint |
| Reentry | Reentry |  | 8/16 Power Point for Faculty | Printed Version Completed, Review presentation with class and Public Academic Presentation to faculty, family and dignitaries |

# SECTION 4 – UNIVERSITY POLICIES

### 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.

### 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.

### 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.

### 4. Class Policies

**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.

**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 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.

**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:*

### Epistemology: 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.

### Research Skills: Conduct competent organization-based action-reflection urban research.

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.

### Biblical Theology of Holistic Ministry: 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.

### Building Holistic Faith Communities: Demonstrate an ability to design strategies for evangelism, discipleship and engagement with urban cultural complexity so as to multiply 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. They can multiply concepts, values and skills from within courses into oral cultures.

### Transformative Urban Movements: 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 building relational and resource capacity, having a growth mindset, embracing failures, solving complex problems and multiplying socio-economic-educational-political engagements from these movements.

### Social Entrepreneurship: Apply Biblical social entrepreneurship and economic principles that facilitate leadership progressions that lift people from the lower economic circuit to the upper economic circuit.

Graduates identify themselves as social entrepreneurs, able to train leaders in theologies and practice of economics that results in multiplying savings groups, fostering small businesses and a multiplicity of economic engagements, enabling individuals and groups to improve their economic status and some to move into the formal urban culture.

### Cross-Cultural Spiritual Leadership: Exhibit cross-cultural competencies, Christian character and spiritual formation required of 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.

# Modules

**Week 1:**  
**Introductions**

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| **Preparation** | 1. Re-read Slimbach, “Real-World Inquiry” (refer to Phase 7) 2. *Qualitative Research Design,*Ch 5 (“Methods…”) 3. 3.     Video: “Getting People to Talk” <http://vimeo.com/1269848> [33 min.] 4. The Ethnographic Interview: <http://www.jhsph.edu/research/centers-and-institutes/center-for-refugee-and-disaster-response/publications_tools/publications/_pdf/pr_apx-b_ethnographic.PDF> 5. Paying informants? <http://sru.soc.surrey.ac.uk/SRU14.html> |
| **Online Discussion** | Join us for an introduction and discussion of the second half of the course, a review of the syllabus and of the above methods backgrounds.  Update your info in the [google doc](https://docs.google.com/a/apu.edu/spreadsheets/d/1YFTLAXaTp-qSgO-1mfZ0NhQRLClqCkzkH1l6a8lHjbc/edit?usp=sharing) |

**Week 2**  
**Theological Method Expanded**

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| **Preparations** | From last week, if you did not complete it   1. Re-read Slimbach, “Real-World Inquiry” (refer to Phase 7) 2. *Qualitative Research Design,*Ch 5 (“Methods…”) 3. Video: “Getting People to Talk” <http://vimeo.com/1269848> [33 min.] 4. Question types: <http://www.design4instruction.com/articles/pdf/The%20Ethnographic%20Interview.pdf>. 5. Paying informants? <http://sru.soc.surrey.ac.uk/SRU14.html> 6. Joint interviewing? <http://sru.soc.surrey.ac.uk/SRU15.html>   For this week, review the following on theological method from previous classes:   1. Herriot on [The Pastoral Cycle](https://sakai.apu.edu/access/content/group/a9b44fbd-cf6f-40b6-990c-9e428458c9c3/Doc%20Sharing/Theological%20Method/HerriotSocial%20Analysis.pdf) 2. Grigg on [Transformational Conversations](https://sakai.apu.edu/access/content/group/a9b44fbd-cf6f-40b6-990c-9e428458c9c3/Doc%20Sharing/Theological%20Method/transformationalConversations_09-2.pdf) 3. [Transformational Conversations Research Method](https://sakai.apu.edu/access/content/group/a9b44fbd-cf6f-40b6-990c-9e428458c9c3/Doc%20Sharing/Theological%20Method/DevelopingaTransformationalConversationsResearchProcess.docx) 4. Van Engen on Urban Theological Process 5. Consider how these have been applied across the degree in the [attached chart](https://sakai.apu.edu/access/content/group/a9b44fbd-cf6f-40b6-990c-9e428458c9c3/Doc%20Sharing/Theological%20Method/Theological%20Contents.docx) |
| **Face to Face  & Forum Discussion** | We will review the steps for this semester, any problems being faced and discuss the theological components of the process in more depth.  [Transformational Conversations as Research](https://sakai.apu.edu/access/content/group/a9b44fbd-cf6f-40b6-990c-9e428458c9c3/Doc%20Sharing/Developing%20a%20Transformational%20Conversations%20Research%20Process.gdoc)  (google doc) [Transformational Conversations](https://sakai.apu.edu/access/content/group/a9b44fbd-cf6f-40b6-990c-9e428458c9c3/Doc%20Sharing/Theological%20Method/UrbanContextualTheology.ppt) (ppt) [The Pastoral Cycle](https://sakai.apu.edu/access/content/group/a9b44fbd-cf6f-40b6-990c-9e428458c9c3/Doc%20Sharing/Theological%20Method/Pastoral%20Praxis%20Cycle.pptx)  HOPE Intntl executives Greer and Horst have written an excellent book entitled, Mission Drift (2014).  I was reminded of it when Dr Grigg remarked, " Many NGO's start with a Christian vision but then in the mechanization towards project management, tend to lose track of the process of engaging t*he people or the victims or even* their own theological foundations underlying their engagement."  What Dr Grigg and Greer and Horst draw attention to is something that troubles me greatly, and strikes me as a growing danger and tragedy in our culture.  It also intersects some concerns I have as I engage with my research regarding “aging-out” orphan care.  It seems to me in our information-driven and media-saturated society, that we can become more easily distracted and removed from the very foundations our values emerged from.  But as I ponder this, I realize that this is an age-old human-heart problem that has existed from the beginning of time.  The Bible is full of stories of people and populations who ‘lose the plot,’ and as a result, suffer terrible consequences.  I cannot at this stage of my research give too many examples, as I am still in “catch-up” mode after taking an incomplete last semester to focus attention on my daughter Salina’s medical issues.   What I can point to though are signposts that remind us that this issue of theological foundation drift is not to be taken lightly.  Some might propose that what is occurring is not ‘drift,’ but growth  and intellectual evolution.  The ‘fruit’ begs to differ otherwise though.  My grandmother was a Harvard graduate, and one thing that has become clear is that its founding mission statement is no longer relevant the way it was when she attended the school. I suspect few current day Harvard students are aware that initially the goal of their education was, “ “To be plainly instructed and consider well that the main end of your life and studies is to know God and Jesus Christ.”  Another example to consider is that of China Children’s Fund, an organization founded by Dr. J. Calvitt Clarke, a Presbyterian minister  in 1938 (Greer & Horst, 2014).  Clarke was a man of deep convictions about the poor who  sought to help them more than just materially.  He is credited with inventing child sponsorship.  His faith convictions were so deep that he changed the name of his organization to Christian Children’s Fund.   By the 1990’s though, a former board member said,“This organization has nothing to do with Christianity” (Dalrymple, 2014).  Its president, acknowledged the change, noting: “An organization changes slowly, and then *all of a sudden you realize*the changes have happened so much that you need to step back and [see if you are] putting out the name that really reflects who you are”(Greer & Horst, 2014).  No surprise then in 2009,  when ChildFund International replaced Christian Children’s Fund, acknowledging in word and deed that it had abandoned the Christian mission of its founder Dr. Clarke.  So, though I am at this stage unable to offer specific interactions with my research regarding the theological foundations that underlie it, I can state that I will be paying close attention to it. - Melinda Nelson.  Select Forums from the Course Links navigation menu Engage across week 2: Interviewing |

**Week 3: Qualitative Methods**  
**Stories? Interviewing? Field Notes?**

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| **Preparations** | Read or review two more of the following:   1. Re-read Slimbach, “Real-World Inquiry” (refer to Phase 7) 2. *Qualitative Research Design,*Ch 5 (“Methods...) 3. For those using case studies or stories, Gray, chapter 10(2009 version) or 11 (2013), Designing Case Studies. 4. For those doing evaluations of training, Gray, chapter 11 (2009) or 12 (2013), Designing Evaluations. 5. There are many useful supplementary readings to Gray at http://www.uk.sagepub.com/gray/journal.htm   **Questionnaires and Interviews**   1. Video: “Getting People to Talk” <http://vimeo.com/1269848> [33 min.]  Fill in the attached [summary sheet](https://https//sakai.apu.edu/access/content/group/a9b44fbd-cf6f-40b6-990c-9e428458c9c3/Weekly%20Index%20Pages%20670b/Ethnography%20and%20Interviewing.doc) for discussion in class 2. Question types: (Find) 3. Paying informants? <http://sru.soc.surrey.ac.uk/SRU14.html> 4. Joint interviewing? <http://sru.soc.surrey.ac.uk/SRU15.html>   **FieldNotes** Robert M. Emerson  Rachel I. Fretz , Linda L. Shaw. (2011). Writing Ethnographic Fieldnotes, Second Edition (Chicago Guides to Writing, Editing, and Publishing) (Kindle 10.99). (Worth Buying) |
| **Online Discussion** | Select Forums from the Course Links navigation menu. Engage Week 3 forum on Theological Framework. |
| **Assignments** | Select Assignments from the Course Links navigation menu and then select Project 4 Literature Review Expanded. Submit as directed. If you need to resubmit your Local Knowledge or Project Proposal from last semester, they are also due, though will not add to your grade, simply are needed for you to move forward. |

**Week 4**

**Interviewing**

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| **Preparations** | 1. Re-read Slimbach, “Real-World Inquiry” (refer to Phase 7) 2. *Qualitative Research Design,*Ch 5 (“Methods…”) 3. Video: “Getting People to Talk” <http://vimeo.com/1269848> [33 mins] 4. Search the web for content on styles of interviews and questions for case studies, and come prepared with at least one significant set of new ideas for class discussion. |
| **Online Discussion** | According to Katie Willis (2006), the most popular form of interview is semi-structured. These are comprised of interview schedules with suggested themes from which interviewees have the freedom to base their unique responses. This will be most useful for my purposes. Although I have certain topics I would like covered, I want to hear stories from the interviewees, not just facts. Willis stresses the importance of reading all available published material on the subject before going into interviews, as you should not waste your interviewee's time. Published material will not contain everything that you want to study, especially processes and motivations, but can help with background facts and contextual details (Willis, 2006).  “While the aim of interviews is not to gain statistically significant results, you do need to make sure that you have targeted a diverse range of people who might have different opinions or perceptions based on their own experiences and contexts” (Willis, 2006:147). In my research I will utilize maximum variation sampling for my main data collection, recruiting potential participants who have spent short/medium/long periods outside of the sex trade. Of course, this is relative to my pool of potential participants.  Willis also talks about the effect of location on dynamics and therefore results of interviews. Although I'm limited to the women's workspace to carry out the interviews, I've received permission to use a room that the women seem very comfortable in. It's a casual setting where we can sit on a bed for the interview rather than the more formal table or chair setup.  I've included my interview schedule below, including the types of questions I'm asking.  **Semi-Structured Interview Questions**  1. **Demographic:** What is your current age? 2. **Background**: How long have you worked at Freeset? 3. **Narrative:** How old were you when you entered the sex trade? If you feel comfortable, can you tell me about that? 4. **Knowledge, Demographic:** What system(s) were you under in the trade? 5. **Demographic:** How old were you when you exited? 6.**Opinions:** What do you think makes most women stay in the line or return? 7. **Narrative:** Tell me about the time you decided to leave the sex trade. (Consider: exit-re-entry-exit, when, why, who helped, who prevented, what made it more difficult, what made it easier) 8. **Behaviors, Feelings:** Do you feel confident that you will not re-enter? Why or why not? 9. **Feelings:** What strengths have you discovered in yourself/ what personal strengths do you notice when you tell your story? (I need to check this question with locals to ensure it makes sense to them and isn't too western. Your thoughts would be appreciated!)  Extracted by Miriam from Willis, K. (2006). Interviewing. In Doing Development Research (pp. 144-152). Thousand Oaks: Sage Publications.  There is no forum this week.  Concentrate on your research.  Prepare a presentation on one of the above for discussion. |

**Week 5**

**Analyzing Data**

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| **Preparations** | Read two of the following.  Be ready to present on one.  **On Writing up Your Thesis**  <http://www.ldeo.columbia.edu/~martins/sen_sem/thesis_org.html>  **On Analysis**   1. View: “I Have Some Interview Data. What Next?”<http://www.youtube.com/watch?v=em3dRhwQEAA> [9 min.] 2. Read: Ryan & Bernard, “[Techniques to Identify Themes](http://nersp.osg.ufl.edu/~ufruss/documents/ryan%20and%20bernard%20themes.%20FM%2015(1).pdf)” 3. *Qualitative Research Design,*Ch 6 (“Validity…”) |
| **Online and Face to Face Discussion** | Select Week 5 Analyzing Data in the Forums from the Course Links navigation menu and engage the discussion.  Now that you have tested your data collection design and are trying to analyze it, we will review the [Thesis Structure](http://www.authorstream.com/Presentation/vivgrigg-2507334-matul-thesis-structure/) (ppt) These are tips working backwards form your final presentation to your data analysis phase.   In the face to face discussion we will begin to discuss data analysis issues  Please start work on your abstract, and setting up your Headings for the sections of your thesis, Table of Contents etc. when you need a break from your data collection and analysis.  Having the structure in place helps you think where to plug in the pieces.  ***Discussion: Discovering Themes***  Theme identification is the basic building block of data analysis. Without thematic categories, as Ryan and Bernardpoint out, “investigators have nothing to describe, nothing to compare, and nothing to explain.” And lacking clear explanations of social reality, we have little insight to “give back” to our host agency or broader community. Here again, we depend on clear and complete fieldnotes. Themes only become visible (and thus discoverable) through our raw fieldnotes, although our background knowledge, drawn mainly from academic reading and popular media, influences how we “see” the data, and thus what themes we will “discover.” In other words, theme discovery ultimately represents judgments we make of the data.  (1) What techniques described by Ryan & Bernard did you use to identify themes from your fieldnotes? (2) What are at least four (3) themes (pervasive conditions, events, behaviors, ideas) that you’ve discovered from your fieldnotes. (4) What conceptual labels will you give these themes?  [Data Analysis ppt](https://sakai.apu.edu/access/content/group/a9b44fbd-cf6f-40b6-990c-9e428458c9c3/Doc%20Sharing/DataAnalysis.pptx) |
| **Assignments** | Select Assignments from the Course Links navigation menu and then select Project 6: Info Description is due by the June 6th. Submit as directed. |

**Week 6:  
Analyzing Data and Validity**

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| **Preparations** | Read two of the following.  Be ready to present on one.   1. Re-read: Slimbach, “[Real-World Inquiry](https://sakai.apu.edu/access/content/group/a9b44fbd-cf6f-40b6-990c-9e428458c9c3/Doc%20Sharing/10.%20Real_World_Res_2_%20_1_.pdf)” (carefully re-read Phases 8-9) 2. *Qualitative Research Design,*Ch 6 (“Validity…”) 3. View [Reliability, Validity, Generizabilty, and credibility](http://youtu.be/4NQHeI8GD54) Graham Gibbs 4. Apply the ideas viewed in Sam Fiala, [9 threats to internal validity](http://youtu.be/F7kjR30tEAc) to your thesis and come ready to discuss the weaknesses of your approach with the class. |
| **Face to Face Virtual Discussion** | * A useful tool for coding: [Hyperresearch](http://www.researchware.com/products/hyperresearch.html) * [Orals, Publishing and Binding](https://sakai.apu.edu/access/content/group/a9b44fbd-cf6f-40b6-990c-9e428458c9c3/Doc%20Sharing/ThesisBinding.pptx) * Join us Face to Face to discuss writing data analysis.  Two people present on above readings.   [Validit](https://sakai.apu.edu/access/content/group/a9b44fbd-cf6f-40b6-990c-9e428458c9c3/Doc%20Sharing/Validity.pptx)y ppt  [Authorstream version](http://www.authorstream.com/Presentation/vivgrigg-2514026-transformational-conversations-research-quality/" \t "_self) likely quicker.  Gracies ppt onReliability, [Validity, Generalizability and Credibility](https://sakai.apu.edu/access/content/group/a9b44fbd-cf6f-40b6-990c-9e428458c9c3/Doc%20Sharing/Reliability%2C%20Validity%2C%20Generalizability%20and%20Credibility.ppt)  **Thesis:**  The student selecting the thesis option, where available, must meet the following requirements: 1. The student must have maintained an appropriate grade-point average in all graduate courses at the time the thesis option is requested. 2. A thesis proposal must be submitted as evidence of writing ability. The student’s effort will be judged by the appropriate academic department. 3. The appropriate academic department must grant approval for the writing of the thesis using the prescribed form. 4. The student must work with a faculty member who has been approved by the department chair and dean to serve as a thesis advisor 5. Details on the development of a thesis proposal and matters of style and format are available from the director of graduate publications in the University Libraries.  6. The final thesis must have the approval of the faculty advisor, department chair, dean of the appropriate school or college, and, with respect to final preparation for preservation in the library, the director of graduate publications. |
| **Assignments** | * Select Assignments from the Course Links navigation menu and submit Project 7: Info Analysis. |
| **Online Discussion** | * No forum this week |

**Week 7:  
Draft Write Up**

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| **Preparation** | Read any of the following from last week that you have not yet covered:   1. View: “I Have Some Interview Data. What Next?” <http://www.youtube.com/watch?v=em3dRhwQEAA> [9 min.] 2. Read: Ryan & Bernard, “Techniques to Identify Themes” <http://www.engin.umich.edu/teaching/crltengin/engineering-education-research-resources/ryan-and-bernard-techniques-to-identify-themes.pdf> 3. Monash University. [*Write Your Data*](http://www.monash.edu.au/lls/hdr/write/5.8.html)*'* 4. *Fill in your progress on*[*https://docs.google.com/spreadsheets/d/1YFTLAXaTp-qSgO-1mfZ0NhQRLClqCkzkH1l6a8lHjbc/edit?usp=sharing*](https://docs.google.com/spreadsheets/d/1YFTLAXaTp-qSgO-1mfZ0NhQRLClqCkzkH1l6a8lHjbc/edit?usp=sharing) |
| **Virtual Face to Face** | Join us Virtually Face to Face to discuss writing up your data analysis.  The question then becomes, not how to squeeze all of the data into those pages but how to eliminate as much extraneous and murky material as possible (Wolcott, 1995).  Draft write up: Yoiu need at least three runs through writing up a document like this.  The first is to get everything in place in some kind of order. [A word to the perfectionists - forget your perfectionism at this point - set a clock for each section to say one hour, then write as furiously as you can to get it in shape in that hour.  Then go on to the next.  The aim is not perfectionism but to put the pieces in place]. Fortunately your thesis is already half written and you didn't know it.  You have your first three chapters largely in your proposal.  Now you have your data description - chapter 4.  The last chapter is your analysis and interpretation of the data, along with proposals as to action to be taken, recommendations as to next steps, further research this has opened up, etc.   * Length is not the issue.  Quality of content is. * How do you order it? * What to do with all those interviews? * [Data Analysis](http://www.authorstream.com/Presentation/vivgrigg-2521631-analysis-urban-conversations/) Power Point   In this weeks forum, from various readings you have done, describe how you are going about writing this all up, particularly the data analysis section.  Are you ready yet, or do you need more time?.  What are your steps to doing the complete write up?  What is still missing in your thinking? |
| **Assignments** | This week concentrate on the draft of those final two chapters  Select Assignments from the Course Links navigation menu |
| **Online Discussion** | Select Week 7 Forum on Data Analysis (2) from the Course Links navigation menu and assist your colleagues. |

**Week 8**  
**Telling the Story**

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| **Preparations** | 1. Re-read Slimbach, “Real-World Inquiry” (Phase 9) 2. *Doing Development Research*, Ch. 30 3. [Using quotations video](https://youtu.be/81S0exfLgog) David Gray [2:23] https://youtu.be/81S0exfLgog |
| **Assignments** | Select Assignments from the Course Links navigation menu and then Project 8: Written Project Report by June 30th This is your first draft. There will be two more.     **Telling the Story (Report Writing towards those within the Organization)**  A “participatory” project, by definition, involves one’s host community organization in planning, data collection, analysis, and final report writing. While the academic supervisor is responsible to recommend a report structure, set firm deadlines, and provide ongoing *process* support, your local project supervisor (guide) is best prepared to review and offer feedback on the *content* of the report. Is the descriptive record complete and accurate? Does the analysis factor in all relevant variables? Do the discovered “themes” illumine the phenomenon in a comprehensive way? These questions are critical to the validity of your work, and your research guide is the best person to supply expert feedback.     Discuss (1) Which persons from your host organization are involved in reviewing and offering feedback on your written work (“description” and “analysis”)?  (2) In what specific ways are they helping you to produce a factually accurate and carefully analyzed final report?  Draft your internal document and make sure your meeting date and objectives for reporting back into the organization leadership is well defined. |
| **Online Discussions**  **Forum** | Join the Online Face to Face Discussion prepared to share on one of the readings, update us with a discussion of how your work is related to your local supervisor and how they feel about its contribution to the organization.  Review [Analysis of Urban Research](http://www.authorstream.com/Presentation/vivgrigg-2521631-analysis-urban-conversations/) powerpoint coding processes again. Extend discussion to details of class analyses.  The impact of action-research is almost entirely dependent on how the decision-makers view the research and receive its implications organizationally.  What structural changes are going to be needed in the organization to implement the probable recommendations from your research?  How can you sensitively suggest these? How well do you think they will adapt in order to adopt your proposals?  Decision-makers live in a political context.  What other players need to be involved in these discussions?  How do you get a critical organizational mass in order for them to move forwards?  What level of ownership is going to be needed?  Select Forums from the Course Links navigation menu and then Week 8: Telling the Story. |

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**Week 9:**  
**Writing Up Your Thesis**

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| **Preparations** | 1. Re-read Slimbach, “Real-World Inquiry” (Phase 9) 2. *Doing Development Research*, Ch. 3. Some background on the role of the church and development to assist in some theological integration Myers, Bryant L. (2015).  “[Progressive Pentecostalism, Development, and Christian Development NGOs: A Challenge and an Opportunity.](http://www.internationalbulletin.org/issues/2015-03/2015-03-115-myers.html)” International Bulletin of Missionary Research 39, no. 3 (2015): 115–20 <http://www.internationalbulletin.org/issues/2015-03/2015-03-115-myers.html>.   This is one journal where an A grade paper could be submitted and potentially published.  Browse back issues to see the style, parameters and issues. 4. Elizabeth A. St Pierre and Alecia Y. Jackson. (2014).  [Qualitative Data Analysis After Coding](http://qix.sagepub.com/content/20/6/715.full.pdf).  http://qix.sagepub.com/content/20/6/715.full.pdf 5. Kathy Charmaz. (2014). **[Error! Hyperlink reference not valid.](http://qualitative%20inquiry%20november%202014%20vol.%2020%20no.%209%201074-1084/" \t "_self)** http://qix.sagepub.com/content/20/9/1074.full.pdf+html |
| **Assignments** | Please submit all you have done thus far for review.  This will be your second draft. |
| **Online Discussions** | Join the Online Face to Face Discussion   * Review advances * Fill in [chart for presentations](https://docs.google.com/a/apu.edu/document/d/1ZrzbZcWMwVDbaFIiAxLbqPbIq4l6e2zWcrOE3s5Cu8M/edit?usp=sharing) for WCIU * [Limits to Grounded Theory](http://www.authorstream.com/Presentation/vivgrigg-2536579-limits-grounded-theory-urban-research/) (ppt) * Review together the various styles in [Grecia](https://sakai.apu.edu/access/content/group/a9b44fbd-cf6f-40b6-990c-9e428458c9c3/Doc%20Sharing/Description%20part%201-1.docx), [Lyndsey](https://sakai.apu.edu/access/content/group/a9b44fbd-cf6f-40b6-990c-9e428458c9c3/Doc%20Sharing/670_Research%2BFindings%20(1).docx)'s analysis and [interpretation](https://sakai.apu.edu/access/content/group/a9b44fbd-cf6f-40b6-990c-9e428458c9c3/Doc%20Sharing/Interpretation_Project%2B6.docx) and [Alissa's](https://sakai.apu.edu/access/content/group/a9b44fbd-cf6f-40b6-990c-9e428458c9c3/Doc%20Sharing/Thesis%2BInfo%2BDescription%2B-%2BAlissa%2BWachter.docx) info and analysis and consider various writing techniques. Look through the other theses.  Link is in main menu.   Select Forums from the Course Links navigation menu and then topic: Project Report Writing. |

**Week 10:**

**Project Report Writing (2)**

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| **Preparations** | 1. Re-read Slimbach, “Real-World Inquiry” (Phase 9) 2. *Doing Development Research*, Ch. 30 |
| **Assignments** | Select Assignments from the Course Links navigation menu and then project 8 Third draft, by 7/14 |
| **Face to Face Virtual Discussion**  **Forum** | Join the Online Face to Face Discussion   * Discuss Progress * Review each others work * [Writing Your Conclusion](https://sakai.apu.edu/access/content/group/8d2f4cb1-51cd-4dc7-a7ac-59545c73461d/Presentation2.pptx) * [Final Write up and Writing your Abstract](https://sakai.apu.edu/access/content/group/a9b44fbd-cf6f-40b6-990c-9e428458c9c3/Doc%20Sharing/FInal%20Writeup) * Using the Word Indexing Tool (Practice before class and discuss)   Select Forums from the Course Links navigation menu and then week #10: Project Report Writing. |

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**Week 11:**  
**Presenting Data to Partnering Churches or Organizations**

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| **Preparations** | Read two of the following.  Be prepared to present one to the face to face class.   1. Re-read Slimbach, “Real-World Inquiry” (Phase 10) 2. *Doing Development Research*, Ch. 31 3. “How to Deliver a Report without Getting Lynched”: <http://www.asktog.com/columns/047HowToWriteAReport.html> 4. Read on effective oral presentations: (Find) 5. View: “Making Presentations Unforgettable”: <http://www.youtube.com/watch?v=A20IjSpktwg&feature=player_embedded>   [10:27] |
| **Virtual Face to Face Discussion** | Join us to discuss returning results |
| **Online Forum Discussion** | Select Forums from the Course Links navigation menu and select Week 11: Presenting Your Results Internally. |
| **Assignments** | Submit Project 9: Public Presentations by 07/18 |

**Week 12:**  
**Final Submission**

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| **Virtual Face to Face** | * Report back on your public presentations. Prior to class add these to the Presentations folder in the resources section and add a link here. * Discuss issues in putting together your final paper. * Read [Surviving the Post-dissertation Slump](https://chroniclevitae.com/news/1046-surviving-the-post-dissertation-slump?cid=gs&utm_source=gs&utm_medium=en)   ​Review of:   * [Writing Your Conclusion](https://sakai.apu.edu/access/content/group/8d2f4cb1-51cd-4dc7-a7ac-59545c73461d/Presentation2.pptx) * [Final Write up and Writing your Abstract](https://sakai.apu.edu/access/content/group/a9b44fbd-cf6f-40b6-990c-9e428458c9c3/Doc%20Sharing/FInal%20Writeup) * Using the Word Indexing Tool (Practice before class and discuss) |
| **Assignments** | Go to Assignments in the Course Links navigation menu and submit your final report for Project 8 by July 25. Submit as directed. This is likely your third submission of your final Project report. |

**Post-Course**

**Academic Presentation**

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| **Assignments** | Go to Assignments in the Course Links navigation menu and submit your final report for Project 8 by July 25. Submit as directed. This is likely your third submission of your final Project report.  Submit your final academic presentation to professor and to admin assistant  Prepare your presentation Powerpoint. For those returning to the US, practice during reentry week. Present to cluster of academics, and family. This will not be graded but is a summation event of all your work. |

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