TUL698 Mentored Study / TUL699 Independent Study: Syllabus

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| --- | --- | --- |
| **Program** | **Term & Date** | **Number of Credits** |
| MA in Transformational Urban Leadership | [Term]  [Date] | Three (3) graduate credit hours |
| Instructor | Zoom Schedule | Updated |
| [Instructor Name]  [Email | [Day, Time] | [Feb 4, 2020] |
|  | [To Do: Check all references] |  |

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 – Course Overview

## A painting on the wall Description automatically generatedI. Course Description

A mentored study course involves more interaction between the professor and student (at least every other week). An independent study, as the name implies, gives greater responsibility and freedom to the student to pursue their research. Both learning experiences will end with a Zoom presentation to the professor of the study results as well as a written paper (or agreed upon alternate documentation).

## II. Course Rationale

The existing courses do not necessarily cover all of the specific areas of interest WCIU’s MATUL students might want to pursue. These two courses provide an opportunity for students to develop their self-directed learning skills and explore areas of interest to them.

## Course Delivery (or Pedagogy)

### Practicum:

No practicum is assumed for these courses, although all MATUL study should demonstrate the practical application and usability of the knowledge obtained in these studies.

### Online Delivery:

All course work is done remotely by the student. Interactions between student and professor should be conducted through Populi’s email/messaging mechanisms or via videoconferencing.

## III. Course Structure

Unlike a normal course, TUL698 and TUL 699 are not pre-structured. The schedule of study, meetings, and final presentations and submissions will be negotiated at the start of term by the student and professor.

## IV. Course and Program Level Student Learning Outcomes

Outcomes of graduate courses are a complex interplay of the candidate’s ability, motivation and calling, with the configuration of the information and cultural experiences of the material. At an MA level these outcomes cease to be largely determined by the instructor and move more significantly to the candidate’s independent study of the resources supplied. The critical paradigm shifts to “master” the field of the degree are likely to be serendipitous, times of “revelation” that catch us by surprise. But a professor does set some directions along which such experiences are likely to occur, some of which need measurement in order both to keep the student motivated and satisfy structural educational objectives. While there are likely many outcomes, it is helpful to narrow down those that are utilized for measurement to a few. Thus, by the end of this course candidates for this degree will be expected to be able to:

The Mentored and Independent Study courses are created at the discretion of students and professors. When the course is being crafted, the faculty member should ensure that the learning outcomes for the MS or IS address one or more of the program learning outcomes. This should be documented in the copy of the syllabus for that instance and in the learning contract between the student and professor.

| Course Student Learning Outcomes | Program Learning Outcomes | Measurements | Artifacts |
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# Section 2 - Course Requirements

## I. Course Materials

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

Specify any required or recommended readings for the student.

If any materials from Populi or other WCIU sources are to be used, provide links to those resources.

### Course Readings Accessible from Populi

Appropriate information about Populi reading links

### 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 the University of Texas Copyright and Fair Use Guidelines:

* UT Oden IT Policies:  
  <https://www.oden.utexas.edu/sysdocs/policy/copyright.html#general-information-about-copyrights-the-fair-use-doctrine>
* UT Library Guide to Fair Use  
  <https://guides.lib.utexas.edu/fairuse/home> (several pages of guides)
* UT Library Quick Guides for Fair Use  
  <https://guides.lib.utexas.edu/fairuse/quickguides>

## II. General Course Requirements

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

### Attendance and Participation in Zoom Sessions

Participation in both Mentored and Independent Study courses will require some interaction with the professor using Zoom. The amount will be agreed to and included in the Learning Contract.

## III. Other Assignments

To be determined by student and professor.

Examples:

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.

### 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. VGTUL500CultAnalysis.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

## I. Course Layout

A typical course is structured for 14 modules, total of 135 hours of work, approximately broken 1/3 into action, 1/3 reflection on theology and 1/3 reflection on development and church growth theory. The Mentored or Independent Study will be broken down and scheduled as agreed upon by the student and professor in the Learning Contract.

## II. Schedule and Percentage Layout

The Learning Contract should specify a schedule of check-in assignments, discussions with professor, and the final due dates for the presentation and final submission. This sample should be copied and pasted and then filled in in the Contract.

|  |  |  |  |
| --- | --- | --- | --- |
| Lesson | Topic | Activities | Grade % |
| Lesson One | Exegesis, Hermeneutics and Word Studies | □ Learning Activity Assignments  □ Discussion Sessions  □ Library Assignment (1) | 10% of grade |
| Lesson Two |  | □ Learning Activity Assignments  □ Discussion Sessions | 10% of grade |
| Lesson Three |  | □ Learning Activity Assignments  □ Discussion Sessions  □ Library Assignment (1) | 10% of grade |
| Lesson Four |  | □ Learning Activity Assignments  □ Discussion Sessions  □ Library Assignment (1) | 10% of grade |
| Lesson Five  etc |  | □ 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 |

## III. Course Time Estimate

The student and professor should seek to accurately estimate the number of hours given to reading, reflecting, discussing, presenting, writing, or whatever other activities are used in the learning experience. A student should have done at least 135 hours of work during the study. Copy and paste the following into the Learning Contract and complete a time estimate for the study.

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| --- | --- | --- |
| 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 |

## IV. Grading

### Faculty Grading Turnaround:

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

### Grading Scale Chart with GPA

*Graduate course grades calculated on a 100-point scale as follows:*

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| |  |  |  | | --- | --- | --- | | 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 errors!! 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/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.

## 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 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. Run the Zoominstaller 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.

## 5. 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.

# Section 5 – MATUL Program Learning Outcomes

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

## 1. Utilize Dual Level Wisdom in Relationships and Communication:

Model skill and discernment in the appropriate use of both oral culture dialogical learning and self-directed critical academic thinking.

## 2. Conduct Action-Reflection Research:

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

## 3. Integrate Biblical Metanarratives:

Articulate the implications of biblical meta-narratives for contemporary urban / urban poor leadership in community development and ministry and integrate them into planning and practice.

## 4. Build Holistic Faith Communities:

Design strategies for evangelism, discipleship and missional engagement within urban cultural complexities, so as to multiply multicultural ministries and leadership.

## 5. Exercise Movement Leadership:

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

## 6. Exercise Entrepreneurial Leadership:

Creatively apply biblically grounded social entrepreneurship and economic principles to facilitate leadership progressions that better integrate the informal economic sector with the formal economic sector.

## 7. Exercise Cross-cultural Spiritual Leadership:

Exhibit cross-cultural competencies, Christian character and spiritual formation required of leadership in religious or social movements among the poor.

### 7.1 Character:

Model Christian character at a level acceptable to local Christian leaders and faculty.

### 7.2 Movement Leadership:

Demonstrate team leadership, community building leadership and entrepreneurial leadership capacities and skill.

### 7.3 Cross-cultural Flourishing:

Demonstrate Cross-Cultural Competencies in language learning to a high intermediate level, and ability to work with indigenous leadership.