



**TUL675 Integrative Final Project**



Fig 1: Home, sweet home!

**Mission and Purpose Statement of WCIU**

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

**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 to achieve some transformation of their environment. The focus is exclusively on the needs and capacities of the 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, and 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	Summer-Semester 2023 April 24-July 29, 2023	Three (3) Semester Hours of Graduate Credit
Instructor	Zoom Schedule	Updated
Dr. Peter Nitschke peternitschke@gmx.net	Online, Tuesday 1:00 -2:00 CEST, Summer 2023	March 2023

## Section 1: Course Overview

### Course Description

In this course, students conduct the qualitative/participatory research projects they designed in TUL671. This culminates in the writing and oral presentation of a report that involves local residents in transformation.

### Course Pedagogy

**New Knowledge:** One of the major tasks of a graduate program is to train students to produce new knowledge and then to communicate that new knowledge to relevant audiences. For advanced MATUL students, this entails the design of a research project, the organization of tasks and activities, the use of a variety of research methods to collect information, and the presentation of findings to a public audience. In social sciences tradition, this involves “field research”: Students leave the campus compound, library, or laboratory 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 generally takes extant theory and evaluates or extends an aspect of it.

**Theological Action-Reflection:** This degree began with a reflection on the process of Transformational Conversations, a development of the Hermeneutic Cycle in urban ministry. This starts in action that defines a question, iterates through theological conversation and 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 toward 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 must be “high quality.” The organization's capacity, reputation, and level of public involvement will all directly affect whether project planning will be ‘participatory,’ as well as how well research results will be applied within specific populations or communities. Students should thus exercise great care in selecting partner organizations that can support their research effort. Students will eventually negotiate with the organization a particular issue and research question that supports its mission and agenda. Then they will select appropriate approaches and methods for investigating it.

**Program Integration and Preparation for Your Future:** In architecture, the “capstone” is the crowning piece of an arch, the center stone that holds the arch together, giving it shape and strength. The research and writing involved in the Thesis or Project play a similar role, challenging students to tie together, extend, and deepen the work they’ve already undertaken during their core courses and practical training (service learning), 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 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 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 on your gifts and call. Still, research tends to focus on a narrow topic rather than broad ideas to be successful.

**Research Skills:** As the culminating course product, this final project report intends to shape student learning profoundly. It asks students to define a research agenda, familiarize themselves with similar studies, collect and analyze new data, develop conclusions and recommendations, and represent findings to a public audience, all in a clear and operational format. The report contributes to the student’s education and becomes a significant resource for the public good.

The seminar walks students through a research and writing process that extends over two courses (27 weeks). Successful course completion earns five 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 online forums, conducting fieldwork, producing project reports, and disseminating results. The student is expected to 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 prepare themselves for assuming new levels of community leadership and service. While the quality of the study and writing must be beneficial to the host organization, the specific findings and recommendations are secondary to mastering the research process. What students and administrative staff learn together from a collaborative inquiry process 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 instead of students seeking to fulfill a program requirement.

## Course Schedule & Assignments

To avoid confusion by having dates in multiple places, all dates will be those in Populi (PST)

MODULE	TOPC	PRESENTATIONS	WRITTEN DISCUSSIONS	PROJECT DUE DATE
1	Introduction	<ul style="list-style-type: none"> <li>Join us for an introduction</li> <li>Review of the syllabus</li> <li>Review tasks in updating your introductory materials, index, definitions, abstract, and chaps 1.</li> <li>Review your past project proposal designs and discuss any things you need to update chap 4.</li> </ul>	#1 Abstract	Expanded Term 1 Local Knowledge Assignment  Initial Abstract & Artistry Update  Google Doc 1 IRB Sign Off
2	Theological & Sociological Method: Case Studies, Stories, Business Plans	<p>Discuss the theological and sociological methodology of the process</p> <p>Action-Based Theological Research Paradigms</p> <ol style="list-style-type: none"> <li>Herriot on The Pastoral Cycle</li> <li>Grigg on Transformational Conversations</li> <li>Van Engen on Urban Theological Process</li> </ol>	Week 2 Forum: Interviewing	Revised 1-4 chapters  Chap 1: Updated Project Proposal
3	Qualitative Data Gathering: Case Studies, Stories, Evaluation of Training, Action Research	<p>Discuss your partnership with the Community Organization</p> <p>Discuss the readings</p>	Week 3 Forum: Theological Framework	Chap 2: Expanded Literature Review & Resubmission of last sem Local Knowledge if need be.
4	Qualitative Data Gathering: Interviewing, Focus Groups, Evaluations, Action Research	<p>Report back</p> <p>Discussion on Interviewing</p>		MATUL as a Research Degree evaluation
5	Writing a Data Description	<p>Presentation: MATUL Thesis Structure</p> <p>Discovering Themes</p> <p>Research Quality in Transformational Conversations</p> <ul style="list-style-type: none"> <li>TUL 670-1, Designing Graphical Masters Papers from Urban Leadership Foundation</li> </ul>	Week 5 Forum: Analyzing Data	

MODULE	TOPC	PRESENTATIONS	WRITTEN DISCUSSIONS	PROJECT DUE DATE
6	Writing data analysis / Validity	Discuss: Quality of Research		Chapter 5: Gathering & Describing Information
7	Telling the story	Writing up Your Data Analysis  Presentation: Analysis of Urban Conversations	Week 7 Forum: Analyzing Data (2)	
8	Setting up the Public Presentations	Report Writing to those within the Organization.	Week 8 Forum: Telling the Story	Project 7.1: 1 <sup>st</sup> draft
9	Returning Results; Writing up	<ul style="list-style-type: none"> <li>Review advances</li> <li>Review the chart of past student presentations and fill in the graph [to be added when the course is live] for WCIU so that we can plan ahead.</li> <li>Look through the other theses provided in Populi.</li> </ul> Writing the qualitative report  Discussion on the Annotated Bibliography	Week 9 Forum: Report Writing (2)	Project 7.2: 2 <sup>nd</sup> draft
10	Project/Thesis writing: Returning results, Analysis, Conclusion, Exec Summary	<ul style="list-style-type: none"> <li>Writing Your Conclusion</li> <li>Review each other's existing abstracts</li> <li>Final Write-up and Writing your abstract</li> <li>Using the Word Indexing Tool (Practice before class)</li> </ul>	Week 10 Forum: Report Writing (3)	Project 7.3: Report 2nd draft
11	Public Community Presentation preparation	<ul style="list-style-type: none"> <li>Preparation for Community Presentation</li> <li>Design of materials to present to them.</li> <li>How to get decisions on your proposals</li> </ul>	Week 11 Forum: Presenting Results to Community	Project 8.1: Written Report

MODULE	TOPC	PRESENTATIONS	WRITTEN DISCUSSIONS	PROJECT DUE DATE
12	Post- Public Community Presentation sharing; integrate evaluation of sharing/decisions;course evaluation; Final submission	<ul style="list-style-type: none"> <li>Report back on your public presentations. Add the recording andprinted outline to the submissions.</li> <li>Discuss issues in putting togetheryour final paper.</li> <li>Discuss Surviving the Post-dissertation Slump</li> </ul>	Week 12 Forum: Post-Presentation Reflections	Proj 7.4: Final Draft Proj 8.2 Presentation to Community /Community Organization
13, 14 Leave, Travel	Final Revisions  Revise the project after grading, publish, and submit to Program  Director, develop five min presentation	No zoom  Finalize Printing and Binding  Prepare final Academic Presentation		Proj 7.5: Final of Final Draft  Submit Course Evaluation  Submit IRB Sign off Form
14	Final Academic Presentation Preparation	Completion of all assignmentsFinalized write up		Proj 7:6 Permission to submit final draft needed to pass degree.
15 Reentry	Public Presentation. Printed Version. Review presentation withclass and Public Academic Presentation to 50 faculty, family, and dignitaries	Academic PresentationReport back  Final Celebration		Project 8.3: PowerPoint for Faculty  Proj 8.4 Academic Public Presentation

## 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 proficiency are identified in the following table:

Student Learning Outcomes	Program Outcomes	Assignment to Assess
1. Demonstrate an understanding of and utilization of philosophical, theological, and practical distinctions for various participatory research methodologies and in-field research skills: the ability to gain rapport and access to a community organization or Church; utilizing methods selected for the research project; theological reflection; data analysis; participatory involvement in the dissemination of conclusions and decision-making.	2. Conduct Action-Reflection Research: Carry out competent organization-based action-reflection urban research, reporting to the oral poor community, organizational stakeholders, and the academe.	Online discussions and forum  Research Final Project
2. Write and present a viable research proposal and research project thesis that: <ul style="list-style-type: none"> <li>• Articulates the philosophical, theological, and practical distinctions of missional participatory-action research;</li> <li>• Describes ministry problem as well as the context of community organization or Church;</li> <li>• Critically discusses literature related to the research topic and question;</li> <li>• Develops a theological framework for the research resulting in a framework for missional action;</li> <li>• Critically evaluates the strengths and weaknesses of research approaches;</li> <li>• Completes analysis and description of research findings;</li> <li>• Critically reflects on conclusions and seeks active decision-making involvement by the community organization or church and/or community leadership in the process and implementation of recommendations.</li> </ul>	2. Conduct Action-Reflection Research: Carry out competent organization-based action-reflection urban research, reporting to the oral poor community, organizational stakeholders, and the academe.	Online discussions and forum  Oral Presentation  Research Final Project
3. Demonstrate project management skills and the ability to: assess the capacity of a 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. Build Holistic Faith Communities: Design strategies for evangelism, discipleship, and missional engagement within urban cultural complexities to multiply multicultural ministries and leadership.	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.	7. Exercise Cross-cultural Spiritual Leadership: Exhibit cross-cultural competencies, Christian character, and spiritual formation.  It is required of leadership in religious or social movements among the poor.	Online discussions  Final Report from supervisor in Community Organization

## Section 2 – Course Requirements

### Course Materials

Students must obtain the “required” materials below in either hard copy or electronic. Though optional, the “recommended” materials offer valuable information for the various phases of the project. Students are also required to identify five local materials that feature case studies of research among urban poor populations from their particular region.

### Required Materials

- ☑ Desai, V. and Potter, R. (Eds.) (2006 or 2010). *Doing development research*. Thousand Oaks, CA: Sage Publications. ISBN-13: 978-1412902854 (Kindle: New \$52.89 (\$60 with interactive media) Used: \$7.77 Kindle: \$43.96).
- ☑ Scheyvens, Regina ed. (2014). *Development fieldwork*. Sage. ISBN: 978-1446254776. (\$40 Kindle. \$46 new. \$34 second-hand Amazon).
- ☑ Gray, D. E. (2013). *Doing research in the real world*. (4th ed.). Thousand Oaks, CA: Sage. (\$37 Kindle. \$29 new. \$51 second-hand Amazon). ISBN-13: 978-1473947269 (822 pages with access to videos if new - 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].

### Optional Resources

#### FOR THOSE FOCUSED ON CHURCH GROWTH

- ☑ Schwartz, C. A. (2003). *Natural Church Development: A Guide to Eight Essential Qualities of a Healthy Church*. D-25924 Emmesbull, Germany, C & P Publishing. (\$5.90 Amazon). ISBN: 978-1889638003
- ☑ Waymire, B. and C. Townsend (2000). *Discovering Your City: Bringing Light to the Task of Community Transformation*, Light International. ISBN: 978-0967534206. [\$5 Used]

#### FOR THOSE FOCUSED ON US CRITICAL RACE STUDIES

- ☑ Chapman, Thandeka (Author), Paul A. Schutz (Author), Jessica T. DeCuir-Gunby (Editor). (2018). *Understanding Critical Race Research Methods and Methodologies*. 1st Edition. Routledge. [Kindle \$12.47]. ISBN-13: 978-1138294707



## Copyright Responsibilities

Materials used in connection with this course may be subject to copyright protection. Students and faculty are both authors and users of copyrighted materials. As a student, you must know the rights of both authors and users concerning copyrighted works to ensure compliance. It is equally important to be knowledgeable about legally permitted uses of copyrighted materials. Information about copyright compliance, fair use, and websites for downloading information legally can be found at:

- ☒ University of Texas Library – Quick Guide – Fair Use
- ☒ American Library Association – Fair Use Evaluator

## Attendance and Participation in Zoom Sessions

For an online course at WCIU your participation in course activities (Zoom sessions, assignment submission, and forum interactions) counts as your “attendance.” Non-participation can lead to withdrawal or failure due to “non-attendance.” So, if you must take some time away, make prior arrangements with the professor for alternative assignments.

Online Delivery: For those overseas, the teaching component of the course will utilize an asynchronous weekly environment, in a virtual face-to-face Zoom discussion, a story-telling process of learning, building from the stories of lecturers and students. There are up to 3 hours of content in presentations online weekly that may be found in Populi, some of which we can cover during the Zoom times, the rest of which you need to review independently. We will also have students present readings to the class.

Students are required to attend weekly ZOOM sessions, in which they will interact with classmates to (i) discussion of their community engagement experiences and (review the weekly videos), (iii) have someone present one of the assigned readings, (iv) the professor will integrate ideas into broader theories. At times these become serious pastoral engagements with situations students are in. Camaraderie is built through suchtimes.

Two of the last ZOOM sessions in a term will include student presentations. The presentations will last 7-10 minutes, followed by a discussion.

Criteria for grading student participation in ZOOM sessions.

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

Presentation: Student presentations will be graded according to a standard rubric.

Students are required to attend all ZOOM sessions. In the case of an absence, an 800–1000-word paper will be required on the material to be submitted in the forum tab. Under no circumstance may students miss more than two zoom sessions.

## 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 practical), 12 points.
- ☒ Unlike historical patterns of submitting assignments for hand grading, don’t submit them as pdf. They are hard to edit online – we are now a primarily web-based universe.
- ☒ Title your assignments with InitialsCourseNumberAssignmentName.docx (e.g., VGTUL500ResProj.docx). Abbreviate these when you can, but consider the result of the abbreviation.
- ☒ 1-inch margins
- ☒ Title, name, and date in the upper right corner (Do not use the APA Running Head – it is annoying).

SetPage numbers in the lower right 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 with graphics. It has to look pleasing. In postmodern style, assignments may be better with disjoint boxes per topic rather than as a flowing essay. Developing your website and submission on that is also acceptable (discuss with the professor first).
- ☑ For significant assignments, use a Stylesheet. Columns, text boxes, and graphics assist in creating areadable document. Prepare for a graphically oriented web-based society.

### **Late Assignments**

Late assignments will be deducted 5% each week (1 week late = 5% deduction, two weeks = 10% deduction). After two weeks, they receive a zero, and Populi will be closed. So, if late, please note at the top left one week or two weeks.

### **Assignment Options**

Students interested in proposing other means (different from those outlined above) of demonstrating their comprehension, inquiry, and skill relative to this course's purpose(s) 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 before 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 duties to allow space for your coursework. A course aims not to kill you with stress but to create a positive learning environment. Therefore, your workload should not be excessively more or less, despite the drivenness of the culture around you. Learning a healthy work-life balance is part of the graduate experience. Work hard! Play hard!

## 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, and presentation - 1 hour per week	15
	Weekly zoom student community learning process - 2 hours per 15 weeks	30
<b>TOTAL Facilitator engagement</b>		<b>45</b>
Preparation (outside of class)	Research readings; 600 pages 300 @20 pg/hr; 300 browsing @ 50 pg/hr (Grad level)	21
	Community Research (3 hrs per week)	27
	Writing	35
	Final Presentations	7
<b>TOTAL Self-directed Study</b>		<b>90</b>
<b>Overall Total</b>	135 hrs. for a three-credit course per semester (Usually, research projects are significantly more than a standard course, the most critical factor is an early decision on the topic, the partner organization, and the approach - start discussions with organizations six weeks before the course begins).	<b>135</b>

### 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 three credits for TUL671 and three credits for TUL675. The real work of writing a Master’s research paper, as is expected, is likely to be much more than the value of these credits.

ASSIGNMENTS	Weights/Points
<p>Chapters 0- 4. Rewrite the Stylesheet, Table of Contents, Introduction (Chap 1), Literature Review (Chap 2), Theological Analysis (Chap 3), Project Plan, and Methodology (Chap 4). Start Abstract. These are an extensive rewrite and development of TUL670</p> <p>Evaluative criteria: evidence of collaboration with organizational or community leadership; evidence of expanded concept integration; clear evolution of the theological process and content; writing quality (use of headings, clarity, conciseness, spelling, grammar, persuasiveness, graphical layout, pizzazz!)</p>	13
<p>Chapter 5- Methodology Chapter &amp; Information Description (Chap 5)</p> <p>Evaluative criteria: selection of appropriate research methods; blend of observational and interview data; # of informants; quality of interview guide; quality of data collected; clear organization of data by labeled themes; writing quality (precise, concise, spelling, persuasiveness, graphical layout).</p>	5
<p>Chapter 6 - Information analysis: Coding and Analysis (Chap 6)</p> <p>Evaluative criteria: evidence of collaboration with the 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)</p>	10
<p>Project 7 - Chapter 7 and Finalize Full Report - Written Thesis or Professional report (Chap 7, Conclusion, Abstract, Bibliography, and complete Report)</p> <p>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).</p>	35
<p>Project 8. Public presentations: to organizational leadership or community and academic</p> <p>Evaluative criteria: organization of the event; creativity in presentational techniques; clarity of presentation; persuasiveness; response by decision-makers.</p>	15

ASSIGNMENTS	Weights/Points
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
Discussion Forum Submissions: 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
Community Engagement Organizational Engagement: Contract, Final Evaluation by Organizational Leader	2
Evaluation of Course	2 (extra credit)
<b>Totals</b>	<b>100%</b>

### Video Conference Calls

We will be using a service called **Zoom** for all of our conference calls. You can connect via your computer and video in (this is preferable, as it can help everyone connect). You can also download the app and join in via video. However, if you cannot access your computer or phone, you can also call the call (number to be provided).

\*\*\*If you cannot 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 beforehand that you cannot make the phone call. Otherwise, you will be absent\*\*\*

These count towards attendance and participation in the Forum Discussions.

### Written Discussion Forums

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 instructors, organized weekly. The TD enables MATUL students to exchange project-related insights from geographically dispersed locations. By structuring the 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 descriptions 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 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—can 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 allows participants to reflect on each other's contributions and their own before 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 periods (as specified under each project, there is a little leeway as life happens, but not 3-4 weeks delays). **You must finish processing any assigned reading and/or other project-related work within those same periods. Otherwise, your posts will carry a subjective “stream of consciousness” tone that doesn’t contribute much.** It would help if you stay healthy, focused, and organized to write substantive posts.

#### Procedure

- ☑ Begin a particular project within the specified 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.
- ☑ The 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.
- ☑ Each student contributes at least three (3) posts for each topical thread.
- ☑ Students pay attention to the quantity/timeliness and quality of their postings (see rubric below)

## Grading Scale Chart with GPA

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

WCIU		
Grade	GPA	Numeric
A+	4.0	100
A	4.0	93-99
A-	3.7	90-92
B+	3.3	87-89
B	3.0	83-86
B-	2.7	80-82
C+	2.3	77-79
C	2.0	73-76
C-	1.7	70-72
D+	1.3	67-69
D	1	63-66
D-	0.7	60-62
F	0	0-59
Inc.		

### The Meaning of the Grading System

A. 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.
B. Above average student in attendance, preparation, attitude, initiative in asking questions, time management, and assignment quality.
C. Average or typical student in attendance, preparation, attitude, initiative in asking questions, time management, and assignment quality.
D. 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.

## Style Requirements

Style enhances communication. It is not knowledge, it cannot replace substance, but it makes it easier to consume and digest. The future of communication is visual, oral, artistic, and even musical. So why are you writing dull word-only papers, as they did in the 1950s? Instead, stylize them graphically so that people enjoy reading a page, boxes, lines, white space, a quote, etc.

But that is not to say that the words and the logic need not be well done. But the argument must flow, and each picture, graph, or chart feeds into it. Guys, the girls have humiliated you throughout school with their artistry. Now is the time to reverse this trend. Make communication of your ideas a quiver of 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 the upper right corner. Your Initials Course#, Assignment, Date e.g., VGTUL500BibliographyJan142008
- Page numbers in the lower right corner
- Single-spaced (in the old days, on printed paper, 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 the author and text must be included whenever the author is quoted or ideas used. This is simple respect. Use the APA6 Author-Date system. You must get a copy of EndNote from IMT or the Library to keep your references over the years. It will do most of the formatting for you.

## Section 4 –Class 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, and removal from WCIU. Students are expected to do their 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 thinking is unacceptable and may be considered inadvertent plagiarism, necessitating rewriting the paper, test, quiz, or exam.



## Extensions and Incompletes Policies

Instructors manage assignment schedules as specified by the course schedule in the syllabi. Students must comply with that schedule and complete all assignments by the due dates. No credit will be given for an incomplete course unless the instructor grants the student an extension, as described below, and the deadline for the extension is met.

Instructors have discretion in the granting of extensions for coursework for MA courses. Under mitigating circumstances, they can grant students an extension of up to 6 weeks beyond the course end date. (Coursework extensions given for more than one week after the end of the course requires documentation to be recorded in Populi of an emergency that prevents the student from finishing the course on time.) The student will be charged a \$50 extension fee. In addition, 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 WCIU policy. The fundamental principles of nondiscrimination and accommodation in academic programs were outlined 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 CFR Part 104 and 28 CFR Part 35, respectively.

A student requesting reasonable accommodation should submit the [WCIU Reasonable Accommodation Request Form](#) (Click form name for link) to WCIU Student Services at 1010 E Union St., Suite 110, Pasadena, CA 91106, or send it by email to [registrar@wciu.edu](mailto:registrar@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.

## Class Policies

**Participation** in class or online Zoom calls or discussions is essential in any learning community. Each lesson builds on the previous paradigms reflecting an expanding matrix of foundational to complex ideas. Timeliness is as vital on Zoom as it is in a physical classroom.

**Conflict with other commitments:** This is adult education, so multiple responsibilities are juggled. At the outset, inform people around you of your dedication and reduce other obligations. A course aims not to kill you with stress but create a positive learning environment. Your workload should not be excessively more or less, despite the drivenness of the culture around you. Learning a healthy work-life balance is part of the graduate experience. Work hard! play hard!

**Online equipment:** A headphone with mouthpiece (that excludes external arguments between roommates' noises or coffee bar background) is essential for online interaction. When two or more students are 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 this course's purpose(s) 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 before the end of the term.

**Netiquette Policy:** Online classes provide a valuable opportunity to engage in dynamic ideas exchanges. 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 disagree. • Be aware that the University's Academic Honesty Policy also applies to forum posts. • Think about your message and proofread it before you click "Send."

In this class, **collaboration** is encouraged on assignments. However, each assignment must be submitted by each person, and documentation by each party of how many hours they put in others put in. The % and nature of workload each contributed.

## Section 5 – MATUL Program Learning Outcomes

### MATUL Program Outcomes

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

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

Model skill and discernment in the appropriate use of 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 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 to multiply multicultural ministries and leadership.

**5. Exercise Movement Leadership:**

Graduates 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 and formal economic sectors.

**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.

## Course Bibliography

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- Desai, V. and Potter, R. (Eds.) (2006). *Doing development research*. Thousand Oaks, CA: Sage Publications.
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- Williams, C., & Windebank, J. (2001). *Revitalizing deprived urban neighborhoods: An assisted self-help approach*. Aldershot, UK: Ashgate Publishing Limited.

### PROFESSIONAL REPORT WRITING

- Becker, H. S. (1998). *Tricks of the trade: How to think about your research while you are doing it*. Chicago: University of Chicago Press.
- Bowden, J. (2004). *Writing a report: How to prepare, write and present effective reports*, (7<sup>th</sup> rev ed.). How-toBooks Ltd.
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- Key website: <http://www.qualitative-research.net/index.php/fqs/article/view/466/996#g4>

## THEOLOGICAL/MISSIOLOGICAL RESEARCH FRAMEWORKS

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## ETHNOGRAPHY

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- Abufarha, Nassar, (2011). *The Making of a Human Bomb: An Ethnography of Palestinian Resistance.* University of Chicago Press.
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## MACRO LEVEL THINKING

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- Gerencser, Mark, Reginald Van Lee, Fernando Napolitano, Christopher Kelly, and Walter Isaacson. *Megacommunities: How Leaders of Government, Business and Non-Profits Can Tackle Today's Global Challenges Together.* New York: Palgrave MacMillan, 2008.
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- Meadows, Donella H. and Diana Wright. *Thinking in Systems: A Primer.* White River Junction, VT: ChelseaGreen Pub., 2008, ISBN: 9781603580557.
- Rogers, Everett M. *Diffusion of Innovations.* New York: Free Press, 2003, IBSN: 0743222091.

## EVALUATION STUDIES

- Merriam, Sharan B. *How to Use Qualitative Methods in Evaluation.* Thousand Oaks, CA: Sage Publications, 1987, ISBN 803931298.
- Patton, Michael Quinn. *Qualitative Research & Evaluation Methods.* Thousand Oaks, CA: Sage Publications, Inc., 2002. ISBN 761919716.

## Detailed Class Outline

We learn together. As the class identifies improvements, these will be added to the LMS.

MODULE	TOPIC	WRITTEN PRESENTATIONS	READINGS	WRITTEN DISCUSSIONS	PROJECT DUE DATE
1	Introduction	<p>Join us for an introduction and discussion of the second half of the course.</p> <p>Review of the syllabus and the above methods' backgrounds.</p> <p>Review tasks in updating your introductory materials, index, definitions, abstract, chaps 1.</p> <p>Review your past project proposal designs and discuss any things you need to update chap 4.</p>	<ul style="list-style-type: none"> <li>• Join us for an introduction</li> <li>• Review of the syllabus</li> <li>• Review tasks in updating your introductory materials, index, definitions, abstract, chaps 1.</li> </ul> <p>Review your past project proposal designs and discuss any things you need to update, chap 4.</p>	#1 Abstract	<p>Expanded Term1 Local Knowledge Assignment</p> <p>Initial Abstract &amp; Artistry</p> <p>Update Google Doc 1</p> <p>IRB Sign Off</p>
2	Theological & Sociological Method: Case Studies, Stories, Business Plans	<p>We will review the steps for this semester, any problems being faced, and discuss the theological and sociological methodology of the process in more depth.</p> <ul style="list-style-type: none"> <li>○ Syllabus</li> <li>○ Timelines</li> <li>○ Assignments</li> </ul> <p>Action-Based Theological Research Paradigms Discuss the following on theological method from previous classes:</p> <ol style="list-style-type: none"> <li>4. Herriot on The Pastoral Cycle</li> <li>5. Grigg on Transformational Conversations</li> <li>6. Van Engen on Urban Theological Process</li> <li>7. Consider how these have been applied across the degree</li> </ol> <p>Qualitative Sociological Research Methods</p>	<p>Action-Based Theological Research Paradigms</p> <p>For this week, review the following on theological method from previous classes:</p> <ol style="list-style-type: none"> <li>1. Herriot on The Pastoral Cycle</li> <li>2. Grigg on Transformational Conversations</li> <li>3. Van Engen on Urban Theological Process</li> <li>4. Consider how these have been applied across the degree</li> </ol> <p>Qualitative Sociological Research Methods</p> <ol style="list-style-type: none"> <li>1. Gray. Qualitative Methods. Ch 7</li> <li>2. Video: "Getting People to Talk" [33 min.]</li> </ol>	Week 2 Forum: Interviewing	<p>Revised 1-4 chapters</p> <p>Chap 1: Updated Project Proposal</p>

MODULE	TOPIC	WRITTEN PRESENTATIONS	READINGS	WRITTEN DISCUSSIONS	PROJECT DUE DATE
3	Qualitative Data Gathering: Case Studies, Stories, Evaluation of Training, Action Research	<p>Discuss your partnership with the Community Organization and the expectations they have versus your expectations</p> <p>Discuss the readings and how they affirm or change the direction of your methodology</p>	<p>Read the following and come prepared with themes from them to confound the rest of the class:</p> <p>Read or review one of the following:</p> <p>Mayoux, Linda. Quantitative, Qualitative or Participatory? Which Method for What and When? In DDR ch13.</p> <p>For those using case studies or stories, Gray, chapter 11 Designing Case Studies.</p> <p>For those doing evaluations of training, Gray, Designing Evaluations. Ch 13 and one of:</p> <p>'Grounded Theory: An Exploration of Process and Procedure', Diane Walker and Florence Myrick, Qualitative Health Research, Apr 2006; vol. 16(4): 547-59.</p> <p>'Qualitative Research - State of the Art', Uwe Flick, Social Science Information, Mar 2002; vol. 41(1): 5-24.</p> <p>'Talking and Thinking About Qualitative Research', Carolyn Ellis, Arthur Bochner, Norman Denzin, Yvonna Lincoln, Janice Morse, Ronald Pelias and Laurel Richardson, Qualitative Inquiry, Mar 2008; vol. 14(2): 254-84.</p> <p>And one of:</p> <p>'Integrating Quantitative and Qualitative Research: How is it Done?', Alan Bryman, Qualitative Research, Feb 2006; vol. 6(1): 97-113.</p> <p>'Integrating Qualitative and Quantitative Research Methods', Sue Kinn and Joan Curzio, Journal of Research in Nursing, May 2005; vol. 10(3): 317-36.</p>	Week 3 Forum: Theological Framework	Chap 2: Expanded Literature Review & Resubmission of last sem Local

MODULE	TOPIC	WRITTEN PRESENTATIONS	READINGS	WRITTEN DISCUSSIONS	PROJECT DUE DATE
			<p>'Paradigms Lost and Pragmatism Regained: Methodological Implications of Combining Qualitative and Quantitative Methods', David L. Morgan, Journal of Mixed Methods Research, Jan 2007; vol. 1(1): 48-76.</p> <p>And Field Notes            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).</p>		



MODULE	TOPIC	WRITTEN PRESENTATIONS	READINGS	WRITTEN DISCUSSIONS	PROJECT DUE DATE
4	Qualitative Data Gathering: Interviewing, Focus Groups, Evaluations, Action Research	Report back Discussion on Interviewing	<p>Choose two of the following articles that will most help you with your research and come prepared to explain how key ideas are modifying what you are doing.</p> <p>Designing Case Studies</p> <p>'A Case in Case Study Methodology', Christine BenedicteMeyer, Field Methods, Nov 2001; vol. 13(4): 329-52.</p> <p>'Five Misunderstandings about Case-study Research', Bent Flyvbjerg, Qualitative Inquiry, Apr 2006; vol. 12(2): 219-45.</p> <p>'Prospective Case Study Design: Qualitative Method for Deductive Theory Testing', Alex Bitektine, Organizational Research Methods, Jan 2008; vol. 11(1): 160-80.</p> <p>Designing Evaluations</p> <p>'The Emerging Gap between Evaluation Research and Practice', Abdul Khakee, Evaluation, Jul 2003; vol. 9(3): 340-52.</p> <p>'Methodological Quality Standards for Evaluation Research', David P. Farrington, The ANNALS of the American Academy of Political and Social Science, May 2003; vol. 587(1): 49-68.</p> <p>'Organizational Use of Evaluations: Governance and Control in Research Evaluation', Finn Hansson, Evaluation, Apr 2006; vol. 12(2): 159-78.</p>		MATUL as a Research Degree evaluation

MODULE	TOPIC	WRITTEN PRESENTATIONS	READINGS	WRITTEN DISCUSSIONS	PROJECT DUE DATE
			<p>Action Research and Change</p> <p>'Researching Organizational Practice through Action Research: Case Studies and Design Choices', Chris Huxham and Siv Vangen, <i>Organizational Research Methods</i>, Jul 2003; vol. 6(3): 383-403.</p> <p>'Participatory Action Research and Action Science Compared: A Commentary', Chris Argyris and Donald A. Schön, <i>American Behavioral Scientist</i>, May 1989; vol. 32(5): 612-23.</p> <p>'Action Research Literature: Themes and Trends', Bob Dick, <i>Action Research</i>, Dec 2004; vol. 2(4): 425-44.</p>		
5	Writing a Data Description	<p>Presentation: MATUL Thesis Structure</p> <p>Discovering Themes</p> <p>Research Quality in Transformational Conversations</p> <ul style="list-style-type: none"> <li>TUL 670-1, Designing Graphical Masters Papers from Urban Leadership Foundation</li> </ul>	<p>Read one of the following and come ready to discuss it:</p> <p>On Analysis</p> <ul style="list-style-type: none"> <li>View: "I Have Some Interview Data. What Next?" [9 min.]</li> <li>Read: Ryan, Gery &amp; Bernard, H. (2003) "Techniques to Identify Themes" <i>Field Methods</i></li> <li>Qualitative Research Design, Ch 6 ("Validity...")</li> </ul> <p>Analyzing and Presenting Qualitative Data</p> <p>Read one of the following. Be ready to present on one.</p> <ul style="list-style-type: none"> <li>'Generalization in Qualitative Research', Geoff Payne and Malcolm Williams, <i>Sociology</i>, Apr 2005; vol. 39(2): 295-314.</li> <li>'Validity in Qualitative Research', Robin Whitemore, Susan K. Chase and Carol Lynn Mandel, <i>Qualitative Health Research</i>, Jul 2001; vol. 11(4): 522-37.</li> </ul> <p>On Writing up Your Thesis</p> <ul style="list-style-type: none"> <li>compiled by Kim Kastens, Stephanie Pfirman, Martin Stute, Bill Hahn, Dallas Abbott, and Chris Scholz <i>How to Write Your Thesis</i></li> </ul>	Week 5 Forum: Analyzing Data	

MODULE	TOPIC	WRITTEN PRESENTATIONS	READINGS	WRITTEN DISCUSSIONS	PROJECT DUE DATE
6	Writing data analysis / Validity	<p>Feedback on progress in the community.</p> <p>Discuss: Quality of Research</p> <p>Relaxation techniques to calm anxiety stricken students.</p>	<p>Read two of the following. Be ready to present on one.</p> <p><b>Validity</b></p> <ol style="list-style-type: none"> <li>1. View Reliability, Validity, Generalizabilty, and Credibility Graham Gibbs</li> </ol> <p>Apply the ideas viewed in Sam Fiala, 9 threats to internal validity to your thesis and come ready to discuss the weaknesses of your approach with the class.</p> <p>Read the sections on Validity and Reliability in Elliston, Missiological Research ch. 4.</p> <p><b>Writing up the Research</b></p> <p>Read one of the following and identify new ideas:</p> <ul style="list-style-type: none"> <li>○ Writing Up Qualitative Research ... Better, Harry F. Wolcott, Qualitative Health Research Jan 2002; vol. 12(1):91-103.</li> <li>○ 'The Textual Disembodiment of Knowledge in Research Account Writing', Judith Aldridge, Sociology, Feb 1993; vol. 27(1): 53-66.</li> <li>○ "'Grab" and Good Science: Writing Up the Results of Qualitative Research', Jane F. Gilgun, Qualitative Health Research, Feb 2005; vol. 15(2): 256-62.</li> </ul>		Chapter 5: Gathering & Describing Information
7	Telling the story	<p>Writing up Your Data Analysis</p> <p>Presentation: Analysis of Urban Conversations</p>	<p>View Limits to Grounded Theory</p> <p>Read any of the following:</p> <ol style="list-style-type: none"> <li>1. 'Doing Development Research, Ch. 30</li> <li>2. Using Quotations video David Gray [2:23]</li> </ol>	Week 7 Forum: Analyzing Data (2)	

<b>MODULE</b>	<b>TOPIC</b>	<b>WRITTEN PRESENTATIONS</b>	<b>READINGS</b>	<b>WRITTEN DISCUSSIONS</b>	<b>PROJECT DUE DATE</b>
8	Setting up the Public Presentations	Report Writing towards those within the Organization.	Work on second draft of your report	Week 8 Forum: Telling the Story	Project 7.1: 1st draft
9	Returning Results; Writing up	<p>Join the Online Face to Face Discussion</p> <ul style="list-style-type: none"> <li>○ Review advances</li> <li>○ Review the chart of past student presentations and fill in the chart [to be added when course is live] for WCIU, so we can plan ahead.</li> </ul> <p>Discussion on the Annotated Bibliography</p>	<p>Doing Development Research, Ch.30,31</p> <p>Some background on the role of the Church and development may assist in some theological integration Myers, Bryant L. (2015). "Progressive Pentecostalism, Development, and Christian Development NGOs: A Challenge and an Opportunity." International Bulletin of Missionary Research 39, no. 3 (2015): 115–20. 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.</p>	Week 9 Forum: Report Writing(2)	Project 7.2: 2nd draft

MODULE	TOPIC	WRITTEN PRESENTATIONS	READINGS	WRITTEN DISCUSSIONS	PROJECT DUE DATE
10	Report writing: Returning results, Analysis, Conclusion, Exec Summary	<ul style="list-style-type: none"> <li>• Discuss Progress</li> <li>• Review each other's work</li> <li>• Writing Your Conclusion</li> <li>• What did you come up with from the web on writing an abstract</li> <li>• Review each others existing abstracts</li> <li>• Final Write up and Writing your Abstract</li> <li>• Using the Word Indexing Tool (Practice before class)</li> </ul> <p><b>Present a Theme</b> from one of the articles in Writing the Qualitative Report</p>	<ul style="list-style-type: none"> <li>○ Read: Doing Development Research, Ch. 30</li> <li>○ Using the Word Indexing Tool (Practice before class and discuss)</li> <li>○ Search the web for the best slideshow on writing an abstract</li> </ul> <p><b>Writing the qualitative report</b></p> <p>Using verbatim quotes in the Report.</p> <p>Balancing description and interpretation (often called "discussion").</p> <p>Write-up example #1: Quality of water in Kenyan slum.</p> <p>Write up example #2: Health inequality in a South African slum.</p> <p>Write up example #3: Health seeking behavior among women in a Pakistani slum.</p>	Week 10 Forum: Report Writing (3)	Project 7.3: Report 2nd draft
11	Public Community Presentation preparation	<p>Preparation for Community Presentation</p> <p>Design of materials to present to them.</p> <p>How to get decisions on your proposals</p>	<p>Read two of the following. Be prepared to present one to the face to face class.</p> <ol style="list-style-type: none"> <li>1. Doing Development Research, Ch. 31</li> <li>2. Tognazini, Bruce. "How to Deliver a Report without Getting Lynched"</li> <li>3. View: "Making Presentations Unforgettable" [10:27]</li> </ol>	Week 11 Forum: Presenting Results to Community	Project 8.1: Written Report

MODULE	TOPIC	WRITTEN PRESENTATIONS	READINGS	WRITTEN DISCUSSIONS	PROJECT DUE DATE
12	Post- Public Community Presentation sharing; integrate evaluation of sharing/decisions; course evaluation; Final submission	<ul style="list-style-type: none"> <li>Report back on your public presentations. Add the recording and printed outline to the submissions.</li> <li>Discuss issues in putting together your final paper.</li> <li>Discuss Surviving the Post dissertation Slump.</li> </ul>		Week 12 Forum: Post-Presentation Reflections	Proj 7.4: Final Draft  Proj 8.2 Presentation to Community /Community Organization
13, 14 Leave, Travel	Final Revisions  Revise project after grading, publish, submit to Program Director, develop five min present'n	<ul style="list-style-type: none"> <li>No zoom</li> <li>Finalize Printing and Binding</li> <li>Prepare final Academic Presentation</li> </ul>			Proj 7.5: Final of Final Draft  Submit Course Evaluation  Submit IRB Sign off Form
14	Final Academic Presentation Preparation	<ul style="list-style-type: none"> <li>Completion of all assignments</li> <li>Finalized write up</li> </ul>			Proj 7:6 Permission to submit final draft needed to pass degree.
15 Reentry	Public Presentation. Printed Version Review presentn withclass.  Public Academic presentation to 50 faculty, family and dignitaries	<ul style="list-style-type: none"> <li>Academic Presentation</li> <li>Report back</li> <li>Final Celebration</li> </ul>			Project 8.3 : Power Point for Faculty  Proj 8.4 Academic Public Presentation

## **Possible Structure of your Final Research Project Paper or Thesis:**

1. Title Page
2. Acknowledgements
3. Abstract
4. Table of Contents, Figures
5. Chapter 1: Introduction of the Problem (with introduction of the problem, context, research questions and goals of the study)
6. Chapter 2: Review of Literature
7. Chapter 3. Theological and Missiological Framework
8. Chapter 4: Research Methodology
9. Chapter 5: Description of the Findings
10. Chapter 6: Analysis of the Data
11. Chapter 7: Conclusions and Recommendations (to the community, to the partner organization, to the academic world)
12. Bibliography
13. Appendices
  1. Ethics Approval
  2. Methodological Tools: (e.g. Questionnaires for Interviews; Format of Focus Groups; Anthropological Journal Highlights, Business Plan Template etc).
  3. Communication back to the Community and/or Partner Organization

The length of the paper should be ideally around 40,000 words. It needs to be 30,000 words minimum, but not exceeding 60,000 words.

A thesis would be purely academic and developing new theory. The bar is very high for a taught Masters with only two research courses, so we are not encouraging this. A more reasonable goal is an action-reflection Research Project that builds from theory, adds to theory, evaluates an existing theory, or is exploratory. Project evaluation studies, business planning or story-telling analyses might have slightly different layouts to the above.