College of Liberal Arts and Sciences
Department of Global Studies and Sociology
Master of Arts in Transformational Urban Leadership (MATUL) Program

TUL675 *Research Project/Thesis* (2 units)

Summer 2016
May 7 – Aug 18th

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Master of Arts in Transformational Urban Leadership

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.

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.

I. Course Description

Students apply qualitative participatory-action research proposal for a missiological issue in partnership with an urban church movement or community organization. This culminates in the writing and oral presentation of a report that involves local residents in transformation, followed by a professional presentation at a re-entry week.
 Prerequisite: TUL670B or 671.

II. Expanded Course Description

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

New Knowledge: One of the major tasks of a graduate program is to train students to *produce* new knowledge, and then to *communicate* that new knowledge to relevant audiences. For advanced MATUL students, this entails the design of a research project, the organization of tasks and activities, the use of a variety of research methods to collect information, and the presentation of findings to a public audience. In social sciences tradition, this involves "field research": Students leave the campus compound, library or laboratory in order to obtain first-hand information within community contexts. This is not a PhD, where the aim is to develop a new theory, but a Masters generally takes extant theory and evaluates or extends an aspect of it.

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

Community Organization Focus: The Thesis or Project is designed to structure a process by which student-investigators conduct field research oriented towards the needs of a specific community organization. This organization can be public, private, or non-profit. In some cases it will be an urban poor church; in other cases an issue-oriented community organization with a large professional staff. Although the range of possible partner organizations is broad, it is imperative that it be "high quality." The capacity, reputation, and level of public involvement of the organization will all directly affect whether project planning will be 'participatory,' as well as how well research results will be applied within specific populations or communities. Students should thus exercise great care in selecting partner organizations that can support their research effort. Students will eventually negotiate with the organization a particular issue and research question that supports its mission and agenda. Then they will select appropriate approaches and methods for investigating it.

Program Integration and Preparation for Your Future: In architecture, the "capstone" is the crowning piece of an arch, the center stone that holds the arch together, giving it shape and strength. The research and writing involved in the Thesis or Project plays a similar role, challenging students to tie together, extend, and deepen the work they've already undertaken during their core courses and practical training (internships), and based on this integration to then potentially project forwards to the future ministry or career of the student.. As action research it should result in a specific extension of a church or community context . The parallel course in Entrepreneurial Leadership can well be utilized to broaden this thesis into a fundable proposal, including a workable business plan and funding proposal.

As this degree is a missions theology degree, a degree in social entrepeneurship, 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.

III. Student Learning Outcomes

Thinking
1. Present the results of the research to the leadership and people served by the partnering church or community organization that: (a) Articulates the philosophical, theological, and practical distinctives of missional participatory-action research; (b) Critically discusses literature related to the research topic/ central question and research methodology; (c) Demonstrates the results of various qualitative research techniques to answering the research question within a specific social context; (d) Critically evaluates the strengths and weaknesses of research findings as evidence for conclusions and recommendations; (e)   Results in recommendations for active decision-making involvement by partners; (f)   Results in expansion of a theological paradigm among the partners and community.

Being
2.1 Demonstrate personal warmth, humility, power sharing, and empathy with community organization staff and "clients" manifest in "buy-in" to the proposed transformative action.

Doing
3.1 Demonstrate academic and project management skills—i.e. the ability to: (a) work appropriately within the capacity and reputation of partner organizations; (b) redefine the research problem over time in consultation with agency staff; (c) implement a project plan with timelines and deliverables; (d) fulfill the institutional ethics requirements and (e) monitor progress against the project plan.
3.2 Demonstrate in-field research skills—i.e., the ability to (a) gain access to the study population in their social settings; (b) select appropriate data collection methods; (c) conduct interviews or utilize other data collection methods with select informants; (d) analyze the data; (e) develop with the people and disseminate theological paradigms that impinge on the topic and (f) effectively communicate findings in writing and public presentations to the community, community leaders and to APU faculty.

Information literacy

Students enrolled in TUL675 are also required to demonstrate the ability to locate, evaluate, and effectively use information that is pertinent to the research question they investigate within urban poor communities.

- Determine what information is needed to provide a conceptual framework for their inquiry
- Access the needed information effectively and efficiently through high-quality sources

- Evaluate information and its sources critically
- Incorporate selected information into one's knowledge base and a relevant theoretical framework for the project
- Use information effectively to refine research plan and especially to analyze collected data
- Understand the economic, legal, and social issues surrounding the use of information, and access and use information ethically and legally

IV. 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. Portions of the text can be accessed online. Students can also identify 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

- Scheyvens, R. and Storey, D. Eds. (2003). *Development fieldwork: A practical guide.* Thousand Oaks, CA: Sage Publications. ISBN-13: 978-0761948902 ($34.99 second hand Amazon).
- Elliston, Eddie. (2011). *Introduction to Missiological Research Design*. William Carey Library. ISBN: 978-0-87808-475-3. (Also at http://www.foundationscourse.org/uploads/documents/Elliston-Missiological_Research.pdf). $15.99
- Gray, D. E. (2009). *Doing research in the real world* (3rd ed.). Thousand Oaks, CA: Sage.

RECOMMENDED
- Maxwell, J. (2004). *Qualitative research design*. Thousand Oaks, CA: Sage Publications.

- Diana Mitlin & David Satterthwaite. Eds. (2004). *Empowering squatter citizen: Local government, civil society and urban poverty reduction*. Earthscan Publications. [*This book provides eight case studies of community-driven initiatives based on participatory research processes. It profiles some projects where the primary development agent is local government, and others where grassroot organizations are the main catalysts. Reading this text will suggest potential research topics and questions. It also serves to highlight the importance of building, strengthening, and working through competent, accountable local organizations formed by the poor themselves.*]

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. (available at http://www.urbanleaders.org/transrevival/8TransformativeRevival.htm)

- Waymire, B. and C. Townsend (2000). *Discovering Your City : Bringing Light to the Task of Community Transformation*, Light International. **ISBN-13:** 978-0967534206.
- 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-13:** 978-1889638003

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. Portions of the text can be accessed

online. 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 ($60 with interactive media) Used: $39.37 Kindle: $43.96).
- Regina Scheyvens, ed. (2014). *Development fieldwork*. Sage. ISBN: 978-1446254776. ($40 Kindle. $46   new. $34 second hand Amazon).
- Gray, D. E. (2009). *Doing research in the real world.* (3rd ed.). Thousand Oaks, CA: Sage. ($48 Kindle. $56 new. $51 second hand Amazon).

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. (available at http://www.urbanleaders.org/transrevival/8TransformativeRevival.htm   (Guest, matul2010)
- Elliston, Eddie. (2011). *Introduction to Missiological Research Design*. William Carey Library. ISBN: 978-0-87808-475-3. $15.99

RECOMMENDED

- Diana Mitlin & David Satterthwaite. Eds. (2004). *Empowering squatter citizen: Local government, civil society and urban poverty reduction*. Earthscan Publications. [*This book provides eight case studies of community-driven initiatives based on participatory research processes. It profiles some projects where the primary development agent is local government, and others where grassroot organizations are the main catalysts. Reading this text will suggest potential research topics and questions. It also serves to highlight the importance of building, strengthening, and working through competent, accountable local organizations formed by the poor themselves.*]

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.

V. Expectations & Grading

Assessments (Components of Final Grade)

#5 *Information description* 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).	10
#6 *Information analysis* Evaluative criteria: evidence of collaboration with national guide; evidence of concept integration from prior studies; clear identification of relationships between variables; succinct but insightful conclusions; writing quality (use of headings, clarity, conciseness, spelling, grammar, and persuasiveness)	10
#7 *Written Thesis or Professional 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).	45
#8 *Public presentations* Evaluative criteria: organization of event; creativity in presentational techniques; clarity of presentation; persuasiveness.	10
SKYPE or Adobe Connect: 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	8
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	15
Evaluation of Course	2
Totals:	100% 100 pts

Grades will be calculated on a 100-point scale as follows:

APU grades are converted to the following scale:

	APU	
Grade	GPA	Numeric
A+		Not given
A	4.0	95-100
A-	3.7	92-94.99
B+	3.3	89-91.99
B	3.0	84-88.99
B-	2.7	81-83.99
C+	2.3	78-80.99
C	2.0	73-77.99
C-	1.7	70-72.99
D+	0	69-69.99
D	0	68-68.99
D-	0	65-67.99
F	0	0-64.99
Inc.		

Your final grade is a reflection of a combination of your talent, effort and achievement, *not effort alone*. Different students may earn very different grades, even though they expend the same amount of time and energy. The meanings I attach to "A", "B", "C", "D" and "F" grades are as follows:

A	Outstanding performance: shows intrinsic interest in the course and subject; consistently asks penetrating questions and/or offers thoughtful reflections during Forum discussions; demonstrates exceptional intelligence and creativity in project reports; earns high scores on course assignments—usually the highest in the class.
B	*Above average* student in terms of participation, preparation, attitude, initiative in asking questions, time management, and assignment quality.
C	Average or typical student in terms of participation, preparation, attitude, initiative in asking questions, time management, and assignment quality.
D	*Below average* or atypical student in terms of participation, preparation, attitude, initiative in asking questions, time management, and assignment quality — minimally passing in performance.
F	Repeat course. Inadequate/insufficient performance.

Online Discussion Guidelines

Online or "threaded" Discussions ("Forums" in Sakai) are topically organized dialogs or conversations that take place in Sakai. The Forums enable MATUL students and faculty to link messages in order to exchange project-related insights from geographically dispersed locations.

During threaded discussions, students interact with *content* (e.g. assigned readings and videos), their *classmates* (via discussion, peer review), and with the *instructor* (as they seek to instruct, 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 the discussions; 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), online discussions enable participants 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). ***This means that you will have to finish processing any assigned reading and/or other project-related work within those same time periods.*** 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 topic-related query.
- 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)

Assessment rubric

	1	2	3	4
Quantity and timeliness of post	• Does not respond to most postings; rarely participates freely • Appears indifferent to learning community	• Responds to most postings several days after initial (scheduled) discussion; • Takes limited initiative	• Responds to most postings within a 24-hour period; • Rarely requires prompting to post	• Consistently responds to posting in less than 24 hours • Shows initiative in motivating group discussion'
Quality of post	• Posts topics unrelated to discussion topic; • Appears "rushed" with poor spelling/ grammar and unclear expression	• Occasionally posts off topic; offers short posts with limited insight on the topic; • Difficulty in expressing ideas clearly	• Frequently posts topics related to discussion topic • States opinions and ideas clearly; contributes insights to topic	• Consistently posts topics related to discussion topic • Clear, creative expression of ideas and opinions

VI.   Course Policies

Workload expectations

Following the APU Credit Hour Policy (approved 02/12), graduate students are expected to complete 3 hours of "out of class" learning activity for every 1 hour "in class." Over a 12 week term, that is approximately 120 hours (10 hrs/wk) of learning activity that includes: faculty instruction, self-guided reading, video viewing, consultation with community organizations, electronic database research, participation in online discussions ("Forums"), ethnographic fieldwork, report writing, and any public presentations. This includes approximately 45 hours of direct faculty instruction. *"Classroom or direct faculty instruction and out-of-class student work leading to the award of credit hours may vary for courses that require laboratory work, internships, practica, studio work, online work, research, guided study, study abroad, and other academic work to achieve the identified student learning outcomes."* To meet the identified student learning outcomes, the expectations are that this 3-unit course, delivered over a 12-week term will approximate:

Academic Interaction
- 1 1/2 hours/week of direct faculty instruction (via Forums, Skype, or lecture) [18 hrs total]
- 1 hours/week online guided study (reading and video viewing) [12 hrs total]
- 5 hours/course of online student-to-student and instructor-to-student mentoring (Forums, Skype) [5 hrs total]
Fieldwork
- 2 hours/week community consultation and research over a 9 week period [18 hrs total]
- 2 1/2 hours/week project-related fieldwork [30 hrs total]
- 1 hour/week field-related writing [12 hrs total]

TOTAL: approx. 120 **hours**

Usually Research Projects and Theses take considerably more than the formal time allotted to them, at least twice as much time.

Late assignments

All assignments are due by the specified deadlines. Assignments not turned in on this date will be penalized 5% of the total point value each week, and will *only be accepted up to two weeks after they are due*. This strictness regarding the submission of completed assignments is to guard students from procrastination and falling behind in their academic and field assignments.

Academic integrity

The mission of the MATUL program includes cultivating in each student not only the knowledge and skills required for a master's degree, but also the characteristics of academic integrity that are integral to Christian community. Those privileged to participate in the MATUL educational community have a special obligation to observe the highest standards of honesty, and a right to expect the same standards of all others. It is the policy of the University that academic work should represent the independent thought and activity of the individual student. Work that is borrowed from another source without attribution or used in an unauthorized way in an academic exercise is considered to be academic dishonesty that defrauds the work of others and the educational system. Engaging in academic dishonesty is a serious offense that may result in a failing grade for an assignment, a failing grade in the course, and/or academic probation. The full academic integrity policy is available in the graduate catalog. Some of the most noteworthy forms of academic misconduct in course focusing on research and writing are as follows:

— Presenting the work of another as one's own.
— Quoting directly or paraphrasing without acknowledging the source.
— Submitting the same work or major portions thereof to satisfy the requirements of more than one course without permission from the instructor.
— Receiving assistance from others in informational research or field data collection that constitutes an essential element in the undertaking without acknowledging such assistance.
— Fabricating data by inventing or deliberately altering material (this includes citing "sources" that are not, in fact, sources).

Emergency procedures: it is highly recommended that you leave the class title, room and building location, and the APU campus main phone number ((626) 969-3434 with family and/or other contacts you wish to be notified in case of an emergency.

Make up and extra credit: If a student has an "excused" absence from a week's work that delays an assignment, they may make that up within the next week. If they have no excuse from the weeks work, they will receive a 10% drop in grade if submitted the next week, and 20% if submitted two weeks later. Assignment will not be accepted three weeks late.   We all tend to mess up on an assignment, so there is recourse in one extra credit assignment for 2 extra marks.

Incompletes: The grade of "Incomplete" can only be given in the case of a verified personal/family emergency and with the approval of the course professor and the college dean.

Attendance in the online SKYPE 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.

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.

Disability Procedure: Students in this course who have a disability that might prevent them from fully demonstrating their abilities should communicate with the MATUL program director, as soon as possible to initiate disability verification and discuss accommodations that may be necessary to ensure full participation in the successful completion of course requirements.

Satisfactory progress in the degree requires a GPA of 3.0 or above, across your courses.

Returns: We will attempt to grade work the week submitted though this is not always feasible. The course work and grades will be open to view two weeks after the end of the course.

Fairness: Course outlines, grading rubrics etc., are not legal contracts, where you pay for a grade according to predetermined standards, but are submitted to you to give some understanding of the basis of grading and fairness. However grading of papers is multivariate and to some extent will always include the subjective, based on years of experience, and at times tailored to the

learning process of the student, or accommodating specific needs. In this class across several cities, the context is different, the contracts with partnering groups are different, learning contracts are set up in some cities prior to class that allow for equivalency, living conditions affect capacity, content of prior degrees affect the level of difficulty for some students in some courses, so fairness requires that each students work will be graded within these limitations. You are competing with yourself not others.

University or Department Policies: All university and departmental policies affecting student work, appeals, and grievances, as outlined in the Graduate Catalog and/or Department Handbook will apply, unless otherwise indicated in this syllabus.

Support Services: There are many available support services for graduate students including the Graduate Center, Regional Centers, Libraries, Computer Center, Media Center, Writing Center, Counseling Center, and International Center. See the Graduate Catalog for more details.

In addition to these there is the Learning Enrichment Center. Students in this course who have a disability that might prevent them from fully demonstrating their abilities should meet with an advisor in the Learning Enrichment Center as soon as possible to initiate disability verification and discuss accommodations that may be necessary to ensure full participation in the successful completion of course requirements.

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,
- Page numbers in right lower corner
- single spaced

Late assignments will be deducted 5% for each week late (1 week late = 5% deduction, 2 weeks = 10% deduction). After 2 weeks they receive a zero. If late please note at the top left "1 week" or "2 weeks".

Study time:
In the MATUL it is easy for local leaders to wish to use the foreigner as an extra worker in the ministry. To succeed in your studies, church involvement should be limited to Sundays and one night per week. Your primary objective is not to respond to every request for ministry but to complete your masters, learning as you go. You are strongly advised to advise your pastor that you are restricted to Sunday activities and one other night.

Copyright Responsibilities: 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
http://apu.libguides.com/content.php?pid=241554&search_terms=copyright

Information literacy is defined as "a set of abilities requiring individuals recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information" (American Library Association, 1989). In this course, teaching and learning processes will employ the following information literacy standards, as endorsed by the American Association for Higher Education (1999), the Association of College and Research Libraries (2000), and the Council of Independent Colleges (2004). The students in this course will:
- determine the nature and extent of the information needed.
- access needed information effectively and efficiently.
- evaluate information and its sources critically and incorporates selected information into his or her knowledge base and value system.
- individually or as a member of a group, use information effectively to accomplish a specific purpose.
- understand many of the economic, legal, and social issues surrounding the use of information and accesses and uses information ethically and legally.

Legal Disclaimer: This course is in constant development and may change at the professor's discretion. All effort is made to not materially change major assignments once they have been begun, and if so to do so to the students' advantage. Grading rubrics are not a legal entity but simply a helpful guide to the student as to some elements the professor uses to grade, as

grading involves considerable subjectivity. Creativity is encouraged and alternatives to assignments recognized, but normally should be negotiated beforehand.

Support Services: There are many available support services for graduate students. Information regarding various co-curricular and academic support services for graduate students can be found in the Graduate Catalog. Please contact your faculty advisor and/or the Graduate Center should you have any additional questions.

Students in this course who have a disability that might prevent them from fully demonstrating their abilities should contact an advisor in the Learning Enrichment Center as soon as possible to initiate disability verification and discuss accommodations that may be necessary to ensure full participation in the successful completion of course requirements.

VIII. Online Schedule At-a-Glance

We will use VSee Viv Grigg VSee is fro vgrigg@apu.edu
IF VSee is not functional switch to SKYPE Viv Grigg's Skype name: <vivgrigg>
Skype call times:

Summer 2016			PST	Manila	Bangkok	India	Maputo	Rio
			0	15	14	12.5	9	4
TUL 675 Project/Thesis II	Mon/Tues	VG	20	11	10	8.5	5am	23.59
TUL655 Advocacy & Environment	Weds/Thurs	VG	6	21	20	18 1/2	16	10

TD = Threaded Discussion

Term 2 [May. 06- July 25, 2016 + Aug 15-18]

WEEK	VSEE CALL	THREADED DISC	PROJECT DUE DATE	TOPIC
1	05/09			Term 2 introduction; Q&A
2	05/16	FORUM #1 Interviewing		Theological Method
3	05/23	FORUM #2 Theological Framework	Project 4: 05/25	Data Gathering : Case Studies, Stories, Evaluation of Training
4	05/30			Interviewing/Focus Groups
5	06/06	FORUM #3 Analyzing Data	Project 6: 06/06	Writing data description/Analysis
6	06/13			Writing data analysis / Validity
7	06/20	FORUM #4 Data Analysis (2)	Project 7: 06/15	Telling the story: guide's review of draft report
8	06/27	FORUM #5 Telling the Story	Project 8: 06/30 1st draft	Setting up Public Presentation
9	07/04	FORUM #6 Report Wrting	7/7 2nd draft	Returning results; writing up
10	07/21		7/14 3rd draft	Thesis writing: Returning results, analysis, conclusion, exec summary
11	07/18	FORUM #7 Presenting Results to Community	Project 9: 07/18	Public Community presentation preparation

12	07/25			7/25 Proj 8: Final Draft	Public Community presentation sharing; integrate evaluation of sharing/decisions; course evaluation; Final submission
13				8/16 Power Point to Faculty	Week of Re-entry in TUL680 15 min Presentation to Academic Leadership at APU (non graded rite of passage)

IX. Syllabus

Week 1:
Introductions

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

Week 2
Theological Method Expanded

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 2. Grigg on Transformational Conversations

	3. [Transformational Conversations Research Method](#)
	4. Van Engen on Urban Theological Process
	5. Consider how these have been applied across the degree in the [attached chart](#)

| **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](#) (google doc)
[Transformational Conversations](#) (ppt)
[The Pastoral Cycle](#)

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 the 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?

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 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** 1. 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

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

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" 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 (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
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

Preparations	Read two of the following. Be ready to present on one. 1. Re-read: Slimbach, "Real-World Inquiry" (carefully re-read Phases 8-9) 2. *Qualitative Research Design,* Ch 6 ("Validity…") 3. View Reliability, Validity, Generizabilty, and credibility Graham Gibbs 4. 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.

Face to Face Virtual Discussion	• A useful tool for coding: Hyperresearch • Orals, Publishing and Binding • Join us Face to Face to discuss writing data analysis. Two people present on above readings. Validity ppt Authorstream version likely quicker. Gracies ppt on Reliability, Validity, Generalizability and Credibility **Thesis: from the APU Catalogue** 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 an Azusa Pacific University 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. The Master's Style and Format Handbook is located under Forms and Publications on home.apu.edu. 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

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*' 4. *Fill in your progress on* 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 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

Preparations	1. Re-read Slimbach, "Real-World Inquiry" (Phase 9) 2. *Doing Development Research*, Ch. 30 3. Using quotations video 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. scuss (1) Which persons from your host organization are involved in reviewing and offering feedback on your written work ("description" and "analysis")? In what specific ways are they helping you to produce a factually accurate and carefully analyzed final report? ft 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 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.

Week 9:

Writing Up Your Thesis

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." *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 5. Kathy Charmaz. (2014). **Error! Hyperlink reference not valid.** 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 for APU • Limits to Grounded Theory (ppt) • Review together the various styles in Grecia, Lyndsey's analysis and interpretation and Alissa's 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)

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 • Final Write up and Writing your Abstract • 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.

Week 11:

Presenting Data to Partnering Churches or Organizations

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

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 Review of: • Writing Your Conclusion • Final Write up and Writing your Abstract • 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.

X. Course Bibliography

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