

leaders. Mentoring is a primary strategy that is examined in depth. A historical perspective will expose the challenges used throughout the history of mentoring. A best practices model will be constructed that will offer principles of relational leadership that can be used in organizations and churches or with individuals. The coaching model for leadership development will also be given consideration in this course. Students will have an opportunity to reflect on those women and men who have played a significant role in their own leadership development and then anticipate what they may need in present or future contexts by way of mentoring and/or coaching.

**LDRS 647M Sustainability in Servant Leadership (3 sem. hrs.)**

This course explores the concept of sustainability in servant leadership. One of the most important ways in which servant leaders can serve others and their organizations is through their own vitality and health. Those who take on the mantle of leadership from a servant leadership orientation often have an increased propensity toward serving and giving of themselves to those they lead. As such, servant leaders face a heightened risk of depleting their internal resources and becoming ineffective. In this course participants interact with and explore various dimensions of soul care in order to develop a more holistic approach to spiritual formation. Armed with a greater insight into the need for a sustainable approach to leadership, participants are better equipped to care for themselves and those entrusted to them. In addition participants are also encouraged to reflect and wrestle with ways in which they can cultivate a culture and practice of sustainability in the organizations they lead.

**NON-PROFIT (N) STREAM**

**LDRS 651N: Theory and Practice of Volunteerism (3 sem. hrs.)**

This course examines the issues relevant to how the NGO organization establishes a secure relationship with external stakeholders through effective leadership practice. The NGO sector is the second largest sector within the Canadian political economy, and requires special attention as the sector becomes increasingly reliant on volunteers. Specific issues relate to connecting with, gaining interest, and keeping volunteer support at the policy, program, and operations level, including how the effective leader's conduct affects this challenging process. Of particular interest is the challenge of generating volunteer funds to support the operation of the organization.

**LDRS 652N Contemporary Governance Issues (3 sem. hrs.)**

This course is focused on the use of effective management authority with NGO organizations. The use of power and authority is perhaps the most challenging operational challenge faced by NGOs. The examination of different types of boards of governance structures, and functions, together with the inter-relationship with the CEO are key in providing the leader with practical and productive strategies. As well, the implications for the operations of the organization are addressed

**LDRS 653N Leadership Across Cultures (3 sem. hrs.)**

This course focuses on the high impact cultural factors that limit and provide opportunities for effective change. Issues related to past and present cultural factors, as well as implications for the future are explored in considering the viability of change strategies. Included in this examination of issues are the local, national, and international environments. Students learn to view and address required culturally sensitive action from a leadership perspective.

**LDRS 654N NGOs as Social Enterprise (3 sem. hrs.)**

This course is designed to better understand the practical issues, dynamics, and required leadership action related to successfully sustaining an NGO organization. While

attention is focused on the organization's ability to secure required resources, the issues also focus on the organization's challenges in securing the support of a wide range of important organizational stakeholders for different NGOs, including the social enterprise. Examination of these issues and constraints help the leader determine what strategies and behavior are most likely to be successful.

**LDRS 655N Organizational Performance and Research (3 sem. hrs.)**

Of primary interest are issues relevant to stewardship, accountability, and organizational performance results. Discussion emphasizes how a focus on results must guide the leading for change. Special interest focuses on systematized learning, innovation, and knowledge generation through various evaluation and research approaches, especially the action research paradigm. It is important to see that all action is referenced for leadership responsiveness to the customer and value for money results.

**LDRS 690, 691P Major Paper (6 sem. hrs.)**

A major paper examines an applied issue from a leadership perspective and, preferably, from the participant's place of employment. The paper focuses on a combination of course content and on a quality presentation of content, with the paper ranging from 35 to 50 double-spaced type-written pages.

*NB:* Whereas the major paper is normally worth 6 sem. hrs., each stream may modify the size of the major paper by including special internship activity, application of research methods for possible publishing purposes, or other acceptable pre-approved program project activity.

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**LINGUISTICS**

*NB:* Canada Institute of Linguistics courses are a part of the Linguistics program at Trinity Western University. Students may pursue a major, concentration, or minor in Linguistics.

**LING 101 Introduction to Linguistics (3 sem. hrs.)**

An introduction to the primary elements of linguistics, including an introduction to morphology and semantics (words and meaning), phonetics (the sounds of language), phonology (the sound systems of language), syntax (grammatical systems), sociolinguistics, psycholinguistics, language acquisition theory, and current issues in linguistics. No previous knowledge of linguistics is required. Prerequisite(s): None. (3-0; 3-0)

**LING 210 Language and Society (2 sem. hrs.)**

Language within its social context through dealing with topics such as dialect and language definition, the role of the mother tongue in defining self-identity, language attitudes, the maintenance, loss, shift or spread of language domains, multilingualism, and sociolinguistic survey. Linguistic issues in cross-cultural field work: language study within a worldview context, sociolinguistic factors affecting literacy programs, and methods of second language acquisition. Prerequisite(s): None. (Summer or 2-0; 2-0)

**LING 268 Introduction to Teaching English as a Second Language (3 sem. hrs.)**

The aims and purposes of ESL education. Biblical views of the person, knowledge, teaching, learning and evaluation and their application to the ESL classroom. The major schools of psychology as they relate to education and as they compare to a biblical view of persons. Cross-listed: EDUC 268. Prerequisite(s): None. (3-0; 3-0)

**LING 302 Cross-cultural Communication (3 sem. hrs.)**

The nature of cross-cultural interaction, drawing attention both to the unexpected variations in other cultures as well as to the presuppositions from one's own culture that

inhibit cross-cultural communication. The need to take into account the dynamic of constant cultural change will also be emphasized.

Cross-listed: ANTH/COMM 302.

Prerequisite(s): None. (3-0; 3-0)

**LING 305 Fundamentals of Grammar for ESL Teachers (3 sem. hrs.)**

Various theories and approaches to teaching grammar. Practical demonstrations of the incorporation of grammar into lesson plans and curriculum at all levels from literacy to academic preparation. Assessment instruments using grammar and appropriate resource materials.

Co-requisite(s): LING 268 or EDUC 268 or instructor's consent.

Prerequisite(s): None. (3-0; 3-0)

**LING 310 Articulatory Phonetics (3 sem. hrs.)**

Theoretical and practical introduction to the broad range of human speech sounds including tone, intonation, stress, and duration; extensive drill in producing and recognizing these sounds and recording them with phonetic symbols; and practice in recording and reproducing the sounds of selected languages.

Prerequisite(s): None. (Summer or 3-0; 3-0)

**LING 312 Testing in ESL (1 sem. hr.)**

Methods and theories of testing grammar, speaking, listening, reading, and writing skills will be introduced.

Co-requisite(s): LING 268 or EDUC 268 or instructor's consent. (1-0; 1-0)

**LING 313 Teaching English Phonology and Intonation (1 sem. hr.)**

An introduction to the principles of phonology (the sound systems of languages), especially contrast, complementation, and free variation, and the principles of orthography (alphabet) design. Knowledge of these principles enables an ESL teacher to recognize why students may have difficulty with particular English sounds and to teach accent reduction. English intonation patterns.

Co-requisite(s): LING 268 or EDUC 268 or instructor's consent.

Prerequisite(s): LING 310. (1-0; 1-0)

**LING 314 Teaching Beginners ESL (1 sem. hr.)**

Practical demonstrations of various methods for teaching beginning students with an emphasis on communicative theory and activities. Resource materials appropriate for classroom activities.

Co-requisite(s): LING 268 or EDUC 268 or instructor's consent. (1-0; 1-0)

**LING 315 Computer Assisted Instruction in ESL (1 sem. hr.)**

Various theories underlying computer assisted ESL instruction. ESL software packages. Evaluation of the appropriateness of computer assisted learning software to various age groups, language abilities, and levels of English ability.

Co-requisite(s): LING 268 or EDUC 268 or instructor's consent. (1-0; 1-0)

**LING 316 ESL Classroom Management (1 sem. hr.)**

Classroom management techniques suitable for the ESL classroom. The application of various classroom management styles appropriate to the audience, including various age brackets, language levels, cultural diversities, and learning styles.

Co-requisite(s): LING 268 or EDUC 268 or instructor's consent. (1-0; 1-0)

**LING 317 ESL Curriculum Materials (1 sem. hr.)**

Assessing and implementing ESL curriculum and materials, taking into account audience need, philosophy, and application. Developing lesson plans and curriculum in the event that none are available.

Co-requisite(s): LING 268 or EDUC 268 or instructor's consent. (1-0; 1-0)

**LING 318 Theatre for ESL Teachers (1 sem. hr.)**

An introduction to using theatre techniques in ESL classes. The use of drama techniques as well as various theatre activities, improvisation, and mime in language learning. The course is intended for both new, and established ESL teachers.

Co-requisite(s): LING 268 or EDUC 268 or instructor's consent. (1-0; 1-0)

**LING 319 Issues in TESOL and Missions (1 sem. hr.)**

Teaching English as a second or foreign language as a tool for world evangelism.

Co-requisite(s): LING 268 or EDUC 268 or instructor's consent. (1-0; 1-0)

**LING 330 Phonological Analysis (3 sem. hrs.)**

The study of sound systems of human language, including initial principles of phonological analysis. Application of these principles to a wide range of natural language data.

Co-requisite(s): LING 310. (Summer; 3-0; 3-0)

**LING 360 Grammatical Analysis (5 sem. hrs.)**

Theories of grammar and principles of language analysis: morphology, syntax, stems, words, phrases, sentences, and categories of meaning. Problem solving with data from a variety of languages is a major part of the course.

*NB:* Offered only during Summer sessions.

Co-requisite(s): LING 310, 330.

**LING 361 Morphology (3 sem. hrs.)**

Principles of grammatical analysis in morphology; the structure of words and the relationships between the parts of words. Formal analysis of language data and understanding the function of such items.

*NB:* Students who have received credit for LING 360 may not receive credit for LING 361, 362.

Co-requisite(s): LING 310, 330. (3-0; 0-0)

**LING 362 Syntax (3 sem. hrs.)**

Principles of grammatical analysis in syntax; the structure of language above the level of words. Formal analysis of language data and understanding the function of such items.

*NB:* Students who have received credit for LING 360 may not receive credit for LING 361, 362.

Prerequisite(s): LING 361. (0-0; 3-0)

**LING 365 Introduction to Language and Culture Learning (3 sem. hrs.)**

A practical introduction to language and culture learning for linguists, missionaries, and professionals who find themselves in areas where formal language instruction is not available. Students learn foundational principles of language acquisition and are exposed to a diverse range of language learning methodologies. Students exercise these methodologies in regular sessions where they meet with a speaker of a non-Indo-European language. Students learn to plan their own language learning, tailoring strategies to their individual learning styles.

Prerequisite(s): Third or fourth year standing or permission of the instructor.

**LING 401 Second Language Studies Practicum (1 sem. hr.)**

Students will spend a minimum of 25 hours of instructional time in an approved ESL program.

*NB:* Pass/Fail course.

Prerequisite(s): 29 sem. hrs. in TESL program or instructor's consent.

**LING 410 Teaching Listening and Speaking in an ESL Context (3 sem. hrs.)**

Listening and speaking to ESL students. Oral activities (tasks), practical techniques, and resources for the ESL classroom. Creation of new materials. Individual and group lesson plans.

Prerequisite(s): LING 268, or EDUC 268 and LING 305, or instructor's consent. (3-0; 3-0)

**LING 420 Teaching Reading and Writing in an ESL Context (3 sem. hrs.)**

Strategies for English reading and writing effectively to ESL students. A basic overview of English grammar. Theories and methodologies of second language reading and writing. The focus of this course is specifically on reading and writing skills, and these topics are treated in much greater depth than in the Introduction to TESL.

Prerequisite(s): LING 268, or EDUC 268 and LING 305, or instructor's consent. (3-0; 3-0)

**LING 460 Syntax and Semantics (3 sem. hrs.)**

This course introduces the rich variety of syntactic structures found in human language. Students will examine features such as grammatical categories, simple clauses and constituent order typology, grammatical relations, and multi-clause constructions. Discussion of these and other topics will be applied to the analysis of a text in a non-Indo-European language, for which each student will also write a short grammatical description (grammar sketch). The emphasis of the course is on understanding how language is used, and seeking to explain how language forms are themselves shaped by their use.

*NB:* LING 470 and 480 are recommended in same semester. Prerequisite(s): LING 210; 310, 330, 360 or 361 and 362 (3-0; 0-0)

**LING 470 Language and Culture Acquisition (3 sem. hrs.)**

This course introduces students to theories of second language and second culture acquisition. Students develop and evaluate self-directed strategies based on personal learning styles. Practical experience in the above topics is gained by working with a speaker of a non-Indo-European language.

*NB:* LING 460 and 480 are recommended in same semester  
Cross-listed: ANTH 470.  
Prerequisite(s): LING 210; 310, 330, 360 or 361 and 362. (3-2; 0-0)

**LING 480 Field Methods: Data Management and Analysis (3 sem. hrs.)**

This course introduces students to aspects of linguistic fieldwork with an emphasis on practical methodology for managing and analyzing language and cultural data. Working with a native speaker of a non-Indo-European language, students gain experience in various aspects of fieldwork such as data collection and linguistic analysis. A significant part of the course is devoted to teaching students how to use current software that is useful for archiving language and cultural data. They also learn to use software that aids in managing data in a manner that is conducive to solid analysis.

*NB:* LING 460 and 470 are recommended in same semester. Prerequisite(s): LING 310, 330, 360 or 361 and 362. (3-0; 0-0)

**LING 481 Anthropological Linguistics: Ethnography (3 sem. hrs.)**

This course introduces crucial concepts in anthropology and ethnography to linguists. It focuses on cross-cultural communication with an emphasis on participant observation as an effective methodology for such research. Students collect and analyze data related to topics such as oral traditions, kinship, and social structure. They are introduced to various tools for ethno-semantic analysis, including analysis of cultural themes and worldview, semantic domain analysis, and taxonomic analysis.

Prerequisite(s): LING 210, or equivalent introduction to sociolinguistics or instructor's consent. (3-0; 3-0)

**LING 482 Issues in Community Literacy (3 sem. hrs.)**

The application of reading theory and community and human resource development to issues facing developing nations. Cross-cultural issues in human resource development, barriers to technology transfer, poverty, funding, and the nature of intercultural community work as related to literacy.

Co-requisite: LING 484.

Prerequisite(s): LING 310, 330. (0-0; 3-0)

**LING 483 Language Program Design and Management (3 sem. hrs.)**

A survey of the linguistic and social factors involved in the development of programs for speakers of vernacular languages. Special attention is given to the effect of using the mother tongue and/or a second language in such programs. Students are taught to design a program to meet the needs of a specific language group.

Prerequisite(s): LING 210 or instructor's consent. (0-0; 3-0)

**LING 484 Principles of Literacy (3 sem. hrs.)**

This course covers principles involved in the introduction of literacy to ethno-linguistic minority groups. The course includes consideration of issues related to the value and place of literacy, orthography design, educational concerns such as learning and reading theory, instructional methodologies and transition and post literacy.

Prerequisite(s): LING 310, 330, or instructor's consent. (3-0; 3-0)

**LING 485 Principles of Translation (3 sem. hrs.)**

Theoretical basis and some hands-on skills for the transfer of meaning from one language to another. Source language, receptor language, and cross-language transfer, with particular attention to the translation of Scripture.

Prerequisite(s): LING 460, 470, or instructor's consent. (0-0; 3-0)

**LING 486 Advanced Phonological Analysis (3 sem. hrs.)**

This course introduces students to advanced concepts of phonological theory. Employing the theoretical models they are learning, students develop a clearer understanding of the typological behavior of phonological systems by analyzing data from a variety of languages. Students are also taught to integrate insights from phonological theory into the development of practical orthographies.

Prerequisite(s): LING 310, 330. (Min. grades of B-) (0-0; 3-0)

**LING 490 Special Topics in Linguistics (3 sem. hrs.)**

An examination of special topics or issues in linguistics that are not covered in depth in other courses.

*NB:* Offered on a case by case basis as needed.

See Department chair.

Prerequisite(s): LING 310, 330, 360, or equivalent courses, third year standing, and instructor's consent. (3-0 or 3-0)

**LING 491 Discourse Analysis (3 sem. hrs.)**

This course teaches students to analyze the discourse structure and pragmatic functions of texts. Students learn to identify different discourse genre, chart texts for analysis, identify macrostructure and hierarchical units of texts, describe features of cohesion and participant reference, and identify strategies in language for achieving prominence (differentiating thematic or mainline information from background or collateral information). Emphasis is given to the interface between syntactic forms and their pragmatic functions, with special attention given to Normative Discourse (how language is used for evaluation, prescription, influence and persuasion).

Prerequisites: LING 310, 330, 360 or equivalent courses, third year standing and instructor's consent. (0,0; 3-0)

**LING 499 Philosophical Perspectives in Linguistics (3 sem. hrs.)**

This course will examine the philosophical bases of human language and communication, with special attention to issues relating to semantics, discourse, lexicon, metaphor, and translation, etc.; all the areas that deal with meaning creation. There will be a critical review of some major schools of thought within philosophy of language and hermeneutics. These will be examined in light of current insights in text linguistics, cognitive linguistics, and integrational linguistics.

Prerequisites: LING 310, 330, and 360. (3-0; 0-0)