



MAL Faculty:

As you are developing your syllabus, please keep in the forefront of your thinking how servant leadership ties into your subject matter and how you can ensure that your course is taught from a Christian Worldview perspective. We encourage you to carefully consider choosing texts, discussion questions, lectures, and assignments that will challenge students to grapple with new ways of looking at the world, and to cultivate a more global Christian perspective that leads them to develop as servant leaders. Of course the most effective way to teach them is to model how Jesus practiced leadership in the way we lead our classes.

**COURSE NUMBER:**

**COURSE TITLE:**

**COURSE START DATE:**

**COURSE END DATE:**

**INSTRUCTOR:**

Click on Link below to access a particular part of the syllabus		
<a href="#">Welcome</a>	<a href="#">Learning Team Assignments</a>	<a href="#">Topics &amp; Objectives</a>
<a href="#">Course Description</a>	<a href="#">Reading Assignments</a>	<a href="#">Writing Guidelines</a>
<a href="#">Course Procedures</a>	<a href="#">Resources</a>	<a href="#">Course Participation</a>
<a href="#">LearningSpaces Navigation</a>	<a href="#">Substantive Participation</a>	
<a href="#">Graded Activities</a>	<a href="#">Technical Support</a>	

Welcome

[Please provide a warm, enthusiastic welcome letter to help build positive momentum for the class].

## Contact Information

**Instructor:**

**TWU email address:**

**Alternative/emergency e-mail address:**

**Instructor Availability:**

## Resources

***REQUIRED BOOKS, SOFTWARE, OR OTHER COURSE MATERIALS:***

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***WEB RESOURCES***

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***ARTICLES FROM WEB SITE***

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***RECOMMENDED READING***

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## myCourses Navigation

After logging into your course in the myCourses system, you will use the Course Menu bar on the left side of the browser window to access the various areas of the course. The course menu includes the following links:

**Outline:** This menu item provides structured links to the various sections of the course, the activities, and course material.

**Forums:** This is where you will find a list of forums that will be used in the class for announcements, discussions and support. There are two types of forums in a course: General Forums and Learning Forums.

### General Forums:

**Course Announcements:** This is where you will review class announcements.

**Q & A:** Please place any logistical course questions in this thread.

**Virtual Collegium:** In Latin, *collegium* means *gathering place*. This forum is our *online gathering place*, which is provided for you to have the opportunity to cultivate strong relationships and build a safe, collaborative, vigorous online learning community. Relationships are at the heart of servant leadership. Here you can read and respond to your classmates' biographies and discuss issues not related to the course content. Please feel free to share personal triumphs, a good joke, funny story, etc. Let's support one another and have fun!

**Team Forum:** This is an optional forum that instructors may add if there will be a need for teams to meet.

### Learning Forums:

These forums are where you will engage in class discussions and post your answers to discussion questions and weekly compendiums. There will be a forum for each major discussion that is held in this course, to which you may post your responses. You may also create a new topic within a discussion forum to start a new conversation thread. For topics not specifically related to this course, use the virtual collegium. Do not post logistical course questions to this Forum—use the Q & A.

**Assignments:** This is where you will find a list of assignment drop boxes.

**Gradebook:** This is where you can view your grades, review assignments, receive instructor comments and feedback, and determine how well you are doing in the course

**Classmates:** This is where you will add information about yourself for other course participants to view, and to view the profiles of others.

**LDRS ###:** Click the course name link (next to the myCourses link on the left side of the top navigation bar in the course to return to the course homepage.

**myCourses:** Click here to log into another course.

**Logout:** Click here to log out of your course.

## TECHNICAL SUPPORT

**Technical Support**—As an online student/faculty you must have a working knowledge of myCourses. Familiarize yourself with the myCourses manual. If you have problems, contact Technical Support.

Online course facilitators are available to provide technical expertise and trouble-shoot any difficulties. Our primary goal is to ensure that every student has full access to the myCourses system. The GLC guarantees a response within 24 hours (reserving Sunday).

Monday through Thursday, from 8 a.m. to 9 p.m (PST)

Friday, from 8 a.m. to 5 p.m. (PST)

Saturday, from 9 a.m to 5 p.m (PST)

Email: [esupport@twu.ca](mailto:esupport@twu.ca) (faster response)

**Lower Mainland:** 604-883-HELP (4357)

**Toll free North America:** 1-866-614-4652

**Internationally:** 1-888-1-614-4652

## COURSE DESCRIPTION

## TOPICS & OBJECTIVES

## COURSE PROCEDURES

*[Please state your expectations for class participation clearly here. We are in the process of trying to encourage the students to become more interactive in their online classrooms. We are considering developing a MAL minimum standard of participation for students in the future. Below is MAL's suggestion for minimum student participation]*

**COURSE PARTICIPATION:** Students are expected to contribute to the ongoing class discussion by posting a minimum of three substantive commentaries in the classroom forum on at least three out of seven days *on weeks that require forum participation*. *Out of a 10 week course, six of those weeks will require forum participation.* **Learning Team participation, posts in the Virtual Collegium, and class assignments do not count towards class participation.**

**THREADING:** Be careful to thread your messages properly: Post underneath the subject you are responding to, and have the subject line accurately reflect the post. All assignments in this class should be posted to the designated thread, which I will usually post in the main forum. If there is not a thread up at the time you would like to post you may initiate a class thread and then post underneath that thread.

**FEEDBACK ON ASSIGNMENTS AND THE WEEK:** I will send each of you a private interim weekly report to your email address within seven days of the end of each week, evaluating the work you have submitted during that week.

**LATE ASSIGNMENTS POLICY:** *[Please clearly state your policy here.]*

**SUBJECT LINES & HEADINGS FOR PAPERS:** *[Please clarify any preferences you have here.]* All assignments (individual papers, team papers, DQs and weekly compendiums) should have the following subject lines and headings when posted:

*W1 – DQ 1—Name of DQ W1 – Name of Paper—Team A*

**CONFIDENTIALITY:** Part of the richness in the course dialogue is that learners share from their life/professional experiences to illustrate the lessons they've learned. We ask that you share discreetly and use pseudonyms when possible. Do not share any confidential or proprietary information about your employer.

**NO ATTACHMENTS:** Do not use attachments during this class, in the main forum, except for team feedback forms and PowerPoint presentations.

**TECHNOLOGY CONCERNS:** If you are unable to post your assignments to the class Forums because of TWU server problems, ... Explain what you would like the students to do].

*An optional way of handling it below:*

*Send it to my personal e-mail ONLY if you cannot send it to my TWU e-mail. Then post the assignment to the proper class Forum as soon as you are connected to the server again.*

*[Ensure you inform students about how to handle technical difficulties when submitting assignments.]*

**APA FORMATTING:** All major papers need to be written and cited in APA.

**ACADEMIC HONESTY:** Academic honesty is mandatory in the online environment, just as it is on campus at Trinity Western University.

Academic dishonesty may include cheating on exams, tests, lab etc., impersonating another student at a test or exam; falsifying or misrepresenting information on academic records; submitting the same or substantially the same essay for credit in more than one course without faculty permission; or plagiarism.

*Plagiarism (from the Latin word for "kidnapper") is the presentation of someone else's ideas or words as your own. Whether deliberate or accidental, plagiarism is a serious and often punishable offence" (The Little Brown Handbook, 2nd Canadian Edition, p.555). According to this handbook, accidental plagiarism is where one has carelessly neglected to place quotation marks around another writer's ideas. Deliberate plagiarism exists where a phrase, sentence, or even longer passage is passed off as someone else's ideas without acknowledgement, or where one hands in as one's own someone else's partial or entire paper, whether acquired from another person, through the Internet, or other source. (TWU)*

**TEAM WORK:** *[Please clarify any preferences you have here.]*

**TEAM EVALUATION PROCESS:** *[Please clarify any preferences you have here. See example syllabus for ideas.]*

## WRITING GUIDELINES

### **Scholarly insight & higher order thinking**

Your papers should include your own thoughtful analysis of the topic and contribute to a substantive understanding of the subject. Papers should relate to the topic at hand, and should be developed around an analytical framework that most effectively communicates your ideas. Use higher order thinking skills and critical analysis to write your papers. Your papers should reflect your original ideas and creativity.

### **Theories and ideas**

Through your research, you will find differing perspectives and theories. Carefully choose the theories and ideas that you will include in your paper and explain them thoroughly. Ensure that your explanation of facts, arguments and conclusions is logical and consistent.

### **Language, grammar and editing**

In your writing, use simple, straightforward language. Avoid using jargon or a complex sentence structure that detracts from the intent of your message. Please use standard Canadian English, and ensure that spelling and grammar is correct. Before submitting a paper, edit it yourself and ask colleagues to review it as well. Rewrite any sections that are problematic.

### **Structure and presentation**

The structure and organization of your papers should mirror the practices of other scholarly works in your field of study. When referencing sources, use the style outlined in the APA style guide. APA is the official style guide for the MAL program. For formal papers, your cover sheet and margins must adhere to this style. For DQs, weekly compendiums, or forum postings, only the citations need to follow APA references.

## MAL GRADING PROCEDURES—Effective 2/06

In an effort to ensure consistency in the MAL assignment of grades and to inform graduate students of assessments of the quality of work at the graduate level, the following interpretation of grades in assignments and courses offers a guideline.

Letter Grade	%	Grade Point Value	Meaning in Graduate Work <i>Note: For assignments that meet criteria in several categories, instructors will assign an average grade.</i>
<b>A+</b>	95-100	4.3	Exceptionally well-reasoned, compelling development of position. Outstanding incorporation of personal vision as well as of references and resources. Strikingly appropriate examples. Extraordinary insight, critical analytical and evaluative ability, and creativity. Superlative style and language usage. Makes an original contribution and is potentially publishable.
<b>A</b>	90-94	4.0	Well-argued and convincing development of position. Insightful incorporation of personal vision as well as of references and resources. Notably appropriate examples. Excellent insight, critical analytic and evaluative ability, and creativity. Impressive style and language use.
<b>A-</b>	85-89	3.7	Thorough and plausible development of position. Skillful incorporation of personal vision as well as of references and resources. Very good examples. Very good insight, analytic and evaluative ability, and creativity. Commendable and fluent style and language usage.
<b>B+</b>	80-84	3.3	Proficient development of position. Appropriate incorporation of personal vision as well as of references and resources. Relevant examples. Good quality insight, analytic and evaluative ability, and creativity. Clear and correct style and language usage.
<b>B</b>	75-79	3.0	Competent development of position, but possibly with some gaps and/or limitations. Satisfactory incorporation of personal vision as well as of references and resources. Satisfactory examples. Reasonable insight, analytic and evaluative ability. Little creativity. Generally satisfactory style and language usage, but possibly with some minor flaws.
<b>B-</b>	70-74	2.7	Passable but unimpressive development of position. Position not completely consistent with personal vision <i>or</i> references and resources not taken fully into account <i>or</i> examples are basic or not completely convincing <i>or</i> barely acceptable insight and analytic and evaluative ability. Adequate style and language usage, but with weaknesses in some respects (e.g., clarity, coherence, grammar). Overall quality shows noticeable deficiencies.
<b>C</b>	<70	2.0	Unacceptable work at graduate level. Shows lack of understanding and/or competence in several of the criteria described above. <i>This grade is a failing grade at the graduate level, and students receiving a "C" course grade are required to re-take the course.</i>

### Other Designated Grades

**P = Pass** (not calculated into cumulative GPA)

**F = Failure** (below 70%). Used in pass/fail courses.

**INC = Incomplete.** A grade may be incomplete if assignments remain outstanding in a course or if the instructor has not yet submitted a grade. If assignments remain outstanding at the end of a course, students must obtain and complete an incomplete grade form from Enrollment Services.

**W = Withdrew.** This grade is assigned for students withdrawing during the first half of the course.

**WP /WF = Withdrew passing / Withdrew failing.** These grades are assigned to students withdrawing during the second half of a course. Grades are not computed into the cumulative



## GRADED ACTIVITIES

Following is a description of each of the aforementioned graded activities:

*[Please share a description for each graded assignment that is required for this course. You may use the following if you wish.]*

**Discussion Questions** Each week, I will pose a series of questions that pertain to that week's reading and lecture subject(s). Your initial responses to these questions must be posted on the correct thread in the main forum.

I will post each question in the main forum to establish a thread to which you can respond. The initial response to each Discussion Question is graded separately from the participation requirement as described under the participation heading above. Initial responses to the Discussion Questions do not count toward satisfying the requirement to participate three out of seven days in the week. A large percentage of what you ultimately learn in this course takes place in these threads. Everyone in the discussion will share and refine their respective understanding of the course materials. The threaded discussions are where each of you will strive to connect what you have read in the text and the weekly lecture with what you have experienced, are experiencing, or should be experiencing within your respective organizations.

Moving between theory and application and making sense of the connections between the two is an essential part of this learning environment. Put great effort into your individual participation, and pay close attention to the direction and content of these discussions as we move through the course. Your individual accomplishment of these connections will greatly determine your grade in this area of the course. **Hints** When answering the DQ, re-read the question to avoid rambling, and ensure that you fully answer the question. Organize your DQs so that your first sentence is your topic sentence. Make a statement, and then use the remaining sentences in the paragraph to support your thesis. After reading your response the reader should be clear about your position on the subject. Don't be afraid to go out on a limb; you can reframe your thinking and change your mind later if you choose. Examining issues in a new way is at the core of learning.

**Weekly Compendium** Using the following sources to produce your compendium:

Textbook reading, Article reading, Weekly lecture, Discussion questions responses, General in-class dialogue

Weekly Compendiums should cover many concepts—not just one or two ideas. They should be approximately 400 words (not including direct quotes), and should be predominantly based on the content of the class (only 15% on the process). The compendium is not meant to rehash previous discussions, nor simply outline textbook chapters, but is an analysis of what you have learned from participating in all facets of the course during the week. Weekly compendiums are due in the main forum on day seven of each week. Use the thread provided. We do not take formal tests in this class,

therefore, this is an important venue for you to demonstrate your learning and show that you are up-to-date with the course reading. Let me know what has impacted you the most. What is your favorite passage or quote that you have come across this week? Which theories seem most, or least, applicable to your field? You are studying to be an "expert" in this field. You are not here to passively absorb the material, but to influence and shape the field. The compendium should be full of specific pearls of wisdom that you would like to remember from this class and also questions that you plan to pursue later in your scholarly and professional development.

## SUBSTANTIVE PARTICIPATION

We have a tremendous opportunity to build upon one another's knowledge, insights, and experience. Our goal is to be collaborative in the forum. At times we will respectfully challenge each other. I anticipate that this will be a rich time of dialogue. To create a safe environment for this to take place, we must build a supportive subculture that encourages one another. Disagreeing and challenging can be stimulating if done in an edifying manner.

### **Substantive Participation/Posting may include:**

- Providing a new thought, idea, or perspective.
- Citing an experience or example of what we are learning.
- Adding a new twist on a perspective.
- Critically thinking about an idea/concept.
- Questioning or challenging a principle/perspective.

### **What Substantive Participation is NOT:**

- Very basic comments such as "I agree" or "I disagree."
- Restating what has been said (*unless there is a direct purpose in doing so*).
- Disrespectfully disagreeing.
- Pat answers that are not thought-provoking.

### **Below are examples of how to stimulate your own and others' thinking:**

- What would happen if...
- Other times it may be helpful to...
- It is my understanding...what is your experience with this?
- You might approach this from...
- Is it possible that...
- Would you consider...
- Maybe...
- Possibly...
- Sometimes...
- I'm wondering if...

- ✦ Do you think...
- ✦ Perhaps...

# READING ASSIGNMENTS

## Week 1 Reading

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Text / Article / Web	Author	Section

## Week 2 Reading

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Text / Article / Web	Author	Section

# WRITTEN ASSIGNMENTS

[Share insights on your expectations for written assignments]

**Week 0, Day 0**

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## LEARNING TEAM ASSIGNMENTS

**Learning Team Charter:** Too often groups assume adults know how to deal with one another, but the team charter simply defines "the rules" for all to understand. Teams sometimes are so focused on completing tasks that they do not realize that the process of working together is what allows the tasks to be completed successfully. Sometimes groups assume that there will not be conflict; the charter, simply plans for how such differences will be handled. A team charter is crucial for all members to be fully aware of expectations and operating approach.

### **Learning Team Planning:**

#### **Week 0, Day 0**

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