

ASSEMBLIES OF GOD THEOLOGICAL SEMINARY
Evangel University

PTH 556 Field Education Research Project
(Enhanced for Online Learning)
(3 Credits)
Fridays 11:00a.m.-1:45p.m.
(Room 226)

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Spring 2018
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Monday – Friday 9a.m. to 4p.m.

COURSE SYLLABUS

COURSE DESCRIPTION

This course is designed for students pursuing the Master of Divinity, Master of Arts in Intercultural Studies, Master of Leadership and Ministry, or Master of Pastoral Leadership. It requires significant research in biblical and contemporary literature in relation to ministry praxis in a local church, parachurch, and/or intercultural context. It leads to the production of an integrative, field-based writing project. *See GMD Field Education Research Project Manual. Note: This summative course should be taken during the last year of study.*

EVANGEL UNIVERSITY MISSION STATEMENT

Evangel University is a comprehensive Christian university committed to excellence in educating and equipping students to become Spirit-empowered servants of God who impact the church and society globally.

ASSEMBLIES OF GOD THEOLOGICAL SEMINARY MISSION STATEMENT

The mission of the Assemblies of God Theological Seminary is to equip servant leaders with knowledge, skill, and passion to revitalize the Church and evangelize the world in the power of the Holy Spirit.

OBJECTIVES

CLOs	PLOs	EU 20	FWE
<u>MAIS/MDiv/MLM/MPL</u> 1. Articulate a theological rationale for implementing a ministry plan or program in a local context. 2. Summarize the essential elements of professional praxis for their local ministry plan/ program. 3. Construct and	<u>MAIS</u> 1. Make decisions, live and serve according to revealed truth and the will of God. 2. Develop biblical theology of missions which addresses the contemporary missional context 3. Utilize the tools of the social sciences to develop a plan to	C1. Spiritual Formation: Practice spiritual disciplines and articulate the contribution of these disciplines to their personal relationship with Christ. C3. Biblical Interpretation: Employ sound interpretive practices when reading Scripture.	Outcome 1: Pastors, Christian leaders and local churches prioritize helping people live integrated lives wholly centered on discipleship to Christ, not limiting “mission” and “ministry” to church activities.

<p>implement a plan/program for leading a local ministry based upon their project research.</p> <p>4. Assess the effectiveness of their local ministry plan/program and its value to the larger ministry community.</p> <p><u>MDiv only</u></p> <p>5. Provide a strong exegetical basis for the theological rationale used in their ministry plan/ program.</p> <p>6. Identify the historical theological development of their research topic and assess its relevance to their local ministry plan/program.</p>	<p>communicate the gospel in word and deed to persons of another culture.</p> <p>4. Facilitate the ongoing process of contextualization as missional leaders and communities of faith in specific settings.</p> <p>5. Articulate a Spirit driven missiology and praxis.</p> <p>6. Identify, exemplify and foment biblical leadership.</p> <p><u>MDiv</u></p> <p>1. Construct a paradigm for bridging the horizons between the ancient biblical text and the contemporary world</p> <p>4. Discuss the major issues and key figures in church history and biblical and systematic theology in light of the mission of God</p> <p>7. Construct individual and corporate methods for spiritual and emotional growth.</p> <p>9. Apply biblical/ theological foundations and current ministry practices to specific ministry contexts.</p> <p><u>MLM</u></p> <p>1. Construct individual and corporate methods for spiritual and emotional growth.</p> <p>3. Apply biblical/theological foundations and current ministry practices to specific ministry contexts.</p> <p><u>MPL</u></p> <p>1. Demonstrate effective leadership for the</p>	<p>E3. Historical Inquiry: Define essential issues in human history, identify ways others have addressed those issues, and explore the applicability of those approaches to other intellectual, political, social, and/or spiritual contexts.</p> <p>E4. Research & Analysis: Evaluate research, analyze data, and articulate arguments according to accepted methodologies in the liberal arts and sciences.</p> <p>G4. Perspectives & Worldviews: Articulate their own perspectives and respect, understand, and evaluate the perspectives of other individuals and the worldviews of other people groups, historic and contemporary.</p>	<p>Outcome 4: Pastors, Christian leaders and local churches prioritize helping people recognize the poor, the marginalized and the culturally different as fellow stewards whose work is equally important in God's plan, cultivating trust and economic opportunity rather than division and dependency.</p> <p>Outcome 6: Pastors, Christian leaders and local churches prioritize helping people take responsible action, individually and as communities— energetically pursuing justice, mercy and flourishing while recognizing the complex challenges and limitations we face in the present age.</p>
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	<p>churches and ministries they serve through:</p> <ul style="list-style-type: none"> a. Constructing individual and corporate methods for emotional and spiritual growth. c. Articulating the essential elements of congregational health and development. <p>2. Demonstrate enhanced communication through:</p> <ul style="list-style-type: none"> c. Designing methods to strengthen the discipleship programs of their churches. <p>3. Demonstrate an increasing missional awareness through:</p> <ul style="list-style-type: none"> a. Developing their practices of ministry guided by the mission of God. b. Aligning the evangelism and discipleship ministries of their church with God's mission. c. Evaluating the ethical and social concerns of their ministry contexts in light of God's mission. 		
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TEXTBOOKS

Strunk, William, Jr. and E.B. White. *The Elements of Style (4th Edition)*. Boston, MA: Allyn and Bacon, 1999. (105 pages, ISBN: 978-0205309023).

Turabian, Kate L., *A Manual for Writers of Research Papers, Theses, and Dissertations, Eighth Edition: Chicago Style for Students and Researchers*. Chicago, IL: University Of Chicago Press, 2013. (464 pages, ISBN: 978-0226816388).



For information on textbook pricing, go to <http://www.bkstr.com/evangelstore/home>.

BASIC OUTLINE

COURSE OUTLINE (Overview)

Module	Dates	Lesson	Activity	Due	Points
Module 1	Jan 12-18, 2018	Course Overview	AIS Assignment CDF Posting	Thurs., Jan. 18, 11:59PM	
Module 2	Jan 19-25, 2018	Topic Selection	CDF Posting	Thurs., Jan. 25, 11:59PM	10
Module 3	Jan 26-Feb 1, 2018	Theo. Research – Bible Texts or Exegetical Focus	CDF Posting	Thurs., Feb. 1, 11:59PM	10
Module 4	Feb 2-8, 2018	Theo. Research – Theo. Reflection	CDF Posting	Thurs., Feb. 8, 11:59PM	
Module 5	Feb 9-15, 2018	Theo. Research – Historical (MDiv Only) & Prof. Research Focus	CDF Posting	Thurs., Feb. 15, 11:59PM	10
Module 6	Feb 16-22, 2018	Writing Style & Formatting	Reading Report	Thurs., Feb. 22, 11:59PM	50
Module 7	Feb 23-Mar 1, 2018	Professional Assessments	POM Assessment	Thurs., Mar. 1, 11:59PM	
Module 8	Mar 2-8, 2018	Professional Assessments	NEO Assessment	Thurs., Mar. 8, 11:59PM	
Module 9	Mar 9-15, 2018	Project Outline	CDF Posting	Thurs., Mar. 15, 11:59PM	10
SPRING STUDY WEEK -- Mar. 12-16, 2018 (No Seated Class Session on Mar. 16)					
Module 10	Mar 16-22, 2018	Draft Bibliography	CDF Posting	Thurs., Mar. 22, 11:59PM	
Module 11	Mar 23-29, 2018	Faith, Work & Economics	CDF Posting	Thurs., Mar. 29, 11:59PM	
Module 12	Mar 30-Apr 5, 2018	POM & NEO Review	No Assignments	Thurs., Apr. 5, 11:59PM	10
Module 13	Apr 6-12, 2018	First Draft	Turnitin.com Project Review	Thurs., Apr. 12, 11:59PM	
Module 14	Apr 13-19, 2018	Project Edits	No Assignments	Thurs., Apr. 19, 11:59PM	
Module 15	Apr 20-27, 2018	Final Project		Fri., Apr. 27, 11:59PM	100

COURSE OUTLINE: (Enhanced Version)

Module 1 – 1/12-18: Course Overview

Assignments: Due by 11:59pm, Thursday, Jan. 18

a. Academic Integrity Statement:

- Complete the Academic Integrity Statement and submit it to the course instructor via Canvas

b. Lecture w/ Dr. Randy C. Walls

- Attend the course overview lecture or view the video lecture using the link provided in the Course Modules folder.

c. CDF Posting: Personal Introduction Statement

- Post a **200(ish)-word personal introduction statement** to let your classmates know who you are, where you were born, where you lived prior to coming to Springfield, why you are at AGTS, your absolutely most favorite thing to do, and one thing that most people don't know about you.

- Review several of your classmates' posts, particularly those in the course who you don't know very well. If you wish to respond with further inquiries or dialogue, feel free to do so.
- The intent of this exercise is to familiarize you with the actual discussion forum posting and response mechanism. Since this is a personal posting and relational response it will carry no point value and not be graded according to the initial posting requirements noted above.

d. Reading:

- Begin reading the Strunk and White text.

Module 2 – 1/19-25: Topic Selection & Biblical Exposition

Assignments: Due by 11:59 p.m. on Thursday, Jan. 25, 2018.

a. Lecture:

- Attend the course topic selection, bible exposition and exegesis lectures or view the video lectures using the link provided in the Canvas Modules folder.

b. CDF Posting: Project Topic

- Submit your **project topic** and provide a **25-50 word rationale** for selecting this subject of research.
 - View your classmates' project topic postings.
 - Dialogue on the CDF with your peers regarding their topics and potential collaborative efforts with them if your topics are similar or within the same discipline.

Module 3 – 1/26-2/1: Theological Research & Library Orientation

Assignments: Due by 11:59 p.m. on Thursday, Feb. 2, 2018.

a. Lecture:

- Attend the theological/historical reflection and library resource lectures or view the video lectures using the links provided in the Canvas Modules folder.

b. CDF Posting: Biblical/Exegetical Focus

- Post a **50-word reflection** statement on the key texts (MACM) or exegetical areas (MDiv) you anticipate studying for your topic.
 - Dialogue on the CDF as you wish with your peers regarding their texts/exegetical areas with any suggestions about other possibilities.

Module 4 – 2/2-8: Professional Research

Assignments: Due by 11:59 p.m. on Thursday, Feb. 8, 2018.

a. Lecture:

- Attend the professional research lecture or view the video lecture using the links provided in the Canvas Modules folder.

b. CDF Posting: Theological (Historical-MDiv Only) Focus

- Post a **50-word reflection** statement on the key theological reflection areas you anticipate studying for your topic. If you are an MDiv student, include the historical person, event or writing you plan to investigate as part of your theological reflection.
 - Dialogue on the CDF as you wish with your peers regarding their theological areas with any suggestions about other possibilities.

Module 5 – 2/9-15: Writing Style & Grading Rubric

Assignments: Due by 11:59 p.m. on Thursday, Feb. 15, 2018.

- a. **Lecture:**
 - Attend the grading rubric and writing style lectures or view the video lectures using the link provided in the Canvas Modules folder.
- b. **CDF Posting: Professional Focus**
 - Post a **50-word reflection** statement on the professional literature areas you anticipate studying for your topic. Dialogue on the CDF as you wish with your peers regarding their areas with any suggestions about other possibilities.

Module 6 – 2/16-22: No Seated Class Session

Assignments: Due by 11:59 p.m. on Thursday, Feb. 22, 2018.

- a. **Reading Report: Strunk & White**
 - Complete the reading of the **Strunk & White** text and submit (by Dropbox) a reading reflection report. The report should be submitted to the Dropbox as a Word .docx or .doc format.

Module 7 – 2/23-/3-1: Professional Assessments (No seated class session)

Assignments: Due by 11:59 p.m. on Thursday, March 1, 2018

- a. **Profiles of Ministry Assessment (P.O.M.)**
 - Complete the Profiles of Ministry assessment provided in the course materials section in week seven and submit it the course instructor via the Dropbox folder in Canvas. The POM Casebook provides the case studies you need to review in order to choose your responses to each section of the POM Score Sheet.
 - Since the P.O.M. is in an electronic format, it must be printed and completed in hard copy. The completed hard copy must then be scanned and submitted to the **Dropbox** in a .pdf format. Please insure that the image clearly displays the assessment markings so that the assessment can be properly evaluated.

Module 8 – 3/2-8: Professional Assessments (continued) (No seated class session)

Assignments: Due by 11:59 p.m. on Thursday, Mar. 8, 2018.

- a. **N.E.O. Personality Inventory (N.E.O.)**
 - Complete the N.E.O. Personality Inventory.
 - An email will be sent to your student email address providing a link to the online assessment portal. FYI: This portal is not in the Canvas system.

Module 9 – 3/9-15: (No Seated Class Session)

Assignments: Due by 11:59 p.m. on Thursday, Mar. 15, 2018.

- a. **Project Outline**
 - Submit your **project outline**.
 - Review your peers' outlines and provide any suggestions/ feedback on their projects.

SPRING STUDY WEEK (March 12-16, 2018)
(no seated class session on Friday, March 16)

Module 10 - 3/16-22: (No Seated Class Session)

Assignment: Due by 11:59 p.m. on Thursday, Mar. 22, 2018.

- a. **Draft Bibliographies**

- Submit your first draft **theological and professional literature** working **bibliographies**.
- Review your peers' bibliographies for potential research sources.

Module 11 – 3/23-29: Grading Rubric Review & Faith, Work and Economics

Assignments: No assignments due

a. Lecture:

- Attend the project grading rubric review and faith, work and economics lectures or view the video lectures using the link provided in the Canvas Modules folder.

b. Final Bibliographies:

- Submit your final **theological and professional literature bibliographies** to the course Dropbox. The file must be submitted in a .docx or .doc format.

Module 12 – 3/30-4/5: POM & NEO Assessments

Assignment: Due by 11:59 p.m. on Thursday, Apr. 5, 2018.

a. Lecture:

- Attend the P.O.M. & N.E.O. assessment review lectures or view the video lectures using the link provided in the Canvas Modules folder.

Module 13 – 4/6-12: (No Seated Class Session)

Assignment: Due by 11:59 p.m. on Thursday, Apr. 12, 2018.

a. Project First Draft

- If you wish, submit the first written drafts of your research (Turnitin).

Module 14 – 4/13-19: (No Seated Class Session)

Assignment: Due by 11:59 p.m. on Thursday, Apr. 19, 2018.

a. Editorial input:

- Submit the project to your editor.

Module 15 – 4/20-27: (No Seated Class Session)

Assignment: Due by 11:59 p.m. on Friday, April 27, 2018

a. Final Project:

- Complete the final draft of your project and submit it to Canvas in a .docx or .doc format.

METHODOLOGY

The professor will utilize lectures, readings, discussion forums, writing assignments, and assessment instruments to achieve the course objectives.

COURSE REQUIREMENTS

1. Attend all the course lectures or view each of them in video format.
2. Read the assigned text and complete the reading reflection report on the date specified in the course outline.
3. Complete all discussion forum assignments by the dates noted in the course outline.
4. Submit a 30-50 page (MAIS/MLM/MPL) or 40-60 page (MDiv) project to the course instructor by the due date noted in the course outline.

ACADEMIC INTEGRITY

It is assumed that students at AGTS will endeavor to be honest and of high integrity in all matters pertaining to Seminary life. A lack of respect and integrity is evidenced by cheating, fabricating,

plagiarizing, misusing facilities, removing books and other property not one's own, and disrupting classes.

Cheating is defined as "intentionally using or attempting to use unauthorized materials, information or study aids in any academic exercise." It is assumed that whatever is submitted by a student is the work of that student and is new work for that course. Fabrication is "intentional and unauthorized falsification or invention of any information or citation in an academic exercise or form." Plagiarism is "intentionally or knowingly representing the words or ideas of another as one's own in any academic exercise." One who facilitates any of the above is equally responsible with the primary violator.

Penalties may include restitution, an "F" on an individual paper, exam, or course; loss of campus employment; disciplinary probation; removal from extracurricular activities; and suspension.

THE USE OF COMPUTERS IN THE CLASSROOM

The use of computers for word processing in the classroom represents a privilege given to students to enhance their learning. They may be used only for purposes related to the course. It is therefore a breach of classroom etiquette, an act of rudeness, and a distraction to other students, when computers are also used to surf the web, watch videos, play games, and send messages, etc., during class time. The professor assumes that seminarians will be persons of integrity when using computers in the classroom.

NON-DISCRIMINATORY LANGUAGE

Students should use non-discriminatory language in all written and spoken communication in this class. For specific guidelines, see the Student Handbook at <https://www.evangel.edu/wp-content/uploads/2012/01/Student-Handbook-2018-18.pdf>

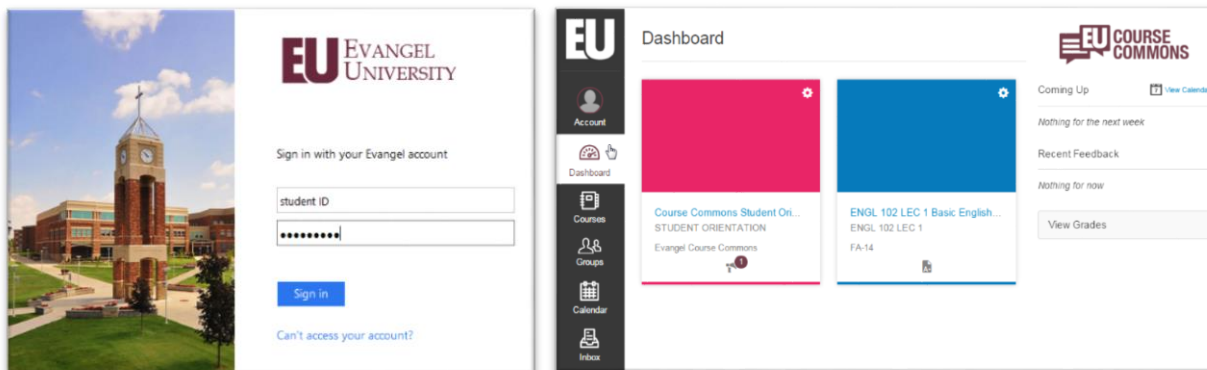
DISABILITY ACCOMODATION

Assemblies of God Theological Seminary, Evangel University, is committed to equal educational opportunities for students with disabilities in accordance with Section 504 of the Rehabilitation Act of 1973 and the American with Disabilities Act as amended (ADA). Academic Support, a division of the Center for Student Success, is the office designated to review disability documentation, determine reasonable accommodations, and develop plans for the provision of such accommodations.

If you have already established accommodations through Academic Support and receive accommodation memos, please meet with the professor to discuss the provisions of those accommodations as soon as possible (accommodations are not retroactive). If you have not yet established accommodations, but have a disability or health condition (permanent or temporary) that may have some impact on your work in this class and for which you may require accommodations, you are welcome to contact the Academic Support staff in the Center for Student Success (ZM-208; 417-865-2815 x.8215) so that accommodations can be arranged. See the Disability and Academic Accommodations Handbook for further information on the accommodations process.

COURSE COMMONS


This course will use Course Commons, Evangel's learning management system. There are links to Course Commons in the Student Portal and the Evangel website. The login page for Course Commons is <https://courses.evangel.com/>.



Use your Evangel username and password to login.

Course Commons Student Orientation

All Evangel students have access to the [Course Commons Student Orientation](#). If you are new to Course Commons, you are encouraged to take advantage of this excellent resource. As part of your course preparation, this will help you make the most of the features that are available to you as a student.



Course Commons Student Orientation

This self-paced orientation contains video tutorials, how-to's, step-by-step instructions, and frequently asked questions for using Course Commons.

Click on any of the links below to get started.

- i Getting Started
- ≡ During Your Course
- ? Help and FAQ
- 📄 Student Quickstart Guide

Accessing the Course in Course Commons

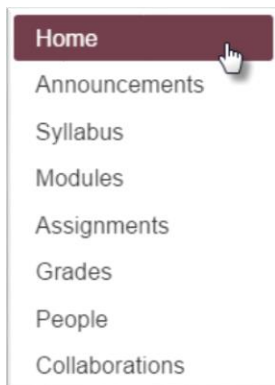
Access your courses list by clicking on the Courses icon on the Global Navigation menu on the left of the screen. You can also click on the course card on the Dashboard.

To customize your Courses list, see the following Help Guide: [How do I customize my Courses list?](#)

Students will have access to this course in Course Commons seven (7) days before the official beginning of the semester. Students have until seven (7) days after the semester begins to complete financial registration. If financial registration is not completed by the seventh day, course access will be revoked. After the end of the semester, students will have read-only access to the course through Course Commons. Only access to already submitted work, course resources and grades will be available.

Accessing Course Content in Course Commons

The professor controls the availability of course content and features. Some items may be unavailable until a date set by the professor.



You can navigate the course content and features using the Course Navigation menu on the left. This menu can be customized by the professor, so it may differ from course to course, depending on what features the professor has chosen to make available.

You can collapse the Course Navigation menu to focus on the page content. Click on the menu icon in the upper left (which looks like 3 lines). You can expand the menu by clicking on the menu icon again.

All course content (syllabus, modules, course materials, assignments, online quizzes, online discussions, grades, etc.) can be accessed using the links in the Course Navigation menu.

Personal Settings in Course Commons

Students can adjust their personal settings in Course Commons. Click on the Account icon to access the Account menu.

On the **Profile** page, you can add a profile picture to your account. You can also edit your display name, which will show to your instructor and peers throughout Course Commons.

The **Settings** link allows you to add additional contact methods (personal email or cell phone number for text message alerts) to your account. You can also add external services, like Twitter, Skype or Google Drive.

The **Notifications** link allows you to customize *what* notifications you receive from Course Commons and *how* and *when* you receive them. This is a student-centered feature that allows you to optimize your notifications to help you stay connected to what is happening in all your courses.

For more information, see the following pages in the Course Commons Student Orientation: [How to Update your Profile and Settings](#) and [How to Update Your Notifications Preferences](#).

Accessing Grades in Course Commons

All course grades will be recorded and shown through Course Commons.

Simply click the “Grades” button on the lower right of the Dashboard to access your grades for all courses. You can also use the Grades link in the Course Navigation to access your grades for this course. For more information on how to check your grades and what you can do from the Grades page, see the following page from the Course Commons Student Orientation: [How to Check My Grades](#).

How to Get Help with Course Commons

Help is never more than a few clicks away! You can access the Help menu from any page in Course Commons.

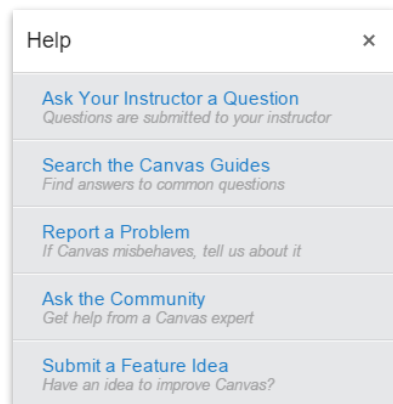
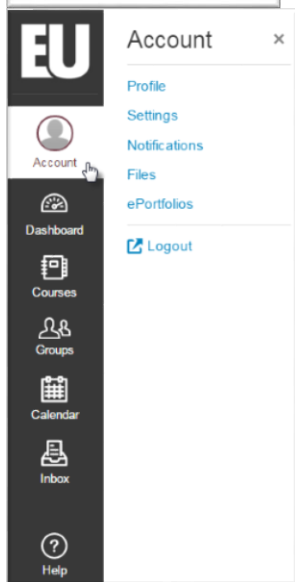
Click on the Help icon in the lower left corner of the screen. Because the Course Commons is powered by the Canvas Learning Management System, all help guides and helpdesk tickets will reference Canvas.

From the Help menu, you can send a message to your instructor, search the Canvas Help Guides, or report a problem.

You can browse and search the Help Guides using the following link: <https://community.canvaslms.com/community/answers/guides/>.

Course Commons Troubleshooting

Do you have a question about a quiz, an assignment, or another item in the course? Contact your professor.



Are you having technical problems with Course Commons? Click the Help icon, click “Report a Problem” and complete the form to file a ticket for a personal response from the support team. Please be sure to include a thorough description of the problem.

Are you having trouble with your Evangel account (username and password)? Contact the IT Helpdesk at 417-865-2815 ext. 8368 (phone), helpdesk@evangel.edu (email), or help.evangel.edu.

GRADING PROCEDURE

Grades will be based on number of points accumulated by completing assignments and quizzes. Points accumulated will be divided by the total points available in the class. The grading will be based on the following:

Total Points Possible:		
Category	Points	Percentage
Reading Report	50	5
Forums/Dropboxes	50	15
Research Project	100	80
Total	200	100

AGTS grading scale

Percent	Grade	Percent	Grade
100-94%	A	76-74%	C
93-90%	A-	73-70%	C-
89-87%	B+	69-67%	D+
86-84%	B	66-64%	D
83-80%	B-	63-60%	D-
79-77%	C+	Below 60%	F

Students should retain a copy of all work submitted, until they have received a grade for this work. Students are expected to complete all course work in a timely fashion as specified in this syllabus. A grade of IP (In Process) will be issued if the course ends after the AGTS semester ends. A grade of I (Incomplete) may be granted at the discretion of the professor for extenuating circumstances upon the presentation of the Incomplete Grade Request form: <http://agts.edu/current-students/administrative-forms/>.

The approved Incomplete request will extend the due date for up to ninety days, may include a grade reduction, and will be assessed a grade change fee. Students may not register for courses in a new term if carrying more than two IP or I grades.

SPECIFIC DATA

Syllabus prepared by Dr. Randy Walls, Fall 2018.