

AZUSA PACIFIC UNIVERSITY

**Undergraduate Division, School of Theology
Course Instruction Plan
Fall 2009**

Course: CMIN 316 The Art of Leadership
Prerequisites: CMIN 108, CMIN 206 or instructor's permission
General Studies
Requirements: Meets Writing Intensive Requirement.
Schedule: T, Th 1:05 – 2:30
Room: Duke 507
Professor: Paul Shrier, Ph.D
Office: Duke 251
Email: pshrier@apu.edu
Telephone: 626 815-600 ext. 5628
Admin. Assistant: Pat Losie (plosie@apu.edu; ext. 5452)
Emergency Contact: ext. 5452.
Class Website: Download class articles and grading rubrics at this site:
<http://groups.apu.edu/practicaltheo/courses.htm>

Office hours:

I am available by appointment. Please email me with three times that you are available. I am often available from 11:30 – 12:30 or 4:20 – 5:30 on Tuesday or Thursday. We can make appointments at other times if these times cannot work for you.

APU Mission Statement:

Azusa Pacific University is an evangelical Christian community of disciples and scholars who seek to advance the work of God in the world through academic excellence in liberal arts and professional programs of higher education that encourage students to develop a Christian perspective of truth and life.

Department of Practical Theology Mission Statement:

The Department of Practical Theology equips undergraduate students majoring in Youth Ministry and Christian Ministries for professional ministry tasks and relationships in a transformational Christian community through multidisciplinary education and ministerial experiences that promote theological reflection, faith integration and spiritual formation.

Course Description:

This course helps the ministry and church leader define leadership using theological, historical, biblical, and contemporary research. The course addresses the process of identifying and cultivating leadership styles within one's self and the people whom one serves. Writing Intensive.

Student Learning Outcomes (SLOs):

1. Students will demonstrate an understanding of basic leadership concepts.
2. Students will integrate Christian resources with secular models to develop their own Christian practice of leadership and followership.
3. Students will recognize task and relationship dimensions of organizational behavior.
4. Students will evaluate task and relationship components of a specific activity.
5. Students will learn to develop impact, output and action targets to guide the planning and implementation of activities.
6. Students will develop a volunteer training and motivation strategy for a specific church or non-profit activity.
7. Students will write a project development and implementation paper.
8. Students will present the results of their project development and implementation project.

Required Textbooks:

The New Oxford Annotated Bible. New Revised Standard Version. Bruce Metzger and Roland E. Murphy ed. New York: Oxford University Press, 1994.

Cahalan, Kathleen A. *Projects that Matter: Successful Planning and Evaluation for Religious Organizations.* The Alban Institute, 2003.

Course Requirements:

1. **Attendance and Active Participation (50 points):** You are expected to attend class, ask questions, and participate in discussions. You earn 2 points per full class attended and 1 point for classes when you are late. You will earn an additional point per class for positive class interactions. Any student who misses 9 hours or more of class (6 classes, 18 lates, any mix of two), for any reason will not have successfully completed the course. Please see Attendance Policy below for a detailed explanation.
2. **Reading Assignments (50 points):** I will observe through class discussions who has consistently read the assigned materials on time and answered the questions for each chapter. Students must take the initiative in class discussions to demonstrate their work. I will make a note of students who participate and demonstrate consistent, on-time reading and will award points at the end of the semester based on this participation. These activities correspond to SLOs 1 and 3.
3. **Class Assignments (50 points):** There will be in-class discussion assignments as well as assignments based on class materials. These assignments have a written and discussion grade. Most of these assignments will create materials for your

major projects. There are no make-up points available if you miss an in-class assignment. These activities correspond to SLOs 2, 4-6.

- 4. Major Paper (200 total points):** Students will write a major leadership evaluation and planning paper using the IMPACT approach. It will be submitted once when you have completed the first two steps, and again when the process is complete.
- This project has two purposes: First, to improve the impact of a current organization activity; second, to raise the skill level and motivation of the volunteers who implement the activity.
 - You must select an organization with whom you are currently involved for this project. You may select a church group activity, a non-profit or volunteer organization activity, a college ministry activity, or, with approval, the activity of a for profit organization. You must select an activity and group that matters to you!
 - You can work on this project in a group of two or three. If you choose to work in a group, I will meet with the group to modify the project requirements so the workload and challenge is similar to individual projects.

A detailed grading rubric will be provided for your project. This project corresponds to SLOs 2, 4-7.

All papers will be written using Chicago Style. Details can be found at:
<http://www.chicagomanualofstyle.org/home.html>

- 5. Project presentations (100 points):** At the end of the semester you will present your project to the class. Presentation guidelines will be provided. The presentation meets criteria for SLO 8.
- 6. Exam (75 points):** The mid-term exam will be based on the readings and discussions in class. Reading questions for Kathleen Cahalan, *Projects that Matter: Successful Planning and Evaluation for Religious Organizations* are posted on the website as “Cahalan Questions.” These questions will be the basis of class discussion and several will be used on the mid-term. This exam tests SLOs 1-3.
- 7. Final Exam Case Study (50 points):** You will work in groups to complete a case study for the final exam. At the exam, you will submit one 3-4 page report and present your results to the class. This exam will test proficiency required in SLOs 1-7.

Points Available:

50 points Attendance and Participation

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50 points	Reading Assignments
50 points	Class Assignments
	<u>Major Project Papers</u> (180 points)
80 points	Paper One
100 points	Paper Two
100 points	Presentation
70 points	Midterm
50 points	Final Exam
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550 points	Total grade

Grade Structure:

<u>Letter Grade</u>	<u>Percentage</u>	<u>Points Required</u>
A	95 – 100	522 – 550
A-	90 – 94.9	495 – 522
B+	87 – 89.9	476 - 521
B	84 – 86.9	458 - 475
B-	80 – 83.9	440 - 457
C+	77 – 79.9	421 - 440
C	74 – 76.9	402 - 420
C-	70 – 73.9	383 – 401
D+	67 – 69.9	364 – 382
D	64 – 66.9	345 - 364
D-	60 – 63.9	327 – 344
F	Below 60	Below 327

Classroom Behavior and Make-up Policy:

Students with Disabilities: Any student in this course who has a disability that might prevent him/her from fully demonstrating his/her abilities should meet with an advisor in the Learning Enrichment Center as soon as possible to initiate disability verification and discuss accommodations that might be necessary to ensure your full participation in the successful completion of the course requirements.

Attendance Policy:

Lectures, presentations, discussions, field trips, videos, etc. are an integral part of this course:

1. Class absences are only excused for official APU sanctioned activities such as choir, sporting events, or field trips or for illness, if the student brings a doctor's note. All other absences are unexcused. Please notify me beforehand if you will be absent.
2. If a student misses nine hours of class through any combination of excused or unexcused absences they have not successfully completed the requirements of the course. If you choose to take unexcused absences and then have an illness or other excused absences later in the semester, this policy still applies to you.

3. If a student has 12 lates or partial class attendance occurrences they did not successfully complete the course. Each late or partial class attendance will be measured in half class increments. If you have a combination of partial and full class absences equal to or greater than nine hours of class will not successfully complete the course.

Assignment submission policy:

1. All the assignments must be handed in at the beginning of the class period on the date due.
2. To receive full grades, a hard copy of all assignments must be turned in. They must meet the following criteria:
 - Student name and assignment title.
 - Stapled.
 - Full sentences.
 - Spell checked and grammar checked.
 - Proof read.
3. Late assignments are not accepted unless you provide documentation that you were ill or prior written notice that you will be participating in an APU sanctioned sporting event, music performance, class field trip or similar event.
4. You are responsible to submit late assignments for documented absences at the beginning of the following class.

Make-up Tests. There are no make-up assignments or tests given in this class. The only excuse for missing an assignment or test is a documented illness or APU sanctioned event participant absence. Documentation must be either a note from the school nurse or from a doctor. If you will be absent from an exam because you are participating in an approved school activity, you must make arrangements with the professor before the day of the exam. IF YOU HAVE SCHEDULED A TRIP OR ANY OTHER EVENT THAT IS NOT A SCHOOL-SANCTIONED AND APPROVED ACTIVITY, AND THAT EVENT CONFLICTS WITH AN EXAM, YOU WILL NOT BE ALLOWED TO MAKE UP THE EXAM IN ANY FASHION.

Early Final Examinations. According to APU policy, “No final examination shall be given to individual students BEFORE the regularly scheduled time. No exception can be made to this rule without the written approval of the instructor, the department chair, and the Dean of the School of Theology.” If you anticipate the need to take the final exam early, please initiate this procedure now.

Writing Center: Students are encouraged to make use of the resources available at the Writing Center, offices located in the Marshburn Library on East Campus. The Writing Center is available to help students with all aspects of their writing projects.

Academic Integrity: The mission of Azusa Pacific University includes cultivating in each student not only the academic skills that are required for a university degree, but also the characteristics of academic integrity that are integral to a sound Christian education. It is therefore part of the mission of the university to nurture in each student a

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sense of moral responsibility consistent with the biblical teachings of honesty and accountability. Furthermore, a breach of academic integrity is viewed not merely as a private matter between the student and an instructor but rather as an act that is fundamentally inconsistent with the purpose and mission of the entire university. A complete copy of the Academic Integrity Policy is available in the Office of Student Life, the Office of the Vice Provost for Undergraduate Programs, and online.

Expectations for this course regarding academic integrity in this class

- Students are expected to read and understand the APU academic integrity policy.
- Students are expected give truthful explanations concerning any gaps in attendance or participation in the class.
- Students may discuss assignments with fellow students.
- Students are expected to complete 100 per cent of the individual papers and assignments on their own.
- Students MAY NOT and share the work for individual assignments. Students MAY NOT show, verbally tell or in any other form share their final written answers for a writing assignment with another student.
- Students MAY NOT look at the multiple choice, True/False, or other answers or the written rough work of another student during a quiz or exam.
- Students MAY collaborate and share work for group presentations and papers.
- Students MAY NOT use unacknowledged sources, including previous student assignments, to complete their group projects or assignments.

Consequences for violations of academic integrity in this class

- Students who in any fashion deceive the professor concerning gaps in their participation in the class will receive zero on their participation grade (0/75).
- Students who collaborate on the writing assignments, through sharing assignment answers in any fashion will receive a zero on the assignment.
- Students who look at another student's quiz or exam will be given one warning. After the warning, students will receive a zero on the quiz or exam.
- Any student who has a second offense in any of the above cases will receive an F in the class.
- Any student who copies or in any other manner uses assignments from a previous semester will receive an F in the class.

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

CMIN 316 Bibliography

Badaracco, Joseph L. *Leading Quietly: An Unorthodox Guide to Doing the Right Thing*. Boston: Harvard Business School Press, 2002.

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Banks, Robert and Bernice M. Ledbetter. *Reviewing Leadership: A Christian Evaluation of Current Approaches*. Grand Rapids: Baker Academic, 2004.

Booth, Wayne C., Gregory G. Colomb, Joseph Williams. *The Craft of Research*. Chicago: University of Chicago Press, 1995.

Business: The Ultimate Resource. Cambridge, MA: Perseus Publishing, 2002.

Chappell, David L. *A Stone of Hope: Prophetic Religion and the Death of Jim Crow*. Chapel Hill: University of North Carolina Press, 2004.

Cooperrider, David L. and Diana Whitney. *Appreciative Inquiry: A Positive Revolution in Change*. San Francisco: Berrett-Koehler Publishers Inc., 2005.

Davis, Margaret, and David Weckler. *A Practical Guide to Organization Design*. Menlo Park: Crisp Publications Inc., 1996.

Dodd, Brian J. *Empowered Church Leadership: Ministry in the Spirit According to Paul*. Downers Grove: Intervarsity Press, 2003.

Elliott, Barbara. *Street Saints: Renewing America's Cities*. Templeton Foundation Press, 2006.

Hackman, Michael and Craig E. Johnson. *Leadership: A Communication Perspective*. 4th Edition. Waveland Press, 2000.

Johnson, Luke Timothy. *Scripture and Discernment: Decision Making in the Church*. Nashville: Abingdon, 1983.

Lindsay, Michael D. *Faith in the Halls of Power: How Evangelicals Joined the American Elite*. New York: Oxford University Press, 2007.

McGrath, Rita Gunther, Ian MacMillan. *The Entrepreneurial Mindset: Strategies for Continuously Creating Opportunity in An Age of Uncertainty*. Boston: Harvard Business School Press, 2000.

Meyerson, Debra E. *Tempered Radicals: How People Use Difference to Inspire Change at Work*. Boston: Harvard Business School Press, 2001.

Metzler, Barbara R. *Passionaries: Turning Compassion into Action*. Philadelphia: Templeton Foundation Press, 2006.

Nouwen, Henri J. *In the Name of Jesus: Reflections on Christian Leadership*. New York: Crossroad Publishing Company, 1989.

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Witham, Larry A. *Who Shall Lead Them: The Future of Ministry in America*. New York: Oxford University Press, 2005.

**Student Information Sheet
Fall 2009**

NAME _____

Email: _____

Phone _____

Freshman/Sophomore/Junior/Senior (circle one)

Major _____

BIBLE COURSES:

List courses completed:

100 level Bible courses: _____

200 level Bible courses: _____

What is your purpose in taking this course?

Other comments: