

AU, LEAD 636, ISSUES IN LEADERSHIP FOUNDATIONS – Spring, 2015

Interactive Online Format

This course follows an interactive online format, has Wednesday/Sunday deadlines. You are expected to login regularly during the course to participate in the online discussions. Please plan accordingly. The last day to withdraw with a full refund is 15 days after this course begins.

Instructor Contact

Instructor: Shirley Freed, PhD

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Zoom: Sunday 5-6pm Eastern – Optional, just in case you want/need to talk to me!

Other Assistance

Username and password assistance	helpdesk@andrews.edu	(269) 471-6016
Enrollment and cancellations	sderegister@andrews.edu	(269) 471-6323
Bookstore	http://bookstore.mbsdirect.net/andrews.htm	
Technical assistance with Moodle	dilit@andrews.edu	(269) 471-3960
Technical assistance with your Andrews account	http://andrews.edu/hdchat/chat.php	
Student Services Support & FAQ	www.andrews.edu/distance/students/	
Any other questions: sde@andrews.edu , (800) 782-4769 or (269) 471-6570		

Part 1: Course Information

Course Description

A survey of worldviews and an analysis of the basic teachings of Greek to modern philosophers with an emphasis on epistemological issues. Leadership participants are challenged to rethink their definitions of knowledge: what it is and how we get it. This course examines the assumptions and critical components/processes of the Leadership program.

Leadership Program Learning Outcomes

Of the 15 Leadership program competencies, this course is directly related to the first cluster - **Leadership and the Self:** This cluster of competencies focuses on the self-awareness and the personal and professional identity required when practicing leadership. It is specifically connected to the first competency - *Philosophical foundations:* Leadership functions within the

context of multiple perspectives and understands how their own worldview influences their practice.

Course Learning Outcomes

Each participant should, by the end of this course, be able to...

1. understand the nature of worldview as a concept
2. reasonably evaluate and articulate one's own worldview
3. discuss the variety of worldview frameworks and philosophical perspectives that exist within the human community
4. exhibit the skills and motivation to dialogue in humble and respectful ways with those holding different worldviews
5. describe the relationship of worldview to the issue of leadership
6. understand the basic tenants of the Leadership program

Required Texts & Online Materials

1. Anderson, J. (2014). *What's your worldview?* Wheaton, IL: Crossway.
2. Knight, G. (2006). *Philosophy & education: An introduction in Christian perspective* (4th ed.). Berrien Springs, MI: Andrews University Press.
3. Sire, J. (2009). *The Universe Next Door: A Basic worldview catalog* (5th ed.). Downers Grove, IL: InterVarsity.
4. Wilkens, S. & Sanford, M. (2009). *Hidden worldviews: Eight cultural stories that shape our lives*. Downers Grove, IL: InterVarsity

We have officially listed these at Andrews Bookstore at www.andrews.edu/bookstore. However, because Barnes & Noble is transitioning into this role, they are not ordering stock for on-campus for online courses at this time and you are encouraged to order these through your favorite book vendors.

Required Online Articles and other Readings

The power of an online experience is increased exponentially by the availability of online resources. We have suggested a few in connection with the weekly questions. You should feel free to access more on your own using a search engine like [google](#) or [JWL databases](#). Please share any worthwhile links you find in the "Class Media Library." Here are several articles you need to 'find' and read.

1. Jose Alaby's dissertation. This dissertation highlights epistemological tensions between theory and practice and ontological tensions between individual and community needs/expectations. If you do not have a hard copy, DOWNLOAD A PDF COPY TO YOUR DESKTOP. Alaby, J. (2003). The end or ends of education: The issue of means and ends of the Andrews University Leadership Program. Andrews Lithotech. (<http://www.andrews.edu/%7Efreed/diss/alaby.pdf>).

2. Anyon, J. (1981). Social Class and School Knowledge. *Curriculum Inquiry*, 11(1), 3-42.
Anyon, J. (1980). Social Class and the hidden curriculum of work. *Journal of Education*, 162 (1), 67-92. HINT: You'll be able to find these online by googling for sure!
3. Freed, S., Covrig, D., & Baumgartner, E. (2010). Learning while leading: The Andrews University leadership program. *Journal of Applied Christian Leadership*, 4(1), 26-55.
4. Kriger, M. & Seng, Y. (2005). Leadership with inner meaning: A Contingency theory of leadership based on the worldviews of five religions. *The Leadership Quarterly*, 16, 771-806. HINT: This will likely be more difficult to find – if all else fails get it through Inter Library Loan at the Andrews Library site. This is a GREAT resource and you'll use it many times as an Andrews' scholar!

Credit Hour and Commitment

Since this is a 2 credit graduate level course, you can expect to spend at least 2-3 hours per week interacting on-line, 2-3 hours with the weekly readings, and about 2-3 hours working on class assignments. With 24/7 availability, we are optimistic you'll find a time that works best for you. You might think about going on for several hours on Monday, Wednesday and Saturday evenings. Or, early in the morning on Tuesday, Thursday, and Sunday. Find a pattern for "going to class" that works for you. But whatever you do, DON'T procrastinate! You need to post early in the week as well as later in the week for full credit.

Part 2: Course Methods and Delivery

Methods of Instruction

Overview of our time together: I've organized the class to help you experience some of the major elements of the Leadership program.

1. **Choice.** The Leadership program embraces 'choice' - your choice – as a critical element of your leadership development. You'll choose when to go into the online course and how much time to spend there. You'll choose which readings and online resources to dig into deeply. You'll choose which discussion 'starters' to use or choose to make your own. You get the idea! I am intentionally leaving 'space' for you to decide your course of action – isn't that what leadership and life is all about? Oh yes, I too have made choices, based on my worldview and university expectations etc. Some of these I'm not happy about! Oh well, I think you'll notice that before we're finished the class!
2. **Reflection.** In this class, there are many opportunities for you to 'reflect' on your practice of leadership. While there are a number of different definitions of reflection, we define **reflection as simply connecting theory with your practice**. Some other definitions include: Active, persistent, and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it (Dewey, 1916), the process of creating and clarifying the meaning of experience in terms of the self (Boyd and Fales, 1985), attending to the grounds of one's beliefs and a critique of assumptions acquired through cultural assimilation (Mezirow, 2003), and an essential component of

professional knowledge and practice – reflection-on-action and reflection-in-action (Schon, 1983).

From a practical perspective, reflection is enhanced when you ‘write’ and when you ‘talk,’ so you’ll see this ‘belief’ reflected in the course assignments. Also, you need focused time alone – hence the ‘quiet weeks.’ We will use the Leadership program reflection rubric to evaluate your final paper.

3. **Accommodating the tension between group and individual needs.** You’ll notice I’ve ‘chunked’ the various topics we’ll work with so you have some quiet – deep reflection times – away from the group. My expectation is that the forums – discussion boards will be quiet during those times. You will need to go into your own worldview space and post your thinking, but ‘no talking’ in the discussion forums for this week.
4. **Group learning.** We will make this class a ‘group’ effort wherever reasonable. This will happen mostly in the discussion forums, but also in the “Wise guys” assignment. Group learning is something we expect in the Leadership program – in fact, those who finish are the ones who have taken the time to build a community of scholars around their practice.
5. **Multiple non-traditional approaches to learning.** In this course and during the program we include interactive books, role plays, group learning and metaphors to increase your learning.
6. **Whole person pedagogy.** Somehow we need to make sure the class pays attention to each of us as ‘whole people’ – the mental, physical, spiritual, emotional and social components of our being. I don’t know how to do that except to try to organize our time together so that it is reasonable and allows you to grow in an integrated fashion. BUT, should you find yourself stressed and irritated, let’s talk! Please email me or come to the zoom times on Sunday.
7. **Use of internet resources, AU library, google scholar and other data bases to start building an Endnote file.** If you haven’t already done so, you should download a free copy of the current [Endnote program and view the excellent tutorials](#). Notice the self-paced Prezi by our Department at the bottom of that page which walks you through the set up process or [linked directly here](#). The official guide for AU Standards for Written Work is with [other research and writing resources](#).

The ‘Essence’ of the class: The primary purpose of giving you an overview of the class is to capture the rhythm of three week ‘chunks’ – in an effort to reach your Hebrew mind and possibly your right brain! You need the ‘big picture’ of how the class is organized so you don’t get lost in the details. Within each ‘chunk’ you’ll notice that the readings and postings are fluid during the first two weeks of the ‘chunk.’ The final week is a quiet week – dedicated to deep reflection – no talking! If you feel this overview is lacking in detail – that’s your Greek mind working – and

most of us have had education that favors the Greek mind (Overman, 2011). However, there are more details about each weeks' activities in Moodle as well as later in this syllabus.

DATE	TOPICS - QUESTIONS	REQ'D READINGS	DIALOGUE & POSTING ASSIGNMENTS
Week 1 - Jan 5 - 11	Introductions	Preview required texts	See Forum posts & Worldview starters
First "Chunk" – Purpose of Education and what is knowledge?			
Wk 2 - Jan 12 – 18	What is the purpose of education?	Knight & Anyon & Alaby	Week 2 & 3 Forum and Worldview starters
Wk 3 - Jan 19 - 25	What is knowledge and truth?		
Wk 4 - Jan 26 – Feb 1	Quiet - Deep reflection week		Reflect and write on your WV paper
Second "Chunk" – Three approaches to learning about worldview			
Wk 5 - Feb 2 - 8	What is a worldview?	Anderson & Sire & Willard	Week 5 & 6 Forum and Worldview starters
Wk 6 - Feb 9 - 15	My worldview		
Wk 7 - Feb 16 - 22	Quiet - Deep reflection week		Reflect and write on your WV paper
Third "Chunk" – Applying my worldview			
Wk 8 - Feb 23 – Mar 1	What other 'isms' may influence WV?	Wilkins & Sanford	Week 8 & 9 Forum and Worldview starters
Wk 9 - Mar 2 - 8	More "isms"		
Wk 10 - Mar 9 - 15	Quiet - Deep reflection week		Reflect and write on your WV paper
Fourth "Chunk" – Taking the perspective of the 'other'			
Wk 11 - Mar 16 - 22	Role play the 'other'	Sire	Week 11 & 12 Forum and Worldview starters
Wk 12 - Mar 23-29	More role play		
Wk 13 - Mar 30 – Apr 5	Quiet - Deep reflection week		Reflect and write on your WV paper
Fifth "Chunk" – Putting it all together			
Wk 14 - Apr 6 - 12	Back to knowledge - metaphors		Week 14 Forum and Worldview starters
Wk 15 - Apr 13 - 19	Constructivism	Read several WV papers from class members	Week 15 Forum and Worldview starters

Wk 16 - Apr 20 - 26			Final paper due WV reflections on class
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Technical Requirements

- Internet connection (DSL, LAN, or cable connection desirable).
- Zoom: This is our videoconferencing program that allows both video and audio conference ability. Get your free acct at www.zoom.us. I will plan on being available for conferencing Sunday evening Eastern Time, from 5 – 6pm. This is not required but optional. We will give more details in Learning Hub (Moodle).

LearningHub Access

This course is delivered online through LearningHub at <http://learninghub.andrews.edu>

Your username and password are your Andrews username and password. You need to activate your username and password to access LearningHub.

Please do this online here:

<https://vault.andrews.edu/vault/pages/activation/information.jsp> if you haven't already. (269) 471-6016 or email helpdesk@andrews.edu if you need assistance.

If you need technical assistance at any time during the course, or to report a problem with LearningHub, please email dlit@andrews.edu or call 269-471-3960.

Part 3: Course Requirements

Important Note: This online class is **not** self-paced. You can arrange your schedule flexibly during each week, but you **MUST** participate each week. You are expected to “show up” to class by interacting in the discussion forums a minimum of 3 - 4 times per week. Adequate Internet access during the duration of the course is critical for your participation. To be successful, plan to spend time daily on the course.

Please Be Advised: The schedule is provided in advance so you may read ahead of schedule. Your dedication, professionalism, and excellence in study skills habits are necessary. If you have any course content questions, please contact your professor. If you have technical questions, contact dlit@andrews.edu.

Assessment Descriptions

My intent is for each participant to receive the grade they want. My hope is that everyone will want an “A” when all is said and done. While grades must be submitted by late April, I will grant

a “DG” [Deferred Grade] to those who are not yet happy with their grade and want to get it to a level they are proud of. Procrastination is the enemy.

Having said this, your final grade will be calculated on the following basis:

1. Minimum, weekly participation and quality postings in online discussions: 30%

You need to make 3 – 4 substantive posts in the discussion forum each week – at least one early in the week and the others later.

Some “Discussion Starters” are listed in the course Content for each week. You need to reflect on these but you should not feel required to speak to all of them nor be limited to only them.

I expect your learning will be commensurate with the level of conversation that occurs. The kinds of contributions that make meaningful posts include a) providing accounts of your own experience, b) asking expansive questions - ones with no right or wrong answer - ones to stimulate thinking and lead to deeper understandings, c) building on previous "posts" (whether to agree or disagree) by giving examples, asking sharpening questions, defining issues/terms, d) suggesting metaphors and responding to the metaphors of others, e) sharing web links and other reference materials.

The following chart offers guidelines to your posting. The more to the right you are in your contributions, the better the course will be for everyone.

Mental Model	Posting (1 pt)	Questioning (5 pts)	Reflecting/ connecting (10 pts)	Dialoguing (15 pts)
Definition	You post your message as if you were submitting an assignment - often repeating what has already been said - you don't respond to others nor engender a response.	You ask questions but often they aren't connected with what others have said – they may not even be connected to what you've read - you don't engender a response.	You respond to what others have said - using their name or quoting them - sharing your personal experience(s) and metaphor(s) to further explain your viewpoint and develop a common understanding. You engender a response.	You are present in the bulletin board - listening, asking for clarification, sharing experiences, affirming others, and extending the conversation.

Based on S. Freed, Metaphors and Reflective Dialogue Online. *New Horizons in Adult Education*.

IMPORTANT NOTE: Your grade will be based on your posts during the weekly time-frame. However, the forum will stay open should you wish to go back and review what was said – copying for your paper or portfolio documents, and possibly adding other thoughts. However, your grade for posting will be based on what you post during the assigned week – some posts early in the week and some later in the week.

2. Meaningful, weekly postings/updates in the “My Worldview” space: 15%

The **My Worldview** space will be a place to reflect on, develop, shape and reshape your personal worldview *on a weekly basis*. You will be exposed to different sources of knowledge in this class and, in the midst of all the postings and class discussions, this is a quiet place to “think out loud,” to reflect, and to take time to describe the ideas that are core to your life and why. While others will have a chance to “eavesdrop” on your unfolding musings, this space is for you alone to post. (In Week 15, we will have a chance to respond to a more “mature” version of each other’s worldview.) Please be sure to update, augment, retract, adjust, reiterate, and amplify your worldview in this space EACH WEEK – including the ‘quiet weeks’!

3. Role Play Group Project: 15%

In addition to “posting” comments on the ongoing dialogue, there will be two important opportunities to work together to make sense of the knowledge in this course. The topics for these two assignments are:

1. Philosopher Dialogue
2. Advice to Leadership faculty and Barak Obama

Each participant will take different portions of the learning and represent it to the rest of the class. Each person will develop an initial expertise and, as instructed, “teach” what they come to know to one another. This “teaching” will be somewhat unconventional, so stay tuned for details! As participants communicate their specific learning we all will learn from each other in ways we would never learn if we were to just consume all of the material individually.

4. Sharing of resources in our Class Library: 5%

I have set up a ‘forum’ called “Class Resources” where we can all share online resources as we discover them.

5. Your “Philosophical Foundations / World View” paper: 35%

A worldview is a framework of assumptions and beliefs about “how the world works.” You should feel free to identify yourself with any major worldview and educational theory or *even a creative combination or “label” of your own choice!* What you will be preparing here will go into your portfolio (for the Philosophical Foundations Competency) and serve as an up-to-date coherent portrayal of “who you are” in this postmodern world. That means you need to be able to speak to “who you are” as much as to “who you aren’t” and why! (Be sure to make connections to the theoretical knowledge we have covered in this class.) This paper should be of such quality that your Leadership and Learning Group and advisor will be able to give you feedback using the reflection rubric in the Leadership program handbook and when you have added appropriate artifacts and verifications from others, you could have the competency signed off.

Your final paper (revised, polished, edited, formatted in APA style, and with Bibliography, etc.) is **DUE no later than April 26**. *DOUBLE SPACE, using APA Format please! (For help on APA, go to <http://owl.english.purdue.edu/owl/resource/560/01/>)*

It will be graded using the Leadership program reflection rubric. Please find it online or in your program handbook.

Supports for your work:

Here are a few bits of information to describe the key items in each weekly unit.

1. Overviews: These sections describe the major topics we'll be working on. By organizing the class into five chunks, I hope you will be able to focus on the main topic and then sum it up during the 'quiet week.'

The syllabus is posted in the Preweek unit. Please print out the syllabus and keep it by your side as you do your reading and posting.

2. Forums: This section will be used each week as an interactive classroom. In our class, there are 3 discussion forum areas:

a) The first Forum is where we will dialogue around various **discussion starters**. This is the space where much of your learning will take place. You'll have ten weeks of conversation, separated every two weeks by a 'quiet week' (see overview and detailed outline of the class). During the quiet weeks, we anticipate that there will be no interaction in the discussion forums although I won't formally 'close' them since you may need to go back in and capture some of the discussion for the next week's discussion or for your final paper.

I will be present online and reading your posts but generally will be quieter than the traditional teacher. It is my goal to engage, but not to over-take, your discussions. In online courses (especially for graduate level classes), many instructors function more as participants than as experts. If the instructor becomes too vocal, other participants tend to start waiting for the instructor to say something and only then chimes in! Or they look to instructors to solve dilemmas rather than taking leadership to work things out as a group. Still, I am part of the class and will contribute from time to time. But please, be assertive. Don't wait for me. I fully expect to be a learner among learners!

At any point you are welcome to compile selected online conversations for portfolio documentation, further reflection, or to use in your final paper.

b) In the first section at the top of the course you will find the **"News Forum"** and a forum named **"Water Cooler."** The **"News Forum"** is where you will find any general announcements or changes to the course plan as they occur. The **"Water Cooler"** forum is the place where you are invited to talk about how the "process" is going - the technology, the interactions, the organization of the class, etc. Online learning is different - some research is suggesting it's more effective than face-to-face because there is more time for reflection before responding. There is also more opportunity for "talking" and "dialoging" which some are beginning to see as the "key" to learning. This forum is also available to our online community for sharing good news, bad news, or what may be going on in our life. It is important for people who don't get to be face to face but want to offer encouragement and support to one another. So

use the forum freely! You won't be penalized for having strong feelings and frustrations - this forum space is there because we expect you may have those kinds of feelings and we want you to "vent"!! (Comments in this space are not included in your 4-5 postings a week.)

c) **My Worldview Space**: This is a place with your name on it found at the bottom of the discussions for your weekly "Journal" entry related to the ongoing development of your own worldview. This is to be a "quiet" space for each class member. You are encouraged to "lurk" in the Worldview Space of others but **please DO NOT MAKE COMMENTS in the Worldview Space of another class participant...** UNTIL Week 15! You may look and even borrow ideas from the Worldview Space of someone else, but you are not to interrupt their thinking in that place.

Weekly Schedule of Topics and Discussion Questions:

Week One (January 5 - 11): Introductions. Who are we? How do we make this environment work for learning?

We'll use this time to make sure everyone is connected. **Use the discussion board** to introduce yourself and then we will know you're ready to go! *In your introductions, please: 1) describe your current leadership context; and 2) describe what "knowledge" is. Also, please post your core belief(s) in the "My Worldview" space.* As I have said above, the "My Worldview" reflection space will be an on-going week-to-week journal of the way you see reality and live your life. It should be a 'reflection' – connecting your experience/practice with other academic literature.

First 'chunk' – Weeks 2, 3, & 4 – Purpose of education and how education impacts our notions of knowledge. For the next three weeks, I want us to focus on how education shapes our ideas about work and knowledge and leadership. Is 'telling' or 'being told' the best way to learn? Is 'telling' or 'being told' the best way to lead?

Week Two (Jan 12 - 18): Historically, what is the purpose of education?

OVERVIEW: The words "learning" and "education" often lead us to think about only the specific discipline of education.

READ: Philosophy of Education by George Knight, chapters 1 and 2.

READ: Anyon, J. (1981). Social Class and School Knowledge. *Curriculum Inquiry*, 11(1), 3-42 and/or Anyon, J. (1980). Social Class and the hidden curriculum of work. *Journal of Education*, 162 (1), 67-92.

LINKS: Here are some additional weblinks related to philosophies of education:

http://en.wikipedia.org/wiki/Philosophy_of_education

<http://academic.uofs.edu/organization/msp/students/pricciv2/philosophy.html>

<http://www.newfoundations.com/GALLERY/Greene.html>

Here are a few other examples related to the purpose of education:

Martin Luther King:

<http://www.stanford.edu/group/King/publications/papers/vol1/470200->

[The Purpose of Education.htm](#); Then type in “The Purpose of Education in the search box.

Islamic: http://www.themodernreligion.com/misc/edu/edu_purpose.htm; **Eleanor**

Roosevelt: <http://www.gwu.edu/~erpapers/documents/articles/goodcitizenship.cfm>

* NOTE that we do not necessarily endorse all the websites listed in the course. Our hope is to expose you to a range of perspectives which can lead to discussion and helpful insights.

POST: *Post a response to George Knight’s explanation on the central meaning of learning/education and discuss the broader view of education. What does learning look like in your world / discipline / field? As a leader, in what way are you also an educator?*

POST: *Your response to Anyon’s study. How do you ‘feel’ about the unintentional results of education as he describes them?*

MY WORLDVIEW POST: *What kind of education have you had and how might that influence your expectations for this class and the Leadership program in general?*

Week Three (January 19 - 25): What is Knowledge? What can we know and how do we get knowledge?

OVERVIEW: This week you may want to go back to Anyon’s study. Be thoughtful/honest about what knowledge is and how you get it. How does your experience influence what you know?

What does ‘faith’ have to do with our knowledge? Is it possible that faith is the ‘grand epistemological tool’ that really describes/defines what we are able to ‘know’?

READ: Knight, chaps 3 – 6.

REVIEW: Chart showing types of knowledge typically found in undergraduate-level to graduate-level students.

INTERNET SEARCH: Do a Google search on the various philosophies of education (especially **progressivism, humanism, perennialism, essentialism, multiculturalism, constructivism, and behaviorism**). Theories of education are generally not framed in terms of philosophic concerns (i.e., metaphysics, epistemology, and axiology). Rather, they usually take educational problems as their starting point. "This does not mean, however, that their educational proposals have no philosophic undergirding. On the contrary, their proposals are thoroughly permeated with assumptions, even though those assumptions may not always be explicit" (Knight, p. 103). The relationship of some theories to their philosophic sources is shown in the chart in Knight on p. 104.

LINKS: Do a web search and journal search on the concept of “constructivist epistemology.”

Here are a couple of sources to get you started:

http://www.philosophybasics.com/branch_constructivism.html

<http://www.ucs.mun.ca/~emurphy/stemnet/cle2.html>

<http://www.exploratorium.edu/ifi/resources/research/constructivism.html>

POST: *Post comments and reflections on various educational approaches to learning both in general and specifically as they relate to your emerging worldview. Explain how the various theories intersected with **your** past educational experiences (in family, school, church, occupation, recreation, etc). Share an example of how you have come to know the core belief or value you hold about leadership.*

POST: *Consider which approaches best relate to your experience/view of learning in the Leadership program. Which “ism” most accurately describes the Andrews leadership program? Evidence?*

MY WORLDVIEW POST: *What is there about the way you have learned, and the philosophies that have shaped your learning, that has contributed to and may still contribute to your worldview?*

MY WORLDVIEW POST: *What does “constructivism” mean to you? What about this approach makes you uncomfortable? Comfortable?*

Week Four (January 26 – Feb 1): QUIET – DEEP REFLECTION WEEK

Second ‘chunk’ – Weeks 5, 6, & 7 - What is a worldview? A worldview is really a story – your story about how you live. You can’t hide it—you might try, but sooner or later, it will be revealed! That’s why this course is so important for leadership development. It should help you articulate ‘what’s important to you.’ What principles guide your decisions? Leadership is about establishing relationships – built on trust. And trust emerges from a place of authenticity. So who are you? Your practice will align with your beliefs. . . .

WEEK Five (Feb 2 – 6): What is a Worldview?

OVERVIEW: For the next two weeks we will begin to wrestle with the definition of a worldview and begin to stir up our own description of the way we see life. In his book, Sire posits seven questions that prompt a person in the direction of describing their belief about the world they live in. Anderson has about 20 questions and Dallas Willard has three. This week you have three very different approaches to understanding worldview. I wonder which one will be the most useful for your ‘learning?’

READ: Chaps 1 and 2 in Sire.

READ: Anderson’s book to discover your worldview.

Listen to video: Dallas Willard: The nature and necessity of worldviews.

www.youtube.com/watch?v=X6hwsG7AUZo

POST: *Why might these particular questions (Sire’s 7, Anderson’s 20, Willard’s 3) be useful in explaining one’s worldview?*

MY WORLDVIEW POST: *Provide an initial response to each of Sire’s 7, Anderson’s six or Willard’s 3 WV questions. Which of these make the most sense to you? Why?*

Week Six (February 9 - 15): How are knowledge (epistemology) and reality (ontology) connected in the Leadership program?

OVERVIEW: Basic to worldview are beliefs about “what is real?” and “what is knowledge?” Which of these comes first?

READ: Alaby (2002), chapter 5.

READ: Freed, S., Covrig, D., & Baumgartner, E. (2010). Learning while leading: The Andrews University leadership program. *Journal of Applied Christian Leadership*, 4(1), 26-55.

REVIEW: Culture Fundamentals – 9 points - <http://www.cultureuniversity.com/culture-fundamentals-9-important-insights-from-edgar-schein/>

Organizational Psychologist, Edgar Schein identifies a set of questions he believes need to be answered before one can understand the culture of an organization. If Schein's theory is correct, it means that change agents need to go to the philosophical foundations of an organization to understand what's going on in the culture of that organization.

LINKS: Supplemental web resources: Article on "**Berry's Sacramento lecture, titled** "The Way of Ignorance..."; For a lengthier study on the value of ignorance, see

http://www.sehn.org/web2printer4.php?img=0&lnk=0&page=Volume_10-3.html#a2;

On the topic of "organizational learning," see

http://www.mywiseowl.com/articles/Organizational_learning

POST: *Compare and contrast various worldview questions with Schein's questions of organizational culture. How is Schein's approach to understanding organizational culture the same as and different from Sire's or Anderson's or Willard's approach to describing worldview?*

POST: *Post a reaction to the position Sire takes on which comes first (epistemology or ontology). Can you find any examples of the **epistemology – ontology** tension in your own experience as a learner, leader, thinker, worker, etc?*

POST: *How does Alaby's study or Freed et al's article on the Leadership program describe the philosophical underpinnings of the program? What are some characteristics of the program in practice that are obvious expressions of the program's basic assumptions? Are there other philosophical underpinnings in the program that don't connect with your experience of the program so far? How is the Leadership program trying to alter some traditional ways of knowledge acquisition? Why might this be useful for your learning and leadership?*

MY WORLDVIEW POST: *Is anything aching? What? Why?*

Week Seven (Feb 16 - 22): QUIET – DEEP REFLECTION WEEK

Third 'chunk' – Weeks 8, 9, & 10 – How do I know I'm applying my worldview consistently?

Maybe we will discover, if we're honest, that we have a 'theoretical,' rational worldview and a practical worldview and the two may not be fully assigned some of the time. Someone once said, "It's not what you SAY, but what you DO that's important." Or "What you are doing speaks so loudly, I can't hear what you're saying." It's pretty easy to say we are Biblical theists, but how does that worldview impact our practice. Is your leadership shaped by your worldview?

Week Eight (Feb 23 – Mar 1):

OVERVIEW: For the next few weeks, we'll try to understand in what ways the pervasive culture surrounding us (TV, internet, social media etc.) influence our worldview. Is it possible that the 'real' competition for our beliefs and values is coming from 'hidden worldviews' or 'lived worldviews' as Wilkens & Sanford name them and not necessarily from rationale propositions.

READ: Wilkens & Sanford – Chaps 1 – 5.

LINKS: Find a resource on the web that speaks to the impact of the pervasive secular culture surrounding us. Share in the resources space and post something about why you chose to share it.

POST: *How are my beliefs shaped by consumerism, nationalism etc.? Other questions about these 'isms?'*

MY WORLDVIEW POST: *How are you responding to the culture around you? How might it be influencing your leadership? The leadership of others?*

Week Nine (Mar 2 – 8):

OVERVIEW: Continuing discussion and reading of 'other' worldviews.

READ: Wilkens & Sanford – Chaps 6 – 11.

LINKS: More online resources – you'll be able to find books as well as videos unfolding the impact of culture on our worldview.

POST: *Your questions regarding these readings.*

MY WORLDVIEW POST: *Connections to your personal worldview. What does it mean to live in a 'secular' culture? How is that culture shaping what you believe and your habits of life?*

Week 10 (Mar 9 - 15): QUIET – DEEP REFLECTION WEEK

Fourth 'chunk' – Weeks 11, 12, & 13 – What would the "Wise Guys" say? (Part 1):

Basic philosophic views of human nature. This chunk is about 'really listening.' It is about taking time to discover the 'seed of truth' in the perspective of the 'other.' So much of what we do in leadership is learning to lead through different perspectives. Is this just plain, old compromise? Yikes! I hope not!

Week 11 (Mar 16 – 22):

OVERVIEW: The next two weeks give us an opportunity to take the perspective of the 'other.' As leaders we often rub shoulders with people who believe differently from us. Can we put ourselves into 'their shoes?' Should we even try?

READ: This week we will survey the basic teachings of Philosophers/ies in Sire Chapters 2 – 10. In pairs you will prepare a presentation on a philosophy and/or one of the 'isms' from Wilkens.

READ: Kriger, M. & Seng, Y. (2005). Leadership with inner meaning: A Contingency theory of leadership based on the worldviews of five religions. *The Leadership Quarterly*, 16, 771-806.

LINKS:

Here is additional information available on the 'isms' in articles and various Web/Library resources. Start with

<http://www.marxists.org/reference/archive/hegel/help/isms.htm>;

<http://www.probe.org/content/view/932/77/>;

http://en.wikipedia.org/wiki/List_of_philosophical_isms;

<http://www.philosophypages.com/dy/ix1.htm#a>)

POST: *Your philosopher's advice to Barak Obama on what he what he should do about illegal immigration (from your 'assigned' philosopher viewpoint).*

POST: *A response to several other philosophers (from your 'assigned' philosophical viewpoints).*

MY WORLDVIEW POST: *Add, subtract, adjust or enhance your view of life based upon what you have experienced in this week's exercises and conversations.*

Week 12 (Mar 23 – 29): What would the “Wise Guys” say? (Part 2): Basic teachings of the historic ‘isms with an application to Leadership and World Issues.

OVERVIEW: Continuation of above

READ: Sire – Chaps 2 – 10.

POST: *Your philosopher's advice to the Leadership faculty about how the Leadership program is organized. What are the ontological and epistemological 'realities' in the program? Does your philosopher agree or disagree with them? Do they even care about them?*

POST: *A response to several other philosophers (from your 'assigned' philosophical viewpoints).*

MY WORLDVIEW POST: *Do you vibe with any of the 'isms' in Sire or Wilkens & Sanford or others you've found on the internet? Was it hard or easy to role play your assigned philosopher?*

In your reflections this week what creative/descriptive name might you give to your own worldview? You may want to adapt your worldview's name from the title from a historic 'ism' such as those we have read about this week.

Week 13 (Mar 30 – Apr 5): QUIET – DEEP REFLECTION WEEK

Fifth 'chunk' – Weeks 14, 15, & 16 – Putting it all together. What is knowledge? What is your worldview? How does all this influence your leadership?

WEEK 14: (Apr 6 – 12) Coming back to 'constructivism' – maybe!

OVERVIEW: This week we'll begin to wind up our discussions and move towards integration of your worldview portrayal. Anderson (2014) says, “Worldviews are like belly buttons. Everyone has one, but we don't talk about them very often. Or perhaps it would be better to say that worldviews are like cerebellums: everyone has one and we can't live without them, but not everyone *knows* that he has one.” Poplin (2014) says, “Worldviews are like operating systems on a computer except that they are in our minds. . . operating systems determine the particular functions on a computer that can be accomplished and the ones that cannot. . . Computer operating systems are constantly being improved and their glitches fixed by downloading new updates. . .” What would you suggest is a good metaphor for the concept of worldview – generally and specifically?

Review: Freed's Epistemological Model

READ: Review any of the articles, books or videos we've shared.

READ or LISTEN: Read the transcript and/or listen to the podcast of “Evangelical Politics: Three Generations.” from the National Public Radio program, *Speaking of Faith*. Transcript and audiophile are found by following the *Speaking of Faith* link below.

LINK: <http://www.thedialoguegrouponline.com/whatsdialogue.html>;

http://speakingoffaith.publicradio.org/programs/evangelical_politics/transcript.shtml

<http://www.thataway.org/resources/understand/what.html>;

<http://www.berkana.org/articles/lifetoschools.html>

POST: A response to the *Speaking of Faith* dialogue. What do you observe about the dialogue among the three evangelical leaders from different generations? What makes this exchange a “dialogue?” Though all three leaders share similar philosophical foundations, can you identify worldview elements that lead each of them to different ethical commitments?

POST: *Share a metaphor that describes your thinking of the concept of worldview.*

POST: *How does ‘faith’ impact how we come to ‘know’ anything?*

MY WORLDVIEW POST: *Can you describe your worldview metaphorically? Try!*

This week you should put the finishing touches on your worldview paper. Next week the class will be reviewing your paper and giving you feedback.

MY WORLDVIEW POST: *How secure are you about your worldview? Is it shifting in any way?*

WEEK 15 (Apr 13 – 19)

OVERVIEW: Wrapping it up!

READ: Three or four papers written by others in the class.

POST: Give feedback to the participants whose papers’ you’ve read.

POST: **A response to the following questions:** *As this class prepare to close in a week, briefly share your insights about dialogue and the concept of a constructivist epistemology as you have experienced it in this class. Write up a self-assessment on your abilities related to the practice of dialogue based on the piece from Senge. Also, based on Freed’s “Four Mental Models of Bulletin Board Posting,” what is your most common mode: posting, questions, reflecting or dialoguing. Why do you think this is so?*

MY WORLDVIEW POST: *Polish your worldview early in the week, and upload it as a Word document to the Discussion space - even if you think it's not quite finished!! Read and interact with each other’s worldview paper. Please, ask questions of others in order to create better communication and understanding. Discuss if and how your worldview has changed in the last few weeks. If not, why not? What elements in Freed’s model enhanced it—experience, authority, discussion, etc. How do you expect the lived experience of your worldview to impact the world in which you live and lead?*

How does it feel to have your friends give you feedback? Is this something you can embrace?

WEEK 16 (April 20 – 26)

OVERVIEW:

This week we’d like you to stay offline and work on drafting a rough edition of your final paper. The topic is “Education, Knowledge, and Leadership” and you should speak to your beliefs about the nature and use of knowledge as well as your convictions regarding education. Your document should describe where you fall in terms of the philosophies of education as well as how and why your perspective differs from other prevalent theories. Do all this from the point of view of where you sit as a leader.

LINK:

Additional web resources:

<http://www.margaretwheatley.com/articles/uncertainty.html>;

<http://pespmc1.vub.ac.be/CLEA/reports/WorldviewsBook.html>;

For a review of David Naugle’s book on worldview, go to:

http://www.dordt.edu/publications/pro_rege/crcpi/115672.pdf

The FINAL Paper is the place to provide your worldview and how it relates to your work as a leader. In this section, “MY Worldview and Leadership,” please describe how your worldview as it has matured and morphed over the last 10 weeks. This section should also show how your worldview is different from some of the alternatives as found, for example, in Stevenson and Haberman. *Your work here should turn out to validate your competency in philosophical foundations and this paper should be made suitable for your portfolio.* **DUE no later than April 26.**

Part 4: Grading Policy

Graded Course Activities

Percent %	Description
15	My Worldview” space (15 weeks x 10pts = 150 pts)
30	Online discussions (10 weeks x 30 pts = 300 pts)
15	Role Play Group Project (150 pts)
5	Sharing of resources in our Class Library (50 pts)
35	Your “Philosophical Foundations / World View” paper (350 pts)
100	Total Percent Possible

Viewing Grades in Moodle

- Click into the course.
- Click on the **Grades** link in Administration Block to the left of the main course page.

Letter Grade Assignment

Letter Grade	Percentage
A	93-100%
A-	90-92%
B+	88-89%
B	83-87%
B-	80-82%
C+	78-79%
C	73-77%
C-	70-72%
D	60-69%
F	0-59%

Part 5: Course Policies

Withdrawal and Incomplete Policies

The current withdrawal policy can be found online at

<http://www.andrews.edu/distance/students/withdrawal.html>. The incomplete policy is found online at <http://www.andrews.edu/web/ims/moodle/public/incompletes.html>.

Late Work

Grades will be assessed only on material submitted on time – see schedule. The final paper will be graded DG if you are unable to submit it on time. You will have until July 30, 2015 to submit the final paper after which a DN will be given and you'll be required to register and take the course all over again.

Maintain Professional Conduct Both in the Classroom and Online

The classroom is a professional environment where academic debate and learning take place. Your instructor will make every effort to make this environment safe for you to share your opinions, ideas, and beliefs. In return, you are expected to respect the opinions, ideas, and beliefs of other students—both in the face-to-face classroom and online communication. Students have the right and privilege to learn in the class, free from harassment and disruption.

Netiquette

In this course you will communicate with your classmates and instructor primarily in writing through the discussion forum and e-mail.

"Online manners" are generally known as "netiquette." As a general rule, you should adhere to the same classroom conduct that you would "off-line" in a face-to-face course. Some examples of proper netiquette are:

1. Avoid writing messages in all capital letters. THIS IS GENERALLY UNDERSTOOD AS SHOUTING.
2. Be careful what you put in writing. Even if you are writing an e-mail message to one person, assume that anyone could read it. Though you may send an e-mail to a single person, it is very easy to forward your message to hundreds or thousands of people.
3. Grammar and spelling matter. Online courses demand the same standard of academic communication and use of grammar as face-to-face courses.
4. Never use profanity in any area of an online course. The transcripts of online course discussion forums, e-mail, and chat sessions are savable.
5. When responding to messages, only use "Reply to All" when you really intend to reply to all.
6. Avoid unkindly public criticism of others. Publicly criticizing others in an inappropriate way is known as "flaming." Consider this course a practice forum for selecting your verbiage thoughtfully and professionally.
7. Use sarcasm cautiously. In the absence of nonverbal cues such as facial expressions and voice inflections, the context for your sarcasm may be lost, and your message may thus be misinterpreted.
8. In a face-to-face setting, our tone of voice and facial expressions may convey as much of our meaning as the words we use. In a written message, the subtext of your meaning may be confused or misinterpreted. Write clearly. Use active verbs.

[Source: University of Maryland, Communications Department]

Academic Accommodations

Students who require accommodations may request an academic adjustment as follows:

1. Read the Andrews University Disability Accommodation information at <https://www.andrews.edu/services/sscenter/disability/>
 2. Download and fill in the disability form at <http://www.andrews.edu/services/sscenter/disability/accommodationsreqform.pdf> . Preferably type answers. To save a digital copy, 1) print to file and save or 2) print and scan. Email the completed form and disability documentation (if any) to success@andrews.edu or fax it to 269-471-8407.
 3. Email sdestudents@andrews.edu to inform the School of Distance Education that a disability has been reported to Student Success.
1. changes on revised material depends much on meeting objectives, content development, editing, and following all the criteria for evaluation of an essay (as outlined in this syllabus). If your essay is not actually revised but merely edited (proofread with resulting minor surface-level changes), your grade will not reflect any significant percentage increase.
 2. Please note that you cannot revise a paper you have not written. If you fail to turn in an assigned essay, you cannot submit a revision of that paper. You are encouraged to revise any paper with which you are not satisfied. Unfortunately you can only revise your essays. You cannot revise discussion board postings, journal entries, midterm exam, or final exam.

Commit to Integrity

As a student in this course (and at this university) you are expected to maintain high degrees of professionalism, commitment to active learning and participation in this class and also integrity in your behavior in and out of the classroom.

<http://bulletin.andrews.edu/content.php?catoid=10&navoid=1073>

Commit to Excellence

You deserve a standing ovation based on your decision to enroll in, and effectively complete this course. Along with your pledge of “commitment to Integrity” you are expected to adhere to a “Commitment to excellence.” Andrews University has established high academic standards that will truly enhance your writing and communication skills across the disciplines and in diverse milieu with many discourse communities in the workplace.

Honesty

Using the work of another student or allowing work to be used by another student jeopardizes not only the teacher-student relationship but also the student’s academic standing. Lessons may be discussed with other students, tutors may help to guide a student’s work, and textbooks, encyclopedias and other resource materials may be used for additional assistance, but the actual response must be the student’s own work. A student who gives information to another student to be used in a dishonest way is equally guilty of dishonesty.

Any violation of this policy will be taken before the Higher Education Academic and Curriculum Committee for appropriate punitive action.

Part 6: Bibliography

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