



**WAYLAND**  
BAPTIST UNIVERSITY  
**Virtual Campus**  
**School of Humanities & Leadership**

**Wayland Baptist University Mission Statement:**

Wayland Baptist University exists to educate students in an academically challenging, learning-focused, and distinctively Christian environment for professional success and service to God and humankind.

**Course Name:** HUMA 6325-6328 Leadership Topics in Humanities & Culture

**Term and Year:** FALL 2026

**Full Name of Instructor:** Dr. Kimberlee Mendoza

**Office Phone and WBU Email Address:** (806) 291-1106

**Office Hours, Building, and Location:** by Appointment

**Class Meeting Time and Location:** Online

**Catalog Description:** Elective track for the Doctor in Strategic Leadership – Humanities & Culture

**Prerequisite:** Advanced standing

**Required Textbook and Resources:**

- Drees, W.B. (2021). *What are the humanities for?* Cambridge University Press ISBN. 978-1-108-83841-2
- Article on creating the syllabus: <https://www.mindmatterspedagogy.com/post/how-to-write-a-syllabus-from-start-to-finish>
- Article on Bloom's Taxonomy: <https://www.simplypsychology.org/blooms-taxonomy.html>
- Article on Course Objectives: <https://teaching.charlotte.edu/teaching-guides/course-design/writing-measurable-course-objectives/>
- APA7 Reference: <https://apastyle.apa.org/>

**Course Outcome Competencies:** Upon the conclusion of this course, students actively engaged in learning will be able to:

1. Create a working syllabus that demonstrates rigor and research (approved by Dr. Mendoza) that furthers the student's knowledge in the field of study and includes the following three competencies.
  - a. Demonstrate how the chosen topic is connected to the student's field of interest and explain why it should be included in the scholarly conversation.

- b. Communicate persuasively about the subject selected in both a written and oral assignment.
- c. Conduct in-depth research on the chosen topic that applies the content to the theories of leadership.

2. Produce doctoral-level deliverables outlined in the approved syllabus (created in number 1).

**Attendance Requirements:** As stated in the Wayland Catalog, students enrolled at one of the University’s external campuses should make every effort to attend all class meetings. All absences must be explained to the instructor, who will then determine whether the omitted work may be made up. When a student reaches that number of absences considered by the instructor to be excessive, the instructor will so advise the student and file an unsatisfactory progress report with the campus executive director. Any student who misses 25 percent or more of the regularly scheduled class meetings may receive a grade of F in the course. Additional attendance policies for each course, as defined by the instructor in the course syllabus, are considered a part of the University’s attendance policy.

**Statement on Plagiarism and Academic Dishonesty:** [Link to WBU’s Statement on Academic Integrity](#), and reference one of the following regarding how generative artificial intelligence (GAI) such as ChatGPT may or may not be used in this course:

- a. Generative AI tools are permitted **ONLY** for creating your syllabus and with proper citations. **You may NOT use it for any of your actual assignments!**
  - i. Students are allowed to use, reference, or incorporate generative AI tools only for creating their syllabus for this course. When used, students must properly cite the generative AI tool in their submitted work.
  - ii. Any use of generative AI tools outside of creating your syllabus will be **considered a form of plagiarism** and academic dishonesty. You will then be reported to the VPAA and receive a zero for the course.

**Disability Statement:** In compliance with the Americans with Disabilities Act of 1990 (ADA), it is the policy of Wayland Baptist University that no otherwise qualified person with a disability be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the university. The Disability Coordinator and Academic Coach serves as the coordinator of students with disabilities and must be contacted concerning accommodation requests (office (806) 291- 1057. Documentation of a disability must accompany any request for accommodations.

## Grading Criteria:

**POINT MATRIX** (include in your syllabus, but add to it, or create your own)

| ASSIGNMENT        | DUE    | POINTS | READING              |
|-------------------|--------|--------|----------------------|
| Create Syllabus   | Week 1 | 100    | Articles (see above) |
|                   | Week 2 | 100    |                      |
|                   | Week 3 | 100    |                      |
|                   | Week 4 | 100    |                      |
|                   | Week 5 | 100    |                      |
|                   | Week 6 | 100    |                      |
|                   | Week 7 | 100    |                      |
| Literature Review | Week 8 | 150    | Drees book           |

**TOTAL POINTS: 1,000**

## Course Requirements:

### WEEK 1— (10%)

**Reading:** Articles listed above, and start reading Drees book

**Video:** Watch the Professor's Informational Lecture

**Assignment:** You are creating your own syllabus for this course. Weeks 1 & 8 are created by the professor, but Weeks 2-7 are created by you. This should be a single topic (with a title) that pours directly into your research project. (See my intro video to understand the full context.)

Using the Template found in Blackboard, create your syllabus for this course and turn it in by Sunday at the latest. (Once approved, you may start the course. The sooner you get your syllabus in, the sooner you can work on your *own* course.)

Here is what must be included:

1. Each week must require reading at a doctoral level. (Your reading will not go through the bookstore, so you will need a way to access the reading you require in your syllabus. You may also include the Drees book as chapter reading, though this can't be all you are doing.)
2. You must have ONE assignment EACH week that is *doctoral level!*
  - See rigor document in Blackboard.
  - Also, consider looking back at the classes you have already taken for ideas, or be creative and come up with your own. (Not every assignment needs to be a 20-page paper, but it should have complexity that joins the scholarly conversation.)
  - Lastly, you can have two objectives, but it must be contained in ONE single document.)
  - If it does not have doctoral rigor, it will receive a zero and handed back to you to redo. Again, you cannot start until you have an approved syllabus.
  - NOTE: Two of your assignments *may* work towards the final assignment.
3. You must include at least one oral and one written assignment to meet the course objectives above. (You will have your own course objectives in your syllabus but include these as well.)
4. Week 8 will be a final literature review (150 points). This should be a literature review that could potentially be include in your dissertation (the closer it is to your goal, the better).

## WEEKS 2-7— (75%)

Varies per student but should adhere to the objectives listed above. May include two assignments that work toward the final literature review (i.e., annotated bibliography, complete formal outline, synthesis matrix, roundtable scholarly script, a narrative outline (see below), etc.)

## WEEK 8— (15%)

### Literature Review

A literature Review is a critical synthesis of existing research that demonstrates your command over a specific field of study. For this final assignment, your objective is to produce a scholarly document that identifies gaps, builds a theoretical foundation, and justifies the need for further research—ideally serving as a direct draft for a future dissertation chapter. This should be 15-20 pages. (This may seem like a bit much, but I promise you, you will be grateful later.)

### NOTES FOR SUCCESS:

1. **Formatting Requirements**— This literature review should adhere to APA7 guidelines. It should be written in 3<sup>rd</sup> person, scholarly language: *Title Page, Abstract, Introduction, Thematic Body Paragraphs, Theoretical/Conceptual Framework, Conclusion, and References* (minimum 25 scholarly resources—these can be textbooks and articles from your coursework throughout your program, including this course, but new research is highly encouraged).
2. **Requirement for Evidence**—In doctoral literature reviews, assertions must be supported by scholarly evidence. You should expect to cite nearly every sentence that contains a claim, data, or theoretical concept. The only exceptions are transitional phrases or original synthesis statements where you are connecting multiple cited ideas. If you make a claim, you must provide a credible source to back it up.

**Multiple Sources**—Aim to use multiple sources to support a single thought or them rather than relying on one author per paragraph. A single page should never rely on only one source. This is because a review's purpose is to show the interaction between different researchers. Think of it as a conversation between you and a room full of scholars. It is also not uncommon (and encouraged) to have multiple sources on the same sentence.

**Current Sources**—Other than the historical sources that set a baseline of knowledge about your topic, 70% of your resources must be no older than 5 years (2021).

**Use Style Headers**—Don't simply bold text. Use the "Styles Headers." You can preset these to be APA7. This will be very important later when you create your Table of Contents. Also, no "floating headers." You cannot have a header, and then not have text underneath. No two headers should be back-to-back.

List your sources in *alphabetical* order (Jones, 2025; Mendoza, 2021; Smith, 2025).

3. **Methodical Mapping**—Don't just report *what* you found but report *how* you found it. Look for patterns in the research.
4. **Avoid the Book Report**—Look for themes and create sub-titles. If you can't find one, there is your gap. You're not just reporting on what other people said, you are synthesizing the literature (remember, they

are all talking in a room about your topic.)

5. **Avoid Quote & Information Dump:** Paraphrase unless you absolutely cannot say it better. Don't simply give a list of this happened, then this happened, then this happened. It must flow in a conversation. Which takes us to number 6.
6. **Narrative Framework**—Avoid a “laundry list” effect where you simply summarize one author after another. Instead, treat your literature review as a “narrative” where you are guiding the reader through a story. Let me use my research paper as an example on what this might look like:

**TOPIC:** *Engaging Generation Z: A Case Study on Motivating the Post-Millennial Traditional College Student in the Classroom*

| NARRATIVE ROLE       | SCHOLARLY TERM                | MY EXAMPLE  | APPLICATION                         |
|----------------------|-------------------------------|---|-------------------------------------|
| "THEME"              | <i>Topic</i>                  | Engaging Gen Z                                      | Select a focused, scholarly topic.  |
| "REALM"              | <i>Research Setting</i>       | Traditional Classroom                               | Define your setting.                |
| "CONFLICT"           | <i>Research Problem</i>       | Traditional vs. Experiential Methods                | Contrast history with current need. |
| "PLOT"               | <i>History of the Field</i>   | Passive to Active                                   | Show the evolution of the field.    |
| "DAMSEL IN DISTRESS" | <i>The Subject</i>            | Generation Z  | Identify the group or subject.      |
| "VILLAIN"            | <i>Cause of the Problem</i>   | Constant Distraction                                | Name the core problem.              |
| "HERO"               | <i>Core Research/Solution</i> | Active & Applied Learning                           | Explain the proposed solution.      |
| "THE JOURNEY"        | <i>Research Gap</i>           | In 2017, lack of focused data on Gen Z in classroom | Identify the gaps in the research.  |
| "MAGIC SWORD"        | <i>Framework</i>              | Engagement Theory                                   | Define your Theoretical Framework.  |
| "WISE ELDERS"        | <i>Scholarly Citations</i>    | 37 Peer-Reviewed Sources                            | Provide robust scholarly resources. |
| "CLIMAX"             | <i>Significance of Study</i>  | Crisis of Student Retention                         | Explain the stakes.                 |

7. Use Scholarly Language—Avoid cliches, common every day language. You are now a scholar and you will need to write like one. Example:

Informal: Social media is rotting the younger generation and causing them to be distracted when doing homework

Scholarly: Research suggest that excessive social media consumption correlates to diminished cognitive focus in adolescents, potentially leading to a measurable decline in performance (Gordon, 2023; PMC, 2025).

The DUE SATURDAY at midnight. NO LATE PAPERS WILL BE ACCEPTED.

“Students shall have protection through orderly procedures against prejudices or capricious academic evaluation. A student who believes that he or she has not been held to realistic academic standards, just evaluation procedures, or appropriate grading, may appeal the final grade given in the course by using the student grade appeal process described in the Academic Catalog. Appeals may not be made for advanced placement examinations or course bypass examinations. Appeals are limited to the final course grade, which may be upheld, raised, or lowered at any stage of the appeal process. Any recommendation to lower a course grade must be submitted through the Executive Vice President/Provost to the Faculty Assembly Grade Appeals Committee for review and approval. The Faculty Assembly Grade Appeals Committee may instruct that the course grade be upheld, raised, or lowered to a more proper evaluation.”

