Advancing God's Kingdom by Preparing Competent Christian
Leaders for Spirit-Empowered Life and Ministry

G360 Technology and Communication for Ministry

3 credits. Prerequisites: G209 Communication Skills.

March 8-12, 2021   Dale B. H. Dirksen, DWS
Module D   dale@daledirksen.com; Phone: 306-270-7024
Mon-Fri, Times TBA   www.daledirksen.com

Please note: This course requires work before the first day of class.

Course Content and Goals

Course Description
Virtually every church in the 21st century uses technology to enhance its ministry. This course will provide crucial information, and practical skill training through hands-on learning, on how to effectively use technology, especially in the areas of sound reinforcement, lighting, projection, graphic design, social media, and video production. Ethical and philosophical issues related to the influence of technology in culture and the church will also be discussed.

Relationship to Horizon's Mission
Some churches use technology well; some do not. Many use it simply because it is done by other churches or because it is common in western culture. This is an issue of *Contextual Awareness* and *Skilled Communication.* Rarely do questions around theological and philosophical implications of the power of technology arise. For example, the screen increasingly functions as a primary epistemological source in Western society, eclipsing "hard copy" print (i.e., books). What does this mean for faith that has held a book as a central epistemological source for several centuries? During this course, we will discuss the importance of the influence of technology (and its cousin *technique*) in culture and the church. We will also spend significant time learning about the actual use of technologies for communication in ministry. There will also be time for hands-on learning about how to use these technologies. This course will not only provide practical skill in using key technologies, but will also build a framework for care in using these technologies in ministry.

Core Competencies and Learning Outcomes
To demonstrate competency in *Contextual Awareness* students will:
1. Develop a philosophy for the use of technology and social media in ministry in Christian community.
   - *Assessment*: Pre-Course Reading/Reflection, Philosophy of Technology and Social Media Ministry.

To demonstrate competency in *Skilled Communication* students will:
2. Compose written work using the appropriate genre and style for professional ministry purposes.
   - *Assessment*: Social Issue Letter
3. Become familiar with the basic theory and practice as it relates to set up and operation of a medium sized sound system and demonstrate the ability to train others in this.
   - *Assessment*: Sound Board Manual
4. Demonstrate competence with the basics of the following: PowerPoint, lighting, graphic design, web design, or video production.
   - *Assessment*: Verbal Quizzes, Philosophy of Technology and Social Media Ministry

Course Work

Required Reading
   Hipps, Shane. *The Hidden Power of Electronic Culture: How Media Shapes Faith, the Gospel and Church.* Grand Rapids, MI: Zondervan, 2005. **ISBN-10:** 0310262747

Recommended Reading List:
   Heidebrecht, Paul C. *Beyond the Cutting Edge?: Yoder, Technology, and the Practices of the Church*. Eugene, OR: Wipf & Stock, 2014.
   Kim, Jay and Scot McKnight. *Analog Church: Why We Need Real People, Places, and Things In The Digital Age.* Westmont, IL: InterVarsity, 2020.
   Postman, Neil. *Technopoly: The Surrender of Culture to Technology*. New York, NY: Alfred A. Knopf, 1992.
   Sample, Tex. *The Spectacle of Worship In A Wired World: Electronic Culture and The Gathered People Of God.* Nashville, TN: Abingdon, 1998.

**While students have the benefit of accessing their textbooks online through the Digital Theological Library, they will not have access to the Digital Theological Library upon graduation. Therefore, we encourage students to purchase select textbooks to build their personal library. For your convenience, Horizon has partnered with Kennedy's Parable to provide textbooks.

Course Assignments and Activities

   Portfolio Components. *Sound Board Operating Manual*. This assignment must be edited and submitted to the Skilled Communication *e-Project* in your Portfolio on *Portfolium*. See the Portfolio Guide: "What Goes in My Portfolio" for further information.

Portfolio Components. *Philosophy of Technology and Social Media Ministry* (paper and PowerPoint slides). This assignment must be edited and submitted to the Contextual Awareness *e-Project* in your Portfolio on *Portfolium*. See the Portfolio Guide: "What Goes in My Portfolio" for further information.

1. *Pre-Course Reading/Reflection.*
Students will thoroughly read the course textbook (Hipps). After completing the reading, students will write a 2 to 3-page (500-600 words) reflection paper on this book. In this paper, the student should highlight key ideas in the book and discuss how the material the book relates to your current church ministry context. Please refer specifically to the text and reference appropriately. Use a <u>minimum</u> of 8 references. Please use footnotes and include a bibliography. Chapters 1-5 will be read before the course begins and Chapters 6-Epilogue will be read by the time the student submits the paper. Please confirm you have read the book on the title page.
- Related learning outcome: #1.
- **Assignment Length:** 2-3 pages (500-600 words).
- **Due Dates**
    o Read Chapters 1-5 (pages 1-103): 9AM, March 8, 2021.
    o Read Chapter 6-Epilogue and submit the written assignment: March 16, 2021.

2. *Verbal Quizzes*
During the week of class there will be opportunity for verbal quizzes related to the material below. These will be in the form of a question or an invitation for students to rephrase teaching around the particular area of study. They will be assessed by the instructor based on quality of response at the time.
    a. **Lighting and a lighting board:** including basic set-up for all the components of the lighting equipment in the context of the controller
    b. **Video/Streaming:** principles and techniques
    c. **Website design:** includes graphic design principles as well as clear navigation
    d. **Other class material as it happens**
- Related learning outcome: #4
- **Due date:** the week of class.

3. *Sound Board Operating Manual.*
Write a 4-8-page (including title page) set-up and operating manual for the sound board in your church or the sound board in the Horizon chapel**.** The length will vary depending on the complexity of the system and environment. The manual should include basic set-up for all the components of the sound equipment in the context of the mixer and the specific environment. This manual should be sufficient in complexity (and simplicity) to teach an inexperienced person how to operate the equipment. All basic elements of the equipment should be addressed. Graphic components (pictures) are expected. Students may substitute a comparable soundboard that exists in their ministry context, with approval of the instructor. The Title Page of the Manual should be comparable to a cover of a real-life manual (please check the sample manual on Populi to see what a good manual looks like). Some time will be given during class to work on this project.
- Related learning outcome: #3.

- **Assignment Length:** 4-8 pages. **Due date:** March 23, 2021.

4. Social Issue Letter.
Write a letter or email to a government official to request action related to a social issue. This can be on any subject of the student's choosing. Assessment will be based on following related instruction during the week of class.
- Related learning outcome: #2
- **Assignment Length:** 1 page. **Due date:** March 31, 2021.

5. Philosophy of Technology and Social Media Ministry.
Students will prepare a short research paper developing a philosophy of the use of technology and social media for church ministry. A related PowerPoint presentation will accompany the assignment submission. Opportunities and cautions should be addressed in light of the course text plus a minimum of four other sources. This paper will be 4-5 pages (1,000 – 1,250 words) in length. The PowerPoint will be 8-10 slides. The PowerPoint must demonstrate good graphic design and use various tasteful animation components as discussed in class. Please use footnotes and include a bibliography with the paper.

Research: Begin with the course textbook. Then choose at least one source from the recommended reading section in this syllabus. Choose at least one additional source from the course bibliography. You may also use related websites.

Please submit the PowerPoint presentation on Populi with your paper.

Please include the following components in your paper:
- A clearly stated philosophy (purpose, aims, and foundational principles) of technology and social media for ministry including aspects that are unique to the church as compared to normal cultural applications (example: the difference between concert sound and sound for church gathering)
- Identify quality components for effective use of technology in ministry
- Compile a list of the major digital means of communication, including social media, in use today; include a brief description of the format and purpose of each media and relative advantages and disadvantages of each form
- Identify possible pastoral concerns related to the use of technology and social media for ministry
- A minimum of 10 references to the required sources
- Related learning outcome: #1, #4.
- **Assignment Length:** 4-5 pages (1,000 – 1,250 words) words, 8-10 PowerPoint slides. **Due date:** April 8, 2021.

Time Investment

Classroom time	30 hours	
1. Pre-class Reading/Reflection	12 hours	9AM, March 8 and March 16, 2021
2. Verbal Quizzes	In class	March 8-12, 2021
3. Sound Board Operating Manual	13 hours	March 23, 2021
4. Social Issue Letter	5 hours	March 31, 2021
5. Philosophy of Technology and Social Media Ministry	30 hours	April 8, 2021
Total =	90 hours	

Assessment Rubrics
These will be available on Populi under the Lesson "G360 Assessment Rubrics." Please review them when you complete each assignment.

Tentative Week Schedule:

Monday
    Morning   9AM-noon: Introduce the course, Syllabus, Course objectives, Introduction to Technology, Reflection on Postman, Schultze, Sample and others
    Afternoon 1-4PM: Philosophy of Technology, continued
Tuesday
    Morning   9AM-12noon: Philosophy of Technology continued, Sound Reinforcement
    Afternoon 1-4PM: Sound Reinforcement
Wednesday
    Morning   9AM-12noon: Sound Reinforcement, Lighting
    Afternoon 1-4PM: Lighting
Thursday
    Morning   9AM-12noon: Graphic Design Principles
    Afternoon 1-4PM: Projection/PowerPoint
Friday
    Morning   9AM-12noon: Web presence/streaming/video, Social Media
    Afternoon 1-4PM: Social Issue Letter writing, Review philosophical issues in technology and assignments

Special Guests
We will involve guests who have expertise in specific areas of course addressed.

- First submissions of assignments will not be accepted after April 16, 2021.

Date	Revision Due
Monday, April 19, 2021	Resubmissions of *Pre-Course Reading and Reflection* (as necessary) Resubmissions of *Verbal Quizzes* (as necessary)
Tuesday, April 20, 2021	Resubmissions of *Sound Board Operating Manual* (as necessary) Resubmissions of *Social Issue Letter* (as necessary)

| Wednesday, April 21, 2021 | Resubmissions of *Philosophy of Technology and Social Media Ministry* (as necessary) |
| Thursday, April 22, 2021 | Secondary Resubmissions (as necessary) |

- No resubmission of assignments will be accepted after April 22, 2021.

Academic Policies

General Assignment Guidelines
Please see the Horizon Format Guide for assignment submission, grammar, and formatting guidelines.

Late Assignments and Extensions
Students are expected to submit work by the assigned due dates, as part of their development of the Leadership and Administration competency. To submit extension requests, students must submit the *Assignment Extension Request Form* online and *before the due date*. Professors may grant extensions in the case of extenuating circumstances, such as significant illness or a family emergency. Furthermore, no extensions will be granted beyond the final day of a term or semester.

A late assignment will not be assessed until the student first meets with the professor or the Adjunct Faculty Advisor to discuss whether the student's reasons for the late submission are acceptable. Unexcused late submissions will be tracked across each student's program. If one assignment is submitted more than five days late or if a student incurs multiple instances of unexcused late submissions, it will result in academic discipline, such as required tutoring, academic probation, failure of the course, or failure to qualify for graduation. Similar to standard human resource employment practices, students will receive warnings and conditions with increasing severity of academic discipline.

Professor's Note: Students are expected to submit work by the due dates. Timeliness of work is an important life and ministry competency. For this class, no extensions will be granted. Late work will be accepted with very good reasons only (late work will not be accepted after final dates for initial and resubmissions). Please communicate with the professor as soon as you know an assignment might be late.

Resubmission of Assignments
Students have until the last day of revision week to submit revisions, and students can only submit up to two revisions for each assignment. Students should follow the revision schedule outlined above.

Horizon College Assessment of Student Work
The goal of courses is to help students develop the stated competencies, not earn letter grades. Assignments are the means by which instructors evaluate development of those competencies. Consequently, students do not earn overall "grades" on individual assignments. Instead, assessment focuses on measuring students' competency as outlined in the syllabus and assignment rubric. For purposes of transferability to other institutions, the final competency designations will be translated to a comparable letter grade on a traditional transcript. The tables below explain Horizon's approach:

Horizon CBE Scale		Descriptor	Letter Grade	Grade Point	U of S Equivalency
E	Exceeding	Student **exceeded competency requirements for some** learning outcomes and met requirements for all remaining learning outcomes.	A+	4.0	90-100
			A	4.0	85-89
			A-	3.7	80-84
M	Meeting	Student **met competency requirements for all** learning outcomes and may have exceeded in one.	B+	3.3	77-79
			B	3.0	73-76
			B-	2.7	70-72

Students pass a course only after they have demonstrated that they have *met or exceeded all* competency requirements for a course. If the student chooses not to meet all course competency requirements, the course will not be sufficient to fulfill their program requirements at Horizon. Nevertheless, for transferability purposes, the student will receive a letter grade of C+ or below on a traditional transcript.

BTM	Beginning to meet	Student was **beginning to meet competency requirements for any one or more** learning outcomes, and met or exceeded competency requirements for all other outcomes.	C+	2.3	67-69
			C	2.0	63-66
			C-	1.7	60-62
NYM	Not yet meeting	Student was **not yet meeting competency requirements for one or more** learning outcomes.	D+	1.3	57-59
			D	1.0	53-56
			D-	0.7	50-52
			F	0.0	0-49

Academic Honesty
Horizon uses the University of Saskatchewan definition of plagiarism described as "the presentation of the work or idea of another in such a way as to give others the impression that it is the work or idea of the presenter. Adequate attribution is required. What is essential is that another person have no doubt which words or research results are the student's and which are drawn from other sources" (Office of the University Secretary, 2012). Students are expected to give due recognition to sources from which all substantial phrases, sentences or even ideas are drawn. Note also that you may not submit work done in one course to satisfy the requirements of another course (unless both instructors agree beforehand to accept such work). See here for examples of plagiarism and further guidelines in the Student Handbook.

Disability Services Information
If you would benefit from learning accommodations due to pre-existing physical or mental health conditions or learning disabilities, contact the Academic or Student Life departments at the beginning of the course. Horizon will work to meet your learning and/or physical needs where possible. If any conditions arise during the course that you wish to disclose, please contact us as soon as possible. In all cases you will need to provide current documentation of the disability or condition you wish to disclose. Horizon takes appropriate care to ensure confidentiality about any such disclosures. For more information, contact Bob Williamson, Dean of Students, at bwilliamson@horizon.edu; Heather Wood, Associate Dean of Students, at hwood@horizon.edu; or Leanne Bellamy, Academic Coach, at lbellamy@horizon.edu.

Class Attendance
Students should attend all classes in order to facilitate competency development. In the case of illness or other unforeseen circumstances, students may miss one day of a module course or three days of class in a

term or semester course without academic penalty. A student must be present for the full duration of a class period in order to be registered as present for the class. Students who are absent for more than the number of classes stated above will automatically fail the course. Students wishing to be exempted from this policy due to extenuating circumstances may make an academic appeal, where they will need to document and verify those circumstances. Students who miss a class are responsible to get missed notes or handouts from another student, rather than from the professor.

Campus Health Policy
While on campus, please maintain 2 metres of physical distance between yourself and others. Do not come on campus if you are experiencing symptoms (even if they are mild) of fever, cough, shortness of breath, sore throat, chills, runny nose, or a loss of your sense of taste or smell. If you have any of these symptoms, do not return to campus until advised by Public Health. You should self-isolate and contact HealthLine 811 for advice on whether you should be tested for COVID-19. This will help keep others safe and possibly spare them from self-isolation and testing. While you are in self-isolation, you may attend class online. The link to access your class is posted on the course page on Populi, under the Syllabus tab, under Links on the right side of the page.

Live-Streaming Etiquette
If attending class online via live-stream, keep your camera on and stay present and attentive throughout the class session. Access your class with a computer (preferably) or tablet, not a cell phone. Arrive to class on time, and dress as you would if you were attending class on campus. Join the class from a quiet space with minimal background noise, and mute your microphone until you wish to speak to the class.

Use of Technology
Horizon encourages the use of electronic devices in the classroom to enhance learning. Careful consideration must be given to privacy issues, copyrighted materials, and the general care and concern for others. Please respect the following classroom policies:
- Please use online access for course learning only. This is a matter of respect for the instructor's teaching, your own learning, and fellow students who may be distracted by other uses.
- Students should secure permission from the instructor to record any teaching material. This includes PowerPoint slides, white board illustrations, notes, and any form of audio or video.
- Student feedback is a valuable input for course improvements. Please resolve any classroom grievance about the instructor or course with the instructor personally, through the Horizon College and Seminary grievance procedures, or the Populi-based course evaluations. It is inappropriate to air classroom grievances on a social media platform.
- When instructors use recording mechanisms in the classroom, recorded materials will be used for the sole purpose of instruction and cannot be released to any social media outlet without the written consent of the students whose images have been recorded.
- In general, it is not acceptable to share photographs or videos of students in the classroom setting without permission from those whose images appear in such media.

BIBLIOGRAPHY   (Sources from the recommended reading list are in bold)

Armytage, W.H.G. *The Rise of The Technocrats.* London: Routledge and Kegan Paul, 1965.

Ashlin-Mayo, Bryce. *Age of Kings: Pursuing God's Heart in a Social Media World.*
        Incipiosermo Press, 2018.

Benedetti, Paul and Nancy De Hart, Eds., *On McLuhan.* Scarborough, ON: Prentice Hall, 1997.

Borgmann, Albert. *Power Failure: Christianity in the Culture of Technology.* Grand Rapids, MI:
        Baker, 2003.

Conway, Ruth. *Choices At The Heart Of Technology.* Harrisburg, PA: Trinity Press, 1999.

Cunningham, Glen. *Stage Lighting Revealed.* Cincinnati, OH: Betterway Books, 1993.

Davis, Gary, and Ralph Jones. *Sound Reinforcement Handbook.* Milwaukee, WI: Hal Leonard
        Pub., 1989.

De Kerckhove, Derrick. *The Skin of Culture.* Toronto, ON: Somerville House Pub., 1995.

Eason, Tim. *Media Ministry Made Easy: A Practical Guide to Visual Communication.* Nashville,
        TN: Abingdon, 2003.

Ellul, Jaques. *The Technological Society*. New York: Vintage Books, 1964.

_____. *The Technological Bluff.* Grand Rapids, MI: W.B. Eerdmans, 1990.

Gould, Meredith. *The Social Media Gospel: Sharing the Good News in New Ways*. Collegeville,
        MN: Liturgical Press, 2015.

Groothuis, Douglas. *The Soul in Cyber-Space.* Grand Rapids, MI: Baker Books, 1997.

**Heidebrecht, Paul C. *Beyond the Cutting Edge?: Yoder, Technology, and the Practices of the
        Church*. Eugene, OR: Wipf & Stock, 2014.**

Hipps, Shane. *The Hidden Power of Electronic Culture: How Media Shapes Faith, the Gospel
        and Church.* Grand Rapids, MI: Zondervan, 2005.

**Kim, Jay and Scot McKnight. *Analog Church: Why We Need Real People, Places, and
        Things In The Digital Age.* Westmont, IL: InterVarsity, 2020.**

McLaren, Peter, Rhonda Hammer, David Scholle, Susan Reilly. *Rethinking Media Literacy.*
        New York, NY: Peter Lang Pub., 1995.

McLuhan, Marshall. *Understanding Media: The Extensions of Man.* New York, NY: McGraw
        Hill, 1964.

Noble, David. *The Religion of Technology: The Divinity of Man and The Spirit of Invention*.
        New York, NY: Alfred A. Knopf, 1997.

Postman, Neil. *Technopoly*. New York: Alfred A. Knopf, 1992.

Romanowski, William. *Pop Culture Wars.* Downers Grove IL: InterVarsity Press, 1996.

Sample, Tex. *The Spectacle of Worship In A Wired World: Electronic Culture and the Gathered People of God.* Nashville, TN: Abingdon Press, 1998.

Schultze, Quentin J. et. Al. *Dancing In The Dark*. Grand Rapids, MI: W. B. Eerdmans Pub., 1991.

Slaughter, Michael. *Out On The Edge: A Wake-Up Call For Church Leaders On The Edge Of The Media Reformation.* Nashville TN: Abingdon, 1998.

White, Susan. *Christian Worship and Technological Change*. Nashville, TN: Abingdon Press, 1994.

Wilson, Len and Jason Moore. *The Wired Church 2.0*. Nashville, TN: Abingdon, 2008.

Wilson, Len and Jason Moore. *Digital Storytellers: The Art of Communicating The Gospel in Worship.* Nashville, TN: Abingdon Press, 2002.

Wilson, Walter. *The Internet Church.* Nashville, TN: Word Pub., 2000.