




G360 Technology and Communication for Ministry

3 credits. Prerequisites: G209 Communication Skills.

 Saskatoon Campus 'A' Livestream

January 13-February 21, 2025
Term C
Mon-Thurs, 9am-10:30am SK

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Please note: This course has a reading assignment due on the second day of class. It is strongly recommended that you do the reading before January 13!

Course 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 MCS-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 in ministry in Christian community.
 - *Assessment:* Reading and Reflection, Philosophy of Technology.



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 Operating 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-

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
DTL: <https://thedtl.on.worldcat.org/oclc/61453901>

Articles as provided by the professor

Recommended Reading:

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.

Course Assignments and Activities

1. *Reading and Reflection* – 15%

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 minimum of 8 references. Please use footnotes and include a bibliography. Chapters 1-5 will be read by January 14 and Chapters 6-Epilogue will be read by January 20. Please include a statement on the title page that you have read the required sections of the book by the due date/time.

- Related learning outcome: #1.
- **Assignment length:** 2-3 pages (500-600 words).
- **Due Dates**
 - Read Chapters 1 to 5 (pages 1-103): 9AM, January 14, 2025.
 - Read Chapter 6 to Epilogue and submit the written assignment: January 20, 2025.

2. *Verbal Quizzes* – 10%

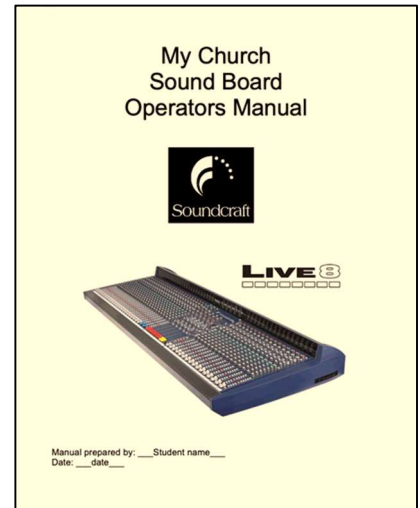
During the course there will be opportunity for verbal quizzes related to the material below. These will be in the form of a question or an invitation for students to rephrase teaching around the particular area of study. They will be assessed by the instructor based on quality of response at the time.

- 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:** numerous times during the term.

3. *Sound Board Operating Manual* – 20%

Write a 4-8-page (including title page) set-up and operating manual for the sound board in your church or the sound console 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 include your name and date on the title page (check the sample manual on Populi to see what a good manual looks like – also check the image attached here to the right). Some class time will be given to work on this project. Note: for this assignment only, please submit the project as a PDF file. This will help ensure that graphic elements are as you intended.

- Related learning outcome: #3.
- **Assignment length:** 4-8 pages.
- **Due date:** February 10, 2025.



4. *Social Issue Letter* – 15%

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. The letter should display all the elements of a formal letter, an appropriate writing style, and be free of grammar and spelling mistakes.

- Related learning outcome: #2.
- **Assignment length:** 1 page.
- **Due date:** February 14, 2025.

5. *Philosophy of Technology* – 40%

Students will prepare a short research paper developing a philosophy of the use of technology for church ministry. This paper will include a short section (2-3 paragraphs) on social media. A related PowerPoint presentation will accompany the assignment submission. Opportunities and cautions should be addressed considering the course textbook, course material 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. At total of four sources plus the textbook and course material must be used. You may also use related websites.

Please submit the PowerPoint presentation as a PowerPoint file on Populi with your paper.

Please include the following components in your paper:

- A clearly stated philosophy (purpose, aims, and foundational principles) of technology including aspects that are unique to the church as compared to normal cultural applications (example: the difference between concert lighting and lighting for church gathering).
- Identify quality components for effective use of technology in ministry
- Identify three major digital means of communication, 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 ministry.
- A 2 to 3 paragraph section discussing current use and pastoral implications for social media in ministry.
- A minimum of 10 references to the required sources in addition to any reference to course or other material.
- Related learning outcome: #1, #4.
- **Assignment length:** 4-5 pages (1,000 – 1,250 words) words, 8-10 PowerPoint slides.
- **Due date:** February 14, 2025.

Time Investment

<i>Classroom time</i>	<i>30 hours</i>		
1. Reading and Reflection	12 hours	9AM, Jan 14 & Jan 20	15%
2. Verbal Quizzes	In class	During term	10%
3. Sound Board Operating Manual	13 hours	Feb 10	20%
4. Social Issue Letter	5 hours	Feb 14	15%
5. Philosophy of Technology	30 hours	Feb 14	40%
Total =	90 hours		

All assignments are due at 11:59pm **SK time** unless otherwise indicated.

Assessment Rubrics

Assignment rubrics can be found on Populi. Click on the name of the assignment to access each rubric.

Tentative Course Schedule:

- Introduce the course, Syllabus, Course objectives
- Defining Technology
- Reflection on Postman, Schultze, Sample and others
- Philosophy of Technology
- Sound Reinforcement for ministry contexts
- Lighting for ministry contexts
- Graphic Design Principles
- Projection/PowerPoint
- Web presence/streaming/video, Social Media
- Social Issue Letter writing
- Review philosophical issues in technology and assignments

Special Guests

We will involve guests who have expertise in specific areas the courses addresses.

- First submissions of assignments will not be accepted after February 14, 2025.
- Revision Week February 17 -21, 2025 Your instructor may also request revisions on some assignments before Revision Week.
- No resubmission of assignments will be accepted after February 21, 2025.

Academic Policies

General Assignment Guidelines

Please see the [MCS-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* on Populi 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 unless approval is granted by the Associate Academic Dean (MCS) or Assistant Academic Dean (Horizon).

Late submissions will be tracked across each student's program. If a student incurs multiple instances of 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. If one assignment is submitted more than five days late, the student will fail the course.

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 may 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 or Adjunct Faculty Advisor as soon as you know an assignment might be late.

Assignment Completion

Professors usually will not accept assignments that have not been completed according to the instructions given in the syllabus. If a professor informs a student that a submitted assignment is incomplete, the student will be given the opportunity to complete and resubmit the assignment quickly. If this is not possible, the assignment will be regarded as submitted late.

Assignment Revisions

Students can generally submit up to two revisions for each assignment, although a professor may accept more revisions if the professor determines the student is addressing all of the professor's instructions and making significant progress toward achieving competency.

MCS-Horizon College Assessment of Student Work

The goal of courses is to help students develop their competency, not earn letter grades. Assignments are the means by which instructors evaluate development of competency by assessing learning outcomes as outlined in the syllabus and each assignment rubric. Once a student's assignment has met all competency requirements, the professor will assign a grade for that assignment. Likewise, a final course grade is not calculated until the end of the course. Students pass a course (with a B- or higher) only after they have demonstrated that they have *met or exceeded all competency requirements* for that course and, therefore, only after they have passed all assignments.

MCS-Horizon CBE Scale		Descriptor	Letter Grade	Grade Point	U of S Equivalency
E	Exceeding expectations	Student demonstrated exceptional achievement of the learning outcomes.	A+	4.0	90-100
		Student demonstrated excellent achievement of the learning outcomes.	A	4.0	85-89
			A-	3.7	80-84
M	Meeting expectations	Student demonstrated good achievement of all learning outcomes.	B+	3.3	77-79
			B	3.0	73-76
			B-	2.7	70-72

If the student does not meet all competency requirements in a course and, therefore, does not pass all the assignments in a course, the course will not be sufficient to fulfill their program requirements at MCS-Horizon. Nevertheless, for transferability purposes, the student will receive a letter grade of C+ or below according to the scale below.

BTM	Beginning to meet expectations	Student was beginning to meet one or more learning outcomes.	C+	2.3	67-69
			C	2.0	63-66
			C-	1.7	60-62
NYM	Not yet meeting expectations	Student made insufficient progress toward meeting learning outcomes.	D+	1.3	57-59
			D	1.0	53-56
			D-	0.7	50-52
			F	0.0	0-49

Academic Integrity

Students learn best when practicing academic integrity. A lack of integrity is displayed in acts such as deception, abuse of confidentiality, cheating, inappropriate collaboration, or plagiarism.

Plagiarism occurs when a student presents the words or ideas of another person or an artificial intelligence (AI) tool in such a way as to give others the impression that it is their own words or ideas. In academic writing, there should be no doubt which words or ideas are the student's and which are drawn from other sources or AI. Students are expected to submit their own original work and 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.

Accessible Learning Services Information

MCS-Horizon aims to provide an accessible learning environment for all our students. If you would benefit from learning accommodations due to temporary or ongoing physical or mental health conditions or learning disabilities, please contact us as soon as possible to schedule a conversation. In all cases we ask that you provide current documentation of the disability or condition you wish to disclose. MCS-Horizon takes appropriate care to ensure confidentiality about any such disclosures. For more information, contact Wendy Holmes, MCS's Director of Academic Success (wendy.holmes@mcs.edu), or Richelle Bekkattla, Horizon's Library Technician and Academic Accommodations Coordinator (library@horizon.edu).

Class Attendance (On Campus or Livestreaming)

Students should attend all classes in order to facilitate competency development. Students are expected to be present through the delivery method that they registered for, either on campus or through livestreaming with their camera on. A student must be present for the full duration of a class period in order to be registered as present for the class. In the case of illness or other unforeseen circumstances, students may miss the equivalent of six hours of class (e.g., one day of a module course or two three-hours classes) without academic penalty. Students who are absent for more than this 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.

Livestreaming Etiquette

Students taking the course through livestreaming are required to indicate this during their course registration. While livestreaming access is available for on-campus students who are unable to attend class due to illness, on-campus students are expected to attend class in person following the class attendance policy.

If attending class online via livestream, in order to be marked present for class, you must keep your camera on and stay present and attentive throughout the class session, extending the gift of engagement. 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

MCS-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 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.

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Detweiler, Craig. *Selfies: Searching for the Image of God in a Digital Age*. Grand Rapids, MI: Brazos, 2018.

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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.

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

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

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

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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.