The following syllabus is the teaching and learning guide for the last time this course was taught. It will give you a good idea of the descriptions of the course, how it was taught, the reading, the papers and other assignments, the intended outcomes, and the workload. By examining this syllabus and others, you will be able to form an impression of what graduate theological education at Phillips Theological Seminary requires of students.

Due to periodic curriculum revisions, course names and/or numbers may be different on this syllabus than what the name and/or number of the current offered course may be.

This syllabus is provided for your information only. The faculty reserves the right to revise the curriculum, and each professor reserves the right to decide how best to meet the learning goals of the curriculum. Therefore, the following syllabus is an historical artifact rather than a promise of how the course will be taught in the future, or that the course will be taught again.

By Phillips Theological Seminary copyright policy, the syllabus is the intellectual property of the individual faculty member, with usage rights granted to PTS. Please contact the copyright owner if you seek to use the syllabus, for other than your personal enrichment.
Course Purpose
The church has availed itself of technology throughout its history for the purpose of communicating its message to the culture. From the written word, to the Roman roads, to the lingua franca of Jesus’ time, to the printing press, the faith has adopted technology for its benefit. Today’s church leaders are faced with a quickly growing and changing number of options in the digital age.

Students in this course will explore the theological underpinnings of the use of digital media in the sharing of the church’s message. Students will be expected to understand the pitfalls and promises of digital tools and their use in a variety of ministry settings. Students will be challenged to demonstrate effective use of digital media in the church through a variety of practical projects. They will also develop the skills necessary to evaluate emerging digital tools for their effectiveness.

Learning Goals
By the completion of this course, students will:
- Develop a theology of the use of digital media in the church.
- Be able to evaluate digital tools for their effectiveness in the church.
- Identify key pitfalls to the use of digital tools in the church and create plans for mitigating those negative effects.
- Have the ability to identify resources in areas of interest that will support continued effective use of digital media.

Assignments
1. Create a digital media top ten list. Rank in order the top ten things about digital media you hope to learn in this course. Think of the questions you have while you use digital media (including social media) to help get the list started. Provide details and links where appropriate (the more information the better). These lists will be shared with others in the course. This is due August 1 by email to kurt.gwartney@ptstulsa.edu.
2. Synopsis and reflection papers (maximum three pages, double-spaced, 12 point typeface size) one on Postman, the other on Wise. The papers should include the author’s purpose, fundamental perspective on the topic, and at least two points the author makes that you find engaging. Each paper will include your engagement with the writer by noting areas where you are in agreement and/or disagreement. Each paper shall end with two or three questions related to the topic you want to explore in class. **The Postman paper is due July 15. The Wise paper is due August 3 (first day of class).**

3. Create an annotated digital resource list on a specific approved topic selected at the end of the course week. This assignment will be shared with the class participants. The list shall include an evaluative statement associated with each resource. **Due September 15.**

4. Develop a social media plan for your current (or imagined) ministry setting keeping Drescher in mind. The plan shall incorporate references to the text. This should be a brief treatment, no longer than three pages, double-spaced, 12-point typeface. **Due October 1.**

5. Create an approved digital media project to be turned in by **October 31 at 10 p.m. CST.** This project could include a sermon presentation, video, blog posts, web site, YouTube channel, podcast, vlog, or other digital media that captures your interest. The **project idea** shall be submitted to the instructor by **September 1.**

**Required Reading:**

Selecting texts on a fast changing topic like digital media in the church is fraught with problems. My clergy spouse even suggested that I have no texts and just use online resources. In choosing the following texts, I wanted to provide some books that are more how-to and others that are intended to provoke thinking. Some of the texts come from a more conservative Christian viewpoint. Please be generous while reading. To quote cowboy poet and large animal veterinarian Baxter Black, “If you get one great idea out of a book, it's worth it.” The Postman book is one of my favorites and provides an underpinning for our distracted culture. Wise posits that social media is akin to the time of Guttenberg and Luther. For all the preachers in the course, I hope they pay particular attention to the Tufte text. On-screen presentations are not always helpful, in fact they can kill. The Gould book is more practical in its approach. Drescher comes at social media from a broader context. The World Council of Churches document was a surprise to me. While it provides some guidelines for technical copyright issues, it also offers a faith reason in caring for intellectual property.


### CLASS SESSIONS (subject to alteration)

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<th>DAY</th>
<th>TOPICS</th>
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<td>Theology of media usage in church</td>
<td>Drescher 25-92</td>
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<td>Review top ten lists</td>
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<td>August 5</td>
<td>Social media</td>
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<td>August 6</td>
<td>Project discussions</td>
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<td>Digital infrastructure</td>
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<td>Burning questions time</td>
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4 Digital Media and the Church

**Grading**
This is the weighting for the five assignments in this course.
Pre-course top ten list ..............................................10 percent
Pre-course reflection papers .................................20 percent
Class participation ................................................10 percent
Annotated digital resource list .........................15 percent
Social media plan ................................................15 percent
Digital media project .........................................30 percent

**Rubrics**
The grade of A is reserved for class participants who consistently demonstrate behaviors and submit assignments within the rubrics for the course reaching the level of mastery. The grade of B should be considered a good grade representing understanding of the subject matter, while a C grade means the submitted work was passable. Deadlines are deadlines. Assignments submitted past the listed deadline will be graded down one letter grade.

**Digital Media Top Ten List**
A: The list will be submitted on time and will reflect a thoughtful and creative approach to the assignment. The list will include links for all questions and details relating to the question. The list order will prioritize the learner’s questions and hopes for understanding digital media usage in the church.

B: The list will provide an adequate approach to the assignment. The list will include links for most questions and some details relating to the question. The list order will prioritize the learner’s questions and hopes for understanding digital media usage in the church.

C: The list will provide a less than adequate approach to the assignment. The list will lack links for most questions and have few details relating to the question. The list order will lack prioritization providing little insight into the learner’s hopes for understanding digital media usage in the church.

**Pre-Class Reflections**
A: These papers will be submitted on time. Grammar, spelling and writing will be clear and without errors. Length requirements will be followed. The writer will accurately reflect an understanding of the author's thesis and main points. These will also be presented fairly and clearly. The writing will demonstrate engagement and thoughtfulness to the topics.

B: Grammar, spelling and writing are generally clear except for minor errors and typographical mistakes. Length requirements will be followed. The writer will reflect a mostly accurate understanding of the author's thesis and main points. While engagement and thoughtfulness is expected, it does not reach the level of an A level paper.

C: Grammar, spelling and writing have problems, including an increase in typographical errors. Length requirements are not met. The writer lacks authentic engagement with the author, interjecting reactions and opinions in representing the author’s point of view.
Annotated Digital Resource List

A: The list will be turned in on time and be robust with helpful evaluations of each resource for the selected topic. The list will also be much more than a regurgitation of Google results and reviews, reflecting a thoughtful approach to how the resources can be used in a ministry setting. Links will be accurate and evaluations clearly written.

B: The list will be an adequate reflection of the chosen topic but lack the thoughtful approach to the use of the resources in an A level paper. Most links will be accurate and evaluations may lack some clarity.

C: The list will demonstrate a dependence on search engine results lacking in thoughtful consideration of the use of the resources in a ministry setting. Several links will have problems and the evaluations will be harder to understand.

Social Media Plan

A: This plan will be turned in on time and will excel in detail to the point that it could be used, as is, in a ministry setting. The plan will also reference a clear understanding of the points presented by Drescher. Creativity in approach will be rewarded.

B: This plan will lack some detail and would need work before being used in a ministry setting. The plan will also reference a mostly clear understanding of the points presented by Drescher. Plans receiving this grade will lack creativity.

C: This plan will have a significant lack of detail and be unworkable for use in a ministry setting. The plan will also misunderstand or ignore the points presented by Drescher. These plans will also have little creativity or originality.

Digital Media Project

A: The project will meet all deadlines and incorporate a thorough understanding of issues presented in the course readings, lectures and practical exercises. Grammar, spelling and writing will be clear and without errors. The project will reflect the approved guidelines. Creativity and demonstration of technical mastery will be the hallmarks of this grade level. Projects will be of a quality that they could be used, as is, in a ministry setting.

B: The project will incorporate a general understanding of issues presented in the course readings, lectures and practical exercises. Grammar, spelling and writing are generally clear except for minor errors and typographical mistakes. The project will meet most of the approved guidelines. Creativity will be lacking, as will a demonstration of technical mastery. Projects will be nearly ministry ready.

C: The project will lack an understanding of issues presented in the course readings, lectures and practical exercises. Grammar, spelling and writing have problems, including an increase in typographical errors. Creativity will be minimal, as will a demonstration of technical mastery. Projects will not be ready for use in ministry. Standards for the project type will be ignored.
Course Policies
Seminary policies in the Catalog and Student Handbook shall be in effect. Phillips Seminary has set an attendance policy stating, “any student who misses 20% or more of the class contact hours for a course, for any reason, cannot pass or successfully audit that course.” For this course, that means missing seven hours will result in a failing grade. A student may be excused from three hours IF for good reason (as judged by the instructor). If a student misses three hours of class, without a sufficient reason (again, up to the instructor), the student may lose one letter grade.

Phillips Seminary Catalog Definition of a Semester Hour
In accord with regulations announced by the United States Department of Education in October 2010, the PTS faculty defines one semester-hour of academic credit as that which may be granted for successfully completing over the course of a semester a set of required learning activities representing approximately forty-five clock hours of graduate-level study. The workload/credit calculations related to the documentation of student learning are based on projections of the minimum time that a typical PTS student should anticipate spending in each course in direct instruction by the instructor(s), recommended reading and library research, synchronous and asynchronous online discussion, creative theological reflection and writing, content review and testing procedures, and other appropriate educational assignments designed by the instructor to ensure that students achieve the learning objectives of the course as published in the course syllabus.

US Department of Education Basic Calculations Target Coursework per Semester Hour:
Three semester-hour = 135 hours of coursework

Basic calculations for this course:
Class Session Time: 35 hours
Reading: 30 pages per hour x 744 pages 25 hours
Writing: 1.5 pages/hour (approx. 275 words per page, 10 pages x 1.5 hrs/page) 15 hours
Additional Research/Project Time:
  - Digital media top ten list 5 hours
  - Social media plan 20 hours
  - Annotated digital resource list 15 hours
  - Digital media project 30 hours

Total learning time: 35+25+15+5+20+15+30 = 145 hours

Accommodations for Individuals with Disabilities
Phillips Theological Seminary is committed to providing equal access to its programs of graduate professional education for all qualified students with learning, physical, medical, and/or psychological disabilities. The Seminary aims to provide reasonable accommodation for qualified individuals with a disability (based on clinical documentation) to ensure their access and participation in Seminary programs. For details,
see “Disabilities Policies and Procedures” in the 2014/15 Student Handbook, p. 17 of the PDF version. The Handbook is always available on the seminary's website:
Please contact the Rev. Judy Deere, director of admissions and student services, for consultation.