



Class Information

Day and Time: Tuesday 7:00 PM – 9:30 PM

Room Number: E207

Contact Information

Instructor Name: Dr. Scott Shiffer

Instructor Email: sshiffer@criswell.edu

Instructor Phone: 214-818-1316

Instructor Office Hours: 8:30 AM – 3:30 PM M-F

Course Description and Prerequisites

This course will explore and evaluate technology as it relates to churches and ministry organizations. Topics will include online giving, internet safety and security, child protection, appropriate social media habits, streaming services, live broadcast, and ethics in technology.

Course Objectives

1. Students will be able to research various technology vendors, make decisions regarding best use and practices, and will learn how to evaluate technological needs for specific contexts in ministry and in churches.
2. Students will understand how to use discretion with regards to social media habits and posts.'
3. Students will identify ethical issues and exemplify ethical behaviors about technology use and practice.
4. This final objective includes several specific intellectual, emotional, and vocational goals for the purpose of helping each student become a better person:

A. Intellectual Goals

1. To be introduced to and take part in the "Great Conversation," as it relates to the study of Technology and Ministry.
2. To become familiar with the major issues regarding technology for ministry today.
3. To become familiar with how technology has both positive and negative effects and impacts on people and ministry.
4. To evaluate different beliefs.
5. To articulate the student's understanding of the topics.
6. To further the student's technological vocabulary.
7. To help students become better lovers and doers of God's Word as it relates to technology in society, culture, and ministry.

B. Emotional Goals

1. To remove the fear of technology from the student's mindset and stimulate a love for the discipline of thinking critically and reflectively about how technology relates to the Kingdom of God.
2. To learn to appreciate the questions concerning technology as they relate to various issues in ministry, culture, and worship.
3. To research and incorporate information into exposition and argument.
4. To value technology as a means to developing, evaluating, and understanding a Christian Worldview.
5. To help the student grow in cognitive maturity.

C. Volitional Goals

1. To recognize the value of intellectual exercise, wonder, and knowledge in the life of the Christian as it relates technology in every other aspect of the believer's life.
2. To encourage the student to continue researching and engaging technology as it relates to thinking critically and Scripturally about the Christian faith throughout life, after this class has finished.

Required Textbooks

- Forrester, Mark. Trending Up. 2017. ISBN: 9781680671841
- Lazarus, Natchi. The Connected Church. 2017. ISBN: 9781543013818

Course Requirements and Assignments

Written Reflections	25%
Research Paper	20%
Class Participation	10%
Reading	10%
Debates	30%
Bibliography	5%
Total	100%

Course Requirements are:

Written Reflections: 25%

Written reflections will demonstrate critical thinking and reflection on the assigned questions each week. Questions will be intended to help students engage, critically evaluate, and compare assigned readings from the text and course material. Each reflection must be typed and submitted each week by the date indicated on the Course Schedule. Late reflections will be accepted, but there will be a 5-point penalty for each day they are past due. Reflections submitted over one week late will not be

accepted. Each question must be answered in sentence format. As a general rule, 3-4 sentences will usually suffice as an acceptable answer length for any given question.

Research Paper: 20%

Each student will write one Research Paper on a specific issue as it relates to technology in ministry. The paper will include the synopsis of a technological issue, the arguments for different views, and the student's own view of this issue. The student's view must be based on good quality research, Biblical support, and well-reasoned argument. The paper will be 8-10 pages in length, written in Times New Roman font (12 pt.), and double-spaced. Page margins will be one-inch all the way around. The paper will need to include a Title Page and a Bibliography, which do not count toward the page limit.

Class Participation/Class Discussion: 10%

In order to receive full credit for class participation every week, each student must show up and participate in the class discussions. When online discussions are used, students must respond to the professor's Class Discussion question for that week by Wednesday at 11:55 P.M. of that week. Next, the student must respond to at least two other students' posts by Friday at 11:55 P.M. of that same week. Finally, the student must answer any questions that are asked of him/her by other students by Sunday at 11:55 P.M. in your time zone at the end of that week. Please be courteous to other classmates by not waiting until the last minute each week to post on the Discussion Board.

Additional Discussion Board Guidelines (Maria Puzziferro):

- An acceptable post to the Discussion Board would contain accurate, original, and relevant comments. The comments should stimulate additional thought about the issue being discussed. A simple "I agree" or "I disagree" will not be counted as an adequate comment.
- Your postings should reflect a) facts, b) logical reasoning, c) be related to the topic, d) be written well (no spelling errors, etc.), and e) be on time. Try to avoid sharing your personal opinions if you cannot back them up with facts and/or statistics.
- You may certainly express your views and beliefs in the context of the discussion topic, but DO NOT use your views to attack others. Simply use your best judgment and treat others with respect. This will be important to bear in mind as we discuss very sensitive and controversial issues.
- Read the assigned chapters before you post your response to the question so that you can tie in the main ideas and facts in the readings to your postings.
- You will be evaluated on the quality and thoughtfulness of how you present your point of view. A quality message is well thought out, clearly presented, and well-formulated.
- When posting, be sure to present your thoughts and point of view in an unbiased way. You can and should cite evidence for your assertions where appropriate. Use your textbook, and other selected web resources as educational aids.
- Your postings should be clear, yet concise. Please do not feel as though you have to write a lot. Think quality over quantity.

- Please try to keep messages to one paragraph (150-200 words), if possible.
- Once you have posted, check back frequently to see if anybody has responded to you.

Reading Report: 10%

At the end of the semester, students will submit a report showing what percentage of the assigned readings the students completed from the text and the lecture notes. The report will be in the form of a multiple choice quiz and will include two questions. Students will select the percentage of reading that most closely reflects the amount they read 100%, 75%, 50%, or 25%.

Debates: 30%

Students will be divided into teams and designated sides of an argument to debate. Students will research the issue and present the evidence in class using the Lincoln-Douglas debate guidelines. Each student will participate in 4 debates throughout the course of the semester.

Bibliography: 5%

Students will be assigned an issue as it relates to technology and ministry. They will then research and present an annotated bibliography of books on the issue for further reflection on each topic that can be shared with the other students in the class. Each annotated bibliography should include a minimum of 5 books and 10 articles.

Course/Classroom Policies and Information

(Delete section if not needed or enter policies and/or information applicable to your course or classroom. Create relevant subheadings as desired.)

Class Attendance

Students are responsible for enrolling in courses for which they anticipate being able to attend every class session on the day and time appearing on course schedules, and then making every effort to do so. When unavoidable situations result in absence or tardiness, students are responsible for acquiring any information missed. Professors are not obliged to allow students to make up missed work. Per their independent discretion, individual professors may determine how attendance affects students' ability to meet course learning objectives and whether attendance affects course grades.

Grading Scale

A	93-100	4.0 grade points per semester hour
A-	90-92	3.7 grade points per semester hour
B+	87-89	3.3 grade points per semester hour
B	83-86	3.0 grade points per semester hour
B-	80-82	2.7 grade points per semester hour
C+	77-79	2.3 grade points per semester hour
C	73-76	2.0 grade points per semester hour

C-	70-72	1.7 grade points per semester hour
D+	67-69	1.3 grade points per semester hour
D	63-66	1.0 grade point per semester hour
D-	60-62	0.7 grade points per semester hour
F	0-59	0.0 grade points per semester hour

Incomplete Grades

Students requesting a grade of Incomplete (I) must understand that incomplete grades may be given only upon approval of the faculty member involved. An “I” may be assigned only when a student is currently passing a course and in situations involving extended illness, serious injury, death in the family, or employment or government reassignment, not student neglect.

Students are responsible for contacting their professors prior to the end of the semester, plus filing the appropriate completed and approved academic request form with the Registrar’s Office. The “I” must be removed (by completing the remaining course requirements) no later than 60 calendar days after the grade was assigned, or the “I” will become an “F.”

Academic Honesty

Absolute truth is an essential belief and basis of behavior for those who believe in a God who cannot lie and forbids falsehood. Academic honesty is the application of the principle of truth in the classroom setting. Academic honesty includes the basic premise that all work submitted by students must be their own and any ideas derived or copied from elsewhere must be carefully documented.

Academic dishonesty includes, but is not limited to:

- cheating of any kind,
- submitting, without proper approval, work originally prepared by the student for another course,
- plagiarism, which is the submitting of work prepared by someone else as if it were his own, and
- failing to credit sources properly in written work.

Institutional Email Policy

All official college email communications to students enrolled in this course will be sent exclusively to students’ institutional email accounts. Students are expected to check their student email accounts regularly and to respond in an appropriate and timely manner to all communications from faculty and administrative departments.

Students are permitted to setup automatic forwarding of emails from their student email accounts to one or more personal email accounts. The student is responsible to setup and maintain email forwarding without assistance from college staff. If a student chooses to use this forwarding option, he/she will continue to be responsible for responding appropriately to all communications from faculty and administrative departments of the college. Criswell College bears no responsibility for the use of emails that have been forwarded from student email accounts to other email accounts.

Disabilities

Criswell College recognizes and supports the standards set forth in Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and similar state laws, which are designed to eliminate discrimination against qualified individuals with disabilities. Criswell College is committed to making reasonable accommodations for qualifying students, faculty, and employees with disabilities as required by applicable laws. For more information, please contact the Student Services Office.

Intellectual Property Rights

Unless otherwise specifically instructed in writing by the professor, students must neither materially nor digitally reproduce materials from any course offered by Criswell College for or with the significant possibility of distribution.

Resources and Support

Canvas and SONIS: Criswell College uses Canvas as its web-based learning tool and SONIS for student data. Students needing assistance with Canvas should contact the Canvas Help Support line at (844) 358-6140. Tech support is available at this number, twenty-four hours a day. Students needing help with SONIS should contact the Campus Software Manager at studenttechsupport@criswell.edu.

Student Services: The Student Services Office exists to foster and encourage success in all areas of life—physical, intellectual, spiritual, social, and emotional. Students are encouraged to reach out for assistance by contacting the office at 214.818.1332 or studentservices@criswell.edu. Pastoral and certified counseling services are also available to Criswell students. Appointments are scheduled through the Dean of Students, at deanofstudents@criswell.edu.

Wallace Library: Students can access academic resources and obtain research assistance by visiting the Wallace Library, which is located on campus. For more information, go to the library website, or email the Wallace Library at library@criswell.edu.

Writing Center: Students are encouraged to consult with writing tutors to improve and enhance their skills and confidence by practicing techniques of clear and effective writing. To consult with a tutor, students can visit the Writing Center located on the first floor near the Computer Lab, or they can schedule an appointment by emailing writingcenter@criswell.edu or calling 214.818.1373.

Course Outline/Calendar

Week	Topic	Reading	Due
Session 1 Aug 20	Introduction	Lazarus Intro and Chapter 1	Intro Discussion
Session 2	Sound/ Video/ Audio/ Lighting	Lazarus Chapter 2	

Aug 27		Assigned Articles	
Session 3 Sept 3	Ministry Websites Technology and Giving	Lazarus Chapter 3 Assigned Articles	Reflection 1 Due
Session 4 Sept 10	Technology and Security in the Church	Lazarus Chapter 4 Assigned Articles	Research Topic Due
Session 5 Sept 17	Technology and Safety at the Church	Forrester Intro and Chapter 1 Assigned Articles	Reflection 2 Due Debate 1 - Giving
Session 6 Sept 24	Technology and Hardware in the Church	Forrester Chapter 2	Reflection 3 Due Debate 2 - Safety
Session 7 Oct 1	Technology Services/ Streaming/ Videos/ Virtual Church	Forrester Chapter 3 Assigned Articles	Research Outline Due
Session 8 Oct 8	Technology and Church Growth	Forrester Chapter 4 Assigned Articles	Reflection 4 Due Debate 3 – Virtual Church
Session 9 Oct 15	Social Media and Ministry	Lazarus Chapter 5 Assigned Articles	Reflection 5 Due
Session 10 Oct 22	Technology and Human Behavior	Lazarus Chapter 6 Assigned Articles	First Draft Due Reflection 6 Due
Session 11 Oct 29	Technology, Society, Sin, and Redemption	Lazarus Chapters 7 and 8 Assigned Articles	Annotated Bibliography Due Debate 4 – Social Media
Session 12 Nov 5	Technology and Accountability	Lazarus Chapter 9 Assigned Articles	Reflection 7 Due

Session 13 Nov 12	Struggles with Technology	Lazarus Chapters 10 and 11 Assigned Articles	Final Research Paper Due Debate 5 – Good or Evil
Session 14 Nov 19	Future Landscapes of Technology	Lazarus Chapters 12 and 13 Assigned Articles	Reflection 8 Due
Fall Break	November 26		
Session 15 Dec 3	Technology and the Global Church	Assigned Articles	Reflection 9 Due
Session 16 Dec 10	Final Presentations		Debate 6 – The Global Church