



**DIVISION OF ADULT LEARNING**

**SYLLABUS**

**MWST-566: Media and Technology in Worship**

Date: 11/08/2016

<b>Table of Contents:</b>	
<b>UNIVERSITY MISSION STATEMENT:</b>	<b>3</b>
<b>CATALOG DESCRIPTION:</b>	<b>3</b>
<b>REQUIRED TEXT(S) AND/OR SUPPORTING RESOURCES:</b>	<b>3</b>
<b>PREREQUISITE SKILLS AND KNOWLEDGE:</b>	<b>3</b>
<b>COURSE GOALS AND LEARNING OUTCOMES:</b>	<b>3</b>
<b>MAJOR TOPICS:</b>	<b>4</b>
<b>COURSE ASSESSMENTS:</b>	<b>4</b>
<b>EVALUATION:</b>	<b>5</b>
<b>GRADING SCALE:</b>	<b>5</b>
<b>LETTER GRADE EQUIVALENCIES:</b>	<b>6</b>
<b>UNIT AND TIME DISTRIBUTION:</b>	<b>6</b>
<b>POLICIES</b>	<b>6</b>
<b>ATTENDANCE POLICY:</b>	<b>6</b>
<b>ACADEMIC HONESTY POLICY/INFORMATION:</b>	<b>6</b>
<b>LATE POLICY:</b>	<b>7</b>
<b>EXPECTATIONS</b>	<b>7</b>
<b>FACULTY EXPECTATIONS OF STUDENTS:</b>	<b>7</b>
<b>STUDENTS' EXPECTATIONS OF FACULTY:</b>	<b>8</b>
<b>IMPORTANT STUDENT INFORMATION</b>	<b>8</b>
<b>SPECIAL NEEDS:</b>	<b>8</b>
<b>BIBLIOGRAPHY</b>	<b>9</b>
<b>KNOWLEDGE BASE/WORKING BIBLIOGRAPHY (READING LIST):</b>	<b>9</b>

**University Mission Statement:**

Lee University is a Christian institution which offers liberal arts and professional education on both the baccalaureate and graduate levels through residential and distance programs. It seeks to provide education that integrates biblical truth as revealed in the Holy Scriptures with truth discovered through the study of arts and sciences and in the practice of various professions. A personal commitment to Jesus Christ as Savior is the controlling perspective from which the educational enterprise is carried out. The foundational purpose of all educational programs is to develop within the students knowledge, appreciation, understanding, ability and skills which will prepare them for responsible Christian living in a complex world.

**Catalog Description:**

This course is designed to examine the origins, roles and current practices of worship leaders using visual media technologies as a part of church services. Discussion topics will include a brief history of media and technology in worship. The course will also include an overview of the emerging role of the media minister, as well as the uses and effects of these communication technologies. The course will also evaluate hardware and equipment as well as an exploration of software used to produce and display visual electronic media. Emerging technologies will be explored for use in worship settings.

**Required Text(s) and/or Supporting Resources:****Required Text:**

Herring, Brad. *Sound, Lighting & Video: A Resource for Worship*. Burlington: Elsevier Inc., 2009.  
*(Provided as a link in the course and charged to your Lee account as "Book Bundle" fee.)*

Schultze, Quentin J. *High-Tech Worship: Using Presentational Technologies Wisely*. Grand Rapids: Baker Books, 2004. *(Provided as a link in the course and charged to your Lee account as "Book Bundle" fee.)*

**Additional Supporting Resources (not required to purchase):**

Resources included in the Learning Management System (LMS).

**Prerequisite Skills and Knowledge:**

None

**Course Goals and Learning Outcomes:****PURPOSE**

This course is intended to explore electronic communication technologies available to ministries for use as a part of the worship experience. This course will examine both the positive and/or negative effects of these electronic media technology applications. The consequences of these media on current and future mission, goals, programs, and worship activities will also be explored. The course combines theoretical perspectives with practical applications that will assist the student in preparing for effective media ministry.

**General Learning Objectives (Course Goals):**

*This course seeks to:*

1. Explore the history of media and technology use in worship.
2. Identify the key current and emerging communication technology media and trends being utilized by the Evangelical Church tradition.

3. Provide an understanding of the ways in which current visual electronic media are affecting Christians, Christian organizations, and culture.
4. Evaluate the main components that determine whether the media and technology being used in worship enhances or detracts from the experience.
5. Examine strategies for applying new and emerging electronic communication media for future uses in the church worship setting.

**Specific Behavioral Objectives (Learning Outcomes):**

*As a result of the activities and study in this course, the student should be able to:*

1. Identify specific ways that Christian groups, denominations, ministries and local churches are currently using communication technologies.
2. Discuss the specific elements of presentational church media in use today, including the display of texts and lyrics, the applications of commercially available video clips, and the production of media for worship by the local church.
3. Analyze both the positive and negative effects of using media as a part of the Christian worship experience.
4. Generate specific strategies designed to more effectively develop and use media technologies to meet the visual worship needs of Christian organizations or ministries for the future.
5. Design a creative, technical and or management portfolio that includes a resume and job-search plan for career entry into the church media industry.
6. Demonstrate the ability to incorporate and utilize media in a worship service experience.

**Major Topics:**

- A. History and origins of media use by the church
- B. Current media applications in worship practices in the Evangelical Christian tradition
- C. Media and technology usage and its effect upon the culture
- D. Media and technology usage and its effect upon the church
- E. Philosophies of media and technology usages in worship
- F. Strategies for determining media and technology usage that enhances and detracts from worship
- G. Staffing a media and technology-oriented church
- H. Technological tools needed to incorporate media and technology effectively into worship
- I. The emergence of new technologies and their possible applications to the worship setting

**Course Assessments:**

- A. **Participation.** You are required to participate in this course on a weekly basis. Although there is no participation grade, your participation is assessed as you engage in discussions and complete the written assessment activities. The course is designed so that each unit has a corresponding written lecture. The lectures provide explanatory content in addition to the textbook and article assignments; it is essential that you read the lecture, as well as any associated media presentations. A key aspect of your participation is the timely completion of all assigned readings, corresponding written activities, papers, threaded discussions, etc. The assignments must be completed within the timeframe specified in the assignment instructions. All times should be understood as Eastern Time.
- B. **Turabian Format.** The School of Religion requires Turabian formatting as the style for all written assignments. Please see the *School of Religion Manual of Style for Papers* (in the course) for a current guide to Turabian format.

- C. **Gender Inclusive Language.** The School of Religion supports and expects the use of gender inclusive language in written and oral communication. Examples of gender inclusive language include: humankind rather than mankind; people rather than men or women, etc. Obviously, if gender specificity is appropriate, as in referring to a mother as “she,” that is acceptable.
- D. **Text/Media.** All text/media is evaluated in the threaded discussions and assignments.
- E. **Threaded Discussions.** The threaded discussions are an opportunity for students to demonstrate their knowledge of the course material and interact with fellow students. Just doing an initial post and/or response will not guarantee any point value. Discussions will be evaluated as follows: a) on the depth of engagement with the discussion topic and/or issue; b) on the depth of understanding of the topic and/or issue; and c) on the depth of interaction with the other students. An initial post is required (evaluation of “a” and “b” above) and then response posts interacting to other students’ initial posts (evaluation of “c” above). Once the discussion deadline is reached, there will be no further opportunity to attain points for that discussion. If you have further questions on how these are evaluated, please contact your instructor.
- F. **Unit Assignments (Responses).** There are two textbooks, as noted below. To each textbook is assigned specific chapters and written responses. Details of the assignments are available in the course. The readings and activities for the textbooks will facilitate the accomplishment of learning outcomes 1-6. Additionally, various articles will be found in the course. The associated requirements for these articles will be described within the individual course units.
- G. **Unit Assignments (Analysis).** You will perform two separate analysis assignments. The first will focus on assessing the theoretical foundation for the incorporation of presentational media in a local church context. The second will critique the use of media/technology in the church worship setting.

**Evaluation:**

A. Threaded Discussions	100
B. Unit Assignments	900

**Grading Scale:**

The standardized grading scale provides a uniform foundation from which to assess your performance.

Grade	Quality Points per Credit	Score
A	4.0	930 - 1000
A-	3.7	900 - 929
B+	3.3	870 - 899
B	3.0	830 – 869
B-	2.7	800 – 829
C+	2.3	770 – 799
C	2.0	730 – 769
F	.0	0 - 699

**Letter Grade Equivalencies:**

**A** = Clearly stands out as excellent performance. Has unusually sharp insights into material and initiates thoughtful questions. Sees many sides of an issue. Articulates well and writes logically and clearly. Integrates ideas previously learned from this and other disciplines. Anticipates next steps in progression of ideas. Example "A" work should be of such nature that it could be put on reserve for all cohort members to review and emulate. The "A" cohort member is, in fact, an example for others to follow.

**B** = Demonstrates a solid comprehension of the subject matter and always accomplishes all course requirements. Serves as an active participant and listener. Communicates orally and in writing at an acceptable level for a cohort member. Work shows intuition and creativity. Example "B" work indicates good quality of performance and is given in recognition for solid work; a "B" should be considered a good grade and awarded to those who submit assignments of quality less than the exemplary work described above.

**C** = Quality and quantity of work is average. Has average comprehension, communication skills, or initiative. Requirements of the assignments are addressed at least minimally.

**F** = Quality and quantity of work is unacceptable and does not qualify the student to progress to a more advanced level of work.

**Unit and Time Distribution:**

The time to complete each unit is approximately 17 hours per week on average for a three hour course. Actual assignment completion times will vary. A more detailed breakdown of each assignment can be found within the course.

**POLICIES****Attendance Policy:**

At Lee University, student success is directly related to the student actively attending and engaging in the course. Online courses are no different from classroom courses in this regard; however, participation must be defined in a different manner.

Online courses will have weekly mechanisms for student participation, which can be documented by submission/completion of assignments, participation in threaded discussions, and/or specific communication with the instructor as outlined within the syllabus.

**Academic Honesty Policy/Information:**

Cheating is defined as the use or attempted use of unauthorized materials or receiving unauthorized assistance or communication during any academic exercise.

Examples of cheating include:

- Submitting work for academic evaluation that is not the your own.
- Receiving assistance from another person during an examination.
- Using prepared notes or materials during an examination.
- Permitting another student to copy your work.
- Plagiarism.

- Falsification.
- Other misrepresentations of academic achievement submitted for evaluation or a grade.

As stated in the LEE UNIVERSITY Catalog, plagiarism is presenting as your own work the words, ideas, opinions, theories, or thoughts which are not common knowledge. Students who present others' words or ideas as their own without fair attribution (documentation) are guilty of plagiarizing. Unfair attribution includes, but is not limited to, a direct quotation of all or part of another's words without appropriately identifying the source. It is also unfair attribution to have included a source within a Works Cited page without having carefully cited the source within the text of the document.

Plagiarism also includes, but is not limited to, the following acts when performed without fair attribution:

- a. directly quoting all or part of another person's words without quotation marks, as appropriate to the discipline.
- b. paraphrasing all or part of another person's words without documentation.
- c. stating an idea, theory, or formula as your own when it actually originated with another person.
- d. purchasing (or receiving in any other manner) a term paper or other assignment, which is the work of another person, and submitting that work as if it were one's own.

#### Late Policy:

- No credit is available for postings of any kind made in the **Threaded Discussions** after a given unit ends.
- If your faculty approves your submission of late assignments, each assignment score will be penalized 10% per day up to five days late. After the fifth day, late assignments will not be accepted. (Note: An assignment is a paper, a project, a team presentation, etc., **not** a discussion.)
- No late assignments will be accepted after the close of the final unit.

## EXPECTATIONS

#### Faculty Expectations of Students:

- Have consistent access to a computer and possess baseline computer and information skills prior to taking online courses.
- Log into their courses within 24 hours of the beginning of the session to confirm their participation. (Students who register after the session has begun will be responsible for any assignments or material already covered.)
- Take an active role in each unit, participating fully in discussions, assignments and other activities throughout the entire session. If some event interferes with that participation, the student is responsible for notifying the instructor in advance.
- Review the course syllabus and other preliminary course materials thoroughly as early as possible during the first few days of the course.
- Be responsible for raising any questions or seeking clarification about these materials, if necessary, within the first week of the session.
- Frequently check the course calendar for due dates.

- Submit assignments and papers on time, and take tests by the posted dates. Acceptance of late work and any penalties for late submissions are up to the discretion of the instructor, based on the expectations outlined in the course syllabus.
- Contribute meaningful, timely comments to online discussions according to guidelines provided.
- Contribute substantively to group assignments (if required in course).
- Check for University announcements each time you log onto the LMS. These postings are critical.
- Use Lee email address.
- Complete the "Student Survey of Instruction" for each course to evaluate the instructor and the course.

#### Students' Expectations of Faculty:

- The opportunity to be active participants in a stimulating and challenging education that is global in scope, interactive in process and diverse in content and approach.
- A friendly, respectful, open, and encouraging learning environment.
- A course outline or syllabus that clearly provides information regarding course content, teaching methods, course objectives, grading, attendance/participation policies, due dates, and student assessment guidelines.
- Instructors who are responsive and available to discuss within 48 hours students' progress, course content, assignments, etc. at mutually convenient times from the first day of the session through the last day of the session. (Check the faculty contact information regarding weekends and holidays.)
- Individual instructor's contact information, schedules, availability, and procedural details are located within the course.
- To have access to instructor feedback and grading on projects, exams, papers, quizzes, etc., within ten (10) days of assignment due date so students are able to determine where they have made errors or need additional work.
- Final grade/feedback provided within ten (10) days after the last date of course.

### IMPORTANT STUDENT INFORMATION

#### Special Needs:

Lee University, in conjunction with the Academic Support Office, works to ensure students with documented disabilities have access to educational opportunities. Students who need accommodations based on a disability should visit the Academic Support Office, call (423) 614-8181, or email [academicsupport@leeuniversity.edu](mailto:academicsupport@leeuniversity.edu). It is the student's responsibility to share the Accommodations Form with the instructor in order to initiate the accommodations.



## BIBLIOGRAPHY

### Knowledge Base/Working Bibliography (Reading List):

- Barna, George. *The Power of Team Leadership*. Colorado Springs: WaterBrook Press, 2001.
- Berkman, Dave. "Long before Falwell: Early Radio and Religion-as reported by the Nation's Periodical Press," *Journal of Popular Culture*, 21, 185(14), 12-15, 1988.
- Czitrom, Daniel. *Media and the American Mind: from Morse to McLuhan*. Chapel Hill: University of North Carolina Press, 1982.
- Eason, Tim. *Media Ministry Made Easy: A Practical Guide To Visual Communication*. Nashville, TN: Abingdon Press, 2003.
- Ellul, Jacques. *The Technological Society*. New York: Alfred A. Knopf, 1964.
- Hipps, Shane. *The Hidden Power Of Electronic Culture: How Media Shapes Faith, The Gospel, And Church*. Grand Rapids, MI: Zondervan, 2006.
- Lindvall, Terry. *Sanctuary Cinema: Origins of the Christian Film Industry*. New York: New York University Press, 2007.
- McLuhan, Marshall. *Understanding Media: the Extensions of Man*. New York: McGraw Hill, 1964.
- Mumford, Lewis. *Technics and Civilization*. London: George Routledge & Sons, 1947.
- Murphy, Debra Dean. "Powerpointless: Video Screens In Worship," *The Christian Century*, 123(15), 10-12, 2006.
- Ong, Walter. *Orality and Literacy: the Technologizing of the Word*. New York: Routledge, 1982.
- Postman, Neil. *Amusing Ourselves to Death: Public Discourse in the Age of Show Business*. New York: Penguin, 1982.
- Schultze, Quentin and Robert Woods. *Understanding Evangelical Media*. Intervarsity Press, 2008.
- Seasoltz, R. Kevin. *A Sense of the Sacred: The Theological Foundations of Christian Architecture and Art*. New York: Continuum, 2007.
- Stella, Constance. *Video Ministry: Using Media in Worship Without Going Hollywood*. Nashville, TN: Abingdon Press, 2006.
- Wacker, Grant. *Heaven Below: Early Pentecostals and American Culture*. Cambridge, MA: Harvard University Press, 2001.
- Webber, Robert. *Ancient-future Faith: Rethinking Evangelicalism for a Postmodern World*. Grand Rapids: Baker Academics, 1999.