

CMI 221 Learning, Liturgy, and Technology

Sample Syllabus

Professor: Don Perini

Course Description

A study in curriculum development with special consideration for ways to communicate biblical truths through a variety of creative teaching methods. Students will analyze current youth curriculum, learn basic hermeneutical skills, and create youth gatherings that are experiential, interactive, multi-sensory and communal.

Course Objectives

By the end of this course, the student should be able to:

1. Illustrate various teaching methods and recent learning theories.
2. Use presentational technologies wisely in their teaching.
3. Describe the inner life of an effective teacher.
4. Design thematic gatherings that are experiential, interactive, multi-sensory and communal.

Course Textbooks

Kimball, Dan. The Emerging Church. (Grand Rapids: Zondervan, 2003)

Schultze, Quentin. High-Tech Worship? (Grand Rapids: Baker Books, 2004)

Palmer, Parker. The Courage To Teach. (San Francisco: Jossey-Bass, 1998)

Course Assignments:

1. HIGH-TECH WORSHIP (8% of final grade)

Students will read, reflect, and listen in order to thoroughly digest the reading materials. In order to accomplish this, the assignments will be completed in the following manner:

- Read and answer the questions located at the end of the syllabus.
- During class, you will have the opportunity to listen to what others are saying on the same subject and reflect your thoughts on the back of your assignment.

2. THE EMERGING CHURCH (16% of final grade)

Students will read, reflect, and listen in order to thoroughly digest the reading materials. In order to accomplish this, the assignments will be completed in the following manner:

- Read and answer the questions at the end of each chapter titled "Emerging Thoughts".
- During class, you will have the opportunity to listen to what others are saying on the same subject and reflect your thoughts on the back of your assignment.

3. COURAGE TO TEACH (21% of final grade)

To increase critical thinking of the material, you will need to answer the following questions for each chapter assigned. This is not an essay or summary. Please type out each question on your assignment and provide a COMPLETE answer.

Analysis of Thinking

Purpose: What is the goal or purpose of the thinking in this section?

Assumptions: What assumptions does the writer make about his topic in this section?

Question: What dilemma, problem, or issue is the writer dealing with?

Concepts: What are the most important concepts or ideas the writer uses in this chapter?

Information: What information does the writer provide in support of his solution to the dilemma, problem, or issue?

Judgments: What solutions or resolution does the writer arrive at?

4. DESIGN CHALLENGES (20% of final grade)

One of the best ways to learn how to design youth gatherings is to create them. Therefore, students will have the opportunity to design experiential, interactive, multi-sensory and communal gatherings throughout the semester. It will be your creative team's ability to resource together in order to produce a gathering of high quality. There will be three challenges during the semester.

5. THEMATIC SERIES LESSON (25% of final grade) (Senior Portfolio)**

Each student will develop a four-week thematic series on the topic of Genesis 1-12.. It needs to be written in such a way that a volunteer could pick it up and use it. Don't wait till the last minute to do this project, it will measure how well you understand the course material. The grading rubric is located at the back of the syllabus.

6. FINAL EXAM (10% of final grade)

A final exam will be given at the end of the semester and will cover topics discussed in class. A study sheet will be provided for you one week before the exam to prepare you for this test.

Grading:

Each assignment will be given a letter grade. Remember that an “A” really represents outstanding work. A “B” grade is still above average and a “C” grade represents average work.

Also note that in order to comply with the Privacy Act concerning students’ records, graded papers/exams will not be left in offices or other designated areas for returning to students. Papers will be returned in class.

Attendance:

Your attendance and participation is essential to the course objectives. Missing more than three class sessions will result in a lowered grade. The final grade will be lowered *five percentage points* for each additional class missed.

Late Work:

All assignments need to be turned in at the beginning of class. No late work will be accepted for this class unless you are dying or saving someone’s life.

Student Plagiarism

COPYRIGHT VIOLATION and PLAGIARISM have serious ramifications for Cornerstone students, both legally (the former) and ethically (the latter). Unauthorized copying or use of copyrighted materials, including downloaded files of various kinds, can result in criminal charges and fines. Plagiarizing another’s words or *ideas* (passing them off as your own) can result in loss of grade or failure. For a fuller explanation of these issues or of CU’s copyright policy, see Miller Library’s website under Help/FAQ – see the FAQ concerning copyright and plagiarism (http://www.cornerstone.edu/Miller_Library/Help/FAQs/Copyright).

FERPA statement

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their educational records. A detailed description of these rights can be found in the current Cornerstone University Student Handbook.

Disability Accommodation

The university will make reasonable accommodations for students with disabilities, in compliance with Section 504 of the Rehabilitation Act of 1973 and with the Americans with Disabilities Act of 1990. The purpose of accommodation is to provide equal access to educational opportunities to students affected by disabilities, and the university does not intend that the standards be altered, nor that the essential elements of programs or courses be changed. Students having documented disabilities may apply for accommodations through Student Disability Services (SDS), which is part of the Cornerstone University Learning Center located in Miller Hall on the main campus.

In the event that students have questions regarding whether they are eligible for accommodations, how they might provide appropriate documentation of disabilities, or how they might handle a disagreement with a professor over questions of accommodation, the Director of Academic Support should be contacted immediately at (616) 222-1596 or via email at learningcenter@cornerstone.edu. Further information about applying for and utilizing accommodations is provided in the Student Handbook and on the university’s website.

Date	Subject	Assignments
8-Sept	Introduction: Where are we going?	
13-Sept	Design Challenge - practice	
15-Sept	Form Discussion groups The Creative Process	High Tech 1-2
20-Sept	Neurological Findings and Strategies	Emerging 10,11
22-Sept	No Class (Conference)	
27-Sept	The Cabinet	Emerging 12,13
29-Sept	Different Forms for Different Norms	High Tech 3-4
4-Oct	Putting a Service Together	Emerging 14,15
6-Oct	Impart Information vs. Changing Lives	High Tech 5-6
11-Oct	Experience in Navigable Space	High Tech 7-8
13-Oct	Naming the Elements	Emerging 16,17
18-Oct	No Class (Fall Break)	
20-Oct	Creative Triangle and Gathering Example #1	
25-Oct	Design Challenge #1	DC #1
27-Oct	Experiential Storytelling	Courage To Teach Intro & 1
1-Nov	Design Challenge #2	Courage to Teach 2,3
3-Nov	Get EPIC	DC #2
8-Nov	Design Challenge #3	Courage To Teach 4,5
10-Nov	Design Challenge #3 (part II)	DC #3
15-Nov	Reimagining the Sermon	Courage To Teach 6
17-Nov	Thematic Series	
22-Nov	Thematic Series	
24-Nov	No Class (Thanksgiving)	
29-Nov	Thematic Series	
1-Dec	Design Challenge #4	Thematic Series Due
6-Dec	Design Challenge #4 (part II)	
8-Dec	Applications and Debrief	DC #4
13-Dec	Final Exam	

Learning, Liturgy, and Technology

Grading Rubric for Thematic Series

Name: _____

- Hermeneutical accuracy (3)___
- Depth of spiritual content (Heart and Habit) (4)___
- Clear Explanations for volunteer Use (5)___
- Use of learned methods from class (Kimball, Navigable Space, Epic, Experiential Storytelling) (3)___
- Power point design (2)___
- Idea List (Explore and Different Forms) (4)___
- Appropriate use of presentations (Using Tech Wisely) (1)___
- Quality of work (3)___

Total (25) _____

High-Tech Worship? Questions

Chapter 1

1. Is the church contributing to thoughtless innovation?
2. Should worship by nature be less high-tech and more high-touch?

Chapter 2

1. List forms of old media
2. How does the author define worship?
3. What is a passive consumer?
4. If presentational technologies could become divisive, what does the author suggest we do to prevent division?

Chapter 3

1. What is the “yes, but” attitude and provide two illustrations?
2. Which approach to technology in worship do you support? Why?
3. Define Shalom
4. How does Augustine’s renewal for rhetoric give us a model for how to think about technology today?

Chapter 4

1. Pick three of the rationales that churches use to justify the use of technology and discuss your thoughts on each one.

Chapter 5

1. Nicolas Wolterstorff suggests three aspects of liturgical fittingness. What are they?
2. Answer the questions from page 75 “Grasping your liturgical tradition” from your church background.

Chapter 6

Write a two paragraph summary and a one paragraph conclusion.

Chapter 7

Write a two paragraph summary and a one paragraph conclusion.

Chapter 8

Write a two paragraph summary and a one paragraph conclusion.