

Programme: Undergraduate and Postgraduate
Course : Social Media and Pastoral Ministry (THEO6941)
Academic Year: 2017-18

Subject Teacher: Ms TSE Ho Yi, Apple, Mr LO Chung Biu, Bill (coordinator)
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Course background

Nowadays, Facebook and other social networking platforms have made it easier for us to connect with one another. Using social media is fun and watching KOL for opinions (or recommendations) has become a trend. As a Christian, the immediate response to this new phenomenon is a cautioned judgment? or a judgment outright? It is definitely a challenge for our Preachers/ Ministers.

Is it time to explore the different possibilities and opportunities of social media in enhancing diversity in Pastoral Ministry? Is it time to explore what the advantages of using social media and how it can be integrated in Pastoral Ministry?

By the end of the course, you can understand people's pattern in social media. It will also explore the different possibilities and opportunities in disseminating the Christian message and the gospel without time and geographical constraints. Eventually, more people will hear and read "the truth of faith" in their social network.

Course Objectives

This subject aims at facilitating students to have a thorough and critical examination of the new social media, its execution in Pastoral Ministry, and integrating the theories and skills learned from other subjects into their practice of using social media with effective communication.

Upon completion of the course, students should be able to:

1. be more sensitive to the challenges faced while using the new social media in various Pastoral Ministry/church settings;
2. enable students to develop a proper perspective and competency on delivering message in social media
3. enhance awareness of students on the current and future trends of social media in Pastoral Ministry
4. enhance the communication skills of students in delivering positive messages in social media in Pastoral Ministry
5. stimulate students to develop strategic plan for applying the skills in Pastoral Ministry

Course Duration:

Period: 09 January to 17 April, 2018 (Tuesday)

Time: 7:00pm – 9:15pm

Course Outline:

Lecture classroom: ELB306

1. 09/01 – Understanding the usage of Social Media in Pastoral Ministry
2. 16/01 – Uses of Social Media in different generation—HK context
3. 23/01 – Basic Principles of Communication in Social Media
4. 30/01 – Social media- [popular]--content analysis (I) :
5. 06/02 – Social media- [Christian related] –content analysis (II) :
6. 13/02 – Common Concerns and Applications of Social Media in Pastoral Ministry
7. 27/02 – Application: Ethical issues and Reflection
8. 06/03 – Application: Connect and Engage
9. **13/03 – Real Case sharing on usage of social media as a Mission**
10. **20/03 – seminar/group presentation**
11. **27/03 – seminar/group presentation**
12. **10/04 –Theological perspective on Social Media usage (Professor Simon Kwan)**
13. **17/04 – Conclusion and Re-visit: Capabilities of social media application?!**

Course Requirement and Assignments:

1. Attendance: 10%

2. Tutorial (per seminar): 30%

The whole class will be divided into 4 or 5 groups. Each group is responsible for one presentation on social media application in Pastoral Ministry, (you can design or choose one social media platform to make analysis the phenomenon, its core message or the communication pattern), its causes, present your idea and response and critique on present solution. Each group will be given **40 mins for presentation (20%) and lead the class discussion 30 mins (10%).**

3. Term paper outline and Term paper: 10% + 50%

- 3.1 Term paper outline: Students are requested submit the your term paper outline by email between week 6 and week 7 . Within 2-3 pages, it is suggested to include : i) State your interested topic to study ii) Why you have interest to study iii) Objectives of your study iv) Content of your study Analysis v) Any learning outcomes you expect to occur

3.2 Term Paper: Students are requested to write a term paper on your selected topic which related to Social Media in Pastoral Ministry, it is expected to include your own views, reader’s comment and critiques and recommendation for service/policy implications. Contents may include its present situation, its causes with theoretical analysis, present solutions. The paper should be in English or Chinese and between within 3500 words in English and 4000 words in Chinese. Students are expected to hand in the term papers within two weeks after the presentation. Mark will be deducted for late submission.

Important Note: Different components of assignment assess different aspects of the subject so as to ensure that students will have an integrated understanding of the nature of Social Media and Pastoral Ministry. **Thus, students are required to complete and submit all components of assignment and must pass all the components* in order to get a pass in this subject.**

***Assessment rubric:**

The Chinese University of Hong Kong
Divinity School of Chung Chi College
Paper-grading rubric

	Excellent	Good	Needs Improvement	Unacceptable
Thesis	A clear statement of what is being proposed or argued in the paper.	The thesis is easily detectable after reading the paper, but it is not presented in a single and clear statement.	The thesis is present, but a reader must work hard to reconstruct from the entire paper.	There is no thesis or central argument/proposal to tie the paper together, or the thesis is unclear.
Arguments	Each reason, support, or argument to follow the thesis is made clear, thorough, relevant and convincing. Proper references are consistently made to the text in question (biblical and/or a textbook) to show why the proposed thesis is valid.	Arguments made to support the thesis are clear, but less thorough, relevant, and/or convincing. References are often made to the text in question (biblical and/or a textbook) to show why the proposed thesis is valid, but this is done not as consistently.	Arguments made to support the thesis are acceptable but sketchy or their relevance unclear. Some references are made to the text in question (biblical and/or a textbook) to show why the proposed thesis is valid.	Arguments to support the thesis are missing, irrelevant, or not convincing. The paper makes lots of claims or assertions that are not substantiated. There are few or no references to the text in question (biblical and/or a textbook) to show why the proposed thesis is valid.
Counter-Arguments	The paper acknowledges, anticipates, and accounts for conflicting evidence, counter-examples, counter-arguments, and/or opposing positions, even ones that are not obvious or not yet been made in writings of others.	The paper acknowledges and accounts for obvious conflicting evidence, counter-examples, counter-arguments, and/or opposing positions.	The paper acknowledges and accounts for a few obvious conflicting evidence, counter-examples, and counter-arguments, but miss other obvious opposing positions. Or the paper acknowledges counter-arguments without accounting for them.	No awareness or acknowledgment of conflicting evidence, counter-examples, counter-arguments, or opposing positions.

	Excellent	Good	Needs Improvement	Unacceptable
Organization	The paper's flow, from one paragraph to another, is consistently sensible, logical, and always with clear transitions. The movement from introduction to the body and then the conclusion is easy to follow and coherent.	The paper's flow, from one paragraph to another, is largely sensible and logical. Transitions are mostly appropriate. The movement from introduction to the body and then the conclusion is distinguishable if not easy to follow.	There are signs of sensible and logical organization, but these are mixed with abrupt or illogical shifts and ineffective flow of ideas. The movement from introduction to the body and then the conclusion is not clearly distinguishable.	The paper does not flow well in terms of organization or for the argument of the thesis. Transitions from paragraph to paragraph or from one idea to the next are missing. The movement from introduction to the body and then the conclusion is non-existent.
Style	The paper is written in complete and grammatically correct sentences. Word choice is precise; definitions are provided if and when needed. Paper has been spell-checked, proofread, and contains no errors.	The paper is written in complete sentence and grammatically correct sentences. Word choice is understandable, definitions are generally (though not always) provided if and when needed. Paper has been spell-checked, proofread, and contains only a few errors.	The paper contains some incomplete or grammatically incorrect sentences. Word choice is imprecise, at times not understandable, and/or not defined when needed. Not clear if the paper has been spell-checked and proofread because of the number of errors present.	The paper is written with many incomplete or grammatically incorrect sentences. Word choice is not understandable and definition of particular terms or words is not given even when needed. The paper has clearly not been spell-checked or proofread, and hence contains an excessive number of errors.
Documentation	Notes to indicate sources of information are given whenever they are needed. Both notes and bibliography use consistent and academically acceptable format.	Notes to indicate sources of information are generally given when they are needed. Notes and bibliography are generally but not always consistent or conform to required academic standard.	Sources of information are not consistently documented. If they are, format is inconsistent or does not conform to required academic standard.	Source materials are used without documentation.

Grading Standard for DTheol and MTheol Programmes ONLY

Grade and Standard	Subdivisions	Converted Points
A Excellent	A	4.0
A Very Good	A	3.7
B Good	B+	3.3
	B	3.0
	B-	2.7
C Failure	C+	2.3
	C	2.0
	C	1.7
D Failure	D+	1.3
	D	1.0
F Failure	F	0.0

Grading Standard for BA, BD, MACS, MATS, MDiv and MMin Programmes:

Grade and Standard	Sub-divisions	Converted Points
A Excellent	A	4.0
A Very Good	A	3.7
B Good	B+	3.3
	B	3.0
	B-	2.7
C Fair	C+	2.3
	C	2.0
	C	1.7
D Pass	D+	1.3
	D	1.0
F Failure	F	0.0

Abbreviations	
BA	Bachelor of Arts
BD	Bachelor of Divinity
MACS	Master of Arts in Christian Studies
MATS	Master of Arts in Theological Studies
MDiv	Master of Divinity
MMin	Master of Ministry
MTheol	Master of Theology
DTheol	Doctor of Theology

	Attendance	Presentation	Term Paper	Term Paper	Total
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			Outline		
A	10	30	10	50	100
A-	8-9	28-29	8-9	48-49	92-96
B	7	26-27	7	46-47	86-88
C	6	21-25	6	41-45	74-82
D	5	15-20	5	25	50
F	Below 5	Below 15	Below 5	Below 25	Below 50

Essential References

1. <100 毛> 雜誌
2. 克雷格·葛洛契爾 (Craig Groeschel), <#社群癮：如何在這個愛自拍的世界中跟隨耶穌>, 道聲出版社 (台灣) 2016 年 10 月

Supplementary Reference

1. 王家輝 主編, 新·網中人：網絡與牧養 出版社：崇基學院神學院
2. 網想正: https://www.youtube.com/watch?v=8_cuoyiMo_k
3. <http://www.bishopmikelowry.com/harnessing-social-media/>
4. <http://visionroom.com/5-reasons-its-more-important-for-pastors-to-use-social-media-than-churches/>
5. <https://www.ministrymagazine.org/archive/2013/11/social-media-and-the-pastor>
6. <http://visionroom.com/a-simple-strategy-for-church-communication-inspire/>
7. <https://www.socialbakers.com/resources/reports/hong-kong/2017/august/>
8. <http://www.christianitytoday.com/edstetzer/2015/november/five-mistakes-pastors-make-on-social-media.html>

ACADEMIC HONESTY AND PLAGIARISM

Attention is drawn to University policy and regulations on honesty in academic work, and to the disciplinary guidelines and procedures applicable to breaches of such policy and regulations.

Details may be found at: <http://www.cuhk.edu.hk/policy/academichonesty/>

With each assignment, students will be required to submit a signed declaration that they are aware of these policies, regulations, guidelines and procedures.

In the case of group projects, all students of the same group should be asked to sign the declaration, each of whom is responsible and liable to disciplinary actions should there be any plagiarized contents in the group project, irrespective of whether he/she has signed the declaration and whether he/she has contributed directly or indirectly to the plagiarized contents.

For assignments in the form of a computer-generated document that is principally text-based and

submitted via VeriGuide, the statement, in the form of a receipt, will be issued by the system upon students' uploading of the soft copy of the assignment.

Assignments without the properly signed declaration will not be graded by teachers. Only the final version of the assignment should be submitted via VeriGuide.

<http://www.cuhk.edu.hk/veriguide>

The submission of a piece of work, or a part of a piece of work, for more than one purpose (e.g. to satisfy the requirements in two different courses) without declaration to this effect shall be regarded as having committed undeclared multiple submission. It is common and acceptable to reuse a turn of phrase or a sentence or two from one's own work; but wholesale reuse is problematic. In any case, agreement from the course teacher(s) concerned should be obtained prior to the submission of the piece of work.

學術著作誠信

請注意大學有關學術著作誠信的政策和規則，及適用於犯規事例的紀律指引和程序。詳情可瀏覽網：<http://www.cuhk.edu.hk/policy/academichonesty/>。學生遞交作業時，必須連同已簽署的聲明一併提交，表示他們知道有關政策、規則、指引及程序。如屬小組作業，則組內各學生均須簽署聲明。如作業以電腦製作、內容以文字為主，並經由大學「維誠」(VeriGuide)系統提交者，學生將作業的電子檔案上載到系統後，便會獲得收據，收據上已列明有關聲明。未有夾附該收據的作業，老師將不予批閱。學生只須提交作業的最終版本。

Training Staff from HKCS:

Apple is currently working in Hong Kong Christian Service as Chief Supervisor of CLAP for youth @JC project and the Chief Consultant of Four Dimensions Consulting Limited(HKCS). She has over 20 years of counseling and training experience in Hong Kong. She is experienced in training, project management, as well as counseling for working youth and families. Apple is a veteran trainer in the area of social work practice, supervisory skills training, social skills and inter-personal communication skills training. Recently, she conducted several remarkable programmes and training with theory of positive psychology with very positive feedback, such as Bringing the Best out of Gen Y-Z, Integration of Gen Y-Z into Workplace and Communicative Leadership, etc.

Apple holds a Master degree of Social Science in Corporate Communication and a Bachelor degree of Social Science from the Chinese University of Hong Kong. Apple is a RSW and certified trainer of Personality Dimensions@. She has also received intensive training in Neuro-Linguistic Programming (NLP) and is a certified NLP Practitioner.