

Seattle Pacific University
GS2950: Digital Wisdom for Work
Winter Quarter 2016

Instructors

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Description

This 1-credit class will help students assess and enhance their digital readiness for work. In addition to focusing on digital literacy and technological skills for professional development, this class will provide an opportunity for students to reflect on the relationship between vocation, technology, and career preparation.

The overarching goal of this course is to prepare students to use digital technologies wisely to become wiser. The concepts and competencies associated with this course's approach to "digital wisdom" include:

- Attention: Reflection on identity, intention, and integration of digital information and technologies.
- Acquisition and Analysis: The seeking, selection, and synthesis of digital information and technologies.
- Action: The ethics and values of community, citizenship, and creation.

Course Objectives

- Articulate a personal mission statement.
- Identify a professional or career trajectory consistent with one's mission statement.
- Articulate current competencies and identify technological competencies needed for professional or career development.
- Prepare a plan for next steps in one's development.

Required Texts

Diogenes Allen, *Spiritual Theology: The Theology of Yesterday for Spiritual Help Today* (Cowley, 1997), Chapter Eight: “The Book of Nature” (accessible through course system)

Douglas M. Koskela, [*Calling and Clarity*](#) (Eerdmans, 2015), Introduction and Chapter One: “What is My Life About?” and “The Concept of Missional Calling”

William C. Placher, *Callings* (Eerdmans, 2005), Introduction (accessible through course system)

Howard Rheingold, [*Net Smart: How to Thrive Online*](#) (MIT, 2012), Chapter Three: [“Participation Power”](#)

Mike Ribble and Teresa Northern Miller, [“Educational Leadership in an Online World: Connecting Students to Technology Responsibly, Safely, and Ethically,”](#) *Journal of Asynchronous Learning Networks*, 17:1 (2013): 137-45

Dorothy L. Sayers, *Why Work?*, including foreword by David W. Miller (accessible through course system)

Assignments

Course activities described in “Schedule” section below. (70% of grade)

Personal mission statement and action plan: Create a personal statement related to your “missional calling.” In addition to a few-sentence summary of this call, describe how you have come to discern this sense of vocation. Also describe how your mission statement might inform your career interests and plan. Finally, considering the role of technology, identify at least three things that you will do to help you achieve or identify your next steps. Draft due Monday, February 7. Final version due Monday, February 14. (30% of grade)

Schedule

Module/ Week	Activities	Assignments	Due before:
1	Watch introductory video	Complete digital literacy assessment: A quick survey of your technological knowledge and activities.	Monday, January 11
2	Read Placher, Sayers, and Koskela texts	Complete “Reading Response” form	Monday, January 18
3	Watch instructors’ vocational videos	Create and share your own 6-minute vocational video	Friday, January 22
	Watch classmates’ vocational videos	Respond with one affirmation and one thing the creator might want to consider	Monday, January 25
4	Hangout in person with instructors (free coffee) or	Complete the “Reflective Vocational Essay” template	Monday, February 1

	online (BYOB)		
5	Read Allen text and watch history of tech video	Complete “I Learned/I Wonder” form	Monday, February 8
6	Read Ribble/Miller and Rheingold texts and watch digital citizenship video	Contribute to online discussion: post an answer and interact with others’ answers	Monday, February 15
7	Watch LinkedIn video	Find an online role model and share a link—along with a reason for choosing this person—with class	Monday, February 22
8	Watch videos of Lynda, the Work and Faith Collection, and SPL resources	Create a screencast (less than 6 minutes) describing a resources you found interesting	Monday, February 29
9	Attend optional online hangout	Submit draft of personal mission statement and action plan	Monday, March 7
10	Read instructors’ feedback on draft	Submit final draft of personal mission statement and action plan	Monday, March 14

Class and University Policies

1. **Quality of work:** Work is expected to be well thought out and executed. Work that is late, sloppy, or incomplete will receive a lower grade.
2. **Syllabus revisions:** Minor changes may be made to this syllabus throughout the course.
3. **Academic integrity:** Expectations regarding academic integrity are described in the University Catalog. Your work should be your own. Both students and the professor in each class have an obligation to report and prevent cheating, plagiarism, or other academic misconduct.
4. **Appeals:** You may appeal a grade, but be aware that reevaluated work may not necessary receive a higher grade. If you wish to appeal a grade, you must do so within five calendar days after receiving it.
5. **Disability accommodations:** If you have a specific disability that qualifies you for academic accommodations, please contact Disability Support Services in the Center for Learning to make your accommodations request. Once your eligibility has been determined, Disability Support Services will send a Disability Verification Letter to your professors indicating what accommodations have been approved.