



Online Course Syllabus

EMS 525

INTERCULTURAL COMMUNICATION

Online Spring 2019

Contact Information

Instructor Name: J. Scott Bridger, PhD
Instructor Email: sbridger@criswell.edu
Instructor Phone: 214-818-1323
Instructor Office Hours: N/A

Course Description and Prerequisites

Explores advanced principles of intercultural communication from the fields of social psychology, cultural anthropology, sociolinguistics, applied linguistics, and communication theory, with specific applications to Christian Ministry in culturally diverse contexts.

Course Objectives

1. Demonstrate comprehension and facility with major concepts from the field of intercultural communication.
2. Demonstrate an understanding of receptor-oriented communication.
3. Articulate the challenges involved in communicating the gospel across various boundaries—cultural, linguistic, etc.
4. Apply the principles of intercultural communication to your life and ministry.

Required Textbooks

Moreau, A. Scott. *Effective Intercultural Communication: A Christian Perspective*. Grand Rapids, Mich.: Baker, 2014. ISBN: 9780801026638.

Lingenfelter, Sherwood G., and Marvin Keene Mayers. *Ministering Cross-Culturally: A Model for Effective Personal Relationships*. 3rd Edition. Grand Rapids, Mich.: Baker, 2016. ISBN: 9780801097478.

Storti, Craig. *Figuring Foreigners Out: A Practical Guide*. Yarmouth, Me.: Intercultural Press, 1999. ISBN: 1877864706.

Course Requirements and Assignments

- A. **READING QUIZZES (20%):** Students are required to **read** the assigned chapters from the Moreau textbook and then **review** the accompanying PowerPoint slides and Notes prior to completing a 10-20 question quiz each session according to the assignment schedule and deadlines. The quizzes are **open-book**; however, they are timed so you need to have completed all the reading and review the notes prior to taking the quiz.
- B. **LINGENFELTER REFLECTIVE SUMMARY & QUESTIONNAIRE (20%):** There are two parts to this assignment.

First, students are to read the entire Lingenfelter book and write a **single-spaced 1-2 page** (maximum) reflective summary over the book. The reflective summary should include your name at the top (no cover sheet) and each of the following sections clearly marked by titles: (1) content summary, (2) positive/negative evaluations, and (3) applications. No footnotes are necessary, but if you quote any part of the book, simply put the page number in parentheses. **Second**, students are to complete the questionnaire **in the book or online** (see the bottom of page 115 in the Lingenfelter book for instructions; make sure and save your results). Students are encouraged to complete it online, since you'll be using the questionnaire in your cross-cultural contact interview discussed below. Once you've completed the reflective summary and the questionnaire, students are to combine these two documents into **one PDF file** and upload it to Canvas by the deadline in the schedule (if you complete the questionnaire in the book, you'll need to scan/save the relevant pages and include them the final document).

- C. **STORTI EXERCISE REPORTS AND DISCUSSION BOARDS (20%)**: There are two parts to this assignment. **First**, students are to read and complete the assigned chapters/exercises from the Storti book and indicate they've done so by completing a "Storti Exercise Report" for each session on Canvas by the deadlines in the schedule. **Second**, students are to answer the associated discussion board questions related to the Storti book according to the assignment schedule and deadlines. The post is to be 150-200 words typed into Canvas. Students should then offer a 100-150 word response to **at least one classmate's post** by the end of the following session (the final response is due by the final exam date). See additional discussion board guidelines below.
- D. **CROSS-CULTURAL CONTACT INTERVIEW AND PAPER (20%)**: (**NOTE**: Failure to submit this assignment will result in an "F" for the course). Each student is required to meet a minimum of **3 separate times throughout the course** with an international contact (i.e., foreign-born person) of your same gender, whose first and primary language is something other than English (e.g., Spanish, Arabic, Urdu, Farsi, French, etc.). During the designated weeks in the schedule, you will **briefly update** your professor and classmates via **discussion boards** about your progress on this assignment. These **updates** are 5% of your final grade. Your first update should include the first name of the person, where you met him/her, and your plan for the meetings. (**NOTE**: Good places to meet internationals include restaurants, college/university campuses, foreign food markets, gas stations, foreign-language churches, etc. Introduce yourself with something like, "I'm learning about other cultures for a college project, could you help me?" Be prepared to reschedule meetings with your contact if they don't work out initially, since "scheduled meetings" are oftentimes viewed as "tasks" versus "relationships"; hence it may be difficult to pin these down. If so, you'll need to be persistent and/or adjust, or find a new contact if necessary). During your meetings, plan to take notes of topics that come up. Your primary task is to work through the questionnaire from the Lingenfelter book, explaining any difficult concepts, calculate the results, and discuss them with your contact. By the end of the course, each student will reflect on these encounters and write up a **5-7 page, double-spaced paper** (in accordance with the *Criswell Style Guide*) wherein you offer a **narrative summary** of the meetings. You should cover the following: (1) What were the results of the Lingenfelter questionnaire and what did you learn from it about this person? (2) What communication or cultural challenges were present in your meetings and how did you address them? (3) What specific matters must be considered when witnessing to someone from this background? (4) What specific applications to Christian ministry can you make from your interactions with your friend and your readings about culture and communication? The paper is 15% of your final grade and must be submitted during the final session via Canvas in **PDF format** by the deadline in the schedule below.
- A. **FINAL EXAM (20%)**: A 100 question final exam covering the **Moreau** textbook and **Storti** exercises will be administered in Canvas during the final session. The exam is **open-book** but is timed and must be completed by the deadline in the schedule below.

Course/Classroom Policies and Information

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.

Attendance

Students are responsible for enrolling in courses for which they anticipate being able to participate weekly during the weeks appearing on course schedules, and then making every effort to do so. Such participation may include the following: completing quizzes or exams; emailing faculty or class members as part of an assignment; discussion board posting or response; turning in an assignment; or other communication reflecting ongoing learning in the course. When unavoidable situations result in non-participation, 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 participation affects students' ability to meet course learning objectives and whether participation affects course grades..

Grading Scale

A	97-100	4.0 grade points per semester hour
A-	93-96	3.7 grade points per semester hour
B+	91-92	3.3 grade points per semester hour
B	88-90	3.0 grade points per semester hour
B-	86-87	2.7 grade points per semester hour
C+	83-85	2.3 grade points per semester hour

C	80-82	2.0 grade points per semester hour
C-	78-79	1.7 grade points per semester hour
D+	75-77	1.3 grade points per semester hour
D	72-74	1.0 grade point per semester hour
D-	70-71	0.7 grade points per semester hour
F	0-69	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

In order to ensure full class participation, any student with a disabling condition requiring special accommodations (e.g., tape recorders, special adaptive equipment, special note-taking or test-taking needs) is strongly encouraged to contact the instructor at the beginning of the course, or if a student has a learning disability, please inform the professor so assistance can be provided.

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 CAMS: Criswell College uses Canvas as its web-based learning tool and CAMS 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 CAMS should contact the Campus Software Manager at bstifle@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 Jeff Campbell, at jcampbell@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.

Distance Education

Students participating in courses through Distance Education, with or without live interaction, must complete the academic requirements for those courses with the integrity and commitment necessary to participate in and benefit from all of the exercises provided by the professor for learning the subject matter of the course. Therefore, credit for Distance Education courses is the same as credit for courses taken on campus.

Distance education students can access information about Criswell College's Wallace Library at http://www.criswell.edu/current_students/library/. The Wallace Library manual is available at http://www.criswell.edu/current_students/library/library_handbook/.

Course Outline/Calendar

SESSION	DATE	ASSIGNMENTS (M=Moreau; L=Lingenfelter; S=Storti)	DUE DATE
Session 1: Introducing Intercultural Communication	3/25	<ol style="list-style-type: none"> 1. Read the Syllabus and Watch the Introductory Video 2. Read M (Intro, Chs. 1–3) 3. Review PowerPoint Slides and Notes #1 4. Take Quiz #1 5. Read L (all) 6. Submit Lingenfelter Review & Questionnaire Results 	Midnight 3/31
Session 2: Foundations of Intercultural Communication Patterns	4/1	<ol style="list-style-type: none"> 1. Read M (Chs. 4–7) 2. Review PowerPoint Slides and Notes #2 3. Take Quiz #2 4. Read/Complete S (Intro, Ch. 1 [Exercises 1.1 – 1.3]) 5. Complete Storti Exercise Report #1 6. Complete Cross-Cultural Contact Update #1 	Midnight 4/7
Session 3: Patterns of Intercultural Communication	4/8	<ol style="list-style-type: none"> 1. Read M (Chs. 8–10) 2. Review PowerPoint Slides and Notes #3 3. Take Quiz #3 4. Read/Complete S (Ch. 2 [Exercises 2.1 – 2.9]) 5. Complete Storti Exercise Report #2 	Midnight 4/14
Session 4: Patterns of Intercultural Communication	4/15	<ol style="list-style-type: none"> 1. Read M (Chs. 11–14) 2. Review PowerPoint Slides and Notes #4 3. Take Quiz #4 4. Read/Complete S (Ch. 2 [Exercises 2.10 – 2.18]) 5. Complete Storti Exercise Report #3 6. Complete Cross-Cultural Contact Update #2 	Midnight 4/21
Session 5: Developing Intercultural Expertise	4/22	<ol style="list-style-type: none"> 1. Read M (Chs. 15–19) 2. Review PowerPoint Slides and Notes #5 3. Take Quiz #5 4. Read/Complete S (Ch. 3 [Exercises 3.1 – 3.8]) 5. Complete Storti Exercise Report #4 	Midnight 4/28
Session 6: Developing Intercultural Expertise	4/29	<ol style="list-style-type: none"> 1. Read M (Chs. 20–22) 2. Review PowerPoint Slides and Notes #6 3. Take Quiz #6 4. Read/Complete S (Ch. 4 [Exercises 4.1 – 4.5]) 5. Complete Storti Exercise Report #5 6. Complete Cross-Cultural Contact Update #3 	Midnight 5/5
Session 7: Developing Intercultural Expertise	5/6	<ol style="list-style-type: none"> 1. Read M (Chs. 23–24) 2. Review PowerPoint Slides and Notes #7 3. Take Quiz #7 4. Read/Complete S (Ch. 5 [Exercises 5.1 – 5.2; Epilogue]) 5. Complete Storti Exercise Report #6 	Midnight 5/12
Session 8: Finals	5/13	<ol style="list-style-type: none"> 1. Submit Final Cross-Cultural Contact Paper 2. Complete Final Exam 	Midnight 5/19