



**On-Campus Course Syllabus**  
**EMS 201 L.00A**  
**INTERCULTURAL COMMUNICATION**  
**FALL 2019**

### **Class Information**

**Day and Time:** T 8:00 – 10:30 AM

**Room Number:** E205

### **Contact Information**

**Instructor Name:** J. Scott Bridger, PhD

**Instructor Email:** sbridger@criswell.edu

**Instructor Phone:** 214-818-1323

**Instructor Office Hours:** M 9:00 – 10:30; T 10:30 – 11:00; W 9:00 – 10:30; R 10:30 – 11:00

### **Course Description and Prerequisites**

Explores the foundational 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 knowledge and understanding of the inherent translatability of the gospel message and the importance of translation movements in Christian history.
2. Demonstrate competency of and facility with the major concepts and categories in the field of intercultural communication.
3. Articulate an understanding of receptor-oriented communication and dialogical contextualization.
4. Articulate the challenges involved in communicating the gospel across various boundaries—cultural, religious, linguistic, etc.
5. Apply the principles of intercultural communication of the gospel to your life and ministry.

### **Required Textbooks**

Moreau, A. Scott. *Effective Intercultural Communication: A Christian Perspective*. 2014. ISBN: 9780801026638.

Lingenfelter, Sherwood G., and Marvin Keene Mayers. *Ministering Cross-Culturally: A Model for Effective Personal Relationships*. 3<sup>rd</sup> 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. **CLASS PARTICIPATION (10%):** Students are expected to come to class each session having read the assigned reading and completed the quizzes. Each session you should be prepared to discuss the case studies found at the end of each chapter of Moreau's book. Additionally, we will cover the exercises from the Storti book in class. To receive credit for each class attended, students should **record at least 3 "takeaways"** that you garner from each class's activities. You will write these on a piece of paper with your name and date at the top and **hand it in to the professor at the end of each class**. Absences, whether excused or not, will negatively impact your grade since you're not present to participate.
- B. **READING QUIZZES OVER MOREAU BOOK (25%):** A quiz will be administered via Canvas over each chapter of the Moreau book as outlined in the reading schedule. Each week's quiz is due **by midnight before class**. Of the 13 quizzes, your **three** lowest grades will be **dropped** and there will be **no** make-up quizzes. The quizzes cover the reading from the Moreau textbook only.
- C. **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 – via screenshots or download as a PDF). 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).
- D. **CROSS-CULTURAL PROJECT (25%): (NOTE: Failure to submit this assignment will result in an "F" for the course).** Each student is required to meet a minimum of **4 separate times throughout the semester** with an international of your same gender, whose first and primary language is something other than English. Your task initially will be to work through the questionnaire from the Lingenfelter book with your contact (i.e., the same questionnaire you completed for yourself) and then discuss the results. Subsequent meetings should cover other topics from the books and assignments we cover in the course. Be prepared to take notes during your sessions and record the time, date, and location of your meetings. Students will provide the professor and their classmates **in-class updates** on your progress four times throughout the semester. These updates count 5% towards your grade for this assignment and consist of a **100-200** word update on your progress that you **hand in** to the professor on the designated dates. You should record the time, date, and location of your meetings and offer at least one interesting cultural aspect from your meeting notes that you can share with your fellow classmates briefly on those days. By the end of the semester, each student will reflect on these encounters and write up a **7-10 page, double-spaced narrative summary** covering the following: (1) What were the results of the Lingenfelter questionnaire and what did you learn from it about your contact? (2) What do you think your contact learned about himself/herself and/or what did he/she learn from you? (3) What cultural issues were most prominent in your interactions with you contact? (4) What communication challenges were present and how they were compensated for? (5) What specific matters must be considered when witnessing to someone from this background? (6) What specific applications to Christian ministry can you make from what you've learned in this course and during your interactions with your friend about culture and communication? Additionally, you should be prepared to report on your meetings to the class during one of the final sessions of the semester (more details will be provided in class). The final paper must be submitted via

Canvas in **PDF format** according to the schedule.

- E. **FINAL EXAM (20%):** A 100 question comprehensive final exam covering Moreau and Storti will be administered during finals week. See Canvas for details.

## Course/Classroom Policies and Information

(Delete section if not needed or enter policies and/or information applicable to your course or classroom. Create relevant subheadings as desired.)

### Class Attendance

Students are responsible for enrolling in courses for which they anticipate being able to attend every class session on the day and time appearing on course schedules, and then making every effort to do so. When unavoidable situations result in absence or tardiness, 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 attendance affects students' ability to meet course learning objectives and whether attendance affects course grades.

### Grading Scale

Assigning grade definitions (i.e., above average, average, below average) is optional. Please delete the last column below if not assigning definitions. Additionally, delete these instructions when completing syllabus.

			Grade Definitions (optional)
A	93-100	4.0 grade points per semester hour	
A-	90-92	3.7 grade points per semester hour	
B+	87-89	3.3 grade points per semester hour	
B	83-86	3.0 grade points per semester hour	
B-	80-82	2.7 grade points per semester hour	
C+	77-79	2.3 grade points per semester hour	
C	73-76	2.0 grade points per semester hour	
C-	70-72	1.7 grade points per semester hour	
D+	67-69	1.3 grade points per semester hour	
D	63-66	1.0 grade point per semester hour	
D-	60-62	0.7 grade points per semester hour	
F	0-59	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**

Criswell College recognizes and supports the standards set forth in Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and similar state laws, which are designed to eliminate discrimination against qualified individuals with disabilities. Criswell College is committed to making reasonable accommodations for qualifying students, faculty, and employees with disabilities as required by applicable laws. For more information, please contact the Student Services Office.

## **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 SONIS: Criswell College uses Canvas as its web-based learning tool and SONIS 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 SONIS should contact the Campus Software Manager at [studenttechsupport@criswell.edu](mailto:studenttechsupport@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](mailto:studentservices@criswell.edu). Pastoral and certified counseling services are also available to Criswell students. Appointments are scheduled through the Dean of Students, at [deanofstudents@criswell.edu](mailto:deanofstudents@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](mailto: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](mailto:writingcenter@criswell.edu) or calling 214.818.1373.

## Course Outline/Calendar

WEEK	DATE	ASSIGNMENTS (Quiz Chapters are from Moreau)	DUE DATE
Week 1: Introduction	Aug 20	Introduction to the course	
Week 2: Introducing Intercultural Communication	Aug 27	Quiz # 1: Intro, Ch. 1	Midnight 8/26
Week 3: Introducing Intercultural Communication	Sept 3	Quiz #2: Chs. 2-3 Lingenfelter Reflective Summary & Questionnaire	Midnight 9/2
Week 4: Introducing Intercultural Communication	Sept 10	Quiz #3: Intro to Pt. 2, Ch. 4	Midnight 9/9
Week 5: Foundations of Intercultural Communication Patterns	Sept 17	Quiz #4: Ch. 5	Midnight 9/16
Week 6: Foundations of Intercultural Communication Patterns	Sept 24	Quiz #5: Chs. 6-7 Update #1 on Cross-Cultural Project	Midnight 9/23
Week 7: Foundations of Intercultural Communication Patterns	Oct 1	Quiz # 6: Intro to Pt. 3, Ch. 8	Midnight 9/30
Week 8: Patterns of Intercultural Communication	Oct 8	Quiz #7: Chs. 9-10 Update #2 on Cross-Cultural Project	Midnight 10/7
Week 9: Patterns of Intercultural Communication	Oct 15	Quiz #8: Chs. 11-12	Midnight 10/14
Week 10: Patterns of Intercultural Communication	Oct 22	Quiz #9: Chs. 13-14 Update #3 on Cross-Cultural Project	Midnight 10/21

<b>Week 11: Patterns of Intercultural Communication</b>	Oct 29	<b>Quiz #10:</b> Intro to Pt. 4, Chs. 15-16	Midnight 10/28
<b>Week 12: Developing Intercultural Expertise</b>	Nov 5	<b>Quiz #11:</b> Chs. 17-19 <b>Update #4 on Cross-Cultural Project</b>	Midnight 11/4
<b>Week 13: Developing Intercultural Expertise</b>	Nov 12	<b>Quiz #12:</b> Chs. 20-22	Midnight 11/11
<b>Week 14: Developing Intercultural Expertise</b>	Nov 19	<b>Quiz #13:</b> Chs. 23-24	Midnight 11/18
<b>Week 15</b>	Nov 26	<b>FALL BREAK</b>	
<b>Week 16</b>	Dec 3	<b>Cross-Cultural Project</b>	Midnight 12/2
<b>Week 17</b>	Dec 10	<b>FINAL EXAM</b>	<b>Midnight 12/10</b>