



On-Campus Course Syllabus

COM 201 L1

INTERCULTURAL COMMUNICATION

FALL 2021

Class Information

Day and Time: T/R 9:30-10:45 AM

Room Number: E208

Contact Information

Instructor Name: J. Scott Bridger, PhD

Instructor Email: sbridger@criswell.edu

Instructor Phone: (O) 214.818.1323

Instructor Office Hours: M 5:30-7:30 PM; T/R 2-3 PM

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

- Demonstrate knowledge and understanding of the inherent translatability of the gospel message.
- Demonstrate competency and facility with the major concepts and categories in the field of intercultural communication.
- Articulate an understanding of receptor-oriented communication and dialogical contextualization.
- Articulate the challenges involved in communicating the gospel across various boundaries – e.g., cultural, religious, linguistic, etc.
- Apply the principles of intercultural communication of the gospel to your life and ministry.

Required Textbooks

NOTE: Please bring your books to each class

Hiebert, Paul G. *The Gospel in Human Contexts: Anthropological Explorations for Contemporary Missions*. Grand Rapids, Mich.: Baker Academic, 2009. ISBN: 9780801036811. 217 pages.

Moreau, A. Scott. *Effective Intercultural Communication: A Christian Perspective*, 2014. ISBN: 9780801026638. 405 pages.

Storti, Craig. *Understanding the World's Cultures*. Boston: Nicholas Brealey, 2017. ISBN: 9781473670334. 168 pages.

Course Requirements and Assignments

- A. **CLASS PARTICIPATION (15%):** Students are expected to come to each class session having read the assigned reading, completed the quizzes, ready to take lecture notes, do the **Storti exercises in class**, and engage in discussions. **Roll will be taken each session.** A student must be present for the entire class to receive a full participation grade for that day. At the discretion of the professor, a participation grade under 80% will result in a letter grade reduction; 74% or lower will result in an “F” for the course.
- B. **MOREAU QUIZZES (20%):** 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 Moreau quizzes, your **two** lowest grades will be **dropped** and there will be **no** make-up quizzes.
- C. **HIEBERT QUIZZES (10%):** During the designated weeks in the schedule, a quiz will be administered via Canvas over select chapters from the Hiebert book as outlined in the reading schedule. Each week’s quiz is due **by midnight before class**. Of the six Hiebert quizzes, your **lowest grade** will be dropped and there will be **no** make-up quizzes.
- D. **CROSS-CULTURAL INTERVIEW 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 3 separate times throughout the semester** with an international of your same gender whose first and primary language is something other than English. (**NOTE:** Given the restrictions of COVID-19, it is acceptable to meet virtually.) Initially, you are to **get to know the person using the “Five Fs”:** **(1) family/friends, (2) fun/hobbies, (3) food, (4) festivals/holidays, (5) faith.** Then you will need to work through the Lingenfelter questionnaire with your contact (i.e., the same questionnaire you completed for yourself at the beginning of the course). After completing it, you will discuss the results. Subsequent meetings should cover other topics from the books and assignments we cover in the course, including **exercises from the Storti book**. 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 **updates via Canvas** on your progress three times throughout the semester. 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. The updates are **5% of your grade for this project**. By the end of the semester, each student will reflect on these encounters and write up a **6-8 page, double-spaced narrative summary** covering the following: (1) Background information of your contact (2) What were the results of the Lingenfelter questionnaire and what did you learn about your contact from his/her responses (you may include the results if you desire to)? (3) What cultural issues were most prominent in your interactions with your contact (draw from and critically reflect on the material from your textbooks/lectures to answer this question)? (4) What communication challenges were present and how did you both compensate for them? (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 **present an oral summary** of your experience/paper in a small group during one of the final sessions of the semester (see the schedule below). The final paper must be submitted via Canvas in **PDF format** according to the schedule.
- E. **MID-TERM EXAM (15%)** A mid-term exam covering the first half of the course – **lectures, Moreau, Hiebert, and Storti** – will be administered during the designated week. See Canvas for details.
- F. **FINAL EXAM (15%):** A final exam covering the second half of the course – **lectures, Moreau, Hiebert, and Storti** – will be administered during finals week. See Canvas for details.

Course Policy

Instructors work closely with the Student Success Manager. To help provide resources to students who may need it most, the professor will communicate the names of students who have two consecutive absences, low

grades, or any other signs that they may be struggling. The Student Success Manager will reach out to these students and help find appropriate resources.

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. Instructors are not obliged to allow students to make up missed work. Per their independent discretion, individual instructors may determine how attendance affects students' ability to meet course learning objectives and whether attendance affects course grades.

Campus Closure

To ensure the health and safety of students and employees, college administrators may decide it is necessary on rare occasions to close the campus. Once this decision is announced, instructors will contact students to provide further details regarding the campus closure's impact on those courses. Students are responsible to watch for communication from their instructors and respond appropriately. (Unless otherwise specified by the instructor in this syllabus, this communication will be sent to the student's Criswell College e-mail account.)

In order to make progress toward the courses' objectives, instructors have the freedom during most campus closures to require students to participate in activities as alternatives to meeting on campus. An instructor may, for example, hold class remotely (through Zoom) at the scheduled time, provide a recording of a class or presentation for students to watch independently, or assign other activities that students are to accomplish before returning to campus. Students are responsible for accomplishing these alternative activities as well as any course requirements listed in this syllabus during the period of the campus closure. If, during the period of the campus closure, personal circumstances prohibit a student from accomplishing these alternative activities or course requirements and assignment listed in the syllabus during the campus closure, the student is responsible for communicating with the instructor as soon as possible. Instructors will not penalize students who do not have the means to accomplish the alternative activities during the period of the campus's closure and will work with students whose circumstances during the campus closure prohibited their timely completion of course requirements and assignments in the syllabus.

Grading Scale

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 instructors 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 close of the term or semester in which the grade was awarded, 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 Assessment

Material submitted by students in this course may be used for assessment of the college's academic programs. Since programmatic and institutional assessment is done without reference to specific students, the results of these assessments have no effect on a student's course grade or academic standing at the college. Before submitting a student's work for this type of assessment, the course instructor redacts the work to remove anything that identifies the student.

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 instructor, 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 Supports

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.

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, at deanofstudents@criswell.edu.

Wallace Library: Students can access academic resources and obtain research assistance by contacting or visiting the Wallace Library, which is located on campus. For more information, email the Wallace Library at library@criswell.edu. Offsite login information is available in Canvas in the “Criswell Student Training Course” under “Library Information.”

Tutoring Center: Students are encouraged to consult with tutors to improve and enhance their skills and confidence in any subject matter taught at the college. Tutors have been recommended by the faculty to ensure that the tutor(s) are qualified to serve the student body. Every tutor brings experience and expertise in an effort to provide the proper resources for the subject matter at hand. To consult with a tutor, students can visit the Tutoring Center located on the second floor in room E203, or schedule an appointment by emailing tutoringcenter@criswell.edu or by calling 214.818.1373.

Course Outline/Calendar

WEEKS/TOPICS	CLASS DATES	ASSIGNMENTS M=Moreau Reading Quiz H=Hiebert Reading Quiz S=Storti – <i>these exercises will be done in class</i>	DUE DATE
Week 1: Introduction; Anthropology	Aug 17/19	Introduction to the course Lingenfelter Questionnaire (link online in Canvas) S: Pre-Test; Intro; Ex 1.1	
Week 2: Introducing Intercultural Communication; Culture	Aug 24/26	M # 1: M (Intro, Ch. 1) H #1: H (Ch. 1) S: Ex 1.1 – 1.5	Midnight 8/23
Week 3: Introducing Intercultural Communication; Culture	Aug 31/Sept 2	M #2: M (Chs. 2-3) S: Ex 2.1 – 2.4	Midnight 8/30
Week 4: Introducing Intercultural Communication; Language	Sept 7/9	M #3: M (Intro to Pt. 2, Ch. 4) H #2: H (Ch. 2) S: Ex 2.5 – 2.8	Midnight 9/6
Week 5: Foundations of Intercultural Communication Patterns; Social Structure	Sept 14/16	M #4: M (Ch. 5) Update #1 on Cross-Cultural Project S: Ex 2.9 – 2.12	Midnight 9/13
Week 6: Foundations of Intercultural Communication Patterns; Social Structure	Sept 21/23	M #5: M (Chs. 6-7) H #3: H (Ch. 3) S: Ex 2.13 – 2.18	Midnight 9/20
Week 7: Foundations of Intercultural Communication Patterns	Sept 28/30	Mid-Term Exam M # 6: M (Intro to Pt. 3, Ch. 8)	Midnight 9/27
Week 8: Patterns of Intercultural Communication; Economics	Oct 5/7	M #7: M (Chs. 9-10) H #4: H (Ch. 4) S: Ex 3.1 – 3.3	Midnight 10/4
Week 9	Oct 12/14	STUDENT DEVELOPMENT WEEK – Work on Cross-Cultural Project	

Week 10: Patterns of Intercultural Communication; Authority and Power	Oct 19/21	M #8: M (Chs. 11-12) Update #2 on Cross-Cultural Project S: Ex 3.4 – 3.6	Midnight 10/18
Week 11: Patterns of Intercultural Communication; Authority and Power	Oct 26/28	M #9: M (Chs. 13-14) H #5: H (Ch. 5) S: Ex 3.7 – 4.2	Midnight 10/25
Week 12: Developing Intercultural Expertise; Kinship and Marriage	Nov 2/4	M #10: M (Intro to Pt. 4, Chs. 15-16) S: Ex 4.3 – 4.5	Midnight 11/1
Week 13: Developing Intercultural Expertise; Religion and Ritual	Nov 9/11	M #11: M (Chs. 17-19) H #6: H (Ch. 8) S: Ex 5.1 - Epilogue	Midnight 11/8
Week 14: Developing Intercultural Expertise; Religion and Ritual	Nov 16/18	M #12: M (Chs. 20-22) Update #3 on Cross-Cultural Project S: Post-Test	Midnight 11/15
Week 15	Nov 23/25	FALL BREAK	
Week 16	Nov 30/Dec 2	M #13: M (Chs. 23-24) Cross-Cultural Interview Projects/Small Group Presentations	Midnight 11/29
Week 17	Dec 7	FINAL EXAM	Midnight 12/7