



Online Course Syllabus

COM 601 L1

INTERCULTURAL COMMUNICATION

FA21 ONLINE

Contact Information

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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

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

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.

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

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

Course Requirements and Assignments

- A. **LINGENFELTER REFLECTIVE SUMMARY & QUESTIONNAIRE (15%):** 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, put the page number in parentheses. **Second**, students are to complete the questionnaire found in the back of the book or online:

<http://bakerpublishinggroup.com/bakeracademic/l/ministering-cross-culturally-esources>

Upon completion of the questionnaire, please save your results via the print feature on your computer or scan the results from your book [**NOTE:** This questionnaire will be used by students during their cross-cultural interview (see details below), so if you decide to write in your book, you might want to make a copy first.] Next, **combine both the reflective summary and the questionnaire results into one PDF document** and submit it on Canvas by the deadline in the schedule.

- B. **READING QUIZZES OVER MOREAU BOOK (20%):** Students are required to **read** the assigned chapters from the **Moreau** book and then **review** the accompanying **Moreau Review Notes** prior to completing a 10-20 question quiz each week 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. No make-ups are allowed; however, your two lowest grades will be dropped.
- C. **HIEBERT DISCUSSION BOARDS (15%):** Students are required to read the assigned chapter from the Hiebert book and answer the associated discussion board questions. The post is to be 150-200 words typed into Canvas. Students should then offer a 50-100 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. **STORTI EXERCISE REPORTS (15%):** 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 week on Canvas by the deadline in the schedule. No make-ups are allowed; however, your lowest grade will be dropped.
- E. **CROSS-CULTURAL INTERVIEW PROJECT (20%) (NOTE:** Failure to submit this assignment will result in an "F" for the entire 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. If you don't already know someone who is suitable, the best way to introduce yourself to someone is to state that you're a graduate student learning about other cultures and would love to buy him/her coffee to learn more about his/her home culture (I recommend you offer to buy coffee/lunch, etc., as necessary). [**NOTE:** Given the restrictions of COVID-19, it is acceptable to meet virtually.] Initially, if you don't already know this person, **get to know him/her using the "Five Fs": (1) family/friends, (2) fun/hobbies, (3) food, (4) festivals/holidays, (5) faith.** Next 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. If you need further material to discuss in subsequent meetings, you can cover topics from the books and assignments you're doing in the course, including **exercises from the Storti book** (including Storti's Self-Assessment test). Be prepared to take notes during your sessions and record the time, date, and location of your meetings. Students will report on their progress **three times** throughout the semester by providing a **2-3 minute video update recorded using Zoom on the designated due dates.** Initially, you should share background information about your contact and then offer at least one interesting cultural aspect from your meetings. The updates are **5% of your grade for this project.** By the end of the semester, each student will reflect on these encounters by (1) **recording a 5-8 minute presentation on your experience, and (2) writing a 7-10 page, double-spaced narrative summary,** written in accord with the Criswell writing guidelines, covering the following topics (to be indicated by **titles/subtitles**): (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? (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) Concluding applications to Christian ministry that you've learned in this course and during your interactions with your friend. The final paper must be submitted via Canvas in **PDF format** according to the schedule.

- F. **FINAL EXAM (15%)**: 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

Cross-Cultural Contact: Given the restrictions of COVID-19, it is acceptable to meet your cross-cultural contact virtually.

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

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.

Identity Verification

Students enrolled in Distance Education courses are required to present a photo ID to verify their participation in each course at the beginning of the term. Confirmation will occur through live-streamed meetings, video assignments, scheduled video conference calls, and/or another online video medium the instructor assigns.

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 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.

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.

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 instructor for learning the subject matter of the course. Therefore, credit for Distance Education courses is the same as credit for courses taken on campus.

Course Outline/Calendar

WEEKS/TOPICS	TASKS AND ASSIGNMENTS L=Lingenfelter; M=Moreau SER=Storti Exercise Report HDB=Hiebert Discussion Board	DUE DATE (midnight)
Week 1: Introduction	<ol style="list-style-type: none"> 1. Read the syllabus 2. Watch the Introductory Video 3. Study the trends in the PDF “Status of Global Christianity 2021.” Pay particular attention to the following: “Religionists” (13) vs “Nonreligionists” (23), and “Global North” (37) vs “Global South” (40) 4. Read: M (Intro); S (Preface; do the Self-Assessment Pre-Test; Intro); H (Intro) 5. Read: L (all); do the questionnaire 6. Introduce yourself in the Introductory Discussion Board 	
Week 2: Introducing Intercultural Communication	<ol style="list-style-type: none"> 1. Read the Moreau Review Notes 01 2. Quiz #1 M (Ch. 1) 3. HDB #1: H (Ch. 1) 4. Submit Lingenfelter Reflective Summary & Questionnaire 	Midnight 8/22
Week 3: Introducing Intercultural Communication	<ol style="list-style-type: none"> 1. Read the Moreau Review Notes 02, 03 2. Quiz #2: M (Chs. 2-3) 3. SER #1 (Ch. 1 [Exercises 1.1 – 1.5]) 	Midnight 8/29
Week 4: Introducing Intercultural Communication	<ol style="list-style-type: none"> 1. Read the Moreau Review Notes 04 2. Quiz #3: M (Intro to Pt. 2, Ch. 4) 3. HDB#2: H (Ch. 2) 	Midnight 9/5
Week 5:	<ol style="list-style-type: none"> 1. Read the Moreau Review Notes 05 2. Quiz #4: M (Ch. 5) 	Midnight 9/12

Foundations of Intercultural Communication Patterns	3. SER #2 (Ch. 2 [Exercises 2.1 – 2.9])	
Week 6: Foundations of Intercultural Communication Patterns	1. Read the Moreau Review Notes 06, 07 2. Quiz #5: M (Chs. 6-7) 3. HDB#3: H (Ch. 3) 4. Video Update #1 on Cross-Cultural Project	Midnight 9/19
Week 7: Foundations of Intercultural Communication Patterns	1. Read the Moreau Review Notes 08 2. Quiz # 6: M (Intro to Pt. 3, Ch. 8) 3. SER #3 (Ch. 2 [Exercises 2.10 – 2.18])	Midnight 9/26
Week 8: Patterns of Intercultural Communication	1. Read the Moreau Review Notes 09, 10 2. Quiz #7: M (Chs. 9-10) 3. HDB#4: H (Ch. 4)	Midnight 10/3
Week 9	STUDENT DEVELOPMENT WEEK – Work on Cross-Cultural Projects	
Week 10: Patterns of Intercultural Communication	1. Read the Moreau Review Notes 11, 12 2. Quiz #8: M (Chs. 11-12) 3. SER #4 (Ch. 3 [Exercises 3.1 – 3.8])	Midnight 10/17
Week 11: Patterns of Intercultural Communication	1. Read the Moreau Review Notes 13, 14 2. Quiz #9: M (Chs. 13-14) 3. HDB#5: H (Ch. 5) 4. Video Update #2 on Cross-Cultural Project	Midnight 10/24
Week 12: Patterns of Intercultural Communication	1. Read the Moreau Review Notes 15, 16 2. Quiz #10: M (Intro to Pt. 4, Chs. 15-16) 3. SER #5 (Ch. 4 [Exercises 4.1 – 4.5])	Midnight 10/31
Week 13: Developing Intercultural Expertise	1. Read the Moreau Review Notes 17, 18, 19 2. Quiz #11: M (Chs. 17-19) 3. HDB#6: H (Ch. 8)	Midnight 11/7
Week 14: Developing Intercultural Expertise	1. Read the Moreau Review Notes 20, 21, 22 2. Quiz #12: M (Chs. 20-22) 3. SER #6 (Ch. 5 [Exercises 5.1 – 5.2; Epilogue; Self-Assessment Post-Test])	Midnight 11/14
Week 15	FALL BREAK	
Week 16: Developing Intercultural Expertise	1. Read the Moreau Review Notes 23 2. Quiz #13: M (Chs. 23-24) 3. Video Update #3 on Cross-Cultural Project	Midnight 11/28
Week 17	SUBMIT CROSS-CULTURAL INTERVIEW PAPER AND VIDEO PRESENTATION FINAL EXAM	Midnight 12/9