



On-Campus Course Syllabus

COM 601

Intercultural Communication

SPRING 2025

Class Information

Day and Time: T 4:45–7:15 PM

Room Number: E201

Contact Information

Instructor Name: J. Scott Bridger, PhD

Instructor Email: sbridger@criswell.edu

Instructor Phone: (O) 214.818.1323

Instructor Office Hours: Please email for an appointment: MW 9:15–10:15 AM; TR 8:30–9:30 AM

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 competency and facility with the major concepts and categories in the fields of cultural anthropology and intercultural communication.
- Explore some of the challenges involved in communicating across various boundaries – e.g., cultural, religious, linguistic, etc.
- Articulate an understanding of receptor-oriented communication.
- Demonstrate knowledge and understanding of the inherent translatability of the gospel message.
- Apply the principles of intercultural communication to your life as a disciple and vocational aspirations.

Required Textbooks

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.

NOTE: Please bring your books to each class session

Recommended Reading

Howell, Brian M., and Jenell Williams Paris. *Introducing Cultural Anthropology: A Christian Perspective*. Grand Rapids: Baker Academic, a division of Baker Publishing Group, 2019.

Course Requirements and Assignments

- A. **CLASS PARTICIPATION (10%)**: 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 (**please bring your books to each class**). **Attendance will be recorded 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 (15%)**: 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 CONTACT DISCUSSION BOARD & REPORT (25%)**: (**NOTE**: Failure to submit this assignment will result in an “F” for the course). Each student is required to meet **at least once** with an international of your same gender whose first and primary language is something other than English. Exceptions to these general guidelines are possible but should be cleared with the professor. **NOTE**: It is acceptable to meet virtually; however, an in-person meeting is preferable. Be prepared to show hospitality to your guest by buying coffee, etc. Your **discussion board post is 50% of this assignment grade and is due by midnight April 21, 2025**. It should be between **400-500 words** and contain each of the following elements:
1. First, you are to **get to know your contact’s background by using the “Five Fs”**: (1) family/friends, (2) fun/hobbies, (3) food, (4) festivals/holidays, (5) faith. Take notes to record in your discussion board.
 2. Second, you will work through the **Short Form Cultural Intelligence (SFCQ)** questionnaire with your contact (i.e., the same questionnaire you completed for yourself at the beginning of the course). After completing it, you are to compare/contrast your results and your contact’s and upload the results and your analysis to the **discussion board** and explain your findings there.
 3. Third, you should cover the following exercises **after we’ve gone over them in class**: **Review Exercises (Building Blocks 1-2 and Building Blocks 3-4) from the Storti book**. You should compare/contrast your results and your contact’s and upload the results to the **discussion board** and explain your findings there.
 4. Fourth in two **100 word responses**, you are to **read and comment on at least two other classmates’** cross-cultural contact reports.
 5. Finally, you are to write up a **double spaced, Turabian-formatted, 3-5 page narrative** report of all the above steps (you may rely upon your discussion board post). You should include at least **5 references from your textbooks** (in **footnotes**) whereby you connect the material you’ve learned from the books to your analysis of your interactions with your cross-cultural contact. **The report is**

50% of this assignment grade and is due by midnight May 5, 2025.

- 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/Classroom Policies and Information

Discussion Board Comment 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.
- 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 textbooks as educational aids.
- Your postings should be clear, yet concise. Please do not feel as though you must write a lot. Think quality over quantity.
- Once you have posted, check back frequently to see if anybody has responded to you.

Class Attendance

Students are responsible for enrolling in courses for which they (1) anticipate being able to attend every on-campus class session on the day and time appearing on course schedules, or (2) participating in academically related activities as identified in online-course schedules including synchronous class sessions conducted remotely by video, and then making every effort to do so. When unavoidable situations result in absence or tardiness, students are responsible for acquiring any missed information. 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. Professors apprise students of such information in course syllabi.

Students receiving grants, loans, or scholarships must meet specified requirements of various departments at the college and should consult relevant sections of the *Academic Catalog*. To ensure such funds will not be forfeited, students are responsible for contacting the proper departments to ascertain any specific course participation requirements and consequences of not meeting such requirements. Students receiving grants, loans, or scholarships should consult the Financial Aid office.

While Criswell College is a non-attendance taking institution, it nevertheless must demonstrate that students begin their courses in order to comply with Federal Aid regulations. Accordingly, students must participate in academically related activities during census periods. Failure to meet this requirement will result in students being administratively dropped from courses.

Academically related activity is defined as any course-related activity that may be used as evidence of attendance. Examples include:

- physical presence in a classroom during a class session with the instructor present,
- participation in a synchronous remote video class session with the instructor present,
- submission of an academic assignment, quiz, or exam,
- participation in an interactive tutorial or computer-assisted instruction,
- participation in a study group or discussion board that is assigned by the instructor,
- documentation showing that the student and a faculty member corresponded about the academic subject of the course.

NOTE: Logging into a Canvas course alone and logging into a Synchronous Online class session without active participation or with the camera off are not considered attendance.

NOTE: A census period begins on the first day of a semester/term and runs through the end of the last day to drop courses. During the census period, attendance data is collected in order to demonstrate compliance with Federal Aid regulations. There is no census period for winter terms since there is no last day to drop courses.

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.

Course Policy on the use of Artificial Intelligence (AI)

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

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.

Research and Writing Standards

The default writing style for written assignments in Criswell College Courses is the latest edition of *A Manual for Writers of Research Papers, Theses and Dissertations* by Kate Turabian. However, instructors are free to require alternative writing styles in their courses. These styles include but are not limited to the American Psychological Association (APA), Chicago Manual of Style, Modern Language Association (MLA), and Society of Biblical Literature (SBL) writing guides.

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. The Student Services Office also works with local counseling centers to ensure that every student has access to helpful mental health resources. More information is located on the college website at [Criswell College Mental Health Resources](#), and students may contact the Director of Student Services if they have any questions.

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. Login credentials are emailed to students near the beginning of the semester.

Tutoring Center: Students are encouraged to consult with tutors to improve and enhance their skills and confidence. 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 schedule an appointment through Calendly (<https://calendly.com/criswell-tutoringcenter>) or by visiting the Tutoring Center located on the second floor in room E203. For questions, call 214.818.1373 or email at tutoringcenter@criswell.edu.

Course Outline/Calendar

WEEKS/TOPICS	CLASS DATES	ASSIGNMENTS	DUE DATE
		M=Moreau Reading Quiz H=Hiebert Reading Quiz S=Storti – <i>these exercises will be done in class</i>	
Week 1: Introduction; Anthropology	Jan 21	Introduction to the course SFCQ Questionnaire (PDF in Canvas) S: Pre-Test; Intro; Ex 1.1	
Week 2: Introducing Intercultural Communication; Culture	Jan 28	M # 1: M (Intro, Ch. 1) H #1: H (Ch. 1) S: Ex 1.1 – 1.5	Midnight 1/27
Week 3: Introducing Intercultural Communication; Culture	Feb 4	M #2: M (Chs. 2-3) S: Ex 2.1 – 2.4	Midnight 2/3
Week 4: Introducing Intercultural	Feb 11	M #3: M (Intro to Pt. 2, Ch. 4) H #2: H (Ch. 2) S: Ex 2.5 – 2.8	Midnight 2/10

Communication; Language			
Week 5: Foundations of Intercultural Communication Patterns; Social Structure	Feb 18	M #4: M (Ch. 5) S: Ex 2.9 – 2.12	Midnight 2/17
Week 6: Foundations of Intercultural Communication Patterns; Social Structure	Feb 25	M #5: M (Chs. 6-7) H #3: H (Ch. 3) S: Ex 2.13 – 2.18	Midnight 2/24
Week 7: Foundations of Intercultural Communication Patterns	Mar 4	M # 6: M (Intro to Pt. 3, Ch. 8) MIDTERM EXAM (due by Midnight 3/7)	Reading Quiz: Midnight 3/3 Midterm: Midnight 3/7
Week 8: Patterns of Intercultural Communication; Economics	Mar 11	M #7: M (Chs. 9-10) H #4: H (Ch. 4) S: Ex 3.1 – 3.3	Midnight 3/10
Week 9	Mar 18	SPRING BREAK	
Week 10: Patterns of Intercultural Communication; Authority and Power	Mar 25	M #8: M (Chs. 11-12) S: Ex 3.4 – 3.6	Midnight 3/24
Week 11: Patterns of Intercultural Communication; Authority and Power	Apr 1	M #9: M (Chs. 13-14) H #5: H (Ch. 5) S: Ex 3.7 – 4.2	Midnight 3/31
Week 12: Developing Intercultural Expertise; Kinship and Marriage	Apr 8	M #10: M (Intro to Pt. 4, Chs. 15-16) S: Ex 4.3 – 4.5	Midnight 4/7
Week 13: Developing	Apr 15	M #11: M (Chs. 17-19) H #6: H (Ch. 8)	Midnight 4/14

Intercultural Expertise; Religion and Ritual		S: Ex 5.1 - Epilogue	
Week 14	Apr 22	M #12: M (Chs. 20-22) Cross-Cultural Contact Discussion Board Due S: Post-Test	Midnight 4/21
Week 15: Developing Intercultural Expertise; Religion and Ritual	Apr 29	M #13: M (Chs. 23-24) Responses to Classmates Cross-Cultural Contact Posts Due In-Class Cross-Cultural Contact Discussions	Midnight 4/28
Week 16	May 6	Cross-Cultural Contact Report Due Study for Final Exam	Midnight 5/5
Week 17	May 13	FINAL EXAM (due by Midnight 5/13)	Midnight 5/13