Intercultural Communication
BIB2250

Course Description
This course will equip students with the understanding, skills and potential motivators necessary to effectively understand and incarnate the gospel, understand and navigate culture, and engage culture and cultures with the gospel in transformative ways.

Rationale
In order to be well equipped to face the modern culture and all the diversity within many different people groups, a student needs to have a basic knowledge of the Gospel message. Also, it is important that every student is able to relate and empathize with a wide variety of cultural norms and mores in order to be an informed witness for Jesus Christ.

Prerequisite
None

Measurable Learning Outcomes
A. Identify the shape, nature and content of the gospel, approaching it from all four New Testament gospel narratives, as well as Paul’s letters.
B. Identify the shape, nature and content of the New Testament gospel in contrast with other cultural gospels propagated throughout history, gaining accuracy and perspective through the contrast.
C. Relate the implications of this gospel in the formation of individuals, communities and societies.
D. Describe how spiritual transformation occurs within individuals and how to cooperate with the Holy Spirit in that process, practicing a few spiritual disciplines and reflecting on the experience.
E. Explain how gospel-shaped communities are formed, and how to live in one to the mutual benefit of all.
F. Define several cultural blocks - regions of the world that share distinguishing cultural affinities.
G. Discuss the thoughts of Hofstede on the aspects and value systems that distinguish cultures from one another.
H. Explain Donald Smith’s 'Onion Model' of culture, and assess a culture using Smith’s 12 Signal Systems.
I. Identify the 4 competencies that comprise Cultural Intelligence.
J. Use specific strategies to strengthen all 4 competencies in themselves.
K. Outline the phases of cultural adaptation, and the phenomena of culture stress and culture shock.
L. Discuss the phases of cultural adaptation and the phenomena of culture stress and culture shock.
M. Choose the skills and processes necessary to successfully cross cultures.
N. Discuss the idea of incarnation ministry, and what it means to "become all things to all men."
O. Identify Paul's letters for keys to facilitating the transformation of cultures - directly within the church, and indirectly around the church.
P. Plan to do this in community - in a team or an intentional community.
Q. Identify how working together presents special challenges and amazing opportunities.

Course Materials
See LUOA’s Systems Requirements for computer specifications necessary to operate LUOA curriculum. Also view Digital Literacy Requirements for LUOA’s expectation of users’ digital literacy.

- Note: Embedded YouTube videos may be utilized to supplement LUOA curriculum. YouTube videos are the property of the respective content creator, licensed to YouTube for distribution and user access. As a non-profit educational institution, LUOA is able to use YouTube video content under the YouTube Terms of Service. For additional information on copyright, please contact the Jerry Falwell Library.

Course Grading Policies
The student’s grades will be determined according to the following grading scale and assignment weights. The final letter grade for the course is determined by a 10-point scale. Assignments are weighted according to a tier system, which can be referenced on the Grades Page in Canvas. Each tier is weighted according to the table below. Items that do not affect the student’s grade are found in Tier 0.

<table>
<thead>
<tr>
<th>Grading Scale</th>
<th>Assignment Weights</th>
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<tbody>
<tr>
<td>A 90-100%</td>
<td>Tier 0 0%</td>
</tr>
<tr>
<td>B 80-89%</td>
<td>Tier 1 25%</td>
</tr>
<tr>
<td>C 70-79%</td>
<td>Tier 2 35%</td>
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<tr>
<td>D 60-69%</td>
<td>Tier 3 40%</td>
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<tr>
<td>F 0-59%</td>
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Course Policies
Students are accountable for all information in the Student Handbook. Below are a few policies that have been highlighted from the Student Handbook.
Types of Assessments
To simplify and clearly identify which policies apply to which assessment, each assessment has been categorized into one of four categories: Lesson, Assignment, Quiz, or Test. Each applicable item on the course Modules page has been designated with an identifier chosen from among these categories. Thus, a Quiz on the American Revolution may be designated by the title, “1.2.W Quiz: The American Revolution.” These identifiers were placed on the Modules page to help students understand which Honor Code and Resubmission policies apply to that assessment (see the Honor Code and Resubmission policies on the pages that follow for further details).

- **Lesson:** *Any item on the Modules page designated as a “Lesson”*
  These include instructional content and sometimes an assessment of that content. Typically, a Lesson will be the day-to-day work that a student completes.

- **Assignment:** *Any item on the Modules page designated as an “Assignment”*
  Typical examples of Assignments include, but are not limited to, papers, book reports, projects, labs, and speeches. Assignments are usually something that the student should do his or her best work on the first time.

- **Quiz:** *Any item on the Modules page designated as a “Quiz”*
  This usually takes the form of a traditional assessment where the student will answer questions to demonstrate knowledge of the subject. Quizzes cover a smaller amount of material than Tests.

- **Test:** *Any item on the Modules page designated as a “Test”*
  This usually takes the form of a traditional assessment where the student will answer questions to demonstrate knowledge of the subject. Tests cover a larger amount of material than Quizzes.

Resubmission Policy
Students are expected to submit their best work on the first submission for every Lesson, Assignment, Quiz, and Test. However, resubmissions may be permitted in the following circumstances:

- **Lesson:** Students are automatically permitted two attempts on a Lesson. The student may freely resubmit for their first two attempts without the need for teacher approval.

- **Assignment:** Students are intended to do their best work the first time on all Assignments. However, any resubmissions must be completed before the student moves more than one module ahead of that Assignment. For example, a student may resubmit an Assignment from Module 3 while in Module 4 but not an Assignment from Modules 1 or 2. High School students may not resubmit an Assignment without expressed written permission from the teacher in a comment.

- **Quiz:** Students may NOT resubmit for an increased grade.

- **Test:** Students may NOT resubmit for an increased grade.

If a student feels that he or she deserves a resubmission on a Lesson, Assignment, Quiz, or Test due to a technical issue such as a computer malfunction, the student should message his
or her teacher to make the request, and that request will need to be approved by a Department Chair.

**Consequences for Violations to the Honor Code**

Every time a student violates the Honor Code, the teacher will submit an Honor Code Incident Report. The Student Support Coordinator will review the incident and allocate the appropriate consequences. Consequences, which are determined by the number of student offenses, are outlined below:

- **Warning**: This ONLY applies to high school Lessons and elementary/middle school Assignments and Lessons. Students should view these actions as learning opportunities.
  - **Lessons**: A zero will be assigned for the question only.
  - **Elementary/Middle School Assignment**: The student must redo his or her work; however, the student may retain his or her original grade.

- **1st Offense**:
  - **Lesson, Quiz, or Test**: The student will receive a 0% on the entire assessment.
  - **Assignment**: The student will either:
    - Receive a 0% on the original assignment
    - Complete the Plagiarism Workshop
    - Retry the assignment for a maximum grade of 80%

- **2nd Offense**: The student will receive a 0% and be placed on academic probation.

- **3rd Offense**: The student will receive a 0% and the Faculty Chair will determine the consequences that should follow, possibly including withdrawal from the course or expulsion from the academy.
Scope and Sequence
Intercultural Communications

Module 1: Understanding the Gospel
Week 1: Introduction and Gospel Basics
Week 2: More about Gospels
Week 3: Jesus as King and Why It's Important

Module 2: Living the Gospel
Week 4: The Christian’s Call
Week 5: Christification
Week 6: Christian Community: Corinthians and Colossians
Week 7: Christian Community: Philippians

Module 3: Understanding Culture
Week 8: What Is Culture?
Week 9: Onions and Signals
Week 10: The Rest of the Onion
Week 11: Hofstede’s Cultural Dimensions
Week 12: Culture Stress and Adaptation
Week 13: Cultural Intelligence, Part I
Week 14: Cultural Intelligence, Part II

Module 4: Transforming Culture
Weeks 15 & 16: A Few Big Ideas
Weeks 17 & 18: Bringing It All Together: The Final Project