Intercultural Communications
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.

Prerequisite
None

Measurable Learning Outcomes
The student will:

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 will 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

Identify how working together presents special challenges and amazing opportunitiesMaterials List

Please see the Supply List and System Requirements pages on LUOA’s website as well as the Digital Literacy Requirements page for general supplies and requirements with LUOA curriculum. This course does not require any materials beyond those required by all LUOA courses.

Digital Tools

This course makes use of third-party digital resources to enhance the learning experience. These resources have been curated by LUOA staff and faculty and can be safely accessed by students to complete coursework. Please ensure that internet browser settings, pop-up blockers, and other filtering tools allow for these resources to be accessed.

The following resource is used throughout this course:
- Embedded YouTube videos and other sources

Note: Embedded YouTube videos are 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 education institution, LUOA is able to use YouTube video content under the YouTube Terms of Service and the provisions of the TEACH Act of 2001. For additional information on copyright, please contact the Jerry Falwell Library.

Course Grading Policies

The students’ 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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</thead>
<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>
</tr>
<tr>
<td>D 60-69%</td>
<td>Tier 3 40%</td>
</tr>
<tr>
<td>F 0-59%</td>
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</tbody>
</table>
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 a title like “1.2.3 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 page to 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 their 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 crashing, 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 fill out an Honor Code Incident Report, email the advisor, and carbon copy the Department Chair with the report. The advisor will verify which number offense this is and inform the teacher and parent. The teacher will then leave a comment on the student’s assignment and award the appropriate consequences. Replies to any correspondence must be made within 24 hours of the last email received.

- **Warning:** This ONLY applies to high school Lessons and elementary/middle school Assignments and Lessons. These will be taken as a teaching moment for the student.
  - **Lessons:** A zero will be assigned for the question only.
  - **Elementary/Middle School Assignment:** The student must redo their work. However, they may retain their original grade.

- **1st Offense:**
  - **Lesson, Quiz, or Test:** The student will receive a zero on the entire assessment.
  - **Assignment:** The student will:
    - Receive a 0% or 80% of his or her original grade per the teacher's discretion
    - Be required to complete the Plagiarism Workshop
    - Be permitted to retry for a higher grade on the next attempt at the teacher’s discretion

- **2nd Offense:** The student will receive a zero and be placed on Academic Probation.

- **3rd Offense:** The student will receive a zero and the Department Chair will determine the consequences that should follow, possibly including Academic Withdrawal from the course or expulsion from the academy.
Section 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

Section 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

Section 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

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