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# Intercultural Communications

BIB-2250

2022 07/01/2022 to 06/30/2023 Modified 04/22/2022

## Course Description

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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

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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

Apologetics

## Measurable Learning Outcomes

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- A. The student will 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. The student will 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. The student will relate the implications of this gospel in the formation of individuals, communities and societies.
- D. The student will 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. The student will explain how gospel-shaped communities are formed, and how to live in one to the mutual benefit of all.
- F. The student will define several cultural blocks - regions of the world that share distinguishing cultural affinities.
- G. The student will discuss the thoughts of Hofstede on the aspects and value systems that distinguish cultures from one another.
- H. The student will explain Donald Smith's 'Onion Model' of culture, and assess a culture using Smith's 12 Signal Systems.
- I. The student will identify the 4 competencies that comprise Cultural Intelligence.
- J. The student will use specific strategies to strengthen all 4 competencies in themselves.
- K. The student will outline the phases of cultural adaptation, and the phenomena of culture stress and culture shock.
- L. The student will discuss the phases of cultural adaptation and the phenomena of culture stress and culture shock.
- M. The student will choose the skills and processes necessary to successfully cross cultures.
- N. The student will discuss the idea of incarnation ministry, and what it means to "become all things to all men."
- O. The student will identify Paul's letters for keys to facilitating the transformation of cultures
  - directly within the church, and indirectly around the church.
- P. The student will plan to do this in community - in a team or an intentional community.
- Q. The student will identify how working together presents special challenges and amazing opportunities.

## Course Resources

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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 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](#).

## Scripture Attribution

- Grades 7-12: All Scripture quotations, unless otherwise indicated, are from the ESV® Bible (The Holy Bible, English Standard Version®), copyright © 2001 by Crossway, a publishing ministry of Good News Publishers. Used by permission. All rights reserved. May not copy or download more than 500 consecutive verses of the ESV Bible or more than one half of any book of the ESV Bible.

## Policies

Students are accountable for all information in the [Student Handbook \(https://www.liberty.edu/online-academy/wp-content/uploads/2021/11/LUOA-Student-Handbook.pdf\)](https://www.liberty.edu/online-academy/wp-content/uploads/2021/11/LUOA-Student-Handbook.pdf). Below are a few policies that have been highlighted from the Student Handbook.

## 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.

Grading Scale		Assignment Weights	
A	90-100%	Tier 0	0%
B	80-89%	Tier 1	25%
C	70-79%	Tier 2	35%
D	60-69%	Tier 3	40%
F	0-59%		

In order for students to receive credit for a course, the following conditions have to be met:

- All semester exams and module tests have to be completed.
- All Tier 3 projects or papers have to be completed.
- Fewer than 10 zeros exist in the gradebook for blank submissions in a full credit course and 5 zeros for blank submissions in a semester course.

## 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 Resubmission and Honor Code policies apply to that assessment (see the Resubmission Policy and Honor Code Policy below 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. Students may freely resubmit for their first two attempts without the need for teacher approval.
- **Assignment:** Students should 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.

## Honor Code Policy

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 Director of Faculty will determine the consequences that should follow, possibly including withdrawal from the course or expulsion from the academy.

## Materials Selection Policy

LUOA curates educational materials that are consistent with the school's philosophy; however, the fallen human condition depicted in literature (as in Scripture itself) is not always pleasant. Valuable works sometimes have objectionable or profane elements. Good books provide four (4) recognized values.

- They build godly attitudes and character traits.
- They deepen our social and cultural awareness.

- They strengthen our use of written language.
- They provide a lifelong source of enjoyment and relaxation.

In order to instill these values in students and fulfill the stated objectives of the school, all LUOA students are expected to read and study good books on a regular basis. Recognizing that materials designed for one level may not be appropriate for another, three (3) levels of criteria are applied:

- Elementary materials must contain no objectionable material,
- Objectionable elements in sixth through eighth-grade materials must be limited and must serve a specific educational purpose, and
- Objectionable content may be included in high school materials but must be outweighed by positive literary, curricular, and/or Christian values.

The curriculum department has approved required educational materials for students.

## Schedule

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### 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