

**Course:** IC-636 E(N) Intercultural Communication  
**Credit:** 3 Semester Hours  
**Semester:** Spring 2026, Session 2  
**Time:** Wednesday 6:00-9:00 pm; CABRE 10o; Online through Canvas  
**Instructor:** Dr. Joshua Paxton, [Joshua.paxton@calvary.edu](mailto:Joshua.paxton@calvary.edu), Office: CABRE 108  
816-322-5152 ext.1353 (office), (816)679-9387 (cell)

## I. DESCRIPTION

This course focuses on the underlying value systems, institutions and behaviors that affect communication in cross-cultural contexts. The student will examine the interplay between worldviews, language, thinking styles, religion, politics, and other communication areas that can either help or hinder understanding in communication.

*This course is offered in two formats: in-person and online. Students registered for in-person attend the classes in person, online students attend the classes via the online classroom. For both in-person and online students, assignments, and interaction outside of the class period are done in the learning management system.*

## II. OBJECTIVES

### A. General competencies to be achieved. The student will:

1. Understand the continuum of cultural variations. (PLO 2, 3, 4) (A 1, 2, 3, 4, 5, 6, 7)
2. Analyse the concepts of communication in an intercultural context. (PLO 2, 4) (A 1, 2, 3, 4, 5, 6, 7)
3. Examine the variety of cultural differences. (PLO 2, 3) (A 1, 2, 3, 4, 5, 6, 7)
4. Summarize the phenomenon of communicating to someone with a different worldview. (PLO 2, 3, 4) (A 1, 2, 3, 4, 5, 6, 7)
5. Explain how preconceptions influence communication. (PLO 2) (A 1, 2, 3, 4, 5, 6, 7)
6. Be exposed intellectually to belief systems other than historic Protestant Christianity. (PLO 4) (A 1, 2, 3, 4, 5, 6, 7)

### B. Specific competencies to be achieved. The student will:

1. Understand cultural differences along the spectrum of cultural variations. (PLO 2, 3, 4) (A 1, 2, 3, 4, 5, 6, 7)
2. Note hidden differences in the nonverbal language of culture. (PLO 2, 3, 4) (A 1, 2, 3, 4, 5, 6, 7)
3. Articulate the dimensions of communication within the diverse global village. (PLO 2,3, 4) (A 4, 5, 6, 7)
4. Describe how the gospel message makes its appeal to shame, guilt, and fear-based cultures. (PLO 2, 3, 4) (A 4, 5, 6, 7)
5. Describe how cultural patterns shape communication and understanding. (PLO 1, 2, 3, 4) (A 4, 5, 6, 7)

### **III. REQUIREMENTS**

1. Read through **all** of *Creating Understanding* according to the tentative Schedule. This reading is to be reported in Canvas when entirely completed as listed in the tentative schedule. It will be necessary to do this reading in parts in order answer the study questions.
2. Read through **all** of *Effective Intercultural Communication*. This reading is to be reported in Canvas according to the tentative schedule. It will be necessary to do this reading in parts in order answer the study questions.
3. Read through **all** of *The Message, The Messenger, The Community*. This reading is to be reported in Canvas according to the tentative schedule. We will discuss issues related to communication in fear, guilt, shame systems in class. Also write a 5-page reaction paper to this text and how these world-view systems could potentially impact your ministry context. See the document "How to Write a Book Review."

#### **4. Study Questions**

Answer the included study questions and submit them in Canvas according to the tentative schedule. These do not need to follow a particular style guide but please retype the question and then give your response in a Word .doc to upload to Canvas.

#### **5. Principles of Intercultural Communication Project**

Throughout the course students will be introduced to different concepts and principles involved in intercultural communication. Students are encouraged to reflect on how these principles play out in practice within their own teaching or ministry context. This assignment will be carried out through two parts.

Part 1: During the first week of class the student will decide on a culture to examine throughout the course. This could be a culture the student is serving in or one the student plans on serving in.

On Friday of each week, the student will submit a 2–3-page paper that examines the cultural and communication issues of the week considering their chosen cultural context. The student is encouraged to write these according to APA format, but no specific format is required. These papers will be graded out of 25 points each for how well the student does considering the ramifications of the issue in their chosen context.

Part 2: Your final project for this course is to give a presentation on the impact of these communication principles in your chosen context. You will prepare a slide show (PowerPoint, Prezi, etc...) where you will cover the people group/culture of interest and how the communication principles relate to your context.

It will require you to research the culture of your chosen ministry context to understand how to practically address any communication issues. You are advised to utilize part 1 of this assignment as the rough draft for the

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presentation. There is no slide limit, however you must effectively cover each topic from class, and add additional resources as necessary. The student is advised to begin this project as soon as possible, taking information from the summary papers in part 1 and working as you go. Presentations should be around 30 minutes in length.

Online students may use Teams to deliver their presentation. Students who cannot join us live are advised to prerecord their presentation via the "meet" function in Teams. Instructions on how to do this can be given in class if necessary.

**6. Discussion Posts**

Throughout the course the professor will pose questions for review and discussion using the online portal, Canvas. Students are required to answer these questions in Canvas, you must first respond and then respond to the posts of two other students for full credit.

**IV. METHODS**

**A. In-class methods:** listening to lectures, participating in class discussions, writing, and taking tests.

**B. Out-of-class methods:** reading, writing, research, and studying for tests.

**1. Grading:**

	<u>Points</u>
1. Smith Reading.....	100
2. Moreau Reading.....	100
3. Muller Reading and Paper.....	100
4. Study Questions.....	200
5. Weekly Contextual Papers (33 pts each).....	200
6. Principles Presentation.....	200
7. Discussions.....	100

**Total = 1000 Points**

**2. "See Grading Scale in college catalog"**

**C.** The Bible is a required textbook in every course at Calvary University. To facilitate academic level study, students are required to use for assignments and research an English translation or version of the Bible based on formal equivalence (*meaning that the translation is generally word-for-word from the original languages*), including any of the following: New American Standard (NASB, English Standard Version (ESV), New King James (NKJV), or King James (KJV). Other translations and versions based on dynamic equivalence (*paraphrases, and thought-for-thought translations like NLT and NIV*) may be used as supplemental sources. Please ask the professor if you have questions about a particular translation or version.

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- D.** All class papers must follow the APA style according to the *Publication Manual of the American Psychological Association, 7<sup>th</sup> edition*.
- E. Late Assignments:** Assignments will be lowered **15%** if not turned in on the due date.
- F. Plagiarism:** Plagiarism is defined as copying any content without identifying the source. This also includes taking another person's or AI entity's ideas or constructs and presenting them as your own. Plagiarism of any kind will not be tolerated. Most assignments at Calvary require the student to produce original work. Therefore, unless specifically permitted by the instructor, the use of AI-generated content is prohibited (even if cited) as it does not represent original work created by the student and is an unreliable aggregate of ideas from other sources. AI, however, may be utilized in cases where the instructor has explicitly permitted its use to accomplish specific tasks. It is only in these cases that AI-generated (or modified) content may be submitted by the student. If there are any questions as to the permissibility of AI use for an assignment, please ask your instructor for clarification.

*Any assignment that includes plagiarism will receive a zero (0) grade. Students should note that papers will be submitted in Canvas via "Turn-It-In". This program automatically gives the student's work a plagiarism score, students should strive for a score less than 20.*

- G. Disabilities:** *Students with disabilities have the responsibility of informing the DSS Director ([dss@calvary.edu](mailto:dss@calvary.edu)) of any disabling condition that may require support.*
- H.** The Clark Academic Center ([learning@calvary.edu](mailto:learning@calvary.edu)), located in the library building, is dedicated to providing free academic assistance for all CU students. Student tutors aid with all facets of the writing process, tutor in various subject areas, prepare students for exams and facilitate tests. Please take advantage of this service.

## **V. MATERIALS**

### **A. Required**

The Bible (Instructor will use NASB)

Donald K. Smith. *Creating Understanding: A Handbook for Christian Communication Across Cultural Landscapes*. Grand Rapids: Zondervan, 1992. ISBN 13:978-0976518631 (Amazon \$24.95; Kindle \$9.99)

Roland Muller. *The Messenger, The Message, The Community: Three Critical Issues for the Cross-Cultural Church Planter*. CanBooks, 2013. ISBN-13:978-1927581148 (Amazon \$21.03)

A. Scott Moreau, Evvy Hay Campbell, and Susan Greener. *Effective Intercultural Communication: A Christian Perspective*. Grand Rapids: Baker Academic, 2014. ISBN-13:978-0801026638 (Amazon \$27.99, Kindle \$19.99)

**VI. TENTATIVE CLASS SCHEDULE**

\*A schedule will be posted in Canvas prior to the start of class\*