

**MISS6243 Transcultural Communication of the Gospel
Online
New Orleans Baptist Theological Seminary**

Seminary Mission

The mission of New Orleans Baptist Theological Seminary is to equip leaders to fulfill the Great Commission (Matthew 28:16-20) and the Great Commandments (Matthew 22:34-40) through the local church and its ministries.

Course Purpose

The purpose of this course is to help equip those studying at NOBTS to fulfill the Great Commission (Matthew 28:16-20) through the local church and its ministries.

Core Value Focus

Our seminary has five core values: doctrinal integrity, spiritual vitality, mission focus, characteristic excellence, and servant leadership. This course relates in some way to all five core values but especially mission focus which states in part: “We are not here merely to get an education or give one. We are here to change the world by fulfilling the Great Commission and the Great Commandments through the local church and its ministries.”

Curriculum Competencies Addressed

New Orleans Baptist Theological Seminary has seven basic competencies guiding the NOBTS curriculum. This course supports and relates to various competencies such as biblical exposition in the section related to biblical foundations of missions. The disciple making competency, which is stated as “to stimulate church health through mobilizing the church for missions, evangelism, discipleship, and church growth,” is especially addressed in the curriculum of this course.

Course Description

This course involves a study of the dynamics of communicating the Christian faith transculturally. Attention is given to techniques for understanding culture and worldview, and to the relationship of culture to the gospel, evangelism, discipleship, and other concerns of the Christian faith.

Student Learning Outcomes

1. The student will develop an understanding of culture and worldview by defining these terms.
2. The student will appreciate key cultural traits of other cultures.
3. The student will demonstrate the ability to describe the worldview of a people group with whom they may be involved in present or future ministry.
4. The student will develop a model for communication and sharing the gospel in culturally appropriate ways to people groups in other cultures.

Course Teaching Methodology

A variety of teaching methods will be utilized such as video presentations by the professor using Power Point and handouts for notes. Other teaching methods include books, online materials, utilization of missions related websites, and other communication mediums.

Course Textbooks:

A. Scott Moreau, Evvy Hay Campbell and Susan Greener, *Effective Intercultural Communication: A Christian Perspective*. Grand Rapids: Baker Academic, 2014.

A second book chosen by the student relating to aspects of transcultural communication of the gospel

Course Requirements:

1. **Blackboard.** Each student must **maintain a valid e-mail address recorded in your Blackboard account at all times**. If you have trouble using Blackboard, please contact the ITC department of NOBTS at blackboardhelpdesk@nobts.edu or call (504) 816-8180.
2. Read and be responsible for testing purposes for presentations by professor, assigned texts, articles, and handouts.
3. Readings in *Effective Intercultural Communication*. Students will be required to read the assigned chapters within the textbook. See **Reading Assignments*** for the weekly chapters. Each week, post on the Discussion Board in Blackboard. Each post should provide at least two valuable insights regarding the assigned reading. This can be done through a short paragraph, providing insights that are beneficial to those involved in transcultural communication today.
4. Each student will read and prepare a written critique and handout on one other book on transcultural communication which will be chosen with approval of the instructor. The syllabus and primary text bibliographies are two sources for selecting a book.
 - A. Write a minimum of a six to eight full page double-spaced, typed critique of the book. The critique should include all three of the following:
 - (1) Briefly summarize the contents of the book.
 - (2) Evaluate the material from a biblical, theological, and missiological perspectives.
 - (3) Discuss two or more concepts, principles, or applications from the book that relate to cross-cultural communication of the gospel. Use headings for each section: **Summary, Evaluation, and Discussion**
 - B. Prepare a handout of one or more pages containing practical insights or suggestions from the book which may be helpful to the entire class. Highlight materials from the book which would provide insights into transcultural communication of the gospel.
 - C. Post a two to three paragraph summary of the book on the Discussion Board and attach your handout to the post. After posting your discussion, read and respond to at least 5 other posts.
5. Write and submit three minor papers throughout the semester. The paper must be submitted under the “Assignments” tab on Blackboard. A summary of two to three paragraphs of highlights from the paper must be posted on the discussion board on Blackboard.* Each paper will be five to seven full pages in the body, double-spaced, one inch margins, 1 point Times New Roman, footnotes, cover page, Works Cited page, and follows Turabian guidelines, Include a minimum of five different sources in each paper. In addition, the student will

summarize key points and highlights from each paper in two to three paragraphs which are to be posted in Blackboard on the discussion board. Discussion board posts are due the same time the paper is due.

A. *Paper #1: Worldview Paper*: Select and research a major worldview (other than Christianity). Include three sections:

- (1) a brief description of where adherents of this worldview live
- (2) a description of the worldview
- (3) valuable insights for transcultural communication based on the information discovered in (1) & (2).

B. *Paper #2: Interview Paper*

- (1) Interview three to five persons, the interviews are your sources for this project, from the people group, population segment, or city with whom you serve or may serve in the future in order to gain a better understanding of their worldview. Those planning for international ministry may interview internationals living temporarily in the USA.
- (2) Prepare a summary of the interview project including insights from each interview. The report may include such items as (1) a list of the questions used, (2) a summary of the interview content, (3) insights gained from the interview, and (4) your personal reaction to the interview.
- (3) An introduction and conclusion should be included. Headings to separate each interview and subheadings are helpful for reading and evaluation of the project. Examples: **Summary, Family, Social Structure, Insights, Reaction, Conclusion**.
 - a. Possible areas to include in interview questions: (1) family structure, (2) social structure, (3) religious structure, (4) economic structure, (5) political structure (local or national) if appropriate.
 - b. Examples of items to consider while preparing your insights and personal reaction to the interviews: (1) Reflect on information gained. (2) Were there surprises in their answers? (3) What new insights did you gain?

C. *Paper #3: Plan for Transcultural Communication*

- (1) Write a plan for transcultural communication for a specific city, geographic area, or people group.
- (2) The plan should include such items as geography, examination of a people group, linguistic groups, cultural influences, social values, kinship groupings, alliances, community organization, social stratification, religious groups, government, economic, and population figures when available.
- (3) The impact of other people groups or other cultures on the people group may be included.
- (4) The project should include suggestions for culturally appropriate ways to share the gospel with a people group based on the class readings and research.

6. Midterm and Final Assignments: Complete the assignments as posted on Blackboard. The midterm will consist of a discussion board post reflecting on key issues learned in the course. The final will be an exam.

Course Schedule for Reading Assignments:

Week 1:	Chapters 1-3
Week 2:	Chapter 4
Week 3:	Chapters 5, 8
Week 4:	Chapter 6-7
Week 5:	Chapter 9
Week 6:	Chapters 10-11
Week 7:	Chapters 12-13
Week 8:	Chapter 14
Week 9:	Chapters 15-16
Week 10:	Chapters 17-18
Week 11:	Chapter 19
Week 12:	Chapter 20
Week 13:	No reading assigned
Week 14:	Chapters 21-22
Week 15:	Chapters 23-24

Evaluation

Book Review & Posting	5%
First Minor Paper & Summary	15 & 5%
Second Minor Paper & Summary	15 & 5%
Third Minor Paper & Summary	15 & 5%
Final Exam	15%
Participation & Discussion Boards	20%

(Includes *Effective Intercultural Communication* Assignments)

NOTE: There is an automatic deduction of 10 points for late assignments and an additional 10 points for every week late after that. No work normally will be accepted more than two weeks past the due date.

ALL ASSIGNMENTS MUST BE COMPLETED BY A STUDENT IN ORDER TO PASS THE COURSE.

Course Reminders

1. Academic misconduct including but not limited to plagiarism, cheating, or unacceptable conduct may result in failure of the course and disciplinary action by the seminary as outlined in the student handbook.
2. Failure of a computer, printer, or other electronic devices used to compose or upload class assignments will not be accepted as a reason for late work.
3. Members of the course are expected to treat the professor and each other with respect in their conversation and conduct. If not, appropriate action may be taken based on seminary policies.
4. Use the latest addition of Kate Turabian's *A Manual For Writers of Term Papers, Theses, and Dissertations* as the official style and form guide. End notes are acceptable.

Instructor Response Time

The instructor will normally respond to emails when accessible within 24 hours and grade assignments within 72 hours or a reasonable time frame.

Netiquette: Appropriate Online Behavior

Each student is expected to demonstrate appropriate Christian behavior when working online on the Discussion Board. The student is expected to interact with other students in a fashion that will promote learning and respect for the opinions of others in the course. A spirit of Christian charity is expected at all times in the online environment.

Selected Bibliography

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