Syllabus

Course: **IC-646 D(N) Intercultural Education**
Credit: 3 Semester Hours
Semester: Fall 2025. Session 1 (8/18-10/10)
Time: Wednesday, 6:00-9:00 PM; CABRE 100; Online through Canvas
Instructor: Dr. Joshua Paxton, Joshua.paxton@calvary.edu, Office: CABRE 108
816-322-5152 ext.1353 (office), (816)679-9387 (cell)

I. DESCRIPTION

This course focuses on matters of teaching in a cross-cultural situation with either a diverse classroom or where the teacher is of one culture and students another. Cultural issues in teaching and instruction, communication, and learning styles will be examined. (Prerequisite ED610, ED680).

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. Gain understanding of cultural variations in cognitive patterns and learning format, learning styles, and multiple intelligence. (PLO 2, 3, 4) (A 1, 2, 3, 4, 5, 6, 7)
2. Learn how to develop an "outcomes profile" for a training program and carefully consider programs tried or proposed within the student's ministry context. (PLO 2, 4) (A 1, 2, 3, 4, 5, 6, 7)
3. Understand how transformational learning differs from informational learning and how to promote both in the educational process. (PLO 2, 3) (A 1, 2, 3, 4, 5, 6, 7)
4. Identify issues related to Intercultural Education. (PLO 2, 3, 4) (A 1, 2, 3, 4, 5, 6, 7)
5. Design a culturally appropriate lesson plan for the student's context. (PLO 2) (A 1, 2, 3, 4, 5, 6, 7)
6. Describe how cultural patterns shape education and understanding. (PLO 1, 2, 3, 4) (A 4, 5, 6, 7)

B. Specific competencies to be achieved. The student will:
1. Identify cultural differences in cognitive patterns (linear v. cyclical), high-context v. low context), (formal, informal, non-formal), (visual, auditory, etc.). (PLO 2, 3, 4) (A 1, 2, 3, 4, 5, 6, 7)
2. Develop learning outcomes and objectives specific to the students context and educational environment. (PLO 2, 3, 4) (A 1, 2, 3, 4, 5, 6, 7)
3. Articulate transformational vs. informational learning and demonstrate how to create a transformational learning environment in the student's context. (PLO

Our Mission: "…to prepare Christians to live and serve in the church and in the world according to the Biblical worldview."

2,3, 4) (A 4, 5, 6, 7)

4. Explore a strategy to integrate archival and field research to develop or manage an effective intercultural education ministry. (PLO 2, 3, 4) (A 4, 5, 6, 7)

III.   REQUIREMENTS

1. Read through **all** of _Teaching Across Cultures_ according to the tentative Schedule. This reading is to be reported in Canvas when entirely completed as listed in the tentative schedule.

2. Read through **all** of _Teaching Cross-Culturally_. 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 Learning Cycle_. This reading is to be reported in Canvas according to the tentative schedule. Also write a 5-page reaction paper to this text, what is the authors' main point and how would the learning cycle fit your educational context? Non-research APA format. 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 but please retype the question and then give your response. Study questions are taken from the _Teaching Cross-Culturally_ text.

5. Final Paper / Project

Throughout the course students will be introduced to different concepts and principles involved in intercultural education. 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 in two parts.

Part 1: During the first week of class the student will decide on a culture to examine throughout the course. The student is highly encouraged to study a culture in which they currently work or minister. Also, as this course builds on IC 636 the student is encouraged to draw upon research previously conducted for that class and to utilize it in this assignment.

On Friday of each week, the student will submit a 2-3-page paper that examines the cultural and education issues of the week considering their chosen education 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 write a 20-page research paper in which you summarize the most important cultural principles relevant to teaching in your chosen context. What learning styles are present, what thinking styles, and cognitive issues that will help or hinder education. What

are culturally appropriate teaching strategies? The student will incorporate into this paper a mock lesson plan for their context, complete with outcomes for the class/program being designed.

This paper should be in Research Paper, APA Format. With a minimum of 6 sources (3 from class and 3 additional). This paper builds on the research conducted in Intercultural Communication. The student is advised to reexamine that research and incorporate it into this paper with a view now to matters of education specifically. In essence this is an opportunity to take that theoretical research into the practical realm.

Alternatively, the student can also choose to create a Power Point or Prezi 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.

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:**

	Points
1. Plueddemann Reading…………………..………100	
2. Lingenfelter Reading……………………………..100	
3. Elmer Reading and Paper……………………..100	
4. Study Questions…………………………………….200	
5. Weekly Contextual Papers…………………..…200	
6. Principles Final Paper…………………………….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.

D. All class papers must follow the APA style according to the *Publication Manual of the American Psychological Association, 7th edition*.

E. Late Assignments: Assignments will be penalized according to the professor's late policy as explained in Canvas.

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 Accommodations Support Coordinator (aso@calvary.edu) of any disabling condition that may require support

H. The Clark Academic Center (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.

I. Attendance Policy – Calvary has no official attendance policy, the attendance policy of the professor will be explained in class and in Canvas.

V. MATERIALS

A. Required

The Bible (Instructor will use ESV)

James E. Plueddemann. *Teaching Across Cultures: Contextualizing Education for Global Mission*. Downers Grove: IVP Academic, 2018. (Amazon $13.00, Kindle $13.29) ISBN-13: 978-0830852215

Judith E. and Sherwood G. Lingenfelter. *Teaching Cross-Culturally: An Incarnational Model for Learning and Teaching*. Grand Rapids: Baker, 2003. (Amazon $15.89, Kindle $12.00) ISBN-13: 978-0801026201

Muriel I. and Duane H. Elmer. *The Learning Cycle*. Downers Grove: IVP Academic, 2020. (Amazon $16.89, Kindle $16.05) ISBN-13: 978-0830853830

VI. TENTATIVE CLASS SCHEDULE

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