



TYNDALE
- INTERCULTURAL MINISTRIES CENTRE



Intercultural Competence & Communication

Spring 2025

Course Information

- **Dates:** February 18 – May 13, 2025 (13 weeks, totaling 24 hours)
- **Venue:** Tyndale University, 3377 Bayview Avenue, Toronto, Ontario M2M 3S4
- **Modality:** Online via Zoom (subject to change)
- **Lecture Time:** Tuesday, 7:30 – 9:30 pm (Toronto Time)

Course Lecturer

Rev. Daniel (Sung Ho) Ahn, Ph.D.

Dr. Ahn currently serves as a Research Fellow and Managing Editor for *A Dictionary of Asian Christianity* at Gordon-Conwell Theological Seminary in Greater Boston, USA. He has extensive experience in teaching and intercultural missions with OMF (Overseas Mission Fellowship) across Europe, North America, Africa, and Asia. He has also dedicated to serving various multiethnic, diaspora, and refugee communities.

He earned his Ph.D. in World Christianity from the University of Edinburgh, UK, and holds a Master of Divinity and a Master of Arts in Intercultural Studies from Fuller Theological Seminary in the US. Prior to his academic career, he worked as a mechanical engineer at the R&D center of Hyun-Dai Motor Company, holding a B.S. and M.S. in mechanical engineering.

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Course Description

In the current era, marked by the post-colonial period, the effects of globalization have prompted a diaspora movement, predominantly from the Global South to the Global North. This has resulted in a rich tapestry of cultural, ethnic, and linguistic diversity in major Western cities, including Toronto. Consequently, the nature of Christianity is transforming from Western Christianity toward Global Christianity.

This course equips students with the skills to analyze diverse cultures and worldviews, enabling them to communicate effectively across cultural and linguistic boundaries. Emphasizing the development of intercultural competence, the course prepares students to convey messages in ways

that resonate within the recipient's cultural context. By fostering cultural awareness and practical communication skills, students will be equipped to engage meaningfully in multiethnic societies and ministries, both locally and globally.

Course Objectives/Outcomes

By the end of this semester, students will be able to:

- **Define Key Communication Concepts:** Clearly articulate the distinctions between multicultural, cross-cultural, and intercultural communication.
- **Analyze Worldviews and Cultural Systems:** Reflect on their own cultural perspectives and critically evaluate the cultural systems and worldviews of others.
- **Contextualize Communication:** Demonstrate the ability to adapt messages to align with the cultural and linguistic frameworks of the intended audience.
- **Explore the History of Bible Translation:** Explain the role of Bible translation as a key example of intercultural communication throughout history.
- **Engage in Intercultural Communication of the Gospel:** Apply intercultural communication principles to participate effectively in God's mission, sharing the gospel across diverse cultural contexts.

Course Structure

1. **Theological and Theoretical Foundations of Intercultural Competence**
Explore the biblical and theological underpinnings of intercultural competence, examining how faith informs understanding and engagement with diverse cultures.
2. **Theological and Theoretical Foundations of Intercultural Communication**
Study the principles and theories of intercultural communication, rooted in theological perspectives, to understand how messages can be conveyed effectively across cultural boundaries.
3. **Practical Application of Intercultural Communication**
Develop and practice strategies for contextualizing messages, fostering meaningful dialogue, and engaging in cross-cultural ministry within both local and global contexts.

Required & Recommended Texts and Articles

Required Textbooks

- Sherwood G. Lingenfelter & Marvin K. Mayers, *Ministering Cross-culturally*, 2nd ed. (Grand Rapids: Baker Academy, 2003)
- Richard E. Nisbett, *The Geography of Thought* (New York: Free Press, 2003)

Recommended Texts

- Paul G. Hiebert, *Transforming Worldviews* (Grand Rapids: Baker Academic, 2008)

Assignments & Assessments

Assignments	Percentage
Weekly Journals	20%
Two Research Papers	30%
Field Research & Final Paper and Presentation	40%
Attendances	10%
Total	100%

1. Weekly Journals (20%)

The weekly journals are designed to encourage students to reflect on their learning journey throughout the course and to track the evolution of their thoughts on key topics.

Requirements:

- Each journal entry must be a minimum of 300 words.
- Journals should include the following elements:
 - **Learning Reflections:** Summarize key takeaways from the week's lectures, group discussions, and required readings.
 - **Evolving Perspectives:** Discuss how your understanding of the weekly topic has changed based on course materials and activities.
 - **Future Applications:** Reflect on what you would like to explore further or how you plan to apply the week's learning to your ministry or intercultural work.

References:

- Weekly assigned textbook readings and lectures must be incorporated into your journal entries.

Submission Details:

- Journals are to be submitted to the lecturer by **6 PM every Friday**.

This assignment fosters critical thinking, self-reflection, and the practical integration of course content into personal and professional contexts.

2. Two Research Papers: Case Studies of Intercultural Communication in the Bible (30%)

This assignment invites students to analyze two biblical case studies of intercultural communication—one from the Old Testament and one from the New Testament. The goal is to explore how messages in these cases were communicated effectively within the recipients' cultural and linguistic contexts.

Assignment Guidelines:

1. Case Study Selection:

- Choose one case from the Old Testament and another from the New Testament.
- Avoid duplicating topics covered by the professor in class.

2. Content Requirements:

Each research paper must include:

- **Scriptural Basis:** The specific scripture(s) being analyzed.
- **Background Context:** The historical, cultural, and archaeological context of the chosen case.
- **Theological Principle:** A discussion of a theological principle of intercultural communication illustrated in the chosen scripture.

3. Research Resources:

- Students are encouraged to use biblical commentaries, dictionaries, maps, and other reference materials to support their analysis.

Paper Format:

1. Length and Structure:

- Each paper must be a minimum of 500 words.
- Include a **cover page** with the following details:
 - Title: "Research Paper" (upper position)
 - Title of your paper (below "Research Paper")
 - Course title (lower position)
 - Lecturer's name
 - Your name and student ID number

2. Formatting:

- Font: 12-point Times New Roman
- Spacing: Double-spaced
- Margins: 1-inch on all sides (top, bottom, left, right)

This assignment will deepen students' understanding of biblical intercultural communication, enhance their ability to analyze scriptural texts in their cultural context and develop their theological insight into intercultural ministry.

3. Final Paper and Presentation (40%)

The final paper and presentation are designed to give students a hands-on opportunity to practice intercultural communication in a cross-cultural ministry setting and reflect on their experience.

Practice Component (20 points)

Students will:

1. **Select an Audience:** Identify an audience with a different cultural and linguistic background.
2. **Communicate a Message:** Share the gospel or another meaningful message with the selected audience.
3. **Assess Understanding:** Determine how well the audience comprehends the message.
4. **Evaluate Communication:** Reflect on areas for improvement in intercultural communication.

Final Paper (40 points)

The final paper will detail the student's intercultural communication experience and analysis.

Requirements:

1. **Audience and Context:**
 - Introduce the audience, their cultural and linguistic background, and the context of your interaction.
2. **Message Delivery and Analysis:**
 - Describe how the message was communicated.
 - Analyze how effectively the audience understood the message.
 - Reflect on areas for improvement in your intercultural communication skills.
3. **Bibliography or Works Cited:**
 - Include a properly formatted list of all sources referenced.

Paper Formatting:

- Minimum length: **1,500 words**.
- Cover page must include:
 - Title: "Final Paper" (upper position).
 - Title of your paper (below "Final Paper").
 - Course title (lower position).
 - Lecturer's name.
 - Your name and student ID number.
- Formatting:
 - 12-point Times New Roman font.
 - Double-spaced.
 - 1-inch margins on all sides.

Final Paper Presentation (40 Points):

Each student will present their findings to the class, demonstrating their understanding and application of intercultural communication.

Presentation Details:

- **Duration:** 10-minute presentation, followed by a 5-minute Q&A session.
- **Peer-Grading:** Students will evaluate each presentation based on a rubric provided by the lecturer.

This final assignment allows students to integrate theoretical knowledge with practical experience, enhancing their ability to communicate effectively in cross-cultural ministry settings.

4. Attendance & Class Attitudes (10%)

This component evaluates students' commitment to the course through consistent attendance, punctuality, and active engagement in class discussions and activities.

Attendance and Lateness:

- **Attendance:** Students are expected to attend all classes and stay until the end.
- **Lateness Policy:** Three instances of lateness will count as one absence.
- **Excused Absences:** If you need to miss a class, you should inform the professor in advance.

Class Participation and Group Discussions:

- **Reading-Based Discussions:** Students are required to actively participate in group discussions based on assigned readings.
- **Constructive Contribution:** Participation involves meaningful and respectful contributions to class discussions and activities.
- **Classroom Etiquette:** No food, including snacks, is allowed in the classroom to maintain focus and a professional environment.

This policy ensures a collaborative and respectful learning atmosphere while emphasizing the importance of punctuality and engagement.

Final Grade Scale													
Letter	A+	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
%	100– 98	97– 94	93– 90	89– 87	86– 84	83– 80	79– 77	76– 74	73– 70	69– 67	66– 64	63– 60	59– 0

Course Schedule

Week #1 on 2/18: Course Introduction -----

- Class Introduction
- Course Overview & Syllabus Review

Reading: Course Syllabus

Assignments: Journal Week #1

Part I. Theological and Theoretical Foundation of Intercultural Competence

Week #2 on 2/25: Culture and Worldview -----

- Reading: Lecture Note
- Assignments: Journal Week #2

Week #3 on 3/04: Culture and Worldview -----

- Reading: Lecture Note
- Assignments: Journal Week #3

Week #4 on 3/11: Culture and Worldview -----

- Reading: Lecture Note
- Assignments: Journal Week #4

Week #5 on 3/18: Epistemology: Naïve, Relative and Critical Realism -----

- Reading: Lecture Note
- Assignments: Journal Week #5

Week #6 on 3/25: Epistemology: Naïve, Relative and Critical Realism -----

- Reading: Lecture Note
- Assignments: Journal Week #6

Part II. Theology and Theoretical Foundation of Intercultural Communication

Week #7 on 4/01: Intercultural Communication in the Bible -----

- Reading: Lecture Note
- Assignments: Journal Week #7

Week #8 on 4/08: Theory of Intercultural Communication -----

- Reading: Lecture Note
- Assignments: Journal Week #8 & **Research Paper #1**

Week #9 on 4/15: Multicultural, Cross-cultural, and Intercultural Communication -----

- Reading: Lecture Note
- Assignments: Journal Week #9 & **Research Paper #2**

Week #10 on 4/22: Bible Translation as Intercultural Communication -----

- Reading: Lecture Note
- Assignments: Journal Week #10 & **Research Paper #2**

Part III. Practical Application of Intercultural Communication

Week #11 on 4/29: Case Studies of Intercultural Communication -----

- Reading: Lecture Note
- Assignments: Journal Week #11

Week #12 on 5/06: Final Paper Presentations -----

- Reading: N/A
- Assignments: N/A

Week #13 on 5/13: Review & Evaluation -----

- Course Summary
- Sharing Reflection