



JOUR 315/BBST 465
Religion, Culture & Media
Integration Seminar
for Journalism & Integrated Media

Fall, 2019
TR 9-10:15 a.m.

PROFESSOR/CLASS INFORMATION

Dr. Michael A. Longinow, Dr. Jeff Volkmer

Location: Meyers 110

Longinow Office Phone 562-944-0351 x5435

Longinow Office Hours:

MW 8-11 a.m., 2-3 p.m.

T,Th 11 a.m.-noon p.m.

Th 1-3 p.m.

(or as available)

Credit Hours/Units: 3 units

Longinow office: Perez Hall (lower/McNally campus)

Volkmer office: Talbot East building

Volkmer office hours by appt. only

Meetings with Dr. Longinow: Make appt. via Google calendar (link below); meetings with Dr. Volkmer, by appointment via email)

<https://www.google.com/calendar/selfsched?sstoken=UUZkYTB5MF9oVmInfGRIZmF1bHR8NTRINzExYjc0YTU1OWI3Y2UwZTBkNzkwNmI5OTVhMzI>

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Dept. Website: <http://www.biola.edu/journalism>

DISABILITY SERVICES

Disability Services exist to assist any student who thinks he or she may need such assistance. Students desiring accommodations for this class on the basis of physical learning, psychological and/or emotional disabilities are to contact The Learning Center which houses both learning assistance and disability services. The Learning Center is located in the Biola Library, Upper Level, Room U-137, and this department can be reached by calling 562.906.4542 or by dialing extension #4542 if calling from “on campus.”

NON-DISCRIMINATION POLICY

The University deplores the unfair treatment of individuals based on race, gender, socio-economic status, age, physical disability, or cultural differences, regardless whether such treatment is intentional or simply resultant from careless or insensitive behavior. Rather, employees and members of the student body should embrace the expectation of Scripture to love God with all their being and neighbors as themselves.

You will find this a class that celebrates diversity and underscores the ways in which the alienated, the marginalized, and those bearing the pain of disability (physical, emotional, psychological) are near to God’s heart. As faculty, both of our offices are havens of refuge for you. Make time to meet with one or both of us if you need to talk through the difficulties you face on this campus due to your family origins, your geographic origins or any other element of life that makes you feel different and out of the mainstream. If anything in this course, from us, from classmates, or from events or projects connected with this course cause you to feel marginalized or alienated, we want to know. Communicate it to us by email or by scheduling time to talk with us. We want to help you thrive in this course.

BIOLA UNIVERSITY MISSION STATEMENT

TRUTH~TRANSFORMATION~TESTIMONY

The mission of Biola University is biblically-centered education, scholarship, and service; equipping men and women in mind and character to impact the world for the Lord Jesus Christ.

SCHOOL OR PROGRAM MISSION/VISION STATEMENT

The mission of the department of Journalism & Integrated Media is to prepare students through rigorous academic and practical instruction to be critical thinkers, skilled factual storytellers, agile managers of multiple media platforms, and servant-leaders in a rapidly changing media landscape. The faculty brings the highest standards of professional media practice and academic understanding into their instruction, inviting students to meet those standards with creativity, tenacity and excellence.

Students shape their Christian world view of media and its place in society through encounters with Christ in classroom discussion and project work, listening for God’s call on their lives, and expressing that call through multiple media formats. Their studies provide an understanding of media theory and the complex history underlying journalism and public relations in the United States and around the world.

COURSE DESCRIPTION

Students successfully completing this course will gain an overview of the mandate for cross-cultural encounter seen in Scripture and as a crucial element of successful 21st century journalism or public relations in the United States as a globalizing marketplace. The course guides students in exploring their own racial/ethnic heritage and experience, walks them through encounter with someone of another culture in an in-depth journalistic (or PR) storytelling process; its apex is written research exploring the scholarly and Scriptural support for cross-cultural encounter in journalism, public relations, or some hybrid of these in today's world; its apex is written, researched narrative exploring the scholarly and Scriptural support for encounter with others with whom we differ. Its principles are applicable to any pre-professional journey.

COURSE ALIGNMENT WITH PROGRAM LEARNING OUTCOMES

JOUR 315/BBST: Religion, Culture & Media This upper-division course is the recommended biblical integration seminar for students majoring in Journalism & Integrated Media. The course fulfills Program Learning Objective 2, "Illustrate an Understanding of Biblical Integration with the Professions;" Program Learning Objective 3, "Demonstrate Analytical Expertise in Writing or Presentations." These are program learning objectives are shared by the Public Relations and Journalism & Integrated Media majors. Students who successfully complete required learning tasks will find they will be fulfilling the objectives of these learning outcomes.

COURSE OBJECTIVES AND STUDENT LEARNING OUTCOMES

By the completion of this course including class participation, class assignments (referred to as "Tasks"), class readings and group interaction, the following objectives and learning outcomes will be assessed and demonstrated:

IDEA Objective #24: Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course. This is classified as an Important Emphasis in the course.

STUDENT LEARNING OUTCOMES You will demonstrate that you have satisfactorily fulfilled Objective #24 by gaining cross-cultural understanding, skill in identifying story topics that are culture-related, and reporting/research for writing compelling journalistic narrative. This understanding and storytelling will be demonstrated in Tasks 3&4.

IDEA Objective #29: Learning how to find and use resources for answering questions or solving problems. This is classified as an Important Emphasis in the course.

STUDENT LEARNING OUTCOMES You will demonstrate that you have satisfactorily fulfilled IDEA Objective #29 by being able to successfully complete two in-depth feature stories, using interviews and secondary research (Tasks 3&4). It will also be demonstrated in the quizzes (Task 6), and the analytical final exam (Task 7).

IDEA Objective #30: Developing a clearer understanding of, and commitment to, personal values. This is classified as an Essential Emphasis in this course.

STUDENT LEARNING OUTCOMES You will demonstrate that you have satisfactorily fulfilled IDEA Objective #30 by successfully completing a preliminary and more in-depth Reflection Paper (Tasks 1 & 2) and a cross-cultural Encounter Paper (Task 5).

REQUIRED TEXTS

Required Textbooks (Each of the following are required and will be used in this course — that is, your decision not to buy them will make your success in this class much more difficult. Buy them; study them; learn all you can from them; don't sell them — they're the beginning of your pre-professional library.)

Eds. Maria E. Len-Rios and Earnest L. Perry

Cross-Cultural Journalism: Communicating Strategically About Diversity

Routledge

Duane Elmer

Cross-cultural Servanthood: Serving the World in Christ-like Humility

IVP Books

Secular news online about religion (recommended): Los Angeles Times, Seattle Times, San Diego Union-Tribune (UT), Chicago Tribune, Washington Post, Houston Chronicle, New York Times; CNN, Fox News, NPR, KNX-1070; **Christian news outlets**: Christianity Today magazine (print and online), Relevant magazine (print and online), World magazine (print and online), Christian Post (online.)

ACADEMIC HONESTY

Biola University and the Department of Journalism & Integrated Media are committed to ethical practice in teaching, scholarship, and service. As such, plagiarism and other forms of academic dishonesty will not be tolerated. But students are sometimes confused about what plagiarism is, who constitutes ethical/unethical practice, or what academic dishonesty is. **So for more details about honesty and other ethical expectations, see the course Ethics Policy** (pp. 19-20.)

<http://studentlife.biola.edu/campus-life/student-handbook/academic-integrity>

<http://plagiarism.org/plagiarism-101/overview/>

ONLINE AND OTHER COURSE RESOURCES

This course uses a mixture of in-class and online teaching resources. This course uses Canvas as a teaching and learning tool. The Canvas site for this course will have links to helpful resources. Much of what we show you in class as video Web resources will have links (in the Files tab on the site) so you can go back and review them after class.

It is your responsibility to make yourself familiar with the Canvas site for this course. Take the time to do that and print out any documents we attach that might be useful to you in completing projects.

Check your Biola email and the announcements page of the course Canvas site regularly (once a week, at least) for any changes to due dates or assignment details.

As a resource for your work in this course, Biola Library's website provides access to thousands of electronic books and journal articles. The library's home page is available at: <http://library.biola.edu>

LEARNING TASKS (Assignments) & ASSESSMENT (Grading)

Description and Weighting of Assignments: The following tasks are in sequential dated order.

Task 1:

Paper 1

My Ethnic/Racial Journey (So Far)

Due Date: Sept. 11 (by 11 p.m.) on Canvas site

Weighting: .041

Possible Points: 50 pts.

Description:

4-6 pages

Typed, double-space, Word file in Canvas drop-box

All papers in this course (including this one) must have your name on it, along with the name of the course and due date.

This paper examines your experience with your racial identity juxtaposed with minority cultures, in light of your cross-cultural experience, examining your experience through the lens of Scripture or cultures of belief or religion. Here's [a link](#) that briefly differentiates race and ethnicity. Here's [another](#), and [one more](#).

The paper will involve three parts: 1) your family roots 2) your family's (and with them, your) relations and encounters with people of minority background and how these have shaped who you are as a person **3) what you believe Scripture says about the role of race** in understanding the world, ourselves as believers, and the notion of cross-cultural encounter. Cite Scripture in this portion of the paper.

Detail will be crucial to your grade in this paper. Generalities and vague language will cost you significant points (i.e. a low grade for the assignment.)

Structure your paper with subheadings that spell out each of the required areas.

Part 1: (1-2 pages)

This portion of the paper will require some talks with your parents and perhaps your grandparents. You will need their help on specifics as you trace your ethnic/racial history traced through your family's roots in this country (specific to regions) or others (again, noting specific regions and your family's ethic and culture ties to them.) Both your mother's and your father's side of the "family tree" are important to the paper because each of those pipelines feed into making you who you are. This portion will go beyond a mere historical description, showing how this background has shaped your cross-cultural perception.

Part 2: (1-2 pages)

In this portion of the paper will walk back through your earliest encounters (then along the time-line up to recent weeks) with people of color: African-Americans, Latinos, Asians, Native-Americans, Pacific Islanders — and the mixtures of these groups all around us. Talk about your own encounters, but also about your family's encounters with minorities. Talk about school, church, business or job situations, encounters with coaches, players, fans, etc. This portion, like Part 1, will go beyond mere description, showing how this background has shaped your cross-cultural perception.

Were the cross-cultural encounters intentional, accidental? Were they wholesome and supportive encounters or otherwise? Explain.

If you lived in a mostly Caucasian community, you can still talk about cross-cultural encounter even if such were few. But you can talk about your (and your family's) encounter with media versions of minorities (though this is not a media-analysis paper; it's about your family and your own early years.) You might also include cross-cultural encounters you (and they, along with you) had on trips, vacations, tours, etc.

Part 3: (1-2 pages)

In this portion of the paper you will cite specific portions of Scripture that have helped you understand race, racial origins, and the role of race in understanding the world, yourself as believer, and the notion of cross-cultural encounter.

This paper will be graded for mechanics of spelling, punctuation, grammar and attention to:

Specific detail about your life and family

Specific references to Scripture in support and argument

Rubric for this paper (your work will be evaluated by the following scale of characteristics)

Outstanding or Excellent paper

Shows extensive detail about your racial/ethnic roots (mother's and father's sides) with many dates (months, years) and specific time frames/eras explained, with extensive detail (anecdotes) about your cross-cultural encounters personally and in your family over your life so far. An excellent paper will cite many (5 or more) references to contextual (not proof-texted) Scripture. An excellent paper will have no mechanical errors or very few (1-2) and will be organized in an easy-to-follow structure.

Very Good, Good or Far Above Average paper

Shows thorough detail about your racial/ethnic roots (mother's and father's sides) with several dates (months, years) and many references to time frames/eras explained, with good detail (anecdotes) about your cross-cultural encounters personally and in your family over your life so far. A good paper will cite some (3 or 4) references to contextual (not proof-texted) Scripture. A good paper will have fairly thorough organization with few mechanical errors (3-4) and will be organized in a very clear structure.

An Above Average, Average or Below Average paper

Shows some detail about your racial/ethnic roots (mother's and father's sides) with a few dates (months, years) and a few references to time frames/eras explained, with some degree of detail (anecdotes) about your cross-cultural encounters personally and in your family over your life so far. An average paper will cite few (1-2) references to contextual (not proof-texted) Scripture. An average paper will have acceptable, even if unclear structure and several (5-6) mechanical errors.

A paper that is Far Below Average, Poor Work or Barely Passing

Shows only vague detail about your racial/ethnic roots (mother's and father's sides) with no dates (months, years) or references to time frames/eras explained. It will have little to no detail (anecdotes) about your cross-cultural encounters personally or that of your family over your life so far. A poorly written paper will cite no references to Scripture, but will make reference to biblical concepts. A poorly written paper will have many (7-9) mechanical errors, will be short of the page length limit and/or organized in an unclear, difficult to follow structure.

Paper that earns no points

will show clear disregard for most or all of the requirements of the paper assignment and/or will be turned in after the due date without explanation or other indication of excused absence for its missing the deadline.

Tasks 2-5: Cross-cultural Encounter Projects and Notes

Overview

Most parents care deeply about their children's education. Most care even more about whether, and how, their children are developing as young women or men in a complex world. The level of tension and priority is all the greater in families having recently come to this country from another, whose first language is not English, and whose culture and faith — whether practiced regularly or in their early childhood — is vastly different from that of mainstream Americans.

These two projects put you face to face with people who are different than you. You will interview them — [on the record](#). From that interview, backed by significant [backgrounding](#), you will write feature articles that tell the story of these people in depth. Unless you're careful to avoid it, your writing will be culturally superficial or full of vagueness, cultural assumptions or cultural stereotypes.

To avoid the errors of many American journalists in cultural approach, you will preface your interviews with thorough journalistic reporting — reading, online data research, conversations with cultural informants. And you'll develop well-considered questions (because flippant or ill-considered questions can be insulting, embarrassing, and reinforce stereotypes of journalists and of students.) Here's a [video](#) about cultural stereotyping.

Your research will be about education or schools, but as you're reading in the Cross-Cultural Journalism text, the real story is people and their cultural background — a parent who will talk to you about children or teens, and the child or teen. From the vantage point of adults and youth, you want to know why the child or teen loves or loathes their education (and learning). You're finding out about that connection or disconnect — and what's happening because of it. How is their faith and ethnic culture part of their learning? (Is rejection of their faith or ethnic culture part of the school loathing, if there is any)?

You will earn trust by knowing what you're talking about, knowing about the schools, about the kids in them, about parents and how research shows they get involved in their children's or teens' schooling and educational development (or don't.) **(You'll turn in your notes — for grading and so I can help with your research.)**

Interviews must be in person or via Skype or Facetime. Interviews by social media, email or telephone are not allowed.

In addition to taking written notes in the interview, you are encouraged to audio-tape it (if the source will allow it) so you can refer back later to what you heard. Your phone probably has a recording function, but if not there are audio recorders available in the Media Center equipment room for check-out.

To get to the children or teens for interviews, you will need the parent's permission (another reason you need to build trust early on and keep it.) To approach schools to talk with teachers, it's also best to have the consent and support of the parents. But to approach schools for interviews, you will need time (i.e. flexibility with the school's schedule). You'll also need patience with bureaucracy, perhaps a series of signed forms, and the school's scrutiny of your project. If you know teachers (or a teacher) and can work with them personally — outside the school setting — you'll find the process quicker.

Get the student alone. You'll need the parent's permission for this. But the young person will often be more candid and open with you if it's just you and that person talking.

FOR THE PARENT INTERVIEW:

What you want to know is how culture and religion (or faith experience) figure into what the parent believes is best about education. As you're hearing in class, culture and religion are sometimes intertwined. Sometimes they are separate. Your article should explain how.

You're asking how this parent believes faith, a belief system or organized religion factor into the success of their child in developing as a person with both a mind and soul. Was the parent's upbringing one that connected learning with faith in some way? If not, what's their perspective on the connection?

Ask the parent about how well they believe the school system is developing their child's mind, the child's love of learning (i.e. Are they excited about school, motivated to learn, full of wonder about finding out about the world around them?) If faith is part of that, explore why and how; if faith has no connection, have them explain why and how.

Part of their story is living among Christians or within a Christian subculture (their neighbors, perhaps, attend church regularly; many stores are closed on Sundays, Christmas and Easter are big holidays, etc.) Your article should deal with that juxtaposition. Do they just ignore it? Have they had discussions with Christian parents about faith? (Good ones? Bad?) Has living among Christians changed their view of faith as part of learning and cultural success in the U.S.?

FOR THE CHILD OR TEEN INTERVIEW

What does the child or teen think about the success of their school in helping them learn? Do they like school? Why or why not? What's the best thing about it for them? Is there anything about school (maybe one teacher or class, now or in the past) that excites them, making them eager to find out about the world around them? Do they think faith in God or belief about Him is part of their learning about life? Do they see any connection between faith (religion) and learning? If so, what are some ways their faith or understanding of God has made learning more exciting in some way — in school or outside school?

Task 2:

Pre-Project 1: Cross-Cultural Background Notes

Due Date: Oct. 4 (by 11 p.m.)

Weighting: .025

Possible Points: 30 pts.

Description

3-4 pages, typed, double-space

Word document attached to Canvas site

- **1 page (minimum) typed, double-spaced of overview** of your project describing how this project will tell about parents whose first language is not English, whose cultural upbringing was not from mainstream U.S. culture (i.e. Western European), and who are invested in the learning of their children in a public school or private school setting. It should also describe how this family is invested in either a religion other than Christianity (Project 1) or in Christianity practiced through the cultural lens of another culture (Project 2).
- **List of five (5) or more articles** (with embedded links) you've read to help you understand faith and educational success in U.S. children or teens and about the success (or lack thereof) in schools in or around where you'll be doing your interviews. **Give a sentence or two summarizing the article's main idea and how** it helps inform your topic or approach to the upcoming project.

- **List of five parallel people** (background people, cultural interpreters) who can help you understand those you're interviewing, the culture they come from, the faith they practice, their attitude toward schools and learning, etc. (Requires full names, occupations, how you'll reach them.) **With each name, you should include a sentence or two explaining** why they would bring insight to this project's interviews and the feature article. **List also** the email and/or phone number you'll use to reach this person.
- **List of six or more questions** you would use (split between the parent and child or teen) to move from general to specific in your pursuit of the story of their approach to understanding culture, learning, schools, and how faith is (or is not) part of the mix from their cultural perspective.

Rubric for grading (your Background Notes will be evaluated by this scale of characteristics)

An outstanding or excellent Background Notes assignment will have five or more articles with working links that bring great depth of understanding to the project. It will list five or more people with contact information and a clear explanation of why they are authoritative and insightful about culture, religion and/or schools and learning. The list of questions (more than six) will be mostly open-ended, moving from general to specific, showing you've researched the topic well. The overall list will error-free, or nearly so (0-1) in written mechanics (spelling, grammar, punctuation.)

A good or very good Background Notes assignment will have five articles with working links that bring some degree of depth of understanding to the project. It will list five people with contact information and an explanation of why they are authoritative and insightful about culture, religion and/or schools and learning. The list of questions (six) will contain mostly open-ended questions that move from general to specific and show you've researched the topic well. The overall list will contain a few errors (2-3) in written mechanics (spelling, grammar, punctuation.)

An average or below average Background Notes assignment will have fewer than five articles with working links that pertain to the project. It will list less than five people with contact information and an explanation, though the narrative will be vague and somewhat unconvincing as to why they are authoritative or insightful about culture, religion and/or schools and learning. A list of five or six questions will contain mostly open-ended questions that move from general to specific and show you have a basic knowledge of the topic. The overall list will contain several (4-6) errors in written mechanics (spelling, grammar, punctuation.)

A Background Notes assignment that is poor work or barely passing will have only a few (2-3) articles with working links that pertain to the project. It will list few (2-3) people with little to no contact information or explanation as to why they are authoritative or insightful about culture, religion and/or schools and learning. The list of questions (3 or fewer) will contain mostly closed-ended questions that show little organization and little to no knowledge of the topic. The overall list will contain an almost unacceptable number of errors (7-9) in written mechanics (spelling, grammar, punctuation.)

A Background Notes assignment that earns no points will be turned in after the due date (without an exception from the late paper policy), and will make little or no attempt to meet the syllabus criteria of the assignment.

Task 3:

Cross-cultural Project 1: School and learning for believers who are not Christians

Due Date: Oct. 16 (by 11 p.m.)

Weighting: .083

Possible Points: 100 pts.

Feature article: 3-4 pages, third person, using AP Style.

3 or more interviewed sources (parent, child or teen, and one or more others)

2 or more linked articles in the narrative

typed, double-spaced

MS Word file attached to Canvas drop-box

Interview notes in digital form (scanned PDF of legible hand-written notes or typed: Word file)

Part 1: **Feature Article**

In this project you will be talking to a parent from another culture (not a Christian) whose first language is not English, about the success of their children's learning — or lack thereof. Use the descriptions above to guide your background research, interviews and writing. Here's a [link](#) with examples. Here's [another](#). **Here's an AP Style cheat sheet for common terms you'll use.**

You are also to interview the child or teen that the parent speaks most about in the interview; if possible you will also interview (or at least talk with on background) other children or teens who can speak into the story.

Part 2: **Reflection (1-2 pages)**

This is your look-back at the experience. **Your reflection should include:**

- **how you approached** the interviews and how backgrounding helped you (or will next time)
- how the non-Christian person of faith you talked with used culture and religion as lenses** to view their child/children's education and preparation for future success (**be detailed about this**)
- how you plan to improve** your interviewing/backgrounding approach in the next project.

Note: You are advised to talk with Muslims, Hindus, Buddhists or Jewish people for this project who are practicing their faith at some level. **Mormons, Jehovah's Witnesses, Orthodox or Roman Catholic believers will not be allowed as the basis for this project.**

The article will be graded for mechanics of writing, use of AP style, and

- **Creative approach** (lede, use of backgrounding, use of quotes or paraphrases, dramatic flow of the story from start to finish)
- **Specific detail** about how culture and/or religion encompasses the family's approach to learning and school — from the parents' perspective and, if possible, from the child or teen.
- **Use of facts or data from background** articles or people in your article.
- **Your interview notes (with complete questions and answers) or interview transcript**
- **Your reflection** about the cross-cultural experience, and how/what you learned through this about culture, faith, and yourself, in your ethnicity, as a journalist/observer in the cross-cultural mix.

Rubric or grading (your project will be evaluated by the following scale of characteristics)

An excellent article & reflection shows extensive detail from reporting and background research. The writing clearly explains, using extensive anecdotes, how the parent and child or teen's racial/ethnic roots inform their faith and perspective on learning, education and schools. It will thoroughly include the juxtaposition of their faith culture with Christian faith culture. An excellent article will quote or paraphrase interviewed sources with strategic placement and clarity, using the required links (plus others — more than required.) An excellent article has flawless or nearly flawless writing (0-1 errors of written mechanics or Associated Press style) and will use the lede and closing paragraphs to start and end the story with outstanding originality and imagination. **Reflection shows** extensive detail about what you learned, using many (3-4) anecdotes as illustration. Attached interview notes are dated, chronological, and easy to follow showing questions and answers supporting the article's premises.

A good or very good article & reflection shows attention to detail from reporting and background research. The writing explains, in some detail, how the parent and child or teen's racial/ethnic roots inform their faith and perspective on learning, education and schools. It will include fairly prominently the juxtaposition of their faith culture with Christian faith culture. A good or very good article will quote or paraphrase interviewed sources with clarity, using the required number of links well. A good or very good article has a few (2-3) errors of written mechanics or Associated Press style and will use the lede and closing paragraphs to start and end the story with at least some originality and imagination. **Reflection shows** some attention to detail about what you learned, using a few (1-2) anecdotes as illustration. Attached interview notes are dated, chronological, and somewhat easy to follow, showing questions and answers supporting the article's premises.

An average article & reflection shows attention, albeit minimal, to detail from reporting and background research. The writing explains, though vaguely, how the parent and child or teen's racial/ethnic roots inform their faith and perspective on learning, education and schools. It will barely mention the juxtaposition of their faith culture with Christian faith culture. An average article will quote or paraphrase interviewed sources with some degree of clarity, using the required number of links. An average article has a several (4-6) errors of written mechanics or Associated Press style and will use the lede and closing paragraphs to start and end the story with adequate attention to introduction and conclusion. **Reflection shows** very little detail about what you learned, speaking about it in generalities, using no anecdotes as illustration. Attached interview notes are not dated or chronological, and are difficult to follow, but do show questions and answers supporting the article's premises.

A less than average article & reflection is vague overall, showing little evidence of reporting or background research. The writing does not adequately explain how the parent and child or teen's racial/ethnic roots inform their faith and perspective on learning, education and schools. It will not mention the juxtaposition of their faith culture with Christian faith culture. A less than average article will not quote or paraphrase interviewed sources with clarity, and will not use the required number of links. A less than average article has a nearly unacceptable number of errors (7-9) of written mechanics or Associated Press style and will neglect the lede and closing paragraphs to start and end the story. **Reflection shows** almost no detail about what you learned, using no anecdotes as illustration. Attached interview notes are not dated or chronological, are difficult to follow, or do not show questions and answers supporting the article's premises.

An article & reflection that do not earn points will be turned in after the due date (without meeting the syllabus requirements of late work), will have 10 or more errors of written mechanics or AP style, and/or will show little to no attention to meeting the syllabus requirements for the assignment.

Task 4: Pre-Project 2: Cross-Cultural Background Notes

Due Date: Nov. 13 (by 11 p.m.)

Weighting: .025

Possible Points: 30 pts.

Description

2-3 pages, typed, double-space
attached as Word file in Canvas

- **List of five (5) or more articles** (with embedded links) you've read to help you understand faith and educational success in U.S. children or teens and about the success (or lack thereof) in schools in or around where you'll be doing your interviews.
- **List of five parallel people** (background people, cultural interpreters) who can help you understand those you're interviewing, the culture they come from, the faith they practice, their attitude toward schools and learning, etc. (Requires full names, occupations, how you'll

reach them.) **With each name, you should include a sentence or two explaining** why they would bring insight to this project's interviews and the feature article.

- **List of six or more questions** you would use (split between the parent and child or teen) to move from general to specific in your pursuit of the story of their approach to understanding culture, learning, schools, and how faith is (or is not) part of the mix from their cultural perspective.

Rubric for grading (your Background Notes will be evaluated by this scale of characteristics)

An excellent Background Notes assignment will have five or more articles with working links that bring great depth of understanding to the project. It will list five or more people with contact information and a clear explanation of why they are authoritative and insightful about culture, religion and/or schools and learning. The list of ten questions will be mostly open-ended, moving from general to specific, showing you've researched the topic well. The overall list will be error-free, or nearly so (0-1) in written mechanics (spelling, grammar, punctuation.)

A good or very good Background Notes assignment will have five or more articles with working links that bring some degree of depth of understanding to the project. It will list five or more people with contact information and an explanation of why they are authoritative and insightful about culture, religion and/or schools and learning. The list of ten questions will contain mostly open-ended questions that move from general to specific and show you've researched the topic well. The overall list will contain a few errors (2-3) in written mechanics (spelling, grammar, punctuation.)

An average Background Notes assignment will have 4-5 articles with working links that pertain to the project. It will list five people with contact information and an explanation, though the narrative will be vague and somewhat unconvincing as to why they are authoritative or insightful about culture, religion and/or schools and learning. The list of ten questions will contain mostly open-ended questions that move from general to specific and show you have a basic knowledge of the topic. The overall list will contain several (4-6) errors in written mechanics (spelling, grammar, punctuation.)

A less than average Background Notes assignment will have a few (2-3) articles with working links that pertain to the project. It will list less than five people with little to no contact information or explanation as to why they are authoritative or insightful about culture, religion and/or schools and learning. The list of questions (fewer than ten) will contain mostly closed-ended questions that show little organization and little to no knowledge of the topic. The overall list will contain an almost unacceptable number of errors (7-9) in written mechanics (spelling, grammar, punctuation.)

A Background Notes assignment that earns no points will be turned in after the due date (without an exception from the late paper policy), will have 10 or more errors in mechanics of writing, and/or will make very little attempt to meet the syllabus criteria of the assignment.

Task 5:

Cross-cultural Project 2: School and learning for believers who are Christians

Due Date: Nov. 27 (by 9 p.m.)

Weighting: .083

Possible Points: 100 pts.

3-4 pages, typed, double-spaced (third person narrative in feature-style writing)

3 or more interviewed sources (parent, child or teen, and one or more others)

3 or more linked articles in the narrative

attached to Canvas drop-box

Notes (showing questions and answers) or typed transcript of interview in digital form (scanned PDF of legible hand-written notes or typed: Word file)

This is a profile of biblical integration in the life of a parent. In the feature article you write, guided — as in Project 1 — by reading, research and primary and background interviews, you will tell the story of how this person (Dad or Mom) weaves faith and cognitive (thinking/learning) development of their child or teen.

As in Project 1, this article is about a person from another country and culture, whose first language is not English. But you will be asking them how Christ is part of their everyday life as a parent and as a shaper of their home and of their children.

The educational development of this person's child or teen is the target of the conversations (and interviews). Whether their child or teen is in public or private school, there are probably gaps in learning that this parent sees. Ask about that, and the ways this parent is helping make up for the differences. (If they're not, find out what they think about it, maybe as they've seen others do it.) Find out how life-teaching in knowing God — is a boost to celebrating creation and the mysteries of life. How is this parent creating wonder about learning in the home, in the child's life-experiences — in the family or through outside groups (the church, Christian organizations, camps, etc.)

The article will be graded for mechanics of writing, use of AP style, and

- **Creative approach** (lede, use of backgrounding, use of quotes or paraphrases, dramatic flow of storytelling from start to finish)
- **Reference, in article, to three (3) or more interviews** (main + others)
- **Specific detail** about how culture and faith in Christ encompasses the main interviewee's approach to learning and school. Should include, as much as possible, perspectives from the child or teen.
- **Use of facts or data from three (3) or more background** articles
- **Your interview notes (Word file, showing questions and answers)**
- **Your reflection (1-2 pages)** comparing this research to the research on parent/child who were not Christians. Your reflection should include reference to:
 - differences in reference** to faith and life (and education) with your previous interviewee
 - evidence that this person is (or is not) genuinely using faith in Christ** as a guide to success for self and for his/her child/children. If this Christian's view of success seems driven by a Fortune 500-style "success at all costs" approach, describe and reflect on that.
 - how you've developed** over these two assignments as a cross-cultural observer and person of story-seeking/storytelling encounter.

Rubric or grading (your project will be evaluated by the following scale of characteristics)

An excellent article and reflection will show an overwhelmingly creative approach, will include more than the required interviewed sources, will show great detail about how Christ infuses the culture of learning in the mindset of the main interviewee and child or teen. The article will include strategic information from insightful and authoritative background articles. Notes will be dated, very easy to read, and will support premises made in the article. **The reflection** will show, with many (3-4) anecdotes, how you navigated the cross-cultural journalistic experience. It will give a thorough comparison between this and the previous cross-cultural encounter article, and it will show personal detail (through several anecdotes) about what you learned about yourself as a journalist/observer in the cross-cultural mix. **The article and reflection will have no, or nearly no (0-1) errors of written mechanics or AP style.**

A good or very good article and reflection will show attention to creativity in approach, will include the required interviewed sources, and will show attention to detail about how Christ infuses the culture of learning in the mindset of the main interviewee and child or teen. The article will include strategic

information from insightful and fairly authoritative background articles. Notes will be dated, fairly easy to read, and will support premises made in the article. **The reflection** will show, with a few (2-3) anecdotes, how you navigated the cross-cultural journalistic experience. It will give a fairly thorough comparison between this and the previous cross-cultural encounter article, and will show personal detail (through a few anecdotes) about what you learned about yourself as a journalist/observer in the cross-cultural mix. **The article and reflection will have few (2-3) errors of written mechanics or AP style.**

An average article and reflection will show attention to creativity in approach, will include the required interviewed sources, and will show attention to detail about how Christ infuses the culture of learning in the mindset of the main interviewee and child or teen. The article will include information, not all of it insightful or authoritative, from background articles. Notes will be dated, but somewhat difficult to read, generally supporting premises made in the article. **The reflection** will show, with at least one anecdote, how you navigated the cross-cultural journalistic experience. It will give a fairly thorough comparison between this and the previous cross-cultural encounter article, and will show personal detail (through at least one anecdote) of what you learned about yourself as a journalist/observer in the cross-cultural mix. **The article and reflection will have several (4-6) errors of written mechanics or AP style.**

A less than average article and reflection will show very little attention to creativity in approach, it will not include the required interviewed sources, and will be vague in explaining how Christ infuses the culture of learning in the mindset of the main interviewee and child or teen. The article will include very little or no information from background articles. Notes will not be dated, nearly impossible to read, and will not support premises made in the article. **The reflection** will show only vaguely how you navigated the cross-cultural journalistic experience. It will not compare this experience with the previous cross-cultural encounter article, and will neglect detail on what you learned about yourself as a journalist/observer in the cross-cultural mix. **The article and reflection will have several (4-6) errors of written mechanics or AP style.**

An article & reflection that do not earn points will be turned in after the due date (without meeting the syllabus requirements of late work), will have 10 or more errors of written mechanics or AP style, and/or will show little to no attention to meeting the syllabus requirements for the assignment.

Task 6: Reading and Media Analysis Journals (RJ)

Due Date: 9/18, 10/9, 10/30, 11/20, 12/4

Weighting: .166

Possible Points: 200 pts. (5 x 40 pts.)

Description:

This is an ongoing analysis of what you're reading, listening to, and looking at as you learn in this course. Each journal entry will have three sections:

Section 1: Write one paragraph, or 50-60 words (minimum) about each textbook chapter assigned.

Focus on explaining key topics (noted by bold sub-heads and bullet lists). And **include one paragraph (minimum) of what you learned from the readings and how they relate to your life** and experience (if they don't, explain why. If you disagree with the chapter, say so but explain why.

Section 2: Three or more links to, with analysis of, media parallel to the assigned textbook readings (20-30 words, minimum, per link) that illustrate, challenge or expand on topics in the readings. The links can be to online articles, photos, video packages, portions of television episodes, scenes from films, song lyrics (or songs). **Along with the links** you must include one paragraph (minimum) explaining the connection of each media item to specific portions of the readings.

Section 3: One or more links to a news or feature story/media package involving faith or religion that has been in the mainstream or alternative news media in the week before the journal is due. (Example: This [article](#) unpacks attitudes toward Islam in proposed public policy.) **Note:** This item (or items) cannot be opinion/talking heads/daytime talk-show analysis. **With the link(s) you must provide a few sentences of overview of the media content and what they taught you about faith/religion and/or culture of belief.**

Rubric for Reading Analysis Journals (Your work will be evaluated by these characteristics.)

An outstanding or excellent journal entry (100-93%) will provide more than the required word-count in describing and analyzing each assigned chapter with specific detail and anecdotes about how the readings have affected your learning and experience; it will provide more than the required number of links that creatively parallel or expand on the textbook readings; it will provide more than one news or feature story/media that brings insight into how faith is experienced in the U.S. or elsewhere.

A very good, good or far above average journal entry (92-82%) will provide the required word-count in describing and analyzing assigned chapters with some detail about how the readings have helped you learn; it will provide the required number of links that parallel or expand on the textbook readings; it will provide one media item bringing insight into how faith is experienced in the U.S. or elsewhere.

An above average, average, or below average journal entry (81-71%) will provide the required word count (or slightly under it) in describing and analyzing the assigned chapters, though vaguely; it will provide the required number of links (or one fewer) to bring parallel insight or expand on the textbook readings; it will provide one media item about faith experience, though it might bring little insight.

A journal entry that is far below average, poor work, or barely passing (70-62%) will not meet the required word count and will also not bring much description or analysis of assigned chapters; it will have only one of the required links providing parallel insight to the chapters, and it will either lack a media item about faith or will provide one that lacks relevance.

A journal entry that earns no points will not be completed due to unexcused absence or will give little to no evidence of attempting to meet the syllabus requirements of the assignment.

Task 7: Encounter & Prayer Journal and Presentation/Discussion

Possible points: 240 pts. (4 x 60 pts.)

Weighting: .20

Due date: 9/25, 10/23, 11/6, 12/13

Description

1-2 pages, MS Word file, typed double-spaced; turn in to Canvas drop-box by 11 p.m. and presentation during class session on due dates.

This is a record of your thoughts and prayers (what you say to God, what God says to you) as you venture into places where people of other faiths and cultures live, play, eat, shop, play or listen to music. (You can go to where they worship, but you're encouraged to first meet them elsewhere, earning their trust and friendship.) You are there mostly to observe and listen. Find ways to interact — ask questions, seek to understand. Go prayerfully. And you'll find your own faith journey and ethnic background will become more real to you, more vivid in larger context.

The encounter must be entirely separate from the encounter(s) connected with your projects.

It is not necessary to have a car for these encounters. There are people of other cultures in parks and plazas within walking distance of our campus. And public transportation can get you into downtown Los Angeles (Imperial Highway bus line to Metrolink Station in Norwalk, one stop north to Union Station where you can walk to Olvera Street, China Town, Little Tokyo...)

You will share your experiences in two ways: in a journal post and in a brief presentation in class.

The journal post (40 pts.) (1-2 pages, typed, double-spaced, Word file attached to Canvas site) **include:**

- **Logistics:** **Where** you went to observe, **Why** you chose it, when (day, date, time-duration), **How** you approached it/prepared for it, **How** you approached people for encounter (Worked? Didn't?)
- **Culture lessons:** **What it taught you** about another culture, how your culture fit/didn't fit with it.
- **Faith lessons:** **What it taught you** about another's belief system, how that differs with yours
- **Prayer approach:** **What God said to you** in prayer, what you said to God in prayer in the moment, before it, or after it.

The presentation (20 pts.) on the journal due date (2-3 minutes) must include:

- **Where you went** (telling also why you went and a bit about logistics)
- **What you learned** (about culture, about faith/belief systems)
- **What you'll do again (and why), what you'll avoid (and why) or what you'll do better**

Assessment:

A journal that is outstanding or excellent (100-96%) will give extensive detail about logistics and lessons of culture and faith, and will bring personal details about prayer in the encounter time. **A presentation that is outstanding or excellent** will stay within the time limit while providing clear, concise detail about where you went, what you learned, and what you'll do again or avoid.

A journal that is very good, good or far above average (92-82%) will provide a few details about logistics and lessons of culture and faith, bringing some degree of detail about prayer. **A presentation that is very good, good or far above average** will stay within the time limit and provide a few details (albeit somewhat vaguely) about where you went, what you learned, and what you'll do again or avoid.

A journal that is above average, average, or below average (81-71%) will provide only vague reference to logistics and lessons of culture and faith, making only vague reference to prayer. **A presentation that is above average, average, or below average** will not stay within the time limit (too short or too long by overdoing certain portions), giving somewhat vague reference to where you went, what you learned and what you'll do again or avoid.

A journal that is far below average, poor work or barely passing (70-62%) will leave out explanation of logistics and make only vague reference to lessons you learned about culture or faith; reference to prayer will be left out or mentioned only in passing. **A presentation that is far below average, poor work or barely passing** will badly neglect the time limit, giving only the vaguest of reference to where you went, what you learned. There will be little or no reference to what you'll do again or avoid.

A journal and presentation that earn no points will not be completed on the due date (from an unexcused absence) or will give little to no evidence of having attempted to meet the syllabus requirements.

Task 8: Kickoff

Due Date: 9/13, 9/25, 9/26, 10/2, 10/25, 11/6, 11/15, 11/20, 11/27, 12/4, 12/11

Weight: .166

Points: (10 x 20 pts.) 200 pts.

Overview

We want your thoughts and ideas about religion, culture and media. So to kick off our class session (generally once a week) you will work in a group to put forward an article summary, a meme, a song clip, a TV show clip, a Tweet, a Facebook post, a Pinterest segment the context of which is a culture different from our own that illustrates some aspect of Christian theology or in some other way intersects with biblical truth. **Each group will get 8 minutes for their presentation. Every person in the group must contribute to the sharing and explanation of the example.**

We are often encouraged to "think biblically about everything," but is that really possible, especially as journalists/PR professionals? Not everything we encounter in our lives can be found with a chapter and verse location, but nevertheless everything in our world is drenched with God's fingerprints. As C. S. Lewis famously said, "I believe in Christianity as I believe that the Sun has risen not only because I see it but because by it I see everything else." Here is your chance to practice seeing "everything else."

These "kick-offs" will allow us to find biblical truth in (perhaps) unexpected places through the lens of cross-cultural encounter. Being able to think biblically takes practice and more than a concordance. For this assignment, you and the members of your group will need to come to class prepared to summarize and discuss the media you present to the class and how it integrates with biblical truth in a way that goes beyond perfunctory, lazy, proof-texting.

Each group not presenting will comment briefly on paper (quick takeaway notes) on **one** other group's media (due by the end of class).

Graded for:

- Timeliness (i.e. recent example)
- Equivalent participation of each group member in the presentation
- Evidence of cross-cultural encounter between people or groups in religious contexts
- Clearly articulates a thoughtful and accurate connection to Christian theology
- Individual reflection on one other group's kickoff (due as handwritten notes by end of class time; gives details on what you learned and how you agreed or disagreed)

Assessment (how it's graded)

An outstanding or excellent Kickoff will be extremely timely (last day or two) with detailed evidence of cross-cultural encounter between people or groups; religion, faith or spirituality will be the main idea or crucial to the media example; the summary and explanation of the media example's relevance to the course theme (biblical theology of encounter among nations or people groups) will be clearly explained and thorough. Notes on one other group's presentation will be very detailed giving your thoughts on what you learned and how you agreed or disagreed.

A Very Good, Good or Far Above Average Kickoff will be somewhat timely (last week to 10 days) with some evidence of cross-cultural encounter between people or groups; religion, faith or spirituality will be part of the media example, though perhaps not the primary focus. The summary and explanation of the media example's relevance to the course theme (encounter among nations or people groups) will be somewhat clearly explained. Notes on other groups' presentations will be a bit unclear though with some detail, giving your thoughts on what you learned and how you agreed or disagreed.

An Above Average, Average or Below Average Kickoff will not be very timely (last two weeks) with little evidence of cross-cultural encounter between people or groups. Religion, faith or spirituality might not be part of the media example, or will be tangential. The summary and explanation of the media example's relevance to the course theme (biblical theology of encounter among nations or people groups) will be only vaguely explained. Notes on one other group's presentation will be mostly vague, neglecting your thoughts on what you learned or how you agreed or disagreed.

A Kickoff that is Far Below Average, Poor Work or Barely Passing will be untimely (happened more than two weeks ago) with no clear evidence of cross-cultural encounter between people or groups. Religion, faith or spirituality will be missing from the example or will be so tangential as to be irrelevant to it. The summary and explanation of the media example's relevance to the course theme (biblical theology of encounter among nations or people groups) will be left out or mentioned only vaguely. Notes on one other group's presentations will be extremely vague, leaving out or barely mentioning your thoughts on what you learned or how you agreed or disagreed.

A Kickoff that earns no points will not be presented during the class session or will give little to no evidence of conforming to the syllabus description of the assignment.

Task 9: Final Essays

Due Date: Final Exam week

Weighting: .066

Possible Points: 80 pts. (40 pts. for each essay)

Overview

The two-hour final exam session will be divided in half. The first hour will be viewing of a portion of a film that depicts cross-cultural encounter. **After a break, the remainder of the second hour will be an essay session (in an examination booklet which you bring to the session).**

There will be two essays due by the end of the second hour.

Essay 1 will be analysis of cross-cultural encounter in the film. Your answer will view the film's examples of encounter through the lens of the **Elmer text**, class lectures about **God and the nations**, and **relevant passages of Scripture (Old Testament and New Testament)**.

Essay 2 will describe what you have learned (by first-hand experience) about cross-cultural encounter this semester through the projects, class discussion and any other relevant learning connected to the class. Using detailed examples, you will describe what your experiences have taught you about yourself, about people different than you, about God, and about the potential for these kinds of encounter in coming months and years in your planned career direction.

The essays are closed-book. You may use one page of pre-written notes for each of your essay sessions. Notes taken during the film may also be used.

No pre-written essays will be accepted for point credit in the examination session.

The essays will not be graded for mechanics of writing (spelling, grammar, punctuation, but if the writing is unreadable or lacks narrative coherence — we can't tell what you're saying — the essay will lose all or most of the available points.

Rubric: (how it will be graded)

An Outstanding or Excellent Essay 1 will give extensive detail with multiple examples about the film's depiction of cross-cultural encounter, and will use many examples from the Elmer text, from lectures about God and the Nations and from relevant passage of Scripture (Old and New Testaments) about how what you saw in the film correlates or deviates from a biblical perspective of cross-cultural encounter. An Essay 2 that is outstanding or excellent will give extensive detail, with many examples, of what you have learned about yourself, about people different than you, about God, and about the potential for such encounters in your future career.

A Very Good, Good or Far Above Average Essay 1 will be somewhat detailed in describing examples from the film about cross-cultural encounter. The essay will be somewhat detailed in reference to the Elmer text, class lectures (perhaps about God and the Nations) and from scripture from Old and New Testaments showing how the film correlates or deviates from a biblical perspective of cross-cultural encounter. An Essay 2 that is good, very good or far above average will use some degree of detail in examples of what you learned about yourself, about people different than you, and about God. The essay will mention the potential for such encounters in your future career, albeit somewhat vaguely.

An Above Average, Average or Below Average Essay 1 will be mostly vague in describing examples from the film about cross-cultural encounter. The essay will provide few detailed references to the Elmer text, class lectures (perhaps about God and the Nations). References to scripture might or might not include both Old and New Testaments showing how the film correlates or deviates from a biblical perspective of cross-cultural encounter. An Essay 2 that is above average, average or below average will provide little detail in examples of what you learned about yourself, about people different than you, and about God. The essay might not mention the potential for such encounters in your future career, or will do so only vaguely.

An Essay 1 that is Far Below Average, Poor Work or Barely Passing will be extremely vague in describing examples from the film about cross-cultural encounter. The essay will provide almost no references to the Elmer text, class lectures (perhaps about God and the Nations). References to scripture, if they appear, will not include both Old and New Testaments showing how the film correlates or deviates from a biblical perspective of cross-cultural encounter. An Essay 2 that is far below average, poor work or barely passing will be extremely vague about what you learned about yourself, about people different than you, and about God. The essay might not mention the potential for such encounters in your future career, or will do so very vaguely.

An Essay assignment (Essays 1 & 2) that earns no points will not be turned in during the exam session or will not make a significant attempt at fulfilling the syllabus description of the assignment.

Task 10: Initiative

Weighting: .058

Possible Points: 70 pts.

In this course, those whose out-of-class assignments include significantly more sources than required, perhaps with embedded visuals, audio or video elements (properly attributed), who write with special enthusiasm and clarity, whose participation in class discussion and presentations is robust and creative, and/or whose approach to assignments overall shows critical thinking and depth of perspective **can be rewarded with most or all the initiative points in the course. Few students earn all the possible initiative points; few earn none at all.**

No individual assignment, in itself, constitutes a grade for initiative. You earn points by everything you've done all semester.

Initiative that's Outstanding or Excellent

Work turned in for in-class and out-of-class assignments shows you grasp and pursue not just the letter but the spirit of the assignment. You go above and beyond what's required on that work. You actively collaborate with others, listening well, adding your insights, encouraging others not just critiquing. You regularly ask pertinent questions or contribute examples or ideas in class, and give evidence of staying focused in class (no multi-tasking with your phone, email, social media or talking when I'm talking.)

Initiative that's Very Good, Good, or Far Above Average

Work turned in for in-class and out-of-class assignments shows you grasp and pursue the assignment. You do what's required on that work. You collaborate with others, listening adding a few insights, sometimes encouraging others, perhaps being harsh in critiques. You sometimes ask pertinent questions or contribute examples or ideas in class, and only occasionally are un-focused in class (multi-tasking with phones, email, social media or talking when I'm talking.)

Initiative that's Above Average, Average or Below Average

Work turned in for in-class and out-of-class assignments shows some degree of grasp and attention to the assignment. You mostly do what's required on that work. You occasionally collaborate with others, though perhaps not listening well, adding a few insights, occasionally encouraging others, perhaps being harsh in critiques. You rarely ask questions or contribute examples or ideas in class, and are often un-focused in class (multi-tasking with your phone, email, social media or talking when I'm talking.)

Initiative that's Far Below Average, Poor Work or Barely Passing

Work turned in for in-class and out-of-class assignments shows almost no grasp or attention to the assignment. You rarely do what's required on that work. You rarely collaborate with others, not listening well, adding very few insights, neglecting to encourage others or offer critiques. You never (or almost never) ask questions or contribute examples or ideas in class, and usually un-focused in class (multi-tasking with your phone, email, social media or talking when I'm talking.)

No points for Initiative

Assigned work is so frequently not turned in, or shows so little evidence of over-and-above work or thinking, that it earns no initiative points. Your participation in class discussion also is so rare and non-committal that it also earns no points for initiative.

Task 11: Attendance

Weighting: .083

Possible Points: 100 pts.

You earn 100 pts. for the semester's attendance. Each absence deducts points.

Two tardies (your coming in late) counts as an unexcused absence.

Leaving early (except for excused absence reasons) counts as a tardy.

Excused absences and tardies are 1) a death or hospitalized illness in your family, 2) your own hospitalized illness, or 3) university-approved trips or activities. You must provide proof of these circumstances: a published obituary for the family member, a medical records photocopy, etc. (about your illness or treatment) or official university verification of an approved absence.

If you show proof of excused absence or tardiness, I will replace lost points in your attendance total at the end of the semester.

It is your responsibility to put your written verification of excused absence in the Excused Absence folder in Canvas. If you neglect to do that, your absence — even if in an excused circumstance — will counted against your point total for absence.

If you sense you're going to have to miss a class, let me know ahead of time and arrange to turn in missed work early or on time. Some course elements that are time specific (i.e. cannot be duplicated at another time) can be compensated for by means of extra credit. Those options are listed below on p.25.

If you miss class (excused or unexcused), it your responsibility to find out what you missed — immediately. You will be held responsible for missed class session material in assigned work. Due dates for projects are in the syllabus calendar, and the course summaries show you what's due, giving you an overview of how to do it. Plan ahead so that when crises happen, you can get the assignment in early or on time (or get it in quickly if you have an excused absence.)

The university does not make specific mention of allowing absences for university activities such as athletics, student government (AS) events, campus media involvement, jobs, or ministry (off-campus or SMU).

But in this class, because we are part of a university community — and one that encourages diverse participation (and campus media involvement) — I will excuse absences for athletics, AS, campus media involvement, internship work, university field trips, or officially supported ministry. But the **limit on these excused absences is two (2) or the equivalent of one week's sessions.**

CLASS INFORMATION

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There are times when life gets too complicated to navigate in the context of an academic schedule. At those times, the best thing for you is to take care of your life — your health, your family, your job(s), etc. without a demanding course such as this or others in your semester schedule. Contact me with questions you have about your ability to attend class. This class is offered regularly and is one of many options available to you in fulfillment of the university BBST 465 requirement.

2. Late work policy

All out-of-class assignments are due by 9 p.m. in the drop-box for this course.

Except in cases of serious illness or a death in the family, **assignments will not be accepted for point credit after the day they are due.**

Students who turn in an out-of-class assignment after class but by the end of the business day on the due date can receive points for the assignment, but scoring on the paper begins at half the scheduled points. Late work turned in for the accepted absence reasons above must be turned in within the week after you return to class. I reserve the right not to accept papers late — even in cases noted above — if there is no communication from you explaining the absence. Keep me informed.

Because attachments so easily get lost (or don't open) out-of-class projects will not be accepted for point credit as an attached message in email without prior approval. Use the drop-box. If it's not working, contact Prof. Matthew Weathers for help (he's our tech support for the online course system.)

Contact me early on if it looks like technology is going to make your assignment late.

A note about deadlines:

If you find yourself in a choice between turning in a late paper/project and turning in an incomplete paper or project (i.e. one with less-than-perfect syntax or mechanics or one that's too brief), make deadline with *something*. By turning such a paper in (especially with an explanation of valid reasons for the situation) you gain points for content and effort. And you discipline yourself to make deadlines — a crucial journalistic regimen.

3. Error/Revision policy (mandatory rewrites)

All written work in this course is graded for written mechanics (spelling, grammar, syntax), MLA style (as noted in the assignment), and content (logic, clarity, use of smooth transitions, detailed examples). **More than 10 mechanical errors and/or more than ten content errors (including MLA style errors) will send the assignment back to you as a rewrite.** The revised assignment's score begins at 85% of the total. More than 10 mechanical errors on a rewrite will make the earned points zero.

You have one week to complete this revision from when it is returned (I will notify you of mandatory rewrites by Biola email.) Assignments that miss this one-week deadline, except in cases of medical emergency, will be counted at half the possible points for the assignment.

If English is not your first language, or if you did not have strong preparation in mechanics of writing, the university Writing Center has resources waiting for you. Seek out this help early in the semester.

4. Plagiarism Policy

Plagiarism is the use of someone else's ideas or words without giving credit to them. Plagiarism from yourself (from previous or concurrent assignments) is a breach of academic ethics. **Do not turn in work for this course that was turned in for another course this semester or previous.** If work you turn in for this course was completed by someone else, or if you are using the words of someone else (from an online source, from a book, or from another student's work), you are plagiarizing. If I catch you in this, you will fail the assignment. If you do it again, you will fail the course. I check for plagiarism as a means of guarding the academic integrity of this program and this university, and as an accountability measure for you.

Work completed for this course must follow the highest standards of professional behavior in your professional discipline (journalism, integrated media fields or public relations.) Some examples of ethics codes for those fields can be found here. <http://www.apme.com/?page=EthicsStatement>; http://www.rtdna.org/article/rtdna_code_of_ethics#.VWSvFWRViko; https://nppa.org/code_of_ethics; <http://www.prsa.org/aboutprsa/ethics/#.VWSvaWRViko>

Collaboration is encouraged in learning and in the workplace. But work in a group by others that makes your work essentially theirs — for which you take complete credit — is a breach of academic ethics. Any work that was not entirely yours must be noted as having involved others.

5. Ethics Policy

Work for this course should not involve deception, stealing, or violation of city statutes or state or federal laws. You should refrain from language or behavior that is lewd or that disparages others for their race, ethnicity, gender, disabilities, or beliefs.

To avoid conflict of interest (a frequent ethics violation) no work for this course (except as otherwise noted) can be about your family members, close friends, or organizations in which you are financially or organizationally involved.

You should never misrepresent yourself in pursuing work for this course, implying or otherwise giving the impression you are someone other than a student in this program and university.

You are not allowed to receive gifts of any kind, including free items or services (or anything of value) that could compromise your independence and integrity. When in doubt, seek permission in advance from me.

Above and beyond any of the above, your work and attitude should honor the highest standards of Biola University's mission and the clear and consistent teaching of Scripture.

My policy on violation of the principles noted here is that I will approach you about them by email. If there is a misunderstanding on my part about the details of the situation, I will decline taking action. If you have committed a breach of these ethics policies, I will take action.

Work completed that involved a breach of ethics will result in a zero and a warning. A second breach of these ethics policies will result in an F for the course and notification of the department chair, with possible further penalties through the university.

Because no set of policies can meet every possible scenario, I and this program reserve the right to penalize actions that make the appearance of violating academic, professional or missional integrity of this program or this university.

If you become aware of anyone in this course violating any of the principles above, you should immediately notify me or the department chair, Dr. Tamara Welter.

6. Professional Courtesy

Students are expected to uphold the highest standards of courtesy and professionalism to the professor, classroom guests, and fellow students. This includes the employment of institutional and academic titles when addressing faculty, administrators, and other university personnel or classroom guests. Classroom dress, proper grooming, behaviors, and hygiene should be such that they are not distracting or offensive to classmates.

Don't dishonor to the Lord Jesus Christ or this institution with crude jokes or profane language — in this class or outside it. That's biblical integrity. It's also the kind of pre-professional behavior that you should be cultivating so you're career ready sooner than later. (Even the most profane media workplaces look favorably on workers who display the aroma of Christ in their lifestyle.)

7. Biblical approaches to profanity, obscenity and blasphemy in this course's media of instruction

You are in a class that explores realities of American journalism — day-to-day practice and decision-making of top professionals in newsrooms of all kinds. In some examples of media you see in this class, you will hear the language of these journalists; some of it, along with lifestyles depicted, will not conform to biblical standards. Few of the top journalists in this country call themselves Christians.

The vernacular of some (not most) journalists is laced with profanity, obscenity, and references to God and our Savior that are demeaning to the holiness and power our Lord. Our decision, on occasion, to show you examples of these does not in any way endorse language or lifestyles that dishonor God. It is meant to provide you a means of interacting with that language and those lifestyles with a biblical lens — God's perspective — in a context of like-minded believers who are learning, like you, to gain maturity of mind.

Our Lord is not surprised by sin. But it grieves His heart and He sees through profane language and lifestyles to the heart of people who, deep down, are hungry to know Him. Your task will be to learn to have God's heart, and the ability to — while avoiding impurity in your own life — be able to confront the darkness of our world with the light of Christ, His love that overcomes hate and cynicism toward God.

8. Respect for Divergent Viewpoints

In Christian higher educational institutions, it can be assumed that each believer-learner is at a different place of emotional maturity, intellectual depth or analytical grasp of truth and biblical bases for understanding themselves and their world. For these reasons, I will expect you to show deference of mind and respect for your peers, even when they express viewpoints with which you disagree — in the classroom or outside of it. Such respect, even if it leaves you in frustrated silence at the moment, does not mean you agree with or accept any given perspective.

Your ability to offer a counterpoint to another's views or facts must be earned by genuine concern for who they are as a person. Learn to love even those who think differently than you do.

The best journalists and public relations professionals are listeners who seek to learn even from those with whom they disagree or, in extreme cases, believe are morally wrong in some way.

9. Technology Use and Classroom Etiquette

Laptops are not allowed in class sessions (unless they're closed) nor are smartphones (unless they're off or face down on the table on silent mode) in this course. Scientific research supports the fact that you learn more by taking notes with your hand on paper. Here are some articles explaining that research.

<http://www.scientificamerican.com/article/a-learning-secret-don-t-take-notes-with-a-laptop/>
<http://www.pbs.org/wgbh/nova/next/body/taking-notes-by-hand-could-improve-memory-wt/>
<http://www.vox.com/2014/6/4/5776804/note-taking-by-hand-versus-laptop>

The goal of this course is teaching you to think, to interact with ideas and with each other in discussion; use of your laptop will not be necessary for you to do that effectively.

Furthermore, this course (as in much of our program overall) is teaching you disciplines that will help you succeed as a professional in public relations, journalism or any number of related professional fields

or vocations. In those areas, the ability to concentrate, focus your attention and be fully in the moment with others is crucial to success. The absence of electronic devices will help you get the most out of this class.

If you have a medical or other diagnosed reason for use of a laptop as part of this course, bring me the official documentation and I will consider it as an exception to this policy.

10. Initiative/Enterprise

This course prepares you for professionalism in the work of journalism and public relations. In those professions, people who make deadlines, get their facts straight and turn in clean copy generally don't get noticed — though they might get to keep their jobs in an era of budget cuts and media layoffs.

But those who turn in work with special insights, find sources nobody else has, or whose work “goes above and beyond” to creatively pursue the overall mission of the publication or media organization get bonuses or get hired into better positions for what's known as “initiative.”

In this course, those whose out-of-class assignments or blogs — turned in on time — that include significantly more sources than required, with embedded visuals, audio or video elements (properly attributed), who write with special enthusiasm and clarity, and whose approach to assignments shows creativity and depth of perspective **will be rewarded with most or all the initiative points in the course.**

Punctual attendance (avoiding or eliminating tardiness, explaining it when it happens,) contribution to class discussion with comments and questions, and a lack of unexcused absences, can also count as evidence of initiative.

11. Extra credit points can act as a cushion for you against unforeseen emergencies such as your getting the flu, your car breaking down (or a flight getting cancelled) so you miss class or miss a deadline. **All extra credit is due in the Canvas site Extra Credit Dropbox before the last day of class prior to final exam week.**

Spontaneous extra credit will occasionally be rewarded if a significant number of your classmates choose to miss class. Such extra credit will be a reward to you for showing up when others didn't. In such cases we'll add points to all of the loyal few who attended.

We reserve the right to award more points on a given assignment from any student if the work is so creative, so momentous in its depth and grasp of the assignment's concept that I'm floored.

You can also choose to do an extra credit assignment (choose one from below): 30 pts. possible

- **Publish** an article or video package or podcast with the Chimes that deals with a cross-cultural topic and that includes three (3) or more interviews with people whose first language is not English and who are from another culture (in this country or another.) The article can be news, features or sports (published opinion writing will not count for extra credit points unless it quotes as many sources as a non-opinion piece.)
- **Interview a faculty member of a race and/or culture and gender other than yours** and ask about the struggles (or how they've overcome struggles) with working or worshiping in a mostly Caucasian culture. (Be sure to explain the interview is for a class assignment (describe the class, and assure them their responses will be kept confidential.) Ask also about where they find affirmation for their uniqueness as a person of their background: Church? Family connections? Professional groups? Write a 2-3 page feature article (third person) that quotes or paraphrases the person you

interviewed. You must also turn in a transcript of your interview showing questions and answers. (Note: You will need to plan well ahead of time for this interview.)

This interview need not be for publication if the faculty member prefers that; but if you can get it published, with their permission, it would be a huge help to this campus community.

- **Interview a facilities worker on the Biola campus** who is of another race and/or culture and ask about the struggles they have with working in a mostly Caucasian culture. Be sure to explain the question is for a class assignment (describe the class, and will be kept confidential.) Ask also about where they find affirmation for their uniqueness as a person of their background: Church? Family connections? Write a 2-3 page feature article (third person) that quotes or paraphrases the person you interviewed. You must also turn in a transcript of your interview showing questions and answers. (Note: You will need to plan a time when this person can talk to you off the clock; don't jeopardize their job performance for your deadline.)
- **Take a paper from this class to the Writing Center** at least three times (same paper or different papers) to get feedback and help on improving the writing. Provide "before" and "after" samples showing how their insights helped you improve your writing. Also provide a note from the director of the Writing Center verifying that you made these visits. (Note: the student you work with in the Writing Center cannot be a roommate, close friend, fiancée or relative.)

12. Computation of Final Grade:

Task 1: Paper 1	50 pts.	(.041)
Task 2: Proj. 1 Notes	30 pts.	(.025)
Task 3: Project 1	100 pts.	(.083)
Task 4: Proj. 2 Notes	30 pts.	(.025)
Task 5: Project 2	100 pts.	(.083)
Task 7: RJ (5 x 40 pts.)	200 pts.	(.166)
Task 8: EPJ (4 x 60 pts.)	240 pts.	(.20)
Task 9: Kickoff (10 x 20 pts.)	200 pts.	(.166)
Task 10: Final Essays	80 pts	(.066)
Task 11: Initiative	70 pts.	(.058)
Task 12: Attendance	100 pts.	(.083)
Total:	1200 points	100%

15. The grading system for this course is a point system. Each assignment earns points that will be added into a subtotal (and ongoing percentage) through the semester. But your final grade will be a percentage of the semester total possible (e.g. 910/1000, .91, will be a B+) on the scale below.

100-96 A Outstanding Work

95-93 A- Excellent Work

92-90 B+ Very Good Work

89-85 B Good Work

84-82 B- Far Above Average Work

81-79 C+ Above Average Work

78-74 C Average Work

73-71 C- Below Avg. Work (for course, does not count toward major)

70-68 D+ Far Below Average Work

69-65 D Poor Work

64-62 D- Barely Passing

Below 62 F Course does not count toward university credit

GENERAL INFORMATION

1. Select Bibliography: (suggested readings for deeper understanding and wider context)

Trillia Newbell, *United: Captured by God's Vision for Diversity*

Jennifer Harvey, *Dear White Christian: For Those Still Longing for Racial Reconciliation*

Edward Gilbreath, *Reconciliation Blues: A Black Evangelical's Inside View of White Christianity*

Ben Carson, *The Big Picture: Getting Perspective on What's Really Important in Life*

J. Russell Hawkins, Phillip Luke Sinitiere, *Christians and the Color Line*

Beverly Daniel Tatum, *Why Are All the Black Kids Sitting Together in the Cafeteria?*

Robert Priest and Alvaro Nieves, *This Side of Heaven: Race, Ethnicity & Christian Faith*

George Yancey, *Neither Jew nor Gentile: Exploring Issues of Racial Diversity on Protestant College...*

2. Posting of grades through the semester and posting of final grades:

We will post point totals for most out-of-class assignments within a week to 10 days after you turn assignments in (sometimes sooner.) You will find those scores on the Canvas grade-book page. It is your responsibility to check your scores and ask any questions as soon as possible. We post final grades for the course within the deadline required by the registrar (about two weeks after the close of final exam week.) No extensions will be allowed for individual assignments except in circumstances noted under the course policy for excused absence.

3. Report Delay:

In virtually every case that students do not meet the course requirements and when required course tasks are not submitted to the professor, such students should anticipate receiving a failing grade. In rare and unusual situations (e.g., your hospitalized illness or a documented death of someone in your immediate family), you may formally request a report delay (RD) through the Vice Provost's Office. Details can be found in the student handbook.

<http://studentlife.biola.edu/campus-life/student-handbook/absences>

4. Course Calendar

Events and assignments and assignment due dates listed below are subject to change as needs for instruction through the semester. Changes will be avoided.

Check your Biola email each week for such changes, and check your Canvas announcements of changes. Any changes will also be announced (and explained) in class.

Ask in advance about any assignment whose description is not clear to you. See assignment descriptions for details.

Assignments are **noted in red**.

Readings for each week are listed in advance. Prepare thoroughly to earn maximum initiative points.
LP=Cross-Cultural Journalism; Elmer=Cross-Cultural Servanthood

Week 1 What we'll learn: what this course is, how biblical integration works, how learning will guide us
Read Elmer chs.1-3 and look at [this video clip](#), and [this video clip](#)

Tue. 9/3 Introductions: you, the course, why cross-cultural counter & biblical integration matter

Thu. 9/5 Biblical Integration: What Is It (and not)? Elmer's perspective on cultural servanthood

Week 2 What we'll learn: the power, perils and profound impact of of cross-cultural encounter
Read Elmer chs. 4&5; LP ch. 1

Tue 9/10 How we're crafting encounter: cultural voices in context **Paper 1 due**

Thu 9/12 **Kickoff 1** Encounter, Faith & Learning

Week 3 What we'll learn: biblical takes on cross-cultural encounter, research face-to-face
Read Elmer ch. 6-8 (if new to journalistic interviews, read [this](#).) LP ch. 2

Tue 9/17 Elmer, cross-cultural contact and biblical theology **RJ1 due**

Thu 9/19 **Interview session 1**; reaching across differences

Week 4 What we'll learn: why prayer matters in cross-cultural encounter, more face-to-face research
Read Elmer ch. 9&10, [this article](#) and [this article](#); LP ch. 3

Tue 9/24 **Kickoff 2**; Who is an American? **EPJ1 due**

Thu 9/26 **Interview session 2**

Week 5 What we'll learn: importance of culturally informed questions, particularly in Asian settings
Read Elmer chs. 11&12; LP ch. 9

Tue 10/1 **Kickoff 3** Elmer, encounter, and the immigrant community in 2018

Thu 10/3 biblical theology of nations **Notes due**

Week 6 What we'll learn: the difference between biblical and systematic theology for JRN & PR
Read Elmer ch. 13&14; LP ch. 4

Tue 10/8 biblical theology of nations and servanthood **RJ2 due**

Thu 10/10 **Torrey Memorial Bible Conference (no classes in session)**

Week 7 What we'll learn: how your project changed you, your perspectives and your career preparation
Read LP ch. 5

Tue 10/15 Gender and cross-cultural encounter **Project 1 due**

Thu 10/17 Project discussion (How we did, what we learned)

Week 8 What we'll learn: the ways cross-cultural encounter has shaped the world (truth vs. fiction)
Read LP ch. 6; [Read this article, and this one](#)

Tue 10/22 Gender, LGBTQ identity and biblical cross-cultural encounter **EPJ2 due**

Thu 10/24 **Kickoff 4**

Week 9 What we'll learn: the insights Ripley's research gives us into culture, learning, and success
Read LP ch. 7

Tue 10/29 Cross-cultural encounter in religious contexts **RJ3 due**

Thu 10/31 The Nations in God's Crafting of Cultural Encounter (Part 1)

Week 10 What we'll learn: the ways scholarly sources can help you explore deeper meanings of culture
Read LP ch. 8

Tue 11/5 **Kickoff 5** **EPJ3 due**

Thu 11/7 The Nations in God's Crafting of Cultural Encounter (Part 2)

Week 11 What we'll learn: the ways the God's care for the nations brings a mandate to you
Read LP ch. 11

Tue 11/12 The Nations in God's Program (Pt. 3), perspective on the sick and disabled **Notes due**

Thu 11/14 **Kickoff 6**

Week 12 What we'll learn: the ways God's care for the nations affects global and local connection
Read LP ch. 12

Tue 11/19 **Kickoff 7** **RJ4 due**

Thu 11/21 **Thanksgiving Holiday (No classes in session)**

Week 13 What we'll learn: how God's views of cross-cultural encounter speaks into your own encounters
Read LP ch. 13

Tue 11/26 **Kickoff 8** Talking about your project: looking back

Thu 11/28 The Nations in God's Program (Part 4), God's view of age and generation **Project 2 due**

Week 14 What we'll learn: the ways cross-cultural encounter looks and feels as ministry and survival
Read LP ch. 14

Tue 12/3 **Kickoff 9** Cross-cultural analysis of film **RJ5 due**

Thu 12/5 The Nations in God's Program (Part 5); God's view of sport and athleticism

Week 15 What we'll learn: what "smart" means in other cultures, what you've learned about that
Read LP ch. 15

Tue 12/10 Biblical integration discussion: You & your journey

Thu 12/12 Final Class Session: Reflection and Evaluation **EPJ4 due**

Week 16

Final Exam Session (7:30-9:30 a.m. Thursday, Dec. 19)