Regent University Mission Statement:
Our mission is to serve as a leading center of Christian thought and action providing an excellent education from a Biblical perspective and global context in pivotal professions to equip Christian leaders to change the world.

School of Communication & the Arts Mission Statement:
To prepare emerging and established Christian leaders to inspire, enrich and transform the media, the arts, and the academy through excellence and innovation in scholarship and practice.

COURSE SYLLABUS

SCHOOL OF COMMUNICATION & THE ARTS
DEPARTMENT OF STRATEGIC COMMUNICATION & JOURNALISM

COM 685
Seminar: Indirect Communications
Summer Semester, 2011
DOCTORAL STUDIES PROGRAM

COURSE LOCATION: MODULAR

MEETING LOCATION: TBA
MEETING TIME: 9 AM TO 4:30 PM

COURSE INSTRUCTOR: Benson Fraser, Ph.D.

All students are required to read and have a thorough understanding of the syllabus. Any questions or concerns need to be addressed to the instructor.
SECTION 1 – COURSE OVERVIEW

INSTRUCTOR INFORMATION:
Instructor: Benson Fraser, Ph.D.
Telephone: (757) 352-4227
Fax: (757) 352-4275
E-mail: bensfra@regent.edu

Office Hours: By appointment
Office Location: Second floor Communication Building

SHORT BIO
I have been teaching here at Regent for over 26 years and I love teaching in the doctoral program. I do both qualitative and quantitative research but I generally prefer qualitative. My most recently qualitative work has been published in the Journal of International and Inter cultural Communication and is on Maasai women and development.

My doctoral degree is from the University of Washington and I have taught at several colleges before coming to Regent. I live two blocks from the beach and love the ocean—even in the winter. I have two boys who live in Pasadena California so I visit California often. Also, I founded a nonprofit organization called Friends for African Development (FAD) that does ministry and development work in Tanzania and Kenya—I visit Africa often. Finally, teaching is a passion of mine and I teach a doctoral class on C. S. Lewis that meets at Oxford for a week during the summer. If anyone in interested just let me know. If you need to talk to me you can call me at 757-352-4227 or just email me at bensfra@regent.edu.

COURSE DESCRIPTION
The development of strategies for communicating the truth (especially in the area of religious communication) is an important topic of interest for communication researchers, theologians and communication scholars in general. The uniqueness of the gospel message (both in content and in apprehension) requires both careful and patient thought. As Murray states “If God is a reality, his reality is unique; it will therefore present to man a unique problem.” The uniqueness of Christ and of the gospel message has bearing on our communication behavior as artists and communication professionals with Christian concerns. This is a major issue for anyone who is serious about communicating the truth of the gospel to others but it takes on special significance for us in light of the fact that our nation (and almost all western nations) has heard the Biblical stories time and time again. The real question may well be how we communicate a “new hearing” of the gospel to (what Kierkegaard would call) Christendom?

Years ago a Danish scholar Soren Kierkegaard began to address the uniqueness of communicating the Gospel to those who thought they already knew the Gospel but did not hold it inwardly. The distinctiveness of “the problem of God” is a challenge for all artists and communication professionals with Christian concerns who are trying to communicate today. This class will take this question seriously and try to advance our understanding of communication scholarship in this area.
INTEGRATION OF FAITH

To begin this section on the integration of faith and learning, we would like to refer to a brief comment made by John Courtney Murray, given at the inaugural series of St. Thomas More Lectures at Yale University. This class, as Father Murray reminds us, raises the question of the uniqueness of our subject matter and the problem of God amid the whole range of problems that we face.

If God is a reality, his reality is unique; it will therefore present to man a unique problem. The problem of God exhibits only the barest analogy with the standard model of a problem as it is found in science. In the scientific world of observation and inference, hypothesis and verification, the data are, as it were, “out there.” The scientist is distant and detached from them; other things being equal any number of men who are scientists can do the same experiment and record the same results. No personal issues arise in the scientific problem. In contrast, the problem of God is primary among the fateful human questions that, as Pascal said, “take us by the throat.” The whole man--is profoundly engaged both in the position of the problem and its solution. In fact, he is in a real sense a datum of the problem itself, and his solution of it has personal consequences that touch every aspect of his conduct, character, and consciousness. Moreover, the problem of God is unique in that no man may say of it, “It is not my problem.” Dostoyevsky’s challenge is valid: “If God is not, everything is permitted.” But the challenge needs to be amended to include, “except one thing.” If God is not, no one is permitted to say or even think that he is, for this would be a monstrous deception of oneself and of others. It would be to cherish and propagate a pernicious illusion whose result would necessarily be the destruction of man. On the other hand, if God is, again one thing is not permitted. It is not permitted that any man should be ignorant of him, for this ignorance, too, would be the destruction of man. On both counts, therefore, no man may say that the problem of God is not his problem.


As indicated by the quotation above the issues raised in this class speak to the whole of our life not just the academic. We cannot divorce the sacred from the secular, one’s heart from one’s mind, or the God of reason from the God of history.

Furthermore, we engage the content of this class as communication scholars looking at theology and not as theologians looking at communication. By this we mean that you are to respond to questions raised in the class or to specific class assignments as a communication scholar speaking or writing to other scholars in the field. Although the professor provides a framework or structure for the class it is the responsibility of the student to integrate the subject matter of the class into their own worldview.
SECTION 2 – COURSE EXPECTATIONS

COURSE OBJECTIVES

Framing Objective:
Communication scholars do not operate in a vacuum, but within the framework of their communities, traditions, commitments, and beliefs. This class intends to help you develop your thinking and practice as communication scholars by examining and developing your own understanding of indirect and direct communication practices. In order to understand how men and women communicate, particularly on and in the realm of Christian discourse we will be examining several scholars, artists and theologians and authors.

Specific Objectives:
After completing the course you should be able to:
1. Explain what are the implications that Christian theological beliefs have on indirect and direct communication scholarship and theory.
2. Extrapolate implication for indirect and direct communication theory and practice from historical Christian communicators.
3. Identify many of the major theological issues Christian communications scholars are addressing with regard to indirect and direct communication.
4. Demonstrate an integration of personal faith, theological doctrine, and communication scholarship in discussions and scholarly activities of man and women communicating both directly and indirectly.
5. Conceptualize and undertake a research project addressing both a significant of indirect and direct communication for the church and for artists and professional communicators.

REQUIRED MATERIALS

Students are responsible for acquiring the following books and materials for this course before the first class meeting:

Texts (Required)

Readings (Chapters listed below are assigned and can be found on Blackboard.)


**Readings** (The articles listed below are to be read for class. I will make these articles available to you on Blackboard.)

**Texts** (Recommended)


**Note:** The School has partnered with the Regent Bookstore to have textbooks available for purchase for all students, including distance students. Items may be ordered using the secured online catalog found at [www.regentbookstore.net](http://www.regentbookstore.net).

**Information that may be useful to the class:**

- Daily access to the Internet and email

- Microsoft Office (Word, Excel, PowerPoint, etc.) version 2007 or later.

- The latest version of a web browser compatible with Blackboard and media players. For assistance, visit the links provided in the Helpful Resources section of the course in Blackboard or contact IT Helpdesk via their website, phone at 757-352-4076, or email helpdesk@regent.edu.

- Additional materials (e.g., PowerPoint files, quizzes, media, and the like) may be provided via Blackboard. Students are responsible for the information and materials distributed in class and on Blackboard (see “Use of Blackboard” below for more information).

- Understand and adhere to the [Regent Honor Code](http://regent.edu) found in the Student Handbook. A persistent link can also be found in Blackboard’s “RU Resources” tab.

**USE OF BLACKBOARD**

Blackboard will be used to aid communication and delivery of extemporaneous and other content as the semester progresses. We may also utilize the Discussion Board to extend our in-class discussions. Participation in Blackboard does not supplant course requirements for attendance or
class participation. Therefore, while access to and use of Blackboard is required for this course, it should not be seen as a surrogate for class attendance or other course requirements. Also, please keep the following in mind:

- All discussion posts should be scholarly in nature and respectful of colleagues.
- Students are expected to check the Announcements section of Blackboard each week beginning one week before the start of the course.
- Students must keep their e-mail address current in Genisys in order to receive communications from Blackboard and the instructor. Students are expected to check their Regent e-mail daily to ensure timely receipt of messages from the professor.

ATTENDANCE AND PARTICIPATION

Attendance is required in order to complete this course. Students failing to attend a minimum number of campus class meetings will automatically fail the course unless arrangement is made with the professor to take an “Incomplete” grade in order to complete the course at a later date in accordance with University policy (see student handbook for more information about withdrawing from a course or the University or for incomplete grades). To prevent automatic failure of a course, the minimum class attendance is as follows:

- For a 16 week course: Must attend at least 9 weeks of campus class meetings.
- For a 10 week course: Must attend at least 6 weeks of campus class meetings.
- For a 5 day Modular (Intensive) course: Must attend all 5 days of campus class meetings.

Note: International students should consult the Office of International Student Services for how immigration status may be impacted if you fail to meet attendance requirements for this course. All students should consult the Financial Aid office for information on how their funding may be impacted as well. International students should consult the Office of International Student Services before registering for a Distance or Modular course.

In addition, the following attendance requirement applies to this course:

In the event of an emergency, it may be necessary for Regent University to suspend normal operations. During this time, Regent University may opt to continue delivery of traditional classroom instruction using the Blackboard Course Management System. It is the responsibility of the student to monitor the course Blackboard site in the event of campus closure.

SUBMISSION OF ASSIGNMENTS

Unless otherwise instructed, all assignments for this course must be submitted via the “Assignment Link” found in Blackboard. All files should be submitted using the following naming convention:

YourName_AssignmentName (e.g. John Smith_Essay 1)
• Papers should be in MS Word format (.docx) compliant with the APA or MLA writing style guide.

Late Assignments
Assignments turned in late will result in a lowering of the final grade as well as significantly limiting the amount of feedback from the professor.

NOTE: Technical difficulties when submitting to Blackboard will not be accepted unless documented by the IT Help Desk. The IT Help Desk is your first point of contact for problems with Blackboard. Deadline extensions will be allowed only when a system issue occurring on Blackboard’s side is documented by Regent University IT department.

METHOD OF EVALUATION
The final grade for the course will reflect mastery of course content and quality of thought as expressed in:

Course Procedures
The course will consist of doctoral level interaction among students enrolled in the course. A considered response to the reading assignments will be made in writing. The work for this class will consist of three major assignments: 1) critical interactions/reviews of the texts and class participation (including discussion and in class assignments), 2) a critical review of a text assigned by the professor, and 3) a major paper.

Class Participation

Assignment 1
For the first assignment will require critical reviews of the readings assigned. This assignment is designed to give you experience in reading and understanding a published work. Hopefully by reading, analyzing and discussing the four key texts and articles assigned you will improve your ability to understand and practice communication behavior that is consistent with a Biblical understanding of our world. The papers for the four texts (Crouch: Culture Making, Ferreira: Kierkegaard, Kierkegaard: Practice in Christianity, and Craddock: As one Without Authority) are to be no longer than three pages. All articles assigned in the Course Schedule need to be read but only five are to be critically reviewed (1. Peters: Beauty’s veils, 2. Bonhoeffer: Life Together (selected pages), 3. Anderson: Kierkegaard’s Theory of Communication, 4. Kierkegaard: Concluding Unscientific Postscript (selected pages), and 5. Kierkegaard: The Point of View (selected pages)).

Each critical book review should include the following:
1. A review of the major points make in the article or book.
2. A critical analysis of the major points made in the article or book.
3. A discussion of how the information in the article integrates into what we already know about the field of communication and the world in general.
4. Finally, you are to discuss the contribution of this text to our understanding of direct or indirect communication and theology.

5. Relate the assigned readings to other scholarly writings and to chapters assigned in the major text (either in step two or three).

In addition, when completing each critical book review you should keep the following in mind:

- If appropriate reflect on the significance of the assigned book in light of its contribution to redemptive communication or to our understanding of the field of communication in general (usually done in step three).
- Include at the end of the critical review or abstract several discussion questions.

These reviews will be part of the class participation grade and will not be individually graded. Keep a record of your participation and evaluate the papers at the end of the semester.

**Assignment 2**

You will be asked to critically review a work identified by the professor. This critical review must take the form of careful analysis and insight into advancing this written document. Included in your paper is: 1) a critical review, 2) comments on the strengths and weaknesses of the ideas presented, 3) suggestions for improving the document and 4) a bibliography of further works to be consulted in order to strengthen the document.

**Assignment 3**

Each student is required to research and write a scholarly article. The topic of your scholarly paper should be on the contribution of indirect or direct communication to our understanding of those Artists or professional communicators with Christian concerns. For example: What was Bonheoffer’s contribution to indirect communication theory? The professors must approve your topic. The topic for this paper is to be turned in for approval during the week you are on campus. An outline or paper proposal must be submitted on June 10, 2001. The paper is due on April 15, 2013. MLA or APA style sheets are required.

**Grading**

1. Assignment 30%
2. Assignment 20%
3. Assignment 50%
Total 100%
**Grading Rubric**

The following grading scale will be used:

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<th>Quality Points</th>
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**SECTION 3 – SCHEDULE AND EVALUATION**

**COURSE SCHEDULE**

The schedule below includes the due dates for all assignments in this course. It is recommended that you place this Course Schedule in a convenient place and refer to it each week of the course. You need to follow it closely, as late assignments may be subject to a grade reduction.

**Unless otherwise stated in Blackboard, assignments for each week must be submitted no later than 11:59 pm (Eastern time) of each day.**

**Prologue (weeks prior to Modulare Week): March 7 to April 27**

Read all assigned material for this class and prepare five brief critical reviews of the following readings: 1. Peters: *Beauty’s veils*, 2. Bonhoeffer: *Life Together (selected pages)*, 3. Anderson: *Kierkegaard’s Theory of Communication*, 4. Kierkegaard: *Concluding Unscientific Postscript (selected pages)*, and 5. Kierkegaard: *The Point of View (selected pages)*. Please be prepared to bring these reviews with you to the on-campus portion of the class.
Modular Week:

**Monday: March 4**
Topic: Introduction to the course—communicating Faith in “A Secular Age”
   Worldview and the Fall
   Taylor, Charles. (2007). *A Secular Age (selected pages)*
Assignments Due: Respond to readings
   Major paper topic

**Tuesday: March 5**
Topic: Man, Myth & Imagination
   The Great Commission, the Cultural Mandate & Homo Ietergical
Readings: Ferreira, M. Mamie. (2009). *Kierkegaard*
   Bonhoeffer, Dietrich. (1954). *Life Together (selected pages)*
   Smith, K. A. James., (2009). *Desiring the Kingdom (selected pages)*
Assignments Due: Respond to readings

**Wednesday: March 6**
Topic: Indirect Communication & Homo narrative
   Kierkegaard’s Theory of Communication (article)
   Turnbull, Jamie. (2008). Kierkegaard, indirect communication, and ambiguity (article)
Assignments Due: Respond to readings

**Thursday: March 7**
Topic: Homo Narrative & Making the Familiar Strange
   Kierkegaard, Søren. (1962). *The Point of View (selected pages)*
   Ward, Graham. (2006). Narrative and ethics (article)
Assignments Due: Respond to Readings

**Friday: March 8**
Topic: Ritual, Belief and Technology
Readings: Craddock, F. B. (2001). As one Without Authority
   Bonhoeffer, Dietrich. (1999). *Fiction from Tegel Prison (selected pages)*
Assignments Due: Respond to readings
   Outline of major paper
Epilogue (Weeks after Modular Week): March 9 to April 27
    Topic: Work on Major Paper and write critical review
    Readings: Read for Major Paper and critical; review
    Assignments Due: Write and work on major paper. Paper is due: April 15, 2013
        Write a critical review of an assigned text. Review due April 19, 2013.

SECTION 4 – PROGRAM GOALS

SCHOOL OF COMMUNICATION AND THE ARTS MISSION STATEMENT
To prepare emerging and established Christian leaders to inspire, enrich and transform the media, the arts, and the academy through excellence and innovation in scholarship and practice.

PROGRAM GOALS FOR THE DEPARTMENT OF STRATEGIC COMMUNICATION & JOURNALISM.
Ph.D. in Communication
    1. **Christian Worldview**: Development of Christian worldview as professionals working in the field of communication study.
    2. **Academics**: Exploration of at least a dozen important theories of human communication and of the three common methodological approaches used to conduct communication research.
    3. **Christian Community**: Development of Christian community at Regent University through interactions with other Regent University students, faculty and staff.
    5. **Global Competence**: Understanding of international and intercultural communication through interactions with international students, communication scholarship, and travel to other countries for teaching, research and ministry.

SECTION 5 – UNIVERSITY POLICIES

Students should become familiar with all university policies as outlined in the Student Handbook including:

- Disability services
- Regent Honor Code (as an academic and Christian community, Regent University takes seriously the call for integrity and penalizes breaches of academic integrity.)
- Withdrawing from a course or the University
- Discipline policies
A link to the Student Handbook can also be found in Blackboard’s “RU Resources” tab along with links to University Library, Student Services, University Bookstore, academic writing assistance resources, and more.

Blackboard’s “Help” tab provides additional resources including:

- Blackboard tutorials
- IT Help Desk contact information

**STUDENT COURSE EVALUATION**

Students have the opportunity to provide feedback throughout the course through e-mail, telephone, and on-campus appointments. Near the end of the course, students will complete an anonymous online course evaluation form. Since the results contribute to improving course design and presentation, it is important that students be honest and constructive in their evaluations. Students will receive an e-mail reminder from the University when it is time to complete these evaluations. Please take time to provide this input. **Students can access the online evaluation system at:** [http://eval.regent.edu/regent/survey/students.cfm](http://eval.regent.edu/regent/survey/students.cfm)

If you have questions about the online evaluation please contact [evaluation@regent.edu](mailto:evaluation@regent.edu).

*This syllabus is subject to change without notice.*

*Last updated: 10/30/2012*

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