

Course ID:	Course Title:	Winter 2023	
ICS 308	Applied Intercultural Competence	Prerequisite:	No
		Credits:	3

Class Information		Instructor Information		Important Dates	
Days:	T, Th	Instructor:	Jennifer Singh BA, MDiv, PhD	First day of classes:	Tues, Jan 11, 2023
Time:	2:30 – 3:45pm	Email:	Jennifer.Singh@ambrose.edu	Last day to add/drop, or change to audit:	Sun, Jan 22, 2023
Room:	L2084	Phone:	(403) 410 2000 ext. 6922	Last day to request revised exam:	Mon, Mar 13, 2023
Lab/Tutorial	No	Office:	L2079	Last day to withdraw from course:	Fri, Mar 31, 2023
		Office Hours:	By appointment	Last day to apply for coursework extension:	Mon, Apr 3, 2023
No Final Exam				Last day of classes:	Fri, April 14, 2023

Course Description

An advanced course that will build on the major concepts covered in ICS 205 and equip students with the theory and skills required to practice intercultural competence in a variety of sectors. This course will give attention to frameworks and proficiencies that lead to both intercultural flourishing and degradation, and examine ways in which students can actively cultivate intercultural competencies in order to participate as life-long learners in a globalized society.

Expected Learning Outcomes

By the end of this class, it is expected that students will be able to:

1. **Describe** and **integrate** the knowledge, practical skills, and personal attitudes required for engaging in respectful intercultural experiences.
2. **Evaluate** key theoretical approaches that foster positive intercultural communication experiences and apply some of these approaches to the practice of intercultural communication.

3. **Recognize** the need for intercultural competence at a systemic level in a variety of professional sectors, and become familiar with some of the strategies currently being garnered to catalyze this process at both a theoretical and practical level.
4. **Develop** meaningful and appropriate relationships with people from a variety of different cultural backgrounds to that of the student that reflects an increased acumen of intercultural competence which includes: a sustained level of empathy; an increased level of listening, communication, and conflict-management skills; a reckoning with one's own level of ethnocentrism; and the avoidance of negative stereotyping of those the student seeks to build a relationship with.

Textbooks

All Students must read the following **two** books:

Nardon, Luciara, *Working in a Multicultural World: A Complete Guide to Developing Intercultural Competence*, (Toronto: University of Toronto Press, 2017)

Joseph, Chief Robert, *Namwayut: We Are All One, A Pathway to Reconciliation*, (Vancouver: Page Two Publications, 2022)

For students participating in the Situated Learning Experience with New Canadians, the following book is optional:

Zebian, Najwa, *Welcome Home: A Guide to Building a Home for Your Soul*, (Toronto: Penguin Random House Canada, 2021)

All Students must watch the following documentary:

'19 Days' (National Film Board of Canada)

<https://canadianimmigrant.ca/guides/videos-and-webcasts/films-on-immigration/19-days-film-follows-refugee-families-in-calgary>

All Students must choose **two** of the following documentaries to watch:

<https://www.anewlife.ca/documentary> (there are three to choose from here about the Muslim experience in Canada)

Becoming Labrador (National Film Board of Canada)

<https://www.youtube.com/watch?v=88VhyX3LyXc>

The Canadian Dream: The Migrant Road to Canada

<https://www.youtube.com/watch?v=ds6fjfpOUYo>

Please bring a modern translation of the Bible to every class such as NIV, NASB, NRSV, ESV, or NKJV (no paraphrases such as the Living Bible or the Message).

Course Schedule

Date	Unit
Tuesday January 10 Thursday January 12 Tuesday January 17 Thursday January 19	Lectures: Establishing a Firm Foundation This unit will re-cap key learnings required for becoming an interculturally competent person through reviewing various theories, concepts, and exemplars.
Tuesday January 24	Confirming Situated Learning Experience – no class *Students must confirm their situated learning experience before class on Thursday February 2 nd *
Thursday January 26	Program Day – no class
Tuesday January 31	Time Allotment for Situated Learning (no class)
Thursday February 2	Lecture (class)
Tuesday February 7	Time Allotment for Situated Learning (no class)
Thursday February 9	Situated Learning Debrief (class) Students must have completed their first visit to their situated learning experience in order to participate in this class.
Tuesday February 14	Time Allotment for Situated Learning (no class)
Thursday February 16	Time Allotment for Situated Learning (no class)
Monday February 20 – Friday February 24	READING WEEK – no classes
Tuesday February 28	Lecture (class)
Thursday March 2	Time Allotment for Situated Learning (no class)
Tuesday March 7	Time Allotment for Situated Learning (no class)
Thursday March 9	Situated Learning Debrief (class) Students must have completed three visits to their situated learning experience in order to participate in this class.
Tuesday March 14	Time Allotment for Situated Learning (no class)
Thursday March 16	Lecture (class)

Tuesday March 21	Time Allotment for Situated Learning (no class)
Thursday March 23	Lecture (class)
Tuesday March 28	Time Allotment for Situated Learning (no class)
Thursday March 30	Situated Learning Debrief (class) Students must have completed six visits to their situated learning experience in order to participate in this class.
Tuesday April 4	Time Allotment for Situated Learning (no class)
Thursday April 6	Time Allotment for Situated Learning (no class)
Tuesday April 11	Time Allotment for Situated Learning (no class)
Thursday April 13	Final Debrief (class) Students must have completed eight visits to their situated learning experience in order to participate in this class.

Submission of Assignments

Unless otherwise indicated, all assignments must be handed-in on the class Moodle site. Please submit assignments in **Word format only (NO pdfs)** electronically through Moodle on or before the due date (no later than **5:00pm** on due date). **INCLUDE your LAST NAME and FIRST NAME at the BEGINNING of the file name** – e.g.

SmithBevDayofDialogueReading1.doc

Use 12pt Times New Roman, Garamond, or Calibri. Use 1.5 spacing with standard margins, headers and footers (if required by the assignment). Please always use page numbers on the bottom right of the page. **Marking rubrics for each assignment will be posted on Moodle** in order that students are aware of how each assignment will be assessed.

Late Policy

Due dates are valuable for several reasons. Here are three reasons: 1) They allow me, the instructor, to plan my schedule to grade and return your work in a timely and thoughtful manner; 2) They mimic reality, in that most of life involves hard deadlines – student loan payments, project assignments, work schedules; 3) They create a level playing field. It is simply unfair to your classmates if they submit their work on time and you receive an extension without penalty. Therefore, only under extraordinary circumstances (i.e. a life or family crisis, a severe and prolonged illness, etc.; poor time management does not count as a life crisis) will I grant an extension. All requests for an extension must be submitted to me in writing on or before the assignment's due date. Otherwise, any submissions received later than midnight on the due date will be deemed late. Late assignments will be deducted **one letter grade per every day that the assignment is late** i.e. an A would become an A- if it was turned in one day late, a B- would become a C+ and so on. There will be assignments given in this class where late submissions will not be accepted, and those assignments will be clearly indicated in this syllabus. For these assignments, the late policy will not apply and an automatic zero on the assignment will be given.

PLEASE DO NOT ASK FOR AN EXCEPTION TO THIS POLICY

COURSE REQUIREMENTS

1. Reading and Documentary-Watching Integrity Grade

DUE: Thursday April 13, 2023 (5% of final grade)

For this course, all students are required to *Working in a Multicultural World: A Complete Guide to Developing Intercultural Competence* (2017), and *Namwayut: We Are All One, A Pathway to Reconciliation* (2022). In addition, Professor Singh will assign **seven** articles related to the lectures that will be given. These articles, and the dates they must be read, by will be posted to the course Moodle page. In addition, students will also need to watch **3 documentaries** (see course syllabus). Students will be asked to self-report on the percentage of reading and documentary-watching that they have completed and will submit their reading report at the end of the term. A Reading Integrity Form can be found on the course Moodle page and students will need to fill this out and submit on Moodle no later than 5:00pm on Thursday April 13th. Failure to complete this document will result in an automatic zero for this portion of your grade and no late forms will be accepted.

3. *Namwayut: A Pathway to Reconciliation, Letter to Chief Robert Joseph*

DUE: Friday February 10, 2023 (10% of final grade)

All students will be required to read the assigned textbook *Namwayut: We Are All One, A Pathway to Reconciliation* by Chief Robert Joseph's in its entirety. Students will then write a reflection paper in the form of a letter to Chief Robert Joseph that reflects on the concept of *Namwayut* as a pathway to reconciliation. Detailed instructions and a marking rubric for this assignment are posted to the class Moodle page

3. Situated Learning Experience: Eight Visits

DUE: Thursday April 13, 2023 (25% of final grade)

This course is designed to equip students with practical skills for building meaningful and respectful relationships with people who represent different backgrounds to the students. In particular, students will be given the opportunity to engage with marginalized people in the Calgary area in a variety of different ways. The primary aim of this assignment is for students to grow in their own self-awareness as they develop their intercultural acumen. In order to complete this assignment, students must complete 8 visits to their situated learning environment that they have been placed in before April 13, 2023. Failure to do so will result in a zero for the assignment and a failing grade for the course since this assignment is a significant aspect of the course. Further details and a marking rubric for this assignment are posted to the course Moodle page.

4. Situated Learning Experience: Reflective Journal

DUE: Thursday April 13, 2023 (25% of final grade)

Students will be required to reflect on each of their eight situated visits. Professor Singh will provide questions and a clear structure for how to complete these reflections. Students will be required to submit four reflections by short video, and to write four, short reflection papers (600-900 words). Further details and a marking rubric for this assignment are posted to the course Moodle page.

5. Autoethnographic Final Paper

DUE: Monday April 18, 2023 (35% of final grade)

This will be a cumulative project that requires students to engage with, and demonstrate proficient use of, various auto-ethnographic tools of inquiry. This paper will serve as a capstone to the situated learning experience that each student will participate in throughout the semester. Further details and a marking rubric for this assignment are posted to the course Moodle page.

Assessment Summary

Reading Integrity	5%
Letter to Chief Robert Joseph	10%
Situated Learning Experience: Eight Visits	25%
Situated Learning Experience: Reflective Journal	25%
Autoethnographic Final Paper	35%

Attendance

Attendance and active participation in the classes designated in the course schedule are required. Since students will spend a significant portion of this course in their situated learning environment, attendance at all classes is essential to passing the course. Students are allowed to miss a class if they are ill, and if they could please inform Professor Singh of their absence before the class they will miss, that would be greatly appreciated. If a student knows they will not be able to attend a class for another reason, this must be discussed **in person (not by email)** beforehand with the Professor Singh (if it is due to illness or unforeseen circumstances, the student is responsible to speak with the instructor once the illness/crisis has passed). In order to pass this course, all students must participate in 8 visits to their situated learning environment. Failure to complete these visits will result in a failing the course.

Grade Summary:

The available letters for course grades are as follows:

Grade	Percentage Equivalents	Interpretation	Grade Points
A+	95-100	Excellent	4.00
A	90-94		4.00
A-	86-89		3.70
B+	80-85	Good	3.30
B	76-79		3.00
B-	73-75		2.70
C+	70-72	Satisfactory	2.30
C	66-69		2.00
C-	63-65		1.70
D+	60-62	Poor	1.30
D	55-59	Minimal Pass	1.0
F	50-54	Failure	0.00
P	0-49	Pass	No Grade Points

Because of the nature of the Alpha 4.00 system, there can be no uniform University-wide conversion scale. The

relationship between raw scores (e.g. percentages) and the resultant letter grade will depend on the nature of the course and the instructor's assessment of the level of each class, compared to similar classes taught previously.

Please note that final grades will be available on student registration system. Printed grade sheets are not mailed out.

COVID-19

Ambrose University has institutional mandates and recommendations for our ongoing management of the COVID-19 pandemic, which can be found here: <https://ambrose.edu/covid>. As a member of this class, you are a member of a community of mutual care and responsibility, which means that we will work together to care for one another. You are required to follow all University-wide mandates related to COVID-19, and I also strongly encourage you to be vaccinated if you are able. If issues related to the pandemic interfere with your ability to participate in class, please inform me at the earliest possible time, and we will work together to develop a reasonable solution. Please be sure to attend to ongoing updates from the University, and if you require support at any point feel free to reach out to me, and be sure to get it touch with Student Academic Success.

Ambrose University Important Information:Communication

All students have received an Ambrose e-mail account upon registration. It is the student's responsibility to check this account regularly as the Ambrose email system will be the professor's instrument for notifying students of important matters (cancelled class sessions, extensions, requested appointments, etc.) between class sessions.

Exam Scheduling

Students who find a conflict in their exam schedule must submit a Revised Examination Request form to the Registrar's Office by the deadline date; please consult the Academic Calendar. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; 2) the student has three final exams within three consecutive exam time blocks; 3) the scheduled final exam slot conflicts with an exam at another institution; 4) extenuating circumstances. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

Standards of Behaviour in the Classroom Setting

Learning is an active and interactive process, a joint venture between student and instructor and between student and student. Some topics covered within a class may lead to strong reactions and opinions. It is important that Students understand that they are entitled to hold contradictory beliefs and that they should be encouraged to engage with these topics in a critical manner. Committing to this type of "active learning" significantly increases the learning experience for both teacher and student, and reflects the Christian imperative to pursue truth, which lies at the heart of the Ambrose educational experience. However, active discussion of controversial topics will be undertaken with respect and empathy, which are the foundations of civil discourse in the Classroom Setting. Primary responsibility for managing the classroom rests with the instructor. The instructor may direct a student to leave the class if the student engages in any behaviour that disrupts the classroom setting. If necessary, Ambrose security will be contacted to escort the student from class. Please refer to your professor regarding their electronic etiquette expectations.

Academic Integrity

We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Academic dishonesty is taken seriously at Ambrose University as it undermines our academic standards and affects the integrity of each member of our learning community. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is academic dishonesty. Plagiarism involves presenting someone else's ideas, words, or work as one's own. Plagiarism is fraud and theft, but plagiarism can also occur by accident when a student fails or forgets to acknowledge to another person's ideas or words. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the university. Students are expected to be familiar with the

policies in the current Academic Calendar that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are reported to the Academic Dean and become part of the student's permanent record.

Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Academic Calendar. The academic calendar can be found at <https://ambrose.edu/content/academic-calendar-2>.

Privacy

Personal information (information about an individual that may be used to identify that individual) may be required as part of taking this class. Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further information contact the Privacy Compliance Officer at privacy@ambrose.edu.

Coursework Extensions

Should a request for a time extension on coursework exceed the end of the term, a *Coursework Extension Application* must be completed and submitted to the Office of the Registrar. The extension (if granted) will be recorded on the student record. Extensions are granted at the discretion of the instructor and are normally granted for 30 days beyond the last day of the term.

Normally, Course Extension Applications will be considered only when all of the following conditions are met:

- the quality of prior course work has been satisfactory;
- circumstances beyond your control, such as an extended illness or death of a family member, make it impossible for you to complete the course work on time; and
- you submit *Coursework Extension Application* to the Office of the Registrar on or before the deadline specified in the Academic Schedule.

If granted, time extensions do not excuse you from a final examination where one has been scheduled for the course. A temporary grade of TX will be assigned until a final grade is submitted in accordance with the new deadline. A final grade of F will apply to:

- all course work submitted after the end of the semester unless a coursework extension has been granted; and all course work submitted after the revised due date provided by an approved extension to coursework.

Academic Success and Supports

Accessibility Services

Academic accommodation is provided to Ambrose students with disabilities in accordance with the Alberta Human Rights Act and the Canadian Charter of Rights and Freedoms. Provision of academic accommodation does not lower the academic standards of the university nor remove the need for evaluation and the need to meet essential learning outcomes. Reasonable accommodations are tailored to the individual student, are flexible, and are determined by considering the barriers within the unique environment of a postsecondary institution. It can take time to organize academic accommodations and funding for disability-related services. Students with a disability who wish to have an academic accommodation are encouraged to contact Accessibility Services as early as possible to ensure appropriate planning for any needs that may include accommodations. Staff can then meet with students to determine areas to facilitate success, and if accommodations are required, ensure those accommodations are put in place by working with faculty.

Ambrose Writing Services

Ambrose Writing services provides academic support in the four foundational literacy skills—listening, speaking, reading, and writing. It also assists students with critical thinking and the research process. Throughout the academic year,

students can meet with a writing tutor for personalized support, or they can attend a variety of workshops offered by Academic Success. These services are free to students enrolled at Ambrose University. Academic Success serves all students in all disciplines and at all levels, from history to biology and from theatre to theology. To learn more, please visit <https://ambrose.edu/writingcentre>

Ambrose Tutoring Services

Ambrose Tutoring Services provides support in specific disciplinary knowledge, especially in high-demand areas such as chemistry, philosophy, math and statistics, and religious studies. These tutors also coach students in general study skills, including listening and note-taking. During the academic year, Ambrose Tutoring Services offers drop-in tutoring for courses with high demand; for other courses, students can book a one-to-one appointment with a tutor in their discipline. These services are free to students enrolled at Ambrose University. To learn more, please visit <https://ambrose.edu/tutoring>.

Mental Health Support

All of us need a support system. We encourage students to build mental health supports and to reach out when help is needed.

On Campus:

- Counselling Services: ambrose.edu/counselling
- Peer Supportive Listening: One-to-one support in Student Life office. Hours posted at ambrose.edu/wellness.
- For immediate crisis support, there are staff on campus who are trained in Suicide Intervention and Mental Health First Aid. See ambrose.edu/crisissupport for a list of staff members.

Off Campus:

- Distress Centre - 403-266-4357
- Sheldon Chumir Health Care Centre - 403-955-6200
- Emergency - 911

Sexual Violence Support

All staff, faculty, and Residence student leaders have received *Sexual Violence Response to Disclosure* training. We will support you and help you find the resources you need. There is a website with on and off campus supports – ambrose.edu/sexual-violence-response-and-awareness.

Off Campus:

- Clinic: Sheldon Chumir Health Centre - 403-955-6200
- Calgary Communities Against Sexual Abuse - 403-237-5888

Note: Students are strongly advised to retain this syllabus for their records.