

Course ID:	Course Title:	Winter 2017
IM501	Intercultural Competence	Prerequisite:
		Credits: 3

MODULE FORMAT CLASS

Class Information		Instructor Information		Important Dates	
Days:	January 13-14 February 10-11 March 10-11	Instructor:	Charles A. Cook, PhD.	First day of classes:	Fri, Jan. 13, 2017
Time:	Fri. 6:30-9:30 pm Sat. 9:00 am-4:00 pm	Email:	ccook@ambrose.edu	Last day to add/drop, or change to audit:	4 pm, Tue, Feb 21, 2017
Room:	A2141	Phone:	403.410.2000 x7901	Last day to request revised exam:	n/a
Lab/ Tutorial:	n/a	Office:	L0245	Last day to withdraw from course:	3 pm, Fri, Feb. 24, 2017
Office Hours:	By Appointment	Office Hours:	By Appointment	Last day to apply for coursework extension:	Mon, Mar. 27, 2017
Final Exam:	n/a			Last day of classes:	Sat., Mar. 11, 2017

Course Description

This course is designed to equip individuals to become more intentional about engaging in intercultural interactions. In the ongoing quest to value "others" and their "oneness," worldview differences are explored and habits for assessing and reengineering long held values are examined. Approaches for adjusting to and working with individuals with different cultural perspectives are investigated. Since effective interaction with others requires the development of new skills, participants will explore basic elements related to effective intercultural communication both from a theoretical and practical perspective. Techniques for managing differences, resolving conflicts and applying problem solving in various contexts will be analyzed. <https://ambrose.edu/content/academic-calendar-2>.

Expected Learning Outcomes

COGNITIVE... what the learner should know and understand.

The learner should be able to

- ... understand how an individual's worldview shapes their perception and understanding of the world.
- ... anticipate the challenges that one faces as they seek to engage in intercultural interactions.
- ... identify many of the necessary intercultural skills needed in order to increase intercultural understanding when interacting with "others."
- ...recognize essential concepts integral to valuing "others" and their "otherness."

CONATIVE ... what the learner should be able to do and perform.

The learner should be able to...

- ... interact with individuals from other cultural settings.
- ... engage in intercultural relationships, confident that they have the basic tools for understanding the "other."
- ... exhibit a willingness to enter into relationship as a learner with someone from a different cultural background.
- ... develop a consistent pattern for observing and reflecting theologically about intercultural interactions.

AFFECTIVE . . . what the learner should feel and appreciate.

The learner should be able to...

- ... value the cultural and ethnic diversity of "others".
- ... discover the disconnect associated with leaving the familiar (my culture) and attempt to understand and assimilate to the "other" (different culture).
- ... (begin to) develop a concern for "others" and value their "otherness".
- ... appreciate the cultural differences of the multicultural nature of God's world.

SYNECTIC . . . problems that the learner should be able to solve.

The learner should be able to...

- ... observe, describe, and interpret the verbal and nonverbal factors that either facilitate or impede effective communication in an encounter between persons of different cultures.
- ... recognize and assist others with the challenge of interacting with "others" and "otherness."
- ... understand the challenges re-entry poses for those returning from an international experience.
- ... facilitate and work through issues associated with their personal spiritual development and its impact on their intercultural ministry.

Textbooks

Required Texts

Lustig, Myron and Jolene Koester.

2013 Intercultural Competence

(New York: Addison Longman, Inc.. Seventh Edition)

Description: Merging the studies of intercultural and interpersonal communication, Intercultural Competence strikes a unique balance between theory and research and the needs and demands of a diverse audience. The book specifically focuses on the practical reasons for understanding people from different cultures. This particular edition includes information on cultural biases, ethnocentrism, stereotyping, prejudice and racism in intercultural interactions.

Recommended Texts

Livermore, David.

2009 Cultural Intelligence

(Grand Rapids: Baker Academics)

check the video <http://davidlivermore.com/cq/>

Description: Gain the *Cultural Intelligence Difference*—the number one predictor of your success in today’s borderless world. More than your IQ, your resume, or your technical expertise, your CQ is proven to enhance your effectiveness working in culturally diverse situations.

Based upon solid academic research from a global community of scholars, *The Cultural Intelligence Difference* gives you a detailed plan for how you can gain the CQ difference with dozens of strategies for improving your four CQ capabilities: Drive, Knowledge, Strategy, and Action.

This text includes access to the most widely-used and only academically validated CQ assessment. After completing the online assessment, you’ll receive a personalized feedback report that provides:

- Your scores in the four capabilities of CQ (Drive, Knowledge, Strategy, and Action)
- Customized strategies that are expanded upon in *The Cultural Intelligence Difference*
- A template for developing an action plan to enhance your CQ

CQ is something anyone can develop and learn if you use the strategies in this book, you’ll not only survive the challenges of the twenty-first century world, you’ll thrive in the midst of them and tap into the possibilities waiting to be discovered in our changing world. That’s the CQ difference!

Course Schedule

XXX

Requirements:

Since most intercultural interactions are ultimately a journey in understanding "self," the learner will regularly be called upon to reflect on their own journey of faith and integrate their understanding of their spiritual development to the content of the course. Assignments and in-class interaction through segments of "Corazon en la Mano" (Heart in Hand) are designed to encourage participants to engage in the integration process.

Furthermore, the learner will reflect intentionally on the theological implications of their intercultural interaction with others in ministry. This course intends to be more than intercultural theory. Through reflection papers and course projects the learner will be encouraged to examine concepts in the context of regular intercultural interaction and bring them back to the classroom. These experiences should serve as a significant platform from which to engage in theological reflection. Together we will reexamine our presuppositions as they relate to our engagement with "others" and their "otherness."

1. Lustig/Koester Reflection Papers (18%)

Reading and Reporting on Lustig/Koester *Intercultural Competence*. The learner will be required to submit six (6) two (2) page double spaced reflection papers from six (6) different chapters/sections of the text. Each reflection paper should highlight one (1) key concept that caught the reader's attention from that particular chapter (see the example in 1.2.).

1.1. Due Dates are as follows:

- | | |
|---------------|------------|
| - January 23 | - March 13 |
| - February 06 | - March 27 |
| - February 27 | - April 10 |

NOTE: All reflection papers are **due at midnight (12:00 am)** on the dates indicated above.

1.2. The format to be used for these reflection papers is as discussed in class.

2. Intercultural Competence Literature Review (20%)

2.1. The learner will write two (2) six page (6+) critical reviews on books in the area of intercultural competence. One of the book may be selected from the bibliography (to be distributed) and the second book is to be David Livermore's book on *Cutlural Inteligence*.

2.2. The due dates . . . Book #1 is **February 03 @ class time**;

and Livermore . . . Book #2 is **March 10 @ class time**.

3. Intercultural Experience (15%) or alternative (explained in class)

3.1. The learner will visit three (3) different sites. During each visit, the learner will observe how individuals in the target audience communicate with each other and record their observations. The time set aside for this assignment is a minimum of three hours (1 hour per site ... spread out through the semester).

3.2. These sites can be public places--an airport, supermarket, church or shopping mall--where people from different cultural backgrounds might be found interacting. A handout with some points for consideration will be provided in class (also see moodle).

3.3. In light of the experience a seven to ten (7-10) is to be written.

3.4. The due date for this assignment is **April 28**.

4. Labs: Navigating Perceptions (12%)

4.1. The learner, along with two other people (groups of 3) will participate in three (3) labs:

Lab #1 - *The Canadian Mosaic* (January) (4%).

Lab #2 - *Understanding "Others" and their "Otherness"* (February) (4%).

Lab #3 - *Ministry in a Multicultural World* (March) (4%).

4.2. *The lab work will be completed during the allotted time in class and handed in after each session.*

5. "Intercultural Research Focus" New Canadian/Diaspora Research Project (35%)

5.1. Each learner is required to write a thirteen (13) to fifteen (15) page paper on some cultural issue or aspect that "new Canadians" (immigrants) face as they seek to settle and integrate in Calgary.

5.2. Confirm the theme or area of investigation with the Professor.

5.3 Research the concept.

5.4 Write the paper on a "New Canadian " issue or theme . . . (30%)

5.5. Make a 15 minute presentation with an outline detailing the salient points of the paper for the rest of the class (5%).

1. Prepare a two (2) page summary outline to post to moodle on the Thursday night prior to the last weekend session. (**Note:** that means when you present in the March weekend ... your two page outline would need to be posted to moodle and handed to me on Friday night at classtime.)

2. The learner will be required to develop an annotated bibliography with a minimum of 15 references ... each developed in accordance with the general standard format for annotated bibliographies. An annotated bibliography is a two-to-three line statement developed along with the bibliographical data, in which the primary thesis of the book, video, magazine etc. is explained.

3. The day of the presentation the presenter will make available their two page photocopied outline to each member of the class.

4. The paper will be due on **May 19th, 2017**.
5. The paper and presentation will be evaluated according to the format discussed in class.

Course Distribution of Grades

Reflection Papers	18%
Literature Review (one book + Livermore)	20%
Intercultural Experience	15%
Intercultural Labs	12%
<u>Mulicultural Research Project</u>	<u>35%</u>
TOTAL	100%

Attendance:

Please include a paragraph about attendance policy.

Grade Summary:

The available letters for course grades are as follows:

<u>Letter Grade</u>	<u>Description</u>	<u>Numeric Value</u>
A+		98-100
A	Excellent	95-97
A-		90-94
B+		87-89
B	Good	84-86
B-		80-83
C+		77-79
C	Satisfactory	74-76
C-		70-73
D+		67-69
D	Minimal Pass	64-66
D-		60-63
F	Failure	59

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.

Other:

1. Late Work.

For each 24-hour period late, there will be a drop of a letter grade (e.g. B+ will drop to B). All work is due at the beginning of the class session on the day assigned. The student is expected to anticipate overlap with other courses and their requirements and, therefore, to plan ahead. All assignments must be completed regardless of how late they are submitted, in order to pass the course.

2. Written Work

All work must be typed in good manuscript form according to the standard Ambrose approved Turabian style. However, since Kate Turabian passed away a number of years ago, you may use the Social Science method if you are so inclined. This reference system is acceptable in a limited numbers of courses. A cursory summary of the Social Science method is available on the web.

3. Handing in Course Work

All course work will be submitted in two forms:

- 3.1. Electronic Copy: An electronic generated copy should be uploaded on moodle.
- 3.2. Paper Copy: A paper copy should be handed in at the beginning of the first class on the day stipulated in the syllabus.

4. Technology in the Classroom

While I believe that technology can enhance instructional effectiveness, increase learning and improve the overall curriculum, it can also be a distraction. So here is some basic Cookology:

- 4.1. Taping Lectures: Taping of lectures or any other classroom activity is not permitted unless cleared by the instructor prior to the event.
- 4.2. Electronic Devices: All electronic devises must be turned off when entering the classroom. Since this is a learning environment, you are expected to "be all here" ... not just parts of you.
- 4.3. Laptop Computer: Laptops and PDA's should be used only for taking notes and interacting with classroom material. Please manage your time and respond to electronic mail, search the web and do other chores outside of class time.

Ambrose University Academic Policies:

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. If students do not wish to use their Ambrose accounts, they will need to forward all messages from the Ambrose account to another personal account.

Registration

During the **Registration Revision Period** students may enter a course without permission, change the designation of any class from credit to audit and /or voluntary withdraw from a course without financial or academic penalty or record. Courses should be added or dropped on the student portal by the deadline date; please consult the List of Important Dates. After that date, the original status remains and the student is responsible for related fees.

Students intending to withdraw from a course after the Registration Revision Period must apply to the Office of the Registrar by submitting a "Request to Withdraw from a Course" form or by sending an email to the Registrar's Office by the **Withdrawal Deadline**; please consult

the List of Important Dates on the my.ambrose.edu website. Students will not receive a tuition refund for courses from which they withdraw after the Registration Revision period. A grade of “W” will appear on their transcript.

Students wishing to withdraw from a course, but who fail to do so by the applicable date, will receive the grade earned in accordance with the course syllabus. A student obliged to withdraw from a course after the Withdrawal Deadline because of health or other reasons may apply to the Registrar for special consideration.

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 List of Important Dates. 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.

Electronic Etiquette

Students are expected to treat their instructor, guest speakers, and fellow students with respect. It is disruptive to the learning goals of a course or seminar and disrespectful to fellow students and the instructor to use electronics for purposes unrelated to the course during a class session. Turn off all cell phones and other electronic devices during class. Laptops should be used for class-related purposes only. Do not use iPods, MP3 players, or headphones. Do not text, read, or send personal emails, go on Facebook or other social networks, search the internet, or play computer games during class. Some professors will not allow the use of any electronic devices in class. The professor has the right to disallow the student to use a laptop in future lectures and/or to ask a student to withdraw from the session if s/he does not comply with this policy. Repeat offenders will be directed to the Dean. If you are expecting communication due to an emergency, please speak with the professor before the class begins.

Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Academic Calendar. 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.

Extensions

Although extensions to coursework in the semester are at the discretion of the instructor, students may not turn in coursework for evaluation after the last day of the scheduled final examination period unless they have received permission for a course Extension from the Registrar’s Office. Requests for course extensions or alternative examination time must be submitted to the Registrar’s Office by the deadline date; please consult the List of Important Dates. Course

extensions are only granted for serious issues that arise “due to circumstances beyond the student’s control.”

Appeal of Grade

An appeal for change of grade on any course work must be made to the course instructor within one week of receiving notification of the grade. An appeal for change of final grade must be submitted to the Registrar’s Office in writing and providing the basis for appeal within 30 days of receiving notification of the final grade, providing the basis for appeal. A review fee of \$50.00 must accompany the appeal. If the appeal is sustained, the fee will be refunded.

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 college. 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.

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