

<b>Course ID:</b>	<b>Course Title:</b>	<b>Winter 2019</b>
MI502-OL	Intercultural Competence OL	<b>Prerequisite:</b>
		<b>Credits: 3</b>

**MODULE FORMAT CLASS**

Class Information		Instructor Information		Important Dates	
<b>Days:</b>	online	<b>Instructor:</b>	Charles A. Cook, PhD.	<b>First day of classes:</b>	Jan. 03, 2019
<b>Time:</b>	Asynchronous	<b>Email:</b>	ccook@ambrose.edu	<b>Last day to add/drop, or change to audit:</b>	
<b>Room:</b>	online	<b>Phone:</b>	403.410.2000 x7901	<b>Last day to request revised exam:</b>	
<b>Lab/ Tutorial:</b>	n/a	<b>Office:</b>	L0245	<b>Last day to withdraw from course:</b>	
<b>Office Hours:</b>	By Appointment	<b>Office Hours:</b>	By Appointment	<b>Last day to apply for coursework extension:</b>	
<b>Final Exam:</b>	n/a			<b>Last day of classes:</b>	Apr. 06, 2019

### 1. 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>.

### 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.

### 3. Textbooks

*Required Texts*

**Livermore, David.**

**2009 Cultural Intelligence**

**(Grand Rapids: Baker Academics)**

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

*Recommended Texts*

**Lustig, Myron and Jolene Koester.**

**2013 Intercultural Competence**

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

### Course Schedule

Asynchronous with two corporate Zoom sessions and one individual debrief (see requirements section below).

### 4. Requirements: Course Activities

*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 the on-line interaction with classmates are designed to encourage the learner to be intentional about integrating course insights to their ministry context.*

*Furthermore, this course seeks to move beyond intercultural theory. Through reflection, posts, and course projects the learner will be encouraged to examine concepts in the context of regular intercultural interaction and bring them back to the online classroom. These experiences should serve as a significant platform from which to engage in theological reflection. Together we will examine our presuppositions as they relate to our engagement with "others" and their "otherness."*

**Teaching & Learning Models:** MI 502 is designed around the following teaching and learning models.

- **The Insight Generation Model** ... where a deepening awareness on the part of the learner is generated as they interact with information and make significant personal conclusions that result in a change in perspective.

- *The Guided Discovery Model* ... which provides an opportunity for learners to work interdependently with fellow learners to discover new insights into ideas or concepts heretofore not familiar to them.
- *The Case Studies Model* ... enables the learner, in collaboration with others, to use real-life situations to think through actual issues and generate conclusions that prevent major work/ministry mistakes.
- *The Projects Model* ... is a learner-led approach to investigating a topic(s) that enables the learner to gain greater knowledge and, in the process, build a knowledge base around a particular question or problem.

**IMPORTANT** - MI502 uses primarily an **asynchronous e-learning approach**. We will connect several times in real-time, but for the most part, you will work at your own pace within certain time constraints. The professor recognizes that many of you are working, so all the course posting dates are generally slated for Saturday's at midnight (posting windows open prior to posting date). Many may find the first two months particularly taxing, so please plan accordingly and keep up with scheduled post times as the windows will close at the designated times.

**Face-to-Face:** MI 502 we convene two (2) one hour "Zoom" encounters.

- **January 07, 2019** from 6:00-7:00 pm MST
- **January 28, 2019** from 6:00-7:00 pm MST
- **March 2019** a one-hour individual debrief session on Zoom (schedule on Moodle)

#### 4.1. Livermore Chapter Reflection & Posting (35%)

*Cultural Intelligence: Improving your CQ to engage our Multicultural World*, will be the bases of this learning activity. David Livermore's text is a great faith-based text in the area of intercultural competence and as such should serve you well into the future and provide a guide to the key concepts involved in engaging the "other" and their "otherness." For this activity we will be using a blend of two learning models; **Insight Generation** and **Guided Discovery**.

So here is what we will be doing with the textbook. This "Chapter Champion" learning activity is made up of two parts.

- **Part One** ... has you partner up with one other person (*two people make a group*) to become a "Chapter Champion" ... focusing in on a particular chapter of the text; then ...
- **Part Two** ... has you "*Reading, Reflecting and Responding*" to your fellow learner's chapter posts by interacting with them online (more information below).
  - **The Chapter Champion Process** - Refer to the "Chapter Champion Instruction" document posted in the description section of MI502 Moodle page. It will also be explained during the first live session.

##### 4.1.1. Chapter's to Champion

- As you will see by looking at the table of contents of Livermore's book, we will not be examining all the chapters of the text. (Refer to the "Chapter Champion Instruction" document posted on Moodle.)

##### 4.1.2. Part 1 – Chapter Champion (17% out of 35)

- For details see "Chapter Champion Instruction" document posted on Moodle.

##### 4.1.2. Part 2 – Posted Interactions with the Chapter Champion Findings (18% out of 35)

- For details see "Chapter Champion Instruction" document posted on Moodle.

#### 4.2. Cultural Fluency Development (25%)

Intercultural competence can be learned. While some people learn best through research and reflection, others learn through active experimentation. This integrative learning activity combines theoretical reflection and experiential learning and is designed to increase a learner's cultural fluency. The learning activity has three components to it: (1) "Understanding Yourself" and (2) "Understanding the 'Other'," (3) "Integrating Intercultural Insight."

##### 4.2.1. Understanding Yourself (10%)

- Based on the outcome of the IDI, the learner will be required to develop a six (6) page reflection paper on the insights generated by the IDI in which you can integrate insights from your life experience, your prior learning and your reading and reflecting related to this course. (See template as posted on Moodle)
- **(Due Date)** This part of the assignment is due Saturday **March 16th** on Moodle by 11:59 pm.

##### 4.2.2. Understanding the Other (10%)

- Using the guidelines provided and based on the outcomes of your IDI, create a six (6) page Intercultural Development Plan based on your "developmental orientation". (See template as posted on Moodle.)

- **(Due Date)** This part of the assignment is due Saturday **March 23rd** on Moodle by 11:59 pm.

**4.2.3. Integrating Intercultural Insight (5%)**

- Using the case study learning model, the learner will select and analyze one (1) case study posted in the case study window on Moodle. (See template as posted on Moodle.)

**4.3. Intercultural Competence Research Project (40%)**

In the journey toward becoming more interculturally competent, there are hundreds of intercultural concepts, issues or aspects that you and I as Canadians need to regularly reflect on in order to be more attentive or aware of the "other" and their "otherness."

**4.3.1. Write Research Paper on an Intercultural Issue or Concept (30%)**

- The research paper should be a minimum 13 and a half pages long (13.5). (See guidelines as posted on Moodle.)
- **(Due Date)** Saturday **April 06th** on Moodle by 11:59 pm.

**4.3.2. Generate an Annotated Bibliography (4%)**

- As part of your research generate an annotated bibliography with at least 12 references.
- **(Due Date)** Saturday **April 06th** (along with research paper) on Moodle by 11:59 pm.

**4.3.3. Post to Moodle Forum a 3 Minute Summary Presentation of your Findings (6%)**

- You have spent a great deal of time reflecting on this subject. Now give us an insight into why you believe your research piece is so important to the Canadian seeking to be more interculturally aware (See guidelines as posted on Moodle)
- **(Due Date)** Saturday **April 08th** on Moodle by 11:59 pm.

**5. Course Distribution of Grades**

1. Livermore Chapter Reflection & Posting . . . . .	35%
2. Cultural Fluency Development . . . . .	25%
3. Intercultural Competence Research Project . . . . .	40%
<b>TOTAL</b>	<b>100%</b>

**Attendance:**

Participants are expected to complete all the assignments in order to pass the course.

**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.

**6. Other: General Information**

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 T 403-410-2000 TF 800-461-1222  
 info@ambrose.edu  
 ambrose.edu

## **General Information**

### **1. Course Revisions (CC)**

The instructor reserves the right to modify any part of the course if he deems it necessary and valuable.

### **2. Course Completion (CC)**

Participants are expected to complete all the assignments in order to pass the course.

### **3. Written Work (CC)**

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.

### **4. Plagiarism and Cheating (CC)**

*The learner should be familiar with the Ambrose policy on plagiarism.*

4.1. Plagiarism: *The use of ideas and information from a specific source without giving credit in some manner to the sources ... and/or ...*

4.2. Cheating: *The presentation of someone else's work which the student ought to have done personally ... WILL RECEIVE AN IMMEDIATE FAIL FOR THE COURSE.*

### **5. Technology in the Classroom (CC)**

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*:

5.1. Taping Lectures: Taping of lectures or any other classroom activity is not permitted unless cleared by the instructor prior to the event.

5.2. Electronic Devices: All electronic devices 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.

5.3. 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.

### **6. Handing in Course Work (CC)**

*All course work will be submitted in two forms:*

6.1. Electronic Copy: *An electronic generated copy should be uploaded on moodle.*

6.2. Paper Copy: *A paper copy should be handed in at the beginning of the first class on the day stipulated in the syllabus.*

### **7. "Back-up" Copies of Course Work (CC)**

Every learner is expected to have a saved/back-up copy of all the work they hand in for this course! No exceptions!

### **8. 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.*

## **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](http://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](mailto: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.