



AMBROSE  
UNIVERSITY COLLEGE

FACULTY OF  
THEOLOGY

## ICS 205 Intercultural Communication

Fall 2007

### Class Schedules:

Wednesdays & Fridays 8:15 a.m. —9:30 a.m.  
Classroom: TBA

### Instructor

Emma Emgård, eemgard@ambrose.ca,  
Office: # 533 Office Phone: 410-2000 ext 4903

### Course Description:

In this course we will deal with foundational principles for communication between people from different cultures. You will learn to be aware of the influence of thinking processes, worldviews, verbal and non-verbal behaviors.

What we think about communication has consequences for how we communicate. Regardless of whether we relocate to a different nation and speak to people we meet there or if we speak with a co-worker in our hometown, we have probably crossed some cultural border. Therefore, everyone needs to be aware of the principles involved in cross-cultural communication.

After completing the course, you should be able to:  
explain the importance of cross-cultural communication  
explain basic components of cross-cultural communication  
explain the importance of cross-cultural communication to change, transformation and conversion  
identify personal traits in your perception of reality and explain how these traits affect communication  
evaluate different means and models of communication  
suggest how to apply principles of cross-cultural communication in daily life

### Textbooks

Achebe, Chinua. Things Fall Apart. Johannesburg, Heinemann, 1958.

Lustig, Myron W. and Jolene Koester. Intercultural Competence: Interpersonal Communication Across Cultures. Boston, Allyn and Bacon, 2007. 6<sup>th</sup> ed.

*And either:*

Fadiman, Anne. The Spirit Catches You and You Fall Down. New York, Farrar, Straus and Giroiux, 1998

Or

Hosseini, Khaled. The Kite Runner. Ancor Canada 2003.

**TENTATIVE Course Schedule—will be moved up depending on dates for guest speakers.**

<b>September 7</b>	What is Intercultural Communication and Why Study it?
12	Jesus Style Communication I
14	Jesus Style Communication II
19	Anxiety and Uncertainty
21	"Things Fall Apart" Discussion
26	Cultural Differences I
28	Cultural Differences II
<b>October</b>	
3	Cultural Differences III
5	Cultural Differences IV
10	Cultural Identity I
12	Cultural Identity II
17	Stereotypes, Prejudice & Privilege I
19	Stereotypes, Prejudice & Privilege II
24	Stereotypes, Prejudice & Privilege III
26	Shame, Guilt and Saving Face
31	Conflict
<b>November 2</b>	Midterm
7	Verbal, Non-Verbal Communication & Interpreting Messages I
9	<i>No class</i>
14	Verbal, Non-Verbal Communication & Interpreting Messages II
16	Verbal, Non-Verbal Communication & Interpreting Messages III
21	Verbal, Non-Verbal Communication & Interpreting Messages IV
23	Guest Speaker
28	Guest Speaker
30	Guest Speaker
<b>December 5</b>	Class presentations
7	Class presentations

### Course Requirements

All written assignments must be submitted via at the latest by midnight. Submissions 1 minute past midnight are one day late.

### Book Reviews

You will read and report on two novels from the required list.

Report on *Things Fall Apart*:

You will participate in a class discussion about how we communicate the gospel, and you will write a one page (single space) report analyzing the book from a missiological communication point of view.

Report on the second novel:

You will write a two page paper about what you have learned about communication in this culture. You must always show how you have gained your insights and what difference it will make in your own communication.

### **Research Paper**

You will write a seven-to-eight page paper. Choose one of the following topics: shame, silence, saving face, or conflict resolution. You will include insights from the second text book (Fadiman or Hosseini). You will research how your issue is dealt with in your own culture and compare that to other cultures, and research what the Bible teaches. You must incorporate some relation to the current situation with China recalling different consumer products—this aspect can be the focus or your paper or just mentioned as an example in relation to your topic. This paper will be academic yet, personal since you need to be open to challenge yourself to learn from other cultures. I expect you to spend about 20 hours in research not including the actual writing.

Write up: (Use MLA format)

Begin with an introduction where you share why you chose your topic. Remember, an interesting opening will get the reader excited and more likely to give you a good grade!

In the main body of the paper you analyze the topic. You must include relevant insights from all the textbooks. You should integrate insight from at least ten additional different sources—five books, three articles and two additional sources. Note that Wikipedia is not an acceptable source. Simply quoting what a source says does not qualify as analysis.

In the conclusion you do not add any new information, just bring the information together and give the reader a “So what?” of what you learned from this research.

You will include a Title Page and a References Cited (for a sample of Title Page see the end of this syllabus).

In an appendix you will list how you have used your time. List how much time you have spend finding resources, reading each one of your different sources, and state number of pages read, and the amount of time you spend writing.

Grading: you will be graded on quality of information, flow of the paper, depth of analysis, the apparent self discovery, and English grammar and spelling, as well as insight from Fadiman or Hosseini. If it seems that you have not learned something significant that will lead to behavior and/or attitudinal change you probably will not receive a good grade.

### **Midterm**

You will have a short exam basically consisting of the concepts covered in class.

### **Group Research Project**

In groups you will research the culture of a new Canadian—focusing on communication, using both library and field research. You will do a class presentation in addition to a written report. You cannot choose a culture anyone in your group is familiar with. Choose new immigrants from one of the following areas:

- Middle East or North Africa
- Indian Subcontinent
- Koreans
- Chinese from Mainland China
- Easter Europe

Library research:

You will read about one hundred pages about this culture—including the following topics: general information, cross-cultural communication, religious believes, and some information about a holiday similar to i.e. gift giving or religious similarity.

Field research:

You will visit a neighborhood in Calgary including a market, and conduct a few informal interviews. Observe all you can find relating to communication. Find out about a holiday similar to Christmas. You will learn 10 phrases in the language of those people.

You will learn how to greet someone, tell your name, ask for their name, ask if you can talk to them for a few minutes, tell them that you are interested in learning about their culture (or people or home land), tell them you are Canadian, say “Thank you” and a parting phrase as well as two other short phrases used during the special holidays you are researching. You will need to be able to say these phrases at three unannounced times during the semester, the first one some time after October 1.

Bear in mind that you are not judging the culture but you want to learn all you can about the new Canadian. Always be courteous and friendly. This is not a time for sharing the Gospel; this is a time to gather information.

**Class presentation**

You will do a twenty minute presentation about what you have learned about communication in this culture (minus points if you go more than one minute over time). You will include some comments about the language, and ways of expressing the sentences above that might be different from English. Bring something typical for the class to eat.

**Written report**

You will write a three-to-five page paper reporting your findings, and apply the insights to your own ministry. Include what have you learned that will change how you view and behave towards people from this culture, and how will it affect your ministry to them.

**Grading**

For the presentation you will be graded on creativity, cultural appropriateness, quality of information, apparent challenge in your own values, use of time and apparent preparation. For the written report you will be graded mainly on the quality of content, but also on flow and English grammar and spelling.

**Due dates and Percentage of Grade**

	Due date	% of grade
Book Review Achebe	September 21	10
Midterm	November 2	25
Research Paper	November 21	35
Group Project Language	December 5 Continually from October 1	25
Total		100 %

**Grading:**

<u>Letter Grade</u>	<u>Description</u>
A+	
A	Excellent
A-	
B+	
B	Good
B-	
C+	
C	Satisfactory
C-	
D+	
D	Minimal Pass
F	Failure

**Important Notes:**

September 6-14 Registration Revision Period

September 14 Last day to enter courses without permission and to withdraw from courses and receive tuition refund

November 16 Last day to withdraw from courses without academic penalty

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

*Personal information, that is information about an individual that may be used to identify that individual, may be collected as a requirement 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.ca](mailto:privacy@ambrose.ca).*

*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." Alternative times for final examinations cannot be scheduled without prior approval. Requests for course extensions or alternative examination time must be submitted to the Registrar's Office by the appropriate deadline. Course extensions are only granted for serious issues that arise "due to circumstances beyond the student's control."*

*We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. 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 and the Student Handbook 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.*

*Students are advised to retain this syllabus for their records.*

