



ICS 205 - 1

Intercultural Communication

Number of credits: 3

Prerequisite: none

Semester: Fall, 2014
Days: Tuesday/Thursday, 1:00 – 2:15p.m.
Room: A 2133

Instructor: Miriam Charter
Email: mcharter@ambrose.edu
Phone: 403-410-2000 (ex 6930)
Office: L2049
Office hours: Tues & Thurs mornings 9:30 – 11:15a.m. (people with email appointment will be given priority)

Course Description:

This course deals with foundational principles for communication between people from different cultures. Students will learn to be aware of the influence of thinking processes, world views, verbal and non-verbal behaviors. It will examine the important role of social, cultural and historical context in human interactions.

Further Course Information:

Students will have assigned readings, which will be augmented by media, small group activities, case studies and material presented in lecture/discussion format by the professor. The course environment is intended to foster creative thinking, self-reflection and personal growth in intercultural skills, writing competence, discussion skills, and appreciation for knowledge of real-world issues.

Expected Learning Outcomes:

It is the aim of the course that students acquire the following skills:

1. Be able to describe how your own culture affects you as an intercultural communicator/servant. This is the result of increased self-knowledge and cultural understanding and skills.
2. Demonstrate knowledge of cultural, social, religious and linguistic differences.
3. Be able to apply the principles of intercultural communication to various contexts
4. Be able to articulate an understanding of theory and concepts related to effective intercultural communication/ministry
5. Demonstrate knowledge of strategies and skills integral to crossing cultures or working in a multicultural/multinational context
6. Be able to analyze specific intercultural communication problems, illustrating the historical, cultural,

Important Dates:

First day of classes: September 3, 2014
Registration revision period: September 14, 2014
Last day to request revised examination: October 27, 2014
Last day to withdraw from course: November 12, 2014
Last day to apply for time extension for coursework: November 24, 2014
December 9, 2014
Last day of classes:

Final Exam: Take home

- economic, and political differences that affect their solution.
7. Understand the role of a world citizen and the responsibility world citizens share for their common global future.
 8. Think as a Christian in contexts where cultural difference may impact the understanding of the message we attempt to convey.

Textbooks (required): Livermore, Storti and Moreau must be purchased.

Livermore, David. 2011. *The Cultural Intelligence Difference: Mastering the One Skill You Cannot Do Without in Today's Global Economy.* (American Management Association, NY)

Storti, Craig. 1999. *Figuring Foreigners Out: A Practical Guide.* (Boston, MA: Intercultural Press.) Past experience revealed that the Kindle Version does not function well for this class.

Lingenfelter, Sherwood and Marvin K. Mayers. 2003. *Ministering Cross-Culturally: An Incarnational Model for Personal Relationship.* (Grand Rapids, MI: Baker Academic)

Moreau, A.S., Campbell, E.H. & Greener, S.H. *Effective Intercultural Communication.* Grand Rapids, MI: Baker Books. (advance draft from publisher/printer made available to us from the publisher with permission)

Course Requirements and Evaluation:¹

There will be no quizzes but there will be a final exam which is an integrative exercise. This will be a fairly "hands on" class that integrates lecture and class discussion. You are expected to attend class, read all materials and complete any assignments prior to class, and come prepared to integrate readings/concepts into class discussion and activities. In addition, you are expected to move beyond knowing the material to application, integration, and evaluation of existing and possible intercultural interactions and communication.

Assignments	Percentage of Grade	# of Points	Assignments
Readings and Storti Book Exercises: complete all assigned readings before you come to class, including Storti exercises Reading log (Appendix #2) will be submitted at the mid-term and at end of term	10%	20 points	Daily/Weekly reading Completion of Storti exercises when that is part of reading assignment Bring Storti book (it is not recommended for students to use e-book format) to class each day, and for review on announced dates. Reading Log: Turned in Oct 30 & Dec 6 (See Appendix #2)
Class participation, teamwork and personal engagement	5%	10 points	The benefit you will receive from this class is directly related to the degree of teamwork and vulnerability you bring to the experience. Intercultural communication is about becoming self-aware, flexible, and willing to change in order to connect to others who are different from yourself. The workshops, activities, and

¹ Note: This syllabus includes three Appendices; Appendix #3 will be provided in class

			assignments are all designed to facilitate self-reflection and personal growth, requiring social engagement, learning from your interactions with others Evaluation will follow the Matrix in Appendix #1.
Storti Essays (4 at 5% each)	20%	40 (10 points each)	Work through the exercises related to Storti's four "Building Blocks" of culture: <ol style="list-style-type: none"> 1. The Concept of the Self (individualist vs. collectivist) 2. The Concept of Time (monochromic vs. polychromic) 3. Personal versus Societal Responsibility (universalist vs. particularist) 4. Locus of Control (internal vs. external) Follow guidance on Pages 4 & 5 of Syllabus
Personal Reflection Journal Entries, 8 entries Note: check syllabus carefully. 4 of the journal entries are based upon in-class Workshops; the second set of 4 journal entries are based upon the "Cultural Intelligence" book by Livermore (see pages 6&7 of syllabus)	20%	40 (8 at 5 points each)	Journal entries should be completed according to the dates on class schedule Journal entries are to follow the length suggested in the detail on p 6 & 7 of syllabus. The purpose of the journal entries is to raise awareness of your own assumptions, to encourage self-reflection, to know yourself and your limitations more intimately, to document areas in need of further work, and to celebrate areas where you are growing. (for required length of these 8 entries, consult the detail on p. 6 & 7)
Case Study Worksheets with Reflection: Each entry should be 300 – 500 words summarizing the most important lessons(s) you learned from the case study/simulation and how you might change to become a more effective intercultural communicator	30% (3@10% each)	60 (3 at 20 points each)	*Worksheet for case study is completed in preparation for class. Additions made during group discussions in class should be made in a different color of ink than the pre-class work. *Within 24 hours of completing the in-class case study, your worksheet and reflection entry on the case study should be completed and submitted. *Submit the worksheet with additions and the reflection entry all together.
Final Exam – an integrative Reflection Paper (Take Home)	15%	30 points	Final Exam is due on Dec 15, 2014 (See Appendix #3 – subject to revision)
Total	100%	200 points	

Policy on Late Assignments:

1. If your assignment is going to be late, you must notify the professor by e-mail before the class in which it is due.
2. The professor reserves the right to deduct points for late assignments; typically the deduction will be 5% for each day an assignment is late.
3. Exceptions regarding deductions for lateness will be made on a case-by-case basis, only for severe illness, emergency situations or a death in the family.

A. Instructions for 4 Essays using *Figuring Foreigners Out* by Storti

1. Work through the exercises related to Storti's four "Building Blocks" of culture:
 - a. ESSAY 1: The concept of the self (individualist vs. collectivist)
 - b. ESSAY 2: The concept of time (monochronic vs. polychronic)
 - c. ESSAY 3: Personal versus societal responsibility (universalist vs. particularist)
 - d. ESSAY 4: Locus of control (internal vs. external)

Notice that these 4 essays are NOT in the same order as the book.

2. Indicate a population group among which you hope or intend to serve (most ideally, the group you will either go to for onSite OR to which you intend to go on a Travel Study or Short Term Mission trip; choose a group from another culture than your own among which you might enjoy working. Then, for each of the four building blocks, describe the value or approach you believe best characterizes that population group. Explain your answer in 200-300 words using examples based on your research of their cultural values (you can use the Internet, or more traditional library sources, or you can interview people around you who are either part of or familiar with that population group. The Professor will introduce you to the GLOBE STUDIES and two books by Richard Lewis that will be on the Reserve Shelf of the Library AND will provide a good place for you to start.)

3. In 200-300 words indicate the most significant implications for you as a Christian professional (teacher, employee, student, etc.)

- a. In what areas do their values clash with your values and
- b. What changes/adjustments do you anticipate you will need to make personally and professionally to serve wisely in a chosen capacity among this group of people?

4. Note: Total length of each of these 4 Essays is 400 -600 words.

Table 1(below) indicates what you will discuss for this assignment. Write your assignment in essay form using the instructions for each section using the table to think through your essays (Your rough work may happen in this table, creating a separate table for each category, filling in each cell with your ideas in bullet point form.) The final form must come in well-written essay form.

Table 1

Which value do you see (or anticipate you will see) most commonly expressed?	Essay 1: Individualist or Collectivist? (Concept of Self)	Essay 2: Monochronic or Polychronic? (Concept of Time)	Essay 3: Universalist or Particularist? (Concept of Personal vs. Societal Responsibility)	Essay 4: Internal or External (Locus of Control)
Explanation: examples illustrating how you see this value	200-300 words in well-crafted paragraphs	200-300 words in well-crafted paragraphs	200-300 words in well-crafted paragraphs	200-300 words in well-crafted paragraphs
Implications: how their values clash with yours <i>and</i> what personal and/or professional changes or adjustments do you need to make?	200-300 words in well-crafted paragraphs	200-300 words in well-crafted paragraphs	200-300 words in well-crafted paragraphs	200-300 words in well-crafted paragraphs

B. Instructions for Case Study Worksheets and Analyses (3 will be evaluated)

For those sessions where our class activity is a case study: the night before follow the Case Study Procedures and come to class with the Case Study Worksheet already filled out, including your proposed solution to the case. During our time together we will split into small groups to discuss the case in detail.

Case Studies Requiring Worksheet:

1. Nemon's Death (case study worksheet will be done together in class and will not be graded)
2. The Authority Dilemma
3. West African Church
4. Onions and Wives

Case Study Procedures

- 1) Read the case carefully to become thoroughly acquainted with all of the details under consideration and construct a rough time line of the events
- 2) Identify the major characters in the case.
- 3) List the major sets/factors involved in choosing a course of action:
 - a) Decision(s) faced: what decision is the person being asked to make? Include any contextual specifics of relevance (i.e., important factors in the immediate context of the case study such as deadlines, impending dangers, etc.);
 - b) Phenomenological analysis: From the insider's *and* cross-cultural worker's perspectives:
 - i) What are the personal needs involved?
 - ii) What cultural values are important in the decision-making process? It might help you to read the case several times, looking for and indicating in the case itself indicators for one set of values (e.g., individualism/collectivism) each time you read it.
 - c) What do you see as the heart of the conflict?
 - d) Ontological analysis: relevant Scriptural guidelines:
 - i) What are significant and *relevant* scriptural texts, principles, case studies, and guidelines which must be weighed in the decision-making process? Try to include both Old and New Testament passages.
 - e) Identify what you consider to be an appropriate solution. For that solution, propose
 - i) What the solution is and
 - ii) How that solution may be implemented, involving a specific course of action (how the main character in the case study would implement the proposed solution). This course of action should accord with scriptural principles, be culturally sensitive, and focus on the central issue(s) of the case.
- 4) There are **3 parts** to each Case Study Worksheet
 - a) **Worksheet for case study/simulation is completed in preparation for class.** Additions made during group discussions in class should be made in a different color of ink (preferably red) than the pre-class work.
 - b) **Within 24 hours of completing the in-class simulation/case study, your reflection entry on the simulation/case study should be completed and submitted; it will be deemed late if not submitted at the beginning of the next class.**
 - c) **Submit the worksheet with corrections and reflection entry (300-500 words) together by handing it to me, placing it my faculty mailbox, under my door or by scanning it and submitting it via email.**

C. Instructions for Journaling on in-Class Workshops and Livermore Prompts:

Journaling on in-Class Workshops

Four of the journal entries are based upon in-class Workshops; the second set of 4 journal entries are based upon the "Cultural Intelligence" book by Livermore . See page 3 under **Course Requirements and Evaluation**.

Journal entries should be completed according to the dates on class schedule though only submitted at mid-semester and on the final day of class.

Journal entries should be 1 ½ -2 double-spaced pages (400 – 600 words, 1 inch margins 12 point font). The purpose of the journal entries is to raise awareness of your own assumptions, to encourage self-reflection, to know yourself and your limitations more intimately, to document areas in need of further work, and to celebrate areas where you are growing.

Which of the In-Class Workshops will be grades is clearly seen on pages 8,9

Journaling on Livermore Prompts (Choose 4 for Journaling Exercises)

Each journal entry should be 1 ½ - 2 double-spaced pages (400-500 words, 1 inch margins, 12 point font). The purpose of the journal entries are to raise awareness of your own assumptions, to encourage self-reflection, to know yourself and your limitations more intimately, to document areas in need of further work, and to celebrate areas where you are growing. **Choose essays that are most provoking for you, not the ones that are necessarily the easiest for you to answer.**

1. To what degree do you feel that you mirror the values of your own culture? To what degree do you see yourself as 'different' from your national culture? Where might you feel the need to grow or change to be more counter-cultural? Where might you feel the need to grow or change to learn to value and respect your national culture?
2. Identify the most specific organizational context where you minister, such as your church, your missions agency, the place where you work, or the school where you teach. What are the values and assumptions that drive this organization? (e.g., Who holds the power? What is deemed successful here?) In what ways do these values and assumptions reflect the broader culture and/or the Kingdom?
3. Where is your church on this continuum of individualism vs. collectivism? Do people in your ministry view their faith maturity primarily in light of their own journey with Jesus or in light of where your faith community as a whole is in relationship to Jesus? How about you? Do you seek and are you willing to follow your community's guidance and decisions for you even if you disagree with them?
4. To what degree does the place/organization where you serve value hierarchy? How does that compare with your own leadership preferences? How might you respectfully navigate a hierarchical organization if you value a lower power distance or vice versa?
5. Think of a specific culture you have encountered at a fairly deep level and answer the following questions about culture and your spirituality: 1) How does my cultural background enhance my understanding of the Scriptures? How does it hinder it? 2) What am I observing in this other culture that causes me to question God's ways? 3) What do the Christians in this culture seem to understand about I can learn from them? 4) What aspects of the faith predominant in this culture reflect something I need to learn?
6. When talking with a new acquaintance, what might that person say or do that would prompt you to view him or her as someone with whom you don't connect or belong? (e.g., Which authors or bands would the person need to reference? What political views would she or he need to espouse? How would tattoos, an effeminate voice, or extremely conservative clothes make you classify a new acquaintance?) How might you need to grow in order to allow for the possibility of connecting with people who are different from yourself?
7. Some of you might live/work in cross-cultural contexts. As you reflect on the dynamics within your team/church context: 1) What is the team's motivation for reaching into this cultural context? 2) What is

God already doing here? 3) What would it look like for this experience to be a success? A failure? 4) How do the people you are trying to reach perceive your team? How might they think your team perceives them? How does the team really perceive them?

8. What are some cross-cultural dynamics you experience that make you uncomfortable? How do you react to this discomfort? What's behind your discomfort? Why? What does it look like for you to persevere through this discomfort?

Attendance: is not optional; if you must be absent from class, inform the professor early in the day; since so much of the class is dependent upon reflection on in-class exercises, it will be impossible to complete the assignments without having been a part of the group work which is part case study discussions and in-class workshops. It is impossible to succeed in this class if you are not personally present each day. Absences will only be excused for illness (not just weariness from staying up all night for another class), emergencies (such as a breakdown of your car) or a death in the family.

Course Schedule of Topics and Readings

Classes Meet 1:00 – 2:15p.m. on Tuesdays and Thursdays

Date/Day	Topic	Corresponding Readings (Required)	In-Class Workshop or Case Study	Assignment/Student Responsibility (When in bold type, hand in during class that day)
Sept 4 (Day #1)	Introductions and Overview What is Critical Reflection?		Naming Workshop	
Sept 9 (Day #2)	Case Study (Procedure)	Moreau, Campbell & Greener Chaps 1 -3		Reading (Record completion on READING LOG)
Sept 11 (Day #3)	Worldview and Culture	Storti, pp 1 – 18	Case Study #1 Nemon's Death	1)Reading (Record on LOG) 2)Case Study #1 Nemon's Death (will do worksheet in class; no post reflection required)
Sept 16 (Day #4)		Moreau, Campbell & Greener Chaps 4,5 Storti, pp 19-35	Workshop #1 -- Status Cards	Reading (Record on Reading Log)
Sept 18 Day #5)	Guest Speaker: Rev. Ken and Melanie Driedger	Handout on REFLECTION		Read handout on REFLECTION (Record on LOG) Write up Reflection on Workshop #1 – bring to class; will be evaluated with possibility of rewrite)
Sept 23(Day #6)	Verbal Communication and Social Organization	Storti, pp 91-112		1)Reading (Record on Log) 2)Journal Entry (Reflection #1) on Status Cards Workshop (hand in Day#16) 3) Storti Essay #1 Concept-of-Self Building Block
Sept 24/25	Spiritual Emphasis Week	No Class on Sept 25		Get caught up on all the above assignments
Sept 30 (Day #7)		Moreau, Campbell & Greener Chaps 6,7	Workshop #2 -- Transcultural Emails	Reading (Record on LOG)
Oct 2 (Day #8)	Nonverbal Contexting	Moreau, Campbell & Greener, Chaps 8,9	Case Study #2 West African Church	1)Reading (Record on Log) 2)Journal Entry (Reflection #2) on Transcultural Email workshop (hand in Day#15) 2)Read West African Church Case Study #2 (p. 139) 3) Case Study #2 Worksheet due at beginning of class
Oct 7 (Day #9)		Storti, pp. 113-126	Mini Case Studies – No worksheet needed	1)Reading (Record on Log) 2)Case Study #2 Worksheet and Reflection
Oct 9 (Day #10)	Time	Moreau, Campbell & Greener Chapter 10 Storti, pp. 53 – 67		1)Reading (Record on Log) 2)Begin working on Storti Essay #2
Oct 14 (Day #11)			Workshop #3 -- Lump Sum	Storti Essay #2 Concept of Time Building Block
Oct 16 (Day #12)	Defining the Self and Relations to Others	Moreau, Campbell & Greener Chaps. 11,12	Case Study #2 The Authority Dilemma	1)Reading (Record on Log) 2)Journal Entry (Reflection #3) on Lump Sum Workshop (Hand in on Day #15) 3)Read The Authority Dilemma Case Study #3 (p. 176) 4)Case Study #3 Worksheet due at beginning of class

Oct 21 (Day #13)		Review Storti pp. 19-34 Read & complete Storti pp. 36-52		1)Reading (Record on Log) 2) Case Study #3 Worksheet and Reflection due
Oct 23 (Day #14)	Social Power, Honor and Social Justice	Storti pp. 66-86		1)Reading (Record on Log) 2) Storti Essay #3 Personal and Societal Responsibility Building Block
Oct 28 (Day #15)		Moreau, Campbell & Greener Chapter 14		1)Reading (Record on Log) 2) Storti Essay #4 Locus-of-Control Building Block
Oct 30 (Day #16)	Gender	Moreau, Campbell & Greener Chapter 13	In-Class Gender Exercises Complete Brain Sex BBC Quiz	1)Reading (Record on Log) 2)Complete Brain Sex BBC Quiz 3) Submit Storti book, Reading Log & Journal (Reflections #1, #2 & #3 on three Workshops) for evaluation
Nov 4 (Day #17)		Livermore Chapter 1 and 2	The American Professor Case Study – no worksheet needed	1)Reading (Record on Log) 2) Get caught up on any assignments not handed in
Nov 6 (Day #18)	Cultural Intelligence Theory	Livermore pp 35-38		1)Reading (Record on Log) 2) Complete the Self-Assessment of CQ (p 35-38) 3) Journal Entry (Reflection #4) – Choose a Livermore Prompt (To be handed in on Dec 6)
Nov 13 (Day #19)	Understanding CQ Drive	Moreau, Campbell & Greener Chaps 15,16 Livermore Chapter 3	Case Study #4 Onions and Wives	1)Reading (Record on Log) 2) Case Study #4 Worksheet due at beginning of class
Nov 18 (Day #20)	Understanding CQ Knowledge	Livermore Chapter 4	Workshop #4 -- Where Do You Draw the Line?	1)Reading (Record on Log) 2) Case Study #4 Worksheet and Reflection due
Nov 20 (Day #21)	Understanding CQ Strategy	Livermore Chapter 5		1)Reading (Record on Log) 2)Journal Entry (Reflection #5) – on Where Do You Draw the Line Workshop (Hand in Dec 6)
Nov 25 (Day #22)	Cross-Cultural Teaching & Learning; Evangelism & Discipleship	Moreau, Campbell & Greener, Chaps 19, 20, 21 (Reading of these chapters may be done in a skimming manner)		1)Reading (Record on Log) 2)Journal Entry (Reflection #6) – Choose another Livermore Prompt (Hand in Dec 6)
Nov 27 (Day #23)	Understanding CQ Action	Livermore Chapter 6		1)Reading (Record on Log) 2)Journal Entry (Reflection #7) – Choose another Livermore Prompt (Hand in Dec 6)
Dec 2 (Day #24)	Behavioral Adapting; Relationships; Conflict; Teamwork	Moreau, Campbell & Greener, Chapters 17, 23 (may be done in a skimming manner; know what is in them)	Affirmations; The Hiring Decision Case Study (No worksheet or reflection required)	1)Reading (Record on Log)
Dec 4 (Day #25)				1)Journal Entry (Reflection #8 -- Choose another Livermore Prompt (Hand in Dec 6)
Dec 6 (Day #26)	Last Day of Class Review Hand out Final Exam/Discuss			1) Hand in Journal Reflections #4,#5,#6,#7 & #8 2)Work on Final Exam (Integrative Essay) – due December 15 3) Final Reading Log turned in

Grade Summary

The available letters for course grades are as follows:

Letter Grade	Description
A+ (96-100)	Excellent
A (91-95)	
A- (86-90)	
B+ (82-85)	Good
B (75-81)	
B- (72-74)	
C+ (68-71)	Satisfactory
C (63-67)	
C- (60-62)	
D+ (56-59)	Minimal Pass
D (50-55)	
F (0-49)	Failure

Academic Notices and Policies:

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, it is highly recommended that they forward all messages from the Ambrose account to the other account.

During the **Registration Revision Period** students may to 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. These courses will not appear on the student's transcript. 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 by the **Withdrawal Deadline**, please consult the List of Important Dates. Withdrawal from courses after the Registration Revision period will not be eligible for tuition refund. A grade of "W" will appear on the student's 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.

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) 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 engage in electronically-enabled activities unrelated to

the class during a class session. Please turn off all cell phones and other electronic devices during class. Laptops should be used for class-related purposes only. Please 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.** 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. **If this policy is abused, the professor may request that all electronic devices will be checked at the door before each class.**

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, 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.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 Office of the Registrar in writing 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 to review final grades. 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 College 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 give credit 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.

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

Appendix #1 – Rubric for Class Participation

The following rubric sets out the criteria upon which you will be evaluated:
A guide to grading your class participation (worth 10%)

A+ (10 points)	A (9 points)	B (8 Points)	C (6 points)	D (4 points)	F (0 points)
Actively supports, engages and listens to peers (ongoing)	Actively supports, engages and listens to peers (ongoing)	Makes a sincere effort to interact with peers (ongoing)	Limited interaction with peers	Virtually no interaction with peers	No interaction with peers
Arrives fully prepared at every session; obvious that pre-class readings were done and engaged	Arrives fully prepared at almost every session	Arrives mostly, if not fully, prepared (ongoing)	Preparation, and therefore level of participation, are both inconsistent	Rarely prepared	Never prepared
Plays an active role in discussions (ongoing)	Plays an active role in discussions (ongoing)	Participates constructively in discussions (ongoing)	When prepared, participates constructively in discussions and	Rarely participates	Never participates
Comments advance the level and depth of the dialogue (consistently)	Comments occasionally advance the level and depth of the dialogue.	Makes relevant comments based on the assigned material (ongoing)	makes relevant comments based on assigned material	Comments are generally vague or drawn from outside the assigned material	Never contributes (voluntary) comments to the discussion
Group dynamic and level of discussion are consistently better because of the student's presence	Group dynamic and level of discussion are often better because of the student's presence.	Group dynamic and level of discussion are not affected by the student's presence.	Group dynamic and level of discussion are not affected by the student's presence	Group dynamic and level of discussion are harmed by the student's presence.	Group dynamic and level of discussion are significantly harmed by the student's presence.

Appendix #2 – Reading Log (ICS 205)

Name _____

DATE		# of pages	% read on time	% read late
Sept 4				
Sept 9	Moreau, Campbell & Greener Chaps 1 -3			
Sept 11	Storti, pp 1 – 18			
Sept 16	Moreau, Campbell & Greener Chaps 4,5; Storti, pp 19-35			
Sept 18	Handout on Reflection			
Sept 23	Storti pp 91 - 112			
Sept 25 No Class	Sept 24/25 -- Spiritual Emphasis Week			
Sept 30	Moreau, Campbell & Greener, Chaps 6,7			
Oct 2	Moreau, Campbell & Greener, Chaps 8,9			
Oct 7	Storti, pp. 113-126			
Oct 9	Moreau, Campbell & Greener Chapter 10; Storti, pp. 53 – 67			
Oct 14	No reading			
Oct 16	Moreau, Campbell & Greener Chaps. 11,12			
Oct 21	Review Storti pp. 19-34 Read & complete Storti pp. 36-52			
Oct 23	Storti pp. 66-86			
Oct 28	Moreau, Campbell & Greener Chapter 14			
Oct 30	Moreau, Campbell & Greener Chapter 13			
	Reading Log submitted October 30			
Nov 4	Livermore, Chaps 1,2			
Nov 6	Livermore p. 35-38 complete Self-Assessment			
	No Class November 11			
Nov 13	Moreau, Campbell & Greener Chaps 15,16, Livermore Chapter 3			
Nov 18	Livermore Chapter 4			
Nov 20	Livermore Chapter 5			
Nov 25	Moreau, Campbell & Greener, Chaps 19, 20, 21 (Reading of the above may be done in a skimming manner, so you know what's in them)			
Nov 27	Livermore Chapter 6			
Dec 2	Moreau, Campbell & Greener, Chapters 17, 23 (may be done in a skimming manner; so you know what's in them)			
Dec 4	Get caught up on all reading & assignments			
Dec 6	Final Reading Log Submitted			

Reflective writing: a basic introduction

An increasing number of courses require students to write reflectively. Reflective writing may be an occasional requirement or it may be a core feature of most or all assignments. There are many different models of reflection and it is **vital that you follow any guidelines offered on your course.**

The aim of this handout is to model some basic ideas about reflective writing. We are not suggesting that this is the only way to approach it!

What is reflective writing?

Reflective *writing* is evidence of reflective *thinking*. In an academic context, reflective thinking usually involves:

- 1 Looking back at something (often an event, i.e. something that happened, but it could also be an idea or object).
- 2 Analysing the event or idea (thinking in depth and from different perspectives, and trying to explain, often with reference to a model or theory from your subject).
- 3 Thinking carefully about what the event or idea means for you and your ongoing progress as a learner and/or practising professional.

Reflective writing is thus **more personal** than other kinds of academic writing. We all think reflectively in everyday life, of course, but perhaps not to the same depth as that expected in good reflective writing at university level.

Example of basic reflective writing

Specific tasks were shared out amongst members of my team. Initially, however, the tasks were not seen as equally difficult by all team members. Cooperation between group members was at risk because of this perception of unfairness. Social interdependence theory recognises a type of group interaction called 'positive interdependence', meaning cooperation (Johnson & Johnson, 1993, cited by Maughan & Webb, 2001), and many studies have demonstrated that "cooperative learning experiences encourage higher achievement" (Maughan & Webb, 2001). Ultimately, our group achieved a successful outcome, but to improve the process, we perhaps needed a chairperson to help encourage cooperation when tasks were being shared out. In future group work, on the course and at work, I would probably suggest this.

Reference

Maughan, C., & Webb, J. (2001). *Small group learning and assessment*. Retrieved August 01, 2007, from the Higher Education Academy website:
www.ukcle.ac.uk/resources/temp/assessment.html

A possible structure for reflective writing

Reflective *thinking* – especially if done in discussion with others – can be very ‘free’ and unstructured and still be very useful. Even reflective *writing* can be unstructured, for example when it is done in a personal diary. **In assignments that require reflective writing, however, tutors normally expect to see carefully-structured writing.**

The example of basic reflective writing on the previous page can be broken down into three parts: description, interpretation and outcome.

1 Description (keep this bit short!)

What happened? What is being examined?	<i>Specific tasks were shared out amongst members of my team. Initially, however, the tasks were not seen as equally difficult by all team members.</i>
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2 Interpretation

What is most important / interesting / useful / relevant about the object, event or idea? How can it be explained e.g. with theory? How is it similar to and different from others?	<i>Cooperation between group members was at risk because of this perception of unfairness. Social interdependence theory recognises a type of group interaction called ‘positive interdependence’, meaning cooperation (Johnson & Johnson, 1993, cited by Maughan & Webb, 2001), and many studies have demonstrated that “cooperative learning experiences encourage higher achievement” (Maughan & Webb, 2001).</i>
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3 Outcome

What have I learned from this? What does this mean for my future?	<i>Ultimately, our group achieved a successful outcome, but to improve our achievement, we perhaps needed a chairperson to help encourage cooperation when tasks were being shared out. In future group work (on the course and at work), I would probably suggest this.</i>
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This is just one way of structuring reflective writing. **There are others** and you may be required to follow a particular model. Whichever approach to reflection you use, however, try to bear in mind the following four key points (all of which were made by course tutors who set and mark reflective work):

- Reflection is an **exploration and an explanation of events** – not just a description of them.
- Genuinely reflective writing often involves ‘revealing’ **anxieties, errors and weaknesses, as well as strengths and successes**. This is fine (in fact it’s often essential!), as long as you show some understanding of possible causes, and explain how you plan to improve.
- It is normally necessary to **select just the most significant parts** of the event or idea on which you’re reflecting. (The next page has some suggestions on how to do this in your writing.) If you try to ‘tell the whole story’ you’re likely to use up your words on description rather than interpretation.
- It is often useful to ‘**reflect forward**’ to the future as well as ‘reflecting back’ on the past.

Vocabulary aid

The following are **just a few** suggestions for words and phrases that might be useful in reflective writing. Using any of these words and phrases will not in itself make you a good reflective writer, of course! The vocabulary aid is structured according to the three-part analysis that is modelled on the previous page of this handout.

1 Description (the short bit!)

We are not suggesting specific vocabulary for any descriptive elements of your reflective writing, because the range of possible events, ideas or objects on which you might be required to reflect is so great.

Do remember, though, that if describing an idea, for example a theory or model, it is usually best to use the *present* tense e.g. 'Social interdependence theory recognises...' (not 'recognised').

Events, of course, are nearly always described using the *past* tense.

2 Interpretation (probably the most important bit)

For me, the [most]	{ meaningful significant important relevant useful }	{ aspect(s) element(s) experience(s) issue(s) idea(s) }	was (were)...
		learning	{ arose from... happened when... resulted from... }
<hr/>			
Previously, At the time, At first Initially, Subsequently, Later, }	}	{ thought (did not think)... felt (did not feel)... knew (did not know)... noticed (did not notice)... questioned (did not question)... realised (did not realise)... }	
<hr/>			
[Alternatively,] [Equally,]	This	{ might be is perhaps could be is probably }	{ because of... due to... explained by... related to... }
<hr/>			
This	{ is similar to... is unlike... }		because...
<hr/>			
[Un]Like...	this	{ reveals... demonstrates... }	

3 Outcome

Having	{	read... experienced... applied... discussed... analysed... learned...	}	I now	{	feel... think... realise... wonder... question... know...	}
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}	[Additionally,] [Furthermore,] [Most importantly,]	}	I have learned that...
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I have	}	significantly slightly	}	{ developed { improved	}	my skills in... my understanding of... my knowledge of... my ability to...
However, I have not	}	[sufficiently]	}			

This means that...
 This makes me feel...

This knowledge This understanding This skill	}	is could be will be	}	essential important useful	}	{ to me as a learner [because...] { to me as a practitioner [because...]
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Because I	}	did not... have not yet... am not yet certain about... am not yet confident about... do not yet know... do not yet understand...	}	I will now need to...
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As a next step, I need to...