



AMBROSE
UNIVERSITY COLLEGE

FACULTY OF
THEOLOGY

ICS 205 Intercultural Communication (3)
Winter 2013
Instructor: Miriam L. Charter (PhD)

Class Times: Tuesdays and Thursdays, 4:00p.m. – 5:15p.m. **Class Location:** A 2133

Contacting the Instructor: **Office:** # L 2049, **Phone:** 403-410-2000 ex 6930,

Email Address: mcharter@ambrose.edu

Office Hours: Wednesday mornings 9:30 to noon (other times as arranged by phone or email).

Course Description:¹

This course explores issues related to the intercultural communication process. It examines the important role of social, cultural, and historical context in human interactions

Student Learning Objectives:

By the end of this course, students should be able to:

1. Describe and analyze historical and cultural elements which influence relations of peoples in their contemporary dimensions.
2. Demonstrate knowledge of cultural, social, religious and linguistic differences.
3. Analyze specific intercultural communication problems, illustrating the historical, cultural, economic, and political differences that affect their solution.
4. Understand the role of a world citizen and the responsibility world citizens share for their common global future.
5. Become more willing, self-reflective, flexible, and open communicators in intercultural communication interactions.
6. Think as a Christian in contexts where cultural difference may impact the understanding of the message we attempt to convey.

Textbook:

Jandt, F. E. *An introduction to intercultural communication: Identities in a global community* (7th ed.). Thousands Oaks, CA: SAGE Publications. 2011

¹ **Course Description as stated in *Ambrose Academic Calendar 2012-2013*** -- 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.

Course Format

This course consists of lectures, class discussions, group activities, and presentations. Students may be asked to write brief reaction papers, give group reports, or complete quiz questions that they will submit for in-class assignment points. A total of 120 points for quizzes and class activities is possible during the semester/quarter. Students who have excused absences for a class in which quiz or in-class assignment points were available are responsible for meeting with the instructor to find out how they can make up the points they missed. The lectures are designed to promote dialogue on issues addressed in text chapters and to provide additional information beyond what is included in the text.

Course Requirements

1. Text: Every class member is expected to complete all assigned readings for the assigned day and to demonstrate having done so by participating in discussions of the chapters. Your reading will be enhanced by perusing the Student Resources website for the text at: <http://www.sagepub.com/jandt7e/> . Click on “North America” and then “Student Study Site” to access some excellent resources that will assist you in reading, digesting the chapter and studying for probable quizzes.

2. Participation in class discussion: Intercultural communication concepts are intellectually and emotionally stimulating and thought-provoking as well as controversial. You are expected to have opinions related to the topics you read about in the textbook and which we discuss in class. You are encouraged to share your ideas and opinions and to engage in respectful exchanges with others in the class. Each student's participation in class discussions and other activities is essential for her/his learning of the course materials. Earnest efforts toward this end are expected and valued.

3. Exams: Exams are designed for you to demonstrate basic understanding and application of selected concepts and terminology introduced in the text and lecture. The two exams (midterm and final) will consist of definitions, short answers and essay questions, etc. Study guides will be posted on Moodle in advance.

4. Assignments: Assignments have due dates. All work is outlined in this syllabus. You will also get detailed descriptions of all assignments later. You will know the major assignments well in advance—you should have plenty of time to complete them in a well-constructed and proof-read form. All written work should be typed, double-spaced, printed and stapled with a title page on top (which clearly follows the Ambrose Style Guide posted below and includes your name), and handed in at the beginning of the class when they are due. The course requirements are listed below:

- a. **In-class assignments and short quizzes:** In-class assignments or short quizzes will vary depending on the course material covered. They may be either group or individual work. In-class assignments help you understand the course contents whereas short quizzes test your understanding of the course materials, usually at the end of the class.

Each in-class assignment or short quiz carries 20 points. You may NOT make up for the missed quizzes or in-class assignments when absence is deemed “unexcused.” Two of eight will be thrown out at the end of the semester.

- b. **Bibliographic Research:** This assignment gives you an opportunity to explore what is being researched in the field of intercultural communication as relates specifically to the topic you have chosen for your Final Project. It is the preliminary library research done as you begin to examine intercultural communication from the perspective of one of the “cultures of interest” in your Service Learning context.
- c. **Discussion leader:** You will be assigned to lead four or five of your classmates in **one** designated class discussion. For each discussion, an article or two articles will be given to you to read prior to the class so that you are prepared to lead the discussion. Instructions on how to prepare will be given in class. Grades and comments will be sent to you through email within two days after you’ve completed all the requirements for the assignment.
- d. **Service Learning Project (term project):** You are to engage in a minimum of 10 hours of service in the community, in which you work directly with people from a cultural background different from your own. The objectives of this project include providing authentic service to meet a community need, applying the principles of intercultural communication to your interactions with people of another cultural background, reflecting on your knowledge of and skills in working with people of another cultural background, and articulating the benefits and challenges of service learning and civic engagement. **Specific guidelines for reporting on the Service Learning Project will be provided to the class and discussed on Day #2 or #3 of the semester (Appendix #2)**

Summary of Course Grading:

Course Work	Number of points	Percentage of grade	Due date
In-class assignments and quizzes	8 in total; 2 discarded; 6x20 = 120 points	20%	Throughout the semester; during class time
Bibliographic Research	100 points	15%	February 28, 2013
Exams	Midterm = 70 points Final Exam= 100 points	10% 15%	February 14, 2013 April 12, 2013
Discussion Leader	70 points	10%	Throughout the semester; assignment two weeks ahead
Service Learning Project	Part 1 Part 2 (25 x4) = 100 points Part 3= 100 points 200 points	30%	Approval of Plan – Feb 5 Submission of Consent Form – Feb 8 Bibliography Research – Feb 28 Log of hours – Mar 15 Final Project –April 5
Total	660 points	100%	

Attendance, Punctuality and Participation

Attendance: You will not succeed in the class unless you are faithful in attendance.

Quizzes and in-class assignments will not only ascertain student diligence in completion of readings but will also be one form of taking attendance. Only quizzes missed due to excused absences (i.e., making arrangements before class) can be made up. Quizzes missed with an unexcused absence will received 0% (0/20) and cannot be made up. The 6 highest quiz scores will be used to calculate the grade for the course. Quizzes will cover the reading done for that class and the lecture material of the class period on the day immediately preceding.

Punctuality to class: Class begins at 4:00p.m. To ensure punctuality, occasionally the quiz will be given at 4:00p.m.. All quizzes will be (fairly) timed. A student arriving late will turn in the quiz with all the others. Lateness to class (after 4:00p.m.) is not acceptable.

Active Participation: Active participation means it will be obvious to the professor that you are engaging with the course material, that you are bringing insights from the textbook into the classroom discussion, that you are trying to link course knowledge with everyday life. Active participation is judged as thoughtful input to the class. Active participation is ensuring on time presence in the classroom. At the end of the semester when I am filling out the grades, if I know your name and you've left an impression on me of an engaged student, it will make my evaluation of your work a much more "personal" process as I reflect on personal observations of growth in academic pursuit.

Grading

The available letters for course grades are as follows:

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

Academic Notices and Policies:

Please note that final grades will be available only on your student portal. Printed grade sheets are no longer mailed out.

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.

Important Dates:

The last day to enter a course without permission and/or voluntary withdrawal from a course without financial penalty (**drop**) is **Sunday, January 20, 2013**. These courses will not appear on the student's transcript.

Students may change the designation of any class from credit to audit, or drop out of the "audit" up to the "drop" date indicated above. After that date, the original status remains and the student is responsible for the related fees (tuition). Please note that this was a **new policy**, beginning in the 2010-2011 academic year.

Withdrawal from courses after the Registration Revision period will not be eligible for tuition refund. The last day to voluntarily withdraw from a course without academic penalty (**withdraw**) is Friday, **March 22, 2012**. 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.

It is the responsibility of all students to become familiar with and adhere to academic politics as stated in the Student Handbook and Academic Calendar. Personal information, that is, information about an individual that may be used to identify the individual, may be collected as a requirement as part of taking this class. Any information collected will only be used and disclosed for the purposes for which the collection was intended. For further information contact the Privacy Compliance Officer at privacy@ambrose.edu.

Electronic Etiquette

You are expected to treat your 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.

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 appropriate deadline (as listed in the Academic Calendar <http://www.ambrose.edu/publications/academiccalendar>). Course extensions are only granted for serious issues that arise “due to circumstances beyond the student’s control.”

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 may 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 and become part of the student’s permanent record.

Students are advised to retain this syllabus and all Appendices for their records.

Appendix #1 Reading Log for ICS 205 Intercultural Communication

On the left mark what Percentage you have read of each of these readings and the Date Read.	Dates 2013	READINGS
	Day #1 – Jan 10	No readings
Percentage read Carefully: Date Read:	Day #2 – Jan 15	Chapter 1 (pages 4 -33) Defining Culture & Identities
Percentage read Carefully: Date Read:	Day #3 – Jan 17	Chapter 2 (pages 34-56) Understanding Face-to-Face and Mediated Communication
Percentage read Carefully: Date Read:	Day #4 – Jan 22	Chapter 3 (pages 58-76) Culture’s Influence on Perception
Percentage read Carefully: Date Read:	Day #5 – Jan 24	Chapter 4 (Pages 77 -105) Barriers to Intercultural Communication
Percentage read Carefully: Date Read:	Day #6 – Jan 29	Chapter 5 (Pages 106 – 130) Nonverbal Communication
Community Day/Program Day	Jan 31, 2013	No Classes -- GET CAUGHT UP WITH ALL READING
Percentage read Carefully: Date Read:	Day #7 – Feb 5	Chapter 6 – (Pages 132-163) Language as a Barrier
Percentage read Carefully: Date Read:	Day #8 – Feb 7	Chapter 7 (Pages 168-194) Dimensions of Culture
	Day #9 – Feb 12	Get caught up on readings and prepare for midterm exam
	Day #10 – Feb 14	Midterm Exam
Winter Break	Feb 19-23, 2013	No Classes
Percentage read Carefully: Date Read:	Day #11 – Feb 26	Chapter 8 (Pages 196-223) Dominant U.S. Cultural Patterns: Using Value Orientation Theory
Percentage read Carefully: Date Read:	Day #12 – Feb 28	Chapter 9 (Pages 224-247) Comparative Cultural Patterns: Arab Culture
Percentage read Carefully: Date Read:	Day #13 – Mar 5	Chapter 10 (Pages 248 – 277) Culture and Gender
Percentage read Carefully: Date Read:	Day #14 – Mar 7	Chapter 11 (Pages 278 – 303) Contact Between Culture
Percentage read Carefully: Date Read:	Day #15 – Mar 12	Chapter 12 (Pages 308-335) Immigration and Acculturation
Percentage read Carefully: Date Read:	Day #16 – Mar 14	Chapter 13 (Pages 336-364) Cultures Within Cultures
Percentage read Carefully: Date Read:	Day #17 – Mar 19	Chapter 14 (Pages 366 – 289) Identity and Subgroups
	Day #18 – Mar 21	
	Day #19 – Mar 26	
	Day #20 – Mar 28	
Good Friday	Mar 29	No Classes
	Day #21 – Apr 2	Guest Lecturer

	Day #22 – Apr 4	Guest Lecturer
	Day #23 – Apr 9	
Final Exam	April 12, 9:00a.m.	Final Exam in A 2210

Appendix #2
SERVICE LEARNING PROJECT

General description of the Service Learning Project²:

You are to engage in a minimum of 10 hours of service in the community, in which you work directly with someone (or several) from a cultural background different from your own. The objectives of this project include providing authentic service to meet a community need, applying the principles of intercultural communication to your interactions with people of another cultural background, reflecting on your knowledge of and skills in working with people of another cultural background, and articulating the benefits and challenges of service learning and civic engagement. **Specific guidelines for reporting on the Service Learning Project will be provided to the class on the first class day of the semester.**

Some suggestions as to where to look for a place to fulfill this project:

- a. Pastor Patricia (Patty) Love – heads up the Bridges Ministry at Foothills Alliance Church; Phone: 403-374-1745/403-986-1146 (cell) Email: patricia@foothillsalliance.com (See attached poster)
 - i. Community Nights (Sports and Games with Neighbourhood Immigrants (4 hours a month)
 1. Twice a month; Friday evenings, 7:00 – 9:00p.m. at Foothills Alliance Church
 2. Gym, Lobby and other rooms for various games and clubs
 3. Dates: Jan 11 & 18, Feb 1 & 8, Mar 1 (tentative) & 15, April 5, 12 & 19
 - ii. Monthly socials with 50 -100 Immigrants in the Foothills Intercultural Ministries Programming:
 1. Sunday Afternoon Jan 20 (12:00 – 3:30p.m.) Hockey Demonstration (We could really use some help with this Hockey Demo!)
 2. Sunday afternoon Feb 3 (12:00 – 4:00p.m.) Progressive Lunch (We could use some help with car pooling and visiting during the lunch)
 3. Sunday afternoon Mar 24 (12:00 – 4:00p.m.) Easter party – Pancake Lunch and Easter Egg Hunt (We could use some help planning and serving)
 4. Friday evening April 26 (5:00 – 8:00p.m.) Supper and Line-Dancing (We could use some help with car-pooling and visiting during the evening)
- b. Bethany Matchullis, Assistant Coordinator Community Connections for Newcomers at CCIS (Calgary Catholic Immigration Society, sponsored by Citizen and Immigration Canada) – is always looking for volunteers. Call: 403-515-5869 or email to ccn2@ccis-calgary.ab.ca. CCIS is located at 1111-11 Ave S.W., Calgary ; website is www.ccis-

² Service-learning has been defined as a “course-based, credit-bearing educational experience that allows students to: participate in an organized service activity that meets identified community needs and reflect on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of civic responsibility.” (Bringle & Hatcher, 1995)

calgary.ab.ca. Bethany put out several options, one, below that you might be interested in:

- i. She is hoping to put together a “homework” club for the CCIS LINC (Language Instruction for Newcomers) students. Students would need to go to their office at 11th St & 11 Ave in downtown once or twice a week from 3:00 – 4:00p.m. Bethany could connect you with a student in need of English practice. She will have students at all English levels who want additional one-on-one practice. Volunteers would have to go through a quick (informal) interview as well as an orientation (regarding cross-cultural awareness etc.) Bethany would be available to supervise and give guidance as to how you can **help**.
 - ii. She has another longer-term term volunteer position which might fulfill these 10 hours but require more than 10 hours – so it might better be considered as a “field-ed” option -- becoming connected with a newcomer individual or family, meet them at their home and help them with their general resettlement process. Their shortest connections have to be 3 months long, with about 2 – 4 hours a week in commitment. Perhaps this is too heavy for the ICS 205 assignment but should be kept in mind for Field Ed requirements.
- c. Bethany Matchullis’ colleague, Jill Kerby is an Ambrose grad, runs the SOT program (Survivors of Torture). She has a weekly time doing crafts with these women. Contact Jill through Bethany at 403-515-5869
 - d. Harvey Matchullis – Director, Center for Mission, heads up a local ministry with the Western Canadian District of the C&MA -- Phone: 403-970-4148; Email: coming2canada@gmail.com. He doesn’t have a local ministry himself, but is well connected and may be able to help you find a good agency.
 - e. Center for Newcomers at 1010, 999 – 36 Street NE Calgary is often seeking for volunteers on their website; phone at 403-569-3325; email: newcomer@centrefornewcomers.ca. Mary Paugh Cummins may be a good contact, often looking for conversation partners in her LINC 3 class (level varies from semester to semester.)
<http://www.centrefornewcomers.ca/index.shtml>.
 - f. Salvation Army – “Gatekeeper” is Margaret Blackburn, who is in charge of volunteers. Students would have to fill in an application and get a police check. Contact Margaret at margaret.blackburn@salvationarmycalgary.org. Salvation Army has a lot of intercultural ministry happening. There is a church-based ESL program at their temple on Elbow Drive and an English/cultural program at their centre which used to be at the children’s village on 17th Ave SW. They are also developing programs downtown.
 - g. Centre Street Church has a new center for newcomers in the North East. Contact Lois Derksen, the pastor in charge of local outreach (lois.derksen@cschurch.ca). She could probably steer you in the right direction.

- h. First Baptist Church -- Dean (a recent grad of Ambrose) can be contacted at: dhaugan@firstbaptistcalgary.net. Jerry Wang is in charge of the international ministries at First Baptist and can be contacted at: jwang@firstbaptistcalgary.net. First Baptist run English, Spanish, and Ethiopian services on Sunday and offer English classes
- i. Southwood United Church has about 19 people in their community-based, conversation club. Sharon Groeneveld (sagroeneveld@shaw.ca) is the contact person.
- j. Lighthouse Church. Frank Amantea (frank@calgarylighthouse.com) may be a contact.
- k. dhansen@rockpointe.ca – Dennis Hansen leads a ministry out of Rockpointe (Alliance) Church in the inner core of Calgary. Its focus is on newcomers to Canada.

Guidelines for the Service Learning Project:

1. **Approval of your plan** for the Service Learning Project must be obtained from the Professor by February 5th at the latest. You will be well-advised to do so earlier. Complete and submit page 5 of this Appendix for professor's signature.
2. **Time frame for interactions:** The 10 hours (minimum required) must be spread over at least 4 weeks and must be completed no later than March 15th. You will be well-advised to complete this part of your assignment early in the semester.
3. **The location** must clearly be described as a multicultural context; it must provide the student access to interactions with people from at least three different cultures; it must allow for service that meets a need in the community.
4. **A log of hours invested** in the project (dates and times) will be submitted with the final project. This Log is Part 1 of the Final Project. Submit Page 6 of this Appendix.
5. **Reflection after at least 4 of your visits** to the site where service learning occurs will be recorded in the form of a two-page reflection. These reflections will be Part 2 of the Final Project (see below)
6. **Reporting on the Service Learning Project** -- Guidelines for written submissions for the Service Learning Project are included below.

Reporting on the Service Learning Project:

Reporting, as outlined below, will constitute the FINAL PAPER for the Service Learning Project and will consist of THREE PARTS:

Part 1: A log of the hours invested in the project (see page 6 of this Appendix)

Part 2: Four reflections, one written after at least 4 of your visits to the site where the service learning occurs will be recorded in the form of a two-page reflection (each time). Each of the four reflections will consist of reflections from two different perspectives:

- a. **Personal reflections:** What did you learn about how you function in a context of cross-cultural communication; a list of reflective questions will be provided in class.
- b. **Cultural reflections:** Seek, over the weeks, to interact with people from at least three (different) cultures other than your own and reflect what you learned from those actual interactions. What did you observe/experience about how someone from another

culture communicates that is the same as/different from your culture? What did you observe about the cross-cultural communication process with someone of another culture? As a means of reflection, integrate these observations with things you learned from textbook readings about cross-cultural communication, lecture materials and classroom exercises. This part of the reflection will be enhanced by the citing of 4 – 6 resources (books & articles) that shed light on what you have experienced in the field. This will require that you do some deep reflection on articles posted on the Moodle and resources found in the Library that help you understand the dynamics of your experience.

Part 3: Choose one of the three cultures you reflected on in Part 2 and write/design a well-integrated, 3 – 4 page pamphlet for Christians in your own culture, helping them to love, understand and effectively reach people from the people group you have chosen

Evaluation of the Service Learning Project will be based on the following:

1. **Submission of Parts 1, 2 and 3**
2. **Part 2 -- Depth of reflection** in Part 2, giving evidence that reflection upon experience in the field is connected to reading and lecture material.
3. **Part 3 -- Creativity** of Part 3 – the final document should be attractive, artistic, and beautifully designed
4. **Content** of Part 3 – should be rooted in your experience and your research, providing Christians of your culture with wisdom for communicating the Message of God’s love effectively. It must have a specific focus on **one culture**

Intentions for SERVICE LEARNING PROJECT

Information about Site at which Service Learning Project will be Done

Must be submitted to Dr. Charter by February 5th, 2012

I, _____ have chosen to do my Service Learning Project at the following place: _____

Complete the following:

1. At what location will the Service Learning occur? _____

2. With whom will you be engaged for these 10 hours? _____

3. What will your task(s) be during these hours? _____

4. In what ways is this a “service to the community?” _____

5. To whom will you be answerable for these hours invested in the community?

The person with whom I have made these arrangements is

_____ (name of “Gatekeeper”)

Contact information of the Gatekeeper: phone: _____

Email: _____

Signed _____ (Student) _____ (Date)

Approved _____ (Dr. Charter) _____ (Date)

Print this page and give it to the Professor by February 5th

LOG of Hours for SERVICE LEARNING PROJECT

List below the Dates and Hours spent at the site chosen for the Service Learning Project

Date	Number of Hours