



ICS 205 Intercultural Communication
Winter 2014
(3 Credits)
Instructor: Miriam L. Charter (PhD)

Class Times: Wednesdays and Fridays, 11:15a.m. – 12:30 P.M.

Class Location: L 2100

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

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Office Hours: Wednesday, mornings 9:30 to 11:00a.m. and Thursday afternoons 2:00 to 3:30p.m. (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, participants will:

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 cross cultures or working in a multicultural/multinational context
6. Be able to analyze specific intercultural communication problems, illustrating the historical, cultural, 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.

¹ Course Description as stated in *Ambrose Academic Calendar 2013-2014* -- 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.

Textbook (Required; Livermore and Storti should be purchased):

Livermore, David. 2009. *Cultural Intelligence: Improving your CQ to Engage Our Multicultural World*. (Grand Rapids, MI: Baker Academic)

Storti, Craig. 1999. *Figuring Foreigners Out: A Practical Guide*. (Boston, MA: Intercultural Press.)

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. (Pre-publication; not available for purchase). *Introducing Intercultural Communication*. Grand Rapids, MI: Baker Books. (a few assigned chapters from this book will be posted on the Moodle with permission from the authors).

Recommended Reading:

Earley, P.C. & S. Ang (2003). *Cultural Intelligence: Individual Interactions Across Cultures*. (Stanford, CA: Stanford University Press.)

Evangelical Missions Quarterly (1 year online subscription, which give you access to all volumes of EMQ.) If you have access through Ambrose, you do not need to subscribe.

Instructional Methods: 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. PLEASE BRING YOUR BIBLE and the TEXTS FOR THE ASSIGNED READINGS for that day.

Policy on Late Assignments:

1. If your assignment is going to be late, you must notify the professor by e-mail at least 24 hours prior to the deadline.
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 death in the family.

Assignments and Expectations²:

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: Please complete all assigned readings before you come to class; 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 or journal (for students using an e-book or who don't want to write in the book) to class each day, and for review on announced dates. Reading Log: March 5, April 4 (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 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 – 6 of Syllabus
Personal Reflection Journal Entries, 8 entries	20%	40 (8 at 5 points each)	Journal entries should be completed according to the dates on class schedule

² Note: This syllabus includes three Appendices; Appendix #3 will be provided in class.

Note: check syllabus carefully. The first 4 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 last page of syllabus)			Journal entries are to follow the length suggested in the detail on p 7 & 8 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 below)
Case Study Worksheets with Reflection Each entry should be 300-500 words summarizing the most important lesson(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 corrections and the reflection entry all together.
Final Exam – Integrative Reflection Paper (Take Home)	15%	30 points	FINAL EXAM due on April 17, 2013 (See Appendix #3 – subject to revision)
Total	100%	200 points	

Instructions for Essays: *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 (monochromic vs. polychromic)
 - c. ESSAY 3: Personal versus societal responsibility (universalist vs. particularist)
 - d. ESSAY 4: Locus of control (internal vs. external)

Students Already Working in a Cross-cultural Setting

2. For each of the four building blocks, indicate the value most commonly expressed among the people you serve/served among (you can choose a particular segment). Explain your answer in 200-300 words, using examples based on observations you make or have made in your setting (not what you have read or heard from others). These examples should include how people live out their values: the choices they make, the ways they behave, the stories they tell, whether in class, in a workplace, in coffee shops or internet cafes, in your apartment/home, and so on
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 (any examples?) and
 - b. What changes/adjustments do you need to make personally and professionally to serve wisely in your chosen capacity among them?

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 below 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.)

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

Students Not Yet (or Not Currently) Working in a Cross-cultural Setting

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?

Table 1(above) 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

Case Study Worksheets and Analyses

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.**

Adapted Livermore Journal 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?

Course Schedule of Topics and Readings

ICS 205 2014

Weekly Schedule

Classes Meet 11:15a.m. – 12:30p.m. (1 ¼ hours)

Date/Day	Topic (Theme du Jour)	Corresponding Readings (Required)	In-Class Workshop or Case Study	Assignment /Student Responsibility
Jan 8, Wed Day #1	Introductions & Overview		Naming Workshop	Moreau, Campbell & Greener chapters found on Moodle
Jan 10, Fri Day #2		Moreau, Campbell & Greener Chaps 1 – 3		Moreau, Campbell & Greener chapters found on Moodle
Jan 15, Wed Day #3	Worldview and Culture	Livermore, Chaps 1,2 Storti, pages 1-18	Nemon's Death Case Study	Case Study1 – Nemon's Death (will do worksheet in class; no post-reflection required)
Jan 17, Fri Day #4		Moreau, Campbell & Greener Chaps 4,5 Storti, pp. 19-35;		
Jan 22, Wed Day #5	Verbal Communication	Storti, pp. 91-112	Status Cards Workshop	Concept-of-Self Building Block Storti Essay #1

	and Social Organization			
Jan 24, Fri Day #6		Moreau, Campbell & Greener, Chpts 6,7	Transcultural Emails Workshop	
Jan 29 Wed Day #7	Nonverbal Contexting	Moreau, Campbell & Greener, Chpts 8,9	West African Church Case Study	Read West African Church Case Study #2 and complete Worksheet and Reflection for class
January 30		School of Ministry	Retreat	No classes
Jan 31, Fri Day #8		Storti, pp. 113-126	Mini Case Studies – no worksheet needed	Worksheet and reflection for Case Study #2 due at beginning of class or before.
Feb 5, Wed Day #9	Time	Moreau, Campbell & Greener Chapter 10 Storti, pp. 53-67		
Feb 7, Fri Day #10		Storti pp. 53-67	Lump Sum Workshop	Concept of Time Building Block Storti Essay #2
Feb 12, Wed Day #11	Defining the Self and relations to others	Moreau, Campbell & Greener Chpts. 11,12	The Authority Dilemma Case Study	Read The Authority Dilemma Case Study #3 and complete Worksheet and Reflection for class
Feb 14, Fri Day #12		Review Storti pp. 19-34 and read & complete Storti pp. 36-52		Worksheet for Case Study #3 – The Authority Dilemma (worksheet and reflection due at beginning of class or before)
		February 17 – 21	Winter Modules	No classes
Feb 26, Wed Day #13	Social Power, Honor and Justice	Storti, pp. 66-86		Personal vs. Societal Responsibility Storti Essay #3
Feb 28, Fri Day #14		Moreau, Campbell & Greener, Chapt. 14		Locus-of-Control Storti Essay #4
Mar 5, Wed Day #15	Gender	Moreau, Campbell & Greener, Chpt. 13	In-Class Gender Exercises Complete Brain Sex BBC Quiz	Bring Storti book/journal for review/evaluation
Mar 7, Fri		Livermore, Chapt 3	The American	

Day #16			Professor Case Study- no worksheet needed	
Mar 12, Wed Day #17	Cultural Intelligence Theory	Moreau, Campbell & Greener, Chapt 15,16 Livermore, Chapt. 4-5	Onions and Wives Case Study	Read Onions and Wives Case Study #3 and complete Worksheet and Reflection for class. Journal Entry #1 – Choose Livermore Prompt
Mar 14, Fri Day #18	Understanding; Knowledge CQ	Livermore, Chapt. 6-8		Worksheet for Case Study #4, Onions and Wives (worksheet and reflection due at beginning of class or before)
Mar 14-16		Legacy	Youth	Conference
Mar 19, Wed Day #19	Interpretive CQ	Livermore, Chapt 9,10	Where Do You Draw the Line? Workshop	
Mar 21, Fri Day #20		Livermore, Chapt 11,12		Journal Entry #2 – Choose Livermore Prompt
Mar 26, Wed Day #21	Cross-Cultural Teaching & Learning; Evangelism & Discipleship	Moreau, Campbell & Greener, Chapt 18,19	Guest?	
Mar 28, Fri Day #22		Moreau, Campbell & Greener, Chapt 20,21	Guest?	Journal Entry 3 – Choose Livermore prompt and/or reflection on In-Class Gender Exercises (whichever is more provocative for you)
April 2, Wed Day #23	Behavioral Adapting; Relationships; Conflict; Teamwork	Livermore, Chapt 13,14 Moreau, Campbell & Greener, Chapter 17	Affirmations The Hiring Decision Case Study	
April 4, Fri Day #24		Livermore, Chapter 15 Moreau, Campbell & Greener, Chapt 22 - 24		Journal Entry 4 – Choose Livermore prompt; Begin to review case study reflections , any reflections on workshops, Storti essays and reflection journal for final essay integration
April 9, Wed Day #25	Review		Last Day of Classes	

Note: The dates and order of topics outlined in this schedule (above) may be subject to change at the instructor's discretion throughout the term. Any changes will be communicated in advance.

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 add/drop with tuition refund /or voluntary withdrawal from a course without financial penalty (**drop**) is **Sunday, January 19, 2014**. 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 21, 2014**. 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.

Last day to **request revised time for a final exam is Monday, March 3, 2014.**

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 #2 – Reading Log (ICS 205)

Name _____

DATE		# of pages	% read on time	% read late
Jan 10	M/C/G Chapters 1 -3			
Jan 15	Livermore Chapters 1,2			
	Storti pages 1- 18			
Jan 17	M/C/G Chapters 4,5			
	Storti pages 19-35			
Jan 22	Storti pages 91-112			
Jan 24	M/C/G Chapters 6,7			
Jan 29	M/C/G Chapters 8,9			
Jan 31	Storti pages 113-126			
Feb 5	M/C/G Chapter 10			
	Storti pages 53-67			
Feb 7	Review Storti pages 53-67			
Feb 12	M/C/G Chapters 11,12			
Feb 14	Review Storti pages 19-34			
	Read and complete Storti pages 36-52			
Feb 26	Storti pages 66-86			
Feb 28	M/C/G Chapter 14			
Mar 5	M/C/G chapter 13			
Mar 7	Livermore Chapter 3			
Mar 12	M/C/G Chapters 15,16			
	Livermore Chapters 4,5			
Mar 14	Livermore Chapters 6-8			
Mar 19	Livermore Chapters 9,10			
Mar 21	Livermore Chapters 11,12			
Mar 26	M/C/G Chapters 18,19			
Mar 28	M/C/G Chapters 20,21			
Apr 2	Livermore, Chapters 13,14			
	M/C/G Chapter 17			
Apr 4	M/C/G Chapters 22-24			
	Livermore Chapter 15			

Appendix #3 – Instructions for the Integrative Reflection Paper (Final Exam) to be handed out later.
