

Course ID:	Course Title:	Winter 2022	
ICS 205	Intercultural Competence	Prerequisite:	No
		Credits:	3

Class Information		Instructor Information		Important Dates	
Days:	T, Th	Instructor:	Jennifer Singh BA, MDiv, PhD	First day of classes:	Tues, Jan 11, 2022
Time:	3:15 – 4:30pm	Email:	Jennifer.Singh@ambrose.edu	Last day to add/drop, or change to audit:	Sun, Jan 23, 2022
Room:	L2084 (online in January)	Phone:	(403) 410 2000 ext. 6922	Last day to request revised exam:	Mon, Mar 7, 2022
Lab/Tutorial	No	Office:	L2079	Last day to withdraw from course:	Fri, Mar 18, 2022
		Office Hours:	By appointment	Last day to apply for coursework extension:	Mon, Mar 28, 2022
No Final Exam				Last day of classes:	Thurs, April 14, 2022

Course Description

Foundational principles and necessary skills for effective communication between people based on an understanding of culture and worldview. Attention will be given to the impact of culture shaping worldview, communication, thinking, values and verbal and non-verbal behaviour and the important role of social, cultural and historical contexts in human interactions.

Expected Learning Outcomes

By the end of this class, it is expected that students will be able to:

1. **Understand** some the theoretical frameworks, and have familiarity with some of the major scholars that inform the intercultural competency discourse.
2. **Recognize** how they reflect their own culture and the ways in which one's cultural self-perception intersects with those population groups operating on the margins of a dominant culture.
3. **Develop** appropriate skills to interact both verbally and non-verbally with populations from outside of their own culture, and to have increased their capacity to form appropriate relationships with populations from a variety of cultures.

4. **Discern** how intercultural competency is an operating principle in Christian Scripture and seek to emulate this in their interactions with a wide variety of populations moving forward.

Textbooks

Ekblad, Bob, *Reading the Bible with the Damned*, (Louisville: John Knox Press, 2005)

Lustig, Myron W., Jolene Koester and Rona Halualani, *Intercultural Competence: Interpersonal Communication Across Cultures, Eighth Edition*, (Boston: Pearson Education Inc., 2018) – online resource

*this book can be purchased for four months, either by paying for the full four months up front, or a monthly fee, and can be accessed at this website: <https://www.pearson.com/store/en-us/pearsonplus/p/9780137498796.html>

**a slightly cheaper option is to purchase the book at the following website which gives you a one-year subscription to the book: <https://www.pearson.com/store/p/intercultural-competence-interpersonal-communication-across-cultures/P100003097229/9780137498796> (click e-text for purchase)

Please bring a modern translation of the Bible to every class such as NIV, NASB, NRSV, ESV, or NKJV (no paraphrases such as the Living Bible or the Message).

Course Schedule

The following is an outline of the units that this course will cover. At the beginning of each unit, the instructor will post on the class Moodle site a detailed 'unit forecast' of the topics that will be covered, required readings, and assignments due during that unit.

Date	Unit
Tuesday January 11 – Friday February 18	<p>UNIT 1: Establishing a Firm Foundation</p> <p>This unit will seek to define some of the basic principles required for becoming an interculturally competent person through exploring various theories, concepts, and exemplars.</p>
Monday February 21 – Friday February 26	<p>READING WEEK – no classes</p>
Tuesday March 1– Thursday April 14	<p>UNIT 2: Recognizing the Need for Intercultural Competence within Relationships and Contemporary Issues</p> <p>This unit will survey some of the essential components required for intercultural effectiveness when engaging with people, organizations, and complex situations that represent unique cultures.</p>

Submission of Assignments

Unless otherwise indicated, all assignments must be handed-in on the class Moodle site. Please submit assignments in **Word format only (NO pdfs)** electronically through Moodle on or before the due date (no later than midnight on due

date). **INCLUDE your LAST NAME and FIRST NAME at the BEGINNING of the file name** – e.g.

SmithBevDayofDialogueReading1.doc

Use 12pt Times New Roman, Garamond, or Calibri. Use 1.5 spacing with standard margins, headers and footers (if required by the assignment). Please always use page numbers on the bottom right of the page. **Marking rubrics for each assignment will be posted on Moodle** in order that students are aware of how each assignment will be assessed.

Late Policy

Due dates are valuable for several reasons. Here are three reasons: 1) They allow me, the instructor, to plan my schedule to grade and return your work in a timely and thoughtful manner; 2) They mimic reality, in that most of life involves hard deadlines – student loan payments, project assignments, work schedules; 3) They create a level playing field. It is simply unfair to your classmates if they submit their work on time and you receive an extension without penalty. Therefore, only under extraordinary circumstances (i.e. a life or family crisis, a severe and prolonged illness, etc.; poor time management does not count as a life crisis) will I grant an extension. All requests for an extension must be submitted to me in writing on or before the assignment's due date. Otherwise, any submissions received later than midnight on the due date will be deemed late. Late assignments will be deducted **one letter grade per every day that the assignment is late** i.e. an A would become an A- if it was turned in one day late, a B- would become a C+ and so on. There will be assignments given in this class where late submissions will not be accepted, and those assignments will be clearly indicated in this syllabus. For these assignments, the late policy will not apply and an automatic zero on the assignment will be given.

PLEASE DO NOT ASK FOR AN EXCEPTION TO THIS POLICY

COURSE REQUIREMENTS

1. Reading Integrity Grade

DUE: Thursday April 14, 2022 (5% of final grade)

For this course, you are required to read the two books listed under the Textbooks section of this syllabus (see the top of page 2 for the titles). The main textbook is an online resource. You will be asked to self-report on the percentage of reading that you have completed on time according to the class schedule. You will submit your reading report at the end of the term, but please report each week the reading you have completed. A Reading Integrity Form can be found on Moodle and students will need to fill this out and submit on Moodle no later than Thursday April 15th. Failure to complete this document will result in an automatic zero for this portion of your grade and no late forms will be accepted.

3. Days of Reading the Bible with the Damned: Learning to Read the Bible Alongside of those on the Margins

DUE: Paper due Wednesday January 26 and Monday February 14, 2022

NO LATE SUBMISSIONS ACCEPTED FOR THIS ASSIGNMENT (15% x 2 assignments = 30% of final grade)

Reading the Bible with the Damned by Bob Ekblad has been selected as one of the course texts because of its emphasis on reading Christian Scripture alongside of non-dominant and marginalized populations in society. It is vital within the context of an intercultural competency course that students become exposed to the voices of the marginalized and the socio-cultural factors that influence their interpretation of the Bible. This assignment will expose students to a variety of marginalized voices wrestling with various portions of Christian Scripture that highlight some of the challenges, injustices, frustrations, fears, hopes and aspirations that they hold.

Each Day of Reading the Bible with the Damned will require that the student have completed the written portion of the assignment prior to the start of class (hence the due date for the written portion one day before the class), **and to be present in class on the Days of Reading the Bible with the Damned (Thurs Jan 27 and Tues Feb 15, 2021)** and to actively engage in the discussion. Because the written portion is essential to the student's participation in the Days of Reading the Bible with the Damned, **LATE WRITTEN ASSIGNMENTS WILL NOT BE ACCEPTED.** The required readings for each of the Days of Reading the Bible with the Damned can be found on Moodle. Students must complete the required readings for each Day of Reading the Bible with the Damned and a 1200-word paper that fulfils the criteria for the written portion of the assignment. Detailed instructions for the written assignment and a marking rubric are posted to the class Moodle site.

3. State of the World Group Assignment

DUE: Thursday February 10, Tuesday March 8, and Thursday March 24, 2022 (20% of final grade)

In a world where 'fake-news' has become a byword and the international media are increasingly scrutinized for the way in which they are covering world events, this assignment will give students the opportunity to report on a current, major event happening in the world. The event students choose to cover must be something happening **outside of North America (Canada and the United States of America)** i.e. a major event happening in Africa, Asia (which includes East Asia, Southeast Asia, Central Asia), the Middle East, South America, Europe, Australia/Oceania, or Antarctica. The goal of this assignment is for students to gain an appreciation for what is happening in our world, and how these topics are being covered and communicated from non-North American and non-Western perspectives; therefore, students will have to utilize **non-Canadian, non-American, and non-Western European** credible news outlets, to research their chosen topic. **Therefore, news outlets based in Western Europe (e.g. BBC, DW – German), Australia, and New Zealand do not qualify for this assignment.** Here are some examples of news outlets that do qualify:

<http://www.aljazeera.com/>

<http://www.latinamericanpost.com/>

<http://timesofindia.indiatimes.com/>

<http://english.cctv.com/>

<https://www.africannewsagency.com/>

<http://www.nation.co.ke/>

<http://www.ipost.com/>

<https://www.arabnews.com/>

<https://themoscowtimes.com/>

<http://www.thejakartapost.com/>

<http://thenationonlineng.net/>

<http://english.yonhapnews.co.kr/>

<https://english.kyodonews.net/>

<https://riotimesonline.com/>

<https://mexiconewsdaily.com/>

Students will be responsible to present a 20-minute news bulletin that provides the class with: context on the issue being covered, a summary of the major points of the event as represented by the media sources chosen, an interactive component for the class, and a written prayer that challenges and motivates Canadian Christians to intercede on behalf of the chosen issue. Students will need follow the written guidelines for the presentation that are provided on Moodle.

Students will work in groups of **2-3 people** and sign-up on the second day of class for one of the 3 presentation dates throughout the term. Each group must choose a current event being covered in the news and ***there can be no duplicate presentations i.e. if a group presents about the conflict in Kazakhstan on February 10, then no other group can cover this topic on March 8.*** Therefore, it is to your advantage to sign-up for an earlier presentation date in the term. **Each group is required to briefly meet with Professor Singh over Zoom to discuss the event they have chosen on either January 20, 24, or 25** and can sign-up as a group on a sheet that will be found on Moodle. Detailed instructions for this assignment and a marking rubric are posted to the class Moodle site.

4. Intercultural Competence Surrounding Death and Dying Assignment

DUE: Monday March 14, 2022 (25% of final grade)

Students will be required to connect with someone **outside** of the Ambrose community **and** their church community, and to have a conversation with that person regarding the practices, traditions, and rites that are associated with the dying and death of a loved one. Students are required to explore the cultural aspects surrounding death and dying and to write this paper as more of an ethnographic account, rather than theological explanation of death and dying, in a culture different to their own. The person selected **CANNOT** be an evangelical Christian or represent other streams of the Christian tradition: Catholic, Orthodox, or Protestant. The person you have a conversation with must have a different worldview to your own (therefore not even a 'cultural' Christian) and does not necessarily need to be a devout follower of another religion/worldview i.e. atheist/ agnostic, Hindu, Buddhist, Muslim, Zoroastrian, Confucian, African or Indigenous traditional beliefs. For the purposes of this assignment, it is just important to have a conversation with someone who makes sense of the world, and particularly death, outside of a Christian worldview. Through this assignment, students may discover that they share more similarities than differences, regarding death, with those who hold a different worldview.

Students will hold a minimum of one conversation with a selected person in the community, with an approved discussion guide (**students must bring this to their State of the World group appointment with Professor Singh on January 20, 25, or 25**) and then write a 1500 – 1900 word paper that answers the following thesis question: ***Based on my conversation with X, I will seek to answer the question of, if asked, how would I walk faithfully/be faithful presence to a family like X's when dealing with dying and death in their family?*** Detailed instructions for this assignment and a marking rubric are posted to the class Moodle site.

5. Take-Home Cumulative Test

DUE: Thursday March 31, 2022 (20% of final grade)

A take-home cumulative test will be distributed to students in class on **Thursday March 24, 2022** that evaluates the student's understanding of the main principles and themes that have been explored throughout the semester and tests the student's ability to critically reflect on what they have learned. Students will have one week to work on the test. Further instructions will be given by Professor Singh on the day the test is distributed in class.

Assessment Summary

Reading Integrity	5%
Reading the Bible with the Damned Paper and Discussions	30% (2 x 15%)
State of the World Group Assignment	20%
Intercultural Competency Surrounding Dying and Death	25%
Cumulative Take Home Test	20%

Grade Summary

The available letters for course grades are as follows:

Grade	Percentage Equivalents	Interpretation	Grade Points
A+	95-100	Excellent	4.00
A	90-94		4.00
A-	86-89		3.70
B+	80-85	Good	3.30
B	76-79		3.00
B-	73-75		2.70
C+	70-72	Satisfactory	2.30
C	66-69		2.00
C-	63-65		1.70
D+	60-62	Poor	1.30
D	55-59	Minimal Pass	1.0
F	50-54	Failure	0.00
P	0-49	Pass	No Grade Points

Because of the nature of the Alpha 4.00 system, there can be no uniform University-wide conversion scale. The relationship between raw scores (e.g. percentages) and the resultant letter grade will depend on the nature of the course and the instructor's assessment of the level of each class, compared to similar classes taught previously.

Please note that final grades will be available on student registration system. Printed grade sheets are not mailed out.

COVID-19

Ambrose University has institutional mandates and recommendations for our ongoing management of the COVID-19 pandemic, which can be found here: <https://ambrose.edu/covid>. As a member of this class, you are a member of a community of mutual care and responsibility, which means that we will work together to care for one another. You are required to follow all University-wide mandates related to COVID-19, and I also strongly encourage you to be vaccinated if you are able. If issues related to the pandemic interfere with your ability to participate in class, please inform me at the earliest possible time, and we will work together to develop a reasonable solution. Please be sure to attend to ongoing updates from the University, and if you require support at any point feel free to reach out to me, and be sure to get it touch with Student Academic Success.

Ambrose University Important Information:

Communication

All students have received an Ambrose e-mail account upon registration. It is the student's responsibility to check this account regularly as the Ambrose email system will be the professor's instrument for notifying students of important matters (cancelled class sessions, extensions, requested appointments, etc.) between class sessions.

Exam Scheduling

Students who find a conflict in their exam schedule must submit a Revised Examination Request form to the Registrar's Office by the deadline date; please consult the Academic Calendar. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; 2) the student has three final exams within three consecutive exam time blocks; 3) the scheduled final exam slot conflicts with an exam at another institution; 4) extenuating circumstances. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

Standards of Behaviour in the Classroom Setting

Learning is an active and interactive process, a joint venture between student and instructor and between student and student. Some topics covered within a class may lead to strong reactions and opinions. It is important that Students understand that they are entitled to hold contradictory beliefs and that they should be encouraged to engage with these topics in a critical manner. Committing to this type of "active learning" significantly increases the learning experience for both teacher and student, and reflects the Christian imperative to pursue truth, which lies at the heart of the Ambrose educational experience. However, active discussion of controversial topics will be undertaken with respect and empathy, which are the foundations of civil discourse in the Classroom Setting. Primary responsibility for managing the classroom rests with the instructor. The instructor may direct a student to leave the class if the student engages in any behaviour that disrupts the classroom setting. If necessary, Ambrose security will be contacted to escort the student from class. Please refer to your professor regarding their electronic etiquette expectations.

Academic Integrity

We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Academic dishonesty is taken seriously at Ambrose University as it undermines our academic standards and affects the integrity of each member of our learning community. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is academic dishonesty. Plagiarism involves presenting someone else's ideas, words, or work as one's own. Plagiarism is fraud and theft, but plagiarism can also occur by accident when a student fails or forgets to acknowledge to another person's ideas or words. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the university. 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.

Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Academic Calendar. The academic calendar can be found at <https://ambrose.edu/content/academic-calendar-2>.

Privacy

Personal information (information about an individual that may be used to identify that individual) may be required as part of taking this class. Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further information contact the Privacy Compliance Officer at privacy@ambrose.edu.

Coursework Extensions

Should a request for a time extension on coursework exceed the end of the term, a *Coursework Extension Application* must be completed and submitted to the Office of the Registrar. The extension (if granted) will be recorded on the student record. Extensions are granted at the discretion of the instructor and are normally granted for 30 days beyond the last day of the term.

Normally, Course Extension Applications will be considered only when all of the following conditions are met:

- the quality of prior course work has been satisfactory;
- circumstances beyond your control, such as an extended illness or death of a family member, make it impossible for you to complete the course work on time; and
- you submit *Coursework Extension Application* to the Office of the Registrar on or before the deadline specified in the Academic Schedule.

If granted, time extensions do not excuse you from a final examination where one has been scheduled for the course.

A temporary grade of TX will be assigned until a final grade is submitted in accordance with the new deadline. A final grade of F will apply to:

- all course work submitted after the end of the semester unless a coursework extension has been granted; and all course work submitted after the revised due date provided by an approved extension to coursework.

Academic Success and Supports

Accessibility Services

Academic accommodation is provided to Ambrose students with disabilities in accordance with the Alberta Human Rights Act and the Canadian Charter of Rights and Freedoms. Provision of academic accommodation does not lower the academic standards of the university nor remove the need for evaluation and the need to meet essential learning outcomes. Reasonable accommodations are tailored to the individual student, are flexible, and are determined by considering the barriers within the unique environment of a postsecondary institution. It can take time to organize academic accommodations and funding for disability-related services. Students with a disability who wish to have an academic accommodation are encouraged to contact Accessibility Services as early as possible to ensure appropriate planning for any needs that may include accommodations. Staff can then meet with students to determine areas to facilitate success, and if accommodations are required, ensure those accommodations are put in place by working with faculty.

Ambrose Writing Services

Ambrose Writing services provides academic support in the four foundational literacy skills—listening, speaking, reading, and writing. It also assists students with critical thinking and the research process. Throughout the academic year, students can meet with a writing tutor for personalized support, or they can attend a variety of workshops offered by Academic Success. These services are free to students enrolled at Ambrose University. Academic Success serves all students in all disciplines and at all levels, from history to biology and from theatre to theology. To learn more, please visit <https://ambrose.edu/writingcentre>

Ambrose Tutoring Services

Ambrose Tutoring Services provides support in specific disciplinary knowledge, especially in high-demand areas such as chemistry, philosophy, math and statistics, and religious studies. These tutors also coach students in general study skills, including listening and note-taking. During the academic year, Ambrose Tutoring Services offers drop-in tutoring for courses with high demand; for other courses, students can book a one-to-one appointment with a tutor in their discipline. These services are free to students enrolled at Ambrose University. To learn more, please visit <https://ambrose.edu/tutoring>.

Mental Health Support

All of us need a support system. We encourage students to build mental health supports and to reach out when help is needed.

On Campus:

- Counselling Services: ambrose.edu/counselling
- Peer Supportive Listening: One-to-one support in Student Life office. Hours posted at ambrose.edu/wellness.
- For immediate crisis support, there are staff on campus who are trained in Suicide Intervention and Mental Health First Aid. See ambrose.edu/crisissupport for a list of staff members.

Off Campus:

- Distress Centre - 403-266-4357
- Sheldon Chumir Health Care Centre - 403-955-6200
- Emergency - 911

Sexual Violence Support

All staff, faculty, and Residence student leaders have received *Sexual Violence Response to Disclosure* training. We will support you and help you find the resources you need. There is a website with on and off campus supports – ambrose.edu/sexual-violence-response-and-awareness.

Off Campus:

- Clinic: Sheldon Chumir Health Centre - 403-955-6200
- Calgary Communities Against Sexual Abuse - 403-237-5888

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