

Course ID:	Course Title:	Winter 2021
MI502	Intercultural Competence	Prerequisite:
		Credits: 3

Class Information		Instructor Information		Important Dates	
Delivery:	In Class	Instructor:	Charles A. Cook, PhD.	First day of classes:	Wed, Jan 13
Days:	Wednesdays	Email:	ccook@ambrose.edu	Last day to add/drop, or change to audit:	Sun, Jan 24
Time:	8:15 am	Phone:	403.410.2000 x7901	Last day to request revised exam:	Mon, Mar 8
Room:	A2133	Office:	L2045	Last day to withdraw from course:	Fri, Mar 19
Lab/Tutorial:	n/a	Office Hours:	By appointment	Last day to apply for coursework extension:	Mon, Mar 29
Final Exam:	n/a			Last day of classes:	Fri, Apr 16

1. Course Description

This course is designed to equip individuals to become more intentional about engaging in intercultural interactions. In the ongoing quest to value Others and their Otherness, worldview differences are explored and habits for assessing and reengineering long held values are examined. Approaches for adjusting to and working with individuals with different cultural perspectives are investigated. Since effective interaction with others requires the development of new skills, participants will explore basic elements related to effective intercultural communication both from a theoretical and practical perspective. Techniques for managing differences, resolving conflicts and applying problem solving in various contexts will be analyzed.

<https://ambrose.edu/content/academic-calendar-2>

2. Expected Learning Outcomes

Overarching Ambrose Seminary Learning Outcomes

- **Nurturing Theological Depth** – To grasp underlying biblical and theological concepts for understanding and valuing the cultural Other and explore their implications for our lives and ministries within the community of faith.
- **Fostering Vocational Effectiveness** – To develop a variety of skills for engaging the cultural Other with confidence in today's ethnically diverse and rapidly changing global, national and community context.
- **Cultivating Heart** - To allow God to transform our frame of reference as we engage with the cultural Other and come to appreciate the truth that they, like us, are created by God in His image and therefore are of immense value.

- **Inspiring Redemptive Action** - To emerge from this course with a greater sense of self understanding and humility regarding the cultural Other so that we might be more intentional in the ways that we lead our communities of faith toward greater redemptive action.

Generally Anticipated Learning Outcome for Increasing Cultural Fluency

Cognitive... *what the learner should know and understand.*

The learner should be able to

- ... recognize important theological and biblical concepts essential to valuing the cultural Other.
- ... identify necessary intercultural skills helpful in increasing intercultural understanding with the Other.
- ... anticipate the challenges faced as they seek to engage in intercultural interactions with the Other.
- ... understand how their worldview shapes their perception of self and their understanding of the Other.

Conative ... *what the learner should be able to do and perform.*

The learner should be able to...

- ... engage in intercultural relationships increasingly aware of the challenges the cultural Other faces.
- ... interact as an "inbetweeners" with increased confidence with individuals from other cultural settings.
- ... develop a practice of observing, reflecting and learning from intercultural interactions with Others.
- ... exhibit a willingness to assist family/friends in discovering how to engage the Other as a learner.

Affective ... *what the learner should feel and appreciate.*

The learner should be able to...

- ... appreciate how cultural and ethnic diversity contributes to a rich understanding of God.
- ... discover the disorienting emotional effect of living and working with and between cultures.
- ... develop an ongoing appreciation for the cultural Other as they begin to value their Otherness.
- ... value the way in which one's cultural self-perception overlaps with those of the cultural Other.

Synectic . . . *problems that the learner should be able to solve.*

The learner should be able to...

- ... assist the cultural Other (new to your culture) in the task of understanding their new home.
- ... observe verbal and nonverbal factors that facilitate/impede effective intercultural communication.
- ... understand the challenges of engaging between cultures and the necessary adaptation process.
- ... facilitate opportunities for others to gain a greater appreciation for the Other and their otherness.

3. Textbooks

Required Texts

Livermore, David.

2009 Cultural Intelligence: Improving Your CQ to Engage Our Multicultural World.
Grand Rapids: Baker Academics.

Recommended Texts

Lustig, Myron, Jolene Koester and Rona Tamiko Halualani.

2017 Intercultural Competence: Interpersonal Communication Across Cultures. New York: Pearson, Inc. Eighth Edition.

4. Course Schedule

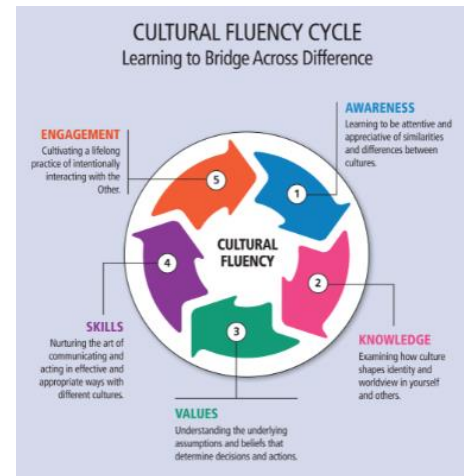
The course will progress along the framework of the Culture Fluency Cycle.

- Introduction and CF Awareness Module
- CF Knowledge and CF Values Modules
- CF Skills and CF Engagement Modules

5. Requirements

Since most intercultural interactions are ultimately a journey in understanding "self," the learner will regularly be called upon to reflect on their own journey of faith and integrate their understanding of their spiritual development to the content of the course. Assignments with classmates are designed to encourage the learner to be intentional about integrating course insights to their ministry context.

Furthermore, this course seeks to move beyond intercultural theory. Through research, reflection, simulations, labs and course projects the learner will be encouraged to examine concepts in the context of regular intercultural interaction and bring them back to the classroom. These experiences should serve as a significant platform from which to engage in theological reflection. Together we will examine our presuppositions as they relate to our engagement with Others" and their "Otherness."



5.1. Discovery Learning: Navigating Perceptions through Simulations and Labs: (15%)

The learner will participate in a variety of collaborative labs and simulations (three [3] events).

5.1.1. Process

The details of each will be explained in class.

- Event #1 – *Simulation – Reflection* (January) (5%).
- Event #2 – *Lab – Understanding Others and their Otherness* (February) (5%).
- Event #3 – *Lab – Living & Ministering in a Multicultural World* (March) (5%).

5.1.2. Due Date

- The lab work will be completed during the allotted time in class and **handed in after each session** via Moodle (unless otherwise indicated).

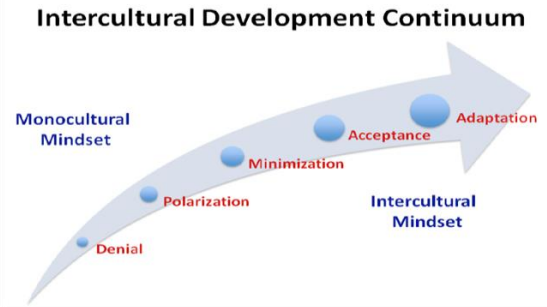
5.2. Developing Cultural Fluency (30%)

Intercultural competence can be learned. While some people learn best through research and reflection, others learn through active experimentation. This integrative learning activity combines theoretical reflection and experiential learning and is designed to increase a learner's cultural fluency. The learning activity has three components to it: (1) "Understanding Yourself", (2) "Engaging the 'Other'," and (3) "Integrating Your Cultural Fluency Insights."

5.2.1. Cultural Fluency: Understanding Yourself (10%)

- In this part of the cultural fluency initiative, the learner will begin by taking the *Intercultural Developmental Inventory (IDI)*, a 50-item questionnaire. The value of the IDI is that it is based on a developmental model for intercultural development. All this simply means is that you are not stuck at any given developmental orientation (see diagram) but with ongoing intercultural development you can change and grow.
- The *Intercultural Developmental Inventory (IDI)* will be made available to you via email link which you will receive on January 25th. Following the completion of the online assessment, you be receiving an email with your personal profile and login information for an online individual debrief. Please **complete the IDI and online debrief by January 31st**, as it is the basis for this *Cultural Fluency Development* learning activity.

- A *group debrief* will take place in class on February 3rd. You must have completed your online IDI assessment and online debrief prior to this class.
- Based on the outcome of the IDI, *the learner will create a nine-hundred-word (900 "good words") reflection paper on the insights generated by the IDI* in which they will integrate insights from their life experience, your prior learning, and your reading and reflecting related to this course (see **Personal Cultural Journey** guided question posted on Moodle).
- **(Due Date)** This part of the assignment is due Wednesday **February 10th** on Moodle by midnight.



5.2.2. Cultural Fluency: Engaging the Other (10%)

In this second part of the cultural fluency initiative, the learner will build on the first part of their assignment and **develop an Intercultural Development Plan (IDP)**.

1. Guidelines for your IDP will be made available to you in class and along with the results of your IDI.
2. Using the guidelines provided and based on the outcomes of your IDI, create a nine-hundred-word (900 "good words") Intercultural Development Plan based on your "developmental orientation".
3. Your IDP should highlight 3-5 developmental goals along with their corresponding progress indicators that suggest how you might proceed with their implementation over the next six (6) months (suggested timeframe by IDI). Use the autodidactic pdf form that you will receive with your IDI report.
4. **(Due Date)** This part of the assignment is due Wednesday, **February 24th** on Moodle by midnight.

5.2.3. Cultural Fluency: Integrating Your Insights (10%)

The third and last part of this cultural fluency initiative is *the development of a cultural fluency journal*.

1. The journal component is designed to encourage the learner to move beyond their good intentions and begin the process of implementing their IDP.
2. Record three (3) instances in which you have been able to activate your IDP by engaging intentionally in some activities that promote your intercultural development. Create a nine-hundred-word (900 "good words") summary report regarding some of the insights you have gathered from activating your IDP.
3. Begin to think about this soon after you have completed your IDI debrief. Research in the area of intercultural studies reveals that intentional engagement with some aspect of intercultural development promotes cultural fluency and helps to move you along on the Intercultural Development continuum. (Resources posted on Moodle.)
4. **(Due Date)** This part of the assignment is due Wednesday **April 14th** on Moodle by midnight.

5.3. Livermore Review (15%)

The learner will write a fifteen-hundred-word (1500 "good words") review on David Livermore's book Cultural Intelligence and identify at least (6) key concepts that you believe are significant for developing increased cultural fluency.

Procedure

1. Provide a brief overview of the book.
2. Describe each of the six (6) key concepts you have selected.
3. Explain how they might be useful in developing increased cultural fluency.

4. Suggest how they might find expression in everyday life.
5. **(Due Date)** for this assignment is due Wednesday **March 17th** on Moodle by midnight.

5.4. Intercultural Competence Research Project (40%)

In the journey toward becoming more interculturally competent (culturally fluent), there are hundreds of intercultural themes, concepts, issues or theological aspects that speak to our need to be more culturally fluent Jesus followers. As you participate in class, read, and do your research, perhaps a theme will immerge that you would like to research further. This research project has three (3) components.

5.4.1. Write a Research Paper on an Intercultural Issue or Concept (30%)

1. Select a theme and confirm the theme with the Professor (e.g. Ethnocentrism; racism; worldview; valuing the stranger; culture; non-verbal communication; etc.)
2. Research the concept paying particular attention to:
 - (a) Its practical significance (life implications);
 - (b) Its theoretical mooring (what do scholars say about it);
 - (c) Its theological significance (if applicable);
 - (d) Its biblical expression (how was it used or abused in Scripture);
 - (e) Its intercultural implications; and finally...
 - (f) How might the concept or theme best be seen/expressed in one of the five *Intercultural Developmental Orientations* (see IDI diagram; the expression can be positive or negative... or both).
3. Length and Format: The research paper should be a three-thousand five-hundred-word (3,500 "good words") paper (*Times New Roman, Arial or Garamond* 12-point font; standard margins, headers and footers, page numbers on the bottom of the page and title page).
 - The research paper is to be written according to either the American Psychological Association (APA) standard (<https://apastyle.apa.org/>) or the Chicago Standard Format (<https://www.scribbr.com/chicago-style/format-paper/>). Pick a format and stick with it throughout the paper.
 - For what is meant by "good words" check out the resource window in Moodle.
4. Evaluation: The paper will be evaluated using the rubric in the adjacent table.
5. Due Date for this research paper component is Wednesday **April 7th** on Moodle by class time.

PAPER EVALUATION

1. **Content**: Does it fulfil the assigned purpose?
2. **Originality**: Creativity, Imagination
3. **Organization**: Logic, Progression of thought, Structure of the Paper
4. **Style**: Readability, Coherence of Ideas and Clarity of Expression
5. **Evidence of Research and Sources**: Use of resources; Appropriateness; Relevance
6. **Format**: Seminary standards of neatness, spelling, grammar and sentence structure

5.4.2. Generate an Annotated Bibliography (2%)

Part two of this research project requires you to generate an *annotated bibliography with at least 10 references* (sources).

1. Develop your annotated bibliography in accordance with the standard format for annotated bibliographies. An *annotated bibliography* is a two-to-three-line thesis statement developed along with the bibliographical data, in which the primary focus of the book, video, magazine etc. is explained. (<https://guides.library.cornell.edu/annotatedbibliography>)
2. Include your annotated bibliography in your paper where you would normally include your bibliography.
3. Due Date for the annotated bibliography is the same time as your research paper; Wednesday **April 7th** on Moodle by class time.

5.4.3. World Café Summary Presentation of Anticipated Project (8%)

The World Café serves a two-fold purpose. First, it gives you an opportunity to reflect on your anticipated project before you finish writing it up and handing it in. But no doubt the more significant benefit is the second aspect. The café style conversation provides you with feedback from the collective insights of fellow learners.

1. Spend some time reflecting on your research project beforehand and begin to think through the direction you would like to take.
2. Come to class on April 7th prepared to share insights with the class regarding what your anticipated research topic. Highlight what you believe are: (1) significant elements of your research and (2) why it is important in developing increased intercultural awareness and culturally fluency.
3. Make a short five (5) minute summary presentation extolling the virtues of what you discovered to the rest of the class. These presentations will be succinct and fast moving – in a World Café type mini-TED talk event on cultural fluency.
4. Evaluation: The paper will be evaluated using the rubric in the adjacent table.
5. Due Date for the presentation is Wednesday, **April 7th**.

PRESENTATION

1. **Originality:** Creative use of aids; Does clearly capture the subject
2. **Organization:** Structure and flow of presentation, Clarity of Expression

6. Course Distribution of Grades

1. Intercultural Simulation/Labs	15%
2. Developing Cultural Fluency	30%
3. Livermore Book Review	15%
4. Intercultural Research Project	40%
TOTAL	100%

6.1. Attendance:

- Because of the collaborative participatory nature of this course, **participants are expected to attend all weekly class sessions to pass the course.**

6.2. Grade Summary:

Grade	Interpretation	Grade Points
A+	Mastery: Comprehensive understanding of subject matter	4.00
A		4.00
A-		3.70
B+	Proficient: Well-developed understanding of subject matter.	3.30
B		3.00
B-		2.70
C+	Basic: Developing understanding of subject matter	2.30
C		2.00
C-		1.70
D+	Minimal Pass: Limited understanding of subject matter	1.30
D		1.00
F	Failure: Failure to meet course requirements	0.00

The available letters for course grades are as follows:

<u>Letter Grade</u>	<u>Percentage</u>	<u>Description</u>
A+	98 - 100	Mastery: Comprehensive understanding of subject
A	95 - 97	
A-	90 - 94	
B+	86 - 89	Proficient: Well-developed understanding of subject
B	82 - 85	
B-	79 - 81	
C+	76 - 78	
C	73 - 75	Basic: Developing understanding of subject
C-	69 - 72	
D+	66 - 68	
D	63 - 65	Minimal Pass: Limited understanding of subject
F	59	

7. Other Information

7.1. Format for Assignments

All papers must:

- Be double-spaced
- Use *Times New Roman*, *Arial* or *Garamond* 12-point font, with standard margins, headers/ footers and title page as per either the Chicago Style or the APA)
- Include a title page with your name, the course title, and the Professor's name.
- Please also include page numbers on the bottom of the page of all your assignments.
- Cite sources properly. You can use your preferred style (e.g. *The Chicago Manual of Style* (<https://www.chicagomanualofstyle.org/home.html>) or APA (<https://apastyle.apa.org/>), but must remain consistent throughout the entire paper.

7.2. Submission of Assignments

All assignments, unless otherwise indicated must be handed in on the class Moodle site.

- The due date time is midnight of the date indicated, unless otherwise stipulated in the syllabus.
- **All assignments must be completed** in order to pass the course.
- Format for file submission on Moodle should be your: LAST Name, FIRST Name and the name of the assignment ... (e.g. **COOK,Charles-Lab#1-Similuation**)
- All MI502 assignments uploaded to Moodle will be run through Turnitin (<https://www.turnitin.com/>).

7.3. Late Policy.

Late assignments will be deducted one letter grade for every day late. So, an A would become an A-; B- would become a C+ etc. Please be mindful of this and work ahead.

7.4. Course Revisions.

The instructor reserves the right to modify any part of the course if he deems it necessary and valuable.

7.5. "Back-up" Copies of Course Work

Every learner is expected to have a second copy of all the work they hand in for this course. No exceptions!

7.6. Course Completion

Participants are expected to complete all the assignments in order to pass the course.

7.7. Plagiarism and Cheating

The learner should be familiar with the Ambrose policy on plagiarism. On some assignments Turnitin will be used.

- Plagiarism: The use of ideas and information from a specific source without giving credit in some manner to the sources ... and/or ...
- Cheating: The presentation of someone else's work which the student ought to have done personally ... WILL RECEIVE AN IMMEDIATE FAIL FOR THE COURSE.

7.8. Technology in the Classroom

While I believe that technology can enhance instructional effectiveness, increase learning and improve the overall curriculum, it can also be a distraction. So here is some basic Cookology:

- Recording Lectures: Recording of lectures or any other classroom activity is not permitted unless cleared by the instructor prior to the event.
- Electronic Devices: All electronic devices must be turned off when entering the classroom. Since this is a learning environment, you are expected to "be all here" – not just parts of you.
- Laptop Computer: Laptops and PDA's should be used only for taking notes and interacting with classroom material. Please manage your time and respond to electronic mail, search the web and do other chores outside of class time.

7.9. Ambrose University Academic Policies

For further information, please see the *Ambrose University Academic Policies* in the next section.

Ambrose University Academic Policies:

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. If students do not wish to use their Ambrose accounts, they will need to forward all messages from the Ambrose account to another personal account.

Registration

During the **Registration Revision Period** students may 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 or record. 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" form or by sending an email to the Registrar's Office by the **Withdrawal Deadline**; please consult the List of Important Dates on the my.ambrose.edu website. Students will not receive a tuition refund for courses from which they withdraw

after the Registration Revision period. A grade of "W" will appear on their 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.

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 List of Important Dates. 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.

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 use electronics for purposes unrelated to the course during a class session. Turn off all cell phones and other electronic devices during class. Laptops should be used for class-related purposes only. 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. Some professors will not allow the use of any electronic devices in 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.

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 (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.

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 Registrar's Office in writing and providing the basis for appeal 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. 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 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.

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.