



Course ID:	Course Title:	Winter 2023
MI502-OL	Intercultural Competence - OL	Prerequisite:
		Credits: 3

Class Information		Instructor Information		Important Dates	
Delivery:	online	Instructor:	Charles A. Cook, PhD.	First Day of Class:	January 09, 2023
Days:	Everday	Email:	ccook@ambrose.edu	Last Day to Add/Drop:	January 22, 2023
Time:	online	Phone:	403.410.2000 x7901	Last Day to Withdraw:	March 31, 2023
Room:	Moodle	Office:	L0245	Last Day to Apply for Coursework Extension:	April 3, 2023
Final Exam:	None	Office Hours:	By Appointment	Last Day of Class:	April 14, 2023

Important Dates and Information

For a list of all important dates and information regarding participating in classes at Ambrose University, please refer to the Academic Calendar at <https://ambrose.edu/academic-calendar>.

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.

Seminary 101: Purpose and Expected Learning Outcomes

MI502 is a Seminary 101 designated course. Seminary 101 courses are intended to help students entering Ambrose Seminary to learn core skills they need in order to succeed in graduate level courses in writing and research. This is achieved by embedding skill-training and resourcing within core courses to Seminary programs.

This Seminary 101 course integrates resources from Ambrose Library. The course will focus on the information and literacy skills component, which helps students be more effective at using online and in-person resources in the library and learn how to conduct academically sound research.

The “**SEM 101**” component for MI502 is specifically integrated into assignment **5.3. Intercultural Competence Research Project**. You will note that this assignment requires that you (1) view a series of Ambrose Library videos and (2) submit a preliminary draft of what you intend to work on for feedback. The instructions for this component are highlighted in a yellow box a similar to this one. Additional instructions are found in **Appendix 2 – “Guidelines for Research Paper”**).

Upon successful completion of this course, participants will have:

1. An understanding of the research process in the context of biblical studies and theology.
2. A familiarity with library resources for doing biblical studies and theological research.
3. The ability to effectively find, evaluate and use resources for the assignments in this course.

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 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.

Culture Fluency ... is the ability to communicate and act appropriately & effectively across cultural difference.

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 “inbetween” 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 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-perceptions 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

Asynchronous with one (1) corporate Zoom sessions and one (1) individual debrief (see the Requirements section below).

5. Requirements: Course Activities

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 and the on-line interaction 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 reflection, posts, and course projects the learner will be encouraged to examine concepts in the context of regular intercultural interaction and bring them back to the online 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."

Teaching & Learning Models: MI 502 is designed around the following teaching and learning models.

- **The Insight Generation Model** ... where a deepening awareness on the part of the learner is generated as they interact with information and make significant personal conclusions that result in a change in perspective.
- **The Guided Discovery Model** ... which provides an opportunity for learners to work interdependently with fellow learners to discover new insights into ideas or concepts heretofore not familiar to them.

- *The Case Studies Model* ... enables the learner, in collaboration with others, to use real-life situations to think through actual issues and generate conclusions that prevent major work/ministry mistakes.
- *The Projects Model* ... is a learner-led approach to investigating a topic(s) that enables the learner to gain greater knowledge and, in the process, build a knowledge base around a particular question or problem.

IMPORTANT - MI502 uses primarily an **asynchronous e-learning approach**. We will connect several times in real-time, but for the most part, you will work at your own pace within certain time constraints. The professor recognizes that many of you are working, so generally the course assignments posting dates are generally slated for Saturday's at midnight (posting windows open prior to posting date); with the exception of Chapter Champion post slated for Monday's. Many may find the first two months particularly taxing, so please plan accordingly and keep up with scheduled post times as the windows will close at the designated times.

Face-to-Face: MI 502 we convene two (2) "Zoom" encounters.

1. **January 12th, 2023** from 6:00-7:00 pm MST
2. **IDI debriefs to be scheduled between January 23rd and February 17th over Zoom** (schedule link will be emailed to you)

5.1. Livermore Chapter Reflection & Posting (35%)

Cultural Intelligence: Improving your CQ to engage our Multicultural World, will be the bases of this learning activity. David Livermore's text is a great faith-based text in the area of intercultural competence and as such should serve you well into the future and provide a guide to the key concepts involved in engaging the "other" and their "otherness." For this activity we will be using a blend of two learning models; **Insight Generation** and **Guided Discovery**.

Therefore, here is what we will be doing with the textbook. This "Chapter Champion" learning activity is made up of two parts.

- **Part One** ... has you partner up with one other person (*two people make a group*) to become a "Chapter Champion" ... focusing in on a particular chapter of the text; then ...
- **Part Two** ... has you "*Reading, Reflecting and Responding*" to your fellow learner's chapter posts by interacting with them online (more information below).
 - **The Chapter Champion Process** - Refer to the "Chapter Champion Instruction" document posted in the description section of MI502 Moodle page. It will also be explained during the first live session.

5.1.1. Chapter's to Champion

- As you will see by looking at the table of contents of Livermore's book, we will not be examining all the chapters of the text. (Refer to **Appendix 1 – "Guidelines for Chapter Champion Posts"** in Moodle.) **The dates for the "Chapter Champion posts"** will be there as well.

5.1.2. Part 1 – Chapter Champion (25% out of 35)

- For details see **Appendix 1 – "Guidelines for Chapter Champion Posts"** posted on Moodle.

5.1.3. Part 2 – Posted Interactions with the Chapter Champion Findings (10% out of 35)

- For details see **Appendix 1 – "Guidelines for Chapter Champion Posts"** posted on Moodle.

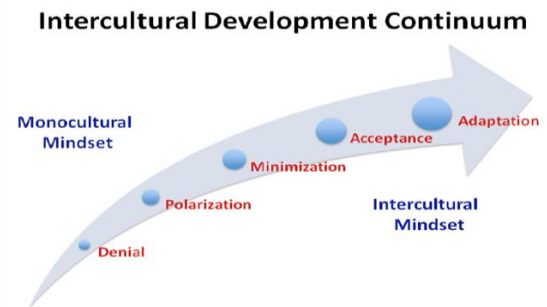
5.2. Developing Cultural Fluency (25%)

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" and (2) "Understanding the 'Other'," (3) "Journal: Integrating Intercultural Insight."

5.2.1. Cultural Fluency: Understanding Yourself (10%)

In this part of the cultural fluency activity, the learner will begin by taking the *Intercultural Developmental Inventory (IDI)*, a 50-item questionnaire.

1. 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.
2. The *Intercultural Developmental Inventory (IDI)* link will be made available to you via email. The email will be sent the week of **January 23rd**, and will include your unique IDI login information, as well as a link to book a time to do your individual IDI debrief. **Please complete the IDI before January 28th** as it is the basis for this *Cultural Fluency Development* learning activity.
3. After completing the online assessment, you will need to complete a 30-minute individual debrief over Zoom (a link to schedule the appointment will be included in the email mentioned above). This must be completed by **February 16th**.
4. Based on the outcome of the IDI, the learner will create a one-thousand-word (1000 "good words") paper on the insights generated by the IDI. The learner will engage with their *Developmental Orientation* (mindset) and seek to integrate insights from their life experience, their prior learning, and their reading/reflecting related to this course to this point (see **Personal Cultural Journey guided question** posted on Moodle).
5. **Due Date:** This part of the assignment is due **Saturday, February 18th** on Moodle by **23:59 pm**.



5.2.2. Cultural Fluency: Understanding 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)*. The guidelines for your IDP will be made available to you along with the results of your IDI.

1. Using the IDP guidelines and based on the outcomes of **Intercultural Development Plan based on your "developmental orientation"**.
2. Your IDP should highlight 3-5 developmental goals along with their corresponding progress indicators for moving along the *Intercultural Development Continuum (IDC)*. Suggest how you might go about implementing the developmental goals over the next six to eight months.
3. **Due Date:** This assignment is due **Saturday, March 11th** on Moodle by **23:59 pm**.

5.2.3. Cultural Fluency Journal: Integrating Intercultural Insights (5%)

1. The third and last part of this cultural fluency initiative is the development of a cultural fluency journal. The journal component is designed to encourage the learner to begin implementing their *Intercultural Development Plan* (IDP).
2. *In a short five hundred and fifty word (550 good words) reflection paper, identify at least three (3) instances in which you have been able to actively put some of your plan in motion. Research indicates that intentional engagement with the cultural Other is one of the most significant ways of developing in cultural fluency. (See resources posted on Moodle.)*
3. **Due Date:** This assignment is due **Thursday, April 13th** on Moodle **by 23:29 pm.**

SEM-101 Component

5.3. Intercultural Competence Research Project (40%)

In the journey toward becoming more interculturally competent, there are hundreds of intercultural concepts, issues or aspects that you and I as Canadians need to regularly reflect on in order to be more attentive or aware of the "other" and their "otherness." (See **Appendix 2 – “Guidelines for Research Paper”**).

5.3.1. Generate a Rough Draft of Your Paper (5%)

- View the Ambrose Library Videos found in the Moodle Window for MI502.
- Generate a draft of you paper with your theme and the direction you anticipate researching for feedback. (See **Appendix 2 – “Guidelines for Research Paper” – Item 5.3.1**)
- **(Due Date)** Saturday **March 04th** on Moodle by 23:59 pm.

5.3.2. Write the Research Paper on an Intercultural Issue or Concept (25%)

- The research paper should be a three-thousand five-hundred-word (3,500 “good words”) (See **Appendix 2 – “Guidelines for Research Paper” – Item 5.3.2**)
- **(Due Date)** Saturday **April 08th** on Moodle by 23:59 pm.

5.3.3. Generate an Annotated Bibliography (3%)

- As part of your research generate an annotated bibliography with at least 10 references.
- (See **Appendix 2 – “Guidelines for Research Paper” – Item 5.3.3**)
- **(Due Date)** Saturday **April 08th** (along with research paper) on Moodle by 23:59 pm.

5.3.4. Post to Moodle Forum a 3 Minute Summary Presentation of Your Paper (7%)

- You have spent a great deal of time reflecting on this subject. Now give us an insight into why you believe your research piece is so important to the Canadian seeking to be more interculturally aware (See **Appendix 2 – “Guidelines for Research Paper” – Item 5.3.4**).
- **(Due Date)** Monday **April 10th** on Moodle by 16:30 pm.

6. Course Distribution of Grades

1. Livermore Chapter Reflection & Posting	35%
2. Cultural Fluency Development	25%
3. Intercultural Competence Research Project.....	40%
TOTAL	100%

6.1. Attendance:

As part of the community of learners, participation in the weekly requirements is vital to a mutual learning experience.

NOTE: All assignments must be completed in order to pass the course. **No exceptions!**

6.2. Grade Summary:

The available letters for course grades are as follows:

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

<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	Basic: Developing understanding of subject
C	73 - 75	
C-	69 - 72	
D+	66 - 68	Minimal Pass: Limited understanding of subject
D	63 - 65	
F	59	Failure: Failure to meet course requirements

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-Simulation**)
- 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. **Ambrose University Academic Policies**

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

Ambrose University Important Policies & Procedures:

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 Final Exam Time Application* to the Office of the Registrar by the deadline noted in the Academic Calendar. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; or 2) the scheduled final examination slot results in three consecutive examination

periods. 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,

MI502-OL-#1-ICC-SYLLABUS Course Direction

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/academics/academic-calendar>

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 registrar. 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/sas/writing-services>

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

150 Ambrose Circle SW, Calgary, AB T3H 0L5
T 403-410-2000 TF 800-461-1222
info@ambrose.edu
ambrose.edu

MI502-OL-#1-ICC-SYLLABUS Course Direction

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
- For immediate crisis support, there are staff on campus who are trained in Suicide Intervention Skills and can help you access mental health support. See <https://ambrose.edu/student-life/crisissupport> for a list of staff members.
- For additional wellness resources go to the Ambrose wellness page: <https://ambrose.edu/wellness>

Off Campus:

- Distress Centre - 403-266-4357
- Alberta Mental Health Helpline - 1-877-303-2642 (Toll free)
- Sheldon Chumir Health Care Centre - 403-955-6200
- Emergency - 911

Sexual Violence Support

We are committed to supporting students who have experienced gender based sexual violence in the past or while at Ambrose. Many of the staff, faculty, and student leaders have received Sexual Violence Response to Disclosure training. We will support you and help you find the resources you need and you can access information about reporting. Information about the Sexual Violence policy and on and off campus supports can be found on our website– ambrose.edu/sexual-violence-response-and-awareness.

Off Campus:

- Alberta's Oneline for Sexual Violence - 1-866-403-8000 call or text
- Clinic: Sheldon Chumir Health Centre - 403-955-6200
- Calgary Communities Against Sexual Abuse - 403-237-5888
- Chat: www.calgarycasa.com

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