

Course ID:	Course Title:	Winter 2024
MI502	Intercultural Competence	Prerequisite:
		Credits: 3

Class Information		Instructor Information		Important Dates	
Delivery:	3 Weekends	Instructor:	Charles A. Cook, PhD.	First Day of Class:	January 12, 2024
Days:	Jan. 12-13 Feb. 09-10 Mar. 15-16	Email:	ccook@ambrose.edu	Last Day to Add/Drop:	Noon on Saturday January 13, 2024
Time:	Fri. 6:30-9:30 Sat. 9:00-12:00 Sat. 1:00-4:00	Phone:	403.410.2000 x7901	Last Day to Withdraw:	March 28, 2024
Room:	A2133	Office:	L0245	Last Day to Apply for Coursework Extension:	April 02, 2024
Final Exam:	None	Office Hours:	By Appointment	Last Day of Class:	April 12, 2024

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 has a Seminary 101 designated component. The Seminary 101 component is designed to assist Ambrose Seminary students 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 component integrates resources from Ambrose Library to a particular MI502 assignment. As specific assignment is used to assist the learner in developing information and literacy skills that enable them to be more effective at using in-person and online resources in the library to conduct academically sound research.

The “**SEM 101**” component for MI502 is specifically integrated into assignment **5.2. Intercultural Competence Research Project**. The Ambrose Library staff is always available to assist you as you complete this assignment. The instructions for this learning activity are highlighted in a yellow box similar to this one and found in item “**5. Course Learning Activities**”, item “**5.2. Intercultural Competence Research Paper**”. A more in-depth description of this assignment is found in Appendix 3.

Upon successful completion of this component, participants will have:

1. An understanding of the research process in the context of intercultural and biblical studies.
2. A familiarity with library resources for doing intercultural and biblical/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 “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 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

Jan 12-13, 2024 – *Introduction and Awareness Module* (Cultural Fluency Cycle)

Feb 09-10, 2024 – *Knowledge and Values Modules* (Cultural Fluency Cycle)

Mar 15-16, 2024 – *Skills and Engagement Modules* (Cultural Fluency Cycle)

Participants are expected to be present for all three weekends. If you are unable to attend all three weekends, consider taking the course at another time.

5. Requirements: Course Learning 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 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 personal reflection, 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."

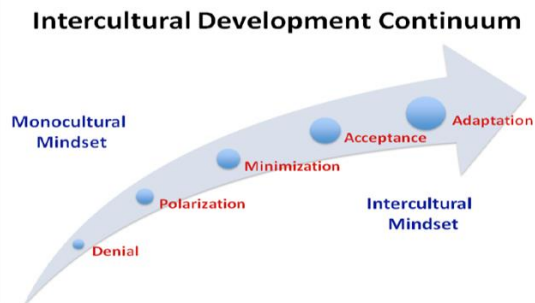
5.1. Developing Cultural Fluency (20%)

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 two components to it: "*Understanding Yourself*" and "*Understanding the 'Other'.*"

5.1.1. Complete the Intercultural Development Inventory online

In this part of the cultural fluency initiative, 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)* will be made available to you via email link which you will receive from the **IDI.LLC following the add/drop date for this class (if you don't see it in your inbox, check your Spam Folder)**. After you have completed the online intercultural inventory, **use the link that you will find in the same email to book a time to do an individual debrief.**



Please **complete the IDI by no later than Saturday, January 20th** and ensure that you have **completed your IDI debrief by Friday February the 2nd**. The IDI and its corresponding debrief are the basis for this *Cultural Fluency* learning activity.

5.1.2. Cultural Fluency: Understanding Yourself and Engaging the Other (20%)

Then, based on the outcome of the IDI, *the learner will create an eleven-hundred-word (1100 "good words") reflection paper (1) building on the insights generated by the IDI and (2) finishing of by generating three intercultural development goals.*

1 Begin by integrating insights from your life experience, your prior learning, and your reading and reflecting related to this course as you work through your responses to the guided questions found in **Appendix 1: Understanding Yourself... posted on Moodle.**

2 Conclude the assignment by including 3 developmental goals along with their corresponding barriers and progress indicators. Be sure to indicate how you might proceed with implementing your cultural fluency plan over the next 3-8 months. Specific guidelines for generating your three personal development goals can be found in **Appendix 2: Engaging the Other ... posted on Moodle.**

5.1.3. (Due Date) This assignment is due Friday, **February 9th** on **Moodle at 18:30.**

5.2. Intercultural Competence Research Project (65%)

SEM-101 Component

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 3 – "Guidelines for Research Paper"**).

5.2.1. Generate a Rough Draft of Your Paper (8%)

- Generate a draft of you paper with your theme and the direction you anticipate researching for feedback. **Select and post your research topic to Moodle by midnight on Friday, February 15th.** (See **Appendix 3 – "Guidelines for Research Paper"** – Item 5.2.2)
- If needed, review the Ambrose Library Videos found in the Sem 101-Moodle Window for MI502
- **(Due Date)** Saturday **March 02th** on Moodle by 23:59 pm.

5.2.2. Write the Research Paper on an Intercultural Issue or Concept (47%)

- The research paper should be a three-thousand five-hundred-word (3,500 “good words”) (See **Appendix 3 – “Guidelines for Research Paper”** – Item 5.3.2)
- **(Due Date)** Saturday **April 06th** on Moodle by 23:59 pm.

5.2.3. Generate an Annotated Bibliography (3%)

- As part of your research generate an annotated bibliography with at least 10 references.
- (See **Appendix 3 – “Guidelines for Research Paper”** – Item 5.3.3)
- **(Due Date)** Saturday **April 06th** (along with research paper) on Moodle by 23:59 pm.

5.2.4. Make a 5 Minute Presentation Describing the Direction of Your Research (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 person seeking to be more culturally fluent (See **Appendix 3 – “Guidelines for Research Paper”** – Item 5.3.4).
- **(Due Date)** Saturday afternoon in class, **March 16th**.

5.3. Livermore Book Review (15%)

The learner will write one (1) *one-thousand five hundred-word (1500 “good words”) “Insight Review”* on David Livermore’s book *Cultural Intelligence*.

5.3.1. Procedure

Identify at least (6) key concepts that you believe are significant for developing increased cultural fluency. Then:

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.

5.3.2. Due Date

This assignment is due Friday, **March 15th** Moodle by **18:30 pm**.

6. Course Distribution of Grades

1. Cultural Fluency Development	20%
2. Intercultural Competence Research Project.	65%
3. Livermore Book Review	15%
TOTAL	100%

6.1. Attendance:

As part of the community of learners, participation in the weekly requirements is vital to a mutual learning experience. Students can miss up to eight hours of class without the Professor’s permission.

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+	87 - 89	Proficient: Well-developed understanding of subject
B	84 - 86	
B-	80 - 83	
C+	77 - 79	Basic: Developing understanding of subject
C	74 - 76	
C-	70 - 73	
D+	67 - 69	Minimal Pass: Limited understanding of subject
D	64 - 66	
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 be at all classes (you can miss up to a quarter of the classes for personal reasons) and 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.*
- **AI** – Please be familiar with the *Ambrose Student Handbook* policy on AI and course work.

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:

Registration

Registration is the process of selecting and enrolling in classes for upcoming semesters. Only students who are registered will be permitted to attend class and receive a grade for the course. You are responsible for ensuring that the courses you take are appropriate for your program, that they do not have any scheduling conflicts, that they have the necessary prerequisites and that they meet all degree requirements.

Withdrawal From A Course

Prior to the Add/Drop deadline: through the student registration system whereby course(s) will be removed with no academic or financial penalty. After the Add/Drop deadline and until the Withdrawal deadline: through submission of the 'Withdrawal from Course' form whereby course(s) will remain on the permanent academic record/transcript with the symbol 'W'. (See ambrose.edu/registrar/request-forms.) Students who withdraw from more than 30 credits attempted at Ambrose University will be required to withdraw from their program. Students considering withdrawing from courses are encouraged to discuss with their Faculty Advisor and/or the Office of the Registrar questions relating to their withdrawal decision specifically relating to financial assistance, study permit requirements, prerequisites for subsequent courses, readmission, and/or graduation timeline. Students who do

not formally withdraw from a course are still considered registered in the course, even if they are no longer attending classes. In this case, students will be assigned a grade based on coursework completed as per the course syllabus and are responsible to pay the tuition and fees assessed for the course. Under extenuating circumstances, students may request from the Office of the Registrar a course(s) withdrawal after the Withdrawal deadline and until the last day of classes. Extenuating circumstances typically consider situations such as medical emergencies, compassionate grounds, or unforeseen conditions/situations beyond the students' control that arise after the start of the semester and are considered on a case-by-case basis. Supporting documentation from a physician or Registered Health Professional must accompany this request.

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

Exam Scheduling

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

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.

Communication

Your Ambrose email account is the University's primary and official mode of communication with you. Information delivered to your Ambrose email is considered official notification. Ambrose University is not responsible for your failure to receive important information delivered to your Ambrose email.

Lecture Recording

The recording of lectures or any other classroom academic activity, other than an audio recording as an accommodation, is prohibited except at the discretion of the instructor. Any use other than that agreed upon with the instructor constitutes academic misconduct and may result in suspension or expulsion. Permission to allow a lecture recording is not a transfer of any copyrights, so such recordings may be used only for individual or group study with other students enrolled in the same class and may not be reproduced, transferred, distributed or displayed in any public or commercial manner. Student must destroy recordings in any, and all formats at the end of the semester in which they are enrolled in the class. All students recording lectures, must sign the Permission Form to audio record lectures which is available through the Office of the Registrar.

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.

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.

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.

Learning Services

Learning Services provides support with

- **research and communication skills** (e.g., writing a paper, researching, giving a presentation), and
- **subject-specific skills** (e.g., solving a chemistry problem, reconciling a general ledger, understanding a philosophical argument).

We offer workshops, one-to-one tutoring, and more, and all of our services are **free** to students currently enrolled at Ambrose University. To learn more, please visit <https://ambrose.edu/sas/learning-services>.

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
- 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.