## Contact Information

**Instructor Name:** Jade Jun Chia
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**Instructor Office Hours:** By appointment only

## Course Description and Prerequisites

Explores advanced principles of intercultural communication from the fields of social psychology, cultural anthropology, sociolinguistics, applied linguistics, and communication theory, with specific applications to Christian Ministry in culturally diverse contexts.

## Course Objectives

These graduate-level outcomes are based upon Bloom's higher-order thinking components: knowledge, comprehension, application, analysis, synthesis, and evaluation:

1. Identify and discuss the infrastructure of social psychology, cultural anthropology, sociolinguistics, applied linguistics, cultural intelligence, and communication theory.
2. Examine the extent to which societal norms affect leadership styles.
3. Evaluate personal communication and unconscious biases.
4. Apply and integrate foreign societal norms with biblical decision-making, which enhances the student's own ministerial environment.
5. Analyze ministry culture themes, communication styles, and issues that emerge and defend how they were addressed.

## Required Textbooks

1. Livermore, D. A. (2015). *Leading with Cultural Intelligence the Real Secret to Success*. New York, NY: American Management Association.
2. Weston, D. (2020). *Small talk: How To Start a Conversation, Truly Connect with Others and Make a Killer First Impression*. Hamburg, Germany: Monkey Publishing.
3. Lingenfelter, S. G., & Mayers, M. K. (2016). *Ministering Cross-Culturally: A Model For Effective Personal Relationships*. Grand Rapids, MI: Baker Academic, a division of Baker Publishing Group.

## Course Requirements and Assignments

1. **LINGENFELTER REFLECTIVE SUMMARY & QUESTIONNAIRE (15%):** There are two parts to this assignment. First, students are to read the entire Lingenfelter book and write a single-spaced, 2-3 page (maximum) reflective analysis of the book. The reflective analysis should include your name at the top (no cover sheet) and each of the following sections clearly marked by titles: (1) reflection – lessons

learned/criticisms, (2) applications. No footnotes are necessary, but if you quote any part of the book, place the page number in parentheses. Second, students are to complete the questionnaire found in the back of the book or online:
http://bakerpublishinggroup.com/bakeracademic/l/ministering-cross-culturally-esources
Upon completion of the questionnaire, please save your results via the print feature on your computer or scan the results from your book, due date: 9/6

2. **CRITICAL REVIEW OF SMALL TALK (5%):** Students will post a 150-200 word critical evaluation of Weston's *Small Talk*. Students are encouraged to discuss how this book can be adjusted to a different culture (you are encouraged to use the culture you studied for the presentation) or helpful/not helpful tips suggested by the book. There will be a prompt on the Canvas Discussion board on 10/11.

3. **RESEARCH PAPER (30%):** *Failure to submit this assignment will lead to an automatic "F" for the course.* The student will be required to write a 10-12 page research paper on Cultural Intelligence (CQ) and the potential impact of CQ as it relates to the CQ capabilities (drive, knowledge, strategy, and action) within a specific environment(s) (e.g., business, ministry, diplomatic, work, etc.). The student should theoretically explain CQ Values (its relevance to communication), and clearly explain the potential influence CQ may have when encountering different cultures within the identified environment(s). Students should also provide examples of other peer-reviewed research journals examining the antecedents and/or implications of CQ. The paper should draw from the material found in the course's textbooks and should include at least 6 (re)sources. Due date: 11/15

4. **CQ EXTERNAL KNOWLEDGE BUILDING PRESENTATION (30%):** Students will explore another culture. Each student must meet a minimum of 2 times throughout the semester with an international whose first and primary language is something other than English. The exploration can be a church worship service, a foreign workgroup, a Criswell student group, a restaurant and/or supermarket, etc. The student will interview the external group or an individual about their acculturation experience in the United States and *cultural values*. Submit (via discussion board) your proposed external group for professor Chia's approval before presenting – cultures are on a first come, first serve basis. Prepare 12-15 minutes of material to present (visuals are required). The Presentation (submit ppt to the professor before class) will be worth **30% of the final grade**, due: 11/07

5. **CLASS PARTICIPATION (15%):** To deepen knowledge, authentic dialogue and gently probing one another to deeper levels of understanding is needed. Based on synchronous attendance, knowledge sharing, reading, thoughtful and <u>respectful</u> comments, engaging questions, and <u>timely</u> participation, students will be graded – remember this is a communications course.

6. **QUIZ (5%):** The professor will ask each student in the class to answer a question about the assigned reading, lectures, critical/reflective thoughts, and personal ministry experience to demonstrate he or she can analyze and synthesize the course material.

# Online Course Information
In an online course at Criswell College:
1. Instructors and all students enrolled in that course meet using video-conferencing technology at scheduled class times through the course of a semester or term in order to meet 25–30% of the direct faculty instruction required by the college's Credit Hour policy.
2. The remaining direct faculty instruction is delivered using other means such as:
   - Lectures/instruction for students to watch asynchronously

- Online content modules in which instructor provides feedback to student work
- Tests/quizzes on which instructor provides feedback
- Discussion boards on which instructor provides feedback

Canvas: Criswell College uses Canvas as its web-based learning tool to host/deliver all instructional materials, discussions, assessments, files, and other peripheral tools and applications that support teaching and learning. In online courses at Criswell College, instructors design and use Canvas to:
- organize course content on a module basis using organizational tools within Canvas,
- control the timing of course requirements through module control or assignment due dates to ensure that students are engaged for the full length of the semester or term,
- accept assignments from students only inside the Canvas course (emailed assignments are not acceptable),
- provide written feedback on assignments only within Canvas, preferably through Speedgrader,
- use the Announcement or e-mail feature in Canvas to communicate to the students rather than by broadcasting to a class email listserv outside of Canvas.

Zoom in Canvas is used for all synchronous class sessions.

Students needing assistance with Canvas should contact the Canvas Help Support line at (844) 358-6140. Tech support is available at this number, twenty-four hours a day.

Identity Verification and Evidence of Attendance: Students are responsible for enrolling in courses for which they anticipate being able to participate weekly during the weeks appearing on course schedules, and then making every effort to do so. In online courses at Criswell College, a student participates in class or otherwise engages in an academically related activity. These activities comprise items relevant to Identity Verification for Distance Education Courses. Acceptable evidence of attendance at an academically related activity in an Online course includes, for example, a student's:
- participation in a synchronous remote video class session with the instructor present,
- student picture id submitted in the Canvas Account Profile,
- submission of an academic assignment, quiz, or exam,
- participation in an interactive tutorial or computer-assisted instruction,
- participation in an online study group or discussion board that is assigned by the instructor,
- documentation showing that the student and a faculty member corresponded about the academic subject studied in the course.

## Course/Classroom Policies and Information
This course will meet by Zoom four times the entire semester. The students will meet on Tuesdays, 8 pm - 9:30 pm on 8/16, 9/20, 9/27, and 11/8.

## Attendance
Students are responsible for enrolling in courses for which they anticipate being able to participate weekly during the weeks appearing on course schedules, and then making every effort to do so. Such participation may include the following: completing quizzes or exams; emailing faculty or class members as part of an assignment; discussion board posting or response; turning in an assignment; or other communication reflecting ongoing learning in the course. When unavoidable situations result in non-participation, students are responsible for

acquiring any information missed. Instructors are not obliged to allow students to make up missed work. Per their independent discretion, individual instructors may determine how participation affects students' ability to meet course learning objectives and whether participation affects course grades.

## Grading Scale

|   |   |   | Grade Definitions (optional) |
|---|---|---|---|
| A | 93-100 | 4.0 grade points per semester hour | |
| A- | 90-92 | 3.7 grade points per semester hour | |
| B+ | 87-89 | 3.3 grade points per semester hour | |
| B | 83-86 | 3.0 grade points per semester hour | |
| B- | 80-82 | 2.7 grade points per semester hour | |
| C+ | 77-79 | 2.3 grade points per semester hour | |
| C | 73-76 | 2.0 grade points per semester hour | |
| C- | 70-72 | 1.7 grade points per semester hour | |
| D+ | 67-69 | 1.3 grade points per semester hour | |
| D | 63-66 | 1.0 grade point per semester hour | |
| D- | 60-62 | 0.7 grade points per semester hour | |
| F | 0-59 | 0.0 grade points per semester hour | |

## Incomplete Grades

Students requesting a grade of Incomplete (I) must understand that incomplete grades may be given only upon approval of the faculty member involved. An "I" may be assigned only when a student is currently passing a course and in situations involving extended illness, serious injury, death in the family, or employment or government reassignment, not student neglect.

Students are responsible for contacting their instructors prior to the end of the semester, plus filing the appropriate completed and approved academic request form with the Registrar's Office. The "I" must be removed (by completing the remaining course requirements) no later than 60 calendar days after the close of the term or semester in which the grade was awarded, or the "I" will become an "F."

## Academic Honesty

Absolute truth is an essential belief and basis of behavior for those who believe in a God who cannot lie and forbids falsehood. Academic honesty is the application of the principle of truth in the classroom setting. Academic honesty includes the basic premise that all work submitted by students must be their own and any ideas derived or copied from elsewhere must be carefully documented.

Academic dishonesty includes, but is not limited to:
- cheating of any kind,
- submitting, without proper approval, work originally prepared by the student for another course,
- plagiarism, which is the submitting of work prepared by someone else as if it were his own, and
- failing to credit sources properly in written work.

## Institutional Assessment

Material submitted by students in this course may be used for assessment of the college's academic programs. Since programmatic and institutional assessment is done without reference to specific students, the results of these assessments have no effect on a student's course grade or academic standing at the college. Before submitting a student's work for this type of assessment, the course instructor redacts the work to remove anything that identifies the student.

## Institutional Email Policy

All official college email communications to students enrolled in this course will be sent exclusively to students' institutional email accounts. Students are expected to check their student email accounts regularly and to respond in an appropriate and timely manner to all communications from faculty and administrative departments.

Students are permitted to setup automatic forwarding of emails from their student email accounts to one or more personal email accounts. The student is responsible to setup and maintain email forwarding without assistance from college staff. If a student chooses to use this forwarding option, he/she will continue to be responsible for responding appropriately to all communications from faculty and administrative departments of the college. Criswell College bears no responsibility for the use of emails that have been forwarded from student email accounts to other email accounts.

## Disabilities

Criswell College recognizes and supports the standards set forth in Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and similar state laws, which are designed to eliminate discrimination against qualified individuals with disabilities. Criswell College is committed to making reasonable accommodations for qualifying students, faculty, and employees with disabilities as required by applicable laws. For more information, please contact the Student Services Office.

## Intellectual Property Rights

Unless otherwise specifically instructed in writing by the instructor, students must neither materially nor digitally reproduce materials from any course offered by Criswell College for or with the significant possibility of distribution.

## Resources and Support

Student Services: The Student Services Office exists to foster and encourage success in all areas of life—physical, intellectual, spiritual, social, and emotional. Students are encouraged to reach out for assistance by contacting the office at 214.818.1332 or studentservices@criswell.edu. The Student Services Office also works with local counseling centers to ensure that every student has access to helpful mental health resources. More information can be found at Criswell College Mental Health Resources, and students may contact the Director of Student Services if they have any questions.

Wallace Library: Students can access academic resources and obtain research assistance by contacting or visiting the Wallace Library, which is located on campus. For more information, email the Wallace Library at library@criswell.edu. Offsite login information is available in Canvas in the "Criswell Student Training Course" under "Library Information."

Tutoring Center: Students are encouraged to consult with tutors to improve and enhance their skills and confidence in any subject matter taught at the college. Tutors have been recommended by the faculty to ensure that the tutor(s) are qualified to serve the student body. Every tutor brings experience and expertise in an effort to provide the proper resources for the subject matter at hand. To consult with a tutor, students can visit the Tutoring Center located on the second floor in room E203, or schedule an appointment by emailing tutoringcenter@criswell.edu or by calling 214.818.1373.

## Course Outline/Calendar

| Week/ Date | Topic | Reading | Assignments | Due Date |
|---|---|---|---|---|
| Week 1 August 16 | Introduction to course, expectations and Globalization | Livermore | Zoom Meeting Tuesday, 8-9:30 pm Central Time Zone | |
| Week 2 August 23 | Cultural Intelligence (CQ) & Other forms of intelligences | Livermore; Lingenfelter | | |
| Week 3 August 30 | CQ Cultural Values | Livermore; Lingenfelter | | |
| September 6 | Class Canceled | Catch-up on all reading | Lingenfelter reflective summary & questionnaire | 11:59pm Canvas |
| Week 4 September 13 | CQ Cultural Clusters | Weston | **CQ external knowledge building group selection** | Discussion board by 11:59 pm |
| Week 5 September 20 | Quiz & Unconscious Bias I | Weston; PDF | Zoom Meeting Tuesday, 8-9:30 pm Central Time Zone | |
| Week 6 September 27 | Unconscious Bias II | PDF | Zoom Meeting Tuesday, 8-9:30 pm Central Time Zone | |
| Week 7 October 4 | Acculturation (Subcultures) CQ in Biblical Framework & Ministry | PDF | | |

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|---|---|---|---|---|
| October 11 | Student Development Week | No Classes | Critical review of *Small Talk,* Weston | 11:59 pm Canvas |
| Week 8 October 18 | Tension and Release: Self-worth and Vulnerability | Review Lingenfelter | | |
| Week 9 October 25 | Ministering Cross-Culturally | Review Lingenfelter | | |
| Week 10 November 1 | Ministry Through a Difference Lens | Assigned PDF | | |
| Week 11 November 8 | Presentations | Assigned PDF | | PPT due 11/7 |
| Week 12 November 15 | Class Canceled | Research Paper | | 11:59pm Canvas |
| November 22 | Fall Break/ Thanksgiving | Class Canceled | | |
| Week 13 November 29 | Class Canceled | N/A | **RESEARCH PAPER** | Course Evaluation |

## Selected Bibliography

1.  Contextualizing Cultural Intelligence: The Case of Global Managers by Janssens, M. & Cappellen.T. (2008) In S. Ang & L. Van Dyne (Eds.), Handbook of Cultural Intelligence: Theory, Measurement, and Applications (pp. 356–371). New York, NY: M.E. Sharpe
2.  Fischer, Ronald. (2011). Cross-cultural training effects on cultural essentialism beliefs and cultural intelligence. International Journal of Intercultural Relations
3.  Groves, K. S., Feyerherm, A., & Gu, M. (2015). Examining Cultural Intelligence and Cross-Cultural Negotiation Effectiveness. *Journal of Management Education*, *39*(2), 209–243.
4.  Alon, I., & Higgins, J. M. (2005). Global leadership success through emotional and cultural intelligence. *Business Horizons, 6*(1), 501-512.

Ramirez, A. (2010). Impact of cultural intelligence lesvel on conflict resolution ability: A conceptual model and research proposal. *Emerging Leadership Journeys, 3*(1), 42-56. Retrieved January 23, 2010, from http://www.regent.edu/acad/global/publications/elj/vol3iss1/Ramirez_ELJV3I1_pp42-55.pdf