



# Online Course Syllabus

## Intercultural Communication

### COM 601

### Fall 2023

#### Class Information

**Day and Time:** Monday, 11 am - 12:30 pm Central Time (selected days)

**Room Number:** Zoom

<https://us06web.zoom.us/j/34071066XX>

Meeting ID: 340 710 66XX

#### Contact Information

**Instructor Name:** Dr. Jade Jun Chia

**Instructor Email:** [jchia@criswell.edu](mailto:jchia@criswell.edu)

**Instructor Phone:** 4697667557

**Fellowship:** I am available to drink coffee/tea while we share about our lives and ministry ideas. I want to support you beyond this course. Make an appointment with me in advance, and I promise to make time for you.

**Instructor Office Hours:** Monday (via Zoom) or Wednesday (in-person) 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. (2022). *Digital, Diverse & Divided: How to talk to racists, compete with robots, and overcome polarization*. Oakland, CA: Berrett-Koehler.
2. Richards, E. R., & O'Brien, B. J. (2012). *Misreading scripture with Western eyes: Removing cultural blinders to better understand the Bible*. Downers Grove, IL: InterVarsity Press.

## Course Requirements and Assignments

1. **CRITICAL REVIEW OF 'MISREADING SCRIPTURE WITH WESTERN EYES' (10%):**
  - Students will post (Discussion tab) a 200–250-word critical evaluation of O'Brien's *Misreading Scripture with Western Eyes*. 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 **Due Monday, October 2<sup>nd</sup>**. (10% final grade)
  - Students will provide *thoughtful* comments on 2 of their classmates' reviews of the book and cultural comparison. Please do not spend your entire comment complimenting their writing. Be gracious yet critical, thoughtful, and valuable in your response. You might write a minimum of 4 sentences for full credit. **Due Monday, October 9<sup>th</sup>**. (10% final grade)
2. **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 CQ's antecedents and implications. The paper should draw from the material in the course's textbooks and include at least 6 ()sources. Due date: **Monday, 11/27** (40% of your final grade)
3. **CQ EXTERNAL KNOWLEDGE BUILDING PRESENTATION (25%):** Students will explore another culture. Each student must meet at least two 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 their *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 will be submitted to the professor the day before class (10/22).**  
**Presentation Date: Monday, October 23<sup>rd</sup>** (30% of your final grade)
4. **CLASS PARTICIPATION (20%):** Authentic dialogue and gently probing one another to deeper levels of understanding are needed to deepen knowledge. Students will be graded based on synchronous attendance, knowledge sharing, reading, thoughtful and respectful comments, engaging questions, and timely participation – remember, this is a course.

**Late work will be penalized 5% daily and will not be accepted past seven days. In extreme circumstances, you are responsible for emailing or texting the professor 48 hours before the due date to avoid penalties.**

Assessment	Possible %
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Participation	10
Research Paper	40
Presentation	30
Critical Review	20
<b>Total</b>	100

## 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.

## Attendance

Students are responsible for enrolling in courses for which they (1) anticipate being able to attend every on-campus class session on the day and time appearing on course schedules, or (2) participating in academically related activities as identified in online-course schedules including synchronous class sessions conducted remotely by video, and then making every effort to do so. When unavoidable situations result in absence or tardiness, students are responsible for acquiring any missed information. Professors are not obliged to allow students to make up missed work. Per their independent discretion, individual professors may determine how attendance affects students’ ability to meet course learning objectives and whether attendance affects course grades. Professors apprise students of such information in course syllabi.

Students receiving grants, loans, or scholarships must meet specified requirements of various departments

at the college and should consult relevant sections of the *Academic Catalog*. To ensure such funds will not be forfeited, students are responsible for contacting the proper departments to ascertain any specific course participation requirements and consequences of not meeting such requirements. Students receiving grants, loans, or scholarships should consult the Financial Aid office.

While Criswell College is a non-attendance taking institution, it nevertheless must demonstrate that students begin their courses in order to comply with Federal Aid regulations. Accordingly, students must participate in academically related activities during census periods. Failure to meet this requirement will result in students being administratively dropped from courses.

Academically related activity is defined as any course-related activity that may be used as evidence of attendance. Examples include:

- physical presence in a classroom during a class session with the instructor present,
- participation in a synchronous remote video class session with the instructor present,
- submission of an academic assignment, quiz, or exam,
- participation in an interactive tutorial or computer-assisted instruction,
- participation in a 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 of the course.

**NOTE:** Logging into a Canvas course alone and logging into a Synchronous Online class session without active participation or with the camera off are not considered attendance.

**NOTE:** A census period begins on the first day of a semester/term and runs through the end of the last day to drop courses. During the census period, attendance data is collected in order to demonstrate compliance with Federal Aid regulations. There is no census period for winter terms since there is no last day to drop courses.

## 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	
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## 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.

## **Research and Writing Standards**

The default writing style for written assignments in Criswell College Courses is the latest edition of *A Manual for Writers of Research Papers, Theses and Dissertations* by Kate Turabian. However, instructors are free to require alternative writing styles in their courses. These styles include but are not limited to the American Psychological Association (APA), Chicago Manual of Style, Modern Language Association (MLA), and Society of Biblical Literature (SBL) writing guides.

## **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](mailto: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](mailto: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 schedule an appointment through Calendly (<https://calendly.com/criswell-tutoringcenter>) or by visiting the Tutoring

Center located on the second floor in room E203. For questions, call 214.818.1373 or email at [tutoringcenter@criswell.edu](mailto:tutoringcenter@criswell.edu).

**Additional Resources (ask Prof Chia for the PDF):**

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 level 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](http://www.regent.edu/acad/global/publications/elj/vol3iss1/Ramirez_ELJV3I1_pp42-55.pdf)

**Zoom ID and Link:**

Topic: COM 601 Intercultural Communications

Join Zoom Meeting

<https://us06web.zoom.us/j/34071066XX>

Meeting ID: 340 710 66XX

**Your participation and discussion grades will be determined by these two meetings. Please come prepared to discuss the reading material and respond to your colleagues.**

## Course Outline/Calendar

Week/ Date	Topic	Reading	Assignments	Due Date
Week 1 August 21	Introduction to the course, expectations, and how to write a research paper	Livermore	Zoom Meeting Monday, 11-1230 pm Central Time Zone	
Week 2 August 28	Globalization	Livermore; Lingenfelter	Watch Lecture	
<b>LABOR DAY WEEKEND</b>				
Week 3 September 11	Cultural Intelligence (CQ) & Other forms of intelligence	Catch-up on all reading	Watch Lecture	11:59pm Canvas
Week 4 September 18	CQ Cultural Values	O'Brien	CQ external knowledge building group selection; Watch Lecture	
Week 5 September 25	CQ Cultural Clusters	O'Brien; PDF	Watch Lecture	
Week 6 October 2	Leadership During Change	PDF	<b>Critical Review of O'Brien;</b> Watch Lecture	Discussion board by 11:59 pm
Week 7 October 9	Meet 1on1 with the professor about research topic, thesis, and paper outline		Response to Critical Review on Discussion Board	Discussion board by 11:59 pm
<b>STUDENT DEVELOPMENT WEEK – Catch up on your reading</b>				
Week 8 October 23	Presentations		Zoom Meeting Monday, 11-1230 pm Central Time Zone	
Week 9 October 30	Leadership During Change		Watch Lecture	
Week 10 November 6	Intercultural Biblical Framework		Watch Lecture	
Week 11 November 13	Ministering Cross-Culturally		Watch Lecture	Course Evaluation
November 27	<b>Research Paper</b>			11:59pm Canvas