



On-Campus Course Syllabus

Intercultural Communication

COM 601

Spring 2024

Class Information

Day and Time: Tuesday, 7:30-10 pm (on selected days)

Room Number: E201

Contact Information

Instructor Name: Dr. Jade Jun Chia

Instructor Email: jchia@criswell.edu

Instructor Phone: 469766XXXX (please ask me)

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 or Tuesday 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 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 3/5 via Canvas.

2. **RESEARCH PAPER (40%):** *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 in the course’s textbooks and include at least six external (re)sources.
 - The paper must be written in the Chicago or APA format (refer to your Canvas resources).
 - Writing in the first or second person will automatically deduct 10% from your final paper grade.
 - This is NOT an opinion paper or a sermon. If you make bold statements, you must footnote or cite your references, or it will be considered plagiarism or your personal opinion.
 Due date: 4/23 via Canvas.

3. **CQ EXTERNAL KNOWLEDGE BUILDING PRESENTATION (30%):** Students will explore another culture. Each student must meet at least 2 separate 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 Dr. 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 **25% of the final grade**, due 3/19 in person.

4. **CLASS PARTICIPATION (20%):** To deepen knowledge, authentic dialogue is needed to probe one another gently to deeper levels of understanding. Students will be graded based on synchronous attendance, knowledge sharing, reading, thoughtful and respectful comments, engaging questions, and timely participation – remember this is a communications course.

Assessment	Possible %
Participation	20
Research Paper	40
Presentation	30
Critical Review	10
Total	100

Course/Classroom Policies and Information

Students are responsible for informing the professor (at least 12 hours before class) if they are to be absent. Unexcused absences will be deducted from the student's final participation grade.

Class Attendance

Students are responsible for enrolling in courses for which they anticipate being able to attend every class session on the day and time appearing on course schedules, and then making every effort to do so. When unavoidable situations result in absence or tardiness, 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 attendance affects students' ability to meet course learning objectives and whether attendance affects course grades.

Campus Closure

To ensure the health and safety of students and employees, college administrators may decide it is necessary on rare occasions to close the campus. Once this decision is announced, instructors will contact students to provide further details regarding the campus closure's impact on those courses. Students are responsible to watch for communication from their instructors and respond appropriately. (Unless otherwise specified by the instructor in this syllabus, this communication will be sent to the student's Criswell College e-mail account.)

In order to make progress toward the courses' objectives, instructors have the freedom during most campus closures to require students to participate in activities as alternatives to meeting on campus. An instructor may, for example, hold class remotely (through Zoom) at the scheduled time, provide a recording of a class or presentation for students to watch independently, or assign other activities that students are to accomplish before returning to campus. Students are responsible for accomplishing these alternative activities as well as any course requirements listed in this syllabus during the period of the campus closure. If, during the period of the campus closure, personal circumstances prohibit a student from accomplishing these alternative activities or course requirements and assignment listed in the syllabus during the campus closure, the student is responsible for communicating with the instructor as soon as possible. Instructors will not penalize students who do not have the means to accomplish the alternative activities during the period of the campus's closure and will work with students whose circumstances during the campus closure prohibited their timely completion of course requirements and assignments in the syllabus.

Grading Scale

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 Supports

Canvas and SONIS: Criswell College uses Canvas as its web-based learning tool and SONIS for student data. 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. Students needing help with SONIS should contact the Campus Software Manager at studenttechsupport@criswell.edu.

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 is located on the college website 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.

Zoom ID and Link:

Topic: COM 601 Intercultural Communications

Join Zoom Meeting

<https://us06web.zoom.us/j/3407106610>

Meeting ID: 340 710 6610

Password: PANDA

The class will move online if there is inclement weather or unforeseen emergencies.

Course Outline/Calendar

Week/ Date	Topic	Reading	Assignments	Due Date
Week 1 1/16/2024	- Introduction to the course, expectations - How to write a graduate-level research paper	Livermore		
Week 2 1/23/2024	- Globalization - Other forms of intelligence	Livermore		
Week 3 1/30/2024	Cultural Intelligence (CQ) & CQ Cultural Values	O'Brien	CQ external knowledge building group selection	Discussion board by 11:59 pm
Week 4 2/06/2024	CQ Cultural Clusters	Livermore; PDF		
Week 5 2/13/2024	Meet 1on1 with the professor about research topic, thesis, and paper outline	PDF; O'Brien		
Week 6 2/20/2024	Acculturation	O'Brien		
Week 7 2/27/2024	Xenophobia & Racism	O'Brien		
Week 8 3/5/2024	Intercultural Biblical Framework		Critical review of <i>O'Brien</i>	Upload on Canvas by 11:59 pm
	SPRING BREAK	Finish Livermore		
Week 9	Presentations	Finish ALL books		

3/19/2024				
Week 10 3/26/2024	Unconscious Bias	Assigned PDF		Course Evaluation
Week 11 4/2/2024	CELEBRATE EASTER WELL!	CHRIST IS RISEN	CLASS CANCELED	
Week 12 4/19/2024	Cross Cultural Tension & Release			
Week 13 4/23/2024	Class canceled.		RESEARCH PAPER DUE!	Upload on Canvas by 11:59 pm

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.
5. 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_ELJV311_pp42-55.pdf.