



**BHS 400 Seminar in Behavioural Science (3)
Winter 2014**

Instructor: Joel Thiessen, Ph.D.

CONTACTING THE INSTRUCTOR

Class Time: TUE/THUR 4:00-5:15pm

Office Hours: TUE/THU 1:00-2:15pm or by appointment

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REQUIRED TEXT

Parks, Daloz, L.A., Keen, C.H., Keen, J.P., and Daloz Parks, S. 1996. *Common Fire: Leading Lives of Commitment in a Complex World*. Boston, MA: Beacon Press.

COURSE DESCRIPTION

An integrative capstone seminar based on the contributions of both sociology and psychology for understanding human behaviour. The course will integrate the method, academic content, and pragmatic application of those fields of knowledge to the social context of human behaviour and explore the ways this can lead to vocation and service in the world community. A variety of methodological, theoretical, and practical questions will be addressed.

COURSE OBJECTIVES

This course caps your education across two broad paradigms and should lead you to explore several questions:

- 1) As one of the last courses you will complete in your BHS degree, it is imperative that you reflect on the cumulative achievement of your work in this field of study. What have you learned about the psychological/sociological dimensions of life? How have you come to know what you know? How have your expectations of what you should or would learn over the course of your degree been realized (or not)? How has your study of psychology and sociology complimented, extended, or contrasted with each other?
- 2) Your studies in a BHS concentration/major are best pursued within the broader context of liberal arts education. How have these other liberal arts courses complemented, extended or challenged your studies in BHS? What insights have you gained through your coursework in the non-psychology/sociology courses that have informed your BHS experience? How have these studies enhanced your overall educational experience, by your standards or those of the university college?

- 3) The integration of faith and learning is an underlying value at Ambrose. How has your degree shaped your Christian worldview, and vice versa? How has your worldview been challenged, modified, or expanded? How might the integration of faith and learning influence your vocation, moving forward?
- 4) As well as assigned readings from the text, you will read a variety of materials that will further stimulate your thinking. Readings in theory, method, and practical domains in behavioural science have been selected to push you to think critically about your present academic experience and your future vocation. Students will also provide readings for the class from previous coursework that you have found important for making connections between sociology, psychology, and the wider liberal arts experience.

COURSE SCHEDULE

Date	Topic/Reading
<i>January 9</i>	Course Introduction
<i>January 14</i>	“The Benefit of Asking the Right Questions” (Browne and Keeley 2011) & “Leading with an Open Heart” (Heifetz and Linsky 2002)
<i>January 16</i>	“On Intellectual Craftsmanship” (Mills 1959)
<i>January 21</i>	“Psychological Science in a Postmodern Context” (Gergen 2001)
<i>January 23</i>	“Who Speaks and Who Replies in Human Science Scholarship?” (Gergen 1997)
<i>January 28</i>	“Addressing Social Problems through Qualitative Research” (Bloor 2004)
<i>January 30</i>	<i>*NO CLASS (Community Day)</i>
<i>February 4</i>	Article Presentations
<i>February 6</i>	Article Presentations
<i>February 11</i>	Article Presentations
<i>February 13</i>	Article Presentations
<i>February 18</i>	<i>*NO CLASS (Reading Week)</i>
<i>February 20</i>	<i>*NO CLASS (Reading Week)</i>
<i>February 25</i>	Article Presentations
<i>February 27</i>	Article Presentations
<i>March 4</i>	Article Presentations
<i>March 6</i>	<i>Common Fire (Ch.1 & 2)</i>
<i>March 11</i>	<i>Common Fire (Ch.3, Interlude & 4)</i>
<i>March 13</i>	<i>Common Fire (Chapter 5, Interlude & 6)</i>
<i>March 18</i>	<i>Common Fire (Chapter 7 & Epilogue)</i>
<i>March 20</i>	Capstone Presentations
<i>March 25</i>	Capstone Presentations
<i>March 27</i>	Capstone Presentations
<i>April 1</i>	Capstone Presentations
<i>April 3</i>	Capstone Presentations
<i>April 8</i>	Capstone Presentations
<i>April 10</i>	Capstone Presentations

LEARNING AND CLASSROOM ETIQUETTE

In the Behavioural Science Department we believe that learning is an active and interactive process, a joint venture between student and teacher and between student and student (i.e., learning is not just “downloading” information from teacher to student). Therefore, it is expected that professors will come to each class well read and prepared to engage students on the topic at hand, giving students the utmost attention and respect. In turn, it is expected that students will take an active role in the learning process. This includes: (a) regular class attendance (students are expected to notify the professor via email if they are unable to make it to class, which should only occur in the most extreme circumstances), (b) reading course material in advance of class, (c) showing up to class on time, and (d) attentively and proactively being “present” at class (i.e., not on the internet, not texting, not conversing with the person beside you). Committing to this type of "active learning" significantly increases the learning experience for both teacher and student, and reflects the Christian ethos of excellence and respect that lies at the heart of the Ambrose educational experience. Failure to adhere to this will result in the professor either asking the student to leave the classroom for the remainder of the lecture or, in extreme cases (i.e., three or more ‘offenses’), to possibly withdraw from or fail the entire course.

COURSE REQUIREMENTS & GRADING

* Failure to submit all assignments will result in an automatic failing final grade.

1) Completed Portfolio (5%) – Due week of March 24-28

A well prepared portfolio provides “evidence” to an employer of your accomplishments, skills, abilities, and it documents the scope and quality of your experience and training. It is an organized collection of documentation that presents both your personal and professional achievements in a concrete way. Students are required to update their personal portfolio and then set up a face-to-face appointment with Joy Ulrich during the week of March 24-28 to review the updated portfolio; this meeting is aimed to help to position students well heading into full time employment. Students are responsible to arrange this meeting by emailing Joy Ulrich (julrich@ambrose.edu) or booking an appointment via Karen Yule in the Student Development office.

2) Critical Reading and Discussion (20%) – Due @ 9:00am on Day of Class on Moodle

Asking questions, articulating dissonance, and sharing insights during class discussions are a crucial component of the learning process and to the worth of this course. To “get the ball rolling” for class discussions, each student will post a thoughtful and analytic 200-300 word reflection on the “Forum” section of the Moodle site for each class where a reading is assigned (*only respond to one reading for January 14, but read both readings). Explore what the author(s) communicated and how the assigned reading impacted you. Responses can engage the reading or the responses of fellow classmates. Every response that does not satisfactorily fulfill this objective, or is submitted late will result in a deduction of 2% off your final grade. Responses are due by 9:00am on the day of class that the assigned readings will be discussed, so as to give time for the course instructor to read through the responses in advance of class.

3) Article Presentation (20%) – February 4 – March 4 (Sign-Up on Professor’s Door)

You will be responsible for selecting one reading drawn from your undergraduate coursework in a specific academic domain (arts, humanities, behavioural sciences, or sciences). The reading should represent some significant insight you believe has enlightened your Ambrose degree and how it relates to your experience in the BHS concentration/major. As many of us will have already read the article/book/chapter, it will be imperative that you critically assess the reading and provide insight into how it shaped your views as a BHS student. In other words, you cannot merely summarize the contents of the selected reading, but need to use it as a stepping stone to address the objectives of this course. Presentations should be 15 minutes in length. Students will be graded on their ability to (a) clearly and briefly summarize the article (3-4 minutes), (b) persuasively engage the content of the article (11-12 minutes), and (c) communicate ideas logically, coherently, and confidently from beginning to end within the time allotted (also see grading template at the end of the syllabus).

4) Capstone Paper (40%) – Due @ 9:00am on the day of your Capstone Presentation on Moodle*

This seminar is an opportunity for you to engage in holistic reflection independently, through the assigned readings, and with others in the class. You will be required to systematically critique your undergraduate experience by reflecting on significant things you have learned through texts and articles you have read, papers you have written, projects you have participated in, and relationships you have made. The topic or theme you select to focus on is the residue of your own learning over these past three/four years. You should immediately commence research on this question: *In the context of achieving a degree in Behavioural Science, what is behavioural science, how do you know, and what difference does it make to you personally and to your world?* Additional questions related to this are: What have your studies been all about? What are the assumptions underlying this degree (and Ambrose) - i.e., what were you supposed to have learned? What have you actually learned? How have you learned it? Why did you come to choose this concentration or major? What did you hope to achieve? How and why did you meet/not meet those expectations? What would you change? What happens next? The length of this paper is 18-20 pages.

Papers should be double spaced, with 1” (2.54cm) margins on all sides, 12 point font, and ASA or APA formatting. Students will be graded for grammar and writing and social scientific content. Therefore, ensure that your document is well-written, clearly and logically organized, and explicitly draws on ideas, concepts, theories, and empirical evidence learned during your time at Ambrose and in this course. Late assignments will lose 10% per day.

*Please note that your paper will be submitted on Moodle via a plagiarism software – Turnitin - that compares your paper against other books, articles, online sources, and papers submitted to other universities and Ambrose for plagiarism.

5) Capstone Presentation (15%) – March 20 – April 10

As a capstone course, this is an integrative, interdisciplinary course that will also ask you to orally communicate about your educational experience as a whole. Each student will have 15 minutes to present their capstone paper to the class during the final weeks of the term. Students will be graded on their ability to (a) clearly and persuasively address the three central questions to the capstone paper, and (b) communicate ideas logically, coherently, and confidently from beginning to end within the time allotted (also see grading template at the end of the syllabus).

GRADING ASSIGNMENTS

The available letter grades and percentages for course grades are as follows. A detailed chart of what constitutes an 'A,' 'B,' or 'C,' etc. is also included below:

A	96% and above	(GPA – 4.0)	C	63 - 67%	(GPA – 2.0)
A	91 - 95%	(GPA – 4.0)	C-	60 - 62%	(GPA – 1.7)
A-	86 - 90%	(GPA – 3.7)	D+	56 - 59%	(GPA – 1.3)
B+	82 - 85%	(GPA – 3.3)	D	50 - 55%	(GPA – 1.0)
B	75 - 81%	(GPA – 3.0)	F	Below 50%	
B-	72 - 74%	(GPA – 2.7)			
C+	68 - 71%	(GPA – 2.3)			

IMPORTANT NOTES

- The last day to enter a course without permission and /or voluntary withdrawal from a course without financial penalty (**drop**) – Sunday, September 15, 2013 (Fall semester) or Sunday, January 19, 2014 (Winter semester). These courses will not appear on the student’s transcript. Courses should be added or dropped on the student portal by the deadline date.
- Students may change the designation of any class from credit to audit, or drop out of the “audit” up to the “drop” date indicated above. After that date, the original status remains and the student is responsible for related fees.
- Withdrawal from courses after the Registration Revision period will not be eligible for tuition refund. The last day to voluntarily withdraw from a course without academic penalty (**withdraw**) – Tuesday, November 12, 2013 (Fall semester) or Friday, March 21, 2014 (Winter semester). A grade of “W” will appear on the student’s transcript.
- Students wishing to withdraw from a course, but who fail to do so by the applicable date, will receive the grade earned in accordance with the course syllabus. A student obliged to withdraw from a course after the Withdrawal Deadline because of health or other reasons may apply to the Registrar for special consideration.
- An appeal for change of grade on any course work must be made to the course instructor within one week of receiving notification of the grade. An appeal for change of final grade must be submitted to the Office of the Registrar in writing within 30 days of receiving notification of the final grade, providing the basis for appeal. A review fee of \$50.00 must accompany the appeal to review final grades. If the appeal is sustained, the fee will be refunded.
- It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Student Handbook and Academic Calendar. Personal information, that is information about an individual that may be used to identify that individual, may be collected as a requirement 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.
- Although extensions to coursework in the semester are at the discretion of the instructor, students may not turn in coursework for evaluation after the last day of the scheduled final examination period unless they have received permission for a “Course Extension” from the Registrar’s Office. Requests for course extensions or alternative examination time must be submitted to the Registrar’s Office by Monday, November 25, 2013 (Fall semester) or Monday, March 31, 2014 (Winter semester). Course extensions are only granted for serious issues that arise “due to circumstances beyond the student’s control.”

- 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 College 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 give credit 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 college. Students are expected to be familiar with the policies in the current Academic Calendar and the Student Handbook 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.
- Students are strongly advised to retain this syllabus for their records.

	Theory, Method, Data: Correctly employs paradigms, theories, concepts, and empirical research. Both breadth and depth of resources are relied upon, demonstrating an integrated understanding of the area of study.	Analysis and Application: Student is able to extend past summarizing research/theory, and clearly analyze and apply the research/theory (e.g., implications and consequences)	Logical and Coherent Argument: Logical and coherent argument that flows from beginning to end.	Grammar and Spelling: Writing is clear and effective communicating central ideas	Formatting: Use of appropriate writing style (i.e., APA, ASA) and other formatting particulars (i.e., page length, font size, margins)	Oral Presentations: Material is clearly, confidently, and creatively communicated. Both breadth and depth of resources are relied upon, demonstrating an integrated understanding of the area of study.
A 86-100	Consistently achieved – paradigms, theories, concepts, and empirical research are summarized and used accurately and in relevant ways	The majority of assignment demonstrates a balance in summarizing and describing theory/research and analysis and application	Clearly states central thesis and purpose of paper Each sentence/paragraph logically leads to the next Carefully selected details which support general statements and central thesis	Few to no spelling, grammar, or other writing errors. Words, sentences, and paragraphs flow smoothly	Consistently achieved	Communicates effectively main theme, thesis, or primary focus of presentation. Establishes order to ideas and points out relationships between them. Number and quality of main points are sufficient Presentation of

						<p>ideas develops to a logical conclusion and/or summary</p> <p>Strong presentation style, demonstrated through non-verbal communication, body language, voice, and eye contact.</p>
B 72- 85	<p>Mostly achieved - paradigms, theories, concepts, and empirical research are summarized and used fairly accurately.</p>	<p>Some idea of how chosen topic bears on the development of sociological/psychological thought (i.e., some analysis and application beyond merely summarizing existing theory/research)</p>	<p>Clear central thesis</p> <p>Appropriate details/synthesis most of the time.</p> <p>Sentences/paragraph generally flow logically together</p>	<p>Some spelling, grammar, and writing errors</p> <p>Some awkward transitions between words, sentences, and paragraphs</p>	<p>Mostly achieved</p>	<p>Communicates to some degree the main theme, thesis, or primary focus of presentation.</p> <p>Ideas follow a general logical flow with presenter providing some synthesis between points</p> <p>Number and quality of main points are sufficient</p> <p>Logical conclusion and/or summary provided that develops from the presenters points</p> <p>Moderate presentation style, demonstrated through non-verbal communication, body language,</p>

						voice, and eye contact
C 60-71	Inconsistently achieved - paradigms, theories, concepts, and empirical research are often summarized or used inaccurately, or not at all.	Little to no connection made to the development of paradigmatic thought in terms of analyzing or applying the theory/research	Adequately limited central thesis Details/synthesis may be repetitious or absent altogether. Sentences/paragraphs rarely, if ever, flow logically together	Several spelling, grammar, and writing errors Several awkward transitions between words, sentences, and paragraphs	Inconsistently achieved	Unclear presentation of main theme, thesis or focus of presentation Little order to ideas and relationships between points not clarified clearly Number and quality of main points are lacking in sufficiency Weak conclusion and/or summary Presentation style lacking as demonstrated through non-verbal communication, body language, voice, and eye contact <i>And so on....</i>