

Intercultural Communication 3 credits
Prerequisite(s): N/A

| Class Information | | Instructor Information | | First day of classes: | Wed., Sept. 9, 2015 |
|------------------------------|---------------|------------------------|---|---|---------------------|
| Days: | Wed/Fri | Instructor: | Miriam Charter, PhD | Last day to add/drop, or change to audit: | Sun., Sept 20, 2015 |
| Time: | 4:00-5:15p.m. | Email: | mcharter@ambrose.edu | Last day to request revised exam: | Mon., Oct. 26, 2015 |
| Room: | RE 110 | Phone: | 403-410-2000 ex 6930 | Last day to withdraw from course: | Thu., Nov. 12, 2015 |
| Lab/Tutorial: | N/A | Office: | L 2049 | Last day to apply for time extension for coursework: | Mon., Nov 23, 2015 |
| FINAL EXAM: Take Home | | Office Hrs: | Wed 9:00 – 11:a.m. (people with email appointment have priority) | Last day of classes: | Mon., Dec 14, 2015 |

Textbooks:

1. Moreau, A.S. Campbell, E.H. & Greener, S.H. 2014. *Effective Intercultural Communication: A Christian Perspective*. Grand Rapids, MI: Baker Academic.
2. Storti, Craig. 2000 *Figuring Foreigners Out: A Practical Guide*. Boston, MA: Intercultural Press. (Experience shows that the Kindle Version does not work well for this class)
3. Lingenfelter, Sherwood and Marvin K. Mayers. 2003. *Ministering Cross-Culturally: An Incarnational Model for Personal Relationship*. 2nd Edition. Grand Rapids, MI: Baker Academic.

Course Description:

This course deals with foundational principles for communication between people from different cultures. Students will learn to be aware of the influences of thinking processes, world views, verbal and non-verbal behaviours. It will examine the important role of social, cultural and historical context in human interactions.

FURTHER COURSE INFORMATION: Students will have assigned readings, which will be augmented by media, small group activities, case studies and material presented in lecture/discussion format by the professor. The course environment is intended to foster creative thinking, self-reflection and personal growth in intercultural skills, writing competence, discussion skills, and appreciation for knowledge of real-world issues.

Expected Learning Outcomes:

As a result of the course it is anticipated that students will:

1. Articulate an understanding of theory and concepts related to effective intercultural communication/competency
2. Understand how one's own culture affects the communication process. This understanding will be the result of increased awareness of self, understanding of culture and the skills that enable competence.
3. Demonstrate knowledge of differences in cultural values and social, religious and linguistic differences between cultures.
4. Be able to apply the principles of intercultural communication to diverse contexts
5. Demonstrate strategies and skills integral to crossing cultures or working in a multicultural/multinational context
6. Be able to analyze specific intercultural communication problems, bringing to bear on the solution the historical, cultural, economic, and political differences that apply.
7. Think as a Christian in contexts where cultural difference may impact the understanding of the message we attempt to convey.

Course Schedule: See Appendix #2 for Course Schedule of lecture topics, readings and assignments

Course Requirements and Evaluation¹:

There will be no quizzes but there will be a final exam which is an integrative exercise. This will be a fairly "hands on" class that integrates lecture and class discussion. You are expected to attend class, read all materials and complete any assignments prior to class, and come prepared to integrate readings/concepts into class discussion and activities. In addition, you are expected to move beyond knowing the material to application, integration, and evaluation of existing and possible intercultural interactions and communication.

| Assignments | Percentage of Grade | # of Points | Assignments |
|---|---------------------|-------------|--|
| Readings and Storti Book Exercises: complete all assigned readings before you come to class, including Storti exercises Reading log (Appendix #2) will be submitted at the mid-term and at end of term | 20% | 40 points | Daily/Weekly reading Completion of Storti exercises when that is part of reading assignment Bring Storti book (it is not recommended for students to use e-book format) to class each day, and for review on announced dates. Reading Log: Turned in on Nov 13 & Dec 6 (See Appendix #2) |
| Class participation, teamwork and personal engagement | 10% | 20 points | The benefit you will receive from this class is directly related to the degree of teamwork and vulnerability you bring to the experience. Intercultural communication is about becoming self-aware, flexible, and willing to change in order to connect to others who are different from yourself. The workshops, activities, and assignments are all designed to facilitate self-reflection and personal growth, requiring social engagement, learning from your interactions with others Evaluation will follow the Matrix in Appendix #1 . |

¹ Note: This syllabus includes five appendices; Appendix #1: Rubric for Class Participation; Appendix #2 is the Course Schedule of Topics and Readings; Appendix #3 is the Reading Log; Appendix #4 is the handout: Reflective Writing: A Basic Introduction; Appendix #4 will be provided in class near the end of the semester

| | | | |
|--|------------------|--------------------------|---|
| Storti Essays (4 at 5% each) | 20% | 40 (10 points each) | Work through the exercises related to Storti's four "Building Blocks" of culture: 1. The Concept of the Self (individualist vs. collectivist) 2. Personal versus Societal Responsibility (universalist vs. particularist) 3. The Concept of Time (monochromic vs. polychromic) 4. Locus of Control (internal vs. external) Follow guidance on Pages 3 & 4 of Syllabus |
| Personal Reflection Journal Entries, 4 entries Note: check syllabus carefully. The 4 journal entries are based upon in-class Workshops (see page 5 of syllabus) | 10% | 20 (4 at 5 points each) | Journal entries should be completed according to the dates on class schedule Journal entries are to follow the length suggested in the detail on p 5 of syllabus. The purpose of the journal entries is to raise awareness of your own assumptions, to encourage self-reflection, to know yourself and your limitations more intimately, to document areas in need of further work, and to celebrate areas where you are growing. (for required length of these 4 entries, consult the detail on p.5) |
| Case Study Worksheets with Reflection: Each entry should be 300 – 500 words summarizing the most important lessons(s) you learned from the case study/simulation and how you might change to become a more effective intercultural communicator | 30% (3@10% each) | 60 (3 at 20 points each) | *Worksheet for case study is completed in preparation for class. Additions made during group discussions in class should be made in a different color of ink than the pre-class work. *Within 24 hours of completing the in-class case study, your worksheet and reflection entry on the case study should be completed and submitted. *Submit the worksheet with additions and the reflection entry all together. |
| Final Exam – an integrative Reflection Paper (Take Home) | 10% | 20 points | Final Exam is due on Dec 15, 2014 (See Appendix #5 – to be handed out later in the semester) |
| Total | 100% | 200 points | |

A. Instructions for 4 Essays using *Figuring Foreigners Out* by Storti

- Work through the exercises related to Storti's four "Building Blocks" of culture and indicate completion on Reading Log (Appendix #3):
 - ESSAY 1: The concept of the self (individualist vs. collectivist); pages 23-35
 - ESSAY 2: Personal versus societal responsibility (universalist vs. particularist); pages 36-52
 - ESSAY 3: The concept of time (monochromic vs. polychromic); pages 53-65
 - ESSAY 4: Locus of control (internal vs. external); pages 66-82
- In the first weeks of class you will indicate a population group among which you hope or intend to serve (most ideally, the group you will either go to for onSite, go on a Travel Study or Short Term Mission trip or anticipate working with soon; choose a group from another culture than your own among which you might enjoy working. Then, for each of the four building blocks, describe the value or approach you believe best characterizes that population group. Explain your answer in a **minimum of 2 pages** using examples based on your research of their cultural values (you can use the Internet, or more traditional library sources, or you can interview people around you who are either part of or familiar with that population group. The Professor will introduce you to the GLOBE STUDIES, 2 books by Richard Lewis and several books by Gagnon & Pillai that will be on the Reserve Shelf of the Library AND will provide a good place for you to start. See the attached RESERVE READING LIST)
- In **2 pages (minimum)** indicate the most significant implications for you as a Christian professional (teacher, employee, student, etc.)

- a. In what areas do their values clash with your values and
 - b. What changes/adjustments do you anticipate you will need to make personally and professionally to serve wisely in a chosen capacity among this group of people?
4. Note: Total length of each of these 4 Essays is 4 pages.

Table 1 (below) indicates what you will discuss for this assignment. Write your assignment in essay form using the instructions for each section using the table to think through your essays (Your rough work may happen in this table, creating a separate table for each category, filling in each cell with your ideas in bullet point form.) The final form must come in well-written essay form.

Table 1

| Which value do you see (or anticipate you will see) most commonly expressed in this culture? | Essay 1: Individualist or Collectivist? (Concept of Self) | Essay 2: Universalist or Particularist? (Concept of Personal vs. Societal Responsibility) | Essay 3: Monochronic or Polychronic? (Concept of Time) | Essay 4: Internal or External (Locus of Control) |
|--|--|---|---|---|
| Explanation: examples illustrating how you, personally, live out this value | 2 pages in well-crafted paragraphs | 2 pages in well-crafted paragraphs | 2 pages in well-crafted paragraphs | 2 pages in well-crafted paragraphs |
| Implications: how their values clash with yours and what personal and/or professional changes or adjustments do you need to make? | 2 pages in well-crafted paragraphs | 2 pages in well-crafted paragraphs | 2 pages in well-crafted paragraphs | 2 pages in well-crafted paragraphs |

B. Instructions for Case Study Worksheets and Analyses (3 will be evaluated)

For those sessions where our class activity is a case study: the night before, follow the Case Study Procedures and come to class with the Case Study Worksheet already filled out, including your proposed solution to the case. During our time together we will split into small groups to discuss the case in detail.

Case Studies Requiring Worksheet:

1. Nemon's Death (case study worksheet will be done together in class and will not be graded)
2. The Authority Dilemma
3. West African Church
4. Onions and Wives

Case Study Procedures

- 1) Read the case carefully to become thoroughly acquainted with all of the details under consideration and construct a rough time line of the events
- 2) Identify the major characters in the case.
- 3) List the major sets/factors involved in choosing a course of action:
 - a) Decision(s) faced: what decision is the person being asked to make? Include any contextual specifics of relevance (i.e., important factors in the immediate context of the case study such as deadlines, impending dangers, etc.);
 - b) Phenomenological analysis: From the insider's and cross-cultural worker's perspectives:
 - i) What are the personal needs involved?
 - ii) What cultural values are important in the decision-making process? It might help you to read the case several times, looking for and indicating in the case itself indicators for one set of values (e.g., individualism/collectivism) each time you read it.
 - c) What do you see as the heart of the conflict?

- d) Ontological analysis: relevant Scriptural guidelines:
 - i) What are significant and **relevant** scriptural texts, principles, case studies, and guidelines which must be weighed in the decision-making process? Try to include both Old and New Testament passages.
 - e) Identify what you consider to be an appropriate solution. For that solution, propose
 - i) What the solution is and
 - ii) How that solution may be implemented, involving a specific course of action (how the main character in the case study would implement the proposed solution). This course of action should accord with scriptural principles, be culturally sensitive, and focus on the central issue(s) of the case.
- 4) There are 3 parts to each Case Study Worksheet**
- a) **Worksheet for case study/simulation is completed in preparation for class.** Additions made during group discussions in class should be made in a different color of ink (preferably red) than the pre-class work.
 - b) **Within 24 hours of completing the in-class simulation/case study, your reflection entry on the simulation/case study should be completed and submitted; it will be deemed late if not submitted at the beginning of the next class.**
 - c) **Submit the worksheet with corrections and reflection entry (three pages) together by handing it to me, placing it my faculty mailbox, under my door or by scanning it and submitting it via email.**

C. Instructions for Journaling on in-Class Workshops:

Journaling on in-Class Workshops

The four journal entries are based upon in-class Workshops. Journal entries should be completed according to the dates on class schedule though only submitted at mid-semester and on the final day of class.

Journal entries should be 2 double-spaced pages (400 – 600 words, 1 inch margins 12 point font). The purpose of the journal entries is to raise awareness of your own assumptions, to encourage self-reflection, to know yourself and your limitations more intimately, to document areas in need of further work, and to celebrate areas where you are growing.

Which of the In-Class Workshops will be graded is clearly seen in Appendix #2

Attendance: is not optional; it is a significant part of Class Participation (see Appendix #1)

If you must be absent from class, inform the professor early in the day; since so much of the class is dependent upon reflection on in-class exercises, it will be impossible to complete the assignments without having been a part of the group work which is part case study discussions and in-class workshops. It is also a significant part of the commitment to the community of the class. Because of the hands-on nature of the class, it is impossible to succeed in this class if you are not personally present each day. No allowance will be made for poor reflection that is the result of absenteeism. Absences will only be excused for illness (not just weariness from staying up all night for another class), emergencies (such as a breakdown of your car) or a death in the family.

Evaluation of Class Contribution will follow the Matrix/Rubric in **Appendix #2.**

Grade Summary:

The available letters for course grades are as follows:

| <u>Letter Grade</u> | | <u>Numerical Range</u> |
|---------------------|--------------|------------------------|
| A+ | | 95% - 100% |
| A | Excellent | 90% - 94% |
| A- | | 85% - 90% |
| | | |
| B+ | | 80% – 84% |
| B | Good | 76% - 79% |
| B- | | 72% - 75% |
| | | |
| C+ | | 68% - 71% |
| C | Satisfactory | 64% - 67% |
| C- | | 60% - 63% |
| D+ | | 56% - 59% |
| | | |
| D | Minimal Pass | 50% - 55% |
| F | Failure | Below 50% |

Because of the nature of the Alpha 4.00 system, there can be no uniform College-wide conversion scale. The relationship between raw scores (e.g. percentages) and the resultant letter grade will depend on the nature of the course and the instructor's assessment of the level of each class, compared to similar classes taught previously.

Please note that final grades will be available on student registration system. Printed grade sheets are not mailed out.

Other – Policy on Late Assignments:

1. If your assignment is going to be late, you must notify the professor by e-mail before the class in which it is due.
2. The professor reserves the right to deduct points for late assignments; typically the deduction will be 5% for each day an assignment is late.
3. Exceptions regarding deductions for lateness will be made on a case-by-case basis, only for severe illness, emergency situations or a death in the family.

Five Appendices are a part of this Syllabus:

- 1) Appendix #1 – Rubric for Evaluation of Class Participation (not attached to this syllabus)
- 2) Appendix #2 – Course Schedule, Readings, Assignments Due
- 3) Appendix #3 – Reading Log
- 4) Appendix #4 – Reflective Writing: A Basic Introduction (not attached to this syllabus)
- 5) Appendix #5 – Integrative Paper (Final Exam)²

² Will be handed out later in the semester.

Appendix #2

Course Schedule of Topics and Readings Classes Meet 4:00-5:15p.m. on Wednesdays and Fridays

| Date/Day | Topic | Corresponding Readings (Required) | In-Class Workshop or Case Study | Assignment/Student Responsibility (When in bold type, hand in during class that day) |
|------------------|--|---|---|--|
| Sept 9 (Day #1) | Introductions and Overview What is Critical Reflection? | | Naming Workshop | |
| Sept 11 (Day #2) | Case Study (Procedure) Defining Culture & Communication | Moreau, Campbell & Greener Chpts 1 -3 (pages 9-52) | | 1)Reading --Record completion on READING LOG, Appendix #3) |
| Sept 16 (Day #3) | Worldview and Culture | Storti, pp 1 – 22 Appendix #3: Reflective Writing: A Basic Introduction | | 1)Reading -- Record both your reading from Storti & a thorough reading & understanding of exercises on Appendix #3) |
| Sept 18 (Day #4) | | Moreau, Campbell & Greener Chpts 4,5(pp 53-82) | Case Study #1 Nemon's Death | 1)Reading (Record on Reading Log) 2)Case Study #1 Nemon's Death (will do worksheet in class; post reflection will be modeled in class) |
| Sept 23 Day #5) | Verbal Communication and Social Organization | Storti pp. 19-35 (Concept #1: Concept of Self) | Workshop #1 – Status Cards | 1)Reading (Record on Reading Log) 2)Explore GLOBE STUDIES, books by Richard Lewish & books by Gannon and Pillai to choose a context upon which to focus Storti essays. Bring to class a clear idea of the country/people on which you will focus throughout this class. |
| Sept 25(Day #6) | | Moreau, Campbell & Greener Chpts 6,7 (pp 83-110) | | 1)Reading (Record on Log) 2)Journal Entry (Reflection #1) on Status Cards Workshop (to be handed in on Day#18); can bring to class; will be evaluated with possibility of rewrite for final submission |
| Sept 30/Oct 1 | Spiritual Emphasis Week | No Class on Sept 30 | | Get caught up on all the above assignments; finalize your choice of cultural context for all your work in this course – look at GLOBE, Lewis and Gannon & Pillai |
| Oct 2 (Day #7) | | Storti, pp. 36-52 (Concept #2: Concept of Personal vs. Societal Responsibility) | Workshop #2 -- Transcultural Emails | 1)Reading (Record on LOG) 2) Storti Essay #1 Concept-of-Self Building Block |
| Oct 7 (Day #8) | Nonverbal Contexting | Moreau, Campbell & Greener, Chpts 8,9 (pp. 115-141) | Case Study #2 West African Church | 1)Reading (Record on Log) 2)Journal Entry (Reflection #2) on Transcultural Email workshop (hand in Day#18) 2)Read West African Church Case Study #2 (p. 139-141) 3) Case Study #2 Worksheet due at beginning of class |
| Oct 9 (Day #9) | | Storti, p. 87-126 | Mini Case Studies – No worksheet needed | 1)Reading (Record on Log) 2)Case Study #2 Worksheet and Reflection due at beginning of class |

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|---------------------------------|---|--|--|---|
| Oct 14 (Day #10) | Time | Moreau, Campbell & Greener Chapter 10 (pp 142-153) | | 1)Reading (Record on Log) 2) Storti Essay #2: Personal vs. Societal Responsibility Building Block |
| Oct 16 (Day #11) | | Storti, pp. 53 – 65 (Concept #3: Concept of Time) | Workshop #3 -- Lump Sum | 1)Reading (Record on LOG) |
| Oct 21 (Day #12) | Defining the Self and Relations to Others | Moreau, Campbell & Greener Chapts. 11,12 (pp. 154-178) | | 1)Reading (Record on Log) 2)Journal Entry (Reflection #3) on Lump Sum Workshop (Hand in on Day #18) |
| Oct 23 (Day #13) | | Review Storti pp. 19-34 | Case Study #3 The Authority Dilemma | 1)Reading (Record on Log) 2)Read The Authority Dilemma Case Study #3 (p. 176-178) 3)Case Study #3 Worksheet due at beginning of class |
| Oct 28 (Day #14) | Social Power, Honor and Social Justice | Moreau, Campbell & Greener Chapter 14 (pp.195-209) | | 1)Reading (Record on Log) 2) Case Study #3 Worksheet and Reflection due 2) Storti Essay #3: Concept of Time |
| Oct 30 (Day #15) | | Read & complete Storti pp. 66-85 (Concept #4: Concept of Locus of Control) | | 1)Reading (Record on Log) |
| Nov 4 (Day #16) | Gender | Moreau, Campbell & Greener Chapter 13 (pp 179-194) | | 1)Reading (Record on Log) |
| Nov 6 (Day #17) | | | In-Class Gender Exercises Complete Brain Sex BBC Quiz | 1)Reading (Record on Log) 2)Get caught up on all reading 3)Complete Brain Sex BBC Quiz |
| Nov 11 (Remembrance Day) | No classes | | | |
| Nov 13 (Day #18) | | | | 1)Reading (Record on Log) 2)Submit Storti book, Reading Log (Part 1) & Journal (Reflections #1, #2 & #3 on In-Class Workshops) for evaluation 3)Storti Essay #4: Locus of Control |
| Nov 18 (Day #19) | Cultural Adaptation | Moreau, Campbell & Greener Chapts 15 (pp.213-225) | | 1)Reading (Record on Log) 2) Complete the Basic Values Questionnaire; bring scores to class |
| Nov 20 (Day #20) | Cultural Values Orientation | Moreau, Campbell & Greener Chapter 16 (pp. 226-239) Lingenfelter & Mayers Chapters 1 & 2 (pp 13-35) | Case Study #4: Onions and Wives | 1)Reading (Record on Log) 2)Read Case Study #4 Work Sheet due at beginning of Class |
| Nov 25 (Day #21) | | Lingenfelter & Mayers Chapters 3,4,5 | | 1)Reading (Record on Log) 2)Case Study #4 Worksheet and Reflection due |
| Nov 27 (Day #22) | | Lingenfelter & Mayers Chapters 6,7 & 8 | Workshop #4 Where do You Draw the Line | Reading (Record on Log) |
| Dec 2 (Day #23) | Cross-Cultural Teaching & Learning: Evangelism & Discipleship | Moreau, Campbell & Greener, Chapts 18, 19, 20, 21 (Reading of these chapters may be done in a skimming manner; know what is contained in them) | | 1)Reading (Record on Log) 2)Journal Entry (Reflection #4)—on workshop #4 – Where Do You Draw the Line (Hand in Dec 11) |

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|-------------------------|---|--|--|--|
| Dec 4 (Day #24) | | Moreau, Campbell & Greener, Chapters 17, 23 (may be done in a skimming manner; know what is in them) | | |
| Dec 9 (Day #25) | Behavioral Adapting; Relationships; Conflict; Teamwork | | Affirmations; The Hiring Decision Case Study (No worksheet or reflection required) | |
| Dec 11 (Day #26) | Last Day of Class Review Hand out Final Exam/Discuss | | | 1)Hand in Reading Log (Part 2) & Journal Reflection #4 2)Work on Final Exam (Integrative Essay) – due December 15 3)Rubric for Class Participation turned in with evaluation of self |
| Dec 15 (Monday) | | | | FINAL EXAM is DUE under my office door at 12:00 noon. |

Appendix #3 – Reading Log (ICS 205)

Name _____

| DATE | Reading Log (Part 1) will be submitted on November 13 and again on December 11 (Part 2). Use this same record all semester long. | # of pages | % read on time | % read late |
|------------------|---|------------|----------------|-------------|
| | READING LOG PART 1 | | | |
| Sept 9 | No readings | | | |
| Sept 11 | MCG Chapters 1-3 (pages 9-52) | | | |
| Sept 16 | Storti, pp 1 – 22; Appendix #3 Reflective Writing | | | |
| Sept 18 | MCG Chapters 4,5 (pages 53-82; Case Study #1 | | | |
| Sept 23 | Storti pp 19-35 | | | |
| Sept 25 | MCG Chapters 6,7 (pages 83-110) | | | |
| Sept 30 No Class | Sept 30/Oct 1 -- Spiritual Emphasis Week (during this break, finalize choice of context for work this semester via GLOBE, Lewis or Gagnon & Pillai; all books are on the Reserve Reading Shelf) | | | |
| Oct 2 | Storti, pp. 36-52 | | | |
| Oct 7 | MCG Chapters 8,9 (pp. 115-141); Case Study #2 | | | |
| Oct 9 | Storti, pp 87-126 | | | |
| Oct 14 | MCG Chapter 10 (pp 142-153) | | | |
| Oct 16 | Storti, pp. 53 – 65 | | | |
| Oct 21 | MCG Chapters 11,12 (pp 154-178) | | | |
| Oct 23 | Review Storti pp. 19-34; Case Study #3 | | | |
| Oct 28 | MCG Chapter 14 (pp. 195-209) | | | |
| Oct 30 | Storti pp 66-85 | | | |
| Nov 4 | MCG Chapter 13 (pp. 179-194) | | | |
| Nov 6 | | | | |
| | No Class November 11 | | | |
| Nov 13 | READING JOURNAL Part 1 is due today | | | |
| | READING LOG PART 2 | | | |
| Nov 18 | MCG Chapter 15 (pp 213-225) | | | |
| Nov 20 | MCG Chapter 16 (pp. 226-239); Lingenfelter & Mayers Chapters 1 &2 (pp. 13-35) | | | |
| Nov 25 | Lingenfelter & Mayers Chapters 3,4,5 | | | |
| Nov 27 | Lingenfelter & Mayers Chapters 6,7,8 | | | |
| Dec 2 | MCG Chapters 18,19,20,21 (reading may be done in a skimming fashion) | | | |
| Dec 4 | MCG Chapters 17,23 (reading may be done in a skimming fashion) | | | |
| Dec 9 | | | | |
| Dec 11 | Final Reading Log is Submitted today | | | |



Policies:

Communication

All students have received an Ambrose e-mail account upon registration. It is the student's responsibility to check this account regularly as the Ambrose email system will be the professor's instrument for notifying students of important matters (cancelled class sessions, extensions, requested appointments, etc.) between class sessions. If students do not wish to use their Ambrose accounts, they will need to forward all messages from the Ambrose account to another personal account.

Registration

During the **Registration Revision Period** students may enter a course without permission, change the designation of any class from credit to audit and /or voluntary withdraw from a course without financial or academic penalty or record. Courses should be added or dropped on the student portal by the deadline date; please consult the List of Important Dates. After that date, the original status remains and the student is responsible for related fees.

Students intending to withdraw from a course after the Registration Revision Period must apply to the Office of the Registrar by submitting a "Request to Withdraw from a Course" form or by sending an email to the Registrar's Office by the **Withdrawal Deadline**; please consult the List of Important Dates on the my.ambrose.edu website. Students will not receive a tuition refund for courses from which they withdraw after the Registration Revision period. A grade of "W" will appear on their transcript.

Exam Scheduling

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.

Students, who find a conflict in their exam schedule must submit a Revised Examination Request form to the Registrar's Office by the deadline date; please consult the List of Important Dates. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; 2) the student has three final exams within three consecutive exam time blocks; 3) the scheduled final exam slot conflicts with an exam at another institution; 4)

extenuating circumstances. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

Electronic Etiquette

Students are expected to treat their instructor, guest speakers, and fellow students with respect. It is disruptive to the learning goals of a course or seminar and disrespectful to fellow students and the instructor to use electronics for purposes unrelated to the course during a class session. Turn off all cell phones and other electronic devices during class. Laptops should be used for class-related purposes only. Do not use iPods, MP3 players, or headphones. Do not text, read, or send personal emails, go on Facebook or other social networks, search the internet, or play computer games during class. Some professors will not allow the use of any electronic devices in class. The professor has the right to disallow the student to use a laptop in future lectures and/or to ask a student to withdraw from the session if s/he does not comply with this policy. Repeat offenders will be directed to the Dean. If you are expecting communication due to an emergency, please speak with the professor before the class begins.

Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Academic Calendar. 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.

Extensions

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 the deadline date; please consult the List of Important Dates. Course extensions are only granted for serious issues that arise "due to circumstances beyond the student's control."

Appeal of Grade

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 Registrar's Office in writing and providing the basis for appeal 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. If the appeal is sustained, the fee will be refunded.

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 college. 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.

Note: Students are strongly advised to retain this syllabus for their records.