

Course ID:	Course Title:	Fall 2021
SCMP 500	Society and Culture Methods and Practices	Prerequisite:
		Credits: 6

Class Information		Instructor Information		Important Dates	
Delivery:	In Class	Instructor:	Mary-Lynn Wardle, MA	First Day of Classes:	September 8, 2021
Days: Monday, 1:00 to 3:30 Thursday, 1:00 to 3:30	A 2131 RE 112	Email:	mary-lynn.wardle@ambrose.edu	Last Day of Classes:	December 10, 2021
		Phone:	NA	Last day to add/drop, or change to audit:	September 19, 2021
		Office:	NA	Last day to withdraw from course:	November 22, 2021
		Office Hours:	By appointment		

Important Dates and Information

For a list of all important dates and information regarding participating in classes at Ambrose University, please refer to the Academic Calendar at <https://ambrose.edu/academic-calendar>.

Course Description

An exploration of the ways in which society, culture, and policy shape education. In this course you will survey a wide range of influences and consider how they can help you understand your own thinking and your future teaching practice. Of specific focus, you will develop a foundation to move forward in a journey of leading reconciliation with Indigenous Peoples.

Teacher Quality Standards Addressed

Engaging in Career-Long Learning
Applying Foundational Knowledge about First Nations, Metis and Inuit
Adhering to Legal Frameworks and Policies

Program Requirements

Numeracy - 6 hours
Literacy - 6 hours
Canadian Studies - 18 hours

Expected Learning Outcomes

1. Identify ways in which society, culture, and policy have shaped education and continue to influence the role of teacher.
2. Identify ways in which society and culture has shaped your own perspective and use this understanding to develop greater intentionality about your teaching practice.
3. Appreciate ways in which learning from Indigenous Peoples about land, history, and culture can influence your role as a teacher.

There is no required textbook for this course. Assignment specific readings are listed in the learning task descriptions below and will be made available in Moodle.

Course Schedule

The following is an outline of the course **it will be adapted** to meet the emerging needs and dynamics of the students in the course and the availability of special guests. The instructor will communicate an updated weekly schedule via Moodle.

Date	Topic/Experience	Readings, etc	
Session 1 – September 9¹	Course introduction and establishing the context	Assign Davis, Sumara and Luce Kapler to read in an SRG	Dress to be outdoors And on the ground Bring cell phone/camera Bring something for journaling
Session 2 September 13	Influence 1: Modernity and Standardization	Everyone- Davis, Sumara and Luce Kapler (2015) Reader 1- Moore (2018) Reader 2- Marzano (2003) Reader 3- Friesen & Jardine (2009) Reader 4- Grant (1994)	

Session 3 September 16	Continue with Influence 1	Library session with Patty Neufeldt and Kim Kissack (Ambrose University Library) @ 2:00 (class still starts @ 1:00)	
Session 4 September 20	Case study	Metis plant walk with Kalyn Kodiak	Meet at Weaselhead Parking lot at 37 St. SW Dress for the weather Bring cell phone/camera
Session 5 September 23	Influence 1 - debrief and infographic presentations Implications: Challenges and opportunities		
Session 6 September 27	Case Study	Nose Hill Medicine Wheel with Knowledge Keeper Julie Walker of Full Circle Adventures	Meet at Nose Hill parking Lot between 64 Ave. And the Winter Club NW Dress for the weather Bring cell phone/camera
Session 7 September 30	Influence 2: Human Sciences, Romanticism, and Democracy	Everyone-Tomlinson, C. (2014) and History of Ideas (N.D.) https://www.youtube.com/watch?v=OiRWBIOJTYQ Reader 1- Montessori (1912) Reader 2- Palmer (2003) Reader 3- Hildebrand (2016) Reader 4- Boss (2011)	

Session 8 October 4	Case study: Influence 2 - Exploring Indigenous Resources Donna Ross – why explore indigenous knowledge/experiences Infographic group work time		
Session 9 October 7	In Influence 2 - debrief and infographic presentations. Implications: Challenges and opportunities		
Session 10 October 14	Influence 3- Anti Oppression Movements	Everyone- (Adichie, 2009) Reader 1-McLaren (1997) Reader 2- Louie et al. (2017) Reader 3- Greene (1982) Reader 4- Gay (1994) and Emdin (2018)	
Session 11 October 18	Influence 3 - Infographic group work time Case study: Indigenous drumming with elder Dr. Clarence Wolfleg (tentative)		
Session 12 October 21	Diversity debrief and infographic presentations. Implications: Challenges and opportunities Script feedback and Indigenous Language practice.		
Session 13 October 25	Influence 4- Education Policy	Readings: Everyone- Alberta Education (2018) Reader 1- Alberta Education (2020)	

		Reader 2- Alberta Teachers' Association (2018) Reader 3- Alberta Teachers' Association (2017) Reader 4- Alberta Education (2013)	
Session 14 October 28	Chris Gonzalez or Patrick Loyer (this date may switch with Nov. 1 depending on speaker availability)	ATA staff Officer talk. • Code of Conduct, TQS and touch on the Education Act.	
Session 15 November 1	Sharing in SRG groups Case Study – TQS 5	Exploring the TRC	
Session 16 November 4	Infographic development Education Policy - debrief		
NO CLASSES Reading week			
Session 17 November 15	Influence 5- Globalization and Neoliberalism	Everyone- Robinson (2010), Sahlberg (2012), and Alberta Teachers' Association (N.D) Reader 1- Zhao (2019) Reader 2- Apple (2001) Reader 3- Smith (2014) Reader 4- Ayers (2020)	
Session 18 November 18	Land Acknowledgement video creation scaffolding SRG on globalization and neoliberalism Infographic development	Show video of Calgary Foundation land acknowledgement https://calgaryfoundation.org/about-us/vital-priorities/strengthening-relationships-with-indigenous-communities/land-acknowledgement/	
Session 19 November 22	Small group exhibition of personal land acknowledgement		

	<ul style="list-style-type: none"> • Visit from Blackfoot Elder Saa'kokoto 		
Session 20 November 29	Influence 5 - Infographic presentation Implications: Challenges and opportunities		
Session 21 November 30	Influence 6- Emerging Influences	Everyone- Quinn et al (2018) Reader 1- Aoki (2012) Reader 2- Schinkel. (2017) Reader 3-Davis and Sumara (2012) Reader 4- Orr (2011)	
Session 22 December 2	SRG discussion of annotated personal statement Infographic groupwork time		
Session 23 December 6	Influence 6 - Infographic presentation Implications: Challenges and opportunities		
Session 24 December 9	Wrap up of ideas Pieces for moving forward		

LT1: Reading and Discussion Response (Individual)

You will be assigned to a reading discussion group of 3-4 students. For each of the 6 topics you will read a shared text as a group. Each individual will also read an additional text different from one another. You will be responsible for sharing insights from your text with the group.

You will submit reading and discussion responses to demonstrate your understanding of learning outcomes one and two. This assignment is designed to support you to synthesize and contextualize key ideas from the readings; and give you credit for the learning you engage in through group discussions. This reading response should be 2 – 3 pages
The following prompts will guide your responses:

Reading Response Prompts :

What? What are the important ideas/concepts from your text that can help us make sense of this influence?

So What? What practices/structures/expectations in schools are connected to the ideas presented in your text?

Now What? What possibilities does this influence open up for your role as teacher? What tensions or questions does it call forth? What cautions or limitations does it yield?

LT1 Reading Schedule:

Influence 1- Modernity and Standardization

Readings

Everyone- Davis, Sumara and Luce Kapler (2015)

Reader 1- Moore (2018). <https://www.youtube.com/watch?v=RYtUIU8MjIY>

Reader 2- Marzano (2003)

Reader 3- Friesen & Jardine (2009)

Reader 4- Grant (1994)

Influence 2- Human Sciences, Romanticism, and Democracy

Readings:

Everyone- Tomlinson, C. (2014) and History of Ideas (N.D.) <https://www.youtube.com/watch?v=OirWBIOJTYQ>

Reader 1- Montessori (1912) (intro and ch 1)

<http://digital.library.upenn.edu/women/montessori/method/method.html#I>

Reader 2- Putnam (2015)

Reader 3- Hildebrand (2016)

Reader 4- Boss (2011) <https://www.edutopia.org/project-based-learning-history>

Influence 3- Decolonization and Anti-oppression movements

Everyone- Adichie, (2009) https://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story

Reader 1- McLaren (1997)

Reader 2- Louie et al. (2017)

Reader 3- Greene (1982)

Reader 4- Gay (1994) and Emdin (2018).

https://www.ted.com/talks/christopher_emdin_teaching_being_rachetdemic

Influence 4- Policy

Readings:

Everyone- Alberta Education (2018)

Reader 1- Alberta Education (2020)

Reader 2- Alberta Teachers' Association (2018)

Reader 3- Alberta Teachers' Association (2017)

Reader 4- Alberta Education (2013)

Influence 5- Globalization and Neoliberalism

Readings:

Everyone- Robinson (2010), Sahlberg (2012), and Alberta Teachers' Association (N.D)

<https://www.youtube.com/watch?v=zDZFcDGpL4U>

https://www.youtube.com/watch?v=TdgS--9Zg_0,

<https://www.teachers.ab.ca/News%20Room/Issues/Pages/School-Choice.aspx>

Reader 1- Zhao (2019) <http://zhaolearning.com/2019/12/05/the-pisa-illusion/>

Reader 2- Apple (2001)

Reader 3- Smith (2014)

Reader 4- Ayers (2020) <https://shows.acast.com/humrespro/episodes/post-standardization-william-ayers>

Influence 6- Emerging Influences

Everyone- Quinn et al (2018)

Reader 1- Etherington (2019)

Reader 2- Cajete (2015) https://www.youtube.com/watch?v=5_nxJMhSIOg

Reader 3- Davis and Sumara (2012)

Reader 4- Orr (2011)

LT 1 Detailed Reading List-

(Please see LT1 reading schedule as you will only read some of the readings)

Adichie, C. (2009, July). The danger of a single story [Video]. Retrieved from https://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story

Alberta Education. (2013). *Learning and technology policy framework*. Edmonton: Alberta Government.

Retrieved from <https://education.alberta.ca/media/1046/learning-and-technology-policy-framework-web.pdf>

Alberta Education. (2018). *Teaching quality standard*. Edmonton: Alberta Government. Retrieved from:

<https://education.alberta.ca/media/3739620/standardsdoc-tqs-fa-web-2018-01-17.pdf>

Alberta Education. (2020). *Education act*. Edmonton: Alberta Government. Retrieved from:

<https://www.qp.alberta.ca/documents/Acts/e00p3.pdf>

Alberta Teachers' Association. (2017). Teacher growth, supervision and evaluation. *Teachers' Rights, Responsibilities and Legal Liabilities*. Retrieved from

<https://www.teachers.ab.ca/SiteCollectionDocuments/ATA/Publications/Teachers-as-Professionals/MON-2%20Teachers%20Rights.pdf>

Alberta Teachers' Association. (2018). *Code of professional conduct*. Retrieved from:

<https://www.teachers.ab.ca/SiteCollectionDocuments/ATA/Publications/Teachers-as-Professionals/IM-4E%20Code%20of%20Professional%20Conduct.pdf>

Alberta Teachers' Association. (N.D.) School Choice.

<https://www.teachers.ab.ca/News%20Room/Issues/Pages/School-Choice.aspx>

Aoki, T. T. (2012), Inspiring the curriculum In Pinar & Irwin (Eds.). Curriculum in a new key: the collected works of Ted T. Aoki. (357-365) New York: Routledge, Taylor & Francis Group.

Apple, M. (2001). Comparing Neo-Liberal Projects and Inequality in Education. *Comparative Education*, 37(4), 409-423.

Ayers, W. (2020). Post standardization: Schools for a free and democratic society [Audio]

<https://www.humanrestorationproject.org/things-fall-apart/post-standardization-william-ayers>

Boss, S. (2011) Project based learning a short history. *Edutopia*. <https://www.edutopia.org/project-based-learning-history>

Cajete, G. (2015) A Pueblo story of sustainability [Video] https://www.youtube.com/watch?v=5_nxJMhSI0g

Davis, B., Sumara, D., & Luce-Kapler, R. (2015). Teaching and standardized education. In *Engaging minds: cultures of education and practices of teaching* (3rd edn.). (pp 43-62) New York: Routledge.

Davis, B. & Sumara, D. (2012). Fitting teacher education in/to/for an increasingly complex world.(FEATURE ARTICLE). *Complicity: An International Journal of Complexity in Education*, 9(1), 30.

Emdin (2018) Teaching and being racetdemic [Video]. Retrieved from:

https://www.ted.com/talks/christopher_emdin_teaching_being_rachetdemic

Etherington, M., (2019). *The Challenge with Educational Transformation: Rethinking the Mission to Educate in an Era of Change, Progress and Uncertainty*, *Journal of Culture and Values in Education*, Volume 2 (1), 96-112.

Friesen, S. & Jardine, D.W. (2009). *21st century learning and learners*. Prepared for Western and Northern Canadian Curriculum Protocol. (pp 9-15)

Friesen, S., Saar, C., Park, A., Marcotte, C., Hampshire, T., Martin, B., Brown, B., & Martin, J. (2015). What is learning? In. *Focus on Inquiry*. [eBook] Retrieved from <https://inquiry.galileo.org/ch1/what-is-learning/>

Gay, G. (1994). Coming of Age Ethnically: Teaching Young Adolescents of Color. *Theory Into Practice*, 33(3), 149-155. Retrieved May 21, 2020, from www.jstor.org/stable/1476501

Robert Grant (1994) Hirsch on education and national culture: A critique, *History of European Ideas*, 19:1-3, 357-367.

Green, M. (1982). Education and disarmament. *Teachers College Record*, 84 (1), 128-136. Access at:

https://maxinegreene.org/uploads/library/education_disarmament.pdf

Grumet, M. (2006). Where does the world go when the world is about schooling? *Journal of Curriculum Theorizing*. Fall, 47-54.

Hildebrand, D. (2016). The Paramount Importance of Experience and Situations in Dewey's Democracy and Education. *Educational Theory*, 66(1-2), 73-88.

History of ideas- Romanticism (N.D.) [Video] *The school of life*

<https://www.youtube.com/watch?v=OiRWBIQJTYQ>

Hunter, M. (1989). Madeline Hunter in the English Classroom. *The English Journal*, 78(5), 16-18.

doi:10.2307/819193

Jardine, D. (2012). The Descarte lecture. *Journal of Applied Hermeneutics*

Louie, D. Poitras Pratt, Y., Hanson, A.J., Ottmann, J. (2017) Applying Indigenizing principles of decolonizing methodologies in university classrooms. *Canadian Journal of Higher Education*. 47(3), 16-33.

Marzano, R., (2003). Instructional strategies In *What works in schools : Translating research into action*. (pp 78-87) Alexandria, Va.: Association for Supervision and Curriculum Development.

McLaren, Peter. (1997). Paulo Friere's legacy of hope and struggle. *Theory, Culture & Society*, 14(4), 147.

Montessori, M. (1912). The Montessori method: Scientific pedagogy as applied to child education in "The Childrens Houses" with additions and revisions by the author. (A. George, Trans.). (Chapter 1) New York:

Frederick A. Stokes Company. Retrieved from:<http://digital.library.upenn.edu/women/montessori/method/method.html#>

Moore, S. (2018) Don't should on me; It's not easy being not green [Video] retrieved from: <https://www.youtube.com/watch?v=MeRNhzOnGts>

Orr, D. W. (1990). Environmental education and ecological literacy. *Education Digest*, 55(9), 49-53.

Osberg, D. & Biesta, G. (2008). The emergent curriculum: navigating a complex course between unguided learning and planned enculturation. *Journal of Curriculum Studies* 40 (3) 313-328.

Putnam, R. (1993). What makes democracy work? *National civic review* 82 (2) 101-107.

Robinson, K. (2010). Changing education paradigms. [Video] <https://www.youtube.com/watch?v=zDZFcdGpL4U>

Salberg, P. (2012) GERM that kills schools [Video] https://www.youtube.com/watch?v=TdgS--9Zg_0

Smith, S. (2014) Wisdom responses to globalization: The pedagogic context. In *Teaching as the practice of wisdom* (Ch 1) Bloomsbury Academic

Tomlinson, C. (2014). The underpinnings of differentiation. In *The differentiated classroom responding to the needs of all learners* (pp 14-28) ASCD.

Zhao, Y. (2019) *The pisa illusion*. Zhao learning. <http://zhaolearning.com/2019/12/05/the-pisa-illusion/>

Requirements:

Throughout this term, you will be assessed on five broad tasks – some done in groups and others are individual assignments

Learning Tasks	Summary	Individual/Group	Contribution to final mark
SRG Tasks	Completion of six SRG sheets	Individual/Group	15%
Infographics	Infographic on influence's impact on schools and future teaching practice.	Group	15%

Land Acknowledgement	Personal land acknowledgment that recognizes the traditional lands of the Indigenous Peoples, demonstrates your growing knowledge of the land and its history; explores your deepening relationship to the land; and creates a foundation and open up possibilities for nurturing your relationship with Indigenous communities.	Individual	30%
Annotated Statement	Demonstrates your evolving thinking about your role as teacher	Individual	30%
Self-assessment	Individual self-assessment on contributions to the large group and SRG discussions.	Individual	10%

Learning task 1 - Response to readings – done in groups.

At the start of each subsection of the course (there are 6) you will be required to read an article and complete a reading role sheet – known as an SRG (Structured Reading Group) sheet. In your SRG (4 -5 people), you will spend some time examining the reading using the SRG sheet as a guide for discussion. These should be submitted prior to the first class of the subsection.

Each submission will be assessed as follows

3	You have analyzed the text and identified key ideas in the reading and framed them in ways that put forward a clear picture of the influence and how they may influence education.
2	While there is evidence that you have grappled with the major ideas, issues, and controversies described in the reading, they are addressed in a superficial manner.
1	Basic information is provided but lacks depth to encourage discussion.

Learning task 2 - Influences on Education Infographics – done in groups

Working in an SRG group, you will co-create 5 infographics. You will develop an infographic for each of the following 5 influences and submit them via Moodle on the dates provided below:

1. Learning Science (**Due: Sep 27**)
2. Enlightenment and Standardization (**Due: Oct 12**)
3. Anti-Oppression Movements (**Due: October 25**)
4. Education policy - **No infographic**
5. Capitalism and Neoliberalism (**Due: Nov 29**)
6. Emerging Influences (**Due: Dec 7**)

In each of the infographics you will address the following (you may or may not choose to respond to them explicitly/sequentially):

What? What is the societal/philosophical influence? What gave rise to the influence? What are the important ideas/concepts that surround this influence?

So What? How does this influence manifest itself in schools? What practices/structures/expectations are connected to this influence?

Now What? What possibilities does this influence open up for your role as teacher? What tensions or questions does it call forth? What cautions or limitations does it yield?

Each presentation will be assessed as follows:

3	By using strong visuals, imagery, and/or metaphor combined with concise text and key insights from the readings you were able to effectively communicate how the influence manifests itself in schools . Building on this, you have put forward a thoughtful a position to frame your future teaching practice .
2	Thoughtful consideration of visuals and imagery support the presentation of how the influence is apparent in schools. There is a good attempt at considering how this may influence future practice.
1	Basic information is provided but fails to show in an insightful manner how the influence is seen in schools and will impact practice.

Learning Task 3 - Personal Land Acknowledgement (Individual) Due Nov 24th

In this assignment you will create a personal land acknowledgement that:

1. Acknowledge the traditional lands of the Indigenous Peoples of the territory surrounding Mohkíntsis
2. Shares your growing knowledge of the land and its history
3. Explores your deepening relationship to the land; and
4. Creates a foundation and open up possibilities for nurturing your relationship with Indigenous communities.

Your personal land acknowledgement will feature a chronicle of experiences you engage in in our course. You will be asked to seek out and document experiences in the natural world beyond our class. Your Land Acknowledgement will be created as a video featuring your voice as narration and photographs (or video) that you take. Your video will be exhibited in your SRG and will provide you with a portfolio item.

To support provide a foundation for this project you will receive scaffolding including:

- Land-based learning experiences
- Opportunities to learn from Indigenous Peoples
- Reviewing land acknowledgement exemplars

- Receiving peer feedback on your script

LT3 Land Acknowledgement Rubric

Each submission will be assessed as follows:

	Incomplete	Tentative/developing understanding	Mastery understanding
Acknowledgement	Your acknowledgement is lacking significant information regarding ancestral land and fails to demonstrate an informed understanding of Indigenous peoples.	While the acknowledgement is addressed, gaps exist in your attempt to demonstrate rigorous understanding of key elements of Indigenous peoples and the land.	You have acknowledged, not only the ancestral lands, but also created an ethical space to share some of what you have learned from Indigenous People.
Relationship with Land	Your relationship with the land is minimally addressed or appreciably lacking information in numerous contexts. This is noticeable in the narrative and/or images.	Your relationship to land is explored yet falls short of a compelling personal experience due to shortcomings in either personal experience or images	You have explored and illustrated your personal relationship with the land past, present, and future. Your acknowledgement is imbued with your personal experiences as told through photographs you have taken.
Reconciliation	Your presentation does not describe a personal impetus for learning more to facilitate reconciliation.	Your personal aspirations are described in an overly simplified or superficial manner.	Your acknowledgement sets forth your aspirations for learning towards your role as teacher and leader of reconciliation.
Personal	Your personal response fails to or minimally reflects a meaningful connection to the issue.	Although your acknowledgement is suggestive of a personal response, it is presented in a manner suggestive of theory rather than a personal belief system.	Your acknowledgement is intimate, honest, and true to yourself and your beliefs.
Use of Media	A simplistic use of media and narration does not allow you to fully demonstrate a rich understanding of the significance of the land or a respectful acknowledgement of indigenous peoples.	Media elements incorporate appropriate visuals but fall short of presenting an evocation story of the land and your emerging relationship with the land.	You have drawn on photo and/or video techniques to tell a story of the land and your deepening relationship with it. You have recorded a professional voice over narration and paid careful

			attention to pronunciation of Indigenous languages.
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Learning task 4 - Annotated Personal Statement (Individual) Due Dec 8th

The purpose of this assignment is to document your evolving thinking about your role as teacher. To this end, you will be asked to revisit the personal statement you created as part of your admission package to this program. You will draw on the influences explored in this class to explicate the ideas in your statement. You will identify elements that have been affirmed; places where your thinking has deepened/become more nuanced; and elements of your thinking that have been challenged or shifted. You will use a .pdf editor or word comment feature to annotate your statement.

Learning task 4 - Personal Statement Rubric

Each submission will be assessed as follows:

	Incomplete	Tentative/developing understanding	Mastery understanding
Demonstrate a sophisticated understanding of the influences explored in this course.	Your annotations offer a surface or misinformed interpretation of the influences explored in this course.	You have demonstrated a solid understanding of the main ideas for the influence in this course. You have drawn on citations from our course readings as support.	You have drawn on key insights and succinctly synthesized the influences in order to reflect on your own thinking. In doing so created new knowledge and further deepened our exploration of the influences themselves.
Identify ways in which society and culture has shaped your own perspective.	Your annotations demonstrate a lack of self-awareness or show that your exploration of the influences have served to reinforce your pre-existing ideas.	You have identified logical and reflective examples of how your own thinking has been shaped by society and culture.	You have demonstrated how your learning in this course has affirmed, deepened and challenged your thinking about education and your worldview more broadly.

Use an understanding of what has shaped your perspective to guide your teaching practice.	Your annotations fail to put forward meaningful application of your learning in this course towards your future teaching practice.	Flowing from your learning in this course you have offered specific and meaningful future steps in your emerging teaching practice.	You have taken steps towards building your philosophy of teaching by framing ways in which you might navigate the tensions and opportunities that exist and emerge between and within the relationship between society, culture, and methods in practice.
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Learning task 5 - Self-Assessment of ongoing growth and participation.

The life of the classroom teacher is one of professional responsibility. Every day your students will arrive expecting you to be engaged, enthusiastic, and ready for the school day. These years of preservice education are a time to prepare for this professional life.

As such, this course requires:

- consistent and punctual attendance,
- engaged, prepared participation,
- thoughtful reflection about topics, themes, and issues,
- respectful and supportive dialogue with your colleagues,
- collaborative interaction during the inquiry/SRG process.

You will have the opportunity to provide a self-assessment of the qualities at the end of the course.

Participation and Attendance

Participation in and contribution to the scholarly community is essential to learning in this course. Our classroom will be designed as a knowledge building community and regular attendance is critical to your success in this course. Please notify the instructor if you need to miss a class. The instructor will work with you to determine how you can catch up on what you have missed.

Grade Summary:

The available letters for course grades are as follows:

Grade	Interpretation	Grade Points
A+	Excellent	4.00
A		4.00
A-		3.70
B+	Good	3.30
B		3.00
B-		2.70
C+	Satisfactory	2.30
C		2.00
C-		1.70
D+	Poor	1.30
D		1.0
F	Failure	0.00
P	Pass	No Grade Points

Because of the nature of the Alpha 4.00 system, there can be no uniform University-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.

Ambrose University Important Information:

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.

Exam Scheduling

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 Academic Calendar. 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.

Standards of Behaviour in the Classroom Setting

Learning is an active and interactive process, a joint venture between student and instructor and between student and student. Some topics covered within a class may lead to strong reactions and opinions. It is important that Students understand that they are entitled to hold contradictory beliefs and that they should be encouraged to engage with these topics in a critical manner. Committing to this type of "active learning" significantly increases the learning experience for both teacher and student, and reflects the Christian imperative to pursue truth, which lies at the heart of the Ambrose educational experience. However, active discussion of controversial topics will be undertaken with respect and empathy, which are the foundations of civil discourse in the Classroom Setting. Primary responsibility for managing the classroom rests with the instructor. The instructor may direct a student to leave the class if the student engages in any behaviour that disrupts the classroom setting. If necessary, Ambrose security will be contacted to escort the student from class. Please refer to your professor regarding their electronic etiquette expectations.

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. 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.

Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Academic Calendar. The academic calendar can be found at <https://ambrose.edu/content/academic-calendar-2>

Privacy

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.

Coursework Extensions

Should a request for a time extension on coursework exceed the end of the term, a *Coursework Extension Application* must be completed and submitted to the Office of the Registrar. The extension (if granted) will be recorded on the student record. Extensions are granted at the discretion of the instructor and are normally granted for 30 days beyond the last day of the term.

Normally, Course Extension Applications will be considered only when all of the following conditions are met:

- the quality of prior course work has been satisfactory;
- circumstances beyond your control, such as an extended illness or death of a family member, make it impossible for you to complete the course work on time; and
- you submit *Coursework Extension Application* to the Office of the Registrar on or before the deadline specified in the Academic Schedule.

If granted, time extensions do not excuse you from a final examination where one has been scheduled for the course.

A temporary grade of TX will be assigned until a final grade is submitted in accordance with the new deadline. A final grade of F will apply to:

- all course work submitted after the end of the semester unless a coursework extension has been granted; and all course work submitted after the revised due date provided by an approved extension to coursework.

Academic Success and Supports

Accessibility Services

Academic accommodation is provided to Ambrose students with disabilities in accordance with the Alberta Human Rights Act and the Canadian Charter of Rights and Freedoms. Provision of academic accommodation does not lower the academic standards of the university nor remove the need for evaluation and the need to meet essential learning outcomes. Reasonable accommodations are tailored to the individual student, are flexible, and are determined by considering the barriers within the unique environment of a

postsecondary institution. It can take time to organize academic accommodations and funding for disability-related services. Students with a disability who wish to have an academic accommodation are encouraged to contact Accessibility Services as early as possible to ensure appropriate planning for any needs that may include accommodations. Staff can then meet with students to determine areas to facilitate success, and if accommodations are required, ensure those accommodations are put in place by working with faculty.

Ambrose Writing Services

Ambrose Writing services provides academic support in the four foundational literacy skills—listening, speaking, reading, and writing. It also assists students with critical thinking and the research process. Throughout the academic year, students can meet with a writing tutor for personalized support, or they can attend a variety of workshops offered by Academic Success. These services are free to students enrolled at Ambrose University. Academic Success serves all students in all disciplines and at all levels, from history to biology and from theatre to theology. To learn more, please visit <https://ambrose.edu/writingcentre>

Ambrose Tutoring Services

Ambrose Tutoring Services provides support in specific disciplinary knowledge, especially in high-demand areas such as chemistry, philosophy, math and statistics, and religious studies. These tutors also coach students in general study skills, including listening and note-taking. During the academic year, Ambrose Tutoring Services offers drop-in tutoring for courses with high demand; for other courses, students can book a one-to-one appointment with a tutor in their discipline. These services are free to students enrolled at Ambrose University. To learn more, please visit <https://ambrose.edu/tutoring>.

Mental Health Support

All of us need a support system. We encourage students to build mental health supports and to reach out when help is needed.

On Campus:

- Counselling Services: ambrose.edu/counselling
- Peer Supportive Listening: One-to-one support in Student Life office. Hours posted at ambrose.edu/wellness.
- For immediate crisis support, there are staff on campus who are trained in Suicide Intervention and Mental Health First Aid. See ambrose.edu/crisissupport for a list of staff members.

Off Campus:

- Distress Centre - 403-266-4357
- Sheldon Chumir Health Care Centre - 403-955-6200
- Emergency - 911

Sexual Violence Support

All staff, faculty, and Residence student leaders have received *Sexual Violence Response to Disclosure* training. We will support you and help you find the resources you need. There is a website with on and off campus supports – ambrose.edu/sexual-violence-response-and-awareness.

Off Campus:

- Clinic: Sheldon Chumir Health Centre - 403-955-6200
- Calgary Communities Against Sexual Abuse - 403-237-5888

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