

Course ID:	Course Title:	Fall 2023
BUS 280	Marketing	Prerequisite: BUS 100 or BUS/DVST 305
		Credits: 3

Class Information		Instructor Information		Important Dates	
Delivery:	In Class	Instructor:	Dr. Wilian Gatti Jr	First Day of Class:	Sep 6, 2023
Day(s):	Wed/Fri	Email:	wilian.gatti@ambrose.edu	Last Day to Add/Drop:	Sep 17, 2023
Time:	11:15 a.m. – 12:30 p.m.	Phone:	(403) 407-9474	Last Day to Withdraw:	Nov 20, 2023
Room:	RE132	Office:	L2109	Last Day to Apply for Coursework Extension:	Nov 23, 2023
Lab/Tutorial:	n/a	Office Hours:	Fridays 2:30 p.m. – 3:30 p.m.	Last Day of Class:	Dec 8, 2023
Final Exam:	No final exam				

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

This course introduces the fundamental concepts and principles of marketing including topics such as analysis of customer behaviour, market segmentation and trend analysis. The 4 Ps (Product, Price, Promotion and Place) in the marketing mix will be introduced and various marketing strategies catering to different industries will also be examined by means of case studies.

Expected Learning Outcomes

After successful completion of this course, students will be able to:

1. Explain the role of marketing in an organization and the importance of meeting customer needs.
2. Describe the elements of an environmental scan and summarize the trends affecting each area.
3. Describe the stages in the consumer purchase decision process.
4. Identify the reason for conducting marketing research.

5. Describe how strategy is developed at the corporate, business unit, and functional levels in an organization.
6. Define the concept of customer relationship management (CRM).
7. Explain market segmentation and its relevance to marketing.

Textbooks

Armstrong, G., Kotler, P., Trifts, V., and Bucwitz, L. A. (2021). Marketing: An introduction, Canadian Edition. (7th. ed.). Boston: Pearson Education. (ISBN 9780135220375 - Courseware Required).

Course Schedule

Week no./Class Dates	Topic	Chapter/s
1. 6 th Sep - 8 th Sep	Course Introduction Marketing: Creating Customer Value and Engagement	1
2. 13 th Sep – 15 th Sep	Company and Marketing Strategy: Partnering to Build Customer Engagement, Value, and Relationships	2
3. 20 th Sep – 22 nd Sep	Analyzing the Marketing Environment	3
4. 27 th Sep – 29 th Sep	Managing Marketing Information to Gain Customer Insights Understanding Consumer and Business Buyer Behaviour	4 5
5. 6 th Oct	<u>Life Conference – No Classes 4th Oct</u> Customer Value-Driven Marketing Strategy: Creating Value for Target Customers Deeper	6
6. 11 th Oct – 13 th Oct	Products, Services, and Brands: Building Customer Value	7
7. 18 th Oct – 20 th Oct	Developing New Products and Managing the Product Life Cycle Pricing: Understanding and Capturing Customer Value	8 9
8. 25 th Oct – 27 th Oct	Marketing Channels: Delivering Customer Value	10
9. 1 st Nov – 3 rd Nov	Retailing and Wholesaling	11
10. 8 th Nov – 10 th Nov	Reading Week – No Classes	
11. 15 th Nov – 17 th Nov	Engaging Consumers and Communicating Customer Value: Advertising and Public Relations	12
12. 22 nd Nov – 24 th Nov	Personal Selling and Sales Promotion Direct, Online, Social Media, and Mobile Marketing	13 14
13. 20 th Nov – 1 st Dec	The Global Marketplace Sustainable Marketing: Social Responsibility and Ethics In the News Presentations	15 16
14. 6 th Dec – 8 th Dec	Project Presentations	
No Final Examination		

Requirements:

Item	Modality	Weighting	Deadlines Date(s)
Class Participation	Individual/Group	5%	
Quizzes	Individual	15%	Nov 30, 2023
Mini Sim	Individual	15%	Nov 30, 2023
Video Cases	Individual	15%	Nov 30, 2023
In the News	Group	20%	Week 13
Marketing Project	Group	30%	Week 14
Total		100%	

Class Participation

Activities performed in class.

Quizzes

The quizzes will encompass the material presented in designated chapters (1, 2, 3, 5, 6, 7, 9, 10, 12, 14). Each quiz will consist of 10 questions aimed at facilitating your grasp of the fundamental concepts outlined in these chapters. Upon completion of a quiz, prompt feedback regarding your responses will be promptly provided within the Pearson MyLab platform.

Mini Sim

Mini Sims constitute assignments accessible within the MyLab platform, listed under the category 'Homework.' These assignments encompass the subject matter contained within chapters 4, 8, 11, 13, 15, and 16. Engaging with a Mini Sim entails encountering a business scenario or dilemma, and subsequently being tasked with a sequence of decisions. As in any business situation, there are multiple approaches you can take, though there will always be the “best” choice, an “ok” choice, and a “not the best” choice.

Video Cases

Video case studies constitute an assignment accessible within the MyLab platform, designated under the category 'Homework.' These assignments encompass the subject matter presented in chapters 3, 7, 9, 10, 12, and 14. The video cases seamlessly integrate concise videos, supplemental case study material, and corresponding case study questions. This combination offers a comprehensive learning experience that engages various aspects of the subject matter.

In the News - Bringing Marketing to Life

1. Assignment Goal

As a team, your mission is to explore and interpret the world of marketing in action. We're looking for you to find recent news articles where marketing concepts are being applied or discussed and then bring these concepts to life in a unique group presentation. This group assignment will encourage you to look beyond the textbook, see how course concepts play out in real-world scenarios, and learn from each other's perspectives.

2. Instructions

(i) As a team, students delve into reputable news sources like The Wall Street Journal, Financial Times, Bloomberg, Forbes, and Harvard Business Review. Also, consider local and regional business publications relevant to businesses in Calgary. Remember, your articles should be recent (published within the last three months).

(ii) Each team member should choose one article and analyze it in the context of the course material. How does the news story relate to the concepts we've covered in class? Discuss your findings with your group.

(iii) Identify common themes, theories, or frameworks across your chosen articles. How do these real-world examples enhance your understanding of the course material?

(iv) Create a multimedia presentation summarizing your articles and how they relate to our course content. Your work should be presented in a format such as a short video, an infographic series, or a podcast-style recording, but not in an essay or writing report. Make sure to include the following in your presentation:

- The title and source of each article.
- The date of publication for each article.
- The main points or key messages of the articles (remember to prioritize ideas rather than listing details).
- The connection to the course material (specific theories, terms, or frameworks).
- Any additional insights or takeaways the team has.

(v) Share: Submit your team's summary presentation and links to the articles. Each group will be asked to present their findings to the class. The time allocated for each presentation will depend on number of groups.

3. Assessment Rubric

Traits	Below Expectations (0-50)	Meets Expectations (51-80)	Above Expectations (81-100)	Weight
Research Quality This evaluates the caliber and relevance of the news articles selected, ensuring they are from credible sources and align with the assignment's objectives.	Sources selected are not reputable or the articles are older than three months. Selection lacks clear connection with marketing concepts discussed in the course.	Sources are reputable and articles are recent. Articles provide some insights into marketing concepts, though connections might be somewhat superficial or obvious.	Chosen articles are highly relevant, recent, and sourced from top-tier publications. Selection offers deep, insightful examples of marketing concepts, and the team can explain why each article was chosen.	10%
Content Quality This criterion measures the depth, accuracy, and clarity of the information from the articles and how they were synthesized for the assignment.	Summary is vague, misses key points, or has factual inaccuracies. Little to no effort to prioritize ideas or draw meaningful insights.	Summary covers major points of the articles and presents some connections to course content. Some effort is evident in prioritizing information and drawing insights.	Summary is thorough and insightful, capturing the essence and nuances of the articles. Clear effort in weaving a narrative that ties articles together, identifying common themes and drawing out compelling insights.	30%
Understanding and Analysis Assesses the team's ability to not only summarize but also interpret the articles in light of course concepts, drawing clear and insightful connections.	Minimal effort in relating articles to course material. Analyses lack depth or show fundamental misunderstandings of the course concepts.	Articles are linked to relevant course concepts with moderate depth. Some level of analysis and interpretation is evident but might lack complexity.	Sophisticated analysis that seamlessly integrates course material. Demonstrates a comprehensive understanding of course concepts and their application in real-world contexts.	30%

Traits	Below Expectations (0-50)	Meets Expectations (51-80)	Above Expectations (81-100)	Weight
Presentation Quality Evaluates the effectiveness, creativity, and professionalism of the multimedia presentation in communicating the team's findings.	Presentation lacks structure, clarity, or coherence. Fails to include essential components such as article titles, sources, or publication dates. The chosen multimedia format (video, infographic, podcast, etc.) is not used effectively.	Presentation is clear, structured, and covers all required elements. Makes decent use of the multimedia format but may lack polish or creativity.	Presentation is highly engaging, innovative, and effectively communicates complex ideas. Expertly leverages the strengths of the chosen multimedia format, with clear attention to detail and creativity.	30%

Marketing Project - Marketing Strategy Development and Critique

This project has two main components: a group project and an individual component.

The group component involves a comprehensive marketing strategy development and critique project. As a team, you will select a company and product or service, analyze its current marketing strategy, conduct a customer and competitor analysis, critique its advertising campaign, and then develop a new marketing strategy. This hands-on project will allow you to apply a wide range of marketing concepts, including marketing mix (4Ps), branding, the STP model, marketing channels, and customer behaviour.

The individual component involves a reflective report. This report will serve as a platform for you to document your personal learning journey, reflect on the marketing concepts you applied, and articulate your thoughts, insights, and questions.

Together, these components will provide you with a comprehensive and multifaceted learning experience. They're designed not only to deepen your understanding of marketing theory, but also to develop your practical skills and personal growth.

In the section detailing the group project, you will find the objectives of each stage and the requirements for the one-page reports to be submitted weekly. Additionally, we have provided a series of self-reflection questions. These are designed to foster critical thinking and introspection about your experiences, approaches, challenges, and insights gathered throughout the project and how these elements contribute to your evolving marketing strategy. Engaging with these reflective questions will not only enhance your group work but also pave the way for the individual portion of the project, creating a comprehensive learning experience.

A. Group Part (75% of the total grade)

1. Project Goals

The goal of the "Marketing Strategy Development and Critique" project is to:

- Analyze the existing marketing strategy of a selected underperforming product or brand, incorporating a study of customer journey, consumer behavior, and competitive environment.
- Identify the gaps and shortcomings in the current strategy and advertising campaigns and suggest improvements.
- Develop a comprehensive new marketing strategy for the brand, including a new marketing mix, brand positioning, and ad campaigns.

2. Instructions

Week 3-4: Brand Selection and Initial Analysis

Goal: Start choosing a local business or a product that seems to be underperforming or not gaining traction in the market. You will analyze the brand, the existing marketing mix, and customer perception.

Deliverable: A one-page proposal outlining the selected company, product/service, and reasons for selection.

Self-reflection questions:

What factors did we consider when selecting the company and product/service? Why did we find these factors important?

Reflecting on your initial thoughts about the company and product/service, what assumptions did we make? How might these influence our perspective throughout the project?

Week 5-6: Competitor Analysis

Goal: Conduct an in-depth analysis of the brand's competitors, their strategies, positioning, marketing mix, etc. This will provide them with a solid understanding of the market environment and competitor strategies that the chosen brand is dealing with.

Deliverable: A one-page report summarizing the current marketing strategy and a critique of the ad campaign.

Self-reflection questions:

How did our understanding of the customer and the market change through this process?

What challenges did we face during the customer and competitor analysis? How did we address them?

Reflecting on this phase, what insights do we think will be most valuable for developing the new marketing strategy?

Week 7-8: Customer Journey Mapping & Consumer Behaviour Study

Goal: As part of understanding the brand's current situation, you will map out the customer journey from the first point of contact to the post-purchase stage. This will give them insights into customer behavior, touchpoints, and how the existing marketing mix impacts the customer's decision-making process and affecting consumer behavior in the product category.

Deliverable: A one-page report on the customer and competitor analysis with key insights.

Self-reflection questions:

Reflect on the process of creating the customer journey map. What was most challenging about this task and how did we overcome those challenges?

What key insights did we gain from studying consumer behavior and how do these insights influence our understanding of the market and the brand's position in it?

How did our group handle disagreements or different interpretations of the customer data during this stage?

Week 9-11: Ad Campaign Critique

As part of their strategic recommendations, you will critique the brand's existing ad campaign(s) and suggest improvements. This includes creating new or improved ads as part of their redesigned marketing strategy. Identify its strengths and weaknesses.

Deliverable: A one-page report critiquing the brand's existing ad campaign.

Self-reflection questions:

How did our understanding of the brand's positioning change after critiquing their ad campaign?

What were the most difficult aspects of the ad campaign to critique and why?

Reflect on the process of suggesting improvements. How did this challenge our understanding of effective advertising?

Week 12-13: Developing the New Marketing Strategy

Goal: Taking into account the insights from the brand analysis, competitor analysis, customer journey mapping, and consumer behavior study, students will develop a comprehensive marketing strategy that includes a new marketing mix, brand positioning, and ad campaigns. They will also outline how to implement their strategy and measure its success.

Deliverable: A one-page report presenting the highlights on the target audience, marketing mix (4Ps), brand positioning, and tactics for implementation.

Self-reflection questions:

What marketing concepts were most useful in developing the new marketing strategy? Why?

Reflect on a decision that was particularly difficult during this stage. How did we approach it? What did we learn from it?

How have our views on the company, product/service, and market evolved during the marketing strategy development?

Week 14: Presentation and Review

Present their comprehensive marketing strategy and critique, highlighting key findings, strategic recommendations, and potential implementation challenges.

Deliverable: A detailed report and presentation slides consolidating all work done. Main points:

- The brand analysis, competitor analysis, customer journey map, and consumer behavior study.
- An analysis and critique of the current ad campaign(s) with suggested improvements.
- A comprehensive marketing strategy document for the selected brand, including a new marketing mix, positioning, and ad campaigns.

Self-reflection questions:

How did our group work together to consolidate our findings and strategy into the final report and presentation?

Reflect on the presentation. What went well? What could have been improved?

Now that the project is completed, how do we feel about the work our team produced? How has our understanding of the marketing concepts applied evolved?

Reflect on our new marketing strategy. How have we ensured it aligns with our Christian faith and values?

How does our marketing strategy demonstrate love and respect for both customers and competitors?

Looking back at the entire project, how has our Christian faith influenced your approach to marketing?

3. Assessment Rubric

Traits	Below Expectations (0-50)	Meets Expectations (51-80)	Above Expectations (81-100)	Weight
<p>Understanding and Analysis</p> <p>The depth of the student's understanding and their ability to analyze the brand, competitors, customer journey, and consumer behavior. This includes their ability to identify key issues and provide a well-structured critique of the existing ad campaign.</p>	Limited or shallow understanding of the brand, competitors, customer journey, and consumer behavior. Ad campaign critique lacks depth.	Shows good understanding of the brand, competitors, customer journey, and consumer behavior. Provides a well-structured critique of the ad campaign.	Demonstrates exceptional understanding of the brand, competitors, customer journey, and consumer behavior. Provides insightful and detailed critique of the ad campaign.	30%
<p>Research Quality</p> <p>The effort put into gathering and analyzing information. This includes both the breadth of sources consulted and the quality of primary research conducted, like customer surveys or focus groups.</p>	Limited research effort. Limited or no use of primary research for consumer behavior study.	Good amount of research. Primary research conducted for consumer behavior study, though it may lack depth.	Extensive research. Detailed and well-conducted primary research for consumer behavior study.	20%
<p>Strategy Quality</p> <p>The quality of the new marketing strategy developed by the students. This includes the strategy's innovation, feasibility, and potential for improvement over the existing strategy.</p>	New marketing strategy lacks depth and originality. Limited or no improvement over existing strategy.	New marketing strategy shows improvement over the existing strategy. Demonstrates good understanding of marketing concepts.	New marketing strategy is innovative and demonstrates exceptional understanding of marketing concepts. Clearly shows potential for significant improvement over the existing strategy.	30%
<p>Presentation Quality</p> <p>The clarity, structure, and overall quality of the students' report and presentation. This includes the use of visual aids and the effectiveness of their communication.</p>	Report and presentation lack structure and clarity. Limited use of visual aids.	Report and presentation are well-structured and clear. Good use of visual aids.	Report and presentation are exceptionally clear, well-structured, and engaging. Excellent use of visual aids.	20%

B. Individual Part (25% of the total grade)

1. Project Goals

This project will enhance your learning, encourage self-reflection, and help you develop critical thinking skills, which are essential in the field of marketing. The process of reflection encourages you to think more deeply about their learning experience, internalize the knowledge you've gained, and connect theory to practice. You'll be able to reflect on how your understanding of marketing concepts has evolved during the course of the project. By reflecting on successes, challenges, and potential improvements in your project work, you will develop critical thinking skills. Furthermore, group projects involve teamwork, and sometimes conflicts arise. A reflective report can be a safe space for you to explore these experiences, learn from them, and improve your collaboration and leadership skills.

2. Instructions

You have to present a report reflecting on their experiences and learnings from the project.

Length: Your report should be between 1,000-2,000 words. This is long enough to provide depth, but not so long that you feel overwhelmed. You can use the self-reflection questions presented in the group part to guide your report.

Format: There is no specific format for this report.

3. Assessment Rubric

Traits	Below Expectations (0-50)	Meets Expectations (51-80)	Above Expectations (81-100)	Weight
Depth of Reflection The depth, personal insight, and critical thinking exhibited in the student's reflective entries.	Reflections are shallow or superficial, focusing mainly on describing events or tasks without much introspection, analysis, or critical thinking about the experiences and their implications for the student's understanding of marketing.	Reflections demonstrate some depth, showing an effort to analyze and think critically about the experiences. Entries contain some personal insight but may lack consistency or detail in exploring the underlying thoughts, feelings, and implications of these experiences on their understanding of marketing.	Reflections consistently demonstrate significant depth, insight, and critical thinking. Entries thoroughly explore the student's experiences, thoughts, feelings, and the implications of these on their understanding of marketing. They show a high level of introspection and consideration of multiple perspectives.	30%
Connection to Marketing Concepts The ability to make clear and thoughtful connections between their reflections and the marketing concepts discussed in class.	Reflections have limited or no connections to marketing concepts. Entries mostly consist of personal reflections without applying or relating these to the marketing concepts taught in the course.	Reflections show some clear connections to marketing concepts. The student tries to relate their experiences and insights to the concepts taught in the course, but these connections could be more consistently made or more deeply explored.	Reflections consistently and thoughtfully connect to marketing concepts. The student skillfully relates their experiences and insights to the concepts taught in the course, demonstrating a deep understanding of how these concepts are applied in real-world scenarios.	30%
Evidence of Learning The extent to which a student's report show clear evidence of learning, personal growth, and understanding of the project and marketing concepts.	Report shows minimal understanding or application of marketing concepts. Reflections lack insights or evidence of personal growth, critical thinking, or learning from the project and group interactions.	Report demonstrates some understanding and application of marketing concepts. Reflections contain some insights indicating personal growth, critical thinking, or learning from the project and group interactions. However, the depth or consistency of these insights could be improved.	Report consistently demonstrates a strong understanding and application of marketing concepts. Reflections are rich with insights, showing clear evidence of personal growth, critical thinking, and substantial learning from the project and group interactions.	30%
Quality of Writing The clarity and organization of the student's writing, assessing their ability to communicate their thoughts effectively.	Writing lacks clarity and is disorganized. The student's thoughts and reflections are difficult to follow due to a lack of structure.	Writing is mostly clear and organized. The student's thoughts and reflections are generally easy to follow, but there may be some areas where the structure could be improved.	Writing is very clear and well-organized. The student's thoughts and reflections are logically structured and easy to follow throughout, demonstrating an excellent understanding of effective communication and flow of ideas.	10%

Attendance:

A key component of your grade is participation during class time. Each student is expected to regularly attend and actively participate in classroom discussions and any on-line discussion forums assigned. Group discussions and analysis of course topics will be a key component of learning throughout the term. Students are expected to attend all classes, having prepared for class by reading the assigned readings ahead of time and actively participate in group discussions. The skills needed to participate effectively in class and present your ideas are the same skills required to be effective in the business world. If external circumstances or illness prevent you from attending or adequately preparing for a class, please let the professor know.

Grade Summary:

The available letters for course grades are as follows:

Grade	Interpretation	% Grade	Grade Points
A+	Excellent	95% to 100%	4.00
A		90% to 94%	4.00
A-		85% to 89%	3.70
B+	Good	80% to 84%	3.30
B		76% to 79%	3.00
B-		72% to 75%	2.70
C+	Satisfactory	68% to 71%	2.30
C		64% to 67%	2.00
C-		60% to 63%	1.70
D+	Poor	55% to 59%	1.30
D		50% to 54%	1.0
F	Failure	0% to 49%	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:

Ambrose University Important Policies & Procedures:

Registration

Registration is the process of selecting and enrolling in classes for upcoming semesters. Only students who are registered will be permitted to attend class and receive a grade for the course. You are responsible for ensuring that the courses you take are appropriate for your program, that they do not have any scheduling conflicts, that they have the necessary prerequisites and that they meet all degree requirements.

Withdrawal From A Course

Prior to the Add/Drop deadline: through the student registration system whereby course(s) will be removed with no academic or financial penalty. After the Add/Drop deadline and until the Withdrawal deadline: through submission of the 'Withdrawal from Course' form whereby course(s) will remain on the permanent academic record/transcript with the symbol 'W'. (See ambrose.edu/registrar/request-forms.) Students who withdraw from more than 30 credits attempted at Ambrose University will be required to withdraw from their program. Students considering withdrawing from courses are encouraged to discuss with their Faculty Advisor and/or the Office of the Registrar questions relating to their withdrawal decision specifically relating to financial assistance, study permit requirements, prerequisites for subsequent courses, readmission, and/or graduation timeline. Students who do not formally withdraw from a course are still considered registered in the course, even if they are no longer attending classes. In this case, students will be assigned a grade based on coursework completed as per the course syllabus and are responsible to pay the tuition and fees assessed for the course. Under extenuating circumstances, students may request from the Office of the

Registrar a course(s) withdrawal after the Withdrawal deadline and until the last day of classes. Extenuating circumstances typically consider situations such as medical emergencies, compassionate grounds, or unforeseen conditions/situations beyond the students' control that arise after the start of the semester and are considered on a case-by-case basis. Supporting documentation from a physician or Registered Health Professional must accompany this request.

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

Exam Scheduling

Students who find a conflict in their exam schedule must submit a *Revised Final Exam Time Application* to the Office of the Registrar by the deadline noted in the Academic Calendar. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; or 2) the scheduled final examination slot results in three consecutive examination periods. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

Communication

Your Ambrose email account is the University's primary and official mode of communication with you. Information delivered to your

Ambrose email is considered official notification. Ambrose University is not responsible for your failure to receive important information delivered to your Ambrose email.

Lecture Recording

The recording of lectures or any other classroom academic activity, other than an audio recording as an accommodation, is prohibited except at the discretion of the instructor. Any use other than that agreed upon with the instructor constitutes academic misconduct and may result in suspension or expulsion. Permission to allow a lecture recording is not a transfer of any copyrights, so such recordings may be used only for individual or group study with other students enrolled in the same class and may not be reproduced, transferred, distributed or displayed in any public or commercial manner. Student must destroy recordings in any, and all formats at the end of the semester in which they are enrolled in the class. All students recording lectures, must sign the Permission Form to audio record lectures which is available through the Office of the Registrar.

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.

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/academics/academic-calendar>

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.

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/sas/writing-services>

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
- For immediate crisis support, there are staff on campus who are trained in Suicide Intervention Skills and can help you access mental health support. See <https://ambrose.edu/student-life/crisissupport> for a list of staff members.
- For additional wellness resources go to the Ambrose wellness page: <https://ambrose.edu/wellness>

Off Campus:

- Distress Centre - 403-266-4357
- Alberta Mental Health Helpline - 1-877-303-2642 (Toll free)
- Sheldon Chumir Health Care Centre - 403-955-6200
- Emergency - 911

Sexual Violence Support

We are committed to supporting students who have experienced gender based sexual violence in the past or while at Ambrose. Many of the staff, faculty, and student leaders have received Sexual Violence Response to Disclosure training. We will support you and help you find the resources you need and you can access information about reporting. Information about the Sexual Violence policy and on and off campus supports can be found on our website– ambrose.edu/sexual-violence-response-and-awareness.

Off Campus:

- Alberta's Oneline for Sexual Violence - 1-866-403-8000 call or text
- Clinic: Sheldon Chumir Health Centre - 403-955-6200
- Calgary Communities Against Sexual Abuse - 403-237-5888
- Chat: www.calgarycasa.com

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