

<b>Course ID:</b>	<b>Course Title:</b>	<b>Winter 2024</b>
<b>UNI 101</b>	<b>The Ambrose Experience</b>	<b>Prerequisite: n/a</b>
		<b>Credits: 0</b>

Class Information		Instructor Information		Important Dates	
<b>Delivery:</b>	In Class	<b>Instructor:</b>	Kyle Jantzen, PhD	<b>First Day of Class:</b>	January 8
<b>Days:</b>	Mondays	<b>Email:</b>	<a href="mailto:kjantzen@ambrose.edu">kjantzen@ambrose.edu</a>	<b>Last Day to Add/Drop:</b>	January 21
<b>Time:</b>	1:00-2:15	<b>Phone:</b>	(403) 407-9470	<b>Last Day to Withdraw:</b>	March 28
<b>Room:</b>	A2133	<b>Office:</b>	L2041 (Office of the Dean of Arts & Science)	<b>Last Day to Apply for Coursework Extension:</b>	April 2
<b>Lab/Tutorial:</b>	N/A	<b>Office Hours:</b>	By Appointment: Please contact Shelly Sylvester at <a href="mailto:ssylvester@ambrose.edu">ssylvester@ambrose.edu</a>	<b>Last Day of Class:</b>	April 12
<b>Final Exam:</b>	N/A				

### 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 introduction to university life, focusing on the study skills, life skills, and self-knowledge vital for success as a student. Special attention is given to the community, values, and vision of Ambrose as a Christian university. Coursework will be integrated with various 100-level courses in the Ambrose Core Curriculum, and course content will be delivered through a combination of in-person class sessions, workshops, and online modules.

**Note:** All first-year students are required to complete UNI 101 as part of their overall degree requirements. Only transfer students who have 30 credits or more of transfer credit are exempted.

**Note:** UNI 101 is a partnership between Ambrose academics (Faculty of Arts and Science, School of Ministry, School of Business) and Student Academic Success, with assistance from the Library and Student Life. Key to this partnership is the contribution of Megan Johnson, Manager, Student Academic Success. Her contact information is [megan.johnson@ambrose.edu](mailto:megan.johnson@ambrose.edu) and (403) 407-9467.

## Expected Learning Outcomes

By the end of this course, students will be able to:

- Understand the community, values, and vision of Ambrose as a Christian university.
- Articulate self-knowledge related to vocation, calling, and student thriving
- Better apply basic university study skills related to academic reading, note taking, library research, academic writing, and test taking.
- Better implement basic life skills necessary for success, including time management and problem solving.
- Describe the various academic and non-academic supports available to them at Ambrose University.

## Textbooks

None. Various short readings and links to resources will be posted on Moodle.

## Course Schedule (includes Requirements)

UNI 101 The Ambrose Experience is designed to equip you for life as an Ambrose student and connect you to the many aspects of campus life, including the academic (Student Academic Success) and non-academic (Student Life) support services we provide for you. There are **8 in-class units** held on Mondays from September 11 to November 13 and **3 self-directed units** related to Deeper Life Day, academic advising, and career counselling. **Each unit includes a short assignment:** a 100-300-word reflection in which you briefly explain what you learned and how you might use it (details below and on Moodle).

### 1. The Purpose of University and the Idea of Calling

#### Monday, January 8 – Kyle Jantzen (Dean of Arts and Science)

This opening class session will introduce you to the UNI 101 course and the purpose of university education. We'll look at the idea of metacognition—thinking about thinking—and learn how it can help you succeed at university. Along with that, we'll think together about the idea of calling—finding your own purpose for this stage of your life.

**Assignment:** Using the Moodle assignment provided, write 100 to 300 words on what you think your own purpose or calling might be for this stage of your life, and how that relates to what—and how—you'll study this year. Due January 15.

### 2. Time Management at University

#### Monday, January 15 – Megan Johnson (Manager, Student Academic Success)

This class session will cover an important skill you'll need to succeed at Ambrose or anywhere else: managing your time. But time management at university is unique, because of the rhythm of the semester and the need to plan ahead for the later weeks when many of your assignments will be due.

**Assignment:** Create a “semester plan” (you will learn about this). Then, using the Moodle assignment provided, write 100 to 300 words describing what you learned. When are the heavy weeks of your semester? Are there any assignments you could finish early to lessen your workload at crunch time? Due January 22.

### **3. Life at Ambrose: The Mission, Values, and Community of a Christian University**

#### **Monday, January 22 – Kyle Jantzen**

This class session will introduce you to the mission and values that guide Ambrose University. We'll explore what it means to be a Christian liberal arts university and what kind of community we are working to become.

**Assignment:** Using the Moodle assignment provided, write 100 to 300 words on the "Life at Ambrose" class session. As part of your response, answer these questions: How important was the Christian identity of Ambrose to your choice to study here? What difference do you think studying at a Christian University will make for you? Due January 29.

### **4. Program Day (Self-Directed Unit)**

#### **Thursday, January 25**

Program Day is an annual event in the winter semester. Classes are cancelled so that students and faculty from the same program can meet together. Events vary from professional development to field trips to socials.

**Assignment:** Attend your Program Day and get to know others in your field. In the Moodle assignment provided, write 100 to 300 words, answering the following questions: What activities did your Program Day consist of? Which faculty did you talk to? Did you get to know other students in your academic program? Due January 29.

### **5. Note-Taking, Studying, and Test-Taking**

#### **Monday, January 29 – Megan Johnson**

How can you manage the flood of new information you are encountering in your courses? How can you make it stick? In this session, you'll refine your skills in note-taking, studying, and test-taking, and you'll learn more about additional supports available for Ambrose students.

**Assignment:** In the Moodle assignment provided, write 100 to 300 words describing what you learned. What are three of these skills you'd like to put into practice this semester? Due February 5.

### **6. Beyond Wikipedia: University Library Research**

#### **Monday, February 5 – Patty Neufeldt (University Librarian)**

University research is far deeper and more complex than anything you encountered in high school, in Google searches, or on ChatGPT. In preparation for class, please engage with the materials you'll find in Moodle for this session and then come prepared to learn about how to use the Ambrose Library and its many resources to find the focused, scholarly information you need.

**Assignment:** In the Moodle assignment provided, write 100 to 300 words, answering the following questions: What research skills did you learn? What are two research tools you will use this semester? What role do you think the Library Staff can play in your university studies? Due February 12.

## **7. What Do Your Professors Really Want? Understanding Your Assignments**

**Monday, February 12 – Megan Johnson**

Many of your assignments in university will involve writing. In this session, you'll learn more about the different types of writing your instructors are looking for and strategies to understand and meet the expectations of various kinds of assignments.

**Assignment:** In the Moodle assignment provided, write 100 to 300 words, answering the following questions: How did what you learned help you understand your assignments better? In which class or classes will this be the most helpful to you? Which writing skills do you plan to employ this semester? Due February 26.

**Note: February 19-23 is Winter Reading Week (no regular classes)**

## **8. Developing Spiritual Practices at University**

**Monday, February 26 – Julian Erb (Director of Community Life)**

Your wellness goes beyond your physical, mental, or emotional health. As Christians, those of us who teach and support you at Ambrose believe in the value of being a friend and follower of Jesus Christ. We know that not all of you share this idea, and we're comfortable with that. Everyone's welcome here. Still, we think it's useful to talk about spirituality and we'll share with you some ancient and modern Christian practices that contribute to spiritual wellbeing.

**Assignment:** Using the Moodle assignment provided, write 100 to 300 words describing one or two new things you learned about spirituality. How do you think your spiritual life affects your academic life? Were there any spiritual practices that particularly intrigued you? Anything you want to incorporate into your life moving forward? Due March 4.

## **9. Academic Integrity in the Age of AI**

**Monday, March 4 – Megan Johnson and Kyle Jantzen**

Students often struggle with the concept of plagiarism and are sometimes tempted to cut corners or even cheat. The rise of AI (e.g. ChatGPT) only makes this more complicated. In preparation for class, review the online resources related to plagiarism. In class, we'll learn how academic integrity is the foundation on which the whole scholarly world of research and innovation is built, and what that means in the age of AI.

**Assignment:** Using the Moodle assignment provided, write 100 to 300 words answering the following questions: Based on the online resources and what you learned in the class session, what is academic integrity? What is plagiarism? What is cheating? When faced with an ethically murky choice, how can you determine the best path? How do you think knowing these things will affect the way you study? Due March 11.

## **10. It's Your Degree: Academic Advising (Self-Directed Unit)**

**Monday, March 25 to Friday, April 5**

Book a time to meet with your Academic Advisor. Advising Weeks run from March 25 to April 5 but you are most welcome to connect with your Advisor any time. They will explain your degree requirements and how to use the advising worksheet in your student portal.

**Assignment:** Meet with your Academic Advisor to discuss your degree program and future course selections. (You will need to book this meeting in advance.) Then, using the Moodle assignment provided, write 100 to 300 words answering the following questions: How did your meeting with your Academic Advisor go? Do you understand your degree

requirements better? Do you understand how to use the advising worksheet and how to tell which courses you need to take next? If so, how do you think that might affect the way you study? Due April 8.

### **11. Career Counselling: Why Now? (Self-Directed Unit)**

Even though you're at the beginning of your Ambrose journey, we want you to start planning ahead—for your degree (through academic advising) and beyond, looking ahead to potential careers. In this section of this course, you'll complete a number of assessments that will help you explore your career priorities. After that, you'll meet with a career counsellor, using the career planning worksheet posted on Moodle, to explore career options and ways to prepare yourself now!

**Assignment:** Complete the online career self-assessments on Moodle. Book an appointment for career counselling. After that meeting, use the Moodle assignment provided and write 100 to 300 words answering the following questions: What did you learn from the career self-assessments and career counselling meeting about yourself and potential careers you might be interested in? What can you do now to help improve your career success down the road? Due April 8.

### **Attendance:**

You are expected to attend all classes, and attendance will be taken. The short reflection assignments for each class session will draw on what is covered in class. Without attending class, you will not be able to submit acceptable assignments and will thus not be able to pass the course.

### **Grade Summary:**

UNI 101 is a pass/fail course. You must complete a minimum of 9 of the short reflection assignments to pass. All assignments must be completed before the final day of classes, December 11.

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

### **Electronic Policy:**

At times in UNI 101, we will use computers and Moodle. During those times, you are welcome to use your computers or tablets. At other times, your devices should be closed or away. No phone usage is permitted.

### **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](http://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](mailto: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

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

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.

### Learning Services

Learning Services provides support with

- **research and communication skills** (e.g., writing a paper, researching, giving a presentation), and
- **subject-specific skills** (e.g., solving a chemistry problem, reconciling a general ledger, understanding a philosophical argument).

We offer workshops, one-to-one tutoring, and more, and all of our services are **free** to students currently enrolled at Ambrose University. To learn more, please visit <https://ambrose.edu/sas/learning-services>.

### 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](https://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](https://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](https://www.calgarycasa.com)