

<b>Course ID:</b>	<b>Course Title:</b>	<b>Fall 2022</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>	Blended	<b>Instructor:</b>	Kyle Jantzen, PhD	<b>First Day of Class:</b>	September 12
<b>Days:</b>	Mondays	<b>Email:</b>	<a href="mailto:kjantzen@ambrose.edu">kjantzen@ambrose.edu</a>	<b>Last Day to Add/Drop:</b>	September 18
<b>Time:</b>	1:45-3:00 or 3:15-4:30	<b>Phone:</b>	(403) 410-2000 (ext. 6902)	<b>Last Day to Withdraw:</b>	November 21
<b>Room:</b>	A2133	<b>Office:</b>	L2041 (Office of the Dean of Arts & Science)	<b>Last Day to Apply for Coursework Extension:</b>	November 23
<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>	December 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.

### 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, student thriving, and health (physical, mental, emotional, spiritual)
- 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, self-advocacy, stress 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**

Because UNI 101 The Ambrose Experience is a blended course designed to equip you for life as an Ambrose student and connect you to the many aspects of campus life, including the academic and non-academic support services we provide for you, the course schedule is a bit unusual. Essentially, we will meet most Mondays during the semester, and the assignments (simple tasks and reflection) will also be due on Mondays. I will work with you week by week to keep you on schedule.

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

Monday, September 12 – class session – Kyle Jantzen (Dean of Arts & Science)

This first class session will introduce you to the UNI 101 course, then introduce you to the mission and values that guide the university. We'll explore what it means to be a Christian liberal arts university, what kind of community we are working to become, and what you should expect about the way you will encounter new and challenging ideas and diverse perspectives from your professors and fellow students.

#### **2. Adulting 101: Managing Time and Communication**

Monday, September 19 – class session – Beth Gripping (Interim Manager, Student Academic Success) and Tracey Urquhart (Wellness Coordinator)

This class will cover two important skills you'll need to succeed at Ambrose ... or anywhere else: managing your time and developing good communication habits. (Ask any third- or fourth-year student about what happens when you've got three research papers and a test in one week in later November! And while you're at it, ask them for tips for emailing or talking to professors!)

#### **3. How to Not Get Lost in Class: Academic Reading and Note-taking**

Monday, September 26 – class session – Beth Gripping

Most first-year students experience information overload by the end of their first month of university. (You can see it in the glazed eyes—or sometimes it's squinting.) Two key skills for managing the flood of new information you encounter in your courses are academic reading (it's not a novel ... you don't read every line!) and note-taking (no, you will never remember what the prof said without notes ... and yes, the science says hand-written notes are best). This class session will get you started on these skills and point the way to additional supports we have for you.

#### **4. What's Your Purpose? The Concept of Vocation or Calling**

Wednesday, October 5 – Deeper Life Day (9:30-4:30)

Yes, your university degree is supposed to help you get a good job ... *and it will*. But life is about more than work. The Bible declares that “we are God’s handiwork, created in Christ Jesus to do good works, which God prepared in advance for us to do.” Secular experts agree that it is important to have a sense of calling (or vocation, if you like the fancy word) that gives purpose to life. We’ll get at these ideas through the annual Ambrose Deeper Life Day. This year’s theme is “Growing.” You’ll sign up for the event (lunch included) and attend the morning session with Dr. O. Alan Noble (“You Are Not Your Own: Why Belonging to Yourself is Unbearable”) and at least one break-out session. See <https://ambrose.edu/deeper-life> for details.

#### **5. OK Google ... Hey Siri ... What's Next? Academic Advising, Degree Planning, and Career Counselling**

Week of October 10 – online module

Even though you’re at the beginning of your Ambrose journey, we want you to start planning ahead—for your degree and onward toward potential careers. In this section of the course, you’ll complete the “Planning Your Career Path” self-assessment and then book a time to meet with your Academic Advisor later in the month, during Advising Week, where you’ll fill out a Program Planning Guide that will help you choose the right classes at the right times, getting the most out of your degree. We’ll also connect you to our Career Counsellor to help you think through your career path self-assessment.

#### **6. Not Just the “Copy/Paste” Problem: Fundamentals of Academic Honesty**

Week of October 10 – online module

Students often struggle with the concept of plagiarism and are sometimes tempted (not you! ... *other people*) to cut corners or even cheat. You may or may not feel the importance of this, but your professors sure do! Academic integrity is the foundation on which the whole scholarly world of research and innovation is built. We’ll explain why that is and how you can learn the practices that keep you “on the straight and narrow.”

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

October 17 – class session/library tour – Patty Neufeldt (University Librarian)

University research is far deeper and more complex than anything you encountered in high school or your crazy uncle read on Facebook. 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 get beyond Google searches and into the really interesting stuff.

#### **8. Earning that Gold Star: Academic Writing and Test-taking**

October 24 – class session – Beth Gripping and Tracey Urquhart

The two most common assignments you’ll encounter at university are research papers (or other similar writing projects) and tests (mid-terms, quizzes, finals!). We’ll show you how to manage them. First, in preparation for class, you’ll watch the “Study Skills” video, and come to class and learn some proven approaches to academic writing and helpful

techniques for managing the pressures of test-taking. But wait, there's more! You'll hear about other workshops available to help you with these skills, and just maybe we'll have snacks in class, too.

### **9. Nerves, Noodles, Netflix, and All-nighters: Healthy Lifestyles**

November 14 – class session – Tracey Urquhart

University is a fun time! For most students, they're freer than they've ever been, and there are plenty of people to meet and places to go. But, as you may already be discovering, life at university also requires adjustment to new pressures and the increased responsibility for your own diet and life choices. Thankfully, we're more aware than ever of the importance of mental health. But for us to flourish, we need to eat well, sleep well, and make good lifestyle choices. This class session will help you do that, so that you have what you need (or know where to go to get more help!) to manage the challenges of independence, personal responsibility, and the stresses of university.

### **10. No Texting Mom and Dad: How to Solve Academic Problems and Advocate for Yourself**

November 21 – class session – Kyle Jantzen and Helen Thiessen (Ambrose Registrar)

OK, life at Ambrose isn't all fun. The university experience always brings with it academic problems—from registration glitches and frustrations with professors to unforeseen interruptions and unnerving conflicts with your fellow students. In the past, your parents probably helped you navigate these kinds of problems, but now you need to tackle them yourself ... with a little help from us. In this class session, you'll discover some important information about Ambrose academic policies, learn how to work with the Registrar's Office, and get some tips about how to disagree (gasp!) with your professors and navigate interpersonal conflict, whether inside or outside the classroom.

### **11. Disturbed, Disinterested, Devoted? Spiritual Well-being**

November 28 – class session – Terry Fach (University Chaplain) and 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 we think lead to spiritual wellbeing.

### **12. Help, I Need Money! Essentials of Financial Management**

December 5 – online module – Roxanne Poelstra (Financial Aid & Awards Coordinator)

It's the end of the semester, and perhaps you're at the end of your money, too! We know you're busy finishing assignments and getting ready for final exams, but now might be a good time to watch a video we've prepared to pass along some tips on income, expenses, and budget. (You can think about them while you pick up a few extra shifts at the store during the Christmas rush!)

## **Requirements:**

UNI 101 is not like your other classes. You'll already have plenty to do this semester, and so we don't want to pile on lots more work. Instead, we want you to take one or two basic action steps related to each topic we cover. Here are the basics; the details are on Moodle.

### **1. "Life at Ambrose" Response**

Using the Moodle assignment provided, write 100 to 300 words on the "Life at Ambrose" class session. As part of your response, include answers to these questions: What difference do you think studying at a Christian University will make? What was one key idea that struck you? What was one question this class session raised for you? Due Monday, September 19.

### **2. Applying Time Management and Communication Skills**

Go into the Outlook calendar in your Ambrose student email and 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 September 26.

### **3. Applying Academic Reading and Note-taking**

Apply the reading skills and note-taking practices you learned to one of your courses (or better, all of them! ... but at least one) for at least two weeks. Then, in the Moodle assignment provided, write 100 to 300 words describing what you learned. How easy or hard has it been to put these skills into practice? What effect, if any, have you noticed about how it's going in that course? Due October 24.

### **4. Responding to Deeper Life Day**

Using the Moodle assignment provided, write 100 to 300 words describing two or three ideas that stood out to you from Deeper Life Day. Is there anything you'd like to learn more about? Are there any new practices you want to incorporate into your life? Due October 17

### **5. Finding Degree and Career Paths**

This assignment comes in two parts. 1. Meet with your Academic Advisor to discuss your degree program and course selections. You will need to book this meeting in advance. 2. Complete the "Planning Your Career Path" module in Moodle. As part of this process, you will meet with a career counsellor (or your academic advisor) to discuss career planning. This meeting will also need to be booked 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 which courses you need to take next? Do you feel like you understand your degree better? If so, how do you think that might affect the way you study, or does it matter? What did you learn from the career module 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 November 21.

### **6. Committing to Academic Honesty**

Using the Moodle assignment provided, write 100 to 300 words answering the following questions: 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 October 17.

### **7. Using Library Resources**

Apply the library skills you learned to a research-based assignment in one of your courses (or more! ... but at least one). Then, in the Moodle assignment provided, write 100 to 300 words, answering the following questions: What research skills did you learn? How did you try to use them? Did it make things easier or harder? Do you think it helped? Due November 28.

## 8. Applying Writing and Test-taking Skills

Apply the writing and test-taking skills you learned to at least one writing assignment and one test (or more! ... but at least one of each). Then, in the Moodle assignment provided, write 100 to 300 words, answering the following questions: What writing and test-taking skills did you learn? How did you try to use them? Did it make things easier or harder? Do you think it helped? Due November 28.

## 9. Aiming for Good Mental Health and Healthy Lifestyles

Pick two new mental health-related skills or habits and trying using them for three weeks. Then, in the Moodle assignment provided, write 100 to 300 words, answering the following questions: What did you learn about mental health and the related aspects of a healthy lifestyle? Which skills or habits did you try to implement? How easy or hard was that to do? Did they have any effect of how things went in your courses or your life in general? What do you think you'll do going forward? If you needed help in the area of mental health, where would you turn? Due December 5.

## 10. Solving Academic Problems

If you haven't done so already, approach one of your professors after class with a question, or stop by their office during office hours to ask a question about an assignment or perhaps just say hello. (Be sure to introduce yourself, if you haven't already.) Then, using the Moodle assignment provided, write 100 to 300 words, answering the following questions related to this class session: Do you feel equipped to manage academic problems? Who would you turn to if you were unsure? And how did it go talking to your professor after class or at their office? Were you nervous or not? Did it go well or not? Due December 5.

## 11. Considering Spiritual Practices

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 December 5.

## 12. Managing Your Money

Using the Moodle assignment provided, write 100 to 300 words describing any ideas that particularly impressed you in this video. Are there ways you could improve your approach to personal finances? Do you plan to make any changes to the way you manage money? Do you plan to take in any workshops on scholarships, bursaries, or student loans coming up in the winter semester? Due December 12.

### Attendance:

As a blended course, UNI 101 The Ambrose Experience will include both in-class sessions (scheduled at multiple times on various Mondays), events to attend, and online modules. You are expected to attend all in-person components, and attendance will be taken. The short reflection assignments for each class session will draw on what is covered in class. Thus, regular attendance is vital to passing the course.

### Grade Summary:

UNI 101 is a pass/fail course. You must complete at least 10 of the 12 short assignments to pass. Please note that final grades will be available on student registration system. Printed grade sheets are not mailed out.

### Electronic Policy:

In some class sessions, we will use computers and Moodle. During those times, you may use your computers or tablets. At other times, your computers should be closed or away. No phone usage is permitted.

## 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 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.

### 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/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).

### 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. 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.

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

### **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](https://ambrose.edu/counselling)
- Peer Supportive Listening: One-to-one support in Student Life office. Hours posted at [ambrose.edu/wellness](https://ambrose.edu/wellness).
- For immediate crisis support, there are staff on campus who are trained in Suicide Intervention and Mental Health First Aid. See <https://ambrose.edu/student-life/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](https://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