

Class Information		Instructor Information		First day of classes:	Wed., Jan. 6, 2016
Days	TUE/THUR	Instructor:	Dr. Joel Thiessen, PhD	Last day to add/drop, or change to audit:	Sun., Jan. 17, 2016
Time:	9:45-11:00am	Email:	jathiessen@ambrose.edu	Last day to request revised exam:	Mon., Feb. 29, 2016
Room:	A2133	Phone:	403-410-2000 ext.2979	Last day to withdraw from course:	Fri., Mar 18, 2016
<b>Final Exam day</b>		Office:	L2105	Last day to apply for time extension for coursework:	Mon., Mar. 28, 2016
N/A		Office Hrs:	TUE/THU 12:30-2:00pm	Last day of classes:	Wed., April 13, 2016

**Textbooks:** Parks, Daloz, L.A., Keen, C.H., Keen, J.P., and Daloz Parks, S. 1996. *Common Fire: Leading Lives of Commitment in a Complex World*. Boston, MA: Beacon Press.

**Course Description:** An integrative capstone seminar based on the contributions of both sociology and psychology for understanding human behaviour. The course will integrate the method, academic content, and pragmatic application of those fields of knowledge to the social context of human behaviour and explore the ways this can lead to vocation and service in the world community. A variety of methodological, theoretical, and practical questions will be addressed.

**Expected Learning Outcomes:**

1. To reflect on the cumulative achievement of your work in the behavioural science field.
2. To reflect on how other liberal arts courses complemented, extended or challenged your studies in BHS.
3. To reflect on how the BHS degree has shaped your Christian worldview and vice versa, and how your worldview may have been challenged, modified, or expanded.
4. To reflect on assigned readings and to think critically about present academic experience and future vocation.

**Course Schedule:**

<b>Date</b>	<b>Topic</b>
<i>January 7</i>	Course Introduction
<i>January 12</i>	"Leading with an Open Heart" (Heifetz and Linsky 2002)
<i>January 14</i>	"The Benefit of Asking the Right Questions" (Browne and Keeley 2011) & "On Intellectual Craftsmanship" (Mills 1959)
<i>January 19</i>	"Biblicism and the Problem of Pervasive Interpretive Pluralism" & "Accepting Complexity and Ambiguity" (Smith 2012)
<i>January 21</i>	Conversations over Coffee
<i>January 26</i>	"Psychological Science in a Postmodern Context" (Gergen 2001)
<i>January 28</i>	<i>*NO CLASS (Program Day – BHS Trip to Banff)</i>
<i>February 2</i>	"Politics by Other Means" (Gergen 2001) & "Who Speaks and Who Replies in Human Science Scholarship?" (Gergen 1997)
<i>February 4</i>	"Addressing Social Problems through Qualitative Research" (Bloor 2004)
<i>February 9</i>	Conversations over Coffee
<i>February 11</i>	"Toward a Theology of Faithful Presence" (Hunter 2010)
<i>February 16</i>	<i>*NO CLASS (Reading Week)</i>
<i>February 18</i>	<i>*NO CLASS (Reading Week)</i>
<i>February 23</i>	<i>Common Fire (Chapter 1 &amp; 2)</i>
<i>February 25</i>	<i>Common Fire (Chapter 3, Interlude, &amp; 4)</i>
<i>March 1</i>	Conversations over Coffee
<i>March 3</i>	<i>Common Fire (Chapter 5, Interlude, &amp; 6)</i>
<i>March 8</i>	<i>Common Fire (Chapter 7 &amp; Epilogue)</i>
<i>March 10</i>	Conversations over Coffee
<i>March 15</i>	Capstone Presentations
<i>March 17</i>	Capstone Presentations
<i>March 22</i>	Capstone Presentations
<i>March 24</i>	Capstone Presentations
<i>March 29</i>	Capstone Presentations
<i>March 31</i>	Capstone Presentations
<i>April 5</i>	Capstone Presentations
<i>April 7</i>	Capstone Presentations
<i>April 12</i>	Capstone Presentations

**Requirements:**

\*Failure to submit all assignments will result in an automatic failing final grade.

Meeting with Director of Career Development ( <b>Before end of February</b> )	5%
Critical Reading and Discussion ( <b>Ongoing</b> )	20%
Conversations over Coffee ( <b>Ongoing</b> )	20%
Capstone Paper ( <b>Sign Up</b> )	40%
Capstone Presentation ( <b>Sign Up</b> )	15%
<i>Total</i>	<i>100%</i>

### **1) Meeting with Director of Career Development (5%) – Before end of February**

As your time at Ambrose draws to a close, it is time to think more carefully and seriously about what is next, career-wise. Toward this end, students are required to arrange a face-to-face meeting with the Director of Career Development, Joy Ulrich. Students are responsible to arrange this meeting by emailing Joy Ulrich (julrich@ambrose.edu) or booking an appointment via Elizabeth Jantzen in the Student Development office. The purpose of the meeting is to:

- Discuss your potential career interests
- Consider specific jobs that you might begin to apply for
- Examine strategies to successfully apply for and secure employment related to the expressed areas of interest

Students are then expected to incorporate the context of this conversation into the Capstone paper (see below). Failure to have this meeting will result in a zero.

In addition, though the following are not requirements, students are welcome and encouraged to make use of the following workshops and events:

- Employment Readiness Workshop – offered twice either March 8<sup>th</sup> or March 17<sup>th</sup> 12-1pm in room A2141
- LinkedIn for Job Search – March 22 12-1pm in room A2141
- Hiring Fair March 14 11:45-1:30 in Upper Atrium

### **2) Critical Reading and Discussion (20%) – Ongoing**

Asking questions, articulating dissonance, and sharing insights during class discussions are a crucial component of the learning process and to the worth of this course. You will come to class having read the assigned readings and prepare a 1-2 page (double spaced, 12-point font, 1" margins all the way around) typed response to the reading, to be shared in class. The readings for this course have been chosen to encourage your reflection on your degree, your guild, and your identity. Explore what the author(s) was trying to communicate and how the assigned reading impacted you. Your responses will form the basis for class discussion, so preparation for and participation in discussion will be evaluated. You will hand in your type written responses at the end of each class. Each submission will be graded along a 0 (incomplete) to 2 (complete) scale. Late submissions will receive an automatic zero, but still must be submitted in order to pass the course.

### **3) Conversations over Coffee (20%) – January 21, February 9, March 1, March 10**

It is important to pause and consider how the assigned readings connect/disconnect and affirm/challenge your evolving thoughts, feelings, and identity. On four occasions in the course (each worth 5%) we will gather in groups of five (to be formed on the spot, by students) over hot drinks and goodies and discuss the following:

- How does what I am passionate about in this degree connect/disconnect and affirm/challenge the recent readings, and vice versa?
- How does what I have learned in Behavioural Science courses connect/disconnect and affirm/challenge the recent readings, and vice versa?
- How does what I have learned in courses outside of the Behavioural Science program connect/disconnect and affirm/challenge the recent readings, and vice versa?
- As I consider potential next steps in my life and career, how do the recent readings connect/disconnect and affirm/challenge me?

Students are expected to prepare a 2 page (double spaced, 12-point font, 1" margins all the way around) typed response to the above questions, and then use that response to lead a 10 minute set of reflections in their group of five. The

expectation is that each group member will share their reflections as well as dialogue with their peers about each set of deliberations, cultivating a “conversational atmosphere” around these questions. Late written submissions and/or failure to share your reflections in the group will result in an automatic zero; written reflections are still required, however, in order to pass the course.

#### **4) Capstone Paper (40%) – Due @ 9:00am on the day of your Capstone Presentation (on Moodle)**

This seminar is an opportunity for you to engage in holistic reflection independently, through the assigned readings, and with others in the class. You will be required to systematically critique your undergraduate experience by reflecting on significant things you have learned through texts and articles you have read, papers you have written, projects you have participated in, and relationships you have made. The topic or theme you select to focus on is the residue of your own learning over these past three/four years. You should immediately commence research on this question: *In the context of achieving a degree in Behavioural Science, what is behavioural science, how do you know, and what difference does it make to you personally and to your world?* Additional questions related to this are: What have your studies been all about, both within and beyond your BHS-specific courses? What are the assumptions underlying this degree (and Ambrose) (i.e., what were you supposed to have learned?)? What have you actually learned? How have you learned it? Why did you come to choose this concentration or major? What did you hope to achieve? How and why did you meet/not meet those expectations? What would you change? How did your learning impact your faith journey? What happens next? In short, how has your academic experience at Ambrose and in BHS intersected with your life story? Be sure to explicitly incorporate theories, concepts, and empirical data from your degree throughout your paper. The length of this paper is 18-20 pages. Papers should be in Microsoft Word, double spaced, with 1” (2.54cm) margins on all sides, 12 point font, and ASA or APA formatting. Late assignments will lose 10% per day. Please see the grading rubric at the end of the syllabus. \*Please note that your paper will be submitted on Moodle via a plagiarism software – Turnitin - that compares your paper against other books, articles, online sources, and papers submitted to other universities and Ambrose for plagiarism. It is your responsibility to be aware of what constitutes plagiarism (see “Policies” section of the syllabus).

#### **5) Capstone Presentation (15%) – Sign-Up Sheet on Professor’s Door**

As a capstone course, this is an integrative, interdisciplinary course that will also ask you to orally communicate about your educational experience as a whole. Each student will have **15 minutes** to present their capstone paper to the class during the final month of the term. Please see the grading rubric at the end of the syllabus.

#### **Learning and Classroom Etiquette:**

I have a high regard for our times together in class – this time is sacred. I expect the following without exception:

- Read the assigned materials in advance of class
- Arrive on time
- Actively participate in class activities and do not disturb those around you

If you cannot uphold all three of these expectations, the professor reserves the right to ask you to leave class or possibly withdraw from the course.

**Grade Summary:**

The available letter grades and percentages for course grades are as follows. A detailed chart of what constitutes an ‘A,’ ‘B,’ or ‘C,’ etc. is also included below:

A	96% and above	(GPA – 4.0)	C	63 - 67%	(GPA – 2.0)
A	91 - 95%	(GPA – 4.0)	C-	60 - 62%	(GPA – 1.7)
A-	86 - 90%	(GPA – 3.7)	D+	56 - 59%	(GPA – 1.3)
B+	82 - 85%	(GPA – 3.3)	D	50 - 55%	(GPA – 1.0)
B	75 - 81%	(GPA – 3.0)	F	Below 50%	
B-	72 - 74%	(GPA – 2.7)			
C+	68 - 71%	(GPA – 2.3)			

Because of the nature of the Alpha 4.00 system, there can be no uniform College-wide conversion scale. The relationship between raw scores (e.g. percentages) and the resultant letter grade will depend on the nature of the course and the instructor’s assessment of the level of each class, compared to similar classes taught previously. Please note that final grades will be available on student registration system. Printed grade sheets are not mailed out.

**Grading Rubric:**

	<b>Theory, Method, Data:</b> Correctly employs paradigms, theories, concepts, and empirical research. Both breadth and depth of resources are relied upon, demonstrating an integrated understanding of the area of study.	<b>Analysis and Application:</b> Student is able to extend past summarizing research/theory, and clearly analyze and apply the research/theory (e.g., implications and consequences)	<b>Logical and Coherent Argument:</b> Logical and coherent argument that flows from beginning to end.	<b>Grammar and Spelling:</b> Writing is clear and effective communicating central ideas	<b>Formatting:</b> Use of appropriate writing style (i.e., APA, ASA) and other formatting particulars (i.e., page length, font size, margins)	<b>Oral Presentations:</b> Material is clearly, confidently, and creatively communicated. Both breadth and depth of resources are relied upon, demonstrating an integrated understanding of the area of study.
<b>A</b> <b>86-100</b>	Consistently achieved – paradigms, theories, concepts, and empirical research are summarized and used accurately and in relevant ways	The majority of assignment demonstrates a balance in summarizing and describing theory/research and analysis and application	Clearly states central thesis and purpose of paper  Each sentence/paragraph logically leads to the next  Carefully selected details which support	Few to no spelling, grammar, or other writing errors.  Words, sentences, and paragraphs flow smoothly	Consistently achieved	Communicates effectively main theme, thesis, or primary focus of presentation.  Establishes order to ideas and points out

			general statements and central thesis			relationships between them.  Number and quality of main points are sufficient  Presentation of ideas develops to a logical conclusion and/or summary  Strong presentation style, demonstrated through non-verbal communication, body language, voice, and eye contact.
<b>B 72- 85</b>	Mostly achieved - paradigms, theories, concepts, and empirical research are summarized and used fairly accurately.	Some idea of how chosen topic bears on the development of sociological/psychological thought (i.e., some analysis and application beyond merely summarizing existing theory/research)	Clear central thesis  Appropriate details/synthesis most of the time.  Sentences/paragraph generally flow logically together	Some spelling, grammar, and writing errors  Some awkward transitions between words, sentences, and paragraphs	Mostly achieved	Communicates to some degree the main theme, thesis, or primary focus of presentation.  Ideas follow a general logical flow with presenter providing some synthesis between points

						<p>Number and quality of main points are sufficient</p> <p>Logical conclusion and/or summary provided that develops from the presenters points</p> <p>Moderate presentation style, demonstrated through non-verbal communication, body language, voice, and eye contact</p>
<b>C 60- 71</b>	<p>Inconsistently achieved - paradigms, theories, concepts, and empirical research are often summarized or used inaccurately, or not at all.</p>	<p>Little to no connection made to the development of paradigmatic thought in terms of analyzing or applying the theory/research</p>	<p>Adequately limited central thesis</p> <p>Details/synthesis may be repetitious or absent altogether.</p> <p>Sentences/paragraphs rarely, if ever, flow logically together</p>	<p>Several spelling, grammar, and writing errors</p> <p>Several awkward transitions between words, sentences, and paragraphs</p>	<p>Inconsistently achieved</p>	<p>Unclear presentation of main theme, thesis or focus of presentation</p> <p>Little order to ideas and relationships between points not clarified clearly</p> <p>Number and quality of main points are lacking in sufficiency</p> <p>Weak conclusion and/or summary</p>

						Presentation style lacking as demonstrated through non-verbal communication, body language, voice, and eye contact  <i>And so on....</i>
--	--	--	--	--	--	--

## Policies:

### Communication

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

### Registration

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

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

### Exam Scheduling

Students wishing to withdraw from a course, but who fail to do so by the applicable date, will receive the grade earned in accordance with the course syllabus. A student obliged to withdraw from a course after the Withdrawal Deadline because of health or other reasons may apply to the Registrar for special consideration.

Students, who find a conflict in their exam schedule must submit a Revised Examination Request form to the Registrar's Office by the deadline date; please consult the List of Important Dates. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; 2) the student has three final exams within three consecutive exam time blocks; 3) the scheduled final exam slot conflicts with an exam at another institution; 4) extenuating circumstances. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

### Electronic Etiquette

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

### Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Academic Calendar. Personal information (information about an individual that may be used to identify that individual) may be required as part of taking this class. Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further information contact the Privacy Compliance Officer at [privacy@ambrose.edu](mailto:privacy@ambrose.edu).



## **Extensions**

Although extensions to coursework in the semester are at the discretion of the instructor, students may not turn in coursework for evaluation after the last day of the scheduled final examination period unless they have received permission for a course Extension from the Registrar's Office. Requests for course extensions or alternative examination time must be submitted to the Registrar's Office by the deadline date; please consult the List of Important Dates. Course extensions are only granted for serious issues that arise "due to circumstances beyond the student's control."

## **Appeal of Grade**

An appeal for change of grade on any course work must be made to the course instructor within one week of receiving notification of the grade. An appeal for change of final grade must be submitted to the Registrar's Office in writing and providing the basis for appeal within 30 days of receiving notification of the final grade, providing the basis for appeal. A review fee of \$50.00 must accompany the appeal. If the appeal is sustained, the fee will be refunded.

## **Academic Integrity**

We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Academic dishonesty is taken seriously at Ambrose University as it undermines our academic standards and affects the integrity of each member of our learning community. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is academic dishonesty. Plagiarism involves presenting someone else's ideas, words, or work as one's own. Plagiarism is fraud and theft, but plagiarism can also occur by accident when a student fails or forgets to acknowledge another person's ideas or words. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the university college. Students are expected to be familiar with the policies in the current Academic Calendar that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are reported to the Academic Dean and become part of the student's permanent record.

## **Accessibility and Support Services**

As an institution we are committed to student-centered learning. Students are encouraged to make use of the Accessibility and Support Services – located in the Student Development Area – should they have any known learning disabilities or they are struggling in any given aspect of

their learning. It is the student's responsibility to disclose any learning challenges that they may have to the professor and the Manager of Accessibility and Support Services. In turn the student, Manager of Accessibility and Support Services, and the professor will work collectively to help the student thrive in their academic pursuits.

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