



# BHS 400

## Behavioural Science Seminar

Semester: Winter, 2015  
 Days: W/F 11:15-12:30  
 Room: A2212  
 Lab – Room: N/A  
 Lab – day: N/A  
 Lab – Room: N/A

Number of credits: 3

Prerequisite:  
 AAA 110

Instructor: Alex Sanderson-MacIntyre  
 Email: asanderson@ambrose.edu  
 Phone: 403-410-2000 ext. 5907  
 Office: L2101  
 hours: By appointment

### 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:

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

### Important Dates:

First day of classes: January 7, 2015  
 Registration revision period: January 18, 2015  
 Last day to request revised examination: March 2, 2015  
 Last day to withdraw from course: March 20, 2015  
 Last day to apply for time extension for coursework: March 30, 2015  
 Last day of classes: April 10, 2015

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**Outline:**

January 7<sup>th</sup>

Introduction

January 9<sup>th</sup>

Heifetz, R.A. & Linsky, M. (2002) Leading with an  
Open Heart. *Leader to Leader* (26).

[http://lci.typepad.com/leaders\\_resourcing\\_leader/files/LeadingWithAnOpenHeart.pdf](http://lci.typepad.com/leaders_resourcing_leader/files/LeadingWithAnOpenHeart.pdf)

January 14<sup>th</sup>

Gergen, K.J. Psychological Science in a  
Postmodern Context.

[http://www.swarthmore.edu/Documents/faculty/gergen/Psychological\\_Science\\_in\\_a\\_Postmodern\\_Context.pdf](http://www.swarthmore.edu/Documents/faculty/gergen/Psychological_Science_in_a_Postmodern_Context.pdf)

January 16<sup>th</sup>

Gergen, K.J. *The Ordinary, the Original and the  
Believable in Psychology's Construction of the  
Person.*

[http://www.swarthmore.edu/Documents/faculty/gergen/The\\_Ordinary\\_the\\_Original\\_and\\_the\\_Believable.pdf](http://www.swarthmore.edu/Documents/faculty/gergen/The_Ordinary_the_Original_and_the_Believable.pdf)

Jan 21<sup>st</sup>- Feb 4<sup>th</sup>

**Article presentations**

February 6<sup>th</sup>

Gergen, K.J. *Psychology as "Politics by Other  
Means."*

[http://www.swarthmore.edu/Documents/faculty/gergen/Psychology\\_as\\_Politics\\_by\\_Other\\_Means.pdf](http://www.swarthmore.edu/Documents/faculty/gergen/Psychology_as_Politics_by_Other_Means.pdf)

February 11<sup>th</sup>

Gergen, K.J. (1997). Who speaks and who replies  
in human science scholarship? *Human Sciences*  
(10), 151-173.

[http://www.swarthmore.edu/Documents/faculty/gergen/Who\\_Speaks\\_and\\_Who\\_Replies.pdf](http://www.swarthmore.edu/Documents/faculty/gergen/Who_Speaks_and_Who_Replies.pdf)

Feb 13<sup>th</sup>

**Article Presentations**

Feb 25<sup>th</sup>

Common Fire – Ch. 1, 2,

Feb 27<sup>th</sup>

Common fire Chapters 3, Interlude & 4

March 4<sup>th</sup>

Common Fire – Chapters 5, Interlude & 6

**Final** N/A

**Exam:**

**Time:**

**Room:**

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March 6<sup>th</sup> Common Fire- Chapter 7 & Epilogue

March 11<sup>th</sup> Capstone Presentations  
April 10<sup>th</sup>

## Requirements:

**Completed Portfolio:** A well prepared portfolio provides “evidence” to an employer of your accomplishments, skills, abilities, and it documents the scope and quality of your experience and training. It is an organized collection of documentation that presents both your personal and professional achievements in a concrete way. Worth 5% of grade and due at end of class.

**Critical Reading and Discussion:** 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 typed a typed response to the reading to be shared in class (max 1 page, single space). 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 the 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 and is worth **20%** of the final grade. You will hand in your type written responses at the end of each class.

**Article Presentation:** You will be responsible for selecting and distributing one (1) reading drawn from your coursework in a specific academic domain (arts, humanities, behavioural sciences, or sciences). The reading should represent some significant insight you believe has enlightened your Ambrose degree and how it relates to your experience in the BHS concentration/major. As many of us will have already read the article/book/chapter, it will be imperative that you critically assess the reading and provide insight into how it shaped your views as a BHS student. In other words, **you can not merely summarize the contents of the selected reading, but need to use it as stepping stone to address the objectives of this course.** The student is responsible to provide a copy of the reading a minimum of one week before it is to be discussed in class (placed on reserve in library). Presentations should be **12-15 minutes** in length; you are not required to use PowerPoint or other A/V aides. You will hand in a written summary of your presentation on the day you present. The presentation and written summary are worth **20%** of the final grade.

**Capstone Paper:** 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? 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 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? The length of this paper is to be 20 pages, 12-point font, in APA style and is due on **Friday, April 10<sup>th</sup>, 2015. Late papers will not be accepted.** This assignment is worth **40%** of your final grade.

**Capstone Presentation:** As a capstone course, this is an integrative, interdisciplinary course that will also ask you

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to orally communicate about your educational experience as a whole. Each student will have **15-20 minutes** to present their capstone paper to the class during the final two weeks of the term. A/V aides should be used sparingly if at all. Presentation dates will be assigned to you by the instructor. This assignment is worth **15%** of the final grade.

### **Submission of Assignments:**

Please email completed assignments to [asanderson@ambrose.edu](mailto:asanderson@ambrose.edu)

### **Attendance:**

It is expected that students will take an active role in the learning process. This includes: (a) regular class attendance, (b) reading course material in advance of class, (c) showing up to class on time, and (d) attentively and proactively being “present” at class (i.e., not on the internet, not texting, not conversing with the person beside you). Committing to this type of "active learning" significantly increases the learning experience for both teacher and student, and reflects the Christian ethos of excellence and respect that lies at the heart of the Ambrose educational experience.

### **Evaluation:**

Portfolio: 5%; Discussion/Participation 20%; Article Review 20%; Capstone Paper 40%; Capstone presentation 15%

### **Grade Summary:**

The available letters for course grades are as follows:

Percentage:	Letter Grade:	Grade Point Weight:
96-100	A+	4.0
91-95	A	4.0
86-90	A-	3.7
82-85	B+	3.3
75-81	B	3.0
72-74	B-	2.7
68-71	C+	2.3
63-67	C	2.0
60-62	C-	1.7
56-59	D+	1.3
50-55	D	1.0
0-49	F	

Please note that final grades will be available on student registration system. Printed grade sheets are no longer mailed out.

### **Policies:**

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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, it is highly recommended that they forward all messages from the Ambrose account to the other account.

During the **Registration Revision Period** students may to 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. These courses will not appear on the student's transcript. 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 by the **Withdrawal Deadline**, please consult the List of Important Dates. Withdrawal from courses after the Registration Revision period will not be eligible for tuition refund. A grade of "W" will appear on the student's transcript.

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) 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 engage in electronically-enabled activities unrelated to the class during a class session. Please turn off all cell phones and other electronic devices during class. Laptops should be used for class-related purposes only. Please 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. 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, that is information about an individual that may be used to identify that individual, may be collected as a requirement 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 Office of the Registrar in writing 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 to review final grades. If the appeal is sustained, the fee will be refunded.

### **Academic Integrity**

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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 give credit 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.

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