



Course ID:	Course Title:	Winter 2017
BHS 400	Seminar	Prerequisite: BHS Senior
		Credits: 3

Class Information		Instructor Information		Important Dates	
Days:	T/Thr	Instructor:	Alexandra Sanderson, PhD	First day of classes:	Wed., Jan 4, 2017
Time:	1:00 – 2:15pm	Email:	asanderson@ambrose.edu	Last day to add/drop, or change to audit:	Sun, Jan. 15, 2017
Room:	Airhart-2	Phone:	403-410-2000 ext. 5907	Last day to request revised exam:	Mon, Mar. 6, 2017
Lab/ Tutorial:	NA	Office:	L2101	Last day to withdraw from course:	Fri, Mar. 17, 2017
		Office Hours:	By appointment	Last day to apply for coursework extension:	Mon, Mar. 29, 2017
Final Exam:	NA			Last day of classes:	Tue, April 11, 2017

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.

5.

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 Schedule

January 5 th	Course Introduction
January 10 th	"Leading with an Open Heart" (Heifetz & Linsky 2002)
January 12 th	Gergen, K.J. <i>The Ordinary, the Original and the Believable in Psychology's Construction of the Person.</i> http://www.swarthmore.edu/Documents/faculty/gergen/The_Ordinary_the_Original_and_the_Believable.pdf
January 17 th	Gergen, K.J. Psychological Science in a Postmodern Context. http://www.swarthmore.edu/Documents/faculty/gergen/Psychological_Science_in_a_Postmodern_Context.pdf
January 19 th	Conversations over Coffee
January 24 th	Gergen, K.J. (1997). Who speaks and who replies in human science scholarship? <i>Human Sciences</i> (10), 151-173. http://www.swarthmore.edu/Documents/faculty/gergen/Who_Speaks_and_Who_Replies.pdf
January 26 th	Program Day – No Day Time classes
January 31 st	Gergen, K.J. <i>Psychology as "Politics by Other Means."</i> http://www.swarthmore.edu/Documents/faculty/gergen/Psychology_as_Politics_by_Other_Means.pdf
February 2 nd	Conversations over Coffee
February 7 th	<i>Common Fire</i> (Chapter 1 & 2)
February 9 th	<i>Common Fire</i> (Chapter 3, Interlude, & 4)
February 14 th	Conversations over Coffee
February 16 th	<i>Common Fire</i> (Chapter 5, Interlude, & 6)
February 28 th	<i>Common Fire</i> (Chapter 7 & Epilogue)
March 2 nd	Conversations over Coffee
March 7 th	Capstone Presentations
March 9 th	Capstone Presentations
March 14 th	Capstone Presentations
March 16 th	Capstone Presentations
March 21 st	Capstone Presentations
March 23 rd	Capstone Presentations
March 28 th	Capstone Presentations
March 30 th	Capstone Presentations
April 4 th	Capstone Presentations

April 6 th	Capstone Presentations
April 11 th	Capstone Presentations

Requirements:

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

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%)

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:

1. How does what I am passionate about in this degree connect/disconnect and affirm/challenge the recent readings, and vice versa? Jan 19th
2. How does what I have learned in Behavioural Science courses connect/disconnect and affirm/challenge the recent readings, and vice versa? Feb 2nd
3. 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? Feb 14th
4. As I consider potential next steps in my life and career, how do the recent readings connect/disconnect and affirm/challenge me? March 2nd

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%) –

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 APA formatting. Please see the grading rubric at the end of the syllabus. **Paper is due on April 11th.**

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 to 18 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.

Grading: 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	

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.

Other:

Grading Rubric:

	Theory, Method, Data: 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.	Analysis and Application: Student is able to extend past summarizing research/theory, and clearly analyze and apply the research/theory (e.g., implications and consequences)	Logical and Coherent Argument: Logical and coherent argument that flows from beginning to end.	Grammar and Spelling: Writing is clear and effective communicating central ideas	Formatting: Use of appropriate writing style (i.e., APA, ASA) and other formatting particulars (i.e., page length, font size, margins)	Oral Presentations: 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.
A 86-100	Consistently achieved – paradigms, theories, concepts, and	The majority of assignment demonstrates a balance in summarizing and describing theory/research and	Clearly states central thesis and purpose of paper Each	Few to no spelling, grammar, or other writing	Consistently achieved	Communicates effectively main theme, thesis, or primary focus of

	empirical research are summarized and used accurately and in relevant ways	analysis and application	sentence/paragraph logically leads to the next Carefully selected details which support general statements and central thesis	errors. Words, sentences, and paragraphs flow smoothly		presentation. Establishes order to ideas and points out 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 72- 85	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

						<p>between points</p> <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>
C 60-71	Inconsistently achieved - paradigms, theories, concepts, and empirical research are often summarized or used inaccurately, or not at all.	Little to no connection made to the development of paradigmatic thought in terms of analyzing or applying the theory/research	<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>	Inconsistently achieved	<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>

									Weak conclusion and/or summary
									Presentation style lacking as demonstrated through non-verbal communication, body language, voice, and eye contact

Ambrose University Academic 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.

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.

Exam Scheduling

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.

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 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 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.

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