

<b>Course ID:</b>	<b>Course Title:</b>	<b>Fall 2020</b>
<b>HEB 300</b>	<b>Biblical Hebrew III (Ezekiel)</b>	<b>Prerequisite: HB 201</b>
		<b>Credits: 3</b>

Class Information		Instructor Information		Important Dates	
<b>Delivery:</b>	In Class	<b>Instructor:</b>	Beth Stovell, Ph.D.	<b>First day of classes:</b>	Wed, Sept 9
<b>Days:</b>	Thursdays	<b>Email:</b>	BStovell@ambrose.edu	<b>Last day to add/drop, or change to audit:</b>	Sun, Sept 20
<b>Time:</b>	8:15-11:15am	<b>Phone:</b>	403-410-2000 ext. 3995	<b>Last day to request revised final exam:</b>	Mon, Nov 2
<b>Room:</b>	A1085-1	<b>Office:</b>	L2077	<b>Last day to withdraw from course:</b>	Fri, Nov 20
<b>Lab/ Tutorial:</b>	1:30-3:30pm, Thursdays, A2210	<b>Office Hours:</b>	By appointment via e-mail	<b>Last day to apply for coursework extension:</b>	Mon, Nov 23
<b>Final Exam:</b>	No Final Exam, Final Paper is due Nov 26			<b>Last day of classes:</b>	Mon, Dec 14

### Course Description

A reading course involving extensive reading in Biblical Hebrew and further study of grammar, syntax, and vocabulary. *This course will also include a lab.*

### Expected Learning Outcomes

It is the aim of the course that students acquire the following skills:

1. Demonstrate proficiency in the historical, sociopolitical and cultural backgrounds that shaped the book of Ezekiel.
2. Evaluate hermeneutical approaches and issues concerning the book of Ezekiel and their impact on the theology of Ezekiel.
3. Ability to analyze and articulate the implications of Ezekiel for ministry and contemporary society with applications for redemptive action.
4. Integrate advanced Hebrew language study and exegesis with an intensive study of Ezekiel including learning and examining Hebrew grammar, literary and rhetorical features, and structures at discourse-level and genre-level.

### Textbooks

**Required for entire class:**

**Required:**

Michael Lyons, *An Introduction to the Study of Ezekiel*. T & T Clark, 2015. (9780567304223)

**Choose from one set of the following commentaries:**

A. Daniel Block, *Ezekiel 1-24 and Ezekiel 25-48*. NICOT. Eerdmans, 1998. Vol 1: 978-0802825353, Vol 2: 978-0802825360

**OR**

B. Leslie Allen. *Ezekiel 1-19 and Ezekiel 20-48*. WBC. Thomas Nelson, 1994. Vol 1:978-0849908309; Vol 2: 978-0849902284. You will be reading these commentaries throughout the course as assigned.

Articles will be assigned in addition to this reading as per syllabus.

**Required for Hebrew students:**

K. Elliger and W. Rudolf, ed. *Biblia Hebraica Stuttgartensia*, (Stuttgart, Deutsche Bibelgesellschaft, 1990, 1997), Fourth or Fifth Edition or **an equivalent computer tagged text with critical apparatus**; Online Edition of BHS: <https://www.academic-bible.com/en/online-bibles/biblia-hebraica-stuttgartensia-bhs/read-the-bible-text/> (This does not have the critical apparatus so you will need a way of gaining access to it some other way, if you choose to use this).

W. R. Scott, *A Simplified Guide to BHS: Critical Apparatus, Masora, Accents, Unusual Letters & Other Markings*. (4th ed. North Richland Hills, TX: Bibal Press, 2007). **Available in Ambrose Library**. I will work with Sandy to make this accessible to you.

Brown, Francis, Driver, S.R., Briggs, Charles A. *A Hebrew and English Lexicon of the Old Testament* (Clarendon Press, 1907) or **an equivalent in electronic format**.

You will also read the entire book of Ezekiel in English in this course. You will read selected passages in Hebrew.

**Course Schedule**

**Outline:** (The readings for the “Reading for Session” are intended to be read prior to class for the designated day. “Ezekiel” refers to the biblical book and can be found in your Bible. The numbers following are biblical chapter numbers. “Lyons” refers to Michael Lyons, *An Introduction to the Study of Ezekiel*). Commentaries should be read to match the designated biblical passage (e.g., reading Ezekiel 1-2 in Scripture and reading the commentary on Ezekiel 1-2) unless otherwise stated. In the case of our introductory material at the start of class, please read the introduction to your selected commentary (see description below). Please bring your Bible and commentary to class each week to reference when necessary. For Hebrew students, commentaries are intended to be an aid for your Hebrew language study rather than a crutch. Make sure to translate your Hebrew passage prior to reading your commentary for the week.

Section	Dates	Topics	Reading for Session	Assignments Due
Introduction and Ezekiel 1-24	Sept 10	Introduction to Ezekiel Introduction to Syllabus	No reading in preparation for the first class session (but may start reading ahead)	Discussion question: What program are you in and why? What interests you about Ezekiel?
	Sept 17	Locating Ezekiel the prophet and Ezekiel 1-2	Lyons (Intro/Ch 1 Part A), 1-20	<b>Translation #1 for lab:</b> Ez 2:1-6

150 Ambrose Circle SW, Calgary, AB T3H 0L5  
T 403-410-2000 TF 800-461-1222  
info@ambrose.edu  
ambrose.edu

			Ez 1-2 Intro to commentary Ezekiel 1-2 in commentary	<b>Skills:</b> Syntax and Prophetic Discourse
	Sept 24	Exploring Ezekiel the book and Ezekiel 3-7	Lyons, Ch 1 Part B, 21-47,  Ez 3-7 Commentary on Ez 7	<b>Translation #2 for lab:</b> Ez 7:5-7  <b>Skills:</b> Syntax Mapping Prophetic Hebrew Poetry
	Oct 1	From Prophetic Speech to Prophetic Book and Ezekiel 8-11	Lyons Ch 2, 49-114; Ezekiel 8-11, Commentary on this section	<b>Translation #3 for lab:</b> Ez 11:17-21  <b>Skills:</b> Spiritual Transformation and Dependent Clauses  <b>Approval of Final Paper Topic</b>
	Oct 8	Feminist Hermeneutics and Ezekiel 12-16	Ezekiel 12-16  Shields, Mary E. "Multiple Exposures: Body Rhetoric and Gender Characterization in Ezekiel 16." <i>JFSR</i> 14 (1998): 5-18.	<b>Translation #4 for lab:</b> Ez 16:35-40  <b>Skills:</b> Translation and Feminist Hermeneutics
Ezekiel 25-32	Oct 15	Ancient and Modern Exile and Ezekiel 17-24	Ezekiel 17-24  Ruiz, Jean Pierre. "An Exile's Baggage: Toward a Postcolonial Reading of Ezekiel." In <i>Approaching Yehud: New Approaches to the Study of the Persian Period</i> , edited by Jon L. Berquist, 117-136. Atlanta, GA: SBL 2007.	<b>Translation #5 for lab:</b> Ez 20:32-28  <b>Skills:</b> Translation of Biblical Allusion
<b>Oct 22-No Class, Instructor at Conference- *Assignment: Translation and Text-critical Analyses</b>				
Ezekiel 33-48	Oct 29	Israel, YHWH, Land, and Temple (1)	Lyons Ch 3, 115-65; Ezekiel 25-28	<b>Translation #6 for lab:</b> Ez 28:6-10

		Ezekiel 25-28		<b>Skills:</b> Reception History and Word Study on <b>שָׁמַת</b>
	Nov 5	Israel, YHWH, Land, and Temple (2) Ezekiel 29-32	Ezekiel 29-32	<b>Translation #7 for lab:</b> Ez 31:1-16 <b>Skills:</b> Metaphor in Hebrew Poetry
<b>Nov 12-No Class-Reading Week/Nov Modular</b>				
	Nov 19	From Problem to Solution and Ezekiel 33-39	Lyons Ch 4, 165-186; Ezekiel 33-39	<b>Translation #8 for lab:</b> Ez 34:11-16 <b>Skills:</b> Literary Structure in Hebrew Poetry
	Nov 26	Ezekiel's Final Vision Pt 1	Ezekiel 40-44	<b>Exegetical Analysis and Commentary</b>
	Dec 3	Ezekiel's Final Vision Pt 2	Ezekiel 45-48	<b>Prepare for final presentation</b>
Conclusions	Dec 11	Final Presentations	Final presentations	<b>Final Presentation due</b>

### Requirements:

#### 1. Course Participation and Weekly Translation (8 X 5%=40%) Due date: Thursdays during lab, Weekly starting Week 2, Submission: Copies of Translation on Moodle by each following Monday, midnight

Hebrew students will read the required course materials and discuss them in class each week with their fellow students. Unlike the English only students, Hebrew students will not be doing worksheets associated with these reading materials. Instead, Hebrew students will be doing weekly translations.

Hebrew students will provide weekly translations on the texts listed in the syllabus. These translations will be discussed during the Hebrew Lab on Thursday afternoons. Final submission of these translations will be due by the end of each Friday after students have had a chance to review their translations in class with their professor and fellow students. It is anticipated that students final submission of these translations will show their awareness of the skills discussed in class.

Submission type: These submissions of translations will be copies of the translations. They may be clear photos from phones or scanned copies. Translations information must be clear. These translations will be graded on a 1-5 scale that equals the following: 1=D, 2=C, 3=B, 4=A, 5=A+. Not submitting a translation will result in a 0 unless discussion with the professor has taken place (see "Attendance" below).

Submit translations on Moodle under “Translation #[Number] Submission” for each week of class. Students can also find directions for submission under “Assignments” in their “Course Overview” on Moodle.

## 2. Translation and Text-critical Analyses (20%): Due: Oct 22

Students will write a short paper focusing on text critical and translation issues in one of the passages in Ezekiel covered in the course reading schedule. This paper will include an original translation, and will focus on issues of sentence syntax and grammar, text-critical problems, and the delimitation of the section in question. The paper will be **4-5 pages** in length, and must make use of no less than **5 secondary sources** (internet resources are not allowed, commentaries and peer-reviewed journals are strongly recommended. See the “Writing and Research Skills” folder on Moodle for articles on what counts as solid biblical sources). **Length: 4-5 pages. Submission: In Moodle under “Assignments” folder under “Translation and Text-Critical Analyses Paper Submission”**

## 3. Exegetical Analysis and Commentary (20%): Due: Nov 26

This second paper will deal with the same passage as the first paper, moving on from translation and syntax/text issues to the exegesis of and commentary on the text. The focus of this papers should be on the meaning of the text itself, and especially on Hebrew syntax, semantics, and poetics/prosody in the passage. The paper will be **4-5 pages** in length, and must make use of no less than **5 secondary sources** (internet resources are not allowed, commentaries and peer-reviewed journals are strongly recommended. See the “Writing and Research Skills” folder on Moodle for articles on what counts as solid biblical sources). **Length: 4-5 pgs. Submission: In Moodle under “Assignments” folder under “Exegetical Analysis and Commentary Submission”**

**For all papers:** All papers must use Times New Roman, 12 point font, double spaced with 1 inch margins. Papers should include footnotes and bibliography using the Chicago Manual of Style. The rubrics and checklists for these assignments will be included in the folder “Resources and Rubrics” in the “Course Overview” section of Moodle.

## 4. Final Presentation (20%): Due Dec 10. Presentations must be submitted on Moodle in the “General” section under “Final Presentation” before the start of class on Dec 10. Points will be deducted if nothing is turned in. (If the presentation is in a form that cannot be submitted via Moodle (e.g., an art piece, a dance, etc., please discuss with professor ahead of time).

- Students will present a summary of the main points of their final paper in a creative way. Depending on the size of the class, these may be presented in groups or individually. If group presentations occur, the professor will create these groups based on final paper topics and will provide additional information about shaping a group presentation. Students will fill out a sign up sheet for times using Moodle once class groupings are assigned.
- This presentation may be in the form of a homily (“sermonette”), a teaching session, or simply an explanation of the main parts of the paper. Other creative presentations are also encouraged such as poetry, art, Ted Talk, imagined bible study, etc. When appropriate, this presentation should **include a PowerPoint/Keynote/Prezi presentation and all presentations must last no longer than 10 minutes. Other forms of presentation may be permitted, but must be approved with the instructor in advance.** Creativity is encouraged!
- For online students, this presentation can either be pre-recorded and shown in class or can be performed live online. If a student in the in-person course cannot be in-person for the presentation for any reason, they can organize the same options as online students with the professor.

- The goal of this presentation is for students to clearly share the major points of their papers with their classmates in a memorable way. A rubric for this assignment is included in the folder “Rubrics and Resources” in the “Course Overview” section of Moodle.
- Presentations will be given during class on Dec 10 as there will be no final exam for the course. **All presentations must be submitted via Moodle in advance of Dec 10 (See note above for exceptions and procedure).**

**Submission of Assignments:** All assignments will be turned in via Moodle. See discussion of individual assignments above for more details.

**Attendance:**

1. Course sessions will begin in a timely fashion. To receive full points for course participation, you are expected to arrive by the time class begins and stay until class ends whether you are in-person or online. If for some valid reason you will be unable to attend class or will be late, please notify the instructor by email in advance of the class session. Students who generally attend in-person who are feeling any signs of sickness should switch to the online session for the week to avoid infecting other students. If such sickness is severe, please contact the professor for an excused absence and for make up materials.
2. **Students with three unexcused absences will be dropped a full letter grade from their final grade.** In addition, students will be dropped an additional third of a letter grade for every unexcused absence after the third. This means an A+ student can only receive a B+ after three unexcused absences, a B after four, a B- after five, etc. To excuse an absence, you need to contact me by e-mail in advance and in some cases a note will be required.
3. Due dates for assignments in this class are firm. They are set up for the overall success of the class - that is, for both students and the instructor. Late work drops one letter grade (10 pts) per day late unless other arrangements are made in advance. Please stay on top of your assignments and do not procrastinate. If you realize that you will be late in turning in an assignment for a legitimate reason, please see the “Extensions” policy below.

If you feel that you are falling behind or getting into trouble, please contact me early. There are things that can be done early on to get things back on track before it is too late.

**Grade Summary:**

Grade	Interpretation	Grade Points
A+	<b>Mastery:</b> Comprehensive understanding of subject matter	4.00
A		4.00
A-		3.70
B+	<b>Proficient:</b> Well-developed understanding of subject matter.	3.30
B		3.00
B-		2.70
C+	<b>Basic:</b> Developing understanding of subject matter	2.30
C		2.00
C-		1.70
D+	<b>Minimal Pass:</b> Limited understanding of subject matter	1.30
D		1.00
F	<b>Failure:</b> Failure to meet course requirements	0.00

Scale:

- A+:95-100
- A: 90-94
- A-: 86-89
- B+: 80-85
- B: 76-79
- B-: 73-75
- C+:70-72
- C: 66-69
- C- : 63-65
- D+ : 60-62
- D : 55-59
- D- : 50-54
- F : 0-49

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:**

Course Participation/Worksheets (8X 5%)	40%	Weekly
Translation and Text-critical Analyses	20%	Oct 22
Exegetical Analysis and Commentary	20%	Nov 26
Final Presentation	20%	Dec 10
<b>TOTAL:</b>	100%	

**Bibliography:** These books and articles may be used for research for your final paper. Many of the books and articles will be available via the Ambrose Library. If a resource is not available via the Ambrose Library, please let the instructor know.

Adams, Samuel L. "Ezekiel 34:11-19." *Interpretation* 62, no. 3 (2008): 304-306.

Darr, Katheryn Pfisterer. "The Wall around Paradise: Ezekielian Ideas About the Future." *Vetus testamentum* 37, no. 3 (1987): 271-279.

Day, Peggy L. "Metaphor and Social Reality: Isaiah 23.17-18, Ezekiel 16.35-37 and Hosea 2.4-5." In *Inspired Speech*, 63-71. New York: T & T Clark, 2004.

- Deeley, Mary Katharine. "Ezekiel's Shepherd and John's Jesus: A Case Study in the Appropriation of Biblical Texts." In *Early Christian Interpretation of the Scriptures of Israel, 252-264*. Sheffield, Eng: Sheffield Academic Pr, 1997.
- Duguid, Iain. *Ezekiel and the Leaders of Israel* Supplements to Vetus Testamentum. Leiden: Brill, 1994.
- Eichrodt, Walter. *Ezekiel: A Commentary* The Old Testament Library. Louisville, KY: Westminster John Knox, 1970.
- Friebel, Kelvin G. *Jeremiah's and Ezekiel's Sign-Acts: Rhetorical Nonverbal Communication* Jostsupp. Sheffield: Sheffield Academic, 1999.
- Gates, Henry Louis. "Sour Grapes: Ezekiel and the Literature of Social Justice." In *Seeing into the Life of Things, 271-276*. New York: Fordham Univ Pr, 1998.
- Greenberg, Moshe. *Ezekiel 1-20 and Ezekiel 21-37* Anchor Bible. New York: Doubleday, 1997.
- Habel, Norman C. "The Silence of the Lands: The Ecojustice Implications of Ezekiel's Judgment Oracles." In *Ezekiel's Hierarchical World, 127-140*. Atlanta: Society of Biblical Literature, 2004.
- Halperin, David J. *The Faces of the Chariot: Early Jewish Responses to Ezekiel's Vision* Texte Und Studien Zum Antiken Judentum. Tübingen: J C B Mohr (Paul Siebeck), 1988.
- Heil, John Paul. "Ezekiel 34 and the Narrative Strategy of the Shepherd and Sheep Metaphor in Matthew." *Catholic Biblical Quarterly* 55, no. 4 (1993): 698-708.
- Joyce, Paul. "King and Messiah in Ezekiel." In *King and Messiah in Israel and the Ancient Near East, 323-337*. Sheffield: Sheffield University Press, 1998.
- Joyce, Paul. *Ezekiel: A Commentary*. Library of Hebrew Bible/Old Testament Studies. New York; London: T & T Clark; Continuum, 2007.
- Kamionkowski, S. Tamar. *Gender Reversal and Cosmic Chaos: A Study in the Book of Ezekiel*. Journal for the Study of the Old Testament. London; New York: Sheffield Academic Pr, 2003.
- Klein, Anja. "Prophecy Continued: Reflections on Innerbiblical Exegesis in the Book of Ezekiel." *Vetus testamentum* 60, no. 4 (2010): 571-582.
- Kutsko, John. *Between Heaven and Earth: Divine Presence and Absence in the Book of Ezekiel* Biblical and Judaic Studies. Winona Lake, IN: Eisenbrauns, 2000.
- Manning, Gary T. *Echoes of a Prophet: The Use of Ezekiel in the Gospel of John and in Literature of the Second Temple Period* Journal for the Study of the New Testament Supplement Series. London; New York: T & T Clark International, 2004.



- Mein, Andrew. "Profitable and Unprofitable Shepherds: Economic and Theological Perspectives on Ezekiel 34." *Journal for the Study of the Old Testament* 31, no. 4 (2007): 493-504.
- Menken, Martinus J. J. "Echoes of a Prophet: The Use of Ezekiel in the Gospel of John and in Literature of the Second Temple Period." *The Journal of Theological Studies* 57, no. 2 (2006): 650-653.
- Moughtin-Mumby, Sharon. *Sexual and Marital Metaphors in Hosea, Jeremiah, Isaiah and Ezekiel*. Oxford Theological Monographs. Oxford: Oxford University Press, 2008.
- Odell, Margaret S. "Ezekiel Saw What He Said He Saw: Genres, Forms, and the Vision of Ezekiel 1." In *Changing Face of Form Criticism for the Twenty-First Century*, 162-176. Grand Rapids, Mich: Cambridge, U.K: Eerdmans, 2003.
- Odell, Margaret S. *Ezekiel*. Smyth and Helwys Bible Commentary. Macon, Ga: Smyth & Helwys, 2005.
- Ribera-Florit, Josep. "Some Doctrinal Aspects of the Targum of Ezekiel." In *Targum and Scripture: Studies in Aramaic Translations and Interpretation in Memory of Ernest G. Clarke*, edited by Paul Virgil McCracken Flesher, 149-158. Leiden; Boston: Brill, 2002.
- Schöpfli, Karin. "The Composition of Metaphorical Oracles within the Book of Ezekiel." *Vetus testamentum* 55, no. 1 (2005): 101-120.
- Stovell, Beth M. "Yahweh as Shepherd-King in Ezekiel 34: Linguistic-Literary Analysis of Metaphors of Shepherding." In *Modeling Biblical Language: Papers from the McMaster Divinity College Linguistics Circle*, edited by Stanley Porter, Christopher Land and Gregory Fewster. Leiden: Brill, 2016.
- Tamez, Elsa, and Sharon H Ringe. "Dreaming from Exile: A Rereading of Ezekiel 47:1-12." In *Liberating Eschatology*, 68-74. Louisville, Ky.: Westminster John Knox Press, 1999.
- Tuell, Steven Shawn. "The Rivers of Paradise: Ezekiel 47:1-12 and Genesis 2:10-14 the Rivers of Paradise: Ezekiel 47:1-12 and Genesis 2:10-14." In *God Who Creates*, 171-189. Grand Rapids, Mich.: W.B. Eerdmans Pub., 2000.
- Zimmerli, Walther. *Ezekiel: Chapters 1-24*. Vol. 1. 2 vols. Hermeneia. Philadelphia: Fortress Pr, 1979.
- Zimmerli, Walther. *Ezekiel: Chapters 25-48*. Vol. 2. 2 vols. Hermeneia. Philadelphia: Fortress Pr, 1983.

## 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](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 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.

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

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