

Course ID:	Course Title:	Fall 2022
HUM 201	Reading and Writing in the Christian Intellectual Tradition	Prerequisite: HUM 101
		Credits: 3

Class Information		Instructor Information		Important Dates	
Delivery:	In-class	Instructor:	D. Dyck (Ph.D.)	First Day of Class:	8 Sept 2022
Days:	W/F	Email:	darren.dyck@ambrose.edu	Last Day to Add/Drop:	18 Sept 2022
Time:	9:45-11am	Phone:	Ext. 6931	Last Day to Withdraw:	21 Nov 2022
Room:	A2133	Office:	L2069	Last Day to Apply for Coursework Extension:	23 Nov 2022
Lab/Tutorial:	n/a	Office Hours:	Th. 1-2pm	Last Day of Class:	8 Dec 2022
Final Exam:	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 intermediate critical reading and writing course that introduces students to seminal texts and ideas from the Christian intellectual tradition. This course further considers the elements of active reading and academic writing introduced in HUM 101 while also instructing students in library and research skills, the research paper-writing process, and strategies to improve writing style and formal oral communication.

Expected Learning Outcomes

Students completing HUM 201 will:

- Discuss (in written and oral forms) thematic and/or conceptual connections between seminal texts from the Christian intellectual tradition;
- Formulate argumentative thesis statements;
- Refine skills of argumentation, including responsible selection of supporting evidence, analysis and interpretation of that evidence, and formulation of appropriate counter-arguments;

- Practice research skills by identifying, evaluating, citing, and representing academic literature in the Humanities by composing an annotated bibliography;
- Incorporate the claims and analysis of academic literature into written and oral argument;
- Refine strategies for revising a written draft;
- Apply strategies for writing stylish academic prose, in particular, through the process of revision; and
- Apply strategies for participation in group discussion and formal academic presentations.

Texts

- Augustine, *Confessions*, trans. Boulding (New City: 9781565481541)
- One of the following:
 - Bunyan, *Pilgrim's Progress* (Oxford: 9780199538133)
 - Chesterton, *Orthodoxy* (Penguin Random House: 9780385015363)
 - Dickinson, *The Complete Poems* (Back Bay: 9780316184137)
 - Dostoevsky, *Crime and Punishment*, trans. Katz (Liveright: 9781631495311)
 - Douglass, *Narrative of the Life* (Yale: 9780300204711) & King Jr., *Letter from Birmingham Jail* (Penguin: 9780241339466)
 - Wollstonecraft, *A Vindication of the Rights of Women* (Norton: 9780393929744)

Course Schedule

Date	Topic/Readings	Course Work
Sept		
7	Introduction to the Course	
9	The Christian Intellectual Tradition	
14	Augustine, <i>Confessions</i> , Bk. 1	
16	<i>Confessions</i> , Bk. 2	
18	Last day to add/drop with tuition refund	
21	<i>Confessions</i> , Bks. 3-4	
23	<i>Confessions</i> , Bks. 5-6	Due: Reading Response 1 (Bks. 1-3)
28	<i>Confessions</i> , Bks. 7-8	Last day to choose your second text.
30	National Day for Truth and Reconciliation: No Classes	
Oct		
M 3		Due: Reading Response 2 (Bks. 4-6)
5	Spiritual Emphasis: No Classes	
7	<i>Confessions</i> , Bk. 9	
12	<i>Confessions</i> , Bk. 10	Due: Reading Response 3 (Bks. 7-9) Start reading your second text today, if you haven't already.
14	Last Thoughts on <i>Confessions</i> / Second Texts	
19	GW 1: Key Passage Presentations	
21	GW 1: Key Passage Presentations	
26	The Research Essay	Due: Short Essay
28	The Annotated Bibliography	

Nov		
1	Last day to request revised time for a final exam	
2	GW 2: Research Question Presentations	
4	GW 2: Research Question Presentations	
9	Fall Break: No Classes	
11	Fall Break: No Classes	
16	Writing Academic Prose 1	
18	Writing Academic Prose 2	Due: Annotated Bibliography
21	Last day to withdraw from courses without academic penalty	
23	Writing Academic Prose 3	
25	GW 3: Research Essay Presentations	
30	GW 3: Research Essay Presentations	
Dec		
2	GW 3: Research Essay Presentations	
7	The Christian Intellectual Tradition <i>Revisited</i>	
9	Peer Review Workshop	

Requirements:

15% Reading Response Assignments (3 @ 5%)

You will write three reading responses (roughly 300 words each) in response to Books 1-3, 4-6, and 7-9 of Augustine’s *Confessions*. Each response will identify a key passage from the relevant section of the text and argue, as concisely as possible, that *that* passage is the one readers must understand to “get” what Augustine’s doing in that section.

20% Short Essay

Having chosen one of the three key passages you identified and briefly explored in your reading responses, you will write a short essay (750 words) further developing your argument for that passage’s importance to the work as a whole.

This essay should take into account the commentary provided by your instructor on the three reading responses.

20% Group Work

After having selected a second text to pair with the *Confessions*, you will regularly meet in groups during class time to (1) discuss what you’re reading, (2) share your progress in developing a research question, and (3) present your final research essays.

If you are not presenting, you will be expected to participate by asking questions of your group-mates and offering constructive criticism and advice. Unexcused absences on days scheduled for group work will result in significant diminutions of your group work grade.

Group work grades will be determined, in part, by peer review. (There will be an “appeals” process, whereby, if you disagree with a grade received, you can discuss with your instructor any factors potentially overlooked in its determination.)

10% Annotated Bibliography

You will compose an annotated bibliography prior to beginning your final research essay. This bibliography should list 10 relevant primary or secondary sources (with at least eight of these being scholarly).

35% Research Essay

You will write a research essay (2000-2500 words) in which you explore the relationship—or, more precisely, *some aspect* of the relationship—between Augustine’s *Confessions* and your second text. Having already completed an annotated bibliography, you will engage with a number of the sources listed therein.

One week prior to the due date of this research essay, you will participate in a peer-review workshop wherein you will read another student’s work (and another student will read yours) and offer thoughts and constructive criticism.

Grade Summary:

The available letters for course grades are as follows:

Grade	Interpretation	Grade Points
A+	Excellent	4.00
A		4.00
A-		3.70
B+	Good	3.30
B		3.00
B-		2.70
C+	Satisfactory	2.30
C		2.00
C-		1.70
D+	Poor	1.30
D	Minimal Pass	1.0
F	Failure	0.00
P	Pass	No Grade Points

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.

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.

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
- Peer Supportive Listening: One-to-one support in Student Life office. Hours posted at 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.

Off Campus:

- Clinic: Sheldon Chumir Health Centre - 403-955-6200
- Calgary Communities Against Sexual Abuse - 403-237-5888