

Course ID:	Course Title:	Spring 2021
	Strategizing for Numeracy in the Elementary Classroom	Prerequisite:
		Credits: 3

Class Information		Instructor Information	
Delivery:	Online course with a weekly synchronize meeting via Zoom	Instructor:	Dianna Easton, M. Ed.
Days:	Weekly Zoom meeting on Thursday	Email:	dianna.easton@ambrose.edu
Time:	6: 30 pm – 7:30 pm	Phone:	(403) 390-7176
Room:	NA	Office:	
Lab/ Tutorial:	NA	Office Hours:	As needed by request
Final Exam:	Numeracy Map (due May 28 th , 2021)	Add/Drop Deadline:	Midnight on first day of class, April 19 th , 2021

Course Description

For practicing educators and pre-service teachers, an examination of numeracy pedagogy connecting research to present day instruction for educators. Students will build personal and common understandings of how children in schools engage with quantitative or spatial information to create meaning in the K-6 classroom. Instruction will build on a model of co-construction which will culminate in students’ development of a numeracy plan for use in their classrooms. Topics include visible numeracy, practices that promote number conservation, problem-solving skills, mathematical relationships, geometrical thinking, differentiation and assessment.

Teacher Quality Standards Addressed

Demonstrating a professional body of knowledge, where in a pre-service teachers plans and designs meaningful learning activities using instructional strategies to engage students, while applying student assessment and evaluation practices.

Expected Learning Outcomes

Students will:

- Design mathematical tasks that comprehensively align the Alberta Program of Studies Curriculum in a meaningful, measurable, differentiated and constructive manner.
- Develop and sequence spatial reasoning and visible numeracy practices that promote number conservation to problem-solving skills.

- Construct meaningful assessment practices that support student learning within individual classroom contexts.
- Create a comprehensive numeracy plan.
- Consider incorporating Indigenous Ways of Knowing into student learning activities/tasks.

Textbooks

Bowler, Jo. (2016). Mathematical Mindsets: Understanding Students’ Potential through Creative Math, Inspiring Messages and Innovative Teaching. San Francisco: Jossey-Bass.

Course Schedule:

Week:	Text:	Content Emphasis	Class Requirements
April 19 - 23	<i>Introduction & Chapter One:</i> The Brain and Mathematics Learning	<ul style="list-style-type: none"> • Implications for planning for instruction and differentiation • Curriculum Activity • Reflective Journal Introduction • Discussion Boards and Posting Introduction • Math Stories 	<ul style="list-style-type: none"> -Reflective Journal ideation, format, and considerations -Begin curriculum activity by cutting a grade curriculum -Begin recording mathematical language used and found -Discussion post and responses
April 26 - 30	<i>Chapter Two:</i> The Power of Mistakes and Struggle <i>Chapter Three:</i> The Creativity & Beauty in Mathematics	<ul style="list-style-type: none"> • Creating opportunities for “failure” and learning • Geometry/Shape & Space • Power of Paper Folding • Spatial Reasoning • Art in Mathematics 	<ul style="list-style-type: none"> -Complete curriculum sort -Introduce Numeracy unit plan -Discussion post and responses
May 3 - 7	<i>Chapter Four:</i> Creating Mathematical Mindsets: The Importance of Flexibility with Numbers <i>Chapter Five:</i> Rich Mathematical Tasks	<ul style="list-style-type: none"> • Visible mathematics • Use of models • Number: Patterns • Problem Solving Strategies • Number Flexibility/Number Talks • Dot Collections • Proportional Thinking 	<ul style="list-style-type: none"> -Numeracy unit ideation -Cross-curriculum curriculum activity link -Discussion post and responses
May 10 - 14	<i>Chapter Six:</i> Mathematics and the Path to Equity <i>Chapter Seven:</i> From Tracking to Growth Mindset Grouping	<ul style="list-style-type: none"> • Number: Relationships • Area Models • Expressions and Equations • Spatial Reasoning: Place Value • Creating mathematical experiences 	<ul style="list-style-type: none"> -Website ideas -Mathematicians to follow -Numeracy unit ideation -Discussion post and responses
May 17 - 21	<i>Chapter Eight:</i> Assessment for A Growth Mindset	<ul style="list-style-type: none"> • Story Telling Part II • Statistics and Probability • Numeracy Plans 	<ul style="list-style-type: none"> -Numeracy unit Ideations

	<i>Chapter Nine:</i> Teaching Mathematics for a Growth Mindset	<ul style="list-style-type: none"> • Current Research and implications • Numeracy literacy 	-Assessment practices in mathematics -Discussion post and responses
May 24 - 28	Numeracy Unit Maps	<ul style="list-style-type: none"> • Completing final assignment 	

***Note: A Moodle shell has been created for this course where there is a listing of all the tasks, readings, video links, Zoom meeting dates and times, discussion board questions/prompts, and considerations for your reflective journals. To access our Moodle shell, please login to your MyAmbrose using your user name and password, then find the link to Moodle. You will use your same user name and password as you did for your MyAmbrose account. Also a video and handout will be forth coming before the start of our course with more detailed information for you, from the IT department.**

Learning Activity	Weighting	Due Date(s)
Assignment #1 Online Discussion Posts & Responses	30%	Posts: By midnight on Wednesday, April 21 st , 28 th , May 5 th , 12 th , and 19 th . Responses: By midnight on Friday, April 23 rd , 30 th , May 7 th , 14 th , 21 st .
Assignment #2 Reflective Journal	30%	First Submission: Sunday, May 2 nd by 12:00 pm, noon. Second Submission: Sunday, May 16 th by 12:00 pm, noon.
Assignment #3 Numeracy Unit Map	40%	Friday, May 28th by 12:00 pm, noon.

Requirements

Assessment #1 – Online Discussions Posts and Responses

Rationale

This is an online course, and the quality your experience here is largely determined by the degree to which you engage with the content, your instructor, and your peers online. For this reason, your participation is expected for a passing grade. This will also be one of the places where you are held accountable for the reading and viewing tasks. Posts should be between 200 and 300 words in length. Please practice writing succinctly.

Instructions

Complete the assigned reading, viewing and project tasks for that week. You are then required to complete the discussion tasks online as outlined in Moodle. You are required to post your own response once a week, and respond to at least two other participants post, to support or encourage a deeper level of thinking about a perspective or lens in a respectful and manner becoming of a learning environment. In each of your personal posts and responses, cite sources and other possible resources to further develop thinking and engagement of your peers.

Each week, as you respond to at least two of your peers, know that you need to be supportive, but you can also challenge a perspective with care and respect. When someone responds to your post, reciprocate with a response. Engage in questioning, explaining, and defending your thinking, perspective, or ideation. Each week, the expectations is for your to respond to a different peer.

Protocol for posting and contributing

- Refer to the readings – please back up opinions and personal experiences with the relevant literature and course materials.
- Be respectful to one another and use each other’s names to build online presence.
- Post in a timely manner so that the entire community of learners has access to your ideas and contributions.
- Be aware of grammar and sentence mechanics.
- Stick to the work length.
- Connect to the week’s readings and your own experience.
- Respond to each response to your individual post.
- Respond to two different peer’s post each week.

Post Due Dates:

By midnight on Wednesday, April 21st, 28th, May 5th, 12th, and 19th.

Response Due Dates:

By midnight on Friday, April 23rd, 30th, May 7th, 14th, 21st.

Performance Guidelines and Expectations

The Online Discussion Posts and Responses will be submitted electronically weekly, no later than Friday by 12:00 am, midnight. The weight for all Discussion Posts and Responses is 30%.

Criteria	Exemplary	Acceptable	Needs Improvement (will need to consult with professor and develop a plan for improvement)
Response to and comprehension of content	Provocative, critical, depth of thought and reasoning is obvious, connects theory and practice/opinion/experience.	Posts have personal insights and connections to personal experiences and observations, with some connections to the weeks readings, videos, concepts.	Response is off topic and unconnected to theme of the week or the readings, videos, or concepts of the week.
Relevance and contribution to learning	Consistently brings assigned readings into discussion and constructively references (cites) current and previous course materials into connections; prompts further reflections or contributions for others; interacting with at least one different peer each week.	Post comments are relevant to the topic which connect to assigned readings, while making connections to the posts of others; interacting with a least one different peer each week.	Attempts to make connections between readings, experiences and previous course conceptions/ideations; and response is general (limited personal reflection) with limited or no connections to peer posts.
Engagement with peers and personal voice	Extends the conversation with an alternative perspective, feedback to further learning, and/or additional ideas and resources to consider moving forward; and positively expresses one’s own observations, feelings, needs and encourages others:	Response to a post by a peer, connecting post and response with a personal connection and perspective related to the weeks theme, and/or textbook; articulates a view with one’s own personal values: demonstrating understanding of others perspectives/experiences.	No response to peers or partially crafted responses. Response does not add to the conversation or move thinking forward, providing no insights; and is able to only express self (views, ideations, connections) through negative terms.

	modeling genuine respect of others.		
Care (Length, Grammar and Spelling, Clarity, Responsibly cited)	Posts are composed, organized, succinct, with proper grammatical structures and spelling. Citations to reference readings, resources and learning to support ideas and rationale for post/response.	Posts are complete, using proper grammatical structures and spelling; making references to textbook, personal experiences, and surfacing of new questions/wonderings.	Posts are incomplete or missing proper grammatical structures, with spelling errors. No citations are used to connect the weeks readings, videos, or concepts/themes.
Completion	All posts are completed as required in a timely manner.	Posts are completed.	Posts are not completed in a timely manner.

Assessment #2 – Reflective Journal

Rationale

This reflective activity will be a way to summarize your readings, classroom experiences and applications, and surface new questions. Schon (1983, 1990) and Surbeck, Han, and Moyer (1991) indicate that reflection develops in a hierarchical manner. Schon suggests that initially, two types of reflection exist: reflection-on-action and reflection-in-action. Both are reactive. A third type of reflection, reflection-for-action, is the desired outcome of both previous types of reflection.

Dweck (2008) indicates that learning happens when we are challenged in our thinking, when we make mistakes we are stretching ourselves to be more open to deeper ways of knowing and thinking. Dweck (2008) contributes the idea that our Mindsets influence and change the meaning of our experiences. Kahneman (2011) continually points out that we cannot check our intuitive natures if we do not take the time to think slowly, deeply and with effort. By taking the time to think, reflect and ponder on our experiences, observations, and wonderings, we are allowing our minds to slow down and notice different patterns and connections, which our intuitive mind will override (Kahneman, 2011). Said (1978, 1994) illustrates how important it is that we understand how we have oriented ourselves so that we can gain a deeper understanding of what we are noticing and how we think culturally about how we interact with each other.

Writing is a way to process the notions of reflectivity as an essential activity in teaching. The commonplace book allows for a place to record our own experiences and thoughts as we interact with the texts and each other. The purpose of the commonplace book is to better understand ourselves and others as we consider the multiple lenses of leadership. The idea of a commonplace book according to Dr. Hans Smits, (University of Calgary), is an ancient one. Derived originally from the Latin, *locus communis*—literally what is common in our lived spaces—and from the Greek, *koinos topos*—“general theme,” a commonplace book allows us to record our questions, comments, connections, problems and ideas about what we are reading about and discussing with one another.

Instructions

Participants will be expected to keep a weekly reflective journal documenting their thinking and understanding of topics in class, discussions, readings from the text, lived experiences, questions and wonderings, as they arise. The journey is to help individuals reflectively think and be involved within the process of actively repositioning mental constructs, by interacting with the topics, ideas, conversations and work they are doing within their teaching/learning practices. This is a place to record your comments, problems, connections, and ideas as you plan, play, and consider new ways of looking

at mathematics, your practices, and the thinking processes involved in mathematics. The expectation is for you to be authentic and genuine to your learning, processing and journey, *not to summarize key ideas*, but your connections and understandings as you apply new ways of thinking and seeing into your mathematical experiences. Reflect on how your learning relates to your mathematical teaching practices. This reflective journal can be written, drawn, recorded, or any combination thereof. Please enjoy this reflective experience and become creatively involved in your own reflexive practice.

Consider the following questions:

- What are your ethical responsibilities in your role as a mathematical teacher to teach mathematical understanding?
- How does your mathematical beliefs (or understandings) impact your teaching practices?
- How has your mathematical understanding changed or grown over time?
- What has impacted your understanding from the course materials, discussions, activities, or research?
- How have you noticed your thinking changing? Why? What is the importance of this phenomenon?
- What are the questions that arise as a result of the reading? Videos?
- How do you relate to the readings as a result of your own experiences and understandings?
- What interests you? What challenges your thinking?

This is not an exhaustive list and these are only guidelines. Reflect on your entries and look for connections with what is happening in your school, in the news, on social media, in discussions with colleagues and classmates. ***This may also be a source for your discussion posts.*** Your reflective journal may also incorporate images, photos, mind maps, graphics, doodles, experiments, tables, charts or any other mixed media or citation of what you have been exploring, learning and thinking.

Performance Guidelines and Expectations

The reflective journal will be submitted electronically twice, no later than Sunday May 2nd and May 16th by 12:00 pm, noon. Weighing: 30% with 15% for each submission.

Descriptors of Evaluated Content	Demonstration of descriptor Expectations		
	Excellent	Proficient	Adequate
<p><u>Criteria 1: Visual representation shows (5%)</u></p> <ul style="list-style-type: none"> • Information is organized to enhance clarity • Includes personal explanations of insights and perspectives • Consistently prepared entries with appropriate citations of articles, etc • Provides knowledge and insights from group discussions and other experiences. • Asks and explores questions beyond classroom discussion. • The self-reflection was thoughtful and showed insight and future implementations. 	<ul style="list-style-type: none"> • In-depth details • Insightful • Innovative design • Surprising, enlightening, to intuitive image use, easily interpreted by reader 	<ul style="list-style-type: none"> • Substantial details • Thoughtful/systematic • Practical design 	<ul style="list-style-type: none"> • Cursory details • General Workable design • Questions arise about the reason image is chosen to enhance text

<p>Criteria 2: Competence, Commitment, Care (10%)</p> <ul style="list-style-type: none"> • Consistently contributes insightful examples of personal experiences of the relationship of theory to practice. • Draws conclusions and identifies factors that shape identity • Communicates information with supporting evidence/sourcing • Analyzes impact • Summarizes experiences 	<ul style="list-style-type: none"> • Skillful connections linking elements • Purposeful • Compelling • Persuasive • Engaged Audience • Comprehensive 	<ul style="list-style-type: none"> • Meaningful connections linking elements • Logical • Effective • Convincing • Interested Audience • Substantial descriptions 	<ul style="list-style-type: none"> • Superficial connections linking elements • Simplistic and reasonable • Straight-forward • Predictable • Rudimentary descriptions
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Assessment #3 – Numeracy Map

Students will develop a comprehensive numeracy plan in their chosen grade that focuses on the development of rich tasks, differentiation and assessment for one of the key content areas of Number, Patterns and Relations, Shape and Space, or Statistics and Probability. This will also include a online presentation of the plan, in a group pallet (only for the members of this course section).

The purpose of this assignment is for you to think about how you would break down your grade mathematics curricula into a meaningful unit that builds depth of understanding, transfers skills and allows students to question, ponder and self-reflect upon what they know and what the students next steps are in their mathematical thinking. Using clear unit goals, outline sequence of activities with rational, strategies and student work, within your Numeracy Map (unit plan). Include any potential problems within the activities selected and strategies that could work to help students continue to engage in mathematical thinking and sequencing of logical reasoning: demonstrating differentiation. The Numeracy Map (unit plan) created must also include assessment practices/tools to capture student understandings, the feedback opportunities sought, and the self-assessment tasks students will engage in throughout the unit. Finally, include a reflective piece about how this project has informed your teaching practice and it may influence your teaching practice in the future, and how this unit can link or connect to other subject areas.

In this formal presentation of your Numeracy Map (unit plan), think about all the elements needed to help guide your exploration/inquiry: guiding questions, mini-lessons, student prompts and practice, lens of mathematician being asked for/used, assessment (formative and summative) pieces, and anticipated and unanticipated expectations within this lived experience. Within your presentation, highlight your rational for creating the numeracy unit with cross-curricular connections. Please consider that you are leading/teaching/presenting this plan to your fellow colleagues at your school, grade team partner or grade team.

- Weighing: 40%

Assessment Rubric

Descriptors of Evaluated Content	Demonstration of descriptor Expectations		
	Excellent	Proficient	Adequate
<p>Criteria #1: Competence</p> <p>Work is comprehensive and shows strong communication skills with appropriate citation of texts/articles and other supporting details of thinking/ideations and sources of knowledge. The numeracy map is thoughtful, insightful, and explores application of theories and integration of reflexive thinking. The presentation showcases strong understanding of key numeracy ideas and is engaging (10%).</p>	<ul style="list-style-type: none"> • Skillful use of citations • Compelling • Engaging • Skillfully organized 	<ul style="list-style-type: none"> • Systematic use of citations • Effective • Supporting details • Logically organized 	<ul style="list-style-type: none"> • Simplistic use of citations • Predictable • Straightforward details • Simplistically organized
<p>Criteria #2: Commitment & Care</p> <p>All related numeracy facts are connected, linked, and provides insight for inclusion, diversity, and different ways of thinking mathematically. Contributes insightful examples of personal experiences and deep personal connections, with real-world examples inside and outside of the classroom and in teacher-student dynamics. Perspective is shared, examined, and explored to interpret and demonstrate personal growth and progress throughout an educational journey (10%)</p>	<ul style="list-style-type: none"> • Perceptive • Insightful • Astute visuals • Vivid details • Organizes information to enhance clarity • Evaluates and shares impressions 	<ul style="list-style-type: none"> • Focused • Relevant • Credible visuals • Interesting details • Organizes information to share experiences • Connections logically 	<ul style="list-style-type: none"> • Reasonable • Predictable • Simplistic details • Organizes information simplistically • Obvious connections
<p>Criteria #4: Design</p> <p>The Numeracy Map highlights a personalized teaching view and perspective with associated breakout lessons/map. The Numeracy Map demonstrates a sense of place with a connected story enacting the emotional, spiritual, physical, and academic/intellectual processes/aspect of a teaching philosophy and student-teacher dynamics (20%)</p>	<ul style="list-style-type: none"> • Innovative design • Engaging use of visuals • Vividly communicates information (through oral, visual and/or writing) 	<ul style="list-style-type: none"> • Effective/practical design • Effective and interesting use of visuals • Interestingly communicates information (through oral, visual and/or writing) 	<ul style="list-style-type: none"> • Variable or workable design • Straightforward use of visuals • Appropriately communicates information (through oral, visual and/or writing)

Professional Expectations:

- Take ownership of your learning and professional journey, contribute to a positive learning environment by being prepared, helping create a safe place to ask questions, discuss and learn from mistakes, and to honour and respect the diversity represented within the class.
- Treat all class members as professional colleagues.
- Submit assignments on time.
- Address issues, conflicts, and differences of opinion promptly and professionally.
- Attend all required classes and contribute to discussions, activities, and collaborations.
- Conduct personal business (texting, Facebook/Instagram, phone calls, online shopping, hobbies, ...etc) outside of the classroom.
- Challenge your own assumptions, identify biases, consider other perspectives, and think creatively.
- Go beyond the resources and requirements of the class to find ways to add value to your cohort and journey.

Technology Literacy:

- Regularly check and access Moodle, word processing software, Internet search applications as appropriate to complete assignments, research and communications.

Attendance:

- Students are expected to inform the instructor in advance if they will be late or miss class.
- Missing class or portions of class, will be the responsibility of the learner to learn all of the information that was presented while they were gone. You will be responsible for checking in with the instructor to determine appropriate make-up work.

Submission of Assignments

Assignments are due electronically via Moodle/Padlet and/or submission to the instructor the date specified. Please use a standard file format, MS Word (.doc or .docx) when uploading your applicable document as directed in the assignments.

I grant extensions infrequently and only when circumstances outside the learner's control will prevent the punctual submission of an assignment. However, if you have concerns about your assignment or the due date, please talk to me in advance. Please note that technical problems do not provide sufficient grounds for an extension: students should keep back-up copies of all assignments (digital, hard copy, or both) during composition and after submission.

Grade Summary

The available letters for course grades are as follows:

A+	Mastery +	96-100%	Outstanding- Expands the space of the possible for learning outcomes
A	Mastery	91-95%	Consistently demonstrates exemplary performance of all learning outcomes
A-	Mastery	87-90%	Exemplary performance of some learning outcomes and strong performance of all learning outcomes
B+	Progressing	78-86%	Strong performance of learning outcomes
B to B-	Emerging	70-77%	Basic performance of learning outcomes

C+ to C	Beginning	63-69%	Marginal and/or inconsistent performance of learning outcomes
C- to F	Limited	Below 50%-62%	Cannot demonstrate performance of learning outcomes

Assessment achievement criteria description:

A+ (Mastery +): The task has been taken up with complexity, drawing on research, experience, dialogue and conversations with peers and colleagues and demonstrates these various contributions from the past two years of course work. The content of the task demonstrates an insightful vision of self and culture. There are significant examples of opportunities and resources, with particular attention to the practices a teacher takes up to foster success in its various iterations. There is evidence of critical questioning of the practices, theories and student experiences in classrooms from multiple perspectives. Where applicable, creativity in thinking is evident, and where necessary attention to detail results in comprehensive plans/resources/communication. Exemplary work does require a significant investment from the student, which is evident in the presentation of the assignment, self-directed research to inform practice, and evidence of working beyond class material and conversations and a willing to ask transformational questions while exploring possible solutions.

A (Mastery): The task has been taken up in a thoughtful and engaging way that demonstrates a strong understanding of the research, one's own experience, dialogue with peers and colleagues, and demonstrates a layered synthesis of knowledge of course content. Examples are accurate and rooted in research and are clearly articulated. Where applicable, creativity and original ideas are included, and where necessary attention to detail and fulfilling requirements are complete. Theories, teacher practices, and beliefs are explored in a nuanced way that demonstrate a willingness to critically examine student experiences in one's classroom.

A- (Mastery): Indicates that the student attends to the requirements of the assignment, includes research and experience to inform content, and shows evidence of drawing together multiple resources in the work. All outcomes have been met and most are completed very well. There is evidence of critical thinking and the exploration possible tensions between theory, practice, and personally-held beliefs and their impact on all students.

B+(Progressing): The task fulfills the requirements of the assignment. Content discussed in class is included, with adequate engagement with various perspectives or resources. The connections being made to learning reflect common inclusive practices but are limited to prior experiences and personally-held beliefs with little engagement of theory, critical reflection and exploration of the impact on students. The assignments contain ideas that are reproductions of observations that with some critical thinking or creativity.

B to B- (Emerging): The task fulfills the requirements of the assignment but does so on a superficial level. Content discussed is included, but there is minimal engagement with various perspectives or resources. The connections being made to course content are superficial and lack meaning in inclusive practices. The assignments contain ideas that are reproductions of observations that lack critical thinking or creativity. Adequate evidence of outcomes indicates limited connections between the course content or to one's own experience.

Cs or lower (Beginning): the task has significant areas that are either incomplete, missing, or inaccurate. There is little to no reference to research, experience, or to course content. There is little attention to detail. The student will be required to meet with the instructor to determine gaps in the demonstration of learning and create a plan to reconsider and resubmit evidence of the learning outcomes if the student desires.

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		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 Examination Request form to the Registrar's Office by the deadline date; please consult the Academic Calendar. 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.

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/content/academic-calendar-2>

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 are normally granted for 30 days beyond the last day of the term.

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.

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/writingcentre>

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 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.

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.