

Course ID:	Course Title:	Fall 2022
ED 501 OL	Teaching and Learning	Prerequisite: N/A
		Credits: 3

Class Information		Instructor Information		Important Dates	
Delivery:	Online	Instructor:	Rev. Arch Wong, DMin, PhD	First Day of Classes:	Sept 7, 2022
Days:	Asynchronous	Email:	awong@ambrose.edu	Last Day to Add/Drop:	Sept 18, 2022
Time:	N/A	Phone:	403-410-2909	Last Day to Withdraw:	Nov 21, 2022
Room:	N/A	Office:	L 2081		
Lab/Tutorial:	N/A	Office Hours:	By appointment	Last Day to Apply for Extension:	Nov 23, 2022
Final Exam:	No Final Exam				

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

This course uses group and experiential learning to provide participants with growing confidence in their identity as communicators in diverse teaching situations, aware of the diversities in learners and instructional methodologies relevant to Christian educational ministry.

This course has been developed to promote asynchronous learning. The instructor and learners do NOT meet on a designated day and time each week. For each week/module, there is a time frame to complete all activities and assignments, and you may work at your own pace within that time frame. However, you must adhere to the due dates outlined on the syllabus.

Expected Learning Outcomes

By the end of the course, learners should be able to:

1. Reflect and articulate on their own identity and integrity as a Christian educator;
2. Identify and describe current practices as a teacher/minister with its attending assumptions, beliefs, theories and values;
3. Identify, assess, and draw from appropriate teaching models and relevant learning principles to design teaching practices in a ministry context;
4. Reflect on the purposes and theories of Christian education in contemporary settings.

Required Textbooks and Readings

Estep, J. & Kim, J. (2010). *Christian formation: Integrating theology and human development*. B & H Publishing Group.

Palmer, P. (any edition). *The courage to teach: Exploring the inner landscape of teacher's life*. Jossey-Bass.

Other articles, book chapters, and videos as assigned in Moodle.

Course Schedule

Week	Readings/Videos	Content Emphasis	Class Requirements
Course Overview and Introductions			
September 5-11		<ul style="list-style-type: none"> Course Overview and Introductions 	<p>Class begins on September 7th.</p> <p>Work on biographical animoto.</p> <p>Post biographical animoto and paragraph to the Introduction Forum by September 10th.</p> <p>Watch all the animotos and respond to at least three other animotos (not the instructors) by September 13th.</p> <p>Begin Philosophy of Christian Education paper.</p>
The Heart of a Teacher			
September 12-18	<p>Palmer, chapters 1 and 3</p> <p>Videos: Educating the Heart and The Inner Teacher</p>	<ul style="list-style-type: none"> How do you understand the phrase “the education of the heart” and its implications for teaching and learning? “Good teachers possess a capacity for connectedness.” They “weave” the connections between themselves, their subjects, and their students on “the loom of the heart.” How does that image speak to you? What is your experience of trying to hold the tension of these connections in your heart? What does the proposition “we teach who we are” mean to you? Does it ring true for you? How do you know when you are or are not teaching from “who you are”? Look back at the discussion of six paradoxes of pedagogical design. Choose one to focus on. Share 	<p>Discussion post due by Tuesday, September 13th; response due by Thursday, September 15th</p> <p>Continue working on Philosophy of Christian Education paper.</p>

		examples of teaching environments you've experienced where this paradox is honored. Have you ever been in a classroom where only half of the paradox was honored while the other half was ignored? Describe what that classroom was like.	
September 19-25	Palmer, chapters 2 and 7 Video: Fear and Courage in Teaching and Ways of Knowing	<ul style="list-style-type: none"> • What structures in your congregation promote a sense of disconnection from others, friends, and the congregational leadership? What keeps us beholden to these structures? • Our understanding of how we know helps shape how we teach. Do you agree that “knowing is always communal”? Why or why not? What are the pedagogical implications of accepting or rejecting this image? • Are there structures in your congregation, or outside of it, that could shelter communities of congruence for people who make the decision to live divided no more? What structures seem most promising in this regard, and how might they be more fully used for this purpose? • How are people recognized in your congregation who teach or disciple others, and how are they recognized? Does your congregation recognize people for good teaching? If so, how does it do so? If not, why not? 	<p>Discussion post due by Tuesday, September 20th; response due by Thursday, September 22nd.</p> <p>Round 1 of the Philosophy of Christian Education paper due by September 23rd.</p> <p>Begin working on Subway (C-Train) Map Assignment.</p>
September 26-October 2	Palmer, chapter 4 Videos: The Ground Rules for Community and The Inner Journey of Community	<ul style="list-style-type: none"> • Do you agree that many people in our society are seeking community in their lives? If so, what do you think is behind that yearning? What are the positive and negative potentials in that yearning? What forms of life together are people finding to meet those needs? • Do you feel a “sense of community” with the subjects you teach and study? What is the nature of that relationship? How has your relationship with your subject enriched your life? Stretched your life? Challenged your life? Changed your life? • As a student, did you have courses that made you a participant in the “community of truth” gathered around that subject? If so, describe how they worked. Compare their impact to courses that simply 	<p>Discussion post due by Tuesday, September 27th; response due by Thursday, September 29th.</p> <p>Continue working on Subway (C-Train) Map Assignment.</p> <p>Round 2 of the Philosophy of Christian Education paper- Identify a person to share their knowledge with you by teaching you a new skill.</p>

introduced you to the facts about the subject.

Who Are the Learners: Spiritual Formation and Christian Education Theories

October 3-9	Estep & Kim, chapters 2, 3, and 7	<ul style="list-style-type: none"> • How does human development theories help with Christian education and teaching (or not)? • In what ways do you see adult learning theories helpful in teaching adults? • How do you envision adult teaching and learning in your congregation? • What is the relationship between intellectual development and Christian education and teaching? 	<p>Discussion post due by Tuesday, October 4th; response due by Thursday, October 6th</p> <p>Subway (C-Train) Map Assignment due by October 7th.</p> <p>Work on Round 2 Philosophy of Christian Education paper</p> <p>Form pastoral teams for Group Project Program Design assignment</p>
Topic: Adult Learners	Keeley, R.J. (2010). Faith development and faith formation: More than just ages and stages. <i>Lifelong Faith</i> , Fall, 20-27.		
October 10-16	Campen, T. (2018). Understanding children today. 1-15.	<ul style="list-style-type: none"> • How have you come alongside children to nurture, support, and learn from children as they grow, develop, and learn? • In what ways do you see developmental theories helpful in the teaching of children? • In what ways does the purpose of teaching children (in your congregation) align with the mission of the congregation? • From your experience, what does discipleship with children look like? 	<p>Discussion post due by Tuesday, October 11th; response due by Thursday October 13th.</p> <p>Work on Group Project Program Design assignment with pastoral team.</p> <p>Work on Round 2 Philosophy of Christian Education paper</p>
Topic: Children Learners	May, S. (2016). Teaching children. In T. Linhart (Ed.), <i>The next generations</i> (pp. 152-163). Baker.		
October 17-23	Csino, M. & Beckwith (2013). Better together: The Formative power of intergenerational community. <i>The Journal of Family and Communities Ministries</i> , 28, 32-47.	<ul style="list-style-type: none"> • In what ways do you see the significance of intergenerational community for teaching and learning in your congregation? • How have you seen the importance of teachers in your congregation in the faith development of others? • How have you seen the faith development of others impacted by the cultural context of the congregation in which learning occurs? 	<p>Discussion post due by Tuesday, October 18th; response due by Thursday October 20th.</p> <p>Work on Group Project Program Design assignment with pastoral team.</p> <p>Work on Round 2 Philosophy of Christian Education paper</p>
Topic: Intergenerational Learning	Beilharz, T. (2021). Intergenerational church and sociocultural faith development. In C. Seibel (Ed.), <i>Engaging all generations</i> (pp. 49-59). Abilene Christian University Press.		

Teaching Models

October 24-30	<i>The behavioral approach to teaching: Direct Instruction.</i>	<ul style="list-style-type: none"> • Reflection and use of the teaching model. 	<p>Discussion post due by Tuesday, October 25th; response due by Thursday, October 27th.</p>
Topic: Direct Instruction Model			

	Baumann, J. (1988). Direct instruction reconsidered. <i>Journal of Reading</i> , 31(8), 712-718.		Work on Group Project Program Design assignment with pastoral team.
	Video: Learning Principles 1-6		Work on Round 2 Philosophy of Christian Education paper
October 31-November 6 Topic: Nurturing Model	Hewett, B., Kochniuk, L., Dalling, J., Batacan, J., & Brower, K. (2002). The Nurturing perspective: Facilitating self-efficacy. <i>Journal of Adult Education</i> , 31(1), 17-26.	<ul style="list-style-type: none"> Reflection and use of the teaching model. 	Discussion post due by Tuesday, November 1 st ; response due by Thursday, November 3 rd . Work on Group Project Program Design assignment with pastoral team.
	Video: Learning Principles 7-12		Work on Round 2 Philosophy of Christian Education paper
November 7-13	Reading Week		
November 14-20 Topic: Shared Christian Praxis Model	Street, J. (1988). A shared praxis approach. <i>Religious Education</i> , 83(2), 234-242.	<ul style="list-style-type: none"> Reflection and use of the teaching model. 	Discussion post due by Tuesday, November 17 th ; response due by Thursday, November 19 th . Work on Group Project Program Design assignment with pastoral team.
	Optional Reading: Dwyer, B. (2000). <i>An introduction to shared Christian praxis</i> . Parramnta Diocesan Liturgy Commission.		Work on Round 2 Philosophy of Christian Education paper
November 21-27 Topic: Training/Apprenticeship Model	Potvin, B., Rehn, N., & Peat, D., (2014). <i>Ten strategies for building community with technology</i> . Brush, pp. 27-29; 76-79.	<ul style="list-style-type: none"> Reflection and use of the teaching model. 	Discussion post due by Tuesday, November 24 th ; response due by Thursday, November 26 th . Work on Group Project Program Design assignment with pastoral team.
			Work on Round 2 Philosophy of Christian Education paper
November 28-December 4	Work on assignments		Round 2 Philosophy of Christian Education paper due by December 2 nd . Work on Group Project Program Design

		assignment with pastoral team.
December 5-11	Work on assignments	Group Project Program Design due by December 8 th .

Requirements

Biographical Animoto (5%)

Purpose:

An introduction is often your best chance to establish yourself as a distinct individual with something unique to offer the world. Most people default to the standard, “Hi my name is . . . I live in . . . I work at. . .”. For this assignment, you will move beyond such a typical introduction and create a one minute and thirty seconds (minimum) animoto about you. (go to animoto.com and see the tutorial under resources on e-Learn or <http://help.animoto.com/entries/415073>). You will also write a paragraph to accompany the video. While a resume is a professional document consider how an animoto can be an innovative way of conveying the same information. What sort of audience would prefer this format? If you have done the animoto in a previous class, you may update it.

Instructions:

Step 1: Start by establishing the absolute essential information you think should be included when introducing yourself to others. Obviously, your full name is important, but you may also include your age, your field of study, ethnicity, home town, hobbies, some details of past experience, accomplishments and future goals, etc.

Step 2: For this assignment you must consider appropriate images and music that will highlight essential information about you while maintaining a professional look. Draft a few ideas, sort through your photographs or google images and arrange the “story.”

Step 3: Write the text that highlights the images and/or helps put them in the proper frame.

Step 4: Select the music that best reflects the image of yourself that you want to send out to the world. You could always select the music first and let the rhythm and lyrics guide your story.

Submission guidelines: Post your biographical animoto and paragraph to the Introduction Forum by 9:00 pm (MT), September 10th. Once you have finished your biographical animoto, copy the URL address and click the links button. Next, go to Moodle under the Introduction Forum labelled and click the “add a new discussion topic” button. The subject line must be filled out and in the Message section paste the URL link and highlight it. Click the Insert/edit link button. Also, in the Message section put the paragraph about yourself. Click the Post to forum button. **You must watch all the animotos and respond to at least three other animotos (not the instructor) by 9:00 pm (MT), September 13th.** Your responses should be thoughtful, constructive and more than one sentence. Comment on similarities, differences, enquiries, wonderings? Your name must appear in the discussion forum subject line. The assessment rubric is also posted on Moodle.

Assessment: Original post: Clarity 1pt, Organization 1pt, Style & Mechanics 1pt = 3pts

Three responses: 1pt for thoughtful, respectful responses, Style & Mechanics 1pt = 2pts

Go to www.animoto.com/ and sign up for a free account. To learn how to create an Animoto go to:

<https://animoto.com/resources/tutorials/how-to-create-a-video-in-animoto>.

You can find a sample student animoto at: <http://animoto.com/play/qVdu2nz84TU0Ts94XSPpfw>. Also, I have put a link on Moodle to my biographical Animoto.

Online Discussion Forum (Posts and Responses) (35%)

Rationale:

This is an online course (asynchronous, not live), and the quality of 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 and responses should be between 200 and 300 words in length. Please practice writing succinctly.

Instructions:

I will give a summary of each of the readings in Moodle. Complete the assigned reading, viewing and project tasks for each week's posts and responses (remember that posts and responses are almost each week, so pay close attention to the dates on the syllabus for the weeks that you are not posting and responding). 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 one other participant's 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 assigned week, select one of the possible guiding questions as your topic and post your thinking, musings and wonderings about that specific topic, with evidence and support (citations) for your ideations.

Each assigned week, as you respond to at least one 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 by respond to that response: engage in questioning, explaining, and defending of your thinking, perspective, and ideation. **Each assigned week, the expectation is for you to respond to a different peer.**

Protocol for posting and contributing

- Refer to the readings – please back up opinions and personal experiences with cited relevant literature and course materials.
- Be respectful to one another and use each other's names to build a caring and meaningful online presence.
- Post in a timely manner so that the entire community of learners has access to your ideas and contributions. Also, always remember that you are not the only person with a busy schedule, be flexible. Do not procrastinate! You may be one that works best with the pressures of the deadline looming on you, but others may not be that way. The same is true for the reverse.
- Be aware of grammar and sentence mechanics. In other words, I don't want to see anyone writing "R U" instead of "are you." There are people in the class that may not understand this type of abbreviation, not to mention it does nothing to help expand your writing and vocabulary skills. Emoticons are fine as long as they are appropriate. A smile ☺ is welcome, anything offensive is not.
- Always think before you write. In other words, without the use of non-verbals with your message, your message can be misinterpreted. So please think twice before you hit submit.
- Stick to the work length.
- Connect to the week's readings and your own experience. There are places to chat and post for fun everyday stuff. Do not stray from the discussion in the assigned questions or prompts.
- Respond to each response to your individual post.
- Respond to a different peer's post each week.
- Always think before you write. In other words, without the use of non-verbals with your message, your message can be misinterpreted. So please think twice before you hit submit.
- Never use all caps. This is the equivalent of yelling in the online world. It is not fun to read. Only use capital letters when appropriate.
- I will let you know if you have violated any of these netiquette protocols.

Due Dates:

Posts: are due by 9:00 PM (MT) on September 17, 20, 27; October 4, 11, 18, 25; November 1, 17, 24.

Responses: are due by 9:00 PM (MT) on September 15, 22, 29; October 6, 13, 20, 27; November 3, 19, 26.

Philosophy of Christian Education Papers (25%)

This assignment has two rounds: Learners will write a Philosophy of Christian Education early in the semester and then submit a revised Philosophy of Christian Education based on what you have learned as a learner at the end of the semester by learning a skill.

Round 1: This paper (500-700 words; double space, 12 pt.; Word document) is meant to allow learners to express this own view of what Christian education is. A philosophy of Christian education statement should attend to such issues as these:

- The purpose of Christian education; “**why**” the church continues to believe it should educate those who want to follow Christ.
- The respective roles of the teacher and student(s).
- The “**what**” of Christian education . . . for lack of better language, the curriculum contents
- Possibly the “**how**” . . . how do we accomplish these educational tasks we say we want to accomplish?
- If we were talking about K–12 or higher education, we would likely address assessment . . . how we know if we are succeeding. You may want to include that here.

It is strongly suggested you not try to accomplish more than the above and, given the limited word count, perhaps don’t even try to address all the listed bullets above. **Round 1 of the Philosophy of Christian Education paper is due by September 23rd at 9:00 PM (MT). Course weight: 10%.** The scoring rubric will be in Moodle.

Round 2: Revise your original philosophy of Christian education paper in light of what you have learned during the semester. Incorporate into this paper what you have learned from having placed yourself in the role of learner. **Course weight: 15%. Word count: 900-1200 (double space, 12 pt., Word document). Due: December 2nd by 9:00 PM (MT).**

Role of the Learner: In this assignment, you take on the posture of a learner and ask someone to share their knowledge with you by teaching you a new skill. The skill(s) you learn can be anything that benefits you or benefits those around you, such as how to use new technology, or prune apple trees, or make perogies, or change oil in a car, or build a Lego world set to accompany a storybook under the direct supervision of a 7-yr-old, or learn sign language to sing your favourite songs, or . . .

The further we travel down the road of knowledge acquisition, the less likely we may be to stop and ask someone for directions. Siri and Google have enabled us to rely on self and our ability to find things out for ourselves. A Google search doesn’t require all the emotions that come with saying, “I can’t do this. I don’t know how. Will you help me, please?” The more familiar we are with the range of emotions that surface while we are learning a new skill, the greater our capacity will be to teach with patience, empathy, and compassion. We dare not forget what it feels like to be a learner if we are to teach well.

Your learning should take at least 5 hours (over the semester or all in one day) and be in-person. When you are done (and if you are feeling brave), ask your teacher to comment on what it was like to teach you. A two or three sentence description of the skill you attempted to learn will be included in your Philosophy of Christian Education paper – round 2, along with a lengthier reflection on how you felt and any discoveries you made that will inform your teaching practices.

The scoring rubric will be in Moodle.

Subway (C-Train) Map Assignment (10%)

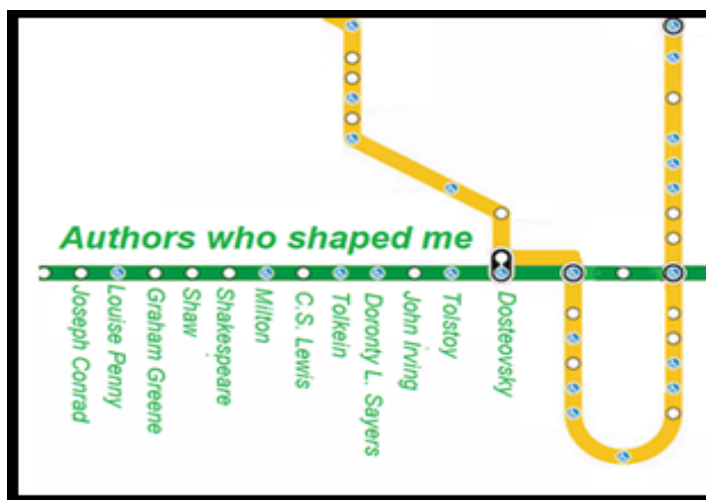
This mapping assignment is meant to allow you to explore your own biography to produce a (literally) graphic understanding of how you have experienced the call into teaching and what has shaped you as a teacher. This is an intensely personal exercise, requiring that you go slow, re-read or write in your journal, reflect, and meditate.

This assignment leans very heavily toward reflection. Obviously, you can crank it out like any other assignment made meaningless by taking the cynical approach. But it can generate reflection on the deepest questions of our own calling into ministry. Also, this exercise can force those who usually default toward language and critical discourse—that’s most seminary students and most teachers—to awaken our aesthetic/artistic selves and engage the affective dimension. By making a map, we use other faculties and abilities than language and argument.

The questions on the assignment outline ask us to remember people, authors and books, formative events, and moments in classrooms where, as students or as educators we saw things that inspired or repelled us. For sure, memories have a cognitive component, but they also have a reflective, affective component. In view of that, if you are willing to let yourself into this assignment fully, rather than knocking it off, you may find ways to re-inscribe, to re-write, to re-remember your story and thereby to reframe your current posture toward teaching.

A subway map with only three lines can be used to respond to three, four, five, or six prompts. Learners need only split one or more of the subway lines in two to respond to two prompts on one line.

In this example, the green line is split into two halves, with fiction authors who influenced the map-maker on the western half of that line. The other half of that line, listed the names of several of the map-maker’s mentors.



The following prompts are lifted or adapted from the course text, *The Courage to Teach*. If you keep a journal, I recommend you take a retreat based on some of these questions. Don’t try to respond to all these prompts; rather, decide whether you would like to respond to 3, 4, 5, or 6 prompts, splitting or not splitting lines as needed on a map of Calgary (C-Train). The prompts:

- Who were my mentors? Who helped form me as a Christian and as a teacher?
- Vignettes and moments when I knew I wanted to teach.
- What life events have shaped who I am becoming as a teacher?
- People, events, and forces that have helped me keep my heart open to teaching.
- Teaching moments that helped shape my sense of integrity or identity as a teacher.
- Assignments you completed as a student that shaped your own understanding of students, curriculum, instruction, the purposes of Christian education, etc.
- Some of your favourite sayings, proverbs, distinctions, passages.
- Brilliant days of teaching and utter flops.
- Works of fiction and non-fiction that have shaped my understanding of teaching and of the role of the Christian educator.
- The characteristics of my desired teaching space.
- Surprises students, colleagues, and family members have given me along the way.
- Metaphors and images that enrich and give vision to my teaching self.
- Some of the tensions I anticipate facing as a Christian educator.

You are welcome to complete the C-Train map in Word (I have put a blank C-Train map on Moodle). I have also created a video for you to watch in creating the C-Train map using Word. Feel free to use other apps such as Google Jamboard or Canva (providing the URL link).

The write-up (400-600 words; single space; 12 pt.) is meant only as a supplement to the graphic . . . to help viewers of the map identify some of the important people and events listed on the map. **The due date is October 7th by 9:00 PM (MT).**

Group Project Program Design (25%)

Your group will form a pastoral/ministry team to design a program around a concept of your group’s choice for the entire church/organization for children, youth, young adults, adults, seniors, and/or other ministry areas for a four-week time period (age groups/ministry areas can be negotiated with the instructor if the ministry context is different from a church or an intercultural context). The program design will have three parts:

1. Program description objectives, rationale, materials/resources required, statements of program themes or content, instructional strategies chosen to deliver the content. Assessment procedures chosen to gather information to determine your program has been effective;
2. Clear identification of how your program is based on at least two of the models examined in this course (each pastoral role may use a different teaching model);
3. Clear identification, in writing in the actual program, where at least six principles of learning have been deliberately considered in the design of the program.

The program design is **due on December 8th at 9:00 pm (MT)**. I will put on Moodle, extra materials to help groups in areas such as: creating program and learning objectives, readings on assessment, and so on.

I would strongly encourage you to engage with one another on Zoom. Also, I would suggest that, for collaboration purposes, the group work on the Program Design using Google doc. or Dropbox. The assessment rubric will be posted on Moodle.

With respect to group work, if your group is having difficulty collaborating effectively, please contact the instructor immediately. If a group is unable to collaborate effectively the instructor may re-assign members to different groups or assign individual work for completion.

Attendance

This course has been developed to promote asynchronous learning. The instructor and learners do NOT meet on a designated day and time each week. For each lesson, there is a time frame to complete all activities and assignments, and you may work at your own pace within that time frame. However, you must adhere to the due dates outlined on the syllabus. You should log into the course regularly to check for updates, review lessons, and participate in activities. Further, your attendance will be taken in the form of checking off all the items in the Checklist for each Module. The instructor will be monitoring the Checklist.

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 most 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.

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.

Submission of Assignments

All assignments are due electronically via Moodle on the date specified. Please use a standard file format, such as MS Word (.doc or .docx) when uploading your document.

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.

Ambrose University Important Policies & Procedures:

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

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

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/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