

Course ID:	Course Title:	Winter 2024
PS346 ICS346	Language, Culture, & Communication	Prerequisite: 3 credits in Psychology at the 200-level or ICS 205
		Credits: 3

Class Information		Instructor Information		Important Dates	
Delivery:	In class	Instructor:	James Cresswell, PhD	First Day of Class:	Jan 8, 2024
Days:	Wed & Fri	Email:	Jim.cresswell@ambrose.edu	Last Day to Add/Drop:	Jan 21, 2024
Time:	1:00pm-2:15pm	Phone:	6904	Last Day to Withdraw:	Mar 28, 2024
Room:	A1085-South side of Airhart	Office:	L2057	Last Day to Apply for Coursework Extension:	Apr 2, 2024
Lab/Tutorial:	N/A	Office Hours:	W & F 11am-12:30pm	Last Day of Class:	Apr 12, 2024
Final Exam:	N/A				

*** Note about email:** I do not leave email application open, which means that I check it 1-2 times a day. I rarely check my email on weekends and evenings because it is much better for my mental health to draw this boundary. Please **do not** count on email to be a quick way to get in touch with me. I do respond to all email, but it can take up to 72 hours because of the volume of email that I receive. Email, however, is a professional form of communication and I would appreciate polite correspondence. I tend to ignore email that is rude, inappropriate, or inquiries about points that I have already addressed. If you are writing an email that is longer than a few lines, it is much better to make an appointment with me or come to my office hours.

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

Introduces cultural theory in relation to interpersonal communications theory about language and how it is used in everyday life. This provides groundwork for discussing how bridging cultures is possible and the importance of developing awareness about one's own culture.

Prerequisite: 3 credits in Psychology at the 200-level or ICS 205

Extended Description

Program and Expected Learning Outcomes:

Course Learning Outcome	Program Learning Outcomes	
	Outcome #	Assessment Point
Demonstrate an understanding of how language is constitutive of culture and how people experience reality.	1, 5	Reading Response
Demonstrate an understanding of how culture and language leads to different worlds of experience that can be bridged in intercultural communication.	3, 4, 5	Paper Proposal, Final Paper, Paper Defense
Demonstrate the ability to apply concepts to everyday interactions.	5, 6	Reading Response
Demonstrate an understanding of how the notion of text applies to both written and spoken language.	1, 2	Paper Proposal, Final Paper, Paper Defense
Demonstrate the ability to apply the forgoing to discuss Christian culture and current challenges.	5	Reading Response

Behavioural Science & Psychology Program outcomes: (1) Understanding, (2) Research, (3) Analysis, (4) Communication, (5) Character, & (6) Professional Competence

Textbooks

Articles listed below are available on Moodle.

Course Outline

Possible Date	Topic & Reading	Reading	Notes & Deadlines
W. Jan 10	Introduction		
F. Jan 12	Introduction to Language	Taylor, C. (1999). Language and Human Nature. In <i>Human agency & Language</i> (pp. 215-247). Cambridge.	Reading Response
W. Jan 17			
F. Jan 19	No Class	Paper Proposal Research Day	
W. Jan 24	Introduction to Language	Rorty, R. (2009). The Contingency of Language. In <i>Contingency, Irony, & Solidarity</i> (pp. 3-22). Cambridge.	Reading Response
F. Jan 26			
W. Jan 31	Culture: Hyperreality	Borgmann, A. (1993). Hypermodernism. In <i>Crossing the Postmodern Divide</i> (pp. 78-109). University of Chicago. Durante, M. (2022). AI and worldviews in the age of computational power. In A,	Reading Response Paper Proposal Due
F. Feb 2			

		Elliot (Ed.). <i>The Routledge Social Science Handbook of AI</i> (pp. 251-265). Routledge.	
W. Feb 7	Culture: Entertainment	<p>Marcuse, H. (1966). Historical Limits of the Established Reality Principle. In <i>Eros & Civilization</i> (pp. 129-139). Beacon.</p> <p>Marcuse, H. (1966). The Aesthetic Dimension. In <i>Eros & Civilization</i> (pp. 172-196). Beacon.</p>	Reading Response
F. Feb 9			
W. Feb 14	Defending Dialogue: For Democracy	Taylor, C. (2022). Degenerations of Democracy. In C. Calhoun, D. Gaonkar, & C. Taylor <i>Degenerations of Democracy</i> (pp. 18-47). Harvard.	Reading Response
F. Feb 16			
W. Feb 21	No Class – Winter Break		
F. Feb 23			
W. Feb 28	Defending Dialogue: For The Good	Murdoch, I. (1971). The Idea of Perfection. In <i>The Sovereignty of the Good</i> (pp. 1-44). Routledge Classics.	Reading Response
F. Mar 1			
W. Mar 6	Enabling Dialogue: Aesthetic Life	Cresswell, J. (2011). Being faithful: Bakhtin and a potential postmodern psychology of self. <i>Culture & Psychology, 17</i> (4), 473-490.	Reading Response
F. Mar 8			
W. Mar 13	Enabling Dialogue: Ironic Life	Kierkegaard, S. (2000). The Concept of Irony, with Continual Reference to Socrates. In <i>The Essential Kierkegaard</i> (pp. 20-36). Princeton University.	Reading Response
F. Mar 15			Final Papers Due
W. Mar 20	Paper Defenses		
F. Mar 22			
W. Mar 27			
F. Mar 29	No Class – Good Friday		
W. Apr 3			
F. Apr 5			
W. Apr 10			
F. Apr. 12			

Grade Summary

Reading Responses	30%
Paper Proposal	10%
Final Paper (written)	25%
Final Paper Defense	25%
Class Participation	10%

Reading Responses

The readings are difficult and it is important to do your best to read and understand them before class. Students are welcome to meet with the professor to discuss readings prior to the due date of the reading responses. The purpose of the reading response assignments is to demonstrate to the instructor that you have read and attempted to understand the material.

A reading response is due for each reading the day before we begin discussing the reading. If a topic has two readings, students must submit a reading response for each reading in one document.

To complete a reading response, students must upload a single document to the dropbox on Moodle. The document should include:

- 250-500 word summary of the reading. Note that students will be penalized for falling significantly above or below the word counts.
- 100-150 word application of the material to their own life. This task requires students to apply the material by finding examples or articulating how the material would connect to their own lives. Students are especially encouraged to discuss implications in terms of their faith.
- At least two questions for class discussion. Students must also explain why these questions should be asked, which means to outline the rationale for asking the questions.

Additionally, students must post their discussion questions to the online forum for the entire class.

Students will be graded on the following:

- Ability to identify and attempt to explain key ideas in the reading.
- Ability to provide a clear rationale for the value of the questions they propose.
- Posting the discussion questions on the forum.
- Ability to write with perfect style that includes high quality writing and clear formatting, which includes features such as a title page and proper references.

Paper Proposal

Students must write a final paper on a topic we discuss in class. This paper should have a minimum of six references and one of those references can be one of the readings that we cover in class. The topic is up to the students, but it must link to the class material. To complete the paper proposal, students must complete a document that includes the following:

- 2-3 paragraphs summarizing the articles the student will use for their paper and the problem that their thesis will address.
- A thesis statement that outlines what the student will try to demonstrate with their paper.
- An outline of the main points that will be used to build the argument supporting the thesis.
- Reference list in APA format that lists the references that will be used for the paper.

Students will be graded on the following criteria:

- Ability to demonstrate that they have read and synthesized the material.
- Ability to provide a clear thesis.
- Ability to clearly outline and articulate the structure of their argument.
- Ability to identify and properly reference appropriate sources.
- Ability to write with perfect style that includes high quality writing and clear formatting, which includes features such as a title page and proper references.

Students are welcome to meet with the professor to discuss their proposals prior to the due date of the reading responses.

Final Paper

The final paper requires you to find at least six peer reviewed articles on a topic that we cover in class (one of these references can be a source that we discuss in class). The choice of topic is up to the students so long as it is a topic covered in the course.

The goal is to develop an original argumentative thesis statement (descriptive thesis statements will receive a C grade) that encompasses both research and implications.

Papers will be graded on the following criteria:

- Ability to build a logical paper: clearly defined thesis statement, defense of an argument, rational flow of the paper, and appropriate use of peer reviewed sources.
- Ability to get the content correct: content: correct understanding of concepts and interpretation of research, and application to vocation or life.
- Ability to use perfect style: grammar/spelling, formatting, and adherence to APA style.

The paper should be no more than **5 pages long** (excluding title and reference pages).

Paper Defense

After submitting their paper, the instructor will read and offer feedback on the paper. Students will then need to defend their paper to the class. This assignment will require students to prepare a 15-minute PowerPoint and oral presentation that presents their paper. Following the presentation of the paper, the instructor and the class will ask the presenter about their paper for 10 minutes.

Students will be graded on the following criteria:

- Ability to clearly explain their thesis and argument in 15 minutes (time-limit will be strictly enforced).
- Ability to answer questions about the content of their paper: demonstrate that they know what they are talking about.
- Ability to provide a polished and clear presentation in terms of a clear speech and effective PowerPoints.

Students can sign up for slot for their paper defense by going to this [Google Doc](#). The PowerPoints must be uploaded to a Dropbox on Moodle the day of the presentation.

Students are welcome to do a practice presentation and defense with the instructor prior to their paper defense.

Class Participation

This class will involve a lot of interaction and class instruction. Students are expected to actively engage in the class. There are two factors that contribute to this assessment. First, attendance matters and students will be penalized if they miss class or are late for class. Second, participation in class matters and students will be penalized if they are 'present in body but not in mind'. The sorts of behaviors that will cause students to be penalized would be sleeping in class, never contributing to the conversation, and so on.

In particular, students will be graded on the following domains:

- Listening: Actively & respectfully listens to peers and instructor.
- Preparation: Arriving fully prepared with all assignments complete, notes on reading, observations, and prepared questions.
- Quality of contributions: Comments are relevant and show creative/critical engagement that reflects understanding of the following: assigned readings, previous remarks of other students, & insights about assigned materials.
- Impact on class: Comments frequently help move conversation forward.
- Frequency of participation: Actively participates at appropriate times.

Attendance:

Students are expected to attend all classes, especially because this class depends upon group work. If, in the estimation of the instructor, a student misses more than 10% of the classes, the student will be docked the percentage of class time that they miss from their final grade.

Letter Grades:

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 Policies & Procedures:

Registration

Registration is the process of selecting and enrolling in classes for upcoming semesters. Only students who are registered will be permitted to attend class and receive a grade for the course. You are responsible for ensuring that the courses you take are appropriate for your program, that they do not have any scheduling conflicts, that they have the necessary prerequisites and that they meet all degree requirements.

Withdrawal From A Course

Prior to the Add/Drop deadline: through the student registration system whereby course(s) will be removed with no academic or financial penalty. After the Add/Drop deadline and until the Withdrawal deadline: through submission of the ‘Withdrawal from Course’ form whereby course(s) will remain on the permanent

academic record/transcript with the symbol ‘W’. (See ambrose.edu/registrar/request-forms.) Students who withdraw from more than 30 credits attempted at Ambrose University will be required to withdraw from their program. Students considering withdrawing from courses are encouraged to discuss with their Faculty Advisor and/or the Office of the Registrar questions relating to their withdrawal decision specifically relating to financial assistance, study permit requirements, prerequisites for subsequent courses, readmission, and/or graduation timeline. Students who do not formally withdraw from a course are still considered registered in the course, even if they are no longer attending classes. In this case, students will be assigned a grade based on coursework completed as per the course syllabus and are responsible to pay the tuition and fees assessed for the course. Under extenuating

circumstances, students may request from the Office of the Registrar a course(s) withdrawal after the Withdrawal deadline and until the last day of classes. Extenuating circumstances typically consider situations such as medical emergencies, compassionate grounds, or unforeseen conditions/situations beyond the students' control that arise after the start of the semester and are considered on a case-by-case basis. Supporting documentation from a physician or Registered Health Professional must accompany this request.

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. If granted, time extensions do not excuse you from a final examination where one has been scheduled for the course. More conditions apply.

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.

Communication

Your Ambrose email account is the University's primary and official mode of communication with you. Information delivered to your Ambrose email is considered official notification. Ambrose University is not responsible for your failure to receive important information delivered to your Ambrose email.

Lecture Recording

The recording of lectures or any other classroom academic activity, other than an audio recording as an accommodation, is prohibited except at the discretion of the instructor. Any use other than that agreed upon with

the instructor constitutes academic misconduct and may result in suspension or expulsion. Permission to allow a lecture recording is not a transfer of any copyrights, so such recordings may be used only for individual or group study with other students enrolled in the same class and may not be reproduced, transferred, distributed or displayed in any public or commercial manner. Student must destroy recordings in any, and all formats at the end of the semester in which they are enrolled in the class. All students recording lectures, must sign the Permission Form to audio record lectures which is available through the Office of the Registrar.

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.

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.

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.

Learning Services

Learning Services provides support with

- **research and communication skills** (e.g., writing a paper, researching, giving a presentation), and
- **subject-specific skills** (e.g., solving a chemistry problem, reconciling a general ledger, understanding a philosophical argument).

We offer workshops, one-to-one tutoring, and more, and all of our services are **free** to students currently enrolled at Ambrose University. To learn more, please visit <https://ambrose.edu/sas/learning-services>.

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
- For immediate crisis support, there are staff on campus who are trained in Suicide Intervention Skills and can help you access mental health support. See <https://ambrose.edu/student-life/crisissupport> for a list of staff members.
- For additional wellness resources go to the Ambrose wellness page: <https://ambrose.edu/wellness>

Off Campus:

- Distress Centre - 403-266-4357
- Alberta Mental Health Helpline - 1-877-303-2642 (Toll free)
- Sheldon Chumir Health Care Centre - 403-955-6200
- Emergency - 911

Sexual Violence Support

We are committed to supporting students who have experienced gender based sexual violence in the past or while at Ambrose. Many of the staff, faculty, and student leaders have received Sexual Violence Response to Disclosure training. We will support you and help you find the resources you need and you can access information about reporting. Information about the Sexual Violence policy and on and off campus supports can be found on our website– ambrose.edu/sexual-violence-response-and-awareness.

Off Campus:

- Alberta's Oneline for Sexual Violence - 1-866-403-8000 call or text
- Clinic: Sheldon Chumir Health Centre - 403-955-6200
- Calgary Communities Against Sexual Abuse - 403-237-5888
- Chat: www.calgarycasa.com

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