

Course ID:	Course Title:	Winter 2024
NT 641, NT 641-GK, NT 641-GK-L	Ephesians	Prerequisite: OT 502 or NT 502
		Credits: 3

Class Information		Instructor Information		Important Dates	
Delivery:	Blended	Instructor:	Jonathan W. Lo, Ph.D.	First Day of Class:	Jan 11
Days:	Thursdays	Email:	Jonathan.Lo@ambrose.edu	Last Day to Add/Drop:	Jan 21
Time:	8:15- 11:15am	Phone:	(403) 407-9501	Last Day to Withdraw:	Mar 28
Room:	L2084	Office:	L2064	Last Day to Apply for Coursework Extension:	Apr 2
Final Exam:	None	Office Hours:	By appointment	Last Day of Class:	Apr 11
Lab:	Tuesdays, 4:00-5:15 pm	ZOOM Info:	Join Zoom Meeting https://ambrose.zoom.us/j/99111237821?pwd=MjVady9JUEhXd3JGaEhyelZCOHZPZz09 Meeting ID: 991 1123 7821 Passcode: 711466		

Important Dates and Information

For a list of all important dates and information regarding participating in classes at Ambrose University, please refer to the Academic Calendar at <https://ambrose.edu/academic-calendar>.

Course Description

An historical, literary, and theological investigation of Paul's letter to the Ephesians that seeks to illuminate its message, significance, and implications for the modern reader. The course will consist of an exegetical analysis of Ephesians, noting its unique contributions to Pauline theology and its connections to broader themes within Paul's writings.

Apart from some similarities to Colossians, Ephesians is a Pauline letter unlike any other. It provides a breathtaking vista of the cosmic significance of Jesus' triumph over death and is singular in its focus on the role of the Church within God's salvific plans. Ephesians contains soaring theology that urges readers to consider anew the implications of the gospel for the present day, inviting them to enter together into fellowship with the heavenly Christ Jesus who is victorious over all powers and authorities, and beckoning

them to live worthy of their calling to be God’s agents of reconciliation and transformation to a rebellious, fractured, and alienated world. This course begins by wrestling with critical issues related to the academic study of Ephesians, then delves into an exegetical examination of the letter’s contents to understand its message through the lens of a drama about the redemptive victory of God. The course will conclude with discussions about how to wisely navigate the challenges of reading Ephesians today and provide some suggestions for contextualizing Ephesians for use in ministry and the Christian life.

Expected Learning Outcomes

Students who successfully complete NT 641 will be able to complete the following tasks:

- Engage critical discussions about key historical, literary, and theological issues in the study of Ephesians, including matters of authorship/recipients/provenance, its relationship to Colossians, the letter’s complex views on eschatology, the language of predestination, the centrality of Christ, and the essential role of the Church.
- Describe the historical, cultural, and social background of Ephesians.
- Identify the primary structures and themes of Ephesians.
- Explain the message and purpose of Ephesians within the context of its original readers through the lens of a divine dramatized narrative.
- Articulate the theological contribution of Ephesians to the Pauline corpus, especially in the areas of Ecclesiology, Soteriology, and Christology.
- Consider the challenges that arise from reading Ephesians in a modern context, especially regarding “spiritual powers in the heavenly realms” and Paul’s instructions about marriage and his condoning of slavery in the household codes section.
- Outline the ways that various parts of Ephesians might be contextualized for use in preaching and teaching.

Required and Recommended Textbooks and Readings

Campbell, Constantine R. *The Letter to the Ephesians*. PNTC. Grand Rapids: Eerdmans, 2023.

Supplemental readings from the following authors will be provided via Moodle:

Cohick, Lynn H. *Ephesians*. NCCS. Eugene, OR: Cascade Books, 2010.

Cohick, Lynn H. *The Letter to the Ephesians*. NICNT. Grand Rapids: Eerdmans, 2020.

Gombis, Timothy G. *The Drama of Ephesians: Participating in the Triumph of God*. Downers Grove, IL: IVP Academic, 2010.

Yee, Tet-Lim N. *Jews, Gentiles, and Ethnic Reconciliation: Paul's Jewish Identity and Ephesians*. SNTSMS 130. Cambridge: CUP, 2005.

For Greek Lab Students Only:

Merkle, Benjamin L. *Ephesians*. EGGNT. Nashville, TN: B&H Academic, 2016.

Johnson, Edna. *A Semantic and Structural Analysis of Ephesians*. Dallas, TX: SIL International, 2008.
(Excerpts will be provided via Moodle)

Larkin, William J. *Ephesians: A Handbook on the Greek Text*. Waco, TX: Baylor, 2009. (Excerpts will be provided via Moodle)

Course Schedule

Date	Lecture Contents	Reading	Assignment
Jan 11	1. Introduction: The Distinctiveness of Ephesians among the Pauline Epistles, The Relationship to Colossians	Campbell, 18-21; Gombis*, <i>The Drama of Ephesians</i> , 13-33	
Jan 18	2. Preliminary Matters: Authorship, Dating, Provenance	Campbell, 2-18; Cohick (NCCS), <i>Ephesians</i> , 1-31, Gombis, 35-38	
Jan 25	<i>Seminary Retreat: NO CLASS</i>		
Feb 1	3. Structure and Themes of Ephesians	Campbell, 21-34; Gombis, 59-83	
Feb 8	4. Exegetical Analysis: Ephesians 1:1-23	Campbell, 35-80; Gombis, 85-106	
Feb 15	5. Exegetical Analysis: Ephesians 2:1-3:21	Campbell, 81-160; Gombis, 107-131.	Book Chapter Review DUE
Feb 22	<i>Reading Week – NO CLASS</i>		
Feb 29	6. Exegetical Analysis: Ephesians 4:1-16	Campbell, 161-188; Cohick (NCCS), 100-114	
Mar 7	7. Exegetical Analysis: Ephesians 4:17-32	Campbell, 189-216	
Mar 14	8. Exegetical Analysis: Ephesians 5:1-21	Campbell, 217-244, Cohick (NCCS), 120-142.	
Mar 21	9. Exegetical Analysis: Ephesians 5:22-6:9	Campbell, 245-276	
Mar 28	10. Exegetical Analysis: Ephesians 6:10-24	Campbell, 277-300; Gombis, 155-179	Dramatic Analysis DUE
Apr 4	11. The Theology and Contribution of Ephesians	Cohick, <i>The Letter to the Ephesians</i> (NICNT), 55-74	

Apr 11	12. Contextualization: Preaching, Teaching, and Living Ephesians	Brown, <i>Scripture as Communication</i> , 232-273.	
Apr 19			Final Paper DUE

Requirements:

Non-Greek Students

Evaluation for this course will consist of two minor assignments, a major paper, and regular participation on the Moodle forum. All assignments are to be submitted *in PDF format* through the course Moodle site. Please include the name of the Course Code, the Student’s Name, and the Assignment *in the name of the PDF document*: e.g. NT641_PaulofTarsus_ResearchPaper.pdf

1. Weekly Participation in Moodle Forum: 10% of the final grade, Due: Weekly

To encourage students’ participation in the online discussion forums, 1% will be awarded for every substantial post (showing evidence of effort and thought, containing at least 100 words) that engages with the course material (e.g. lectures, text-book readings, Bible reading) for that week, whether it is a question, a comment, a reflection, a reply to the instructor or a fellow student, or an attempt to bridge the course material to other theological disciplines, such as pastoral theology, systematic theology, church history, or missiology, etc. Students may also choose to relate the course material to ministry, or even a contemporary issue or current event. Only one post per week will be counted for credit, and the post must be germane to the course topic for the week *and* demonstrate evidence of the student’s effort.

2. Book Chapter Report: 25% of the final grade, Due: Feb 15, by 9pm

A 1,500-2,000-word report on chapter 2 of Tet-Lim Yee’s monograph, *Jews, Gentiles, and Ethnic Reconciliation: Paul’s Jewish Identity on Ephesians* (CUP, 2005): “Continuity or Discontinuity? The New Perspective on Ephesians, with reference to Ephesians 2:1-10.” (Available via Moodle) The report will identify the author’s main points and arguments and interact with the chapter’s contents with the aid of at least two book reviews.

3. Dramatic Analysis and Outline of a Play Script for Ephesians: 25% of the final grade, Due: Mar 28, by 9pm

Utilizing the contents of Ephesians, students will compose an outline for a play script of Ephesians that provides a description of the narrative elements of the play (e.g. plot, setting, characters, conflict, narrative arc, point of view, theme(s) etc.) and clearly lays out the structure of the dramatic narrative (acts, scenes). The outline should include synopses for each act, and a brief description of the play for a promotional poster. Further instructions for this assignment will be given in class.

4. Major Research Paper: 40% of the final grade, Due: Apr 19, by 9pm

A 3,000-3,500-word research paper on an approved topic in Ephesians within the following areas: History, Literature, Theology, or Contextualization. Topics within these areas may include:

- 1) History: Authorship of Ephesians, Intended Recipients of Ephesians, The Social Cultural Background of Ephesus and Ephesians, Ephesians and the Historical Paul
- 2) Literary: The literary structure of Ephesians, the language and style of Ephesians, comparing Ephesians with other Pauline letters, exegetical analysis of Ephesian passages
- 3) Theology: Exploration of theological themes (reconciliation, unity, atonement, justification by faith, participation in Christ, new creation, the wisdom of God, “walking worthily”), Ephesians and Christology, Ephesians and Ecclesiology, Ephesians and Soteriology, Ephesians and Eschatology, or Ephesians and Pneumatology
- 4) Contextualization: Ephesians and Spiritual Gifts, Ephesians and Family Dynamics, Ephesians and Prayer, Ephesians and Missiology, Ephesians and Slavery, Ephesians and the Christian Life, Ephesians and the NT or Biblical Canon

The final paper must contain research and argumentation at a postgraduate level, as well as the ability to locate, comprehend, and utilize relevant primary & secondary sources to substantiate one’s claims. The successful paper will also demonstrate a strong grasp of the chosen text/topic and be able to situate it within the broader content and themes in Ephesians discussed in class throughout the semester. The paper should be accompanied by proper footnotes and a bibliography and demonstrate an appropriate level of rigor in terms of the level of research, the accuracy of claims, logic and consistency, and clarity of presentation and thought.

Required number of sources: 10, including primary texts, periodical literature, and monographs (or parts thereof).

AI (Artificial Intelligence) Policy: The use of AI in assignments is strictly prohibited unless the student has been given permission prior to submission. Uncited AI generated content will be considered plagiarism.

Late Policy: Unless an extension is granted at least one week prior to the due date, 5% of the grade will be deducted from late assignments every additional day that it is due. E.g. An assignment that is due on Thursday but submitted after 9pm on Monday will incur a penalty of 10% (2 days late).

Please document using Chicago style. For assistance with citation and other writing skills, see:

<https://ambrose.edu/learning-services/resources>

<https://owl.english.purdue.edu/owl/resource/717/03/>

http://www.chicagomanualofstyle.org/tools_citationguide/citation-guide-1.html

If there are any questions about how to submit assignments electronically, the IT department is ready to provide assistance. (helpdesk@ambrose.edu).

Assignment Summary (For Non-Greek Students)

- 1. Participation in Online Forum 10%
- 2. Book Chapter Report 25% (DUE: Feb 15)
- 3. Dramatic Analysis of Ephesians 25% (DUE: Mar 28)
- 4. Research Paper 40% (DUE: Apr 19)

Greek Students

Evaluation for this course will consist of attendance of and preparation for Greek labs (translations and exegetical assignments), one minor assignment, and an exegetical paper. All assignments are to be submitted *in PDF format* through the course Moodle site. Please include the name of the Course Code, the Student’s Name, and the Assignment *in the name of the PDF document*: e.g. NT641_SimonPeter_ResearchPaper.pdf

- 1. Translation Preparation and Participation in the Greek Lab: 40% of the final grade, Due: Weekly

Students must be prepared to read, translate, and analyze six assigned sections from the Greek Text of Ephesians. Translation preparations should be handed in prior to the lab and consist of 1) an English translation of the text, 2) a precis of the passage, and 3) an identification of at least three interpretive ambiguities within the text.

Date	Greek Lab Content
Jan 16	Ephesians 1:1-2 and Textual Criticism
Jan 23	The Vocabulary, Grammar, and Style of Ephesians
Jan 30	Translation #1: <i>Ephesians 1:3-14</i>
Feb 6	Translation #2: <i>Ephesians 2:1-10</i>
Feb 13	Translation #3: <i>Ephesians 3:14-21</i>
Feb 20	<i>No Lab: Reading Week</i>
Feb 27	Translation #4: <i>Ephesians 4:1-6, 17-24</i>
Mar 5	Translation #5: <i>Ephesians 5:15-21</i>
Mar 12	Translation #6: <i>Ephesians 6:10-20</i>
Mar 19	Exegetical Tool: Sentence Diagramming
Mar 26	<i>No Lab: ARC 2024</i>
Apr 2	Exegetical Tool: Word Study
Apr 9	Exegetical Tool: Syntactical Analysis

- 2. Dramatic Analysis and Play Script Outline: 20% of the final grade, Due: Mar 28th, by 9pm

Utilizing the contents of Ephesians, students will compose a play script outline of Ephesians that provides a description of the narrative elements of the play (e.g. plot, setting, characters, conflict, narrative arc, point of view, theme(s) etc.) and clearly lays out the structure of the narrative (acts, scenes). The outline should

include synopses for each act, and a brief description of the play for promotional purposes. Further instructions for this assignment will be given in class.

3. Exegetical Paper, 40% of the final grade, Due: Apr 19, by 9pm

With the assistance of the lecturer, students will select one paragraph from the letter to the Ephesians and write a 3,000-3,500-word exegesis paper on the chosen passage, based on the student's detailed analysis of the Greek text. The purpose of an exegetical is to arrive at an informed interpretation of the biblical text. Guidelines for the exegesis paper will be provided in the Greek Lab.

The exegetical paper must contain research and argumentation at a postgraduate level, as well as the ability to locate, comprehend and utilize relevant primary & secondary sources to substantiate one's claims. The successful paper will also demonstrate a strong grasp of the chosen text/topic and be able to situate it within the broader content and themes in Ephesians discussed in class throughout the semester. The paper should be accompanied by proper footnotes and a bibliography and demonstrate a level of rigor in terms of the level of research, the accuracy of claims, logic and consistency, and clarity of presentation and thought.

Required number of sources: 15, including primary texts, periodical literature, and monographs (or parts thereof).

All assignments are to be submitted through the course Moodle site. Please include the name of the Course Code, the Student's Name, and the Assignment *in the name of the PDF document*: e.g. NT641_SimonPeter_ResearchPaper.pdf

AI (Artificial Intelligence) Policy: The use of AI in assignments is strictly prohibited unless the student has been given permission prior to submission. Uncited AI generated content will be considered plagiarism.

Late Policy: Unless an extension is granted at least one week prior to the due date, 5% of the grade will be deducted from late assignments every additional day that it is due. E.g. An assignment that is due on Thursday but submitted after 9pm on Monday will incur a penalty of 10% (2 days late).

Please document using Chicago style. For assistance with citation and other writing skills, see:

<https://ambrose.edu/learning-services/resources>

<https://owl.english.purdue.edu/owl/resource/717/03/>

http://www.chicagomanualofstyle.org/tools_citationguide/citation-guide-1.html

If there are any questions about how to submit assignments electronically, the IT department is ready to provide assistance. (helpdesk@ambrose.edu).

Assignment Summary (For Greek Students)

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|--|-----|
| 1. Attendance and Preparation for Labs | 40% |
| 2. Dramatic Analysis of Ephesians | 20% |
| 3. Exegetical Paper | 40% |

Note: No student can pass this course without completing every assignment.

Attendance: Unexcused absences will be considered in calculating the final grade.

Rubric for Grading Written Assignments:

Elements of an Excellent Essay	Argument Contents of the essay directly address the research question	Reasoning Evidence of Critical Thinking	Originality Evidence of Independent Thinking	Research Use of Sources (Sufficient, Relevant, Accurate, Engaging)	Writing Clarity, Structure/Transitions, Style/Mechanics, Formatting
100% Total	20%	20%	20%	20%	20%

Grade Summary:

Grade	Numerical Value	Interpretation	Grade Points
A+	100	Mastery: Complete Understanding of Subject Matter	4.00
A	96-99		4.00
A-	91-95		3.70
B+	86-90	Proficient: Well-Developed Understanding of Subject Matter	3.30
B	81-85		3.00
B-	76-80		2.70
C+	71-75	Basic: Developing Understanding of Subject Matter	2.30
C	66-70		2.00
C-	61-65		1.70
D+	56-60	Minimal Pass: Limited Understanding of Subject	1.30
D	51-55		1.0
D-	50		
F	Below 50	Failure: Failure to Meet Course Requirements	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.

Recommended Reading

Resources for the Greek Text of Ephesians

Graham, Glen H. *An Exegetical Summary of Ephesians*. Dallas, TX: SIL International, 2008.

Johnson, Edna. *A Semantic and Structural Analysis of Ephesians*. Dallas, TX: SIL International, 2008.

Larkin, William J. *Ephesians: A Handbook on the Greek Text*. Waco, TX: Baylor, 2009.

Merkle, Benjamin L. *Ephesians*. EGGNT. Nashville, TN: B&H Academic, 2016.

Recommended Commentaries on Ephesians

Arnold, Clinton E. *Ephesians*. Exegetical Commentary on the New Testament. Grand Rapids: Zondervan, 2010.

Barth, Markus. *Ephesians 1-3*. Anchor. New York: Doubleday, 1974.

—. *Ephesians 1-3*. Anchor. New York: Doubleday, 1974.

Best, Ernest. *Ephesians*. Sheffield New Testament Guides. Sheffield: University, 1997.

Bruce, F. F. *The Epistles to the Colossians, to Philemon, and to the Ephesians*. NICNT. Grand Rapids: Eerdmans, 1984.

Campbell, Constantine R. *The Letter to the Ephesians*. PNTC. Grand Rapids: Eerdmans, 2023.

Cohick, Lynn H. *Ephesians*. NCCS. Eugene, OR: Cascade Books, 2010.

—. *The Letter to the Ephesians*. NICNT. Grand Rapids: Eerdmans, 2020.

DeSilva, David A. *Ephesians*. New Cambridge Bible Commentary. Cambridge: CUP, 2022.

Foulkes, Francis. *Ephesians*. TNTC. Downers Grove, IL: InterVarsity Press, 1989.

Hoehner, Harold W. *Ephesians: An Exegetical Commentary*. Grand Rapids: Baker, 2002.

Liefeld, Water L. *Ephesians*. IVP NT Commentary Series. Downers Grove, IL: InterVarsity Press, 1997.

Lincoln, Andrew T. *Ephesians*. WBC. Nashville, TN: Thomas Nelson, 1990.

MacDonald, Margaret Y. *Colossians and Ephesians*. Sacra Pagina. Collegeville, MN: The Liturgical Press, 2000.

Roberts, Mark D. *Ephesians*. Story of God Bible Commentary. Grand Rapids: Zondervan, 2016.

Slater, Thomas B. *Ephesians*. SHBC. Macon, GA: Smyth and Helwys, 2012.

Snodgrass, Klyne. *Ephesians*. NIVAC. Grand Rapids: Zondervan, 1996.

Recommended Reading

Arnold, Clinton E. *Power and Magic: The Concept of Power in Ephesians*. Eugene, OR: Wipf & Stock, 2001.

Beale, G. K. & Benjamin L. Gladd. *Hidden But Now Revealed: A Biblical Theology of Mystery*. Downers Grove, IL: InterVarsity Press, 2014.

Brown, Jeannine K. *Scripture as Communication: Introducing Biblical Hermeneutics*. Grand Rapids: Baker Academic, 2008.

Darko, Daniel K. *No Longer Living as the Gentiles: Differentiation and Shared Ethical Values in Ephesians 4:17-6:9*. LNTS. New York: T&T Clark, 2016.

—. *Against Principalities and Powers: Spiritual Beings in Relation to Communal Identity and the Moral Discourse of Ephesians*. Toledo, OH: Hippobooks, 2020.

Gombis, Timothy G. *The Drama of Ephesians: Participating in the Triumph of God*. Downers Grove, IL: IVP Academic, 2010.

Gordley, Matthew. *New Testament Christological Hymns. New Testament Christological Hymns: Exploring Texts, Contexts, and Significance*. Downers Grove, IL: IVP Academic, 2018.

Jiménez, *Metaphors in the Narrative of Ephesians 2:11-22: Motion towards Maximal Proximity and Higher Status*. Linguistic Biblical Studies 20. Leiden: Brill, 2022.

Thielman, Frank S. "Ephesians" in *Commentary on the New Testament Use of the Old Testament*, pp. 813-834. Ed. Beale G. K. and D. A. Carson. Grand Rapids: Baker Academic, 2007.

Yee, Tet-Lim N. *Jews, Gentiles, and Ethnic Reconciliation: Paul's Jewish Identity and Ephesians*. SNTSMS 130. Cambridge: CUP, 2005.

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.