

Course ID:	Course Title:	Fall 2024
SO 121	Principles of Sociology	Prerequisite: N/A
		Credits: 3

Class Information		Instructor Information		Important Dates	
Delivery:	In Class	Instructor:	Joseph Roso, Ph.D.	First Day of Classes:	Sept 4
Days:	Tuesdays and Thursdays	Email:	joseph.roso@ambrose.edu	Last Day to Add/Drop:	Sept 15
Time:	8:15am – 9:30am	Phone:	N/A	Last Day to Withdraw:	Nov 18
Room:	A2133	Office:	L2107	Last Day to Apply for Extension:	Dec 9
Lab:	N/A	Office Hours:	Tuesdays & Thursdays, 1pm – 3pm	Last Day of Classes:	Dec 9
Final Exam:	December 12 th , 9am (tentatively)				

Important Dates and Information

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

Course Description

This course examines the foundations of sociology, social inequality, social institutions, and social change. It introduces students to the major concepts, theories and procedures of sociological inquiry.

Expected Learning Outcomes

By the end of the course, you will be able to...

1. ...define sociology and understand the basic components of the sociological perspective.
2. ...identify, understand, and apply the three major theoretical paradigms used by sociologists to examine society.
3. ...gain a more holistic understanding of the world in which we live.
4. ...apply critical thinking skills, and where applicable a Christian worldview, when examining important social issues.
5. ...apply sociological thinking and analysis to current events and everyday life.
6. ...engage with scientific literature in sociology.

Required Texts

Macionis, John J., Mikael S. Jansson, Cecilia M. Benoit, and Jakub Burkowicz. 2024. *Society: The Basics. 8th Canadian Edition*. Toronto, ON: Pearson.

Additional readings will be made available on Moodle.

Course Schedule

Week	Date	Topic	Readings
1	Sept 5	Introduction	Familiarize yourself with the syllabus
2	Sept 10	The Sociological Perspective	Macionis et al. Ch. 1.1 – 1.2 C. Wright Mills, “The Promise,” Chapter 1 in <i>The Sociological Imagination</i>
	Sept 12	Sociological Theory	Macionis et al. Ch. 1.3
3	Sept 17	Sociological Production of Knowledge	Macionis et al. Ch. 1.4-1.5 Joel Thiessan, “Sociological Foundations of Christian Morality,” Chapter 4 in <i>Christian Morality: An Interdisciplinary Framework for Thinking About Contemporary Moral Issues</i> , G.W. Sutton and B. Schmidly (eds.)
	Sept 19	Scientific Literature – Library Presentation	
4	Sept 24	Sociological Method (What do sociologists do all day?)	Macionis et al. Ch. 1.6
	Sept 26	Social Interaction and the Social Construction of Reality	Macionis et al. Ch. 4
5	Oct 1	Culture	Macionis et al. Ch. 2 Video: Tom Scott, “Does the language you speak change how you think?” https://www.youtube.com/watch?v=CmZdGo6b5yA
	Oct 3	Socialization	Macionis et al. Ch. 3 John A. Johnson, “Are All Personality Descriptions Social Constructions?” https://www.psychologytoday.com/us/blog/cui-bono/201909/are-all-personality-descriptions-social-constructions
6	Oct 8	Exam1	
	Oct 10	Groups and Organizations	Macionis et al. Ch. 5
7	Oct 15	Sexuality	Macionis et al. Ch. 7 F.D. Flam, “Olympic Boxer’s Gender Is a Misunderstood Controversy” https://www.bloomberg.com/opinion/articles/2024-08-

			05/imane-khelif-olympic-boxer-s-gender-is-a-manufactured-controversy
	Oct 17 NO CLASS – Professor Away		
8	Oct 22	Deviance	Macionis et al. Ch. 8
	Oct 24	Social Stratification	Macionis et al. Ch. 9 *** LITERATURE REVIEW MEMO DUE ***
9	Oct 29	Global Stratification	Macionis et al. Ch. 10
	Oct 31	Gender Stratification	Macionis et al. Ch. 11 Cecilia D’Anastasio, “Inside the Culture of Sexism at Riot Games” https://kotaku.com/inside-the-culture-of-sexism-at-riot-games-1828165483
10	Nov 5	Race and Ethnicity	Macionis et al. Ch. 12
	Nov 7	Exam 2	
11	Nov 12 NO CLASS – Reading Week		
	Nov 14		
12	Nov 19	Economics and Politics	Macionis et al. Ch. 13
	Nov 21	Family	Macionis et al. Ch. 14.1-14.3 David Brooks, “The Nuclear Family Was a Mistake” *** ARTICLE ANALYSIS DUE ***
13	Nov 26	Religion	Macionis et al. Ch. 14.4-14.6 Joel Thiessan, “Religious Nones” https://thealliancecanada.ca/updates/religious-nones/
	Nov 28	Education	Macionis et al. Ch. 15.1-15.3 Jerusalem Demsas, “Of Course Schools are Day Care”
14	Dec 3	Health and Medicine	Macionis et al. Ch. 15.4-15.6 Laura Santhanam, “How Canada got universal health care and what the US could learn” https://www.pbs.org/newshour/health/how-canada-got-universal-health-care-and-what-the-u-s-could-learn
	Dec 5	Wrapping Things Up	
<u>DECEMBER 12th, 9am – FINAL EXAM (tentatively)</u>			
<u>DECEMBER 19th, 11:59pm – FINAL PROJECT DUE</u>			

Please note that changes to the course schedule may occur in response to student questions and conversations.

Requirements:

Assignment	Grade (%)	Learning outcomes
Attendance and Participation	10%	1, 2, 3, 4, 5
Literature Review Memo	8%	4, 5, 6
Article Analysis Memo	8%	4, 5, 6
Exams		1, 2
Midterm 1	18%	
Midterm 2	18%	
Final	18%	
Final Project	20%	2, 3, 4, 5, 6

Unless otherwise specified, all written assignments are to be submitted in a .doc, .docx, or equivalent format. All assignments should be double-spaced with 1-inch margins all around, and be written in a 12-pt sensible font (i.e. Calibri, Times New Roman, etc.)

1) Attendance and Participation (10%) – Ongoing

You are expected to attend every class period and actively participate in the class. You have **TWO (2)** unexcused absences from class. Unexcused absences beyond the second will negatively impact the participation grade at the rate of two-thirds of a letter grade per absence (i.e. it will drop an A to a B+, and a B+ to a B-). Absences may be excused in the event of mandated university activities, family or medical emergencies, or similar extenuating circumstances. Arriving late to class or insufficient preparation/attention during a class period may result in failing to receive full credit for attendance during that class period.

2) Literature Review Memo (8%) – October 24

Identify five peer-reviewed, academic sources (i.e. articles in peer-reviewed journals or books/chapters in books from academic publishers) that help to address a sociologically relevant issue discussed in class that is important to you. For each resource, provide an ASA formatted reference list citation and write a 2-3 sentence summary of the central argument the resource advances (following the guidelines for written assignments above). This assignment will be graded using the Grading Rubric for Written Assignments below.

3) Article Analysis Memo (8%) – November 21

Select one of the resources you used in the Literature Review Memo. Provide the full ASA formatted reference for this resource. Write a 2-3 page memo doing following:

- Describe the central question the article explores and why it is important (~1/2 page)
- Describe the method and sample (~1/2 page)
- Summarize the key findings and the evidence used to support those findings (~1/2 – page)
- Discuss any weaknesses or limitations in the study. Do you agree with the article’s conclusions? Why or why not? (~1/2 – 1 page)

This assignment will be graded using the Grading Rubric for Written Assignments below.

4) Exams (54% -- 18% each) – October 8, November 7, and December 12 (tentatively)

There will be three exams: two midterms and one final. These exams are NOT cumulative and evaluate your knowledge of factual information presented in each third of the course. The first midterm covers material from **September 5th to October 3rd**, the second midterm material from **October 10th to November 5th**, and the final material from **November 19th** to the end of the course. Exams are conducted in-person in our classroom either during our regularly scheduled

class time (for the midterms) or at our appointed final time (for the final). Exams are closed-book – no notes are allowed.

5) Final Paper – Research and Application (20%) – December 19

Select a sociologically relevant issue discussed in class (e.g. poverty, sexism, racism) that is important to you. You are encouraged to draw from the literature review and article analysis memos you submitted earlier in the term, but you are free to choose a new topic entirely. Write a 5-6 paper doing the following:

- Explain why you are interested in this topic and why it is important from a sociological perspective, using sociological concepts covered in class. (~1/2 page)
- Choose one of the three major theoretical perspectives (Structural-Functionalism, Conflict Theory, Symbolic-Interaction) and use this perspective to guide your analysis of the topic of your choice. Summarize the key features of this approach and describe why it is helpful in understanding your topic of choice. (~1-2 pages)
- What has prior research had to say on this topic? Review at least 8 academic sources (i.e. academic books or articles) from outside the material on the syllabus. These can include the resources you used in your Literature Review Memo. Summarize and critically analyze the findings from these articles. Are there things sociologists disagree about? These sources should be properly cited in-line and included in a reference section following American Sociological Association (ASA) style. (~2-3 pages)
- Conclude with at least one unanswered question you still have about the topic. Maybe some sociologists will address it in the future. Maybe that sociologists will be you! (~1/2 page)

This paper will be graded using the Grading Rubric for Written Assignments below.

Attendance:

As described above, attendance is expected and will be a graded component of this course. Make sure you come to class having done the readings and prepared to engage. It is your responsibility to communicate to me any circumstances that emerge which may prevent you from attending class.

Grade Summary

The available letters for course grades are as follows:

Percentage	Grade	Interpretation	Grade Points
96-100	A+	Excellent	4.00
91-95	A		4.00
86-90	A-		3.70
82-85	B+	Good	3.30
75-81	B		3.00
72-74	B-		2.70
68-71	C+	Satisfactory	2.30
63-67	C		2.00
60-62	C-		1.70
56-59	D+	Poor	1.30
50-55	D		1.0
0-49	F	Failure	0.00
-	P		Pass

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.

Class Policies

Communication

My goal in this class is to build an environment to maximize your learning and success. To this end, communication with me is critical. If you have any questions or concerns about an assignment, fear you are falling behind, or have thoughts on how the MLB playoffs are shaping up, please reach out. I can only help you if I know you need help, and the only way for me to know if you need help is for you to reach out. Feel free to drop in during my office hours. If you are unavailable during that time connect with me and we can schedule an appointment at a different time.

Technology

One of the greatest challenges of being a professional in the 21st century is that the object that makes you the most productive is simultaneously the greatest source of distraction. Because I expect many of you will access the readings (including the textbook) electronically, and I recognize the utility of technology in taking and accessing notes, laptops and similar devices are allowed in the classroom. You may use your laptop to type up notes, but I nevertheless STRONGLY ENCOURAGE you to take handwritten notes (either on a tablet or paper). Empirical evidence (<https://www.scientificamerican.com/article/why-writing-by-hand-is-better-for-memory-and-learning/>) has shown that the process of writing notes by hand improves recall and brain connectivity because it forces you to cognitively process the information rather than simply quickly typing everything the lecturer says. Regardless, laptops and electronic devices are ONLY to be used for classroom purposes. Shopping, social media browsing, watching squash highlights (this is a real example), or other such activity is distracting to both you and your classmates.

Late Work

The due date for the final project is already set as late as I reasonably can set it before final grades are due, so any extension will require a coursework extension application with the registrar. Makeup exams will only be granted under extenuating circumstances. Absent extenuating circumstances, memos submitted late will receive a 5% penalty for each day after the due date.

Large Language Models (LLMs) and Academic Integrity

The last several years have seen a proliferation of Large Language Models (LLMs) designed to semi-convincingly imitate human written text. I strongly discourage you from using such applications for any purpose within this course. In my estimation, as they currently function, they offer a way to get around learning rather than a means to assist in learning. Though I discourage you from using these models, I cannot stop you from using LLMs as part of your writing process. However, lifting significant portions of text wholesale from the output of an LLM and inserting it into a written assignment with little or no substantive alterations is plagiarism and will, at minimum, result in a 0 on the assignment.

Grading Rubric for Written Assignments:

	Sociological Content: Does the paper use sociological terms, theories and concepts appropriately?	Argument and Analysis: Does the paper make coherent arguments which logically flow from premise to conclusion?	Writing and Grammar: Is the writing clear, easy to understand, and free of grammatical errors?	Formatting: Does the paper use appropriate ASA formatting and follow the instructions of the assignment?
A: (86% - 100%)	The paper demonstrates a clear understanding of sociological concepts and theories.	The argument of the paper is clearly and directly stated. Sufficient evidence is	The writing is clear and easy to read with minimal spelling/grammar mistakes.	The paper follows ASA format consistently. The paper is

	<p>The paper includes many sociological terms which are used precisely and appropriately.</p> <p>The paper moves beyond rudimentary repetition of class material demonstrates an ability to apply sociological theories and concepts beyond what was covered in class.</p>	<p>presented supporting the key arguments of the paper.</p> <p>The argument follows logically and naturally from the evidence presented.</p>	<p>The writing has a clear structure to it, with paragraphs flowing into each other naturally and building on ideas previously established.</p>	<p>formatted exactly as specified in the syllabus.</p> <p>The paper follows the instructions for the assignment perfectly and includes all of the elements specified in the syllabus.</p>
B: (72% - 85%)	<p>The paper shows a good understanding of sociological concepts theories.</p> <p>Many appropriate sociological terms are included, though there may be a few occasions where an appropriate term is omitted or a term is used imprecisely.</p> <p>The paper demonstrates an understanding of class material, but does not consistently apply those concepts beyond what was covered in class.</p>	<p>The argument is present, but might be muddled.</p> <p>The paper presents evidence for the argument, but some important evidence may be missing, or the argument's claims go slightly beyond what is included in the paper.</p> <p>The logic of the argument is mostly sound, though it may occasionally be unclear.</p>	<p>There are a few spelling or grammar errors.</p> <p>The paper has a clear structure, but some revision to paragraph order or sentence structure may be in order.</p>	<p>The paper follows ASA format and assignment guidelines well, with at most a few minor errors.</p> <p>The paper includes nearly all of the elements specified in the instructions, but there may be one element that is missing or insufficient.</p>
C: (60% - 71%)	<p>The paper demonstrates only the most rudimentary understanding of sociological concepts and theories.</p> <p>The paper uses some sociological terms, but does not use them</p>	<p>There is an argument, but it is very unclearly stated.</p> <p>Some evidence is presented supporting the argument's claims, but much of the evidence presented is either irrelevant or insufficient.</p>	<p>There are many spelling or grammar errors.</p> <p>The paper has significant structural issues and has haphazard organization.</p>	<p>Many errors in ASA formatting and assignment guidelines.</p> <p>The paper fails to sufficiently include multiple required elements spelled</p>

	<p>consistently, and, when they are used, they are often used incorrectly or imprecisely.</p> <p>The paper does not consistently demonstrate understanding of material covered in class and makes little effort to go beyond that material.</p>	<p>The logic of the argument is unclear and disconnected from the evidence that is presented.</p>		<p>out in the assignment.</p>
D: (50% - 59%)	<p>The paper does not demonstrate a clear understanding of sociological concepts and theories.</p> <p>Very few sociological terms are used, and they are used incorrectly when included.</p> <p>The paper demonstrates little knowledge of material covered in class and makes no attempt to reach beyond that material.</p>	<p>The paper does not articulate an argument in any decipherable way.</p> <p>Little evidence is presented supporting the argument. What evidence is presented is insufficient or irrelevant.</p> <p>There are significant errors in logic and reasoning.</p>	<p>There are substantial errors in grammar and spelling, making the paper difficult to read.</p> <p>The paper is very disorganized, making it difficult to follow what is trying to be communicated.</p>	<p>There are multiple significant errors in ASA formatting.</p> <p>Many important required elements are entirely absent.</p>
F: (<50%)	<p>The paper demonstrates no understanding of sociological concepts and theories.</p> <p>No sociological terms are used.</p> <p>The paper demonstrates no knowledge or reference to material covered in class, much less beyond it.</p>	<p>The paper makes no attempt to articulate an argument.</p> <p>No evidence is presented.</p> <p>To the extent that logical argument is present in the paper, it is entirely non sequitur.</p>	<p>The paper is not comprehensible.</p> <p>The paper has no organization whatsoever.</p>	<p>The paper makes no attempt to follow ASA formatting.</p> <p>The paper includes very few of the required elements.</p>

Ambrose University Important Policies & Procedures:

It is the responsibility of all students to become familiar with and adhere to academic policies and student appeal process as stated in the Academic Calendar. The academic calendar can be found at ambrose.edu/academics/academic-calendar.

Withdrawal From A Course

A formal application through the Office of the Registrar to be removed from a course prior to the Withdrawal deadline (see Academic Schedule) with the exception of students in the School of Education who must obtain approval from their faculty to withdraw from a course.

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.

Final Examinations

The dates for Final Examinations are noted in the Academic Schedule. Students and instructors must be available for examinations up to the last day of the examination period. Final examinations must be taken at the time specified in the official Examinations Timetable.

Final Examinations may be rescheduled through the Office of the Registrar only if the following circumstances are met:

- The scheduled final examination slot conflicts with another examination; or
- The scheduled final examination slot results in three consecutive examination periods.

Travel plans will not be considered an appropriate reason to request a revised final examination.

If you miss a final examination due to unforeseen circumstances, you must apply for a deferred final examination within 48 hours of the missed examination. If you are prevented from writing a final examination by illness or other extreme circumstances, you must apply to the Registrar for an alternate examination timeslot. Individual examinations are scheduled by the Office of the Registrar. All requests for deferral of a final examination due to health reasons must be accompanied by a letter from a physician.

Communication

Your Ambrose email account is the University's primary and official mode of communication with you. Official notifications and communications from Ambrose will only be sent to your MyAmbrose address. Students are responsible for ensuring their MyAmbrose email address is set up prior to the start of their first term at Ambrose and are accountable for reading messages sent to their MyAmbrose email account, or delivered through their student portal, on a regular basis to ensure important information is not missed. Ambrose University is not responsible for your failure to receive important information delivered to your Ambrose email.

Recording of Lectures

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.

Academic Misconduct and Misconduct in the Learning Environment

Academic misconduct is taken seriously at Ambrose University as it undermines our academic standards and affects the integrity of each member of our learning community.

1. The University expects Students to conduct Academic Activities with integrity and intellectual honesty and to recognize the importance of pursuing and transmitting knowledge ethically.
2. Students who participate in, or encourage the commission of, Academic Misconduct will be subject to disciplinary action in accordance with this policy.
3. Students are expected to cooperate in investigations of allegations of Academic Misconduct. Obstructing an investigation may result in penalties under the Student Non-Academic Misconduct Policy.
4. The Registrar maintains exam regulations for all examinations administered by the Registrar's Office. Exam invigilators or proctors are proxies for the course instructor. A Student's failure to comply with these regulations will be investigated as an appeal of a Final Grade.
5. Instructors will clearly communicate their expectations regarding conduct required of Students completing academic assessments in their courses. A Student's failure to comply with those expectations will be investigated as potential Academic Misconduct.
6. In the Learning Environment (e.g., classroom setting), Students are responsible to conduct themselves in a manner that enhances, respects, and does not disrupt or bring harm or disrepute to Ambrose or Members of the University Community.
7. Standards of behaviour in the learning environment are understood to apply to all environments where learning activities occur (e.g., laboratories, classrooms, field trips, practicum settings). 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 learning environment.

Students who have been found responsible for committing Academic Misconduct or Misconduct in the Learning Environment may appeal the decision, and in some cases the sanctions, in accordance with the Academic Appeals Policy. However, sanctions requiring attendance at educational seminars and sanctions that are simply written warnings may only be appealed if the Student is also appealing the decision that they committed Academic Misconduct or Misconduct in the Learning Environment.

If an appeal is unsuccessful the original date of Suspension or Expulsion may take effect. If the Academic Appeals Committee decides that the original date is the appropriate one for a Suspension or Expulsion to take effect, the Student will not receive credit for Academic Activities completed pending the appeal decision.

Academic Appeals

A Student may appeal a decision made in response to final grades, academic misconduct, misconduct in the learning environment, academic probation or suspension on one or more of the following grounds:

- there is evidence available that was not considered in the decision and that may have otherwise affected the decision being appealed; or
- the decision being appealed was made in a procedurally unfair way; or
- the appropriate process, as outlined in the Academic Calendars, was not followed; or
- the decision contained an error in the application of the relevant Academic Regulations.

In general, Final Grade decisions and decisions regarding Academic Misconduct, or Misconduct in the Learning Environment, or Academic Progression Matters should be made as close as possible to the level at which the academic competence resides.

Dissatisfaction with a decision or with a University, Faculty or School policy, procedure, regulation, or standard is not a Ground of Appeal. In general, events or academic performance that occur after the date of the decision being appealed are not considered to be relevant new information.

A Student must exhaust all decision making and appeal processes at each level before submitting an appeal to the Academic Appeals Committee. Contact the Office of the Registrar for more information.

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

Academic Accommodations

Ambrose recognizes its legal duty to provide reasonable academic accommodation to the point of undue hardship. This duty arises from human rights legislation, and failure to provide reasonable academic accommodation to a student with a documented disability

may amount to discrimination under the Alberta Human Rights Act, RSA 2000, C A-25.5. Students with a disability who need an academic accommodation should contact Accessibility Services in the Student Academic Success office without delay. See Accommodations and Accessibility Policy.

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

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.