

*Erin Spring***EDUC 215: Supporting Children's
Writing Winter, 2025**

Land Acknowledgement: The University of Calgary, located in the heart of Southern Alberta, both acknowledges and pays tribute to the traditional territories of the peoples of Treaty 7, which include the Blackfoot Confederacy (comprised of the Siksika, the Piikani, and the Kainai First Nations), the Tsuut'ina First Nation, and the Stoney Nakoda (including Chiniki, Bearspaw, and Goodstoney First Nations). The City of Calgary is also home to the Métis Nation of Alberta (*Districts 5 and 6*).

Course Dates: January 13th - April 11th, 2025

Last Day to Add/Drop/Swap: Due to the non-standard dates associated with this program, please check your Student Centre for the important dates pertaining to your section.

Pre-requisite: Due to the multiple pathways in the Bachelor of Education, please consult Undergraduate Programs in Education for questions related to pre-requisite courses.

Office Hours: Available Monday through Friday via email. Please allow 24 hours for response to emails.

Email: Students are required to use a University of Calgary (@ucalgary.ca) email address for all correspondence.

COURSE DESCRIPTION:

The intent of the Supporting Children's Writing course is to practice your increased knowledge about the acquisition of writing skills in the co-requisite course, EDUC 213. Students will work closely with a child to discover and explore their authentic expression of ideas through text. This course will focus on the development of writing as it emerges in beginning writers. The intention of this course is not to improve the writing abilities of the Writing Buddy, but for the student to understand how writing is developed over time. This course is a co-requisite of EDUC 213: How Children Learn to Write.

LEARNER OUTCOMES:

Over the course of the semester, students will:

1. Act as a Writing Buddy with a child to practice theoretical concepts from EDUC 213.
2. Listen, enact, and observe practices supporting the development of communicating with another person through text through close observation of and interacting with a child.
3. Apply theoretical principles learned in EDUC 213 to practical observations and interactions with the Writing Buddy.
4. Observe and discuss personal and child/youth's barriers and advantages to engage in writing.

5. Recognize the early stages of writing acquisition and consider own growth as a writer through a life of writing.

COURSE DESIGN AND DELIVERY: This course will be delivered completely online with four mandatory Zoom sessions.

REQUIRED RESOURCES:

Staying up to date with required readings is necessary for your successful completion of this course. Readings have been carefully selected to guide your understanding of the course content and contain the necessary information that you need to engage meaningfully with your groups.

The readings and resources below are recommended for continued professional learning and development well beyond this course and into your first years of teaching. You might need to purchase (or borrow from a library) a copy of the books that are starred (*) because they are not freely available online.

Please refer to the detailed Weekly Plan on page 5 of this Course Outline for the assigned dates for reading these texts.

Required Course Materials Available Online

- Early Childhood Videos. (2013). *Observing young children* [YouTube Video]. Available from <https://www.youtube.com/watch?v=t1Xtr3RKjGc>
- Gil, C. (2017). 8 Tips for teaching with Mentor Texts available from Edutopia website at <https://www.edutopia.org/blog/8-tips-teaching-mentor-texts-christina-gil>
- Gilbert, E. (2014). Success, failure and the drive to keep creating [TedTalk]. Available from https://www.ted.com/talks/elizabeth_gilbert_success_failure_and_the_drive_to_keep_creating?referrer=playlist-10_talks_from_authors
- Humble, A. (n.d.). Guide to transcribing. Available from <https://www.msvu.ca/wp-content/uploads/2020/05/GuideTranscribing.pdf>

*Access to one of the following children's books:

- *Twenty-Odd Ducks: Why Every Punctuation Mark Counts!* by Lynne Trusse
Print copy available to purchase from the following vendors
[Amazon Canada](#) ; [Chapters Indigo](#)
- *-Ful and -Less, -Er and -Ness: What is a Suffix* by Brian P. Cleary
E-book available from the following vendors; Apps available in Android and Apple devices
[Amazon Kindle](#) ; [Google Play Books](#) ; [Kobo](#)
- *Punctuation Takes a Vacation* by Robin Pulver
E-book available from the following vendors; Apps available in Android and Apple devices
[Kobo](#)

The course reading materials from EDUC 213 will also be used as references for your work in this course.

ADDITIONAL RESOURCES:

You are not required to purchase these reference materials for this course; however, you might find them extremely helpful with preparing for your other university courses.

Publication Manual of the American Psychological Association (7th Edition). – Used in Education courses to reference source material and contains expected conventions for academic writing.

Henderson, E. & Morgan, K.M. (2017). *The Empowered Writer: An Essential Guide to Writing, Reading, and Research (3rd Ed)*. Don Mills: Oxford University Press.

LEARNING TASKS OVERVIEW

The course has three assignments to be completed as listed below. The task descriptions and assessment details for each assignment will be discussed during a Zoom session during the first week of the course. The instructor will facilitate the ongoing work and will support students as they engage in the assignments by providing ongoing, timely and constructive feedback to further learning.

Late submissions will not be accepted without consultation with the Instructor prior to the due date. If you are having trouble with completing an assignment, **you must let the instructor know in advance of the due date** to negotiate for an extension. Extensions will be granted in accordance with University and Faculty policies.

Cheating, copying, and plagiarism are taken seriously and will be dealt with according to the policies of the University of Calgary and the Werklund School of Education.

LEARNING TASK	DESCRIPTION OF LEARNING TASK	GROUP / INDIVIDUAL	WEIGHT	DUE DATE
Writing Interview	Interview with Writing Buddy	Individual	30%	Writing Buddy selected: January 20 by 11:59 pm Written submission: January 31 by 11:59 pm
Dossier: Writing Activity Research and Practice	Samples and examples of work completed over the term with Writing Buddy	Individual	35%	April 7 by 11:59 pm
D2L Online Discussion – Facilitator and Group	Weekly contribution to group learning through facilitation and responding to peers	Individual	35%	Two posts uploaded each week to the D2L Dropbox for grading by Saturday evening at 8:00 pm

WEEKLY COURSE SCHEDULE:

Schedule of Weekly Activities and Readings		
The topics and activities are subject to change depending on student needs and course pacing. Please read assigned texts, instructor-led presentations, or watch assigned videos each week. You should have course materials read or viewed before the Zoom sessions to take full advantage of these classes.		
Dates	Topics/Themes	Readings and Assignments
First Days Jan. 13-17	<ul style="list-style-type: none"> • Welcome and Introduction • Identification of potential Writing Buddy • Discussion of role and responsibilities with Writing Buddy • Introduction of assignments – integrated with EDUC 213 • Identifying a Writing Buddy • Obtain parent/guardian consent for Writing Buddy • Need a Writing Buddy by January 15. 	Gilbert, E. (2014). Success, failure and the drive to keep creating [TedTalk]. Available from https://www.ted.com/talks/elizabeth_gilbert_success_failure_and_the_drive_to_keep_creating?referrer=playlist-10_talks_from_authors
Week One Jan. 20-24	Interviewing and Transcription <ul style="list-style-type: none"> • Interview Writing buddy • Transcribe interview 	Early Childhood Videos. (2013). <i>Observing young children</i> [YouTube Video]. Available from https://www.youtube.com/watch?v=t1Xtr3RKjGc Humble, A. (n.d.). Guide to transcribing. Available from https://www.msvu.ca/wp-content/uploads/2020/05/GuideTranscribing.pdf
Week Two Jan. 27-31 Read like a Writer	Decoding and Encoding Find a writing task that you and your Writing Buddy can do that promotes spelling.	You should be reading about encoding in EDUC 213.
Task 1: Writing Interview Due January 31 at 11:59 pm to D2L Dropbox		
Week Three Feb. 3-7 The decoding/encoding process	Library Trip <ul style="list-style-type: none"> • Choose a mentor text with your Writing Buddy. The mentor text should be appropriate and interesting to your Writing Buddy, but it should also be well-written and clear. 	Suggested Mentor Texts for teaching encoding: <ul style="list-style-type: none"> • <i>Twenty-Odd Ducks: Why Every Punctuation Mark Counts!</i> by Lynne Trusse • <i>-Ful and -Less, -Er and -Ness: What is a Suffix</i> by Brian P. Cleary
Week Four Feb. 10-14 Decoding/encoding relationship	Mentor Texts and Encoding (Spelling)	Suggested Activities: <ul style="list-style-type: none"> • Spelling games or practice: • Spelling test/quiz: • Recognizing words • Flash Cards
Reading Week – Feb. 17-21 (No classes)		

Week Five Feb. 24-28 Mentor Texts and Sentence Construction	<i>Mentor Texts and Encoding</i>	Use associated EDUC 213 Readings Gil, C. (2017). 8 Tips for teaching with Mentor Texts available from Edutopia website at https://www.edutopia.org/blog/8-tips-teaching-mentor-texts-christina-gil
Week Six Mar. 3-7 Mentor Texts and Sentence Construction	<i>Library Trip #2</i> Select some new mentor texts that are interesting to your Writing Buddy and are well-written. Specifically, find two books – a factual, non-fiction book and an entertaining, fiction book.	<i>Punctuation Takes a Vacation</i> by Robin Pulver Website exploration: www.scratchgarden.com Resource Lists Check out this Pinterest board (https://www.pinterest.ca/tflander/) for ideas (and books that are available in the Doucette Library).
Week Seven Mar. 10-14 Mentor Texts and Paragraphs	<i>Mentor Texts and Sentence Construction</i>	<i>Waiting is not Easy</i> by Mo Willems YouTube Channel exploration: Silly School Songs https://www.youtube.com/user/SillySchoolSongs
Week Eight Mar. 17-21 Linking Process to Type	<i>Fact-Telling</i> Expository Writing with Children	Practices that support expository writing with children
Week Nine Mar. 24-28 Types of Writing: Linking Process to Type	<i>Story-telling</i> Narrative Writing with Children	Practices that support narrative writing with children
Week Ten Mar. 31-4 Narrative Writing	<i>Perspective-taking</i>	Practices that support understanding audience with children.
Week Eleven Apr. 7-11 Critical Reflection	<i>Conclusion</i>	What did you learn about writing from your experiences in both EDUC 213 and 215?
April 7 – LT 2 due for grading		
Zoom on April 8		

CHANGES TO SCHEDULE:

Please note that changes to the schedule may occur to meet the emerging needs and dynamics of the participants in the course. If students notice any errors or omissions, please let the instructor know right away through email or the Course Café.

LEARNING TASKS AND ASSESSMENT

There are four required Learning Tasks for this course.

1. LEARNING TASK 1: Writing Interview DUE: January 31, 2025 by 11:59 pm

Your first assignment is to identify child to act as your Writing Buddy for the duration of this course. This child can be a relative, neighbor, or a friend's child who is willing to try out a variety of writing tasks with you each week. Because of the nature of this course, you might consider working with a child who is between 6-9 years of age and is developing typically as a writer. Children with complex writing needs might add a degree of challenge that is beyond the scope of this course to remedy. Acting as a Writing Buddy will not necessarily result in large literacy gains for this child, and the purpose of this course is not to assess or remedy their writing levels.

After identifying a child that can be your Writing Buddy, notify your instructor and who will provide you with the Parent/Guardian information letter. You must ensure that the parent or guardian of your Writing Buddy consents to having their child or youth work with you for the duration of this course. If the child is a relative (or your own), you still need to read and sign this letter.

For this assignment, you conduct a writing interview with your Writing Buddy. This interview will be audiotaped and transcribed for submission. After the interview, you will transcribe the interview with the child and write a three-paragraph summary (300-500 words) what you learned about their understanding of and approach to writing. You should also include a writing sample from your Writing Buddy (i.e. name and one or two sentences). Please note that the writing sample will only be accessed by the course instructor and yourself, and its use is for this course only.

Questions to answer in the interview:

- Who is your Writing Buddy (age, school grade, other demographics)?
- What subjects or topics interest them?
- How does your Writing Buddy describe the process of writing?
- How does the child describe themselves as a writer?
- What type of writing does your Writing Buddy perform most often?
- Who reads the text produced by your Writing Buddy?

Your submission should include the following:

1. Transcription of the interview. You should make note of long pauses and facial expressions of the child, but you do not need to include ums, ahs, or other such words.
2. 300-500 written essay
3. Writing sample from your Writing Buddy

Considerations when observing and listening to children and youth:

- *Keep language tentative* to keep an open mind to the child or youth's experiences. Your observations should be stated in terms of what you see and hear from the child or youth, not what you think might be the facts about this child or youth.
- *Describe, don't evaluate.* The purpose of this assignment is not to assess the child or youth's writing ability or to remedy perceived problems.
- *Use language that the child or youth would own or accept* and focus on their strengths. Rather than focusing on what the child or youth can't do yet (i.e. Print letters at a consistent height), concentrate on what the child or youth can do (i.e. Print own name).
- *Avoid hierarchical comparisons.* As stated, the intent of working with your Writing Buddy is not to determine whether or not they are 'at grade level' or 'smarter' than other students. The expectation is that you seek to understand their current attitudes and understanding of writing.

CRITERIA FOR ASSESSMENT OF LEARNING TASK 1

Task One Grading Rubric	Criteria
Professional (A+ to A) 28+/30	<p>Interview – The questions asked were thoughtfully constructed to focus the Writing Buddy on topic discussed. The interviewer was patient and asked useful follow-up questions to gain a deeper understanding of the Writing Buddy’s attitude and understanding of constructing text. The interview lasted long enough to generate a deep understanding of the Writing Buddy’s current understanding of writing.</p> <p>Transcription – The transcription was carefully written to capture the Writing Buddy’s words and physical responses to questions asked (i.e. transcript included fidgets, leaning in/leaning out, and other non-verbal cues). The words of the Writing Buddy are accurately captured with very little paraphrasing used.</p> <p>Three-paragraph Summary – The written summary describes several insights into the current developmental status of the Writing Buddy. Course materials from both EDUC 213 and 215 are used to support these insights as evidence. Evidence of research is present. Written text contains no errors of spelling or grammar, and APA standards for both in-text citation and referencing are used with few or no errors.</p>
Good work (B+ to A-) 26-27.5/30	<p>Interview – The questions asked were reasonably well constructed to generate useful information from the Writing Buddy. The interviewer occasionally cut off or added to the Writing Buddy’s responses potentially influencing the Writing Buddy’s attitude and understanding of constructing text. The interview lasted long enough to generate a solid understanding of the Writing Buddy’s current understanding of writing.</p> <p>Transcription – The transcription was written to capture the Writing Buddy’s words and some physical responses to questions were included (i.e. transcript included fidgets, leaning in/leaning out, and other non-verbal cues). The words of the Writing Buddy were captured but paraphrasing was used that mainly captured the ideas of the Writing Buddy.</p> <p>Three-paragraph Summary – The written summary describes 2-3 insights into the current developmental status of the Writing Buddy. Course materials from both EDUC 213 and 215 are used to support these insights as evidence, although more evidence is needed. Written text contains a few errors of spelling or grammar, and APA standards for both in-text citation and referencing are used with some errors that do not limit the ability of others to find referenced materials.</p>
Minimal Requirements (B- to B) 24-25.5/30	<p>Interview – The questions asked were limited and generated minimal useful information from the Writing Buddy. The interviewer cut off, or added to, the Writing Buddy’s responses that influenced the Writing Buddy’s attitude and understanding of constructing text. The interview was either too short, and didn’t generate enough information, or too long and tired out the Writing Buddy.</p> <p>Transcription – The transcription minimally captured the Writing Buddy’s words and few or physical responses to questions were included (ie. transcript included fidgets, leaning in/leaning out, and other non-verbal cues). The words of the Writing Buddy were mainly paraphrased reflecting the thoughts of the interviewer rather than the Writing Buddy.</p> <p>Three-paragraph Summary – The written summary describes 1-2 insights into the current developmental status of the Writing Buddy. Course materials from both EDUC 213 and 215 were minimally used to support these insights as evidence, and more evidence is needed. Written text contains several errors of spelling or grammar, and APA standards for both in-text citation and referencing are used with several errors that limit the ability of others to find referenced materials.</p>
Not- Acceptable 23 or less /30	The submission does not address or contain the expected elements of the assignment. Please meet with the instructor.

2. LEARNING TASK 2: Writing Activity Research and Practice Dossier

DUE: April 7 by 11:59 pm (Also presented on Zoom – April 8)

The purpose of this assignment is for you to explore a variety of writing activities and try them with your Writing Buddy. This assignment is ongoing and should reflect the work that you do with your Writing Buddy over the course of the semester. Be careful to track and keep copies of the activities that you complete, as you will need these samples for your final reflective essay. You will track on the effectiveness of these activities in a table, and then write a 500-600-word essay reflecting on the writing tasks.

Dossier Requirements:

- **Evidence** that you and your Writing Buddy attempted a minimum of five different writing activities. Your submission could include pictures, text samples, or discussion post descriptions of the text written by your Writing Buddy.
- **Table:** Your table should include the following information: Name of Activity, Date, Writing Task, Length of Activity, Observations of Writing Buddy, and analysis of task. This table should reflect ongoing efforts that occurred throughout the course.
- **Essay:** When writing the essay, you should reflect on the ease or the challenges associated with the Writing tasks for both yourself and your Writing Buddy. What parts of the task were useful? Which parts required more assistance? How long did the task engage your Buddy?

CRITERIA FOR ASSESSMENT OF LEARNING TASK 2

Rubric - Assignment 2	A+/A Expectations Exceeded or Well Met	A-/ B+ Expectations Met	B / B- Expectations Minimally Met	C+ / lower Expectations Not Met
Writing Task Selection and Composition /10	<p>5-7 writing tasks are thoughtfully selected. Each task is appropriate for the developmental abilities of the Writing Buddy, and are engaging, evidence-based, and purposeful.</p> <p>The selected writing tasks show a strong understanding of how children learn to write.</p>	<p>5 writing tasks are selected and presented. They appear appropriate for the developmental abilities of the Writing Buddy and appear engaging and purposeful for the Writing Buddy.</p> <p>The selected writing tasks show a solid understanding of how children learn to write.</p>	<p>4 writing tasks are selected and presented. The tasks are moderately appropriate for the developmental abilities of the Writing Buddy, but do not appear engaging and/or purposeful for the Writing Buddy.</p> <p>The selected writing tasks show a beginning understanding of how children learn to write.</p>	<p>Fewer than four writing tasks are selected and presented. The tasks are limited in scope and not appropriate for the developmental abilities of the Writing Buddy. They do not appear engaging and/or purposeful for the Writing Buddy.</p> <p>The selected writing tasks show a lack of understanding of how children learn to write.</p>
Table /10	<p>The table contains the all the expected elements.</p> <p>The observations of writing task focus on the effectiveness of the task, not the abilities of the child.</p> <p>The analysis of the writing activity includes thoughtful reflection, evidence from course readings and other research articles as evidence.</p>	<p>The table contains the all the expected elements, although one or two are underdeveloped.</p> <p>The observations of writing task usually focus on the effectiveness of the task, not the abilities of the child. Some judgment is evident.</p> <p>The analysis of the writing activity includes reflection based on evidence from course materials.</p>	<p>The table contains the all the expected elements, although two or more are lacking in sufficient detail.</p> <p>The observations of writing task tend to focus on the abilities of the child, not the effectiveness of the task. Assumptions about the abilities of the child are used rather than observations of the writing task.</p>	<p>The table is lacking detail, is missing critical components of analysis, or has not met all the requirements of this assignment.</p> <p>The observations of writing task focus only on the abilities of the child, not the effectiveness of the task. Assumptions about the abilities of the child are highlighted and an attempt at assessment is made rather than observation.</p>
Reflective Essay /15	<p>The essay thoughtfully analyzes the process of writing as observed through the various writing activities with the Writing Buddy.</p> <p>Personal experience is used to question assumptions or point out gaps in the effectiveness of the task.</p> <p>The written descriptions add depth to the reader's understanding of the activities undertaken over the course of the term with the Writing Buddy.</p> <p>No errors of expression (spelling, grammar) are present.</p> <p>APA is used effectively and consistently to cite research and resources used as evidence for reflection.</p>	<p>The essay analyzes the process of writing as observed through the various writing activities with the Writing Buddy.</p> <p>Personal experience is used to point out gaps in the effectiveness of the task.</p> <p>The written descriptions add expected depth to the reader's understanding of the activities undertaken over the course of the term with the Writing Buddy.</p> <p>A few errors of expression are present.</p> <p>APA is used to cite research and resources used as evidence for reflection with some, non-restrictive errors.</p>	<p>The essay analyzes the process of writing as observed through the various writing activities with the Writing Buddy.</p> <p>The analysis of the writing activity tend to rely on personal experience rather than course reading.</p> <p>The written descriptions add expected depth to the reader's understanding of the activities undertaken over the course of the term with the Writing Buddy.</p> <p>Several errors of expression are present.</p> <p>Errors in APA use limit ability of others to find referenced information.</p>	<p>The essay summarizes the various writing activities with the Writing Buddy.</p> <p>The analysis of the writing activity over-relies on personal experience rather than course reading.</p> <p>The written descriptions add minimal depth to the readers' understanding of the activities undertaken over the course of the term with the Writing Buddy.</p> <p>Many errors of expression are present that limit the reader's ability to understand the submission.</p> <p>Multiple errors in APA use limit ability of others to find referenced information</p>

3. LEARNING TASK 3: Reflective Journaling/D2L Discussion DUE: Weekly

Posts on D2L: Weekly throughout term. You should upload a Word document containing your reflective post and one example of a response post into the appropriate D2L folder each **Saturday by 8:00 pm** for grading.

The discussion boards on D2L in an online course could be seen as the main avenue for class discussion. Each week, you should meet at least once with your Writing Buddy for about 30 minutes to an hour. After you meet with your Writing Buddy, write a short post of about 300 words on D2L communicating your main observations from the session in relation to the course readings.

In addition to posting your own reflections, you should engage in discussion with your online group about practices to support your Writing Buddy. This forum is an ideal location to discuss areas of strength and growth as you work with your child, as well as to support each other with ideas of resources and reading practices that could be effective. At a minimum, you should respond once in your forum with a post of 150-200 words.

Please make every effort to upload a reflective post in a timely manner (preferably before Thursdays at 8:00 pm) to ensure that groups can engage in a lively and meaningful conversation each week.

You are responsible to upload, in a Word document, a copy of your reflective post and one response to the group discussion to the appropriate Dropbox folder each week by Saturday at 8:00 pm. These posts will be graded regularly and will add up to total 35% of your final grade. The posts that you submit for grading should be exact copies of the posts that were uploaded to the Discussion board.

CRITERIA FOR ASSESSMENT OF LEARNING TASK 3

Learning Task 4 Rubric	A+/A 3/3	A-/ B+ 2.5/3	B / B- 2/3	C+ / lower 1.5-/3
Reflective Posts	<p>Posts are well-written with few or no grammatical or spelling errors. Posts are uploaded in a timely fashion to foster group discussion. Posts are of the expected length.</p> <p>The post includes an open-ended, thoughtful question that generated discussion with the other members of the D2L group. Work posted in a timely manner based on the week noted.</p> <p>The post clearly balances both strengths and weaknesses of personal practice in working with the Writing Buddy as these elements connect to course materials.</p>	<p>Posts are well-written with some grammatical or spelling errors. Posts are normally uploaded in a timely fashion to foster group discussion. Posts are either too long or too short, but good discussion results from readers.</p> <p>The post includes an open-ended question that generated discussion with the other members of the D2L group.</p> <p>The post considers both strengths and weaknesses of personal practice in working with the Writing Buddy as these elements connect to course materials.</p>	<p>Posts need revision for clarity of expression with numerous grammatical or spelling errors. Posts are rarely uploaded in a timely fashion to foster group discussion. Posts are too short to adequately foster discussion.</p> <p>The post includes an open-ended question that generated discussion with the other members of the D2L group.</p> <p>The post considers both strengths and weaknesses of personal practice in working with the Writing Buddy as these elements connect to course materials.</p>	<p>Posts are difficult to read due to numerous mistakes with writing conventions. Posts are uploaded too late for group discussion. Posts do not adhere to expected guidelines.</p> <p>The post did not include a question to provoke further discussion.</p> <p>The post praised own strengths or focused only on weaknesses of personal practice when working with the Reading Buddy.</p>

THE EXPECTATION OF EXCELLENCE IN PROFESSIONAL WORK

Please review the Academic Calendar carefully. It describes the program and provides detailed schedules and important dates. It contains information on expectations for student work and professional conduct. In addition, procedures are described regarding concern about student performance in the program. Please pay especially careful attention to details and descriptions in the following topic areas:

- *The Importance of Attendance and Participation in Every Class*

As this is a professional program, experiences are designed with the expectation that all members will be fully involved in all classes and in all coursework experiences. As you are a member of a learning community your contribution is vital and highly valued, just as it will be when you take on the professional responsibilities of being a teacher.

- *Engagement in Class Discussion and Inquiry*

Another reason for the importance of attendance and participation in every class is that the course involves working with fellow students to share ideas and thinking. For example, each class you will work with a small group to engage fellow students in discussions on work being considered in class. You will also help other groups by providing ideas for scholarly inquiry in assignments. If you find that you are experiencing difficulties as a group collaborating, please inform the instructor.

EXPECTATIONS FOR WRITING

All written assignments (including, to a lesser extent, written exam responses) will be assessed at least partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Sources used in research papers must be properly documented. If you need help with your writing, you may use the writing support services in the Learning Commons. For further information, please refer to the official online University of Calgary Calendar, Academic Regulations, E. Course Information, E.2: Writing Across the Curriculum: <http://www.ucalgary.ca/pubs/calendar/current/e-2.html>

GENERATIVE AI

Course participants are invited to use artificial intelligence tools, including generative AI, to gather information, review concepts, and/or to help produce assignments. However, (1) it is the student's responsibility to inform the instructor *in writing* of the intention to use such technology *in advance* of its use; (2) the student is ultimately accountable for the work they submit; and (3) any content generated or supported by an artificial intelligence tool must be cited appropriately. Misuse of these tools will be considered academic misconduct and will be treated as such.

LATE SUBMISSIONS

All late submissions of assignments must be discussed with the instructor prior to the due date. Students may be required to provide written documentation of extenuating circumstances (e.g. statutory declaration, doctor's note, note from the University of Calgary Wellness Centre, obituary notice). A deferral of up to 30 days may be granted at the discretion of the Associate Dean of Undergraduate Programs prior to the end of the course with accompanying written evidence.

An assignment will be deemed ‘late’ if it is turned in after the due date without prior consultation with the instructor. Latesubmissions will incur a penalty of 10% per day to a maximum of four days late. If an assignment is turned in more than four days after the deadline, *without consultation with the instructor*, it may not be accepted for grading.

ISSUES WITH GROUP TASKS

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 or discuss course materials online in a timely manner, the instructor may re-assign members to different groups or assign individual work for completion.

D2L posts are a form of asynchronous group work, and for all students to succeed, posting and responding in a timely manner contributes to a stronger learning environment. If you are having difficulties posting in a timely manner, please contact your instructor.

GRADING

Grade	GPA Value	%	Description
A+	4.0	95-100	Outstanding
A	4.0	90-94	Excellent – Superior performance showing comprehensive understanding of the subject matter
A-	3.7	85-89	
B+	3.3	80-84	
B	3.0	75-79	Good - clearly above average performance with knowledge of subject matter generally complete
B-	2.7	70-74	
C+	2.3	65-69	
C	2.0	60-64	Satisfactory - basic understanding of the subject matter
C-	1.7	55-59	
D+	1.3	52-54	Minimal pass - Marginal performance
D	1.0	50-51	
F	0.0	49 and lower	Fail - Unsatisfactory performance

Academic Misconduct

Academic Misconduct refers to student behavior which compromises proper assessment of a student’s academic activities and includes cheating; fabrication; falsification; plagiarism; unauthorized assistance; failure to comply with an instructor’s expectations regarding conduct required of students completing academic assessments in their courses; and failure to comply with exam regulations applied by the Registrar.

For information on the Student Academic Misconduct Policy and Procedure please visit:

<https://www.ucalgary.ca/legal-services/university-policies-procedures/student-academic-misconduct-policy>

<https://www.ucalgary.ca/legal-services/university-policies-procedures/student-non-academic-misconduct-policy>

Additional information is available on the Academic Integrity Website at: <https://ucalgary.ca/student-services/student-success/learning/academic-integrity>

Academic Accommodation

It is the student's responsibility to request academic accommodations according to the University policies and procedures listed below. The student accommodation policy can be found at: <https://ucalgary.ca/student-services/access/prospective-students/academic-accommodations>.

Students needing an accommodation because of a disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities: <https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Accommodation-for-Students-with-Disabilities-Procedure.pdf>

Research Ethics

Students are advised that any research with human participants – including any interviewing (even with friends and family), opinion polling, or unobtrusive observation – must have the approval of the Conjoint Faculties Research Ethics Board (<https://research.ucalgary.ca/conduct-research/ethics-compliance/human-research-ethics/conjoint-faculties-research-ethics-board-cfreb>) or the Conjoint Health Research Ethics Board <https://research.ucalgary.ca/conduct-research/ethics-compliance/human-research-ethics/conjoint-health-research-ethics-board-chreb>)

In completing course requirements, students must not undertake any human subjects research without discussing their plans with the instructor, to determine if ethics approval is required. Some courses will include assignments that involve conducting research with human participants; in these cases, the instructor will have applied for and received ethics approval for the course assignment. The instructor will discuss the ethical requirements for the assignment with the students.

For further information see E.5 Ethics of Human Studies
<https://calendar.ucalgary.ca/pages/627ed88eb4b041b7a2e8155effac350>

Instructor Intellectual Property

Course materials created by instructors (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed or copied without the explicit consent of the instructor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

Freedom of Information and Protection of Privacy

Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary. For more information, please see:

<https://www.ucalgary.ca/hr/work-compensation/working-ucalgary/freedom-information-and-privacy-act>

Copyright Legislation

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (<https://www.ucalgary.ca/legal-services/university-policies-procedures/acceptable-use-material-protected-copyright-policy>) and requirements of the copyright act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy <https://www.ucalgary.ca/legal-services/university-policies-procedures/student-non-academic-misconduct-policy>.

Sexual and Gender-Based Violence Policy

The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's sexual violence policy guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides

clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances. Please see the policy available at <https://www.ucalgary.ca/legal-services/university-policies-procedures/sexual-and-gender-based-violence-policy>

Other Important Information

Please visit the Registrar's website at: <https://www.ucalgary.ca/registrar/registration/course-outlines> for additional important information on the following:

- Wellness and Mental Health Resources
- Student Success
- Student Ombuds Office
- Student Union (SU) Information
- Graduate Students' Association (GSA) Information
- Emergency Evacuation/Assembly Points
- Safewalk

The Freedom of Information Protection of Privacy Act prevents instructors from placing assignments or examinations in a public place for pickup and prevents students from access to exams or assignments other than their own. Therefore, students and instructors may use one of the following options: return/collect assignments during class time or during instructors' office hours, students provide instructors with a self-addressed stamped envelope, or submit/return assignments as electronic files attached to private e-mail messages.

For additional resources including, but not limited to, those aimed at wellness and mental health, student success or to connect with the Student Ombuds Office, please visit <https://www.ucalgary.ca/registrar/registration/course-outlines>

Education Students Association (ESA) President for the academic year is Claire Gillis, esa@ucalgary.ca.

Werklund SU Representative is Tracy Dinh, educrep@su.ucalgary.ca.