

*Erin Spring***EDUC 311, Language and Literacy, Learning in the Classroom  
Winter, 2025**

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 Battle River Territory (Districts 5 and 6).

**Term Dates:** January 13<sup>th</sup>- Friday April 11th

**Term Break:** February 16th-22<sup>nd</sup> 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:** By appointment only

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

**CALENDAR COURSE DESCRIPTION:**

An introduction to perspectives on the way children and adolescents become "literate," examining language and literacy from a development perspective and children's literature from a genre perspective.

**EXTENDED COURSE DESCRIPTION:**

This course examines how texts can play a vibrant role in the classroom literacy lives of children and adolescents. It explores the question, how can teachers make experiences with literacy rich, rewarding, and engaging for learners. While the primary focus will be on reading and how the brain learns to read, we will also look at some at other aspects of emergent literacy and language. A key focus is on the interplay between story, with a focus on indigenous story work and neuroscience with regards to critical literacy.

**LEARNER OUTCOMES:**

Students will become knowledgeable about:

- Theories of reading/writing and other modes of literacy in conjunction with how the brain learns to read
- How to facilitate high-quality text exploration based on authenticity, the evolving human experience, and educational learning science
- Complexities involved in literacy and how to address different learning needs
- Theory and application of teaching for critical literacy.
- The interplay between story and science with regards to language and literacy development.

**COURSE DESIGN AND DELIVERY:** This course will be delivered face to face and supported by a d2l platform. Course will be flexible based on learner interest and need. The final task will be personalized based on student interest and professional development goals.

**REQUIRED RESOURCES:**

WOLF, M. (2007) PROUST AND SQUID—THE STORY AND SCIENCE OF THE READING BRAIN. HARPER PERENNIAL.  
[AMAZON KINDLE](#) ; [GOOGLE PLAY](#) ; [KOBO](#) ; [IBOOKS](#) ; [EBOOKS.COM](#) ; [SCRIBD](#)

**RECOMMENDED RESOURCES**

WOLF, M. (2018) READER COME HOME- THE READING BRAIN AND THE DIGITAL WORLD. HARPER PUBLISHING

KING, T. (2003) THE TRUTH ABOUT STORIES—A NATIVE NARRATIVE. ANANSI PRESS INC.

[HTTPS://UCALGARY.PRIMO.EXLIBRISGROUP.COM/PERMALINK/01UCALG\\_INST/46L39D/ALMA991026486009704336](https://ucalgary.primo.exlibrisgroup.com/permalink/01UCALG_INST/46L39D/ALMA991026486009704336)

Texts are available via U of C bookstore or at Amazon.

**LEARNING TASKS OVERVIEW**

*The course is structured around the interplay between story and science and the completion of three assignments. The assignment descriptions and assessment details will be further discussed in class. All written assignments will be submitted through D2L. Rubrics will be provided in d2l for each task*

| LEARNING TASK                        | DESCRIPTION OF LEARNING TASK  | GROUP / INDIVIDUAL | WEIGHT | DUE DATE   |
|--------------------------------------|---|--------------------|--------|--|
| LT1: Structured Reflection Journal   | Learning Literacy Reflective Narrative- exploring the learning process through the eyes of a reflective practitioner. Focus is on the lived experience of becoming a teacher of literacy in today's complex world. (Teacher as Reflective Practitioner)   | Individual         | 40%    | Ongoing reflections connected to course content and discussion                     |
| LT2: Discussion Facilitation Project | Literacy and Story—text discussion, planning, facilitation, and reflection. A pragmatic approach to teaching language and literacy. The focus is on classroom implementation based on an understanding of key concepts in story work and the learning sciences. (Teacher as Instructional Designer and Brain Architect) | Individual         | 25%    | Discussion on individually assigned date<br>Written portion submitted by April 4th |
| Critical Literacy Project LT3        | Living Literacy –What is this process of becoming fully human through language and literacy. How is literacy a key component of learning, being and becoming human? Focus-group-designed personal exploration of a critical literacy topic. The topic will be student   | Group              | 35%    | April 7 <sup>th</sup> -11 <sup>th</sup>  |

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|  | driven and approved by the professor prior to undertaking the task.<br>(Teacher as researcher) |  |  |  |
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*\*Please note that all assignments are expected to be the original work of the student and students are not to employ text generation software (for example, ChatGPT).*

### Readings

***Please complete all readings by the Monday of the week where they are assigned unless the professor provides other instructions.***

#### WEEKLY COURSE SCHEDULE:

| Date | Topic | Readings and Tasks | Due Dates |
|------|-------|--------------------|-----------|
|------|-------|--------------------|-----------|

| Week/Theme   | Week of      | Readings   | Structured Reflection Journal   |
|--|--------------|--|---|
| Week 1: READING LESSONS FROM PROUST AND SQUID, LITERACY SEEN THROUGH THE LENSE OF AUTHENTICITY and THE 4 RESOURCES MODEL | January 13th | <p><b><i>Chapter 1 - Proust and Squid—Reading lessons from Proust and Squid</i></b></p> <p>Watch the Overview, Code User, Meaning Maker, Text User, and Text Analyzer videos on this site.</p> <p><b><i>Four Resources Model – <a href="https://www.nzcer.org.nz/critical-multiliteracies">https://www.nzcer.org.nz/critical-multiliteracies</a></i></b></p> | <p><b>Role of authenticity.</b><br/>Draft a short paragraph that explains what role you think authenticity should play in the classroom. What does authentic learning look like? What does it mean to be able to interpret text and what is the ultimate goal of literacy? How do we “nurture” what is already present in our human desire to communicate ?</p> |

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| <p>Week 2: The brain and the reading process. How do we learn and how is this connected to the study or text?</p> | <p>Jan 20</p> | <p>Rosenblatt, R. (1980) "What facts does this poem teach us?" <i>Language Arts</i> 57(4), 386-394.</p> <p><a href="https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/41404974">https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/41404974</a></p> <p>Chapter 2- Proust and Squid- How the brain adapted itself to read; The first writing systems</p>  | <p><b>The Love of Language</b></p> <p>Locate a children's book or young adult novel that might elicit expressive engagement. This could be one of your favorite books. Share in D2L and provide citation info. Consider what it means to "live poetry". How is literacy connected to our lived experience of becoming a fully functioning human being? How is this connected to how the brain adapted to read?</p> |
| <p>Week 3: THE BIRTH OF THE ALPHABET AND TEACHING PHILOSOPHY THROUGH LITERATURE</p>                               | <p>Jan 27</p> | <p><b>CHAPTER 3- PROUST AND SQUID- THE BIRTH OF THE ALPHABET AND SOCRATES PROTESTS</b></p> <p>Teaching Children Philosophy website. Pick and read 3 book modules. Pick at least two modules to read from books you do not know yet.</p> <p><a href="https://www.prindleinstitute.org/teaching-children-philosophy/">https://www.prindleinstitute.org/teaching-children-philosophy/</a></p> <p>Which module do you think would be most inviting and interesting for children? Why?</p> | <p><b>Plato's Cave and Beyond</b></p> <p>Consider the protest of moving from oral to written language. Was this a valid concern with regards to philosophy (love of wisdom)</p>  |

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|   |        |  | Where are we going in the future with regards to language, literacy, critical thinking, and philosophical debates?  |
| Week 4: READING DEVELOPMENT SCHEMA THEORY AND HONORING STUDENT'S READINGS                   | Feb 3  | <p>Chapter 4/5- Proust and Squid- Reading development or not</p> <p>Lewis, C. (1993). "Give people a chance": Acknowledging social differences in reading. <i>Language Arts</i>, 70, 454-461.<br/> <a href="https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/41482118">https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/41482118</a></p>   | <p><b>Reading, writing, living and being</b></p> <p>What is the process of reading and how can we address differences in the reading process? Why do we read and write?</p>   |
| Week 5: The truth about stories— understanding the story that feeds the science of literacy | Feb 10 | <p>Bishop, R. S. (1990). Mirrors, windows, and sliding glass doors. <i>Perspectives: Choosing and Using Books for the Classroom</i>, 6(3), ix–xi.<br/> <a href="https://scenicregional.org/wp-content/uploads/2017/08/Mirrors-Windows-and-Sliding-Glass-Doors.pdf">https://scenicregional.org/wp-content/uploads/2017/08/Mirrors-Windows-and-Sliding-Glass-Doors.pdf</a></p> <p>Reese, D. (2018). Critical indigenous literacies: Selecting and using books about indigenous peoples. <i>Language Arts</i>, 95(6), 389-393.<br/> <a href="https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/26779023">https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/26779023</a></p> <p>Derman-Sparks, L. Guide for selecting anti-bias children's books.<br/> <a href="https://socialjusticebooks.org/guide-for-selecting-anti-bias-childrens-books/">https://socialjusticebooks.org/guide-for-selecting-anti-bias-childrens-books/</a></p> | <p><b>Literature as a mirror to our humanity</b></p> <p>Locate a text that might provide particularly important “windows” or “mirrors” and 1 that has notable gaps in the “windows” or “mirrors” it provides. Share on D2L and provide citation info. Consider the impact of the stories we tell our children</p> |

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|  |         |  | and how this shapes society  |
| Week 6: TERM BREAK                                     |         | Feb 16-22 <sup>nd</sup> WINTER BREAK ☺   |  |
| Week 7: HIGH QUALITY DISCUSSION and Reader Development | Feb 24  | <p>Aukerman, M. (2006). Who's afraid of the big 'bad answer'? <i>Educational Leadership</i>, 64(2), 37-41.</p> <p><a href="https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&amp;db=ulh&amp;AN=22711492&amp;site=ehost-live">https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&amp;db=ulh&amp;AN=22711492&amp;site=ehost-live</a></p> <p><i>Chapter 6 – Proust and Squid- The Unending story of reader development</i></p> | <p><b>Reading, writing and critical thinking</b></p> <p>DISCUSSION around developing readers, writers, and critical thinkers</p>   |
| Week 8: REFINING DISCUSSION PRACTICES                  | March 3 | <i>Chapter 7/8 – Proust and Squid-Dyslexia's puzzle and the Brains design</i>  | <p><b>Reading challenges. UDL and opening doors that are locked. Consideration of reading, writing, speaking and viewing as portals to cross - curricular literacy development</b></p> <p>DISCUSSION – Learning abilities and special education requirements for literacy and learning. IPP and accommodations for “at risk” learners.</p> |

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| Week 9: WHAT IS CRITICAL LITERACY?          | March 10th | <p>Chapter 9 – Proust and Squid—What comes next?</p> <p>Lewison, M., Leland, C., &amp; Harste, J. C. (2008). “Why do we need an instructional theory of critical literacy?” In <i>Creating critical classrooms: K-8 reading and writing with an edge</i>. New York: Lawrence Erlbaum Associates. Pp. 1-23<br/> <a href="https://www-taylorfrancis-com.ezproxy.lib.ucalgary.ca/chapters/mo/10.4324/9781315817842-1/overview-mitzi-lewison-christine-leland-jerome-harste-linda-christensen">https://www-taylorfrancis-com.ezproxy.lib.ucalgary.ca/chapters/mo/10.4324/9781315817842-1/overview-mitzi-lewison-christine-leland-jerome-harste-linda-christensen</a></p> <p><i>Preparation for book discussion, if needed.</i></p> | <p><b>Critical Literacy</b></p> <p>What does it mean to be literate and how do we define critical literacy? Considerations and contemplations for teaching and learning moving forward together with a sense of belonging and inclusion.</p> |
| Week 10: CRITICAL LITERACY PROJECT PLANNING | March 17th | <p>Leggo, C (2007) Writing Truth in Classrooms: Personal Revelation and Pedagogy. <i>International Journal of Whole Schooling</i>, v3 n1 p27-37 Mar 2007</p> <p><a href="https://eric.ed.gov/?id=EJ847474">https://eric.ed.gov/?id=EJ847474</a></p> <p><i>Preparation for book discussion, if needed.</i></p>  | <p><b>Why we write? Reading and writing interconnect ed parts of the whole being.</b></p> <p>DISCUSSION</p>  |
| Week 11: CRITICAL LITERACY PROJECT PLANNING | March 24th | <p>Leggo, C. (2011). Living Love: Confessions of a Fearful Teacher. <i>Journal of the Canadian Association for Curriculum Studies</i>, 9(1), 115–144. Retrieved from <a href="https://jcacs.journals.yorku.ca/index.php/jcacs/article/view/32135">https://jcacs.journals.yorku.ca/index.php/jcacs/article/view/32135</a></p> <p>What does it mean to teach with love? Does love have role in literacy development? What is the connection between love and compassion and the learning sciences?</p> <p><i>Preparation for book discussion, if needed.</i></p>   | <p><b>Story work and life writing. Reflections on writing for a “heart of wisdom” (Leggo, Chambers, Hasbe-Ludt &amp; Sinner)</b></p> <p>DISCUSSION</p>   |
| Week 12: CRITICAL LITERACY PROJECT PLANNING | March 31st | <p>Holmes, K (2019) Neuroscience, Mindfulness and Holistic Wellness, Interchange</p>   | <p><b>Learning, Breathing and Well-Being</b></p>   |

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|                                    |   | <a href="https://link-springer-com.ezproxy.lib.ucalgary.ca/article/10.1007/s10780-019-09360-6">https://link-springer-com.ezproxy.lib.ucalgary.ca/article/10.1007/s10780-019-09360-6</a><br>(PDF provided in D2L)<br>What is the role of mindfulness in literacy, language, and learning? | <b>DISCUSSION</b><br><br><b>April 7th:<br/>Critical<br/>Literacy<br/>Project Due</b> |
| Week 13: KEY CONCEPT PRESENTATIONS | April 7 <sup>th</sup> -11 <sup>th</sup> | Critical Literacy Presentations<br>Final reflections and moving forward  | <b>April 11th:<br/>Written<br/>Facilitation<br/>project due</b>                      |

**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. Part of authentic learning is flexibility to meet the needs of the learner and the context.

**LEARNING TASKS AND ASSESSMENT**

There are 3 required Learning Tasks for this course.

**1. LEARNING TASK 1: Reflections on the process of literacy, learning and becoming human**

Please note this Learning Task will be completed via D2L in weekly discussion threads.

Week 1.

**Role of authenticity.** Draft a short paragraph that explains what role you think authenticity should play in the classroom. What does authentic learning look like and how can we “nurture” what is already present in the learner? What does an authentic education look like with regards to language and literacy?

Week 2.

**Children’s book-** Locate a children/ young adult book that might elicit expressive engagement. Provide citation info. Consider why you choose this book and why you think it would provide authentic engagement with text. This could be one of your personal favorites from your own school/personal experience.

**Personal reflection on efferent/aesthetic reading.** Write two paragraphs describing times that you were engaged in efferent reading and aesthetic reading, respectively. What was each experience like for you? We will be developing “Literacy poems” for this piece in class which will share either orally or in d2l.

Consider how enjoyment is conducive to learning and why?

Week 3.

Consider the evolution of language and the teaching of philosophy. Where are we going in the future in terms of teaching language and philosophy? How does this connect to curriculum? Can we teach philosophy to young children? If so, how?

Week 4.



Consider steps to take when children/young adults can not read. Where do we start and why? How is this connected to authenticity in learning. What are neurocognitive barriers to traditional ideologies around teaching and learning and how can we address these barriers?

Week 5.

Locate children's or young adult text that might provide particularly important "windows" or "mirrors" and 1 that has notable gaps in the "windows" or "mirrors" it provides. Provide citation info.

Use your chosen text and analyze the kinds of "windows" and "mirrors" the text could provide. Look at both words and pictures. Consider who is absent, who is present, and whether there is stereotyping or tokenism going on. Think about who has agency and power. Remember that no text will adequately represent all kinds of people/families/relationships, so be attentive.

### CRITERIA FOR ASSESSMENT OF LEARNING TASK 1

- Authenticity and commitment to the reflection process and the nature of learning
- Exhibits understand of the story and the science of literacy
- Contributing to the learning community to allow time for meaningful reflection (Remember learning is a social process)
- Accurate use of course concepts and terminology, including evidence of engagement with course readings.
- Clarity of communication, attention to writing skills and APA

COMPLETE RUBRIC WILL BE PROVIDED ON D2L

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### 2. LEARNING TASK 2: THE TRUTH ABOUT STORY—HOW AUTHENTIC ENGAGEMENT AND UNDERSTANDING THE BRAIN INFORMS LITERACY

Discussion on assigned date, written portion due April 4<sup>th</sup>. Written parts 3-4 pages single-spaced for all three topics.

- 1) Choose a text to discuss—think how this can be approached authentically and with the brain in mind.
- 2) **Discussion facilitation.** Facilitate discussion with others. You are required to record your discussion to facilitate your post-discussion reflection (see below).
- 3) **Post-discussion reflection.** Post-discussion, listen to your discussion, then write a reflection about how your discussion went. Answer the following questions:
  - a. When does teacher facilitation open up opportunities to illuminate students' thinking – to the teacher, to other students, to the students themselves? You might especially consider uptake used by the teacher – but you might also find other things the teacher does that serve this purpose.
  - b. Where are places where different moves on the part of the teacher might better open up opportunities for student thinking to become central?

*Key info:* You will sign up for a date for a book discussion. Here is what you need to know for this discussion:

- I. You will have no more than 10 minutes for the discussion. Most of this should be spent on discussing the text, not reading it. You don't need to read or discuss the whole text. I will stop you when the time is up – please don't be offended if the conversation is going well and doesn't feel "finished" yet.
- II. On the day of your discussion, plan to arrive a little early so you are ready to begin your discussion promptly. If you have extenuating circumstances that make this difficult, please touch base with me to arrange a plan.
- III. You will be facilitating a discussion with members of the class.

- IV. You can ask the class to read a copy of your text before class if you want to use the whole time discussing rather than reading. If so, please send it out to your group by the Friday before the week where you are scheduled to present. If not, aim to read/discuss just a few pages of your text.
- V. Bring a recording device and record your discussion. Audio recording is fine. You are responsible for either recording yourself or having a classmate who records for you.
- VI. Your goal is to elicit a conversation in which multiple students share different ideas about the text and you are able to understand what THEY see in the text. Although you may ask questions that you wrote in your book module, don't get too tied to these. You may ask some or none of these – and you definitely shouldn't ask all of them! Aim to include all students in your discussion, but don't force anyone to talk. Remember our discussions are shaped by our positionality.
- VII. You should aim for an authentic discussion – one that gets your students talking and engaged. For this reason, you should rely on authentic questions, and other discourse patterns known to support authentic talk. As learning is a social process, we need this to occur naturally.

**Evaluation criteria:*****Discussion itself:***

1. To what extent is the selected text discussable? Does it (and the questions you pose) elicit differing perspectives from students?
2. To what extent does your facilitation show evidence of effort to use authentic questions, and other forms of discourse that support high-quality dialogue?
3. To what extent do you show interest in your students' thinking without evaluating it? (Process of learning)
4. To what extent do your students engage in the process (no sage on the stage) How do you know they are part of the process of discovery?
5. To what extent did you use knowledge of science and story to facilitate the process?

***Written reflections:***

6. Quality, depth, and incisiveness of reflections.
7. Accurate application of terminology and key concepts from the readings, including uptake and authentic questions.
8. Inclusion of quoted language from your audio recordings (at least 4 exact quotes) that illuminate and support your analysis.
9. Accurate analysis of the effectiveness of presentation and steps suggested for improvement as needed
10. Completeness, clarity, and editing.

COMPLETE RUBRIC WILL BE PROVIDED ON D2L

**3. LEARNING TASK 3: CRITICAL LITERACY PROJECT**

DUE April 4th

You will work with a small group of students to develop a project that enables you to explore an aspect of or application of critical literacy in an in-depth way. You will have class time to do some of the work for the project, but you will be required to meet in addition to class. You are encouraged to do a multi-modal project such as a video. You must have your project approved in advance by the instructor and will present your project to the class during the last two weeks of the course. I am open to topics and presentation formats. Carefully consider the concepts of literacy, language, and authentic learning. Focus on an area you are interested in that will be applicable to your future career goals. Consider carefully how this work could be applied to the professional development and a classroom teacher teaching literacy across the disciplines. Please note, as a professional teacher you are required to be part of a Professional Learning community focusing on teaching and learning. This task mirrors the authentic work you will be asked to do in schools.

**Evaluation Criteria:**

- Well developed research question connected to the course content
- Understanding of topic/research question, mutually agreed upon with instructor, directly connected to critical literacy.
- Substantiveness and depth of investigation of that topic
- Reflection and consideration of the complexities and areas of future learning
- Presentation, engagement, and creativity

COMPLETE RUBRIC WILL BE PROVIDED IN D2L

### ***Overall consideration for Critical Literacy Project***

***The idea of backwards Design***— where do we want learners to be in terms of literacy development as they become young adults. What are the big ideas that connect to literacy and how does this carry over to the creation of response adults who are critical thinkers with a strong level of empathy and compassion. Why is literacy an important skill for the holistic wellbeing of the individual and society? Consider the role of love in language and literacy. How can we foster a love of learning in our students and why is this significant to authenticity? How are a love of learning and literacy interconnected? How is this connected to Indigenous ways of knowing and being? We will discuss all these ideas in class in conjunction with the story and science of literacy.

### **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. We expect that you will not be absent from class with the exception of documented instances of personal or family illness or for religious requirements.

- *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>

### **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 with accompanying written evidence.

#### **ISSUES WITH GROUP TASKS**

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.

#### **GRADING**

| <b>Grade</b> | <b>GPA Value</b> | <b>%</b>     | <b>Description per U of C Calendar</b>   |
|--------------|------------------|--------------|--|
| 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 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://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Student-Accommodation-Policy.pdf>. 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: [ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Accommodation-for-Students-with-Disabilities-Procedure.pdf](https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Accommodation-for-Students-with-Disabilities-Procedure.pdf). Students needing an accommodation in relation to their coursework based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to their Instructor.

#### **Academic Misconduct**

For information on academic misconduct and its consequences, please see the University of Calgary Calendar at <http://www.ucalgary.ca/pubs/calendar/current/k.html>

#### **Attendance/ Prolonged Absence**

Students may be asked to provide supporting documentation for an exemption/special request. This may include, but is not limited to, a prolonged absence from a course where participation is required, a missed course assessment, a deferred examination, or an appeal. Students are encouraged to submit

documentation that will support their situation. Supporting documentation may be dependent on the reason noted in their personal statement/explanation provided to explain their situation. This could be medical certificate/documentation, references, police reports, invitation letter, third party letter of support or a statutory declaration etc. The decision to provide supporting documentation that best suits the situation is at the discretion of the student.

Falsification of any supporting documentation will be taken very seriously and may result in disciplinary action through the Academic Discipline regulations or the Student Non-Academic Misconduct policy.

<https://www.ucalgary.ca/pubs/calendar/current/n-1.html>

**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,  
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