Erin Spring

EDUC 435: Literacy, Language and Culture (Secondary Focus)
Fall 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).

Class Dates: September 2 - December 5, 2025
Truth and Reconciliation Day: September 30, 2025
Field Experience I: October 6 - 17, 2025
Term Break: November 10 - 14, 2025

Office Hours: By appointment

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.

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

COURSE DESCRIPTION

This course examines definitions of literacy and how children and youth develop as literate beings. Students will focus on the role of teachers in supporting meaningful engagement with reading, writing, speaking and listening in ways that are attuned to developmental appropriateness, linguistic and cultural diversity, and content area learning.

COURSE OUTCOMES

Through participation in Literacy, Language and Culture, students will:

- Develop a foundational understanding of sociocultural approaches to literacy and language
- Engage with the complexities of language and literacy teaching and learning and consider their relationship to identity, culture and technology

- Analyze the lived realities of literacy across the curriculum through reflecting on field experiences

EXTENDED SECTION-SPECIFIC COURSE DESCRIPTION

This course introduces students in the Secondary stream to the importance of literacy, language and culture across school subjects and within young people's everyday lives. Taking a sociocultural approach, language and literacy are understood as central to young people's identities, social interactions, home lives, world views, and learning. Similarly, we approach literacy itself as a complex phenomenon characterized by dynamic multiliterate and multimodal practices.

In the first half of the course, we will consider disciplinary literacies – the shared language and communicative practices used to construct knowledge within academic communities – across multiple subject areas. We will explore how to support students in developing disciplinary literacies that enable them to understand, analyze, critique and produce a variety of ideas, genres and language in discipline-specific texts and practices. Alongside our study of disciplinary literacies, we will also consider how to design learning environments that affirm and build on students' identities, their home and digital literacies, and their linguistic and cultural funds of knowledge. Pre-service teachers will work with their peers to conduct independent inquiries into language and literacy practices in their own and related disciplines, and they will develop activities to engage students in meaningful literacy learning within specific subject areas.

In the second half of the course, we will investigate both established and contemporary practices in literacy teaching and learning, including the power of narrative and oral language, and Indigenous, critical and digital literacies. Pre-service teachers will have opportunity to reflect on their learning and on their personal vision of rich language and literacy learning practices in their future classrooms. Throughout the course, students will engage in interdisciplinary conversations about diverse forms of knowledge and meaning-making, and will be encouraged to develop a critical approach to creating equitable classrooms that build on the strengths of linguistically and culturally diverse youth.

SECTION-SPECIFIC LEARNER OUTCOMES:

In addition to the course outcomes listed above, students enrolled in the secondary stream of Literacy, Language and Culture, students will:

1. Demonstrate an understanding of the role that literacy plays across the curriculum and within the disciplines
2. Design and execute literacy activities within a content area related to students' own subject specialization
3. Demonstrate an understanding of how to support adolescent English Language Learners in junior and senior high school settings
4. Examine the significance of critical literacy, disciplinary literacy, culturally sustaining pedagogies and Indigenous conceptions of language and literacy within intermediate and secondary instruction

5. Explore how adolescents' own diverse literacy and language practices (including orality, home languages, multilingualism and digital media use) reflect and shape youth identities and literacy practices

COURSE DESIGN AND DELIVERY:

This course will be delivered face-to-face on campus with possible engagement in a D2L environment. Students will require access to a computing device that contains current software and hardware capable of running D2L. If you do not own a personal device, there are computers available for student use in the Doucette library and the Taylor Family Digital Library.

REQUIRED READINGS:

The readings below are required for this class. All are available online by following the online link (where provided) or through UCalgary Library Database, when a link is not provided. Students are encouraged to download needed articles at the beginning of the course and alert their instructor if any links have broken since the creation of this outline.

Instructors may also supply additional readings on a regular basis. These readings allow them to customize their instruction to the needs of the class.

Cummins, J., Hu. S., Markus, P., & Montero, M.K. (2015). Identity texts and academic achievement: Connecting the dots in multilingual school contexts. *TESOL Quarterly*, *49*(3), 555-581. https://ucalgary.primo.exlibrisgroup.com/permalink/01UCALG_INST/15o3ob6/cdi_proquest_journals_1831322879

Faller, E. (2018). Reading and writing as scientists? Text genres and literacy practices in girls' middle grade science. *Journal of Adolescent & Adult Literacy, 61*(4), 381-390. https://ucalgary.primo.exlibrisgroup.com/permalink/01UCALG_INST/15o3ob6/cdi_proquest_journals_1980705072

Glasswell, K., Madda, C. L., & Glasswell, N. (2022). Redesigning reading in and for the disciplines. *Journal of Adolescent & Adult Literacy*, *66*(2), 122-133. https://ila-onlinelibrary-wiley-com.ezproxy.lib.ucalgary.ca/doi/full/10.1002/jaal.1257

Hernandez Garcia, M., Schleppegrell, M.J., & Chauncey M. (2021). Culturally sustaining disciplinary learning for bi/multilingual learners: Creating a translanguaging Social Studies classroom. *Journal of Adolescent & Adult Literacy*, *64*(4), 449-454. https://ila-onlinelibrary-wiley-com.ezproxy.lib.ucalgary.ca/doi/full/10.1002/jaal.1129

Klein, A. (2023, May 10). AI literacy, explained. *Education Week.* https://www.edweek.org/technology/ai-literacy-explained/2023/05 OR https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=164163318&site=ehost-live

Krone, B. & Enciso, P. (2025). Dancing the BBoy: Transliteracies and critical imagination in superhero storytelling. *Journal of Adolescent & Adult Literacy*, 68(5), 470-480. https://ila-onlinelibrary-wiley-com.ezproxy.lib.ucalgary.ca/doi/full/10.1002/jaal.1377

Middaugh, E. (2019). Teens, social media and fake news. In W. Journell (Ed.), *Unpacking fake news: An educator's guide to navigating media with students* (pp. 42-59). Teachers College Press. (https://ucalgary.primo.exlibrisgroup.com/permalink/01UCALG_INST/46l39d/alma9910282204 82204336) [See Leganto]

Persohn, L. (Host). (2021, Apr. 27). A conversation with Elizabeth Moje. (Season 1, No. 24) [Audio podcast episode]. In *Classroom Caffeine Podcast* series. https://www.classroomcaffeine.com/guests. DOI: 10.5240/D646-DAD1-4C26-5CD7-4DF7-4 https://www.classroomcaffeine.com/guests/elizabeth-moje

Rainey, E.C., Maher, B.L., Coupland, D., Franchi, R., & Moje, E.B. (2018). But what does it look like? Illustrations of disciplinary literacy teaching in two content areas. *Journal of Adolescent & Adult Literacy*, *61*(4), 371-379. https://ucalgary.primo.exlibrisgroup.com/permalink/01UCALG_INST/15o3ob6/cdi_proquest_jo urnals_1980701858

Vasquez, V.M., Janks, H. & Comber, B. (2019). Critical literacy as a way of being and doing. *Language Arts, 96*(5), 300-311. https://ucalgary.primo.exlibrisgroup.com/permalink/01UCALG_INST/15o3ob6/cdi_proquest_jo urnals_2221126990

Weasel Bear-Johnson, J. (2024). Reclaiming literacy: Embodying the stories the land reveals. In T. Duchscher & K. Lenters (Eds), *Decolonizing literacy: Disrupting, remembering and reclaiming relationship in literacy education* (pp. 78-91). Routledge. https://www-taylorfrancis-com.ezproxy.lib.ucalgary.ca/books/edit/10.4324/9781003426097/decolonizing-literacies-towani-duchscher-kimberly-lenters

LIBRARY OF RESOURCES FOR WORKING GROUPS:

In addition to the resources listed above, which will be read by all class members, students will also choose four additional resources, selected from a library created specifically for this course. Articles cover a variety of topics related to literacy, language and culture in secondary education, with a particular emphasis on disciplinary literacies. Library resources will form the basis of small group discussions and will be used in all three learning tasks.

Small groups will be made up of 3-4 students and will be based on students' specializations. As specializations will be represented differently in each class, students and instructors should think creatively about how to form purposeful groups. Where possible, students may work with those

in the same discipline. Students may also choose to form groups according to established categories such as Humanities (ELA and Social Studies) or STEM (Science, Math and Technology studies). Or students and instructors can consider other questions, such as embodiment, which might bring together those in Physical Education and Drama, or language learning, which would gather together those with specializations in Second Language Learning, English Language Learners and English Language Arts. The goal is to bring together students into groups which will allow them to have engaging and meaningful conversations.

Once groups are formed, group members should look through the library to select 4 resources which represent their collective interests. The articles have been divided into two overarching sections: "Disciplinary Literacies: Program Specializations" and "Youth and Changing Literacy Practices." Resources in the first section focus on preservice teachers' subject area specializations, with each specialization represented there. Resources in the second section point students towards broader themes in language and literacy instruction for youth. Groups may choose any four resources they like but should be attentive to group members' specializations and personal interests. Students may want to read abstracts or skim content before selecting their final four readings. Groups will discuss one resource per week on Weeks 2, 3, 4 and 9. Resources will also inform Learning Tasks 1 and 2, and may be drawn into the final reflective essay.

WEEKLY COURSE SCHEDULE:

Date	Topic	Required Readings and Tasks	Due Dates
Part 1: Disciplinary Literacies in Action			
Week 1 Sept 2 & 4	Introduction to Literacy, Language and Culture	**T**: Create working groups and discuss disciplines/subject areas **Th:** A conversation with Elizabeth Moje & AI literacy, explained	Students and instructors determine small working groups and select 4 readings
Week 2 Sept 9 & 11	What are disciplinary literacies?	**T:** But what does it look like? Illustrations of disciplinary literacy teaching in two content areas **Th:** Working group reading 1	
Week 3 Sept 16 & 18	Identity and achievement across the curriculum	**T:** Identity texts and academic achievement: Connecting the dots in multilingual school contexts **Th:** Working group reading 2	
Week 4 Sept 23 & 25	Disciplinary literacies for multilingual learners	**T:** Culturally sustaining disciplinary learning for bi/multilingual learners: Creating a translanguaging Social Studies classroom **Th:** Working group reading 3; work on LT1	

| Week 5

Sept 30 (no class) & Oct 2 | Working with multiple text genres | **T:** Truth and Reconciliation Day (no class)

Th: Reading and writing as scientists? Text genres and literacy practices in girls' middle grade science | LT1 due October 3 |
|---|---|---|---|
| **Weeks 6 – 7 Semester I Field Experience** | | | |
| Week 8

Oct 21 & 23 | Reading in the disciplines | **T:** Discussion of literacy practices observed in field experience; groups share results of LT1 with peers

Th: Redesigning reading in and for the disciplines | |
| **Part 2: Youth and Changing Literacy Practices** | | | |
| Week 9

Oct 28 & 30 | Indigenous literacies on the land | **T:** Reclaiming literacy: Embodying the stories the land reveals

Th: Working group reading 4 | |
| Week 10

Nov 4 & 6 | Critical literacies | **T:** Critical literacy as a way of being and doing

Th: Working groups work on L2 | |
| **Term Break**
Nov 10-14 | | | |
| Week 11

Nov 18 & 20 | Youth storytelling and popular culture | **T:** Dancing with BBoy: Transliteracies and critical imagination in superhero storytelling

Th: Working groups work on L2 | LT2 due November 21 |
| Week 12

Nov 25 & 27 | Literacies in a world of misinformation | **T:** Teens, social media and fake news

Th: Working groups share/discuss LT2 | |
| Week 13

Dec 2 & 4 | | **T:** Generative discussions for LT3

Th: Wrap-up | LT3 due December 5 |

CHANGES TO SCHEDULE:
Please note that changes to the schedule may occur in response to student questions and conversations.

LEARNING TASKS OVERVIEW:

There are 3 required Learning Tasks for this course.

LEARNING TASK NUMBER	DESCRIPTION OF LEARNING TASK	PERCENTAGE OF FINAL GRADE
Learning Task #1	Concept Map of Disciplinary Literacies (group) Aligned with learner outcomes 1 and 4	30%
Learning Task #2	Presentation of a Discipline-based Literacy Activity (group) Aligned with Learner Outcomes 2, 3, and 5	40%
Learning Task #3	Final Reflection Paper (individual) Aligned with Learner Outcomes 3, 4 and 5	30%

AI STATEMENT: Your instructor will share their expectations related to the use of generative AI with you.

LEARNING TASK 1: Concept Map of Disciplinary Literacies (30%)

> **DUE DATE:** October 3

Overview**:** The purpose of this learning task is to carry out preliminary, playful explorations of literacy and language in relation to your subject specialization(s). Working in groups of 3-4, you will map out emerging understandings of literacy and represent these understandings visually with a concept map. Your concept map will be accompanied by a written explanation. You will draw upon the collaborative knowledge building ongoing in your disciplinary literacy working groups in order to carry out this task. The guiding question for this learning task is: *Where does literacy live in our disciplinary areas?*

Process: Begin by identifying emerging understandings of what literacy means in relation to your disciplinary area(s). For example, you might consider what kinds of texts, genres or practices are used to communicate and how these are connected to learning and knowledge. Remember to keep in mind the multimodal nature of literacy and to consider a variety of ways of meaning-making within your discipline (e.g., written text, visual, spatial, tactile, gestural, audio and/or oral). It is also fine to identify questions you still have or understandings you are seeking. Work to map these understandings, in exploratory ways, thinking about where literacy, language and culture are at work (and play) in your area(s).

After you have finished creating the visual concept map, prepare a written explanation of your map. Please be sure to draw upon (and cite) at least 3 readings from the course (shared and/or working group readings) in your map or explanation. Of course, you may also refer to other sources of information (discussions, experiences, disciplinary learning materials/textbooks, community knowledge holders, etc.).

<u>Digital or handmade map and explanation:</u> You may create the map by hand or you may use digital technology. In either case, try to use the visual nature of concept mapping effectively in order to show the relationships between the concepts, practices and questions you have identified as important. The accompanying explanation is intended to provide insight into why you chose particular concepts and how you see the relationships between them. Your explanation may take one of two forms. You may prepare a one-page explanation or, if you are using digital technologies, your accompanying explanation may take the form of digitally connected notes.

In your one-page explanation or notes, please include a list of works cited using a citation style relevant to your field (e.g., APA, MLA, Chicago, etc.). This list should reflect the course readings you are citing but also any additional sources you have drawn in, if applicable (including images or digital media, for instance).

Your maps and explanations will be shared with others in small groups during class in Week 8. This will not be a formal, assessed presentation but rather the opportunity to discuss your findings with your peers and to use the maps as starting places for further dialogue.

<u>Assessment Criteria:</u> (See rubric in D2L for further details.)
- The concept map and explanation communicate emerging understandings of literacy
- The concept map and explanation explore the guiding question of where literacy and language live in the group's disciplinary area
- The concept map and explanation uses multiple modes to communicate and is well composed to share understandings with peers/future teachers
- The group's work engages meaningfully with relevant sources of information, including at least 3 assigned readings, and cites them in an appropriate list of references

LEARNING TASK 2: Presentation of a Discipline-based Literacy Activity (40 %)

 DUE DATE: November 21

<u>Overview</u>: The purpose of this learning task is to demonstrate what a literacy learning activity based within one subject area might look like in action. With your working groups, you will create a recorded 15–20-minute presentation of a lesson and a short-written rationale. The guiding question for this learning task is as follows: *How can we engage students in meaningful disciplinary literacy learning?*

<u>Process</u>: For this learning task you will build on the mapping work you began in the first assignment. There, you began to think about the relationships between your disciplines and literacy, language and culture, and to map out your emerging understandings and questions. Now, near the end of the course, you are asked to put your understandings into action by creating a recorded presentation that demonstrates one literacy learning activity. As a group, you will need to decide which discipline to ground your activity in (although you may suggest variations/extensions for other disciplines within your rationale). You will also write a rationale in which you describe the purpose and pedagogical underpinnings of the activity and relate it to your group's readings and conversations. After designing, presenting and recording your activity

and writing your rationale, you will upload both items to D2L/Yuja, where they will be accessible for the whole class to review. The week after you submit the recordings, we will use them as the basis of a class dialogue.

Recorded Activity & Rationale:

You can either teach the lesson as if the audience were students OR envision yourself explaining the lesson as if your audience were teachers wanting to implement this activity with their own classes. In either case, be sure to really teach the activity so that your colleagues can see what the activity looks like in action. You may base your activity on ones you have read about or seen, but as a group, you are expected to make the activity your own. (Please cite all sources used.)

In order to record the presentation, you can use multimedia tools such as Stop motion animation in Google slides, a recorded video (e.g., Chatterpix, Triller, Telestory), present slides with Screencast recording (e.g., using Zoom, Screencastify), or create a modified PowerPoint or Prezi presentation with integrated audio and video. The presentation of the learning activity will represent a cohesive synthesis of all group members' learning, but individuals may take on different roles (e.g., teacher/students; narrator/designer/writer/artist).

Working groups will post a group rationale document (2 pages double-spaced) to D2L. The rationale will provide an explanation of how you are implementing the theoretical and pedagogical considerations in practice by drawing upon your group readings and conversations, any whole class readings and discussions, and/or observations from the field. Please refer to (and cite) at least 3 of the group or whole class readings/resources.

Assessment Criteria: (See rubric in D2L for further details.)

- The designed literacy activity is engaging and will lead to meaningful learning for adolescent learners.
- The designed literacy activity is clearly linked to a subject area/discipline and demonstrates knowledge of disciplinary literacies within that subject.
- The recording presents the activity in a way that is clear and easy-to-understand and makes effective use of multimodality
- The rational demonstrates an excellent understanding of the course topics and readings (including working groups' selected readings) by engaging with them in meaningful ways and referencing at least 3 course resources.

LEARNING TASK 3: Final Reflection Paper: Envisioning and enacting literacy in every classroom (30 %)

 DUE DATE: December 55

Overview

In this final paper, you will have the opportunity to reflect on your own understandings of language and literacy and to envision how you want to incorporate disciplinary literacies into

your own teaching. Your writing will be guided by a series of questions related to course content.

Process

Choose 3-4 of the questions below to help guide the writing of your reflection. In answering your questions, think back over the entirety of the course. You may draw from the discussions, readings and assignments undertaken in your small groups, and also consider other groups' presentations. You may consider the readings and discussions we have had as a full class. And finally, you may refer to observations and learning from your field placement.

- What is literacy?
- What forms does literacy take within my own discipline or subject area?
- How will I seek to incorporate literacy in my instruction?
- How will I design learning that is appropriate and engaging for English language learners at the high school level?
- How will I affirm, nourish, and leverage students' identities in my instruction?
- How will incorporating critical literacy into my teaching enable me to teach well within, across or beyond disciplines?
- How will I build classrooms and communities that recognize, honour and incorporate multilingual literacies?
- How will I use young people's own digital and media literacies in my instruction?
- How will I ensure that *all* learners are engaged in meaningful literacy and language learning?

Students and instructors may also work together to brainstorm additional questions related to their own class's interests and inquiries.

Final reflection

Your final reflection should be 5 pages double-spaced (not including references) and should refer to at least 4 course readings (either whole class or working group readings). You may use the questions you have selected to answer as sub-headings within your paper.

Assessment Criteria: (See rubric in D2L for further details.)

- The reflection demonstrates a strong understanding of course concepts related to literacy, language and culture.
- The reflection answers 3-4 questions in a thoughtful way.
- The reflection is well-written, clearly organized and uses correct APA 7 formatting.

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:
https://calendar.ucalgary.ca/pages/2c2d1ce47b8c4d008aec9cc3da49876e

MISSING OR 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. A deferral of up to 30 days may be granted at the discretion of the Associate Dean of Undergraduate Programs with accompanying written evidence. https://calendar.ucalgary.ca/pages/jyekfh6xwhoHwxcetCil

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.

GRADING: https://calendar.ucalgary.ca/pages/fc4adb8643f84441ab32300237b80df1

Grade	GPA Value	%	Description per U of C Calendar
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

Note: A+ is a rare and exceptional grade to be given *at the instructor's discretion* to the works of excellence and the highest quality.

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

Students needing an accommodation in relation to their coursework or to fulfill requirements for a graduate degree based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to the designated contact person in their faculty. The course outline should clearly list the appropriate Faculty contact person(s) and their contact details. For further information see E.1 C. Course Policies and Procedures
https://calendar.ucalgary.ca/pages/a89ecfbf758841b5983c4b67746e7846

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/627ed88eb4b041b7a2e8155effac3501

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/legal-services/access-information-privacy

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 Tracy Dinh, educrep@su.ucalgary.ca.

Werklund SU Representative is Siena Yee, educrep@su.ucalgary.ca.