

*Erin Spring***EDUC 460.02: Specialization I Elementary English Language
Learners Winter, 2025**

Class Dates: January 13-March 14, 2025; Mondays and Fridays 9:00 - 10:50 a.m.

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.

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

COURSE DESCRIPTION:

The intent of the Specialization I Seminar is to introduce students to the concepts, theory, and design planning related to teaching within the specialization of English as an Additional Language. Theory as connected to an understanding of practical classroom experiences will particularly inform the course curriculum and will be explored through course readings, analysis of teaching/learning artifacts, and the design of discipline-based learning and assessment plans. Topics in teaching and learning will include teaching inclusively and addressing the needs of diverse learners, effective integration of technology, and discipline-based inquiry. Assignments will present the opportunity for students to develop an understanding of short-term instructional design and to begin to examine curriculum shifts in the province.

LEARNER OUTCOMES:

Over the course of the semester, students will:

- 1) Develop a foundational understanding of the nature of discourse in the discipline, as related to teaching and learning, including specialized language, concepts, and terminology.
- 2) Recognize the role of teachers as designers of learning and assessment plans and use of the resources available for designing learning and assessment.
- 3) Apply theoretical knowledge to practical classroom scenarios, emphasizing adaptability for diverse learners and multiliteracies approaches.
- 4) Successfully design short-term learning and assessment plans aligned with Alberta's curriculum goals to deepen understanding of key ideas/concepts within the discipline.

COURSE DESIGN AND DELIVERY: This course will be delivered face-to-face on campus with assessments and engagement in a D2L shell.

REQUIRED RESOURCES:

Required Articles links will be made available on D2L; required readings for each week are listed in the weekly schedule):

Alberta Education. (2011). *English as a Second Language Proficiency Benchmarks*. Retrieved from: <http://www.learnalberta.ca/content/eslapb/>

Alberta Education (2011). *Assessment, Tools & Strategies*. Retrieved from: <http://www.learnalberta.ca/content/eslapb/assessmenttools.html>

Alberta Teachers' Association (n.d.) *English as a Second Language Council*. Retrieved from: <https://eslc.teachers.ab.ca/Pages/Home.aspx>

Alberta Education. (2017). *Understanding the acquisition of English as an additional language*. http://www.learnalberta.ca/content/eslapb/documents/understanding_the_acquisition_of_english_additional_language.pdf

Bainbridge, J., & Heydon, R. (2013). *Constructing meaning: Teaching the language arts K-8*. Nelson. Chapter 1 (See Leganto)

Cope, B., & Kalantzis, M. (2009). "Multiliteracies": New Literacies, New Learning. *Pedagogies (Mahwah, N.J.)*, 4(3), 164–195. <https://doi.org/10.1080/15544800903076044>

Cummins, J. (2011). Literacy engagement: Fueling academic growth for English learners. *The Reading Teacher*. 65 (2). 142-146. <https://ila-onlinelibrary-wiley-com.ezproxy.lib.ucalgary.ca/doi/full/10.1002/TRTR.01022>

Duke, N. (2016, June 3). What doesn't work: Literacy practices we should abandon. Edutopia. <http://www.edutopia.org/blog/literacy-practices-we-should-abandon-nell-k-duke>

Duke, N. (2017, November 6). 3 literacy practices that work. Edutopia. <https://www.edutopia.org/article/3-literacy-practices-work>

Friesen, S. (2009). *What did you do in school today? Teaching effectiveness: A framework and rubric*. Toronto: Canadian Education Association. Retrieved from: <https://www.edcan.ca/articles/what-did-you-do-in-school-today-teaching-effectiveness-a-framework-and-rubric/>

Gunderson, L., D'Silva, R. A., & Odo, D. M. (2020). Technology, ESL, and Literacy Instruction. In *ESL (ELL) Literacy Instruction* (4th ed., Vol. 1, pp. 223–240). Routledge. Chapter 7 <https://doi.org/10.4324/9780429458583-7>

Moses, L. (2015). The Role(s) of Image for Young Bilinguals Reading Multimodal Informational Texts. *Language & Literacy (Kingston, Ont.)*, 17(3), 82–99. <https://doi.org/10.20360/G25302>

Riley, J. (2006). A creative approach to planning communication, language and literacy. In *Language and Literacy 3–7: Creative Approaches to Teaching* (pp. 108-124). SAGE Publications Ltd, <https://doi.org/10.4135/9781446213254> Chapters 6 and 7

LEARNING TASKS OVERVIEW

LEARNING TASK	DESCRIPTION OF LEARNING TASK	GROUP / INDIVIDUAL	WEIGHT	DUE DATE
1. Personal Reflections	250-word weekly reflections based on class readings and in-person discussions	Individual	25%	Weekly posts, Final reflection due Monday, March 10, 2025
2. Case Study Analysis	Analysis of case studies based on Curriculum and EAL	Group	30%	Friday, February 14, 2025
3. Literacy Lesson Plan Design	Creation of Literacy lesson plan with assessment	Individual	45%	Friday, March 14, 2025

WEEKLY COURSE SCHEDULE:

Date	Topic	Readings and Tasks	Due Dates
Week 1 January 13-17 2025	Introduction to learning English as an Additional Language (EAL)	<p>Alberta Education. (2017). <i>Understanding the acquisition of English as an additional language</i>. http://www.learnalberta.ca/content/eslapb/documents/understanding_the_acquisition_of_english_additional_language.pdf</p> <p>Alberta Teachers' Association (n.d.) <i>English as a Second Language Council</i>. Retrieved from: https://eslc.teachers.ab.ca/Pages/Home.aspx</p>	Reflection 1
Week 2 January 20-24	Approaches to Teaching EAL in Alberta	<p>Alberta Education. (2011). <i>English as a Second Language Proficiency Benchmarks</i>. http://www.learnalberta.ca/content/eslapb/</p> <p>Alberta Learning. (2010). <i>Making a difference: Meeting diverse learning needs with differentiated instruction</i>. Retrieved from: https://education.alberta.ca/media/384968/makingadifference_2010.pdf</p>	Reflection 2
Week 3 January 27-31	Integrating language and content	<p>Bainbridge, J., & Heydon, R. (2013). <i>Constructing meaning: Teaching the language arts K-8</i>. Nelson. Chapter 1 https://ucalgary.alma.exlibrisgroup.com/leganto/public/01UCALG_I_NST/citation/24145629050004336?auth=SAML</p> <p>Time for LT2 in class</p>	Reflection 3

Week 4 February 3-7	Literacy and EAL	<p>Cummins, J. (2011). Literacy engagement: Fueling academic growth for English learners. <i>The Reading Teacher</i>. 65 (2). 142-146. https://ila-onlinelibrary-wiley-com.ezproxy.lib.ucalgary.ca/doi/full/10.1002/TRTR.01022</p> <p>Duke, N. (2016, June 3). What doesn't work: Literacy practices we should abandon. Edutopia. http://www.edutopia.org/blog/literacy-practices-we-should-abandon-nell-k-duke</p> <p>Duke, N. (2017, November 6). 3 literacy practices that work. Edutopia. https://www.edutopia.org/article/3-literacy-practices-work</p>	Reflection 4
Week 5 February 10-14	Multiliteracies Approach	<p>Cope, B., & Kalantzis, M. (2009). "Multiliteracies": New Literacies, New Learning. <i>Pedagogies (Mahwah, N.J.)</i>, 4(3), 164–195. https://www.tandfonline-com.ezproxy.lib.ucalgary.ca/doi/full/10.1080/15544800903076044</p>	Reflection 5 Assignment 2 due: Friday, February 14, 2025
Week 6: No Classes- Term Break February 16-22			
Week 7 February 24–28	Multimodality in ELL	<p>Moses, L. (2015). The Role(s) of Image for Young Bilinguals Reading Multimodal Informational Texts. <i>Language & Literacy (Kingston, Ont.)</i>, 17(3), 82–99. https://doi.org/10.20360/G25302</p> <p>Riley, J. (2006). A creative approach to planning communication, language and literacy (Chapter 7). In <i>Language and Literacy 3–7: Creative Approaches to Teaching</i> (pp. 108-124). SAGE Publications Ltd, 10.4135/9781446213254 https://sk-sagepub-com.ezproxy.lib.ucalgary.ca/books/language-and-literacy-3-7/n8.xml</p>	Reflection 6
Week 8 March 3 – 7	Technology, Literacy and Assessment	<p>Riley, J. (2006). A holistic approach to the assessment and teaching of literacy (Chapter 6). In <i>Language and Literacy 3–7: Creative Approaches to Teaching</i> (pp. 88-107). SAGE Publications Ltd, 10.4135/9781446213254 https://sk-sagepub-com.ezproxy.lib.ucalgary.ca/books/language-and-literacy-3-7/n7.xml</p> <p>Gunderson, L., D'Silva, R. A., & Odo, D. M. (2020). Technology, ESL, and Literacy Instruction. In <i>ESL (ELL) Literacy Instruction</i> (4th ed., Vol. 1, pp. 223–240).</p>	Reflection 7

		Routledge. 10.4324/9780429458583-7 https://www-taylorfrancis-com.ezproxy.lib.ucalgary.ca/chapters/mono/10.4324/9780429458583-7/technology-esl-literacy-instruction-lee-gunderson-reginald-arthur-silva-dennis-murphy-odo	
Week 9 March 10-14	Design plan and assessment	<p>Alberta Education (2011). <i>Assessment, Tools & Strategies</i>. Retrieved from: http://www.learnalberta.ca/content/eslapb/assessmenttools.html</p> <p>Friesen, S. (2009). <i>What did you do in school today? Teaching effectiveness: A framework and rubric</i>. Toronto: Canadian Education Association. Retrieved from: https://www.edcan.ca/articles/what-did-you-do-in-school-today-teaching-effectiveness-a-framework-and-rubric/</p>	<p>Assignment 1 due on Monday, March 10</p> <p>Assignment 3 due on Friday, March 14</p>

CHANGES TO SCHEDULE:

Please note that changes to the schedule and course readings may occur to meet the emerging needs and dynamics of the participants in the course.

LEARNING TASKS AND ASSESSMENT

There are 3 required Learning Tasks for this course.

1. LEARNING TASK 1: Personal Reflection (25%)

DUE: Every Friday on D2L, Final reflection due on Monday, March 10, 2025

The purpose of this assignment is to critically reflect on weekly readings and classroom discussions. Each person's unique perspective and experience with the content will shape these reflections, encouraging you to question, analyze, integrate, and apply classroom concepts. When writing your weekly reflection, consider drawing upon:

- Discussions in groups
- Readings from this course and previous courses
- Observations made during your field experience

Criteria

Your response should:

- Articulate a clear, insightful, and concise reflection
- Draw upon relevant evidence from the readings to support the arguments
- Demonstrate an emerging understanding of concepts and theories related to the teaching of English as an Additional Language

- A 250-word paragraph, in 1st person, following Standard English. References are not required and do not count towards the word limit.

CRITERIA FOR ASSESSMENT OF LEARNING TASK 1

Rubric	A+/A	A- / B+	B / B-	C+ / lower
Support for ideas (50%)	Provides a clear and well-articulated personal stance on the topic, supported by thorough, detailed, varied, and well-supported evidence throughout.	A clear stance on the topic is presented. Most evidence is thorough, varied, and well-supported, though some areas could be strengthened.	A clear stance on the topic is presented. Most evidence is thorough, varied, and well-supported, though some areas could be strengthened.	A clear stance on the topic is presented. Most evidence is thorough, varied, and well-supported, though some areas could be strengthened.
Grounding with theory (30%)	Strong, multiple connections to EAL concepts and theories, effectively articulated and clearly explained with relevant literature.	Makes some connections to EAL concepts and theories, generally effective, with mostly clear articulation. Some connections could be strengthened.	Few connections to EAL concepts and theories are made, and those that are present may lack depth or clarity.	Minimal or missing connections to EAL concepts and theories, or connections made in a superficial manner.
Presentation of ideas (20%)	Ideas are well-suited to an academic context, with accurate APA 7th edition citations and reference list. Superior attention to grammar, spelling, and academic tone.	Mostly appropriate for an academic context, with mostly accurate APA citations and reference list. Good attention to form, with minor errors.	Contains noticeable inconsistencies in academic tone and APA formatting. Requires moderate editing for grammar and spelling.	Presentation is largely inappropriate for an academic context, with numerous APA errors and significant issues in grammar and spelling.

Note: A and A+ are both worth 4.0. A+ is given at the instructor's professional discretion based on work of rare and exemplary quality.

IMPORTANT: If you use AI tools for grammar checks, APA, or formatting, please add a brief disclaimer. This does not count towards the 250-word limit for the reflection.

2. LEARNING TASK 2: Case Study Analysis – Group (30%)
DUE: February 14, 2025

For this assignment, students will work in pairs or trios to analyze a fictional case study related to the curriculum and EAL classrooms. In their responses, students should provide suggestions on how to solve the

problems or address the challenges, drawing on their experience, classroom discussions, and readings. Each group can choose from three different case studies available on D2L, under “Content.”

Responses should:

- Concisely address the issue
- Present a solution or implementation plan guided by readings and discussions
- Include theories and concepts that support the solution
- Follow APA 7 and include citations
- Be no longer than 500 words, presented in paragraph or bullet point format.

CRITERIA FOR ASSESSMENT OF LEARNING TASK 2

Rubric	A+/A	A-/ B+	B / B-	C+ / lower
Problem Identification and Analysis (30%)	Clearly identifies and thoroughly analyzes the core issues in the case study. Demonstrates a nuanced understanding of the challenges, incorporating specific references to course readings and discussions.	Identifies key issues in the case study with a solid analysis. Demonstrates a good understanding of the challenges, though some details or insights could be enhanced.	Identifies some issues in the case study, but analysis is general, with limited reference to course content.	Fails to clearly identify or analyze key issues. Analysis is superficial or lacks relevance to the case study context.
Proposed Solutions and Justification (50%)	Proposes well-thought-out, actionable solutions with clear justification rooted in EAL theories and concepts. Solutions are highly relevant and feasible for the challenges presented.	Proposes relevant solutions with good justification. Solutions are generally feasible, with minor areas that could benefit from stronger links to theory or feasibility.	Proposes solutions, but they may lack specificity or clear connection to EAL theories. Justification is minimal or vague.	Proposed solutions are unclear, irrelevant, or inadequately justified. Little to no connection to EAL theories.
Presentation and APA Formatting (20%)	Ideas are presented clearly and concisely in a format appropriate for academic context. Follows APA 7th edition accurately, with careful attention to grammar, spelling, and clarity.	Presentation is mostly clear and follows an academic tone. Minor errors in APA formatting, grammar, or clarity.	Presentation has noticeable issues with clarity, grammar, or APA formatting, requiring moderate revision.	Presentation lacks clarity and coherence. APA formatting is incorrect or missing, with significant grammar or spelling issues.

Note: A and A+ are both worth 4.0. A+ is given at the instructor’s professional discretion based on work of rare and exemplary quality.

IMPORTANT: If you use AI tools for grammar checks, APA, or outline, please add a brief disclaimer. This does not count towards the 500-word limit for the reflection.

3. LEARNING TASK 3: Literacy Lesson Plan Design (45%)

DUE: March 11, 2022

For this assignment, students work individually. Each student will design a short-term learning and assessment plan. The plan will be comprised of ONE lesson plan for TWO or THREE lessons of 35- 40 minutes (for Elementary). Your plan should follow a clear and comprehensive template (of your choice) and include a plan for learning and assessment that promotes a deep understanding of a key concept or competency in your discipline.

Drawing on your Pragmatics and Field Experience courses, in this final assignment, you will be asked to prepare an annotated lesson plan related to your teachable subject area based on multiliteracies approach. To this end, you will be asked to record your thoughts and decision-making processes while creating the lesson plan. This may be done in a variety of ways and will be discussed in class by your instructor. Simply put, however, you will record on the lesson plan the reasons for the choices that you have made, how this lesson plan fits into the broader context of a unit as described in the Programs of Study, and the intended results of creating the lesson in the manner in which you have done.

The following elements are required:

1. A thorough lesson plan for the lessons **on a lesson plan template of your choice** illustrating clearly your vision for the lessons, and making clear the comprehensive vision you have to achieve the objectives. Your plan must include (although is not limited to) the following: objectives, options for inclusion/differentiation, literacy(ies) approach(es), and formative assessment strategies that link to your objectives.
2. Annotations to the lesson plan. Through discussion with your instructor, record the choices you made, the ideas you chose to include, and how this lesson fits into the curricular objectives as stated in the Alberta Programs of Study. Justify the pedagogical choices you have made by adding references to the literature you have discussed in class.

CRITERIA FOR ASSESSMENT OF LEARNING TASK 3

Rubric	A+/A	A-/ B+	B / B-	C+ / lower
Alignment with Curricular Outcomes (20%)	Strong, clear alignment with Program of Studies (PoS) for the chosen grade level, demonstrating a nuanced understanding of the curricular outcomes.	PoS and ESL benchmarks are appropriately linked, demonstrating good understanding of the curricular goals. Rationale for selected benchmarks is	Some links to PoS and benchmarks are evident, but alignment with curricular outcomes may be general or lack specificity. Rationale is minimally addressed.	Links to PoS and benchmarks are unclear or missing. Little to no rationale provided for chosen objectives, indicating limited integration of curricular goals.

	Selected ESL benchmarks (Level 3) are explicitly connected to the lesson objectives, with a well-reasoned rationale.	clear but may lack minor detail.		
Literacy Approach and Instructional Delivery (30%)	Lesson is designed with a strong focus on multiliteracies and literacy-based approaches. Instructional strategies reflect deep disciplinary knowledge, are highly engaging, student-centered, and well-organized, with seamless integration across sections.	Lesson demonstrates good use of literacy approaches and disciplinary knowledge. Mostly student-centered and engaging, with logical flow. Minor areas could benefit from better integration or engagement.	Literacy approaches are present but may be inconsistently applied. Instruction may be somewhat teacher-centered, with a flow that is occasionally unclear or lacking coherence.	Limited evidence of literacy-based approaches. Instruction is largely teacher-centered, with poor flow and limited engagement. Integration across sections is weak or missing.
Promotion of Deep Understanding (20%)	Lesson design provides highly effective opportunities for students to develop a deep understanding of key literacy concepts and curriculum objectives.	Lesson design provides highly effective opportunities for students to develop a deep understanding of key literacy concepts and curriculum objectives.	Lesson design provides highly effective opportunities for students to develop a deep understanding of key literacy concepts and curriculum objectives.	Lesson design provides highly effective opportunities for students to develop a deep understanding of key literacy concepts and curriculum objectives.
Assessment and Feedback (15%)	Formative assessments are well-integrated, with clear links to lesson objectives and activities. Feedback strategies are specific, actionable, and promote student	Formative assessments are appropriate and mostly effective. Feedback is clear, though some opportunities for enhancing instructional impact are missed.	Formative assessments are present but lack depth or clear links to objectives. Feedback strategies are minimal or vague.	Assessments are missing or lack relevance to objectives. Feedback strategies are weak or missing, with limited attention to student growth.

	growth, demonstrating how assessments inform instructional choices.			
Annotations and Rationale (15%)	Annotations show a sophisticated analysis of planning decisions, thoroughly explaining pedagogical choices, literacy approaches, and alignment with curricular goals. Writing is clear, polished, and free of errors.	Annotations demonstrate a solid understanding of planning decisions and pedagogical choices, with clear rationale. Minor issues in clarity or depth of explanation. Writing contains few errors.	Annotations show some understanding of planning decisions, but analysis and rationale lack depth. Writing may contain errors that distract from clarity.	Annotations lack depth, with minimal explanation of planning decisions. Writing quality impedes understanding due to errors and lack of clarity.

Note: A and A+ are both worth 4.0. A+ is given at the instructor's professional discretion based on work of rare and exemplary quality.

Important: If you use AI tools for grammar checks, APA formatting, or outlining, please add a brief disclaimer. This does not count toward the 500-word limit for the response.

THE EXPECTATION OF EXCELLENCE IN PROFESSIONAL WORK

Please review the **Schedule of Weekly Activities and Readings** 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. **With respect to group work and projects, if there are difficulties collaborating, please contact the instructor.**

- ***Engagement in collaborative knowledge-building and Inquiry***

Another reason for the importance of attendance and active participation in every class is that the course involves working with fellow students to make ideas and thinking visible in order to build collective knowledge. For example, each week 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 and feedback as you analyze and design learning plans together.

In order to be successful in this class, you are required to engage with all of the readings, participate fully in knowledge-building endeavors through class discussions and collaborative activities, and complete all assignments.

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

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

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

Academic Accommodation

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/. Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor. The full policy on Student Accommodations is available at <http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf>.

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 Kevin Dang, esa@ucalgary.ca.

Werklund SU Representative is Dhvani Joshi, educrep@su.ucalgary.ca.