Erin Spring

EDUC 460.10 & 460.18: Specialization 1 Second Languages (Elementary and Secondary)
Winter 2025

With gratitude, mutual respect, and reciprocity, we acknowledge the ancestral home, culture, and oral teachings of the Treaty 7 signatories which includes the Siksika (Six-ih-gah)Nation, Piikani (Be-gun-nee) Nation, Kainai (Gaa-nah) Nation, the Îethka Stoney Nakoda (Ee-iith-kah Stow-nee Nah-koh-duh) Nation, consisting of the Chiniki (Chin-ih-key), Bearspaw (Bears-paw), and Good Stoney (Good Stow-nee) Bands, and the people of the Tsuut'ina (Sue-tin-ah) Nation. The City of Calgary is also homeland to the historic Northwest Métis (May-tea)and to the Otipemisiwak (Oh-tay-Pem-soo-wak) Métis Government, Métis Nation Battle River Territory, Nose Hill Métis District 5 and Elbow Métis District 6.

Term Dates: January 13 - March 14, 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.

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 specializations of Second Languages. 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 through 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. Learning Tasks 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) Demonstrate a foundational understanding of second language teaching and learning through a multimodal presentation of one debate within the discipline;

2) Apply principles of second language teaching and learning to the critique of an existing learning and assessment plan;

3) Explore and apply introductory theory related to the second language teaching and learning with an emphasis on: designing discipline-based tasks and assessment processes and creating an adaptive classroom learning environment to better meet the needs of today's diverse learners;

4) Successfully design short-term learning and assessment plans 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 asynchronous learning supported in D2L.

REQUIRED RESOURCES: (THERE ARE NO REQUIRED TEXTBOOKS FOR THIS COURSE – READING LINKS AVAILABLE VIA LEGANTO ON D2L)

Alberta Education. (2022). *Draft Alberta K–12 English as an additional language (EAL) proficiency benchmarks (Benchmarks 2.0)* http://www.learnalberta.ca/content/eslapb/

Alberta Learning. (various years) *Programs of Study*. https://www.alberta.ca/programs-of-study.aspx

Alberta Learning. (2010). *Making a difference: Meeting diverse learning needs with differentiated instruction.* Retrieved from: https://education.alberta.ca/media/384968/makingadifference_2010.pdf

Arnett, K. (2013). *Languages for all: How to support and challenge students in a second language classroom.* Pearson. [Chapter 4] https://ucalgary.alma.exlibrisgroup.com/leganto/public/01UCALG_INST/citation/24180309980004336?auth=SAML

Arnett, K., & Bourgoin, R. (2018). *Access for success: Making inclusion work for language learners.* Pearson. [Chapter 2] https://ucalgary.alma.exlibrisgroup.com/leganto/public/01UCALG_INST/citation/24180309990004336?auth=SAML

Dressler, R., & Mueller, K. (2022). Pedagogical strategies to foster target language use: A nexus analysis. *Canadian Modern Language Review, 77*(4), 75–90. 10.3138/cmlr-2020-0084 / https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ufh&AN=155053737&site=ehost-live

Dressler, R., & Mueller, K. (2020). Strategies for purposeful oral language use in the second language classroom. *Réflexions, 39*(2), 15–17. http://hdl.handle.net/1880/113053

Friesen, S. (2009). *What did you do in school today? Teaching effectiveness: A framework and rubric.* Canadian Education Association. https://www.galileo.org/cea-2009-wdydist-teaching.pdf

Kapoyannis, T. (2019). Literacy engagement in multilingual and multicultural learning spaces. *TESL Canada Journal*, *36*(2), 1–25. https://teslcanadajournal.ca/index.php/tesl/article/view/1329 https://teslcanadajournal.ca/index.php/tesl/article/view/1329

Kapoyannis, T. (2021). The name jar project: Supporting preservice teachers in working with English Language Learners. *Language and Literacy*, *23*(3), 45–65. https://doi.org/10.20360/langandlit29510

Lightbown, P., & Spada, N. (2013). *How languages are learned.* Oxford University Press. [Chapter 4] https://ucalgary.alma.exlibrisgroup.com/leganto/public/01UCALG_INST/citation/24180310060004336?auth=SAML

Lyster, R. (2017). *Content-Based language teaching*. New York, NY: Routledge.
Full text online access https://doi-org.ezproxy.lib.ucalgary.ca/10.4324/9781315103037

Martinez, G. (2003). Classroom-based dialect awareness in heritage language instruction: A critical applied linguistic approach. *Heritage Language Journal*, *1*(1), 44–57. https://www.international.ucla.edu/ccs/article/3621

Mctighe, J., & Wiggins, G. (2012). Understanding by design frameworkTM introduction: What is UbDTM framework? http://www.ascd.org/ASCD/pdf/siteASCD/publications/UbD_WhitePaper0312.pdf

Naqvi, R., Schmidt, E., & Krickhan, M. (2014). Evolving 50-50% bilingual pedagogy in Alberta: What does the research say? *Frontiers in Psychology*, *5*(June), 1–8. https://doi.org/10.3389/fpsyg.2014.00413 https://www.frontiersin.org/articles/10.3389/fpsyg.2014.00413/full

Netten, J., & Germain, C. (2012). A new paradigm for the learning of a second or foreign language: The neurolinguistic approach. *Neuroeducation*, *1*(1), 85–114. https://www.neuroeducationjournal.org/1024046/neuroed20120101-85

O'Brien, M. G. (2017). *Literature review on the impact of second-language learning*. https://legacy.teachers.ab.ca/SiteCollectionDocuments/ATA/Publications/Specialist-Councils/SLIC-21%20Impact%20of%20Second%20Language%20Learning.pdf

Oliver, R., & Philp, J. (2014). *Focus on oral interaction*. Oxford: Oxford University Press. (Chapter 2, 5) *wait for e-book*

Sun, M. (2016). Peer collaboration in an English/Chinese bilingual program in Western Canada. *Canadian Modern Language Review*, *72*(4), 423–453. 10.3138/cmlr.3362 https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ufh&AN=119929383&site=ehost-live

Warner Read, S., & Placido, K. (2012). Bringing formative assessment to life in the language classroom. *Language Educator*, *7*(4), 50–53. https://ucalgary.alma.exlibrisgroup.com/leganto/public/01UCALG_INST/citation/24180310140004336?auth=SAML

Zhang, Y., & Guo, Y. (2017). Exceeding boundaries: Chinese children's playful use of languages in their literacy practices in a Mandarin–English bilingual program. *International Journal of Bilingual Education and Bilingualism*, *20*(1), 52–68. 10.1080/13670050.2015.1037713 https://www-tandfonline-com.ezproxy.lib.ucalgary.ca/doi/full/10.1080/13670050.2015.1037713

ADDITIONAL RESOURCES: Other readings may be assigned as needed.

LEARNING TASKS OVERVIEW

LEARNING TASK	DESCRIPTION OF LEARNING TASK	GROUP / INDIVIDUAL	WEIGHT	DUE DATE
LT1	Analysis of a Lesson and Assessment Plan (focus on effective language/content teaching)	Group	30%	Jan 31
LT2	Design a Short-term Learning & Assessment Plan Part A: Oral sequence (completion grade) Part B: Learning and Assessment Plan	Individual	40%	Part A: February 10 in class

	(Focus on integration of language and content; application of theory through effective design)			Part B: February 28
LT3	Portfolio: Conceptual Understanding of Second Language Teaching	Individual	30%	March 8

WEEKLY COURSE SCHEDULE:

	Topics/Themes	Readings and Learning Tasks
1.	Week of January 13-17	
MON	Introductions Explanation of course; learning task overview; formation of pairs for LT 1	No pre-reading required
FRI	Language learning and teaching theories	Lightbrown & Spada (2013) O'Brien (2017)
2.	Week of January 20-24	
MON	Guest Speaker: Neurolinguistic approach (NLA) and the literacy loop	Netten & Germain (2012) Dressler & Mueller (2022)
FRI	How are second languages taught in Alberta? Content & Language Integrated Instruction Exploration of Programs of Study	Oliver & Philp (2014) Chapter 2 p. 27-38; 45-57. Lyster (2017) p. 1-11
3.	Week of January 27-31	
	Second language pedagogy continued Explanation of LT1 Exploration of Programs of Study	Netten, J. & Germain, C. (2012). Martinez, G. (2003).
FRI	Second Language Students: Identity & Diversity	Dressler (2018) or Naqvi, Schmidt, & Krickhan (2014) or Zhang & Guo (2017) **Learning Task 1 due: Jan 31** **Upload to D2L Dropbox by 11:59pm**
4.	Week of February 3-7	
MON	Authenticity in lesson design Becoming Critical Educators Review of criteria for LT 2	Arnett & Bourgoin (2018)

FRI	Inclusion continued What makes a good learning plan? Lesson Planning for second languages	Including students with special education needs in FSL programs (see Leganto list on D2L)
5.	Week of February 10-14	
MON	Student led oral sequence of literacy loop	**LT2 Presentations Part A Due in class**
FRI	Formative assessment in second language teaching Corrective Feedback Student led sequence of literacy loop debrief - LT2 pt A	Warner Read, S., & Placido, K. (2012).
6.	**Week of February 17-21 NO CLASSES**	**Family Day and Reading Week**
7.	Week of February 24-28	
MON	Context-specific aspects of second language teaching	Lyster (2017) p. 24-36 Oliver & Philp (2014) Ch. 5
FRI	Design Plan and Assessment Review of criteria for LT 3	Friesen (2009) Mctighe & Wiggins (2012) LT2 part B due February 28 **Upload to D2L Dropbox by 11:59pm**
8	Week of March 3 - 7	
MON	Guest speaker - (Language) teaching in the CBE	
FRI	Differentiation Alberta ESL Benchmarks	Read - Arnett, K. (2013). [Chapters 2,4] Access: Alberta ESL Benchmarks 2.0
9.	Week of March 10 - 14	
MON	Being a new teacher	Recommended Reading: Institute for Innovation in Second Language Education. (2016). *New teacher handbook: Surviving and thriving in the second language classroom*. Canadian Association of Second Language Teachers.

FRI	Q & A Everything you ever wanted to know about being a new teacher. *Possible guest speakers*	Learning Task 3 due Wednesday March 8 **Upload to D2L Dropbox by 11:59pm**

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.

LEARNING TASKS AND ASSESSMENT

Generative AI: For this class, the use of artificial intelligence writing or content tools is discouraged for any use beyond assistance with basic spelling or grammar. Any use of AI requires the appropriate attribution and reference.

There are three required Learning Tasks for this course.

LEARNING TASK 1: Analysis of a lesson and assessment plan (30%) – DUE: January 31

For this Learning Task, pairs of students will analyze a learning task from a list provided by the instructor. The purpose will be to: foster professional learning conversations and build knowledge about the features of well-designed discipline-based learning and assessment plans. Students will provide a **4-6** page critical review of the learning design and assessment plan, by addressing the following questions. The final product will be in essay form using the headings **Critique** and **Grounding in Theory.**

Criteria:
Critique
General and specific objectives/outcomes (refer to Program of Studies to support your claims):
- To what year/level of the Alberta program of studies do they correspond?
- To what degree are the stated objectives appropriate for the lesson?

Organization of the lesson plan (refer to class readings to support your claims):
- To what degree is all the necessary information there to enable the teacher to teach the lesson?
- To what extent does the lesson flow (in other words, are the steps logical and do they make sense?)
- How do the steps of the lesson facilitate meeting the objectives?
- What aspects of the lesson could be improved and how?

Assessment:
- What evidence of formative and summative assessment is there?
- If not evident, what is implied and what would you recommend?
- If evident, how does the assessment correspond to the objectives of the lesson?
- Can you make suggestions for improvement?

Grounding in Theory
- Using the theory behind the Literacy Loop, how well does this lesson align and how could it be modified to take that theory into account?

- Referring to the five principles in Friesen (2009) OR the six facets of understanding from McTighe & Wiggins (2012), how well does the lesson align and how could it be improved or adapted to better meet these?

Assessment rubric for learning task 1 also found in D2L under Content - Rubrics

EDUC 460 Learning Task 1 Rubric

Criteria	A+/A	A-/ B+	B / B-	C+ / lower
Critique (50%)				
-addresses the elements of the critique as listed in the Learning Task description	All elements of the critique are addressed in a thorough, detailed and well-supported assessment.	Some elements of the critique are addressed in a thorough, detailed and well-supported assessment. Others require strengthening.	Some elements of the critique are addressed, however the assessment is vague and examples are inappropriate, unspecific or few.	Some of the elements of the critique are missing or addressed in a cursory manner.
Grounding with theory (30%) to the theory behind the Literacy Loop; to Friesen's (2009) 5 principles OR McTighe & Wiggins' (2012) six facets				
-makes connections to theories of learning <u>and</u> Programs of Studies -explains these connections	Grounding with theories makes multiple connections to the literature, including the Program of Studies, is highly effective, and well-explained.	Grounding with theories makes some connections to the literature, sometimes including the Program of Studies, is usually effective, and well-explained. Some connections require strengthening.	Grounding with theories makes few connections to the literature or Program of Studies, is sometimes inappropriate, and underexplained.	Connections to theory and/or Program of Studies are missing, incomplete, or made in a cursory manner.
Presentation of ideas (10%) 4-6 pages double-spaced (+ or – 10%)				
-4-6 pages double-spaced -academic writing style -APA in-text citations and reference list -attention to form (grammar, spelling, etc.)	Paper is 4-6 pages. Writing style is academic. In-text citations and reference list use correct APA 7th edition style. Paper demonstrates superior attention to form.	Paper is 4-6 pages Writing style is primarily academic. Most in-text citations and reference list use correct APA 7th edition style. Paper demonstrates attention to form.	Paper is 4-6 pages Writing style is sometimes academic, sometimes informal. Some in-text citations and reference list use correct APA 7th edition style. Paper requires some attention to form.	Paper exceeds 6 pages or is less than 4. Writing style is informal. In-text citations and reference list are missing or not in APA style. Paper requires extensive editing in order to attend to form.
Collaboration (10%) additional page				
-evidence of collaboration, -evidence of work goals/division of labour/workflow -evidence of communication among group members -evidence of equitable work contributions by all members	evidence of exemplary collaboration throughout exemplary work goals/division of labour/workflow exemplary group communication evidence of co-construction of knowledge as a group	evidence of adequate collaboration throughout adequate work goals/division of labour/workflow adequate group communication fair distribution of work among members	evidence of initial collaboration only work goals/division of labour/workflow at outset, not continued Group communication intermittent Inequitable distribution of work among members	little evidence of collaboration little evidence of work goals/division of labour/workflow Group members appeared to work individually with minimal communication. Some members of the group do not complete their share of the workload.

L͟EARNING T͟ASK 2: Creation of a short-term learning & assessment plan (40%) –

Part A D͟UE: Feb 10 in class
Part B D͟UE: Feb 28 submitted to D2L

For this task, students may work collaboratively, but must submit individual assignments. Each student will design a short-term learning and assessment plan. The plan will be comprised of two parts:

Part A: A lesson of an introductory question and answer sequence (e.g., how are you? I am fine/sad/ great) in the language of their specialization following the steps of the oral modeling sequence of the neurolinguistic approach (http://roswitadressler.com/?p=427). Plan, practice and present the oral sequence to the class on February 10. Part A results in a completion grade.

Part B: A learning and assessment plan of the introductory question and answer sequence taught to your chosen age group following the literacy loop. The plan should follow the template provided by the instructor and demonstrate appropriate objectives, a clear tie to the Program of Studies for the level and language you will be teaching in Field 2, options for inclusion/differentiation, and formative assessment strategies that link to your objectives.

You will be asked to justify your decision-making processes around creating the lesson plan by recording 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. Justify the pedagogical choices you have made by adding references to the class readings. Enter Task

Assessment rubric for learning task 2 can also be found in D2L under Content - Rubrics.

EDUC 460 Learning Task 2 Rubric

	A+/A	A-/ B+	B / B-	C+ / lower
Design (30%)				
-links to Program of Studies (PoS)	Appropriately chosen outcomes PoS for chosen level and language	some links to PoS for chosen level and language are clear and appropriate;	Links to PoS for chosen level not clear or appropriate;	Few if any links provided between PoS and lesson plan.
plan demonstrates disciplinary knowledge of the Literacy Loop, student engagement, student-centeredness, organization, and integration across lesson sections	plan well-informed by disciplinary knowledge; lesson highly engaging; lesson is clearly student-centered; lesson clear and well-ordered; easy to envision how lesson will unfold; all important elements included; high degree of integration among lesson sections and excellent links	good evidence of carryover of disciplinary knowledge to lesson plan; lesson is somewhat engaging mostly student-centered; good attempt to integrate parts of the lesson; lesson plan mostly clear and logical flow; most important elements included	some evidence that disciplinary knowledge informed creation of lesson plan; lesson is somewhat student-centered but needs to be strengthened; lesson plan flow is neither clear nor logical and is hard to follow; several important elements of good lesson plan are missing	Little evidence that disciplinary knowledge informed creation of plan; lesson is teacher-centred; lesson plan is missing important elements and does not flow well (hard for reader to imagine how the lesson would unfold)

Inclusion / Differentiation (10%)				
integration of options for inclusion and differentiation	highly effective integration of options for inclusion and differentiation	provides good integration of options for inclusion and differentiation	shows awareness of importance of integration of options for inclusion and differentiation but integration is not effective	absence of integration of options for inclusion and differentiation
Assessment (20%)				
-integrated formative assessments - evidence of work toward a final product (summative assessment)	- formative assessments clearly integrated into lesson using a variety of effective formative assessments - strong evidence of work toward a final product	- somewhat integrated appropriate and effective formative assessments; - clear evidence of work toward a final product	- some or limited attempt to integrate appropriate formative assessment - evidence of work toward a final product needs to be strengthened/revised	- formative assessment minimal or lacking. - unclear whether work is toward a final product
Annotations (40%)				
- depth of analysis based on class readings and resources - writing quality	-sophisticated and elegant understanding and analysis - clearly written and stands as a superior example free of errors.	- competent understanding, if not analysis - relatively clearly written and contains few errors.	- some understanding of the role of planning. but lack of analysis. - somewhat unclearly written and contains errors that impede understanding.	- little understanding of the role of planning in lesson design and lack of analysis. - unclearly written and contains many errors that impede understanding.

LEARNING TASK 3: Portfolio: Conceptual understanding of second language teaching (30%) – DUE: March 8

For this learning task, you will curate your learning across the course. You will compile a portfolio of your responses and tasks to topics covered in class: Assessment in L2 Teaching, Language, Inclusion and Differentiation, EAL Benchmarks 2.0, Second Language Learners, Linguistic Identity, Linguistic Security and Being a New Teacher. Each response will be informed by the class readings and additional research you carry out. Instructions on how to submit will be given in class.

Assessment Rubric for Learning Task 3 can also be found in D2L under Content – Rubrics

EDUC 460 LEARNING TASK 3 RUBRIC

	BEGINNING (C+/LOWER)	DEVELOPING (B-/B)	ACCOMPLISHED (B+/A-)	EXEMPLARY (A/A+)
Knowledge Building Activities	Curated evidence shows a lack of engagement with many of the knowledge-building activities. Rarely puts fourth substantive ideas and arguments garnered from course texts. Failed to negotiate gaps in understanding	Curated evidence shows engagement with the only some of the knowledge-building activities. Occasionally puts fourth substantive ideas and arguments garnered from course texts. Negotiated gaps in understanding by occasionally asking thoughtful questions that	Curated evidence shows a thorough engagement with almost all the knowledge-building activities. Generally puts fourth substantive ideas and arguments garnered from course texts. Negotiated gaps in understanding by often asking thoughtful	Curated evidence shows a thorough engagement with all the knowledge-building activities. Consistently puts fourth substantive ideas and arguments garnered from course texts. Negotiated gaps in understanding by consistently asking thoughtful questions that

	by asking thoughtful questions that drew people into discussions.	drew people into discussions.	questions that drew people into discussions.	drew people into discussions.
Application Exercises	Curated evidence shows a lack of engagement with many of the application exercises. Failed to apply key concepts in new contexts/or applications were undeveloped and not well thought out.	Curated evidence shows a thorough engagement with only some of the application exercises. Occasionally applies key ideas and concepts in new contexts in ways that are well developed and thoughtful.	Curated evidence shows a thorough engagement with almost all the application exercises. Consistently applies key ideas and concepts in new contexts in thoughtful ways.	Curated evidence shows a thorough engagement with all the application exercises. Consistently applies key ideas and concepts in new contexts in sophisticated ways.
Idea Contributions	Curated evidence shows a lack of engagement with many of the ideation exercises. Rarely contributes original and novel ideas for the benefit of the learning community.	Curated evidence shows a thorough engagement with only some of the ideation exercises. Occasionally contributes original and novel ideas for the benefit of all.	Curated evidence shows a thorough engagement with almost all the ideation exercises. Generally contributes a myriad of original and novel ideas for the benefit of the learning community.	Curated evidence shows a thorough engagement with all the ideation exercises. Consistently contributes a myriad of extremely original and novel ideas for the benefit of the learning community.
Collaborative feedback	Rarely draws on course texts/resources to provide constructive feedback to help develop colleague's emerging ideas. Feedback rarely, if ever, includes specific and detailed advice on how ideas and prototypes could be improved and strengthened.	Occasionally draws on course texts/resources to provide constructive feedback to help develop colleague's emerging ideas. Feedback only occasionally includes specific and detailed advice on how ideas and prototypes could be improved and strengthened.	Draws on course texts/resources to often provide constructive feedback to help develop colleague's emerging ideas. Feedback almost always includes specific and detailed advice on how ideas and prototypes could be improved and strengthened.	Draws on course texts/resources to regularly provide constructive feedback to help develop colleague's emerging ideas. Feedback always includes specific and detailed advice on how ideas and prototypes could be improved and strengthened.

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

MISSING OR LATE SUBMISSIONS

All late submissions of assignments must be discussed with the instructor **prior to the due date.** A deferral of up to 30 days may be granted at the discretion of the Associate Dean of Undergraduate Programs prior to the end of the course with accompanying written evidence. https://calendar.ucalgary.ca/pages/jyekfh6xwhoHwxcetCi1

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

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/627ed88eb4b041b7a2e8155effac350

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

Freedom of Information and Protection of Privacy
Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary. For more information, please see: https://www.ucalgary.ca/hr/work-compensation/working-ucalgary/freedom-information-and-privacy-act

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

Sexual and Gender-Based Violence Policy
The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's sexual violence policy guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances. Please see the policy available at https://www.ucalgary.ca/legal-services/university-policies-procedures/sexual-and-gender-based-violence-policy

Other Important Information
Please visit the Registrar's website at: https://www.ucalgary.ca/registrar/registration/course-outlines for additional important information on the following:
• Wellness and Mental Health Resources
• Student Success
• Student Ombuds Office
• Student Union (SU) Information
• Graduate Students' Association (GSA) Information
• Emergency Evacuation/Assembly Points
• Safewalk

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

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

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

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