

*Erin Spring***EDUC 535.10/535.18 S01 - Specialization II – Second Languages (Elementary / Secondary)
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: 2 September – 24 October, 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 Seminar II is to deepen your understanding of the practical aspects of teaching within the specialization and to connect this practice with specific theoretical concepts. While this second specialization course focuses more on practical knowledge, you will also refine your knowledge of discourse and theory within the discipline and develop a deeper understanding of ways to enact this theory in a classroom context. You will additionally become familiar with any relevant Ministry documents associated with the Alberta Curriculum and draw on practical classroom observation from the field

experience to participate in meaningful discussion and to connect these observations with a vision for your own teaching. The emphasis of the course is on designing for student learning (subject-specific; assessment to strengthen student learning and improve instruction; and designing for inclusion, differentiation, and inquiry).

LEARNER OUTCOMES:

Students will be knowledgeable about:

- 1) Further develop a deeper conceptual understanding of the historical, socio-cultural, political contexts of the *discipline of second language teaching*, and relate this to curriculum planning in the specialization area;
- 2) Identify and critique the *key learning perspectives* (as outlined in the front matter of the Programs of Study) and *intentions* (learning objectives) across the units in a grade from the Alberta Programs of Studies;
- 3) Successfully apply theoretical knowledge to the design of a longer-term unit and assessment plan.

COURSE DESIGN AND DELIVERY: This course will be delivered face-to-face on campus.

REQUIRED RESOURCES: There are no textbooks required for this course. Readings will be accessible through the library.ualgary.ca website.

ADDITIONAL RESOURCES:

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

Anya, U., & Randolph Jr., L. J. (2019). Diversifying language educators and learners. *The Language Educator*, 14(4), 23–27. https://actfl.org/uploads/files/general/TLE_OctNov19_Article.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/25861414910004336?auth=SAML

Arnett, K., & Bourgoignie, R. (2018). *Access for success: Making inclusion work for language learners*. Pearson. [Chapter 2] https://ucalgary.alma.exlibrisgroup.com/leganto/public/01UCALG_INST/citation/25861414930004336?auth=SAML

Barwell, R. (2009). Mathematical word problems and bilingual learners in England. In R. Barwell (Ed.), *Multilingualism in the mathematics classroom: Global perspectives* (pp. 63–77). Multilingual Matters. <https://ebookcentral-proquest-com.ezproxy.lib.ualgary.ca/lib/ucalgary-ebooks/detail.action?docID=543897>

- Bautista, N., & Castenada, M. (2011). Teaching science to ELLs part 1: Key strategies every science teacher should know. *The Science Teacher*, (March), 35–40. <https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/24148089>
- Cammarata, L. & Tedick, D.J. (2012). Balancing content and language in instruction: The experience of immersion teachers. *The Modern Language Journal*, 96(2), 251–269. <https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/41684072>
- Community of Inquiry. (n.d.). *CoI framework*. <https://coi.athabasca.ca/coi-model/>
- Cummins, J. (2019). The emergence of translanguaging pedagogy: A dialogue between theory and practice. *Journal of Multilingual Education Research*, 9(13), 19-36. <https://eric.ed.gov/?id=EJ1310558> or <https://research.library.fordham.edu/jmer/vol9/iss1/13/>
- 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://muse-jhu-edu.ezproxy.lib.ucalgary.ca/article/847610>
- 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>
- Dressler, R., Raedler, B., Dimitrov, K., Dressler, A., & Krause, G. (2020). Project-based learning in the advanced German class. In G. Beckett & T. Slater (Eds.), *Global perspectives on project-based language learning, teaching, and assessment: Key approaches, technology tools, and frameworks* (pp. 69–84). London: Routledge. <http://hdl.handle.net/1880/113124>
- 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/25861415170004336?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 framework™ introduction: What is UbD™ 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)
<https://research-ebsco-com.ezproxy.lib.ucalgary.ca/linkprocessor/plink?id=f1391cef-b405-3d31-b721-d14beec496aa> *E-book licence permits three (3) simultaneous online users; please download chapters ahead of schedule to avoid access issues

Roy, S. (2020). *French Immersion Ideologies in Canada*. Lanham: Lexington Books.
Pages 115-123 et pages 151-158.
<https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=6209392>

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://muse-jhu-edu.ezproxy.lib.ucalgary.ca/article/641799>

Stoller, F. (2006). Establishing a theoretical foundation for project-based learning in second and foreign language contexts. In G. Beckett & P. C. Miller (Eds.), *Project-based second and foreign language education: Past, present, and future* (pp. 19–40). Information Age Publishing.
<https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=3315315>

Tedick, D.J. (2016, January 19). *Analyzing texts for content-based instruction*. [Video]. YouTube.
<https://www.youtube.com/watch?v=VQHTEXRzeYU&t=787s>

Tedick, D.J. & Lyster, R. (2020). *Scaffolding language development in immersion and dual language classrooms*. Taylor & Francis. <https://www.taylorfrancis-com.ezproxy.lib.ucalgary.ca/books/mono/10.4324/9780429428319/scaffolding-language-development-immersion-dual-language-classrooms-diane-tedick-roy-lyster>

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/25861415430004336?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>

LEARNING TASKS OVERVIEW

LEARNING TASKS OVERVIEW (SEE RUBRICS FOR GRADES)

LEARNING TASK	DESCRIPTION OF LEARNING TASK	GROUP / INDIVIDUAL	WEIGHT	DUE DATE
1. Reflection on Field II learning + action plan	Structured reflection on Field II experiences; creation of action plan for Year 2 and beyond	Individual	30%	Sept. 21, 2025
2. Multimodal Parent Night presentation	Students will create a presentation to inform an audience of parents about learning a second language in the L2 or Bilingual Program context. Include information on how we teach and how students learn in the chosen context. Multimodal submissions (video, PowerPoint/Prezi, podcast, multimedia) are expected. Share deep understanding of the principles of second language teaching and learning.	Group of 2	30%	Oct. 19, 2025
2. Design of unit plan and assessment plan	Students will design a unit learning plan and assessment plan that demonstrate a solid understanding of the theoretical aspects presented in the course. Make sure you include critical language awareness activities.	Individual	40%	Oct. 26, 2025

WEEKLY COURSE SCHEDULE:

Week	Topic	Readings and Tasks	Due Dates
1. Sept. 3	Introduction to course and process		
2. Sept. 10	Introduction to the Content-based Language Teaching (CBLT) and the CAPA model	<p>Cammarata, L. & Tedick, D.J. (2012). Balancing content and language in instruction: The experience of immersion teachers. <i>The Modern Language Journal</i>, 96 (2), 251-269.</p> <p>https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/41684072</p> <p>https://onlinelibrary-wiley-com.ezproxy.lib.ucalgary.ca/doi/full/10.1111/j.1540-4781.2012.01330.x</p>	

	Awareness – Practice Autonomy (CAPA) Model	Tedick, D.J. & Lyster, R. (2020). <i>Scaffolding language development in immersion and dual language classrooms</i> . Taylor & Francis. https://www.taylorfrancis.com/ezproxy.lib.ucalgary.ca/books/monograph/10.4324/9780429428319/scaffolding-language-development-immersion-dual-language-classrooms-diane-tedick-roy-lyster	
3. Sept. 17	CBLT examples Supporting in-class learning with interactive web tools	Barwell (2009) Math example Cammarata & Tedick (2012) LA example Bautista & Castenada, (2011) Science example	LT 1 due by email 11:59 pm Sept. 21, 2025
4. Sept. 24	Review of Project-based learning (PBL)	Stoller (2006) theoretical foundations for PBL OR Dressler (2020) practical application of PBL	
5. October 1	Neurolinguistics Translanguaging	Tedick & Lyster (2020) Chapter 9 Watch Tedick (2016) video Form to complete: https://carla.umn.edu/cobalt/modules/curriculum/ta_form.html Netten, J. & Germain, C. (2012). A new paradigm for the learning of a second or foreign language: The neurolinguistic approach. <i>Neuroeducation</i> , 1(1), 85-114. https://www.neuroeducationjournal.org/1024046/neuroed20120101-85 Lyster, R. (2019). Translanguaging in Immersion: Cognitive support or social prestige? <i>The Canadian Modern Language Review</i> , 75, 4 (November). Pp 340-352. http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=ufh&AN=140275666&site=ehost-live https://muse-jhu-edu.ezproxy.lib.ucalgary.ca/article/744618	

6. Oct. 8	Summative Assessment Oral and written corrective feedback	Tedick & Lyster (2020) Chapter 6	
7. Oct. 15	Critical Language Awareness	Hélot, C., Van Gorp, K., Frijns, C., & Sierens, S. (2018). Introduction: Towards critical multilingual language awareness for 21st-century schools. In C. Hélot, C. Frijns, K. Van Gorp, & S. Sierens (Eds.), <i>Language awareness in multilingual classrooms in Europe: From theory to practice</i> (pp. 1–20). De Gruyter Mouton. https://doi.org/10.1515/9781501501326-001	
8. Oct. 22	Focus group for Critical Language Awareness Task 2 Presentation to the group.		LT 2 due on October 19 LT 3 due by 11:59 pm Oct. 26

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

There are 3 required Learning Tasks for this course.

1. LEARNING TASK 1: Reflection on Field II Experience (30%) Due: by 11:59 pm Sept. 21, 2025 (sent by email)

Part I: Students will prepare a structured reflection on Field II experiences (4 pages, double-spaced). Topics to explore are:

- (i) **Second Language Teaching** – (challenges and lessons learned)
- (ii) **Classroom management** – (what were your successes and challenges?)
- (iii) **Differentiation** – (what did you learn about differentiating to support students in Field II?)
- (iv) **Assessment** – (what experiences did you have in learning about assessment?)

Part II: Students will create an action plan for Year 2 linking back to learning from Year 1 (1 page, double-spaced).

Criteria For Assessment of Learning Task 1

Reflections should include an exploration of the four topics listed above, showing a thoughtful examination of experiences, including specific anecdotes where useful to illustrate your learning. You should link Field II experiences with your learning from Year 1 courses, including references to readings that stood out for you. In the action plan, you will identify areas that you plan to focus on during Field III and IV, with a justification (why these areas?) and your plan for developing these areas (how will you delve deeper? how can you develop your skills?). This will be a written submission, but need not be written as an academic paper, but rather as a professional document (use headings, subheadings).

Criteria	5–6 Points (Excellent)	3–4 Points (Good)	1–2 Points (Satisfactory)	0 Points (Needs Improvement)	Max Points
1. Exploration of Topics	Thorough, insightful reflection on all four topics; depth and engagement shown.	All topics covered with some depth and thoughtfulness.	Topics addressed superficially or unevenly.	Missing or very limited reflection.	6
2. Connection to Year 1 Learning	Strong integration of courses/readings with relevant examples.	Some connection to coursework and readings.	Few or unclear links to Year 1 learning.	No meaningful references to Year 1 content.	6
3. Use of Specific Anecdotes	Anecdotes are vivid, well-integrated, and effectively support learning.	Anecdotes are relevant and support reflection.	Anecdotes are vague or minimally connected.	No relevant anecdotes or examples.	6
4. Action Plan for Field III & IV	Goals are clearly defined, justified, and supported by a solid plan.	Goals and plan are mostly clear and reasonable.	Goals/plan lack detail or justification.	Goals and plan are unclear, unjustified, or missing.	6
5. Structure & Professional Style	Clear, professional organization; effective headings and polished writing.	Mostly organized; readable with minor lapses in clarity/style.	Some structure, but lacks consistency or polish.	Disorganized or unprofessional in style and format.	6

Total : 30

2. LEARNING TASK 2: Multimodal Parent Night presentation (30%) – DUE: Oct. 19, 2025 (by email) Presentation will be on Oct. 22

Topic: How do students learn a second language in the L2 or Bilingual classroom? (choose only 1 context)

With a partner, students will create a presentation to inform parents/students about how students learn a second language and what it means to teach and learn in the L2 or Bilingual context. What are the critical aspects? What does research say about how we can help students to achieve success? How does this happen

daily in the classroom? You will create a multimodal presentation (video, Powerpoint/Prezi, podcast, multimedia) to present your understanding to an audience at a parent night at school. You should include references to the theory we have studied in both Specialization courses and show how the theory comes to life in the classroom. May include your learning from your Field II experiences. The finished product will be 10-15 minutes presentation to your peers.

Criteria For Assessment of Learning Task 2

The presentation will provide a well-organized and thorough introduction to how students learn a second language in the L2 or Bilingual classroom, with a focus on how teachers support students and create an environment to promote language learning. Each facet will be backed up with a reference to the theory/research (in clear language geared to parent audience). The mode of presentation (Powerpoint) should be engaging; all group members should contribute to the presentation equally.

Criteria	Excellent (5–6 pts)	Good (3–4 pts)	Needs Improvement (1–2 pts)	Points Earned
1. Content: Understanding of L2/Bilingual Learning	Presentation demonstrates a clear, accurate, and thorough understanding of how students learn a second language.	General understanding is evident, with minor gaps or simplifications.	Limited or inaccurate understanding of language learning concepts.	___ /6
2. Teacher Support & Learning Environment	Clearly explains how teachers support language learners and promote a strong learning environment.	Some strategies and ideas are presented, but may lack clarity or depth.	Vague or incomplete explanation of teacher role or classroom strategies.	___ /6
3. Use of Theory/Research (Parent-Friendly)	Relevant theory/research is clearly explained in simple, accessible language for a parent audience.	Research is referenced, but may lack clarity or adaptation for parents.	Little or unclear use of theory/research; not geared to parent audience.	___ /6
4. Presentation Design & Engagement (PowerPoint)	Visually engaging, well-designed slides that support key points and enhance audience understanding.	Slides are clear and somewhat engaging, with minor design flaws.	Slides are basic, cluttered, or hard to follow; lacks visual appeal.	___ /6
5. Group Collaboration & Delivery	All members participate equally; presentation is smooth, well-paced, and confidently delivered.	Most members contribute; presentation mostly cohesive and clear.	Unequal participation or disorganized delivery; unclear roles.	___ /6

TOTAL: 30 points

3. LEARNING TASK 3: Design of unit plan and assessment plan (40%) – DUE: by 11:59 pm Oct. 25, 2023

Using the template provided, students will design a unit learning plan and assessment plan (with supporting interactive web tools, if necessary) that demonstrate a solid understanding of the theoretical aspects presented in the course.

Criteria For Assessment of Learning Task 3

Following the template, your unit plan will provide the essential questions, Program of Studies objectives, assessment plan, and an outline of the lessons in the unit (not full lesson plans). Your unit plan should build deep understanding of the content while showing how you will integrate appropriate language into the content (CBLT). You will scaffold the lessons throughout the unit so that you build understanding through authentic and engaged learning. You will provide a detailed assessment plan (of formative assessment throughout, as well as an outline with assessment criteria and rubric for the final project).

Criteria	Excellent (7–8 pts)	Good (5–6 pts)	Satisfactory (3–4 pts)	Needs Improvement (1–2 pts)	Points Earned
1. Essential Questions & Program of Studies Objectives	Essential questions are thought-provoking and clearly aligned with Program of Studies outcomes.	Questions and objectives are mostly clear and aligned.	Some objectives or questions lack clarity or full alignment.	Objectives/questions are missing, vague, or poorly aligned.	___ /8
2. Integration of Language & Content (CBLT)	Strong, intentional integration of language goals into content; clear demonstration of CBLT principles.	Some integration of language and content; generally appropriate.	Basic or limited integration of language objectives.	Minimal or unclear language integration.	___ /8
3. Scaffolding & Lesson Structure	Lessons are logically sequenced and scaffolded to deepen understanding through authentic learning.	Some scaffolding present; lesson flow is mostly clear.	Basic structure present; limited or inconsistent scaffolding.	Lessons are disorganized or lack logical progression.	___ /8
4. Assessment Plan (Formative & Final)	Clear, detailed plan for formative assessment throughout; strong,	Assessment plan is mostly complete; final	Assessment is basic or lacks some detail;	Incomplete, unclear, or poorly aligned assessment plan.	___ /8

Criteria	Excellent (7–8 pts)	Good (5–6 pts)	Satisfactory (3–4 pts)	Needs Improvement (1–2 pts)	Points Earned
	well-aligned final assessment with rubric.	task and rubric are adequate.	rubric may be weak.		
5. Overall Clarity, Organization & Professionalism	Unit is professionally presented, easy to follow, and well-organized.	Generally well-organized and clear; minor issues.	Somewhat disorganized or unclear.	Difficult to follow; lacks clarity or polish.	___ /8

40 points

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**. 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.

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/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, esa@ucalgary.ca.

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