

*Erin Spring***EDUC 535.12: Secondary English Language Arts, Specialization II**
Fall 2025

Land Acknowledgement: 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 (Districts 5 and 6).

Class Dates: September 2 – October 24, 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: After class or by appointment. Please feel free to email me to make arrangements to meet in-person or via Zoom.

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).

This course will address major topics within the teaching of language arts for junior and senior high school. We will build on our learning from ELA Specialization I, focusing on one or more topics within ELA teaching and learning every week. Relevant materials, including scholarly and professional publications, videos and websites have been selected to illuminate the topic. Every week you will participate in whole class and small group discussions and activities. In addition to these weekly tasks, you will also undertake research and activity design in an area related to writing and composing multimodal texts, and design a

complete lesson plan. Together, these activities are intended to deepen your understanding of how to engage diverse students in meaningful and contemporary learning within the language arts.

LEARNER OUTCOMES:

Students will:

- 1) Further develop a deeper conceptual understanding of the historical, socio-cultural, political contexts of the discipline of *Language Arts*, and relate this to curriculum planning in the specialization area;
- 2) Identify, apply and critique the key learning perspectives (as outlined in the front matter of the Programs of Study) and learning objectives across the units in a grade from the Alberta Programs of Study;
- 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. Links to readings and resources will be available on D2L.

REQUIRED RESOURCES:

Alberta Learning. (2000). *English Language Arts, K–9*. Retrieved July 14, 2024 from:
<https://education.alberta.ca/media/160402/ela-pos-k-9.pdf>

Alberta Learning. (2003). *English Language Arts, 10-12*. Retrieved July 14, 2024 from:
<https://education.alberta.ca/media/160418/ela-pos-10-12.pdf>

Anderson, J., Campbell, B., Richard, N., & Callaghan, T.D. (2025, June 24). Alberta youth have the right to school library books that reflect their lives, including sexuality. *The Conversation*.
<https://theconversation.com/alberta-youth-have-the-right-to-school-library-books-that-reflect-their-lives-including-sexuality-258265>

Burwell, C. & Lenters, K. (2015). Word on the street: Investigating linguistic landscapes with urban Canadian youth. *Pedagogies*, 10(3), 201-221. <https://www.tandfonline-com.ezproxy.lib.ucalgary.ca/doi/full/10.1080/1554480X.2015.1029481>

Coombs, D. & Bellingham, D. (2015). Using text sets to foster critical inquiry. *English Journal*, 105(2), 88 – 95. <https://doi-org.ezproxy.lib.ucalgary.ca/10.58680/ej201527585>

Dallacqua, A. & Sheahan, A. (2020). Making space: Complicating a canonical text through critical multimodal work in a secondary language arts classroom. *Journal of Adolescent & Adult Literacy*, 64(1), 67-77. <https://ila-onlinelibrary-wiley-com.ezproxy.lib.ucalgary.ca/doi/full/10.1002/jaal.1063>

- Dobbs, C.L. & Montecillo Leider, C. (2021). A framework for writing rubrics to support linguistically diverse students. *English Journal*, 110(6), 60 – 68. <https://doi-org.ezproxy.lib.ucalgary.ca/10.58680/ej202131315>
- Emert, T. (2025). The struggles and exuberances of teaching an explicitly queer text. *English Journal*, 114 (5), 14-22. <https://doi-org.ezproxy.lib.ucalgary.ca/10.58680/ej2025114514>
- Higgs, J.M. & Stornaiuolo, A. (2024). Being human in the age of Generative AI: Young people's ethical concerns about writing and living with machines. *Reading Research Quarterly*, 59, 632-650. <https://doi-org.ezproxy.lib.ucalgary.ca/10.1002/rrq.552>
- Martens, G. & Kohnen, A. (2022) Critically reading Internet architecture. *English Journal*, 111(4), 62-70. <https://publicationsncte-org.ezproxy.lib.ucalgary.ca/content/journals/10.58680/ej2022.39614>
- Nash, B. (2025). Teaching Video Games as Texts: Getting Started and Navigating the Challenges. *English Journal*, 114 (5), 39 – 47. <https://doi-org.ezproxy.lib.ucalgary.ca/10.58680/ej2025114539>
- O'Rourke, M. (July 18, 2025). I teach creative writing. This is what A.I. is doing to students. *New York Times Online*. <https://ezproxy.lib.ucalgary.ca/login?url=https%3A%2F%2Fwww.proquest.com%2Fblogs-podcasts-websites%2Fi-teach-creative-writing-this-is-what-doing%2Fdocview%2F3231111315%2Fse-2%3Faccountid%3D9838>
- Persohn, L. (Host). (2022, July 19). A conversation with Barbara Comber. (Season 3, No. 4) [Audio podcast episode]. In *Classroom Caffeine Podcast* series. <https://www.classroomcaffeine.com/guests/barbara-comber>
- Reynolds, T., Rush, L., Lampi, J. & Holschuh (2020). English disciplinary literacy: Enhancing students' literary interpretive moves. *Journal of Adolescent and Adult Literacy*, 64(2), 201-209. <https://ila-onlinelibrary-wiley-com.ezproxy.lib.ucalgary.ca/doi/full/10.1002/jaal.1066>
- Spring, E. & MacDonald, J. (2024). "Reading-with" to build meaningful connection with animate place-based literacies. In N. McGuinn & A. Naylor (Eds), *Engaging with environmental education through the language arts: Interdisciplinary and creative approaches to fostering ecoliteracy* (pp.123-137). Routledge. <https://www-taylorfrancis-com.ezproxy.lib.ucalgary.ca/chapters/edit/10.4324/9781032634524-11/reading-build-meaningful-connections-animate-place-based-literacies-erin-spring-jennifer-macdonald>
- Wargo, K. (2019). A conceptual framework for authentic writing assignments: Academic and everyday meet. *Journal of Adolescent and Adult Literacy*, 63(5), 539-547. <https://ila-onlinelibrary-wiley-com.ezproxy.lib.ucalgary.ca/doi/full/10.1002/jaal.1022>
- Weasel Bear-Johnson, J. (2024). Reclaiming literacy: Embodying the stories the land reveals. In T. Duchscher & K. Lenters (Eds), *Decolonizing literacy: Disrupting, remembering and reclaiming relationship in literacy education* (pp. 78-91). Routledge. <https://www-taylorfranciscom.ezproxy.lib.ucalgary.ca/books/edit/10.4324/9781003426097/decolonizing-literacies-towaniduchscher-kimberly-lenters>

WEEKLY COURSE SCHEDULE:

Date	Topic	Readings and Resources	Tasks and Due Dates
WEEK 1 Sept 3	Introduction: Language Arts for the Here and Now	<p>Persohn, L.(2022, July 19). A conversation with Barbara Comber. [podcast]</p> <p>Anderson, J., Campbell, B., Richard, N., & Callaghan, T.D. (2025, June 24). Alberta youth have the right to school library books that reflect their lives, including sexuality.</p>	<p>Review course outline</p> <p>Discuss field 2 and current developments in LA</p> <p>Create LT2 groups</p> <p>Groups begin work on LT2</p>
WEEK 2 Sept 10	Designing Learning for Critical Literacy	<p>Burwell, C. & Lenters, K. (2015). Word on the street: Investigating linguistic landscapes with urban Canadian youth. [DJ]</p> <p>OR</p> <p>Dallacqua, A. & Sheahan, A. (2020). Making space: Complicating a canonical text through critical multimodal work in a secondary language arts classroom. [DJ]</p> <p>Coombs, D. & Bellingham, D. (2015). Using text sets to foster critical inquiry. [DJ]</p>	<p>Review LT3 (unit plan)</p> <p>Discuss designing for learning</p> <p>Groups work on LT2</p>
WEEK 3 Sept 17	AI, Literacy and the Language Arts Classroom	<p>Higgs, J.M. & Stornaiuolo, A. (2024). Being human in the age of Generative AI: Young people's ethical concerns about writing and living with machines. [DJ]</p> <p>O'Rourke, M. (July 18, 2025). I teach creative writing. This is what A.I. is doing to students.</p>	<p>Discuss and experiment with AI</p> <p>Groups work on LT2</p>
WEEK 4 Sept 24	Sharing of Inquiry Projects		<p>Inquiry Project:</p> <p>Presentation due Sept 24; Written portion due Sept 28</p>
WEEK 5 Oct 1	Composing Authentic Texts	<p>Wargo, K. (2019). A conceptual framework for authentic writing assignments: Academic and everyday meet. [DJ]</p> <p>Dobbs, C.L. & Montecillo Leider, C. (2021). A framework for writing rubrics to support linguistically diverse students. [DJ]</p>	<p>Discuss writing and composing</p> <p>Discuss assessment of writing</p>

WEEK 6 Oct 8	Critical Reading and Interpretation	Reynolds, T., Rush, L., Lampi, J. & Holschuh (2020). English disciplinary literacy: Enhancing students' literary interpretive moves. [DJ] Emert, T. (2025). The struggles and exuberances of teaching an explicitly queer text. [DJ]	Discussion of literary interpretation Discussion of text selection Work on LT3 (unit plans) and conference with instructor
WEEK 7 Oct 15	Place, Land and Literacy	Spring, E. & MacDonald, J. (2024). "Reading-with" to build meaningful connection with animate place-based literacies. [DJ] Weasel Bear-Johnson, J. (2024). Reclaiming literacy: Embodying the stories the land reveals. [DJ]	Connecting Land and literacy Work on LT3 (unit plans) and conference with instructor Unit Plan: Due October 19
WEEK 8 Oct 22	Critical Media Education	Nash, B. (2025). Teaching Video Games as Texts: Getting Started and Navigating the Challenges. OR Martens, G. & Kohnen, A. (2022) Critically reading Internet architecture.	Discuss integrating media literacy education into the language arts Discuss professional development Wrap-up Dialectical Journal: Due October 22

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 OVERVIEW

There are 3 required Learning Tasks for this course. A student's final grade for the course is the sum of the 3 separate assignments.

As future ELA teachers, it is important that we reflect deeply on the ethical, political, environmental and sociocultural implications of AI in k-12 classrooms, higher education and beyond. Thus, in the first two weeks of course, we will discuss the use of AI in relation to our course work. Together, we will decide on guidelines for each assignment. This policy will be posted to D2L and will pertain to all students.

LEARNING TASK	DESCRIPTION OF LEARNING TASK	GROUP / INDIVIDUAL	WEIGHT	DUE DATE
1	Dialectical Journal	Individual	20%	October 22
2	Inquiry Project: Writing and Composing Texts in the Language Arts Classroom	Small groups (4-5)	20% oral 20% written	Presentations due Sept 24; written portion due Sept 28
3	Unit Plan	Individual	40%	October 19

LEARNING TASKS AND ASSESSMENT

1. LEARNING TASK 1: Dialectical Journal (20%) - DUE: Ongoing; journal handed in October 22

For this assignment, students will once again keep a dialectical journal in which they record their thoughts on our class readings between (and including) weeks 2 to 7, commenting on a total of 10 scholarly articles. (Each of the articles that you are expected to journal about has been marked with a DJ in the weekly schedule.) As Kathleen Kelly describes in her article from last semester, the dialectical journal is a double-column reading log that requires readers to record passages from the reading on one side, and provide commentary on that passage on the other side. The goal of such writing is to promote a kind of internal dialogue, as well as to encourage careful reading and individual interpretation.

The actual form of your journal is up to you. You may use a physical notebook (lined, unlined, plain or fancy) and divide each page in two, or make notes on the readings on one side the of page, and commentary on the facing page. You may choose to make your journal digital, using any sort of software that helps you to organize your thoughts according to the dialectical structure. You may also choose to annotate the articles with commentary in the margins.

While Kelly's high school students classified their responses by what confounded or compelled them, as experienced readers, we can be more open-ended in how we use the journals. I would suggest that in one column, you stick fairly close to the text, quoting from it, paraphrasing it, or summarizing the author's overall argument. In the other column, you respond. This response may take the form of interpretation, commentary, personal response or questions. You might choose to affirm or critique the scholar's points, to expand or build on them, or to offer alternate viewpoints. You may make connections to ideas from other articles or other classes, or to our class discussions. You may also choose to respond to some articles creatively, for example with illustrations or doodles or, if your journal is digital, with photos or graphics. Poetry or other forms of creative writing are other options, as long as they are a response to the original article.

You will be expected to complete your journal *before* each one of our classes, and to bring the journal with you to *every* class. You will sometimes be asked to share from your journal with partners or small groups. Please

ensure that you stay on top of your journaling throughout the semester. In that way, when the due date rolls around, your journal will be ready to hand in with only a little final work.

Students are expected to write one entry per article, of approximately 300-400 words. When you hand in the journal, I will ask you to indicate two entries that you would like me to focus on for my assessment.

Criteria for Learning Task 1

- Completeness of journal (at least one dialectical entry for each of the 10 articles of 300-400 words)
- Evidence of intellectual, personal and/or aesthetic engagement with the articles' pedagogical concepts in your two selected entries

2. LEARNING TASK 2: Inquiry Project: Writing and Composing Texts in the Language Arts Classroom (20% + 20%) - DUE: September 24 & 28, 2024

For this assignment, students will work in groups of 4-5 to develop a topic of inquiry related to writing and composing texts (including multimodal texts) in the language arts. This question should emerge from group members' shared areas of interest. Topics could include areas such as: writing with(out) generative AI; persuasive writing; creative writing; writing with English Language Learners; autobiographical writing; nurturing writing identities; composing with images; composing with sound; journal writing. We will brainstorm a more comprehensive list of potential topics together on our first day of class.

Working with your group, you will investigate your chosen topic through research into relevant resources. Your first step will be to formulate an inquiry question that you would like to answer through your research. During weeks 2 and 3, you will have some time in class to work on your inquiry. Findings of your inquiry will be shared in a 5-6 page written document.

During week 4, all groups will present the findings of their inquiry with the class in a 10-minute presentation. The presentation will be followed by a 20-minute demonstration of a writing activity related to your topic. Our goal is to expand our repertoire of meaningful writing activities across a range of genres and with varying purposes. Your activity may be adapted from the readings you have done in the area. You will produce a short set of instructions for the activity that will be posted to D2L as a resource for your peers.

Your written project (20%) should include the following elements:

1. An overarching inquiry question
2. A brief rationale for your question
3. A 4-5 page presentation of your findings
4. A list of resources (minimum 5) that you used in the development of the document, cited correctly using APA

Your presentation (20%) should include the following elements:

1. A 10-minute presentation that presents your findings in a clear, concise and engaging way
2. A 20-minute writing or composing activity (or part of an activity) that is well-designed and -delivered, and grounded in pedagogical understanding of writing practices.
3. A one-page description of the activity which includes objectives, instructions, materials and accommodations.

Criteria for Assessment of Learning Task 2 (A rubric based on these criteria will be available in D2L)

The written portion of the inquiry project will be assessed on the following criteria:

- A clear and focused inquiry question that is relevant to the teaching of ELA
- A rationale that demonstrates an understanding of issues in the teaching of ELA
- Well-organized findings that are effective in answering the inquiry question
- The use of relevant resources (minimum 5) and correct citations
- Specific references to the resources used

The presentation will be assessed on the following criteria:

- A well-timed opening presentation that presents the findings of the inquiry in a clear and engaging way
- An activity (or a portion of an activity) that is well-designed and -delivered, grounded in an understanding of writing processes, and relevant to your peers
- A concise handout that provides clear instructions on how to replicate the activity, with possible accommodations

All students within a group will receive the same grade for both the presentation and written assignment.

3. LEARNING TASK 3 : Unit Plan (40%) – DUE: October 19, 2024

Having created a short-term learning plan in ELA Specialization I, you are now asked to work individually to design a longer-term unit plan that puts into practice key aspects of theory introduced in this course.

You may base your unit plan on one of the models we discussed in Week 2:

1. A pairing of a canonical text and a contemporary text, in which one text “complicates” the other (as described in Dallacqua & Sheahan)
2. A student-centered and/or community-based language arts inquiry (as described in Burwell & Lenters)
3. A set of diverse texts organized around a meaningful inquiry question (as described in Coombs & Bellingham)

Please do *not* use the same text(s) that you used in ELA Specialization I (Winter 2024); however, you may feel free to use any of the writing and composing ideas generated by you and your classmates this semester. Unit plans should not exceed 20 pages in length.

Part One: Rationale and Overview- The written portion of the unit plan must include:

- **Unit plan rationale** - Provide a rationale on your personal vision for English language arts education and how this unit reflects that vision (200-300 words).
- **Key Instructional Practices** – Detail the main methods for teaching throughout the unit (150-200 words). Specify how you will teach the topic. How will materials be effectively used? How will students engage? How will you transition into different activities? How will you scaffold activities? Make specific reference to the literature explored in this class (and where relevant, previous classes) around teaching for understanding, engaging in disciplinary processes, and inquiry.
- **Learner Differentiation/ Teaching Inclusively** - Include a written description (150-200 words) explaining how your unit plan addresses the interests and needs of all students. For example, how will you address: students with special needs or students using English as an additional language?

- **Assessment Practices** – Discuss practicalities of your unit plan in relation to the ways it has built in effective formative-assessment strategies including formative feedback loops and a summative performance of understanding (150-200 words).
- **Personal Reflection** – Provide a reflection (200-300 words) on your process of designing the unit plan and any of the remaining questions you have about it. Questions you might address include: What were some of the challenges and questions that arose for you as you developed the plan? (How) did your purposes shift as you worked on it? What did you learn in the process of creating the plan? What do you think are the plan's main strengths? What questions or worries do you have about implementing the plan? Is there anything you would do differently if you were start over?

Part Two: The Plan - The unit plan must include:

- **Unit Title, Grade Level, and Big Idea** – Clearly articulate the context of the unit within the Alberta Program of Studies, including the unit title and grade level. Also, clearly articulate the big idea, vision or theme the unit seeks to leave students with through this curricular engagement.
- **Guiding Question(s)** – Identify one or more well-crafted question(s) guiding the unit of study. Provide a context for the selection of the questions.
- **Learning Outcomes** – The unit must identify and address one or more outcomes from each domain within the Alberta Program of Studies (i.e., Knowledge & Understanding, and Skills & Processes). In addition, the unit must include the key ideas from the Alberta Program of Studies this unit engages. It should be clear what the students should know, be able to do, and appreciate more deeply by the end of the unit.
- **Assessment Plan** – Provide a clearly articulated Assessment Performance Task that requires students to apply what you want them to learn in ways that show deep understanding. How will you know they understand what it is you are trying to teach them? How will you adapt your teaching based on formative assessments? What will you accept as evidence that students understand what was taught to them?
- **Lesson Plan Sequence** – Each lesson supports the next, working toward mastery of the unit's learning outcomes. Learning events engage students and challenge them to reflect, rethink and refine their work/ideas/understandings. Students have opportunities to self-evaluate.
- **List of Sources** - List all sources consulted in preparation of the unit. Multiple sources are expected. Present a reference page in APA format.
- **List of Materials** – Provide a list of all materials needed to teach the unit, including materials that may not be readily available to the teacher in a regular classroom setting.

Criteria for Assessment of Learning Task 3 (A rubric based on these criteria will be available in D2L)

- A skillfully designed inquiry-based learning plan focusing students on issues and problems central to English language arts, connecting to their lives, and the world outside of school.

- Explores significant ideas and themes that are powerfully articulated through the resources, activities and assessments used in the unit.
- The question guiding the unit is thought provoking and intellectually engaging and will initiate discussion and debate. The question(s) clearly call for higher-order thinking, such as analysis, inference, evaluation, and prediction.
- Clearly defines a range of skill/processes, values/attitudes, knowledge/understanding outcomes that are directly linked to the Alberta's Program of Studies. The unit engages students and clearly defines what they need to be able to do.
- Desired knowledge/skills/values, big ideas/enduring understandings are strongly linked to performance task/s requiring students to apply knowledge to show deep understanding.
- A variety of formative assessments are woven into the unit to strengthen student understanding and inform instructional decision-making.
- Compelling and thoughtful rationale and reflections that provide insight into the designer's vision of the language arts, their design process, their perceived successes and failures, and the questions that still linger for them.

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**. Students may be required to provide written documentation of extenuating circumstances. A deferral of up to 30 days may be granted at the discretion of the Associate Dean of Undergraduate Programs with accompanying written evidence.

<https://calendar.ucalgary.ca/pages/jyekfh6xwhoHwxcetCil>

ISSUES WITH GROUP TASKS

With respect to group work, if your group is having difficulty collaborating effectively, please contact the instructor immediately. If a group is unable to collaborate effectively, 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

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

Academic Misconduct

Academic Misconduct refers to student behavior which compromises proper assessment of a student's academic activities and includes cheating; fabrication; falsification; plagiarism; unauthorized assistance; failure to comply with an instructor's expectations regarding conduct required of students completing academic assessments in their courses; and failure to comply with exam regulations applied by the Registrar.

For information on the Student Academic Misconduct Policy and Procedure please visit:

<https://www.ucalgary.ca/legal-services/university-policies-procedures/student-academic-misconduct-policy>

<https://www.ucalgary.ca/legal-services/university-policies-procedures/student-non-academic-misconduct-policy>

Additional information is available on the Academic Integrity Website at: <https://ucalgary.ca/student-services/student-success/learning/academic-integrity>

Academic Accommodation

It is the student's responsibility to request academic accommodations according to the University policies and procedures listed below. The student accommodation policy can be found at: <https://ucalgary.ca/student-services/access/prospective-students/academic-accommodations>.

Students needing an accommodation because of a disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities: <https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Accommodation-for-Students-with-Disabilities-Procedure.pdf>

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

Research Ethics

Students are advised that any research with human participants – including any interviewing (even with friends and family), opinion polling, or unobtrusive observation – must have the approval of the Conjoint Faculties Research Ethics Board (<https://research.ucalgary.ca/conduct-research/ethics-compliance/human-research-ethics/conjoint-faculties-research-ethics-board-cfreb>) or the Conjoint Health Research Ethics Board <https://research.ucalgary.ca/conduct-research/ethics-compliance/human-research-ethics/conjoint-health-research-ethics-board-chreb>)

In completing course requirements, students must not undertake any human subjects research without discussing their plans with the instructor, to determine if ethics approval is required. Some courses will include assignments that involve conducting research with human participants; in these cases, the instructor will have applied for and received ethics approval for the course assignment. The instructor will discuss the ethical requirements for the assignment with the students.

For further information see E.5 Ethics of Human Studies
<https://calendar.ucalgary.ca/pages/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 Tracy Dinh, educrep@su.ucalgary.ca.

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