



Erin Spring

EDUC 535.02/.10/.18
Elementary English Language Learners and Elementary/Secondary Second Languages
Summer 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.

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 students' 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, students will also refine their knowledge of discourse and theory within the discipline and develop a deeper understanding of ways to enact this theory in a classroom context. Students 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 their 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:

- Further develop a deeper conceptual understanding of the historical, socio-cultural, political contexts of the discipline, and relate this to curriculum planning in the specialization areas;
- 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 Study;
- 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 three required textbooks for this course.

Coelho, E. (2016). *Adding English: A guide to teaching in multilingual classrooms* (2nd Ed). University of Toronto Press.

Larsen-Freeman, D. & Anderson, M. (2011). *Techniques and principles in language learning* (3rd ed.). Oxford University Press.

Lightbrown, P., & Spada, N. (2021). *How languages are learned*. Oxford University Press.
<https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=3040805&site=ehost-live>

Also, *Adding English: A guide to teaching in multilingual classrooms* (1st Ed.). University of Toronto Press is available as an e-book through the University of Calgary library:

Coelho, E. (2004). *Adding English: A guide to teaching in multilingual classrooms* (1st Ed). University of Toronto Press. <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=3385986>

There are also required articles for this course. These readings are accessible through the library.ucalgary.ca website or posted in D2L via Leganto.

Alberta Education Programs of Study <https://www.alberta.ca/programs-of-study.aspx>

Anderson, L., & Dressler, R. (2025). Music for second language learning in a German bilingual program. *Notos*, 17(1) <https://hdl.handle.net/1880/121144>

Bhowmik, S., & Kim, M. (2022). ESL writing instruction in K-12 settings: Pedagogical approaches and classroom techniques. *Language and Literacy*, 24(2), 174–197.
<https://doi.org/10.20360/langandlit29612>

Dalton-Puffer, C. (2011). Content-and-language integrated learning: From practice to principles? *Annual Review of Applied Linguistics*, 31, 182–204.
<https://www-cambridge-org.ezproxy.lib.ucalgary.ca/core/journals/annual-review-of-applied-linguistics/article/contentandlanguage-integrated-learning-from-practice-to-principles/E16B42F2B04D6D8B9A12617D6CFE58A4>

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). Routledge. <https://www-taylorfrancis-com.ezproxy.lib.ucalgary.ca/chapters/edit/10.4324/9780429435096-4/project-based->

[learning-advanced-german-class-roswita-dressler-bernadette-raedler-kristina-dimitrov-anja-dressler-garrett-krause](#)

- Dressler, R. & Mueller, K. (2021). Pedagogical strategies to foster target language use: A nexus analysis. *Canadian Modern Language Review*. <https://muse-jhu-edu.ezproxy.lib.ucalgary.ca/article/847610>
- Dressler, R., Guida, R., Chu, M-W. (2023). Canadian second language teachers' technology use following the COVID-19 pandemic. *Canadian Modern Language Review*, 79(3), 228-246. 10.3138/cmlr-2022-0069 <https://muse-jhu-edu.ezproxy.lib.ucalgary.ca/pub/50/article/904618>
- Guo, Y. (2012). Exploring linguistic, cultural, and religious diversity in Canadian schools: Preservice teachers' learning from immigrant parents. *Journal of Contemporary Issues in Education*, 7(1), 4–23. <https://journals.library.ualberta.ca/jcie/index.php/jcie/article/view/18078/14239>
- Naqvi, R., McKeough, A., Thorne, K., & Pfitscher, C. (2013). Dual-language books as an emergent- literacy resource: Culturally and linguistically responsive teaching and learning. *Journal of Early Childhood Literacy*, 13(4), 501–528. <https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/full/10.1177/1468798412442886>
- Richards, J. C. (2013). Curriculum approaches in language teaching: Forward, central, and backward design. *Relc Journal*, 44(1), 5–33. Access from: <https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/full/10.1177/0033688212473293>
- Roessingh, H. (2020). Culturally responsive pedagogy and academic vocabulary teaching and learning: An integrated approach in the elementary classroom. *TESL Canada Journal*, 37(1), 51–62. <https://doi.org/10.18806/tesl.v37i1.1334>
- Schleppegrell, M. J. (2018). The knowledge base for language teaching: What is the English to be taught as content? *Language Teaching Research*, 24 (1), 17–27. <https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/epub/10.1177/1362168818777519>
- Supporting Ukrainian Newcomer Students and Their Families in Alberta Schools – The Alberta Teachers' Association. https://teachers.ab.ca/sites/default/files/2024-01/COOR-203%20_SupportForUkrainianNewcomerStudents-WEB_2023-11-24.pdf
- 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>

REQUIRED VIDEOS:

What is comprehensible input? with Steve Kaufman

<https://www.youtube.com/watch?v=au4CoCLi1Is>

What is comprehensible input? with Pablo Roman

<https://www.youtube.com/watch?v=3vrNtU8feek>

Second Language Acquisition Theories

<https://www.youtube.com/watch?v=CMdseB-EB8Y>

Presentation stage of a PPP (3Ps) EFL Lesson with subtitles

<https://www.youtube.com/watch?v=RLWTuauUrKo>

Practice Stage of a PPP (3Ps) EFL Lessons with subtitles

<https://www.youtube.com/watch?v=vD8cTHHrgw4>

Production Stage of a PPP (3Ps) EFL Lesson with subtitles

<https://www.youtube.com/watch?v=gh7BsBBwHsc>

PPP Triangle

https://www.youtube.com/watch?v=8wp51XS_acE

An example PPP Lesson Plan – Part 1: The Warm Up

<https://www.youtube.com/watch?v=iMeRw7qn9VQ>

An example PPP Lesson Plan – Part 2 – The Presentation

<https://www.youtube.com/watch?v=l8HPAOLoXAs>

An example PPP Lesson Plan – Part 3 – Practice

<https://www.youtube.com/watch?v=0RtIXIbIraA>

An example PPP Lesson Plan – Part 4 – The Production

<https://www.youtube.com/watch?v=WYW9cYpPH7A>

Using Realia for ELT Online – some practical ideas (and all Youtube videos with Jo Gakonga)

<https://www.youtube.com/watch?v=4WcO7iPJmKY>

SOME PLANNING RESOURCES:

Center for Advanced Research on Language Acquisition. (2014). Create a Standards-Based Performance Assessment Unit Step-by-Step. Available online at:

https://archive.carla.umn.edu/assessment/vac/CreateUnit/p_1.html

ESL Guide to Implementation K-9 (2007) → This document provides teachers in Alberta a list of learning strategies they should be aware of and/or encourage their students to utilize. (Appendix 4, p.165). An overview of a unit plan (teaching spiders) using the knowledge framework to teach thinking skills and linguistic structures in a content-based instruction (see p. 80). <https://eric.ed.gov/?id=ED502914>

Teaching Effectiveness Framework and Rubric → <https://www.galileo.org/cea-2009-wdydist-teaching.pdf>

LEARNING TASKS OVERVIEW

LEARNING TASK	DESCRIPTION OF LEARNING TASK	GROUP / INDIVIDUAL	WEIGHT	DUE DATE
Learning Task 1	Language Teaching Method Document	Group	30%	July 14
Learning Task 2	Unit Plan	Individual	30%	July 18
Learning Task 3	Final Reflection Paper	Individual	40%	July 20

Generative AI: Course participants are invited to use artificial intelligence tools, including generative AI, to gather information, review concepts, and/or to help produce assignments. However, (1) it is the student's responsibility to inform the instructor *in writing* of the intention to use such technology *in advance* of its use; (2) the student is ultimately accountable for the work they submit; and (3) any content generated or supported by an artificial intelligence tool must be cited appropriately. Misuse of these tools will be considered academic misconduct and will be treated as such.

DAILY COURSE SCHEDULE:

Date	Topic	Tasks and Readings
July 7	<ul style="list-style-type: none"> Welcome & Introduction Creating a welcoming classroom 	<ul style="list-style-type: none"> Getting to know you Course Outline <p>ALL: Adding English – Ch 1: English Language Learners from Far and Near Adding English – Ch 2: An Inclusive Classroom Environment</p> <p>HLAL – Ch 1: Language Learning in Early Childhood Ch 2: Second Language Learning</p>
July 8	<ul style="list-style-type: none"> Students and Parents 	<p>ALL: Guo (2012) Supporting Ukrainian Newcomer Students (pp. 3 – 14)</p>

		HLAL – Ch 3: Individual Differences in Second Language Learning
July 9	<ul style="list-style-type: none"> Understanding language acquisition 	ELL: Adding English – Ch 8: Understanding Second Language Acquisition L2: Tedick & Lyster (2020) - Ch 3 All: Video: What is comprehensible input? with Steve Kaufman Video: What is comprehensible input? with Pablo Roman Video: Second Language Acquisition Theories
July 10	<ul style="list-style-type: none"> Language teaching approaches: Group Work: Assignment #1 	All: Techniques and Principles in Language Teaching <ul style="list-style-type: none"> - Ch 8 Total Physical Response - Ch 9 Communicative Language Teaching - Ch 10 Content-Based Instruction - Ch 11 Task-based Language Teaching - Ch 14 Emerging Uses of Technology in Language Teaching L2: Dressler & Mueller (2021)
July 11	<ul style="list-style-type: none"> Language teaching approaches: Group Work: Assignment #1 	All: Techniques and Principles in Language Teaching <ul style="list-style-type: none"> - Ch 8 Total Physical Response - Ch 9 Communicative Language Teaching - Ch 10 Content-Based Instruction - Ch 11 Task-based Language Teaching - Ch 14 Emerging Uses of Technology in Language Teaching L2: Dressler et al (2020) Dressler et al (2023) Anderson & Dressler (2025)
July 14	<ul style="list-style-type: none"> Designing a Lesson Language Teaching Method Assignment DUE 	All: <ul style="list-style-type: none"> Connecting to the AB Program of Studies: Students will consult the AB POS for their area of specialization/ELL Proficiency Benchmarks Richards, J. C. (2013) Videos: Presentation stage of a PPP (3Ps) EFL Lesson with subtitles Practice Stage of a PPP (3Ps) EFL Lessons with subtitles Production Stage of a PPP (3Ps) EFL Lesson with subtitles PPP Triangle

		<ul style="list-style-type: none"> • An example PPP Lesson Plan – Part 1: The Warmup • An example PPP Lesson Plan – Part 2 – The Presentation • An example PPP Lesson Plan – Part 4 – The Production • Using Realia for ELT Online – some practical ideas (and all Youtube videos with Jo Gakonga) <p>L2: Tedick & Lyster (2020) – Ch 8</p>
July 15	<ul style="list-style-type: none"> • Language Learning Across the Curriculum 	<p>All: Adding English Ch 12: Integrating Language and Content Instruction Schleppegrell, M. J. (2018) L2: Tedick & Lyster (2020) – Ch 9</p> <p>Optional Video: Mary Schleppegrell's presentation to the International Systemic Functional Linguistics Conference about functional grammar in Vancouver, BC, July 2010. (This video is about an hour long) https://www.youtube.com/watch?v=tgUK7GynW-w</p>
July 16	<ul style="list-style-type: none"> • Reading, Writing and Vocabulary 	<p>All: Bhowmik & Kim (2022) Naqvi et al (2013) Roessingh (2020) Adding English Ch 5: In Other Words: The Power of English Vocabulary Adding English Ch 7: The Ritn Wird: Reading and Writing in English</p>
July 17	<ul style="list-style-type: none"> • Planning Instruction and Assessment; Corrective Feedback 	<ul style="list-style-type: none"> • See writing samples and videos of students engaging in content learning with teacher commentary on proficiency levels and benchmark analysis: http://www.learnalberta.ca/content/eslapb/index.html <p>ELL: Adding English – Ch 13 L2: Tedick & Lyster (2020) – Ch 6 Corrective Feedback</p>
July 18	<ul style="list-style-type: none"> • Wrap-up • Unit Plan Assignment DUE 	<p>All: Center for Advanced Research on Language Acquisition. (2014)</p> <p>ELL: Alberta ESL Proficiency Benchmarks L2: Tedick & Lyster (2020) – Ch 6</p>

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

I. LEARNING TASK 1: Language Teaching Method Document (30%)

DUE: July 14, 2025, by 11:59pm into the Dropbox folder

Task: Using the points below, students in groups will:

- design a language teaching method document that other teachers could use to learn about the language teaching method
- critique the method and say what is good and bad about the language teaching method
- include three activities that illustrate the language teaching method

Assessment Criteria:

	A+ / A	A- / B+	B / C+
Meaningfulness to teachers	The document would be extremely meaningful to teachers.	The document would be somewhat useful to teachers.	The document would not be useful to teachers.
Critique of language teaching method and connection to prior learning	Analysis is insightful showing depth of thought and critical reflection, arguments strongly supported by thoughtful connection to prior learning	Analysis shows some insight and critical reflection; most arguments supported by connections to prior learning	Analysis shows no depth or insight, no evidence of critical thinking; few or no attempts made to connect this method to prior learning
3 example activities that illustrate the method	The 3 example activities illustrate the method extremely well; they would be natural choices to incorporate into the lesson; clear presentation of activities in document	The 3 example activities illustrate the method well; they could work in the lesson but would need to be adapted and justified of their use	The 3 example activities do not illustrate the method
Overall presentation of the document	Document is presented in a highly organized and accessible manner; excellent visuals references used are correctly cited acc. to APA	Document is presented in a somewhat organized and accessible manner; very good visuals references used are cited acc. to APA with one or two errors	Document is confusing and would be difficult to access; no visuals are used references are not correctly cited acc. to APA

Group members will receive the same grade.

II. LEARNING TASK 2: Unit Plan (30%)

Due: July 18, 2025, by 11:59pm into the D2L Dropbox

Task: Using the template provided, students will individually:

- design a unit-plan for learning and assessment to foster deep understanding of a key disciplinary concept and build language competency.
- include a rationale for the learning plan, as supported by theory and discipline.
- discuss practicalities of enacting this learning and assessment plan: fitting it into a larger context/concept, integration of effective formative assessment strategies for scaffolding and adapting to the needs of diverse learners.

Template: Please note these can be adapted for your particular circumstances and are provided as a guide.

A. Unit Title, Subject Area, and Topic – *The theme of your unit.* This can be developed in consultation with your instructor and should be clearly and specifically titled.

B. Reference to Alberta Education Curriculum or standards, as it applies to your discipline/unit. Identify how your unit fits within the Alberta Curriculum. Provide an explanation if it doesn't fit explicitly.

C. Grade Level – *The grade in which the subject is taught*

D. Unit Rationale – *Provide a paragraph explanation where the value of the unit is presented.* This rationale should support your choice to create a full unit on this topic.

E. Learning Outcomes – Describe the learning outcomes for the overall unit (longer term). In your lesson plan, describe the learning outcomes or goals for that specific lesson (shorter term). One or more of these may overlap. Learning outcomes should define what the students should know/be able to do by the end of the unit and lesson. Specific language outcomes (e.g., vocabulary, sentence structures, and transition devices) need to be included.

F. List of Materials – *List all materials needed to teach the unit.* Be specific.

G. Outline of the Lessons in the Unit – This is specifically about how you will teach the content. How will you teach language and content simultaneously? Will the students work as a whole class, in groups, or individually? How will you transition into different activities? How will you scaffold activities? How will materials be used? Include examples of language teaching/learning methods.

H. Assessment Plan – Provide an assessment plan that includes both formative assessment throughout and summative assessment at the end of the unit, as well as the assessment criteria for the summative assessment.

I. *Learner Differentiation* – *Demonstrate how your plan addresses the interests and needs of a range of students.* For example, how will you address students with special needs? English language learners? Students who excel at group work or at independent time? You must include three ways in which your plan addresses the diverse needs of students, one of which must include ELL/L2 strategies or integration.

J. *Creativity and Innovation* – *Detail how your unit will include a variety of teaching methods, with specific reference to creative teaching that engages all students.* Include discussion of your inclusion of technology in the curriculum and ways to include interdisciplinarity.

K. *List of Sources* – *All sources consulted in preparation of the unit should be listed.* Note: multiple sources are expected. Present a reference page in APA 7 format.

Assessment Criteria:

	A+ / A	A- / B+	B / C+
Inclusiveness	The unit plan is thorough with all required components explicitly laid out.	The unit plan is complete with all required components clearly laid out.	The unit plan is complete with required components laid out somewhat clearly.
Disciplinary and ELL/L2 knowledge	Exemplary understanding of disciplinary and ELL/L2 concepts	Well-developed understanding of disciplinary and ELL/L2 concepts	Basic understanding of disciplinary and ELL/L2 concepts
Learning Outcomes	Clear and measurable learning outcomes that align with AB curriculum. Includes specific language outcomes.	Learning outcomes align with AB curriculum but may lack specificity or measurability. Includes some language outcomes.	Vaguely defined learning outcomes that partially align with AB curriculum. Language outcomes are included but may be insufficient or vaguely stated.
Lesson Outline	Exemplary lesson outline demonstrating effective, creative teaching methods, language/content integration, technology integration, and interdisciplinary connections.	Well-developed outline of lessons and teaching methods, with some language/content integration, technology integration and interdisciplinary connections.	Appropriately developed lesson outline that may lack clarity or coherence. Limited integration of language and content, technology, and interdisciplinary connections.
Assessment Plan	Comprehensive assessment plan including formative and summative assessments. Assessment plan provides a holistic, accurate picture of student	Reasonable assessment plan with formative and summative assessments. Assessment plan provides a defensible picture of student learning. Criteria	Assessment plan somewhat unclear or imbalanced and provides a general picture of student learning. Criteria for summative assessment

	A+ / A	A- / B+	B / C+
	learning. Explicit criteria for summative assessment provided.	for summative assessment provided but may lack clarity in some components.	provided but may be vaguely defined.
Differentiation	Effective, high-quality plan to address diverse student needs.	Mostly effective and good-quality plan to address diverse student needs.	Basic plan to address diverse student needs provided but needs major refinement.

III. LEARNING TASK 3: Final Reflection Paper

Due: July 20, 2025, by 11:59pm into the D2L Dropbox

Task: Imagine you had a friend or relative who was thinking about teaching. Write a short paper (5 pages) telling them what you have learned in this class about teaching ELLs or L2s. Be sure to include topics that affected you most in this class.

Your paper should:

- Articulate original thoughts and ideas related to your future teaching; connect your original thoughts to your future teaching
- Draw upon relevant evidence from the course and your own learning and teaching experiences; connect evidence to your future teaching (e.g. Do not summarize the readings; use the readings to support what you have learned about teaching ELLs/L2s and why)
- Demonstrate understanding of concepts and theories related to teaching ELLs/L2s and what it means for ELLs/L2s; connect to your future teaching
- Be clear and accurate
- Include at least 2 references, and cite in APA 7

	A+ / A	A- / B+	B / C+
Original thoughts related to future teaching	Articulates original thoughts and ideas and makes connections to future teaching. extremely well.	Articulates original thoughts and ideas and makes connections to future teaching very well.	Articulates original thoughts and ideas and makes connections to future teaching somewhat well.
Evidence from the course and own learning and teaching experiences and makes	Shows evidence from the course and own learning and teaching experiences and makes connections to future teaching extremely well.	Shows evidence from the course and own learning and teaching experiences and makes connections to future teaching very well.	Shows evidence from the course and own learning and teaching experiences and makes connections to future teaching somewhat well.

	A+ / A	A- / B+	B / C+
connections to future teaching			
Concepts and theories related to teaching ELLs/L2s; connect to your future teaching	Demonstrates understanding of concepts and theories related to teaching ELLs/L2s and what it means for ELLs/L2s extremely well. Makes excellent connection to future teaching.	Demonstrates understanding of concepts and theories related to teaching ELLs/L2s and what it means for ELLs/L2s very well. Makes very good connection to future teaching.	Demonstrates understanding of concepts and theories related to teaching ELLs/L2s and what it means for ELLs/L2s somewhat well. Doesn't make connections to future teaching.
Clarity	Paper is written extremely well. Paper is exceptionally clear.	Paper is written very well. Paper is clear.	Paper requires editing.
Two references and APA 7	Includes two references; APA 7 is accurate	Includes one reference; APA 7 is accurate	Does not include references

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 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 papers must be properly documented. If you need help with your writing, you may use the writing support services in the Student Success Centre. For further information, please refer to the official online University of Calgary Calendar, Academic Regulations, E. Course Information, E.2: Writing Across the Curriculum:

<http://www.ucalgary.ca/pubs/calendar/current/e-2.html>

LATE SUBMISSIONS

All late submissions of assignments must be discussed with the instructor **prior to the due date**. Students may be required to provide written documentation of extenuating circumstances (e.g. statutory declaration, doctor's note, note from the University of Calgary Wellness Centre, obituary notice). A deferral of up to 30 days may be granted at the discretion of the Associate Dean of Undergraduate Programs prior to the end of the course with accompanying written evidence **prior to the last class**.

ISSUES WITH GROUP TASKS

With respect to group work, if your group is having difficulty collaborating effectively, please contact the instructor immediately. If a group is unable to collaborate effectively or discuss course materials online in a timely manner, the instructor may re-assign members to different groups or assign individual work for completion.

GRADING

Grade	GPA Value	%	Description per U of C Calendar
A+	4.0	95-100	Outstanding
A	4.0	90-94	Excellent – Superior performance showing comprehensive understanding of the subject matter
A-	3.7	85-89	
B+	3.3	80-84	
B	3.0	75-79	Good - clearly above average performance with knowledge of subject matter generally complete
B-	2.7	70-74	
C+	2.3	65-69	
C	2.0	60-64	Satisfactory - basic understanding of the subject matter
C-	1.7	55-59	
D+	1.3	52-54	Minimal pass - Marginal performance
D	1.0	50-51	
F	0.0	49 and lower	Fail - Unsatisfactory performance

Students in the B.Ed. program must have an overall GPA of 2.5 in the semester to continue in the program without repeating courses.

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://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Student-Accommodation-Policy.pdf>. 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: [ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Accommodation-for-Students-with-Disabilities-Procedure.pdf](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 based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to their Instructor.

Academic Misconduct

For information on academic misconduct and its consequences, please see the University of Calgary Calendar at <http://www.ucalgary.ca/pubs/calendar/current/k.html>

Attendance/ Prolonged Absence

Students may be asked to provide supporting documentation for an exemption/special request. This may include, but is not limited to, a prolonged absence from a course where participation is required, a missed course assessment, a deferred examination, or an appeal. Students are encouraged to submit documentation that will support their situation. Supporting documentation may be dependent on the reason noted in their personal statement/explanation provided to explain their situation. This could be medical certificate/documentation, references, police reports, invitation letter, third party letter of support or a statutory declaration etc. The decision to provide supporting documentation that best suits the situation is at the discretion of the student.

Falsification of any supporting documentation will be taken very seriously and may result in disciplinary action through the Academic Discipline regulations or the Student Non-Academic Misconduct policy.

<https://www.ucalgary.ca/pubs/calendar/current/n-1.html>

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

For additional resources including, but not limited to, those aimed at wellness and mental health, student success or to connect with the Student Ombuds Office, please visit

<https://www.ucalgary.ca/registrar/registration/course-outlines>

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

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