



EDUC 561: Reading Instruction in the Elementary Classroom
Winter, 2025

Erin Spring

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: Wednesdays, January 13th-February 12th

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.

Prerequisite: Due to the multiple pathways in the Bachelor of Education, please consult Undergraduate Programs in Education for questions related to prerequisite courses.

Office Hours: By appointment

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

COURSE DESCRIPTION:

This course focuses on supporting elementary-aged children in their reading development. Students will explore the foundations of learning to read and promising practices for engaging students in ways that develop their competence and joy in the act of reading.

LEARNER OUTCOMES:

Students will examine the multiple instructional threads that can play a facilitative role in reading development, such as:

- Authentic engagement, motivation and responsiveness to learner development
- Evidence based practices for literacy teaching and learning
- Inclusion, equity and best practices to meet targeted needs
- Reading for joy—best practices for creating a community of compassion and care

In addition, students will have the chance to explore and/or enact foundational instructional practices such as facilitating text discussion and designing word work.

COURSE DESIGN AND DELIVERY:

This is an exciting and demanding course, with weekly synchronous Zoom sessions. Each week is designed to give you opportunity to explore ideas around the teaching of reading to elementary-aged students.

Each week, you are asked to complete readings and complete a structured reflection task that is based on engagement with the readings and course ideas. You will be building on these structured reflection tasks to complete in-class work and the learning tasks. Your structured reflection journal will form Learning Task #2 and scaffold your ideas for Learning task 1.

You will collaborate regularly with peers in the class to complete assignments and synthesize ideas around the complex process of teaching reading. Learning is a social process (Vygotsky) so we will work together to understand the interconnected complexities of reading instruction and the development of voice. The textbook is to be used as a supplement to the course content and for the learning tasks.

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REQUIRED RESOURCES:

L. M. Morrow, E. Morrell, & H. Casey (2023). Best practices in literacy instruction (7th edition). Guilford Press. **This book is referred to on the syllabus as BPLI.**

UofC Bookstore: [BookShelf](#) ; [RedShelf](#) ; [Amazon](#) ; [Kobo](#) ; [Google Play](#) ; [ebooks.com](#) ; [iBooks](#)

PICTUREBOOK LISTS AND RESOURCES:

- Compilation of award-winning children’s literature lists
<https://www.readingrockets.org/books-andauthors/award-winning-and-notable-kids-books>
- TD Canadian Children’s Literature Award winners
<https://bookcentre.ca/td-canadian-childrensliterature-award>
- Recommendations for parents (but great for teachers, too)
<https://www.readbrightly.com/>
- There is a curated list of Indigenous literatures that scholars here at the University of Calgary have put together.
<https://werklund.ucalgary.ca/teachinglearning/indigenous-literatures-learning>
- Debbie Reese’s curated list of high-quality Indigenous literature (based out of US); compiled award-winning literature. Whole website has some great resources.
<https://americanindiansinchildrensliterature.blogspot.com/p/best-books.html>
- Not as well-curated, but with lots of options and lists of different sorts
<https://www.goodreads.com/genres/picture-books>

LEARNING TASKS OVERVIEW

LEARNING TASK	GROUP / INDIVIDUAL	WEIGHT	DUE DATE
LT1: Teaching Reading Research Project	Group	50%	February 5th
LT2: Structured Reflective Portfolio	Individual	50%	February 12th

WEEKLY COURSE SCHEDULE:

Date	Topic	Readings	Tasks and Due Dates
Week 1: Jan. 15th	Engagement, motivation and responsiveness to learner development	<p>Compton-Lilly, C., Spence, L.K., Thomas, P.L. and Decker, S.L. (2023), Stories grounded in decades of research: What we truly know about the teaching of reading. <i>The Reading Teacher</i>. he DUC ttps://ila-onlinelibrary-wiley-com.ezproxy.lib.ucalgary.ca/doi/full/10.1002/trtr.2258</p> <p>Lewis, C. (1993). "Give people a chance:" Acknowledging social differences in reading. <i>Language Arts</i>, 70, 454-461. https://www-jstororg.ezproxy.lib.ucalgary.ca/stable/41482118</p> <p>Barber, A. & Guthrie, J. (2023). Best practices for motivating children to read. In BPLI (61-86).</p> <p>Multimedia:</p> <p><i>This video, though about science, is important for thinking about children's literacy as well. How does this video help you think about literacy instruction for James and other children?</i></p> <p>Exploring NGSS in the classroom: James uses creativity and imagination in sensemaking. https://www.youtube.com/watch?v=iN8xbyFZk0w</p>	<p>Reflection 1:</p> <p>a. <i>Meeting children where they are as readers sketch/visual.</i> In light of this week's readings/video, come up with a drawing or visual of your own that you believe encapsulates teaching reading in a way that meets children where they are. Your sketch could be more metaphorical, theoretical, or practical – as you wish! Be creative: do not simply replicate any of the visual materials in the readings.</p> <p>b. <i>Explanation of sketch/visual.</i> Explain and elaborate on your drawing/visual in two paragraphs. Make sure you refer explicitly to each of the 3 readings in some substantive way.</p> <p>Research Project- choose groups and determine a research question and area of inquiry</p>

<p>Week 2: Jan. 22</p>	<p>Evidence based practices for literacy teaching -oral language and the importance of talk</p>	<p>van der Veen, C., van der Wilt, F., van Kruistum, C., van Oers, B., & Michaels, S. (2017). MODEL2TALK: An Intervention to Promote Productive Classroom Talk. <i>The Reading Teacher</i>, 70(6), 689–700. https://ila-onlinelibrary-wiley-com.ezproxy.lib.ucalgary.ca/doi/10.1002/trtr.1573</p> <p>Aukerman, M. (2008). In praise of wiggle room: Locating comprehension in unlikely places. <i>Language Arts</i>, 86(1), 52-60. https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/419623</p> <p>Multimedia:</p> <p>“Picture Book Philosophy” video https://www.youtube.com/watch?v=x5wuHRyHez0</p> <p>Additional resources</p> <p>Website on children’s books for philosophical discussions. (Please do not use texts on this site for your text discussion unless you have substantively different questions.) https://www.prindleinstitute.org/teachingchildren-philosophy/</p>	<p>Reflection 2:</p> <p>a. <i>Applying Dialogic Pedagogy Values</i>. Pick two of the 4 dialogic pedagogy values. Explain how they are manifest in the instruction in the “Wiggle Room” reading and the “Picture Book Philosophy” video.</p> <p>b. <i>Plan a picturebook discussion</i>. Pick a children’s book you could use to facilitate discussion. Write a series of 5 authentic questions you could ask about that book that would facilitate meaningful engagement and discussion. Make sure they are questions you could also ask of students! Include text-intensive and text expansive questions, and mark which are which.</p> <p>Research Project- Meet with group to focus inquiry question and explore current research. Develop a rationale that demonstrates the understanding of the issues of teaching reading.</p>
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<p>Week 3: Jan. 29</p>	<p>Evidence based practices for Teaching and Learning - phonemic awareness, phonics, fluency and comprehension instruction</p>	<p>Gehsmann, K.M. and Mesmer, H.A. (2023), The Alphabetic Principle and Concept of Word in Text: Two Priorities for Learners in the Emergent Stage of Literacy Development. <i>The Reading Teacher</i>, 77: 156-166. https://ila-onlinelibrary-wiley-com.ezproxy.lib.ucalgary.ca/doi/full/10.1002/trtr.2225</p> <p>Bear, D. (2023). Best Practices for Developmental Word Study in Phonics, Vocabulary, and Spelling. In BPLI. (193-220).</p> <p>Mesmer, H. What to do in a phonics lesson: 5 research-based essentials. Retrieved from: https://blog.heinemann.com/what-to-doin-a-phonics-lesson-5-research-basedessentials</p> <p>Multimedia:</p> <p>Small Group Work: 1st Grade Shared Reading Using a Big Book with Foundational Skills https://www.youtube.com/watch?v=R5w6639yit8</p> <p>Video 15: Phonemes linked to letters https://www.youtube.com/watch?v=6wjU03hjOvs</p>	<p>Reflection Task 3:</p> <p>a. <i>Effective word study indicators.</i> Look at the 10 indicators of effective instruction summarized on p. 201 of the Bear chapter. Pick the 4 indicators you believe are <i>most</i> important and explain why you believe they are the most fundamental.</p> <p>b. <i>Fostering emergent literacy.</i> Use the readings and video for this week to explain in a paragraph how emergent literacy is fostered in ways that go beyond isolated “word study”.</p> <p>Research Project- Prepare presentation presenting the findings of the research project in a clear and engaging way that could be utilized as a professional development workshop on reading. Be sure to include a concise summary of the learning and clear application to the work in the field.</p>
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Week 4 – February 5	Inclusion, equity and best practices to meet targeted needs	<p>Leander, K., & Boldt, G. (2013). Rereading “A pedagogy of multiliteracies” <i>Journal of Literacy Research</i>, 45(1), 22–46. https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/full/10.1177/1086296X12468587</p> <p><i>Chapters 16-19 Best Practices to Meet Targeted needs in BPLI</i></p> <p>Holmes, K. (2019) Neuroscience, Mindfulness and Holistic Wellness- Reflections on Interconnectivity in Teaching and Learning. <i>Interchange: A quarterly review in Education</i> https://link-springer-com.ezproxy.lib.ucalgary.ca/article/10.1007/s10780-019-09360-6</p> <p>Multimedia:</p> <p>https://www.youtube.com/watch?v=NAGUTkB11-U</p>	Reflection Task 4: Consider how you will use instructional design to incorporate the principles of UDL into targeted reading instruction. Learning Task 1- Teaching Reading Research Projects due
Week 5 February 12th	Reading for joy— best practices to create a community of compassion and care	<p>Mirra, N. (2020). A Quality of Imagination: Young People Show Us “What’s Next” in ELA. <i>Voices from the Middle</i>, 27(4), 9–11. https://publicationsncte-org.ezproxy.lib.ucalgary.ca/content/journals/10.58680/vm202030696</p> <p>Enriquez, G., & Cunningham, K. E., Dawes, E. T., & Cappiello, M. A. (2019). Children’s Literature to Support Critical Literacies Engagement. <i>Language Arts</i>, 96(5), 325-334. https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/26779074</p> <p>Seidel, J. (2014). A Curriculum for Miracles. <i>Counterpoints</i>, 452, 7–13 https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/42982351</p> <p><i>Sustaining best Practices: The Importance of Building connections- Chapters 20-Epilogue BPLI</i></p>	Reflection Task 4- How will you synthesize the evidence based practice on reading with joy and wonder? Learning Task 2- Reflective Portfolio due

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 2 required Learning Tasks for this course. Each one will focus on a key component of becoming a professional education. Teaching consists of reflection and contemplation, research and understanding of data, and authentic and effective task design. The learning tasks are designed to reflect the process you will undertake in your classroom and should be utilized as you move into the field. Our work is relevant and meaningful to real life application as we move between theory and professional practice. Below are specific details regarding each task. **A rubric for each of these tasks will be provided in d2l and reviewed in class. Please refer to the rubric to ensure you are meeting the requirements for the task and understand the key learning outcomes.**

1. LEARNING TASK 1: Teaching Reading Research Project DUE: Wednesday February 5th**KEY FOCUS: TEACHER AS A RESEARCHER AND LIFELONG LEARNER**

For this assignment, students will work in groups of 4-6 to develop a topic of inquiry/key question related to teaching and learning reading literary. You will receive a group mark for this task. This question should emerge from your shared areas of interest and should be connected to an identified area of growth in your teacher professional development plan (connect this to your work in PDLL) It should also be something you could utilize to teach others about the reading process.

Ideally, this inquiry project should help you progress towards professional development in reading instruction. Working with your group, you will investigate this topic through research into relevant resources. You may also draw on readings and resources from previous courses, as well as your own educational experiences and discussions with others. This process is like working in a professional learning community in the field.

Your first step will be to formulate an inquiry question that you would like to answer through your research. All groups will present the findings of their inquiry in a 15-20-minute recorded presentation. The presentations will be posted in both the drop box and the discussion section of d2l where you will facilitate a discussion with your classmates.

Your presentation should include the following elements:

- A 20–30-minute presentation that presents your findings in a clear, concise, and engaging way
- Two or three well-formulated discussion questions
- An expertly guided dialogue with your peers via the discussion tool

CRITERIA FOR ASSESSMENT OF LEARNING TASK 1
Learning Task 1 -Teaching Reading Research Project (group inquiry)

	F	D+ - D-	C+ - C-	B+ - B-
Articulates a clear and focused inquiry question that is relevant to the teaching of reading	Poor ability to articulate a clear, and focused inquiry question. Flow is logical and evident. Relevancy is understood and the evidence supports the argument in an exemplary manner	Poor ability to articulate a clear, and focused inquiry question. Flow is logical and evident. Relevancy is understood and the evidence supports the argument in an exemplary manner	Satisfactory ability to articulate a clear, and focused inquiry question. Flow is logical and evident. Relevancy is understood and the evidence supports the argument in an exemplary manner.	Proficient ability to articulate a clear, and focused inquiry question. Flow is logical and evident. Relevancy is understood and the evidence supports the argument in an exemplary manner
Relevant evidence from the readings to support the inquiry and demonstrates an understanding of the issues in teaching reading	Poor evidence from the readings to support inquiry. Little or no support is provided and there is no evidence from the readings to support the assignment	Emerging evidence from the readings to support the inquiry. A basic understanding of the readings is presented and connected to the main ideas presented	Satisfactory evidence from the readings to support the inquiry. A satisfactory understanding of the readings is presented and connected to the main ideas presented	Proficient evidence from the readings to support the inquiry. The readings are used to support the position presented and add depth to the assignment
Well-organized findings that are effective in answering the inquiry question and demonstrate direction for future research and study.	Poor evidence of emerging understanding. It is unclear if the concepts related to the teaching of discipline are understood. Findings are not well organized and present a minimal understanding and do not indicate potential future areas of inquiry.	Emerging evidence of understanding. A baseline has been established to verify the understanding of the concepts related to the teaching of the discipline. Findings are somewhat organized and present an emerging understanding and indicate some future areas of inquiry.	Satisfactory evidence of understanding. It is clear. Satisfactory understanding of the emerging concepts related to discipline is evident. Findings are organized and present a strong understanding and indicate potential future areas of inquiry.	Proficient evidence of understanding. A clear understanding of the emerging concepts related to discipline is evident. Findings are well organized and present a strong understanding and indicate potential future areas of inquiry.

Appropriate mode of expression in a clear, sophisticated, and accurate manner	Poor mode of expression. Writing/presentation is unclear with structural and grammatical errors. Referral to the writing center is recommended.	Emerging skills in expression. Error's are presentation and some understanding of concepts is impeded by presentation skills.	Satisfactory mode of expression. Minor errors in writing/presentation and grammar are present but does not impede the main ideas presented.	Proficient mode of expression. Errors are not present, and the main ideas are presented in a clear and sophisticated manner.
Peer reviewed references and APA clarity	No peer reviews and significant errors in APA	Less than 2 peer reviewed references and errors in APA citation	Three -5 peer reviewed references and no errors in APA citation	Five or more peer reviewed references and minor errors in APA citations

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

The inquiry project will be assessed on the following criteria:

- A clear and focused inquiry question that is relevant to the teaching of reading
- A rationale that demonstrates an understanding of issues in the teaching of LA
- Well-organized findings that are effective in answering the inquiry question
- Specific references to the resources used/the use of relevant resources and correct citations
- A well-timed presentation presenting the findings of the inquiry in a clear & engaging way
- Discussion questions that are relevant to the topic and build a deeper understanding of the reading process and facilitation of the discussion via d2l.

2. LEARNING TASK 2: Structured Reflection Portfolio – DUE: February 12th

KEY FOCUS: TEACHER AS REFLECTIVE PRACTITIONER AND DESIGNER OF LEARNING

Each week you will work through the reflection prompts connecting to the readings and the course content. At the end of the course, you will gather your learning into a portfolio to demonstrate your learning. We will be discussing the components of the portfolio throughout the course and it is detailed in the weekly work requirement.

CRITERIA FOR ASSESSMENT OF LEARNING TASK 2
Learning Task 2 – Structured Reflection Portfolio

	F	D+ - D-	C+ - C-	B+ - B-	A+ - A-
Evidence of Self reflection and understanding of course content, readings and the process of reading instruction	No level of self reflection and no understanding of course content, readings and the process of reading instruction	Limited level of self reflection and minimal understanding of course content, readings and the process of reading instruction	Satisfactory level of self reflection and appropriate understanding of course content, readings and the process of reading instruction	Proficient level of self reflection and proficient understanding of course content, readings and the process of reading instruction	Exemplary level of self reflection and exemplary understanding of course content, readings and the process of reading instruction
Evidence of inquiry and professional development with regard to different perspectives and new learnings	No use of inquiry and strong identification of new perspective and learning	Limited use of reflexive inquiry and strong identification of new perspective and learning	Satisfactory use of reflexive inquiry and strong identification of new perspective and learning	Proficient use of reflexive inquiry and strong identification of new perspective and learning	Exemplary use of reflexive inquiry and strong identification of new perspective and learning
Use of multiple forms of prose and representation to express learning -UDL representation	No use of use of multiple forms and representation to express learning	Limited use of multiple forms and representation to express learning	Satisfactory use of multiple forms and representation to express learning	Proficient use of multiple forms and representation to express learning	Exemplary use of multiple forms and representation to express learning
APA reference and understanding of course content and academic work	No use of APA and ability to use academic sources to support reflection and reflexive inquiry.	Limited use of APA and ability to use academic sources to support reflection and reflexive inquiry.	Satisfactory use of APA and ability to use academic sources to support reflection and reflexive inquiry.	Proficient use of APA and ability to use academic sources to support reflection and reflexive inquiry.	Exemplary use of APA and ability to use academic sources to support reflection and reflexive inquiry.

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

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. If you need to miss class in instances of personal or family illness or for religious requirements, please let me know in advance and make arrangements to make up what you missed. If other special circumstances apply, let's talk. Trouble getting child care? Bring your child along to class – we will figure it out.

- *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.

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/e2.html>

Please note that all assignments are expected to be the original work of the student and students are not to employ text generation software (for example, ChatGPT). You will be asked to sign a certification statement attesting that you did not use text generation software for this course; see me if you have questions about what this means.

LATE AND MISSING SUBMISSIONS

All components of the course must be completed in order to receive a passing grade. It is usually in your best interest to complete all assignments on time. If you do need more time, touch base with me so we can figure out an arrangement that works **prior to the due date**. All late submissions of assignments must be discussed with the instructor **prior to the due date**.

Per university guidelines, there is less flexibility for late submissions after the end of term. 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. Unexcused late submissions may receive a lower grade.

ISSUES WITH GROUP TASKS

During group work, if your group is having difficulty collaborating effectively or if someone does not seem to be pulling their weight, please speak gently but directly to the other members in your group to work out a plan to address the concerns. If you are unable to work out an arrangement in this way, please let me know as soon as possible so I can brainstorm and troubleshoot with the group. If a group is still unable to collaborate effectively or discuss course activities in a timely manner, I may re-assign members to different groups, assign individual work for completion, or work out another alternative.

GRADING

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

Academic Accommodation

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-AccommodationPolicy.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 Claire Gillis, esa@ucalgary.ca.

Werklund SU Representative is Elsa Stokes, educrep@su.ucalgary.ca.