

**EDUC 101: English for Academic Success
Summer, 2020**

Section	Instructor	Time	Location	Email
Course Coordinator:				Course Coordinator Email
S01	Dr. Astrid Kendrick	9:30-11:00 AM	Online	astrid.kendrick@ucalgary.ca

Class Dates: Zoom Sessions: July 6, 13, 20, 27, Aug 4, 10
 Zoom Times: 9:30-11:00 AM

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: Acceptance to Bridging to the Community-based Bachelor of Education program.

Office Hours: Available after class or by appointment. Please allow 24 hours for response to student emails, especially those emails received after normal business hours.

COURSE DESCRIPTION:

The intent of the Bridges to Education course is to bridge the student and their lived experiences with the requirements of admission to the Werklund School of Education. Students will relate their own life story and experiences to the wider human condition by reading a variety of literary texts and by writing in a variety of literary forms. Assignments will present multiple opportunities for students to develop a critical understanding of primarily Canadian literature in a personal context as well as provide practice to develop writing skills for the university level.

LEARNER OUTCOMES:

In completing this course, students will:

1. Explore the role that literature from diverse authors, essayists, and poets plays in their local and global communities, and will consider its cultural significance from a personal perspective.
2. Read and respond to a variety of written and visual texts from several different genres including poetry, essays, short stories, novels, media/film, and dramatic script.
3. Develop their use of the writing process (which includes brainstorming, organizing, drafting, peer review, and polishing of written work) to promote further academic success.
4. Find their voice through multiple means of expression including essay writing, oral presentations, and informal personal response.

COURSE DESIGN AND DELIVERY: This course will be delivered online only.

REQUIRED RESOURCES:

The readings and resources below are recommended for continued professional learning and development well beyond this course and into your first years of teaching. Note that these references are not listed using expected APA 7th Edition formatting, so if you use them for your assignments, you will need to format them as per the standard. *Please refer to the detailed Weekly Plan on page 9 of this Course Outline for the order to read these literary texts.*

Required Readings

Indian Horse (paperback novel or e-book to be purchased by students) by Richard Wagamese

Spotlight (media – available online from Netflix and other streaming services)

Web Literacy for Student Fact Checkers by Mike Caulfield– E-book available at

<https://webliteracy.pressbooks.com/>

"The Shining Houses" by Alice Munro (short story) – PDF available on D2L

"Dressing up for the Carnival" by Carol Shields (short story) (<http://carol-shields.com/dressingupforthecarnivalexcerpt.pdf>)

"On the Rainy River" by Tim O'Brien (short story) – PDF available on D2L

"Eleven" by Sandra Cisneros (short story) – post PDF (see email attachment)

"What I've Learned from Writing" by Shauna Singh Baldwin (essay/speech) (PDF available on D2L) –permission pending

"The Night She Left Lahore" by Shauna Singh Baldwin (poem) (<http://shaunasinghbaldwin.com/wp-content/uploads/2016/08/SSB-TheNightSheLeftLahore.pdf>)

"Variations on the Word Love" by Margaret Atwood (poem) *Preview of the complete poem as published in Love Poetry Out Loud (ed. Robert Alden Rubin) available in Google Books. See:*

<https://books.google.ca/books?id=Tr43n2U1Qo4C&lpg=PA110>

Also available in LCR:

<https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=3419165&ppg=130>

***E-book licence permits only one online user at a time; per day, a user may print to PDF up to 50 pages*

"I am Maxine Tynes" by Maxine Tynes (poem/personal essay) (PDF available on D2L)

"Dear Poop" by Louise Bernice Half (poem) in *Bear Bones and Feathers* available online in the University of Calgary library (<http://deslibris.ca.ezproxy.lib.ucalgary.ca/ID/443684>) on page 102

"Stone Faces" by Sharon Butala (essay) (To be provided on D2L)

"Art History" by Doreen Jensen (essay) (To be provided on D2L)

"Tom King's Traditional Aboriginal Decorating Tips" *from the Dead Dog Cafe* by Thomas King (radio comedy sketch/dramatic text) (To be provided on D2L)

"I'm not the Indian you had in Mind" by Thomas King (video/poetry) (<http://www.nsi-canada.ca/2012/03/im-not-the-indian-you-had-in-mind/>)

ADDITIONAL RESOURCES:

You are not required to purchase these reference materials; however, you might find them extremely helpful with preparing for your other university courses.

Publication Manual of the American Psychological Association (7th Edition). – Used in Education courses to reference source material and contains expected conventions for academic writing. This book will be a textbook for the Fall and Winter Bridging courses.

The Empowered Writer (Third Edition) by Eric Henderson and K.M. Moran – This book will be the textbook for the Fall and Winter Bridging courses.

LEARNING TASKS OVERVIEW

The course has four assignments to be completed as listed below. The daily on-campus segment of this course is structured to assist with the completion of one portfolio consisting of several smaller tasks. The task descriptions and assessment details for each assignment will be discussed in class. The instructor will facilitate the ongoing work and will support students as they engage in the assignments by providing ongoing, timely and constructive feedback to further learning.

LEARNING TASK	DESCRIPTION OF LEARNING TASK	GROUP / INDIVIDUAL	WEIGHT	DUE DATE
1. What is Literacy?	Multimodal response to Text	Individual	10%	July 10, 2020
2. Portfolio	Multimodal response to Text	Individual	30%	July 24, 2020
3. Novel Study	Online D2L discussion	Individual	30%	July 27-31, 2020
4. Research	"I AM" formal essay	Individual	30%	August 10, 2020 (rough draft or outline)) August 14, 2020 (final draft)

WEEKLY COURSE SCHEDULE:

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.

Schedule of Weekly Activities and Readings		
<p>The topics and activities are subject to change depending on student needs and course pacing. Please have read assigned texts before the beginning of each class to participate fully in class discussions and activities.</p>		
Dates	Topics/Themes	Readings and Assignments
<p>To be successful in this class, ask questions of the instructor, get to know your colleagues, and complete all readings before we discuss them in class. You should also take some time to care for your health and wellbeing so get plenty of rest, eat well, and organize your time wisely.</p>		
Week 1 Please Check D2L for daily topics	<i>Welcome & Introduction</i> <i>Zoom Session #1</i> Telling your Story: Literature and the Personal Connection Getting into: Using D2L, Media Conventions, and media literacy.	<i>Genre: Media</i> <i>Class texts: Web Literacy for Student Fact Checkers</i> by Mike Caulfield Pre-class viewing: <i>Spotlight</i>

	<p><i>Drawing on our Emotions</i> <i>Getting into: Media conventions (shot, framing, lighting, color use, stereotyping)</i> <i>Class Work: Assignment One – Applying media conventions to reveal your story of literacy.</i></p>	<p><i>Genre: Media Literacy</i> <i>Readings: Web Literacy for Student Fact Checkers</i> by Mike Caulfield <i>"I'm not the Indian you had in Mind"</i> by Thomas King (video/poetry)</p>
	<p><i>Emotion: Shame</i> <i>Getting into: Dramatic Script (conventions)</i> <i>Class Work: Script Re-write</i></p>	<p><i>Genre: Dramatic Script</i> <i>Readings:</i> <i>"Tom King's Traditional Aboriginal Decorating Tips" from the Dead Dog Cafe</i> by Thomas King <i>"Eleven"</i> by Sandra Cisneros</p>
<p>Week 2 Please Check D2L for daily topics</p>	<p><i>Emotion: Inner Conflict/Dilemma</i> <i>Getting into: Short Story Elements (Subject, Theme, Personal Response, setting, theme, and conflict)</i> <i>Class Work: Setting Sketch</i></p>	<p><i>Genre: Short Story</i> <i>Readings:</i> <i>"The Shining Houses"</i> by Alice Munro <i>"Dressing up for the Carnival"</i> by Carol Shields <i>"On the Rainy River"</i> by Tim O'Brien</p>
	<p><i>Emotion: Inner Conflict/Dilemma</i> <i>Getting into: Short Story Elements: Characterization</i> <i>Class Work: Fakebook Profile</i></p>	<p>Assignment One due: July 12, 2019 (submit to D2L DropBox by 11:59 pm) <i>Genre: Short Story</i> <i>Readings:</i> <i>"The Shining Houses"</i> by Alice Munro <i>"Dressing up for the Carnival"</i> by Carol Shields <i>"On the Rainy River"</i> by Tim O'Brien</p>
<p>Week 3 Please Check D2L for daily topics</p>	<p><i>Emotion: Love</i> <i>Getting into Poetry: Role of emotion, theme, and context in understanding poetry</i> <i>Class Work: Found Poetry</i></p>	<p><i>Genre: Poetry</i> <i>Readings:</i> <i>"I am Maxine Tynes"</i> by Maxine Tynes <i>"The Night She Left Lahore"</i> by Shauna Singh Baldwin <i>"Variations on the Word Love"</i> by Margaret Atwood <i>"Dear Poop"</i> by Louise Bernice Halfe</p>
	<p><i>Emotion: Love</i> <i>Getting Into Poetic Conventions: Word Choice, Diction, Figurative and Literal Language</i> <i>Class Work: Polishing Portfolio</i></p>	<p><i>Genre: Poetry</i> <i>Readings:</i> <i>"I am Maxine Tynes"</i> by Maxine Tynes <i>"The Night She Left Lahore"</i> by Shauna Singh Baldwin <i>"Variations on the Word Love"</i> by Margaret Atwood <i>"Dear Poop"</i> by Louise Bernice Halfe Assignment Two Due Date: Portfolio due on D2L</p>
<p>Week 4 Please Check D2L for daily topics</p>	<p><i>Novel Study</i> Daily Discussion (online posts) to questions related to novel.</p>	<p>Assignment Three Due: Daily online posts and responses (Posts and responses due daily by 8:00 pm). <i>Genre: Novel</i> Reading: <i>Indian Horse</i> by Richard Wagamese</p>
<p>Week 5</p>	<p><i>Emotion: Fear - Am I a Good Enough Writer?</i></p>	<p><i>Genre: Essay</i> <i>Readings:</i></p>

Please Check D2L for daily topics	Topic: Finding Our Own Voice and Place in Our Communities TDFL Archives <i>Getting into:</i> Essay reading, elements of an essay (thesis statement, organization) <i>Class Work:</i> Brainstorming, research	"What I've Learned from Writing" by Shauna Singh "Stone Faces" by Sharon Butala "Art History" by Doreen Jensen
	<i>Emotion: Resilience</i> Getting into: Essay reading (superficial and close reading), elements of an essay (formal and informal writing), and identifying conventions in essays. Class Work: Organizing information, thesis statement	Genre: Essay Reading: "What I've Learned from Writing" by Shauna Singh "Stone Faces" by Sharon Butala "Art History" by Doreen Jensen
	<i>Emotion: Resilience</i> Getting into: Essay writing – Brainstorming, finding and organizing information, outline, drafting, peer review, submission <i>Class Work:</i> Drafting, editing	Assignment Three Draft Due – Draft or Outline due in class for Peer /Instructor Review <i>Genre: Essay</i> "What I've Learned from Writing" by Shauna Singh "Stone Faces" by Sharon Butala "Art History" by Doreen Jensen
August 14, 2020	Last Day of Course	Assignment Four Due Date: Research Essay Due to Dropbox on D2L

LEARNING TASKS AND ASSESSMENT

There are four required Learning Tasks for this course.

1. LEARNING TASK 1: What is my Literacy Story? (10%)

DUE: Final Submission deadline to D2L Dropbox is July 10, 2020 at 11:59 pm

Length: Podcast (10 minutes) or PowerPoint (15 slides) or PowToon (5 minutes)

The purpose of the assignment is for you to find a personal connection to media texts, literacy, and to develop an understanding of the universality of human emotion. Consider your viewing of *Spotlight* and the class discussions about media conventions, media literacy, stereotypes/typecasting, and develop a podcast, PowerPoint or Powtoon describing your emotional journey as you explored the media text.

- Podcast – Maximum 10 minutes in length and must include a written script.
- PowerPoint – Maximum 15 slides in length and must include a paragraph on each slide describing main ideas.
- PowToon – Maximum 5 minutes in length and must include a written script.

Consider how your emotional response to the media texts were influenced by media conventions including: shot framing, color choice, stereotyping/typecasting, lighting, or script (segments to be provided). Try to apply “the habit” for media literacy described by Mike Caulfield (2017, pp. 7-12) to your emotional response during the viewing of the movie and other in-class media texts.

Questions that must be answered in your submission:

- What is your personal and the accepted definition of literacy?
- What is media literacy?
- What is ‘the habit’ for media literacy described by Mike Caulfield?
- Describe your emotional response to the media text (*Spotlight*)?
- How did media conventions influence your emotional response?
- What are some examples of media conventions that were used to good effect in *Spotlight*?

CRITERIA FOR ASSESSMENT OF LEARNING TASK 1

Task One Grading Rubric	Criteria
Professional (A)	<ul style="list-style-type: none"> - The choice of presentation was excellent and suited to the assignment. - Thoughtful and precise evidence from personal experience, class discussions, and the media text is presented critically. - Presentation is clearly connected to elements of literacy, media literacy, and shows a strong understanding of media conventions. - Honest and compelling evidence of emotional journey while engaging with media texts is presented. - Language (written or otherwise) is sophisticated, clear and accurate with no grammar, punctuation or spelling mistakes. - Sound is clear and images provide an engaging flow of content. - An effort is made to cite sources used.
Good work (B+ to A-)	<ul style="list-style-type: none"> - The choice of presentation was suited to the assignment - Presentation connects the elements of literacy, media literacy, and shows a solid understanding of media conventions. - Evidence from personal experience, class discussions, and the media text is presented with some effort to show critical thinking. - Honest evidence of emotional journey while engaging with media texts is presented. - Language (written or otherwise) is clear and accurate with few or some mistakes in grammar, punctuation or spelling that interfere with understanding. - An effort is made to cite sources used.
Minimal Requirements (B- to B)	<ul style="list-style-type: none"> - The choice of presentation was suited to the assignment; however the presentation was often clunky, awkward, or unclear. - Presentation speaks superficially to the elements of literacy, media literacy, and shows a solid understanding of media conventions. - Evidence from personal experience, class discussions, and the media text is presented but not explored critically. - Some evidence of emotional journey while engaging with media texts is presented. - Language (written or otherwise) contains mistakes in grammar, punctuation or spelling resulting in confusing communication. - No effort is made to cite sources used.
Not- Acceptable	The submission does not address or contain the expected elements of the assignment. Please meet with the instructor.

2. LEARNING TASK 2: Portfolio (Critical Response to Text)

DUE: Portfolio is due at by 11:59 pm on July 24, 2020.

Time will be spent during each class to understand the meaning of a variety of texts from several different literary genres. The purpose of the portfolio is for the student to demonstrate, through a variety of textual forms, their understanding of the conventions of the genre and the text itself. The portfolio should contain the following four components:

- Fakebook profile – characterization from “Dressing up for the Carnival” or “On the Rainy River”
- Setting sketch – setting from “The Shining Houses” or “Stone Faces”
- Found Poetry – based on “I am Maxine Tynes” and a non-fiction printed text (i.e. newspaper article)
- Script Writing – re-writing “Eleven” by Sandra Cisneros or “The Night She Left Lahore” by Shauna Singh Baldwin into a dramatic script

More detailed description and templates for each element of the portfolio will be provided through D2L and the class Zoom sessions.

All completed tasks must be submitted through D2L. Because of the artistic nature of these tasks, digital submissions can include scanned copies of designs or photos of work completed. A Word document with your script must be submitted.

CRITERIA FOR ASSESSMENT OF LEARNING TASK 2

Rubric - Assignment 2	A	A- / B+	B / B-	C+ / lower
Facebook Profile	Profile is clearly presented, and it shows a deep understanding of the character presented. Effective direct quotes and indirect allusions illustrate the short story text. Photos and/or drawings are included that represent critical aspects of theme, plot, symbolism, or setting.	Profile is adequately presented, and it shows a solid understanding of the character presented. Direct quotes are included from the short story text with some effort to include allusions. Photos or drawings are included that represent aspects of theme, plot, or setting.	Profile is simply presented, and it shows some understanding of the character presented. Relies heavily on direct quotations and presents a literal summary of the character. Limited photos or drawings are included to represent aspects of theme, plot, or setting.	Profile is incomplete or superficial, demonstrating limited understanding of the character presented. Includes few references to the short story text and is relies heavily on direct characterization. No photos or drawings adequately represent theme, plot, or setting.
Setting Sketch	A strong effort is made to include critical details of the setting as described in the literary text. Sketch reflects a deep understanding of the role of the setting in the text. Excellent effort is made to include artistic conventions including color and line to illustrate the setting and theme.	A solid effort is made to include literal and figurative details of the setting as described in the literary text. Sketch reflects a sound understanding of the role of the setting in the text. A very good effort is made to include artistic conventions including color and line to illustrate the setting and theme.	An adequate effort is made to include literal details of the setting as described in the literary text with some effort to address figurative meanings. Sketch reflects an adequate understanding of the role of the setting in the text. Some effort is made to include artistic conventions including color and line to illustrate the setting and theme.	The connection between the literary text and the sketch is limited to literal details. Sketch reflects an inadequate understanding of the role of the setting in the text. Little effort is made to include artistic conventions including color and line to illustrate the setting and theme.
Found Poetry	Found poem explores several nuanced elements of personal identity and effectively uses poetic devices to provide insight into emotional world. Excellent selection of source text with rich and descriptive words.	Found poem identifies elements of personal identity and uses poetic devices to provide insight into emotional world. Solid selection of source text provides descriptive words.	Found poem identifies few elements of personal identity and uses one or two poetic devices to provide insight into emotional world. Adequate selection of source text provided limited descriptive words hindering expressiveness of poem.	Found poem is unclear, hindering expression of personal identity. Poetic devices inadequate to provide insight into emotional world. Source text inadequate for assignment purposes.
Script Re-write	Creatively transforms key aspects of selected text into a dramatic script. Includes necessary conventions of script including stage directions and other conventions to dramatize source text.	Solid transformation of selected text into a dramatic script. Includes most necessary conventions of script including stage directions and other conventions to dramatize source text.	Adequate transformation of selected text into dramatic script. Includes few conventions of script including stage directions and other conventions to dramatize source text.	Unclear transformation of selected text into a dramatic script. Includes limited conventions of script.

3. LEARNING TASK 3: Novel Study (online) Journal Responses to Reading DUE: Daily Posts on D2L: July 27-31, 2020.

For this assignment, students will engage in online discussion through the D2L Discussion area detailing their learning as they finish reading *Indian Horse* by Richard Wagamese. Students should begin reading this novel early in July so that they are prepared to discuss it online with peers over the online portion of this course.

The purpose of this assignment for you and your peers to gain a deeper understanding of the themes, characters, and symbols in the novel, and to assist you with becoming familiar with online discussions in D2L. Daily Paragraphs and Response to Peer posts should develop your and your peers' understanding of the novel.

Before the end of the on-campus portion of this course, each student will be assigned one day to facilitate the online discussion. On your facilitation day, you will upload a well-written paragraph in response to a question that you will be given in advance of the online week. You may upload your response to the main question earlier than the date on which it is due, but you cannot upload it after it is due.

The remaining group members are expected to respond thoughtfully to this post of the other students in your group each day before 8:00 pm. While the instructor will be monitoring and reading all posts, the discussions will be primarily student-directed, meaning the instructor may or may not join each discussion. The language used in the posts should reflect professional relationships between colleagues and, consequently, is respectful of others' experiences and understanding of the novel. Slang and

colloquial language should be avoided and expected conventions of good writing should be followed (grammar, spelling, and referencing).

CRITERIA FOR ASSESSMENT OF LEARNING TASK 3

Learning Task 4 Rubric	A	A-/ B+	B / B-	C+ / lower
Daily Post	An initial or responding paragraph is posted every day. Each post highlights key issues from the novel and provides a strong question for discussion. They answer the main question posed in D2L. Page numbers are included to assist with group discussion.	An initial or responding paragraph is posted most days. Each post highlights issues from the novel and provides a solid question for discussion. They answer the main question posed in D2L. Some page numbers are included to assist with group discussion.	An initial or responding paragraph is posted most days although not on the assigned date. Each post refers to the novel but does not provide a meaningful question for further discussion. They nominally answer the main question posed in D2L. Few page numbers are included to assist with group discussion.	An initial or responding paragraph is missing from one or more days. Posts refer superficially to some parts of the novel and do not foster further discussion. They superficially or literally answer the main question posed in D2L. Page numbers are not included to assist with group discussion.
Response to Group Posts	The response is thoughtful and works to bridge own understanding of the novel through discussion with others. Personal experience connects meaningfully to novel.	The response works to bridge own understanding of the novel through discussion with others. Personal experience usually connects meaningfully to novel.	The response brings only own understanding of the novel to the discussion. Personal experience occasionally connects meaningfully to novel.	The response does not build group understanding of the novel to the discussion. Personal experience is unrelated to the novel.
Style and Attention to Form	Posts are well-written with few or no grammatical or spelling errors. Posts are uploaded in a timely fashion to foster group discussion.	Posts are well-written with some grammatical or spelling errors. Posts are normally uploaded in a timely fashion to foster group discussion.	Posts need revision for clarity of expression with numerous grammatical or spelling errors. Posts are rarely uploaded in a timely fashion to foster group discussion.	Posts are difficult to read due to numerous mistakes with writing conventions. Posts are uploaded too late for group discussion.

4. LEARNING TASK 4: “I Am” Research Essay

DUE: Rough Copy: Due for Peer review on August 7, 2020

Final Copy: Deadline of submission on D2L for grading is August 14, 2020.

For this assignment, students will research authors, poets, essayists, or cultural artifacts that are significant to their personal or local context. Students may choose to research collaboratively on their chosen topic, but each person must submit individual essays. The purpose of this assignment is to explore the role literature plays in your local and personal context. The final written essay will follow the template that will be provided to you in class.

For this assignment, your research essay will follow traditional conventions for essay writing and your final submission should include:

1. Final copy of your essay for grading (2-3 pages, double-spaced, Times New Roman font, 1” margin, title page).
2. Clear, highlighted thesis statement
3. Brainstorming (templates provided in D2L)
4. Rough copy of your essay (due on August 7)
5. Essay outline (template provided in class)

CRITERIA FOR ASSESSMENT OF LEARNING TASK 3

Learning Task 3 Rubric	A	A-/ B+	B / B-	C+ / lower
Evidence of Research	Essay shows evidence of research on topic and several reputable sources are listed at the end on a Reference page. Direct quotes are properly cited using APA 6 th Edition referencing. All sentences have been written in student’s own words, and no sentences have been directly copied from the internet or any other sources without proper citation. Compelling information is	Essay shows solid evidence of research on topic and a couple reputable sources are listed at the end on a Reference page. Direct quotes are properly cited using APA 6 th Edition referencing. All sentences have been written in student’s own words, and no sentences have been directly copied from the internet or any other sources without proper	Essay includes passable evidence of research on topic and using one reputable sources listed at the end on a Reference page. Direct quotes are properly cited using APA 6 th Edition referencing. All sentences have been written in student’s own words, and no sentences have been directly copied from the internet or any other sources without proper	Essay relies heavily on personal experience with the topic and/or uses questionable sources. Reference page is incomplete or lacks critical information. Direct quotes are used with some effort to use APA 6 th Edition referencing. All sentences have been written in student’s own words, and no sentences have been directly copied from the internet or any other sources without proper citation. Essay requires more research on the topic to be effective.

	presented about the topic, which has been sufficiently narrowed to suit a short research paper.	citation. Interesting information is presented about the topic, which has been narrowed to suit a short research paper.	citation. Essay includes passable information to support thesis, but more research is needed to improve effectiveness.	
Writing Conventions	Paragraph Unity – Each paragraph discusses one topic succinctly in the order as listed on the thesis statement. Evidence used to explain topic is relevant. Thesis Statement – The thesis statement outlines what will be discussed in the essay, in the order the facts are discussed. Evidence of the writing process - including brainstorming, organizing information and editing has been included.	Paragraph Unity – Each paragraph attempts to focus on one aspect of the topic. Evidence used to explain topic is useful. Thesis Statement – The thesis statement suggests what will be discussed in the essay although additional clarity is needed. Evidence of the writing process – one element of the process is missing.	Paragraph Unity – Paragraphs are either too long or too short. Evidence used to explain topic is marginal or not well linked to topic. Thesis Statement – The thesis statement reads as a general topic sentence providing little or no structure for the essay. Evidence of the writing process – several elements of the process are missing.	Paragraph Unity – Paragraphs lack unity and are long blocks of text about multiple topics. Thesis Statement – The thesis statement reads as a general topic sentence providing no structure for the essay. Evidence of the writing process – Essay reads as a rough draft and is lacking evidence of brainstorming, outlining/organization, and editing.
Style and Attention to Form	The essay has few or no grammatical errors. Editing is evident on submitted copies. Spelling – There are no spelling errors. Sophisticated use of APA is evident.	The essay has some grammatical errors. Editing is attempted on submitted copies. Spelling – There are avoidable spelling errors. A solid use of APA is evident.	The essay has several avoidable grammatical and spelling errors. Editing is not evident on submitted copies. A beginning use of APA is evident.	Due to multiple grammatical and spelling errors, the essay is difficult to read. Little attempt is made to integrate APA.

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.

Each of the Zoom sessions are mandatory, so the faculty expects that you will not be absent from class with the exception of documented instances of personal or family illness or for religious requirements. With respect to group work and projects, if there are difficulties collaborating, please contact the instructor immediately. If a group is unable to collaborate effectively, the instructor will provide an individual assignment for completion.

- *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. Each Zoom session, you will work with a small group to discuss and understand the conventions, context, and meaning of literature assigned for class. You will also help other groups by providing ideas for scholarly inquiry and feedback as you analyze and design your tasks together.

To be successful in this class, you are required to complete all of the readings prior to class, participate in class discussions, provide and accept peer feedback, engage in collaborative activities, and complete all assignments before the due date.

EXPECTATIONS FOR WRITING

Because this course is an English/Language Arts course, all written assignments will be assessed 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>

LATE SUBMISSIONS

All late submissions of assignments must be discussed with the instructor **prior to the due date**. Late submissions received after the due date, without an agreed upon extension, will be assessed a late penalty and will not be accepted after four days late.

Discussion posts are due weekly on the dates listed in the Course Outline. If you are going to be late with uploading your discussion post, you must let the instructor know at least one day before 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 with accompanying written evidence.

ISSUES WITH GROUP TASKS

With respect to group work, if your group is having difficulty collaborating effectively, please contact the instructor **a minimum of one week before the task due date**. 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

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/. Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor. The full policy on Student Accommodations is available at <http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf>.

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 2019 – 2020 academic year is Jonah Secreti, jonah.secreti@ucalgary.ca, esa@ucalgary.ca.

Werklund SU Representative is Naomi Shaw, educrep@su.ucalgary.ca.