EDUC 101: English for Academic Success
Summer, 2023

Section	Instructor	Time	Location	Email
S01	Tracey Fisher	9:00-11:50 am	EDC 357	tfisher@ucalgary.ca

Class Dates: July 4-8 (self-paced pre-reading and pre-viewing)
                July 10-21 (on-campus), Monday, Tuesday, Wednesday, Thursday, Friday; 9:00-11:50 am
                July 24-28 (asynchronous), online via D2L

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 each class (1:00-3:00 pm) by appointment. Please allow 24 hours for response to student emails, especially those emails received after normal business hours.

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

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 face-to-face on campus followed by one week of online engagement through a D2L environment.

REQUIRED RESOURCES:
The readings and resources are required for the successful completion of this course. 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 of this Course Outline for the order to read these literary texts*.

Please note that all the required readings can be accessed through the Leganto Reading list on D2L (including the novel and movie). To find the resource list, select the My Tools tab from the main page and choose the Leganto/Reading list from the dropdown menu.

Indian Horse (paperback novel or e-book to be purchased by students) by Richard Wagamese
https://canadacommons-ca.ezproxy.lib.ucalgary.ca/artifacts/1875216/indian-horse/2624157/

Spotlight (media – available online from Netflix and other streaming services)
https://media3-criterionpic-com.ezproxy.lib.ucalgary.ca/htbin/wwform/006?T=AL526066

Spotlight (script) by Josh Singer and Tom McCarthy.
https://www.scriptslug.com/script/spotlight-2015

Web Literacy for Student Fact Checkers by Mike Caulfield
E-book available at https://pressbooks.pub/webliteracy/

"Fourteen" by Lee Kvern (short story) – PDF available on D2L

"I value Canadian stories: The Podcast: Lee Kvern".
https://voiced.ca/podcast_episode_post/lee-kvern/

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

"Eleven" by Sandra Cisneros (short story) – PDF available on D2L

"What I've Learned from Writing" by Shauna Singh Baldwin (essay/speech) (PDF available on D2L) –
https://www.shaunasinghbaldwin.com/wp-content/uploads/2020/04/SSB-What-Ive-learned-from-Writing-1998.pdf

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

"Time out with Matt and Melissa: Shawna Singh Baldwin".
https://voiced.ca/podcast_episode_post/ep-2-time-out-with-matt-and-melissa-shauna-singh-baldwin/

"Variations on the Word Love" by Margaret Atwood (poem)
http://sites.utoronto.ca/tsq/05/atwood05.shtml
Also available in LCR:
https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=3419165
**poem is on page 109
**E-book licence permits only one online user at a time; per day, a user may print to PDF up to 31 pages

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

"Der Poop" by Louise Bernice Half (poem) in *Bear Bones and Feathers* on page 102
https://canadacommons-ca.ezproxy.lib.ucalgary.ca/artifacts/1875428/bear-bones-feathers/2624463/

"Introduction" from Shake Hands with the Devil by Romeo Dallaire
https://search-alexanderstreet-com.ezproxy.lib.ucalgary.ca/view/work/bibliographic_entity%7Cdocument%7C2558266

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

"I'm not the Indian you had in Mind" by Thomas King (video/poetry)
https://nsi-canada.ca/film/im-not-the-indian-you-had-in-mind/

RECOMMENDED RESOURCES:
Publication Manual of the American Psychological Association (7ᵗʰ Edition). Used in Education courses to reference source material and contains expected conventions for academic writing.

LEARNING TASKS OVERVIEW

LEARNING TASK	DESCRIPTION OF LEARNING TASK	GROUP / INDIVIDUAL	WEIGHT	DUE DATE
1. Portfolio	Multimodal response to Text	Individual	35%	July 14, 2023
2. Research	"I AM" formal essay	Individual	35%	July 19, 2023 – outline July 21, 2023 - essay
3. Novel Study	Online D2L Discussion	Individual	30%	July 24-28, 2023 (daily)

WEEKLY COURSE SCHEDULE:

Date	Topic	Readings and Tasks	Due Dates
July 4-7	*Pre-class reading/viewing*	*View Spotlight (movie); begin reading Indian Horse (novel)*	July 10, 2023
Week 1 – In Person Classes			
July 10	*Telling your Story:* Literature and the Personal Connection *Getting into:* Using D2L, Media Conventions, and media literacy.	*Genre:* Media *Class texts*: *Web Literacy for Student Fact Checkers* by Mike Caulfield Pre-class viewing: *Spotlight*	Portfolio Tasks (daily)
July 11	*Getting into*: Dramatic Script and Media conventions (shot, framing, lighting, color use, stereotyping)	Class Text: "I'm not the Indian you had in Mind" by Thomas King (video/poetry) *Readings:* "Tom King's Traditional Aboriginal Decorating Tips" *from the Dead Dog Cafe* by Thomas King Begin Portfolio Tasks Portfolio Task: Script Re-Write	You should be working on portfolio tasks, and other supplementary learning materials.
July 12	*Getting into*: Short Story Elements (Subject, Theme, Personal Response, setting, theme, and conflict)	*Genre: Short Story Readings:* "On the Rainy River" by Tim O'Brien "Eleven" by Sandra Cisneros "Fourteen" by Lee Kvern	You should be working on portfolio tasks, and other supplementary learning materials.
July 13	*Getting into:* Short Story Elements: Characterization	*Genre: Short Story Readings:* "On the Rainy River" by Tim O'Brien "Eleven" by Sandra Cisneros "Fourteen" by Lee Kvern *Portfolio Task:* Fakebook Profile *Portfolio Task:* Setting Sketch	You should be working on portfolio tasks, and other supplementary learning materials.
July 14	*Getting into Poetry*: Role of emotion, theme, and context in understanding poetry	*Genre: Poetry Readings:* "The Night She Left Lahore" by Shauna Singh Baldwin "Variations on the Word Love" by Margaret Atwood "Dear Poop" by Louise Bernice Halfe	**Portfolio due in D2L Dropbox by 11:59 pm**
Week 2 – In Person Classes			

July 17	*Emotion: Fear - Am I a Good Enough Writer?* *Getting into:* Essay reading, elements of an essay (thesis statement, organization)	*Genre: Essay* *Readings*: "What I've Learned from Writing" by Shauna Singh "Introduction" by Romeo Dallaire "I AM Maxine Tynes" by Maxine Tynes	Begin research paper
July 18	*Getting into:* Essay writing – Brainstorming, finding and organizing information, outline	Essay writing workshop Academic integrity	
July 19	*Getting into:* Essay writing – Research	Essay Writing Workshop	**Outline due to instructor for feedback by today**
July 20	*Getting into:* Essay writing – Peer review, referencing, submission	Essay Writing Workshop Citation and polishing	
July 21	*Final In-person class*	Essay Writing – Polishing and submission Asynchronous Learning Workshop	**Essay due in D2L Dropbox by 11:59 pm**
Week 3 – Asynchronous Classes Online			
July 24-28	*Novel Study: Indian Horse*	Critical Response to Literature	**Daily online posts and responses (Posts and responses due daily by 8:00 pm).**

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 three required Learning Tasks for this course.

LEARNING TASK 1: Portfolio (Critical Response to Text)
DUE: Portfolio is due by 11:59 pm on July 14, 2023.

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:
- Make a Meme – using media techniques to create a visual text
- Fakebook profile – characterization from "On the Rainy River"
- Setting sketch – setting from Introduction to *Shake Hands with the Devil*
- Found Poetry – Creation of poetry from a non-fiction printed text (i.e. newspaper article)
- Script Writing –"Fourteen" by Lee Kvern into a dramatic script

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

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 1

	A+	A	A-/ B+	B / B-	C+ / lower
Make a Meme	Exceeds all expectations and demonstrates extraordinary understanding of content.	Meme is clearly created using original content and media techniques expertly.	Meme uses predetermined content but demonstrates an understanding of media techniques.	Meme is unoriginal, relying on pre-made visuals and content, demonstrating a limited understanding of media techniques.	Meme is lacking in originality, creativity, and demonstrates an unacceptable understanding of media techniques.
Fakebook Profile	Exceeds all expectations and demonstrates extraordinary understanding of content.	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	Exceeds all expectations and demonstrates extraordinary understanding of content.	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	Exceeds all expectations and demonstrates extraordinary understanding of content.	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	Exceeds all expectations and demonstrates extraordinary understanding of content.	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.

LEARNING TASK 2: "I Am" Research Essay
DUE: Outline: Due for Peer review on July 19, 2023
Final Copy: Deadline of submission to D2L for grading is July 21, 2023 at 11:59 pm.

For this assignment, you will write a 750-1000 word autobiographical essay that includes a research component. Further direction will be provided to you during the second week of in-person classes.

Your research essay will follow traditional conventions for essay writing and your final submission should include:
1. Final copy of your essay for grading (750-1000 words, 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 (with evidence of instructor and peer review)
5. Essay outline (template provided in class)

CRITERIA FOR ASSESSMENT OF LEARNING TASK 2

	A+	A	A-/ B+	B / B-	C+ / lower
Evidence of Research	Essay exceeds all expectations for research demonstrating originality and creativity.	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 7th 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 presented about the topic, which has been sufficiently narrowed to suit a short research paper.	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 7th 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. Interesting information is presented about the topic, which has been narrowed to suit a short research paper.	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 7th 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 includes passable information to support thesis, but more research is needed to improve effectiveness.	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 7th 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.
Writing Conventions	Essay written expression exceeds all expectations for writing.	**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	Essay is publication-ready with no errors in written expression.	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.

LEARNING TASK 3: Novel Study (online) Journal Responses to Reading
DUE: Daily Posts posted to D2L: July 24-28, 2023 (daily by 8:00 pm).

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 final week 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.

Each student will be assigned one day to answer the main question about the reading passage and facilitate the online discussion between their peers. 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. **If you are concerned about being late with a post, please discuss this with the instructor prior to the due date.**

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

	A+	A	A-/ B+	B / B-	C+ / lower
Facilitated Post	Your assigned post exceeds all expectations and stands as excellence in online discussion.	An initial or responding paragraph is posted as assigned. You 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 as expected. Your post highlights issues from the novel and provides a solid question for discussion. Some page numbers are included to assist with group discussion.	An initial or responding paragraph is posted "just in time". Your 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	Your responding posts exceed all expectations.	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 outstanding in written expression and citation.	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.

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, all classroom 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 synchronous, in-person classes 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.

To be successful in this very compressed 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 assignments will be assessed on writing skills. ***As such, the use of online or digital writing and editing assistance is strongly discouraged except for the tools suggested to you by your instructor.*** 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 of 5% per day and will not be accepted after four days late. 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

This course does not include any graded group work, however you are expected to collaborate with your peers. 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. 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.