

**EDUC 205: Reading Educational Research**  
**Fall 2024****Land Acknowledgement:**

*The University of Calgary, located in the heart of Southern Alberta, both acknowledges and pays tribute to the traditional territories of the peoples of Treaty 7, which include the Blackfoot Confederacy (comprised of the Siksika, the Piikani, and the Kainai First Nations), the Tsuut'ina First Nation, and the Stoney Nakoda (including Chiniki, Bearspaw, and Goodstoney First Nations). The City of Calgary is also home to the Métis Nation of Alberta (Districts 5 and 6).*

**Term Dates:** September 3 - December 6, 2024

**Reading Break:** November 11 - 15, 2024

**Last Day to Add/Drop/Swap:** Due to the non-standard dates associated with this program, please check your Student Centre for the important dates pertaining to your section.

**Pre-requisite:** Due to the multiple pathways in the Bachelor of Education, please consult Undergraduate Programs in Education for questions related to pre-requisite courses.

**Office Hours:** By appointment only

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

**COURSE DESCRIPTION:**

Focusing on students' reading skills, this course continues to develop awareness of academic language genres, formal versus informal language use, and the development of critical thinking and logical argumentation skills. Continuing development of study skills and approaches that foster long-term academic success are integrated into course materials.

**LEARNER OUTCOMES:**

Students will be knowledgeable about:

Through this course, it is expected that students will:

1. Recognize that educational research is continuously evolving, requiring lifelong learning by teachers.

2. Recognize and choose recent, credible, and trustworthy educational information.
3. Understand and look for evidence of bias or assumptions in written text.
4. Examine how the concept of literacy is developed by online blogs, peer-reviewed journal articles, and the popular media.
5. Develop reading skills and approaches that foster long-term academic success.

**COURSE DESIGN AND DELIVERY:** This course will be delivered face-to-face on campus with possible engagement in a D2L environment. There is a D2L site for this course which contains required readings and other relevant class resources and materials (see [d2l.ucalgary.ca](http://d2l.ucalgary.ca)).

### **REQUIRED RESOURCES:**

#### **Textbooks:**

American Psychological Association. (2019). *APA Publication Manual (Seventh Edition)*. Washington, DC: APA

Morgan, K.M. & Henderson, E. (2022). *The Empowered Writer: An Essential Guide to Writing, Reading, and Research* (4th Ed). Don Mills: OUP.

\* Please note Morgan and Henderson is also used in EDUC 211

### **ADDITIONAL RESOURCES:**

#### **Other Resources (Available online or through the University of Calgary Library):**

Alberta Education. (2015). *Literacy Definition, Components and Elements of the Progressions*. Available online at <https://education.alberta.ca/media/3069627/definition-components-and-elements-literacy.pdf>

Annenberg Learner. (2014). *Thinking about Thinking – Metacognition*. From The Learning Classroom: Theory into Practice. Available online at <https://video-alexanderstreet-com.ezproxy.lib.ucalgary.ca/watch/thinking-about-thinking-metacognition>

Concordia University Library. (2017). *How to write an annotated bibliography* [website]. Available online at <https://library.concordia.ca/help/writing/annotated-bibliography.php>

Duke, N., & Pearson, P. (2009). Effective Practices for Developing Reading Comprehension. *Journal of Education*, 189(1- 2), 107-122. <https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/abs/10.1177/0022057409189001-208>

Eddy, S. L., Converse, M., & Wenderoth, M. P. (2015). PORTAAL: A Classroom Observation Tool Assessing Evidence-Based Teaching Practices for Active Learning in Large Science, Technology, Engineering, and Mathematics Classes. *CBE life sciences education*, 14(2) 1-16. <https://doi.org/10.1187/cbe.14-06-0095>

Houghlin Mifflin Harcourt. (n.d.). *Graphic Organizers* [website]. Available online at <https://www.hmhco.com/blog/free-graphic-organizer-templates>

Hyder, S. & Bhamani, S. (2016). Bloom's Taxonomy (Cognitive Domain) in Higher Education Settings: Reflection Brief. *Journal of Education and Educational Development*. 3. 288. [10.22555/joeeed.v3i2.1039](https://doi.org/10.22555/joeeed.v3i2.1039)

Neumann, M., Hood, M., & Neumann, D. (2009). The Scaffolding of Emergent Literacy Skills in the Home Environment: A Case Study. *Early Childhood Education Journal*, 36(4), 313-319. Retrieved from <https://link-springer-com.ezproxy.lib.ucalgary.ca/article/10.1007/s10643-008-0291-y>

November, A. (1998). *Teaching Zach to think* [blog]. Available at <https://novemberlearning.com/assets/teaching-zach-to-think.pdf>

Perdue (2022a) OWL Online Writing Lab [website]. Available from [https://owl.purdue.edu/owl/general\\_writing/academic\\_writing/logic\\_in\\_argumentative\\_writing/fallacies.html](https://owl.purdue.edu/owl/general_writing/academic_writing/logic_in_argumentative_writing/fallacies.html)

Perdue (2022b) OWL Online Writing Lab [website]. Available from [https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_formatting\\_and\\_style\\_guide/general\\_format.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html)

Reading Rockets. (2018). *Seven Strategies to Teach Students Text Comprehension* [website]. Available online at <http://www.readingrockets.org/article/seven-strategies-teach-students-text-comprehension>

Research Rundowns. (n.d.). *What is educational research?* [blog]. Available from <https://researchrundowns.com/intro/whatisedresearch/>

Richardson Et al. (2022). YourLogicalFalicyIs [website]. Available from <https://yourlogicalfallacyis.com/>

Sandstrom, G. M., & Dunn, E. W. (2014). Social Interactions and Well-Being: The Surprising Power of Weak Ties. *Personality and Social Psychology Bulletin*, 40(7), 910-922. <https://doi-org./10.1177/0146167214529799>

Trochim, W. M. (2022). *Research methods knowledge base* [website]. Available online at <https://conjointly.com/kb/>

UNOacademics. (2014). *University Now: Quantitative vs. Qualitative Research* [YouTube video]. Available from <https://www.youtube.com/watch?v=bCuwX35MHyE>

University of Manitoba Academic Learning Centre. (n.d.). *SQ3R Reading Strategy* [website]. Available online at [https://umanitoba.ca/student/academiclearning/media/SQ3R\\_Reading\\_Strategy\\_NEW.pdf](https://umanitoba.ca/student/academiclearning/media/SQ3R_Reading_Strategy_NEW.pdf)

### LEARNING TASKS OVERVIEW

LEARNING TASK	DESCRIPTION OF LEARNING TASK	GROUP / INDIVIDUAL	WEIGHT	DUE DATE
LT01 – Reading Responses	Recognizing that educational research is continuously evolving, requiring lifelong learning by teachers; each week students will	Individual	25%	Weekly in Dropbox by Sunday 23:59

	<p>respond to the weekly questions or tasks, based on the readings, and posted in D2L.</p> <p>Students are responsible for producing and submitting to Dropbox:</p> <p>A – 1 reading reflection that includes a response to the questions or tasks posted each week on D2L and discussed in the zoom sessions.</p> <p>B – 1 annotated article as assigned each week. This will be discussed further in the first zoom session.</p>			
LT02 - Considering Educational Research Sources	<p>For this Learning Task, students will demonstrate their ability to recognize and choose recent, credible, and trustworthy educational information.</p> <p>Please identify 5 broad sources of educational research and critique each of those sources based on their overall quality and usefulness to teachers and how each source relates to your own educational experience and professional development.</p>	Individual	20%	Sun. Oct. 6th in Dropbox by 23:59
LT03 – Annotated Bibliography	<p>For this assignment, please choose a topic related to child or youth literacy and find 20 credible teacher education resources that relate to that topic of interest.</p> <p>For each resource, please write an annotated bibliography with three parts. Part 1 highlighting the main ideas and arguments, Part 2 arguing the credibility of the resource, and Part 3 a personal connection to the topic or resources.</p>	Individual	25%	Sun. Nov. 10th, in Dropbox by 23:59
LT04 - Focused Topic of Interest on Child or Youth Literacy - Source Synthesis	<p>For this assignment, please synthesize your understanding of your focused topic of interest in regarding child or youth literacy in a 15-minute digital presentation.</p> <p>Please include how your topic supports long-term success for children or youth and the relationship, if any, to lifelong learning.</p>	Individual	30%	Fri. Dec. 6th, in Dropbox by 23:59

**WEEKLY COURSE SCHEDULE:**

<b>Date</b>	<b>Topic</b>	<b>Readings and Tasks</b>	<b>Important Dates</b>
Week 01  Sept. 3 - 8	Introductions and Course Orientation	<p>This week will open the course and get us started on the topics to be covered by the end of next week.</p> <p><b>Task:</b> Read the following articles and reflect on, “What is Critical thinking?” and why the Eddy, Converse, &amp; Wenderoth (2015), Hyder &amp; Bhamani (2016), and Sandstrom &amp; Dunn (2014) articles are included in introducing this course.</p> <p><b>Required Readings (To be discussed Sept 9):</b>            Morgan &amp; Henderson (2022) Chapter 1            Eddy, Converse &amp; Wenderoth (2015), pp 1-8.            Hyder &amp; Bhamani (2016) pp. 288-300            Sandstrom &amp; Dunn (2014) pp. 910-911</p>	<p>Post first reading reflection to D2L Dropbox by Sunday Sept 8, 23:59</p> <p><b>(This week’s reflection - 1-page double spaced combined response for all 4 articles)</b></p>
Week 02  Sept. 9 - 15	Understanding The Idea of Research. What is Educational Research?	<p>This week will introduce the general concept of research.</p> <ul style="list-style-type: none"> <li>• Definition of research.</li> <li>• Main vocabulary associated with research</li> <li>• Who writes educational research?</li> <li>• Types of Non-fiction texts: What qualifies as research?</li> </ul> <p><b>Required Readings:</b></p> <p>Research Rundowns. (n.d.). What is educational research? [blog].</p> <p>Trochim, W. M. (2022). <i>Research methods knowledge base</i>.</p> <p>UNOacademics. (2014). <i>University Now: Quantitative vs. Qualitative Research</i> [YouTube video].</p>	<p>Zoom Session #1 Monday Sept. 9; 16:30 - 18:00</p> <p>Reading response and annotated article (See above) in Dropbox by Sunday Sept 8, 23:59</p>

<p>Week 03 Sept. 16 - 22</p>	<p>Where to Find Educational Research?</p>	<p>This week we discuss where we can find educational research</p> <ul style="list-style-type: none"> <li>• Seeking out educational research – where do we look?</li> <li>• Peer-reviewed articles and other texts (newspapers, magazines, blogs, etc.)</li> </ul> <p><b>Required Readings:</b></p> <p>Morgan &amp; Henderson (2022) Chapter 10</p>	<p>Reading response and annotated article (See D2L for details) in Dropbox by Sunday Sept 15, 23:59</p>
<p>Week 04 Sept. 23 - 29</p>	<p>Assessing if a Source is Credible</p>	<p>This week we will consider what is and is not valid research.</p> <ul style="list-style-type: none"> <li>• Identifying high quality research and sources</li> <li>• Becoming aware of problematical research and sources</li> <li>• How do we know if a source is credible?</li> </ul> <p><b>Required Readings:</b></p> <p>Morgan &amp; Henderson (2022) Chapter 12</p> <p>November, A. (1998). <i>Teaching Zach to think</i> [blog].</p> <p>Perdue (2022b). APA General Format</p>	<p>Zoom Session #2 Monday Sept. 23; 16:30 - 18:00</p> <p>Reading response and annotated article (See D2L for details) in Dropbox by Sunday Sept 22, 23:59</p>
<p>Week 05 Sept. 30 – Oct. 6</p>	<p>Focusing on Bias, Assumptions, and Argumentative Problems in Research (1)</p>	<p>This week will look at some of the biases, assumptions, and argumentative problems that we can find in writing.</p> <ul style="list-style-type: none"> <li>• Bias and assumptions definitions</li> <li>• Understanding bias and assumptions in research</li> <li>• Argumentative problems in research</li> </ul> <p><b>Required Readings:</b></p> <p>Perdue (2022a). Logical Fallacies</p> <p>Richardson Et al. (2022). YourLogicalFalicyIs</p>	<p>LT02 Due: Sun. Oct. 6, in Dropbox by 23:59</p>
<p>Week 06 Oct. 7 - 13</p>	<p>Focusing on Bias, Assumptions, and Argumentative Problems in Research (2)</p>	<p>This week will continue exploring some of the biases, assumptions, and argumentative problems that we can find in writing.</p> <ul style="list-style-type: none"> <li>• Practice finding examples of credible, academic, and trustworthy sources.</li> </ul>	<p>Reading response and annotated article (See D2L for details) in Dropbox by Sunday Oct 7, 23:59</p>

Week 07  Oct. 13 - 20	How is Literacy discussed and described in Educational Research?	This week, we will examine the definition of literacy. <ul style="list-style-type: none"> <li>• How does Alberta Education define literacy?</li> <li>• What is reading? How do we know if a child is reading?</li> <li>• What is writing? How do we know if a child is writing?</li> <li>• What does educational research say about these topics?</li> </ul> <p><b>Required Readings:</b></p> <p>Alberta Education. (2015). <i>Literacy Definition, Components and Elements of the Progressions</i></p> <p>Neumann, M., Hood, M., &amp; Neumann, D. (2009). The Scaffolding of Emergent Literacy Skills. <i>Early Childhood Education Journal</i>, 36(4), 313-319.</p>	Reading response and annotated article (See D2L for details) in Dropbox by Sunday Oct 12, 23:59
Week 08  Oct. 21 - 27	Strategies for Reading Educational Research (1)	Strategies you can use to read educational research. <ul style="list-style-type: none"> <li>• Previewing / Prediction</li> <li>• Think Aloud</li> <li>• Summarizing</li> </ul> <p><b>Required Readings:</b></p> <p>Concordia University Library (2017). <i>How to write an annotated bibliography</i> [website].</p> <p>Duke and Pearson (2009). <i>Effective Practices for Developing Reading Comprehension</i></p>	Zoom Session #3 Monday Oct. 21; 16:30 - 18:00  Reading response and annotated article (See D2L for details) in Dropbox by Sunday Oct 20, 23:59
Week 09  Oct. 28 – Nov. 3	Strategies for Reading Educational Research (2)	Strategies you can use to read educational research. <ul style="list-style-type: none"> <li>• Skimming / Scanning</li> <li>• Visual Representation</li> </ul> <p><b>Required Readings:</b></p> <p>Reading Rockets (2022). <i>Seven Strategies to Teach Students Text Comprehension</i></p>	Reading response and annotated article (See D2L for details) in Dropbox by Sunday Oct 27, 23:59
Week 10  Nov. 4 – 10	Strategies for Reading Educational Research (3)	Strategies you can use to read educational research. <ul style="list-style-type: none"> <li>• Detailed Reading / Making Notes</li> <li>• Posing Questions</li> <li>• Talking to the Text</li> </ul>	Zoom Session #4 Monday Nov. 4; 16:30 - 18:00  LT03 Due: Sun. Nov. 10, in Dropbox by 23:59



Week 11  Nov. 11 - 15	Term Break – No Classes		
Week 12  Nov. 18 - 24	What are Some More Comprehensive Strategies for Reading Educational Research?	<p>This week we will look at some other ways to read educational research.</p> <ul style="list-style-type: none"> <li>• SQ3R (Survey, Question, Read, Recite, Review)</li> <li>• Graphic Organizers</li> <li>• Asking and Answering Questions</li> <li>• Metacognition</li> <li>• Summarizing research (one-page summary)</li> </ul> <p><b>Required Readings:</b></p> <p>Annenberg Learner. (2014). <i>Thinking about Thinking – Metacognition</i></p> <p>Houghlin Mifflin Harcourt (2022). <i>Graphic Organizers</i></p> <p>University of Manitoba Academic Learning Centre (2022). <i>SQ3R Reading Strategy</i></p>	Reading response and annotated article (D2L for details) in Dropbox by Sunday Nov 17, 23:59
Week 13  Nov. 25 - Dec. 1	Sharing Your Work with Colleagues - Creating Effective Digital Presentations.	<p>This week will help you develop the skills to share your work with colleagues using digital presentations.</p> <p><b>Required Readings:</b></p> <p>Morgan &amp; Henderson (2022) Chapter 11</p>	<p>Zoom Session #5 Monday Nov. 25; 16:30 - 18:00</p> <p>Reading response and annotated article (D2L for details) in Dropbox by Sunday Nov 24, 23:59</p>
Week 14  Dec. 2 - 6	Course Wrap-Up		LT04 Due: Wednesday Dec. 4, in Dropbox by 23:59

**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 FOUR required Learning Tasks for this course.



**1. Learning Task 1: Individual Reading Responses (25% of total Course Grade)**  
**- DUE: Weekly on D2L**

Each week students will respond to the weekly questions or tasks, based on the readings, and posted in D2L. Students are responsible for producing and submitting to Dropbox:

- A – 1 reading reflection that includes a response to the questions or tasks posted each week on D2L and discussed in the zoom sessions.
- B – 1 annotated article as assigned each week. This will be discussed further in the first zoom session.

**CRITERIA FOR ASSESSMENT OF LEARNING TASK 1**

Each weekly reading response and annotated article, based on the assigned readings and discussion questions or task, will be awarded a combined 3 points based on the quality of engagement with the course readings, and personal reflections evident in each response. Please put thought into your responses to build understanding that can be shared in the synchronous Zoom sessions.

To maintain an engaged and ongoing conversation with the course material and to promote active participation and meaningful conversation in the Zoom sessions, the weekly reading responses and annotated articles are to be submitted in Dropbox by Sunday night, 23:59. No points are given for late submissions and all 8 responses, inclusive of annotations, are required for course completion.

Students are expected to respectfully engage and discuss the weekly questions and course readings in each of the synchronous Zoom sessions. Students may choose to discuss the weekly questions and course readings on the D2L discussion board between the synchronous Zoom sessions but this is not required.

**Learning Task 2: Considering Educational Resource Sources (20% of total Course Grade)**  
**- Due: Sun. Oct. 8, 23:59 in Dropbox**

For this Learning Task please identify 5 broad sources of educational research and then critique each of those sources based on their overall quality and usefulness to teachers, and how each source relates to your own educational experience and professional development. These sources of educational research may range from Blogs or online videos to Journal Articles. In your critique consider aspects discussed in class including the overall usefulness, trustworthiness, accuracy, and applicability of such sources to teachers. Each of the 5 critiques should be around 300 words (+/- 10%).

In our second Zoom session I will help you choose your sources and set up your criteria for evaluation of those sources.

**CRITERIA FOR ASSESSMENT OF LEARNING TASK 2**

Please See Rubric on Page 9

No points are given for late submissions and the completed task is required for course completion.

**RUBRIC LT2 – CONSIDERING EDUCATIONAL RESEARCH - EDUC 205 FALL 2024**

	A+ 100% 10	A+ 95-100% 9.5	A 90-94% 9.0	A- 85-89% 8.5	B+ 80-84% 8.0	B 75-79% 7.5	B- 70-74% 7.0	C+ 65-69% 6.5	C 60-64% 6.0	C- 55-59% 5.5	D+ 52-54% 5.2	D 50 - 51% 5.0	F 0 - 49% 2.5
<b>Criteria 1 (30%)</b> Source Choice	Exceeds all Expert criteria	Meets all Expert criteria and exceeds some of them	<b>Expert</b> - 5 distinct and clearly defined sources have been chosen - Each source has a very clear relationship to educational research	Meets all Practitioner criteria and most Expert criteria	Meets all Practitioner criteria and some Expert criteria	<b>Practitioner</b> - 5 distinct and defined sources have been chosen - Each source has a clear relationship to educational research	Meets all Apprentice criteria and most Practitioner criteria	Meets all Apprentice criteria and some Practitioner criteria	<b>Apprentice</b> - 5 defined sources have been chosen - Each source has a relationship to educational research	<b>Novice</b> Meets all Novice criteria and some Apprentice criteria	- At least 4 defined sources have been chosen - Each source has at least a minimal relationship to educational research	Meets some but not all Novice criteria	Does not meet any Novice criteria
<b>Criteria 2 (40%)</b> Source Critique	Exceeds all Expert criteria	Meets all Expert criteria and exceeds some of them	<b>Expert</b> - Potential benefits of source very well and clearly identified - Potential issues with source very well and clearly identified - Understanding of range of usefulness of research within a source very well discussed	Meets all Practitioner criteria and most Expert criteria	Meets all Practitioner criteria and some Expert criteria	<b>Practitioner</b> - Potential benefits of source well and clearly identified - Potential issues with source well and clearly identified - Understanding of range of usefulness of research within a source well discussed	Meets all Apprentice criteria and most Practitioner criteria	Meets all Apprentice criteria and some Practitioner criteria	<b>Apprentice</b> - Some potential benefits of source somewhat identified - Some potential issues with source somewhat identified - Understanding of range of usefulness of research within a source somewhat discussed	<b>Novice</b> Meets all Novice criteria and some Apprentice criteria	- Potential benefits of source minimally identified - Potential issues with source minimally identified - Understanding of range of usefulness of research within a source minimally discussed	Meets some but not all Novice criteria	Does not meet any Novice criteria
<b>Criteria 3 (30%)</b> Organization, Writing and APA Usage	Exceeds all Expert criteria	Meets all Expert criteria and exceeds some of them	<b>Expert</b> - Submission is very well and clearly organized - Ideas are very clearly communicated - Submission fully adheres to all length and / or word count guidelines - There are few to no writing or proofing errors. Any errors that exist do not impact understanding - There are no errors in APA style or formatting	Meets all Practitioner criteria and most Expert criteria	Meets all Practitioner criteria and some Expert criteria	<b>Practitioner</b> - Submission is clearly organized - Ideas are clearly communicated - Submission occasionally misses length and / or word count guidelines and only to a minor extent - There are few writing or proofing errors. Any errors that exist do not have more than an occasional impact on understanding - There are few errors in APA style or formatting	Meets all Apprentice criteria and most Practitioner criteria	Meets all Apprentice criteria and some Practitioner criteria	<b>Apprentice</b> - Submission shows some organization - Ideas are somewhat clearly communicated - Submission misses some length and / or word count guidelines or does so to a significant extent - Writing or proofing errors have some impact on understanding - There are some errors in APA style or formatting	<b>Novice</b> Meets all Novice criteria and some Apprentice criteria	- Submission shows little organization - Ideas are not communicated with overall clarity - Submission misses many length and / or word count guidelines or does so to a very significant extent - Writing or proofing errors have a significant impact on understanding - There are significant errors in APA style or formatting	Meets some but not all Novice criteria	Does not meet any Novice criteria

**Learning Task 3: Annotated Bibliography (25% of total Course Grade)**

**– Due: Sun. Nov. 12, 23:59 in Dropbox**

For this assignment, please choose a topic related to child or youth literacy that interests you and then find 20 credible teacher education resources that relate to that topic of interest.

For each resource, please write an annotated bibliography with two parts. Part 1 should be about 100 words (+/- 10%) and should highlight the main ideas and arguments of the resource. Part 2 should also be about 100 words (+/- 10%) and should argue the credibility of the resource. When arguing the credibility of the resources consider material covered in weeks 4 to 6 of this course.

Some topics in literacy that you might find interesting include (please ask for more ideas if needed):

- Strategies for including families in early literacy.
- Creating a literacy-rich environment in a classroom or with a reading buddy.
- Using games to develop early literacy/assist with developing adolescent literacy.
- Engaging reluctant readers with relevant texts.
- Building vocabulary through games
- Building literacy skills with newcomers to Canada or English Language Learning students

**CRITERIA FOR ASSESSMENT OF LEARNING TASK 3**

No points are given for late submissions and the completed task is required for course completion.

### RUBRIC LT3 – ANNOTATED BIBLIOGRAPHY - EDUC 205 FALL 2024

	A+ 100% 10	A+ 95-100% 9.5	A 90-94% 9.0	A- 85-89% 8.5	B+ 80-84% 8.0	B 75-79% 7.5	B- 70-74% 7.0	C+ 65-69% 6.5	C 60-64% 6.0	C- 55-59% 5.5	D+ 52-54% 5.2	D 50 - 51% 5.0	F 0 - 49% 2.5
<b>Criteria 1 (20%)</b> Resource Choice	Exceeds all Expert criteria	Meets all Expert criteria and exceeds some of them	<b>Expert</b> - 20 resources included in Bibliography - All resources very clearly related to a focussed topic in child or youth literacy	Meets all Practitioner criteria and most Expert criteria	Meets all Practitioner criteria and some Expert criteria	<b>Practitioner</b> - 20 resources included in Bibliography - All resources clearly related to a focussed topic in child or youth literacy	Meets all Apprentice criteria and most Practitioner criteria	Meets all Apprentice criteria and some Practitioner criteria	<b>Apprentice</b> - 20 resources included in Bibliography - Most resources clearly related to a focussed topic in child or youth literacy	Meets all Novice criteria and some Apprentice criteria	<b>Novice</b> - 15 to 20 resources included in Bibliography - Some resources related to a focussed topic in child or youth literacy	Meets some but not all Novice criteria	Does not meet any Novice criteria
<b>Criteria 2 (30%)</b> Resource Content	Exceeds all Expert criteria	Meets all Expert criteria and exceeds some of them	<b>Expert</b> - Main idea of resource very well and clearly identified - Supporting arguments very well and clearly summarized	Meets all Practitioner criteria and most Expert criteria	Meets all Practitioner criteria and some Expert criteria	<b>Practitioner</b> - Main idea of resource well and clearly identified - Supporting arguments well and clearly summarized	Meets all Apprentice criteria and most Practitioner criteria	Meets all Apprentice criteria and some Practitioner criteria	<b>Apprentice</b> - Main idea of resource somewhat identified - Supporting arguments somewhat summarized	Meets all Novice criteria and some Apprentice criteria	<b>Novice</b> - Main idea of resource minimally identified - Supporting arguments minimally summarized	Meets some but not all Novice criteria	Does not meet any Novice criteria
<b>Criteria 3 (30%)</b> Resource Credibility	Exceeds all Expert criteria	Meets all Expert criteria and exceeds some of them	<b>Expert</b> - Credibility of resource very well and very clearly established - Multiple (5+) lines of evidence very well used to argue credibility	Meets all Practitioner criteria and most Expert criteria	Meets all Practitioner criteria and some Expert criteria	<b>Practitioner</b> - Credibility of resource well and clearly established - Multiple (4+) lines of evidence well used to argue credibility	Meets all Apprentice criteria and most Practitioner criteria	Meets all Apprentice criteria and some Practitioner criteria	<b>Apprentice</b> - Credibility of resource somewhat established - Multiple (3+) lines of evidence used to argue credibility	Meets all Novice criteria and some Apprentice criteria	<b>Novice</b> - Credibility of resource minimally established - Only 1 to 2 lines of evidence used to argue credibility	Meets some but not all Novice criteria	Does not meet any Novice criteria
<b>Criteria 4 (20%)</b> Organization, Writing and APA Usage	Exceeds all Expert criteria	Meets all Expert criteria and exceeds some of them	<b>Expert</b> - Submission is very well and clearly organized - Ideas are very clearly communicated - Submission fully adheres to all length and / or word count guidelines - There are few to no writing or proofing errors. Any errors that exist do not impact understanding - There are no errors in APA style or formatting	Meets all Practitioner criteria and most Expert criteria	Meets all Practitioner criteria and some Expert criteria	<b>Practitioner</b> - Submission is clearly organized - Ideas are clearly communicated - Submission occasionally misses length and / or word count guidelines and only to a minor extent - There are few writing or proofing errors. Any errors that exist do not have more than an occasional impact on understanding - There are few errors in APA style or formatting	Meets all Apprentice criteria and most Practitioner criteria	Meets all Apprentice criteria and some Practitioner criteria	<b>Apprentice</b> - Submission shows some organization - Ideas are somewhat clearly communicated - Submission misses some length and / or word count guidelines or does so to a significant extent - Writing or proofing errors have some impact on understanding - There are some errors in APA style or formatting	Meets all Novice criteria and some Apprentice criteria	<b>Novice</b> - Submission shows little organization - Ideas are not communicated with overall clarity - Submission misses many length and / or word count guidelines or does so to a very significant extent - Writing or proofing errors have a significant impact on understanding - There are significant errors in APA style or formatting	Meets some but not all Novice criteria	Does not meet any Novice criteria

### Learning Task 4: Focused Topic of Interest on Child or Youth Literacy - Source Synthesis – Due: Wed. Dec. 6, 23:59 in Dropbox (30% of total Course Grade)

For this assignment, please synthesize your understanding of your focused topic of interest in regarding child or youth literacy in a 15-minute digital presentation.

#### CRITERIA FOR ASSESSMENT OF LEARNING TASK 4

No points are given for late submissions and the completed task is required for course completion.

### RUBRIC LT4 – Focused Topic of Interest on Child or Youth Literacy Source Synthesis EDUC 205 FALL 2024

	A+ 100% 10	A+ 95-100% 9.5	A 90-94% 9.0	A- 85-89% 8.5	B+ 80-84% 8.0	B 75-79% 7.5	B- 70-74% 7.0	C+ 65-69% 6.5	C 60-64% 6.0	C- 55-59% 5.5	D+ 52-54% 5.2	D 50 - 51% 5.0	F 0 - 49% 2.5
<b>Criteria 1 (40%)</b>  Understanding of Topic of Interest on Child or Youth Literacy	Exceeds all Expert criteria	Meets all Expert criteria and exceeds some of them	<b>Expert</b> - Synthesis very well summarizes understanding of topic	Meets all Practitioner criteria and most Expert criteria	Meets all Practitioner criteria and some Expert criteria	<b>Practitioner</b> - Synthesis well summarizes understanding of topic	Meets all Apprentice criteria and most Practitioner criteria	Meets all Apprentice criteria and some Practitioner criteria	<b>Apprentice</b> - Synthesis generally summarizes understanding of topic	Meets all Novice criteria and some Apprentice criteria	<b>Novice</b> - Synthesis somewhat summarizes understanding of topic	Meets some but not all Novice criteria	Does not meet any Novice criteria
<b>Criteria 2 (40%)</b>  Use of Resources	Exceeds all Expert criteria	Meets all Expert criteria and exceeds some of them	<b>Expert</b> - Synthesis very well draws on resources as appropriate. - Most LT03 resources very well used - Reflection uses additional resources very well to fill gaps in understanding	Meets all Practitioner criteria and most Expert criteria	Meets all Practitioner criteria and some Expert criteria	<b>Practitioner</b> - Synthesis well draws on resources as appropriate. - Most LT03 resources well used - Reflection uses additional resources well to fill gaps in understanding	Meets all Apprentice criteria and most Practitioner criteria	Meets all Apprentice criteria and some Practitioner criteria	<b>Apprentice</b> - Synthesis generally draws on resources as appropriate. - Some LT03 resources used - Reflection may use additional resources to fill gaps in understanding	Meets all Novice criteria and some Apprentice criteria	<b>Novice</b> - Synthesis somewhat draws on resources as appropriate. - Few LT03 resources used - Reflection may not use additional resources to fill gaps in understanding	Meets some but not all Novice criteria	Does not meet any Novice criteria
<b>Criteria 3 (20%)</b>  Organization, Writing and APA Usage	Exceeds all Expert criteria	Meets all Expert criteria and exceeds some of them	<b>Expert</b> - Presentation is very well and clearly organized - Presentation is very clear and flows very smoothly - Ideas are very clearly communicated - Submission fully adheres to all length and / or word count guidelines - There are few to no writing or proofreading errors. Any errors that exist do not impact understanding - There are no errors in APA style or formatting	Meets all Practitioner criteria and most Expert criteria	Meets all Practitioner criteria and some Expert criteria	<b>Practitioner</b> - Presentation is clearly organized - Presentation is clear and flows smoothly - Ideas are clearly communicated - Submission occasionally misses length and / or word count guidelines and only to a minor extent - There are few writing or proofreading errors. Any errors that exist do not have more than an occasional impact on understanding - There are few errors in APA style or formatting	Meets all Apprentice criteria and most Practitioner criteria	Meets all Apprentice criteria and some Practitioner criteria	<b>Apprentice</b> - Presentation shows some organization - Presentation is somewhat clear and smooth - Ideas are somewhat clearly communicated - Submission misses some length and / or word count guidelines or does so to a significant extent - Writing or proofreading errors have some impact on understanding - There are some errors in APA style or formatting	Meets all Novice criteria and some Apprentice criteria	<b>Novice</b> - Presentation shows little organization - Presentation is not clear and smooth - Ideas are not communicated with overall clarity - Submission misses many length and / or word count guidelines or does so to a very significant extent - Writing or proofreading errors have a significant impact on understanding - There are significant errors in APA style or formatting	Meets some but not all Novice criteria	Does not meet any Novice criteria

### THE EXPECTATION OF EXCELLENCE IN PROFESSIONAL WORK

Please review the Academic Calendar carefully. It describes the program and provides detailed schedules and important dates. It contains information on expectations for student work and professional conduct. In addition, procedures are described regarding concern about student performance in the program. Please pay especially careful attention to details and descriptions in the following topic areas:

- *The Importance of Attendance and Participation in Every Class*

As this is a professional program, experiences are designed with the expectation that all members will be fully involved in all classes and in all coursework experiences. As you are a member of a learning community your contribution is vital and highly valued, just as it will be when you take on the professional responsibilities of being a teacher. We expect that you will not be absent from class with the exception of documented instances of personal or family illness or for religious requirements.

- *Engagement in Class Discussion and Inquiry*

Another reason for the importance of attendance and participation in every class is that the course involves working with fellow students to share ideas and thinking. For example, each class you will work with a small group to engage fellow students in discussions on work being considered in class. You will also help other groups by providing ideas for scholarly inquiry in assignments. If you find that you are experiencing difficulties as a group collaborating, please inform the instructor.

### EXPECTATIONS FOR WRITING

All written assignments (including, to a lesser extent, written exam responses) will be assessed at least partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Sources used in research papers must be properly documented. If you need help with your writing, you may use the writing support services in the Learning Commons. For further information, please refer to the official online University of Calgary Calendar, Academic Regulations, E. Course Information, E.2: Writing Across the Curriculum: <http://www.ucalgary.ca/pubs/calendar/current/e-2.html>

### MISSING OR LATE SUBMISSIONS

All late submissions of assignments must be discussed with the instructor **prior to the due date**. 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. No points are given for late submissions (without approval of the instructor prior to assignment due date). All tasks are required for course completion.

**GRADING:** <https://calendar.ucalgary.ca/pages/fc4adb8643f84441ab32300237b80df1>

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 Misconduct

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

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

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

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

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

### **Academic Accommodation**

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

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

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

<https://calendar.ucalgary.ca/pages/a89ecfbf758841b5983c4b67746e7846>

**Generative AI:** Please note that all assignments are expected to be the original work of the student and students are not to employ generative AI (for example, ChatGPT).

### **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>

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.

### **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.

### **Research Ethics**

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



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

For further information see E.5 Ethics of Human Studies

<https://calendar.ucalgary.ca/pages/627ed88eb4b041b7a2e8155effac350>

### **Instructor Intellectual Property**

Course materials created by instructors (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed or copied without the explicit consent of the instructor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

### **Freedom of Information and Protection of Privacy**

Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary. For more information, please see: <https://www.ucalgary.ca/hr/work-compensation/working-ucalgary/freedom-information-and-privacy-act>

### **Copyright Legislation**

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (<https://www.ucalgary.ca/legal-services/university-policies-procedures/acceptable-use-material-protected-copyright-policy>) and requirements of the copyright act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy <https://www.ucalgary.ca/legal-services/university-policies-procedures/student-non-academic-misconduct-policy>.

### **Sexual and Gender-Based Violence Policy**

The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's sexual violence policy guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances. Please see the policy available at <https://www.ucalgary.ca/legal-services/university-policies-procedures/sexual-and-gender-based-violence-policy>

### **Other Important Information**

Please visit the Registrar's website at: <https://www.ucalgary.ca/registrar/registration/course-outlines> for additional important information on the following:

- Wellness and Mental Health Resources
- Student Success
- Student Ombuds Office



- Student Union (SU) Information
- Graduate Students' Association (GSA) Information
- Emergency Evacuation/Assembly Points
- Safewalk

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

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

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

**Education Students Association (ESA)** President for the academic year is Claire Gillis,  
[esa@ucalgary.ca](mailto:esa@ucalgary.ca).

**Werklund SU Representative** is Tracy Dinh, [educrep@su.ucalgary.ca](mailto:educrep@su.ucalgary.ca).