

**EDUC 205: Reading Educational Research  
Fall 2020**
*AB*

Section	Instructor	Time (via Zoom)	Location	Email
S01	Dr. H. Douglas Sewell	Wed. Sept. 9 - 16:30 - 18:00 Mon. Sept. 21 - 16:30 - 18:00 Mon. Oct. 26 - 16:30 - 18:00 Mon. Nov. 23 - 16:30 - 18:00	Online	hdouglas.sewell@ucalgary.ca

**Class Dates:** September 8 – December 9, 2020

**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:** Please email for assistance or to set up a Zoom session

**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:**

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 when working with students.
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 an understanding of the ethical underpinnings of educational research.

**COURSE DESIGN AND DELIVERY:** This course will be delivered online through D2L with supporting Zoom Sessions.

**REQUIRED RESOURCES:**

**Textbooks:**

Henderson, E. & Morgan, K.M. (2010). *The Empowered Writer: An Essential Guide to Writing, Reading, and Research (3rd Ed)*. Don Mills: Oxford University Press.

*E-books available from the following vendor; App available in Apple and Android devices*  
[BookShelf \(VitalSource\)](#)

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

*E-books available from the following vendor; App available in Apple and Android devices*  
[BookShelf \(VitalSource\)](#)

**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>

American Educational Research Association. (2018). *What is educational research? [website]*. Available from <http://www.aera.net/About-AERA/What-is-Education-Research>

Annenberg Learner. (2014). *Thinking about Thinking – Metacognition*. From *The Learning Classroom: Theory into Practice*. Available online at <https://www.learner.org/series/the-learning-classroom-theory-into-practice/thinking-about-thinking-metacognition/>

Bettis, P. & Roe, M.F. (2008) Reading Girls: Living Literate and Powerful Lives, *RMLE Online* (32:1), 1-18, DOI: 10.1080/19404476.2008.11462054 <https://files.eric.ed.gov/fulltext/EJ827005.pdf>

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>

Houghlin Mifflin Harcourt. (n.d.). *Graphic Organizers [on the Education Place website]*. Available online at <https://www.eduplace.com/graphicorganizer/>

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>

NU Office of Undergraduate Research. (2013). *What is research? [YouTube Video]*. Available from <https://www.youtube.com/watch?v=pLVRpMbD7WA>

PBS Parents (2018). *Writing Development: One Child's Journey from Scribbles to Stories*. Available on D2L

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/>

Ronald Williams Library. (2013). What is a journal and a peer reviewed article? [YouTube video]. Available from <https://www.youtube.com/watch?v=1Fc7UixWEzc>

UNOacademics. (2014). *UniversityNow: 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**

<b>LEARNING TASK</b>	<b>DESCRIPTION OF LEARNING TASK</b>	<b>GROUP / INDIVIDUAL</b>	<b>WEIGHT</b>	<b>DUE DATE</b>
LT01 - Online Discussion Participation	Each week there will be a set of 2-4 discussion questions. Students are responsible for producing: 1 - a minimum 200-word response to each discussion question each week 2 - at least 5 short (50-word) replies to others' responses each week	Individual	30%	Weekly
LT02 - Research Table: Selecting Appropriate Resources	For this assignment, you will find a minimum of ten credible teacher education resources that relate to a focused topic of interest regarding child or youth literacy and summarize the important facts and information that you gathered from each of these sources in a table format.	Individual	20%	Sept. 27 <sup>th</sup> in Dropbox by 23:59
LT03 - One Page Article Summary (x2)	Of the ten articles you picked for Learning Task #1, choose two of them to write a detailed summary of the article.	Individual	25%	Nov. 1 <sup>st</sup> , in Dropbox by 23:59
LT04 - Reading Strategy Practice	Of the eight remaining articles from LT02, choose two more and use your choice of reading strategies on these articles. Based on this, write a 700-word (+/- 10%) report on the effectiveness of these strategies.	Individual	25%	Dec. 9 <sup>th</sup> , in Dropbox by 23:59

**WEEKLY COURSE SCHEDULE:**

The following schedule may change in response to student needs and emerging issues. Please see Other Readings section above for full reference details for readings below.

<b>Date</b>	<b>Topic</b>	<b>Readings and Tasks</b>	<b>Important Dates</b>
Sept. 8 - 13	Introductions and course orientation	This week will open the course and get us started on the topics to be covered by the end of next week.	- Zoom Sept. 9 <sup>th</sup> , 16:30 - 18:00
Sept. 14 - 20	What is research?	This week will introduce the general concept of research. <ul style="list-style-type: none"> <li>• Definition of research.</li> <li>• Main vocabulary associated with research</li> </ul> <b>Required Readings:</b>  American Educational Research Association. (2018). What is educational research?  NU Office of Undergraduate Research. (2013). <i>What is research?</i>	
Sept. 21 - 27	What is educational research?	During this week, we define and explore educational research as both a noun (text) and verb (action). <ul style="list-style-type: none"> <li>• The vocabulary used in educational research.</li> <li>• Seeking out educational research – where do we look?</li> <li>• Who writes educational research?</li> </ul> <b>Required Readings:</b>  <i>The Empowered Writer</i> by Moran and Henderson, pp. 5 - 8 and 223 - 225.  Research Rundowns. (n.d.). What is educational research? [blog].	- Zoom Sept. 21 <sup>st</sup> , 16:30 - 18:00  - LT02 Due Sept. 27 <sup>th</sup> in Dropbox by 23:59

Sept. 28 - Oct. 4	What are the different types of texts that count, and don't count, as educational research?	<p>We will continue to examine the basics of educational research and will begin to look at what counts, and doesn't count, as valid research.</p> <ul style="list-style-type: none"> <li>• Ways that educational research can be used by teachers.</li> <li>• Vocabulary: Quantitative and Qualitative Research, Primary and secondary sources</li> <li>• Types of Non-fiction texts: What qualifies as research?</li> <li>• Peer-reviewed articles and other texts Periodicals (newspapers, magazines, blogs, and other publications)</li> </ul> <p><b>Required Readings:</b></p> <p><i>The Empowered Writer</i> by Moran and Henderson, pp. 225 - 242.</p> <p>UNOacademics. (2014). <i>UniversityNow: Quantitative vs. Qualitative Research</i> [YouTube video].</p> <p>Ronald Williams Library. (2013). <i>What is a journal and a peer reviewed article?</i> [YouTube video].</p> <p>November, A. (1998). <i>Teaching Zach to think</i> [blog].</p>	
Oct. 5 - 11	How can I assess if a source is credible or academic?	<p>This week will look at some of the biases and assumptions that we can find in writing.</p> <ul style="list-style-type: none"> <li>• Bias and assumptions definitions</li> <li>• How do we know if a source is credible?</li> <li>• What are the characteristics of an academic source?</li> <li>• Practice finding examples of credible, academic, and trustworthy sources.</li> </ul>	
Oct. 12 - 18	What are some strategies for reading educational research?	<p>These three weeks will focus on strategies that you can use to read educational research.</p> <ul style="list-style-type: none"> <li>• Examples and guided practice of reading strategies</li> <li>• Previewing / Prediction</li> <li>• Think Aloud</li> <li>• Skimming / Scanning</li> <li>• Visual Representation</li> <li>• Summarizing</li> <li>• Detailed Reading/Making Notes</li> <li>• Posing Questions</li> <li>• Talking to the Text</li> </ul>	
Oct. 19 - 25	What are some strategies for reading educational research? (Continued)		
Oct. 26 - Nov. 1	What are some strategies for reading educational research? (Continued)	<p><b>Required Readings:</b></p> <p><i>The Empowered Writer</i> by Moran and Henderson, pages 8 - 30.</p> <p><i>Effective Practices for Developing Reading Comprehension</i> by Nell K. Duke and P. David Pearson.</p> <p><i>Seven Strategies to Teach Students Text Comprehension</i> by Reading Rockets.</p>	<p>- Zoom Oct. 26<sup>th</sup>, 16:30 - 18:00</p> <p>- LT03 Due Nov. 1<sup>st</sup>, in Dropbox by 23:59</p>

Nov. 2 - 8	What are some more comprehensive strategies for reading educational research?	These two weeks we will look at some other ways to read educational research. <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>	
Nov. 16 - 22	What are some more comprehensive strategies for reading educational research? (Continued)	<p><b>Required Readings:</b></p> <p><i>SQ3R Reading Strategy</i> by the University of Manitoba Academic Learning Centre.</p> <p><i>Graphic Organizers</i> on the Education Place website by Houghlin Mifflin Harcourt.</p> <p><i>Thinking about Thinking – Metacognition</i> from Annenberg Learner, <i>The Learning Classroom: Theory into Practice</i>.</p> <p>Concordia University Library. (2017). <i>How to write an annotated bibliography</i> [website].</p>	
Nov. 23 - 29	How is literacy and reading described in educational research?	This week, we will examine the definition of literacy with a closer look at reading. <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 does educational research say about this topic?</li> <li>• Guided practice for reading research – using reading strategies to read educational research.</li> </ul> <p><b>Required Readings:</b></p> <p>Bettis, P. &amp; Roe, M.F. (2008) Reading Girls: Living Literate and Powerful Lives, <i>RMLE Online</i> (32:1), 1-18, DOI: 10.1080/19404476.2008.11462054</p> <p><i>Literacy Definition, Components and Elements of the Progressions</i> by Alberta Education.</p>	- Zoom Nov. 23 <sup>rd</sup> , 16:30 - 18:00
Nov. 30 - Dec. 6	How is writing discussed and described in educational research?	This week, we will examine the definition of literacy with a closer look at writing. <ul style="list-style-type: none"> <li>• How does Alberta Education define literacy?</li> <li>• What is writing? How do we know if a child is writing?</li> <li>• What does educational research say about this topic?</li> </ul>	
Dec. 7 - 9	How is writing discussed and described in educational research? (Continued)	<p><b>Required Readings:</b></p> <p><i>Writing Development: One Child's Journey from Scribbles to Stories</i> by PBS Parents (2018).</p> <p>Neumann, M., Hood, M., &amp; Neumann, D. (2009). The Scaffolding of Emergent Literacy Skills in the Home Environment: A Case Study. <i>Early Childhood Education Journal</i>, 36(4), 313-319.</p>	- LT04 Due Dec. 9 <sup>th</sup> , in Dropbox by 23:59

**LEARNING TASKS AND ASSESSMENT:**

There are four required Learning Tasks for this course.

**1. LEARNING TASK 1: Online Discussion Participation**

**- DUE: Weekly on D2L**

Each week there will be 2-4 discussion questions. Students are responsible for producing:

- 1 - a minimum 200-word response to each discussion question each week
- 2 - 5 short (50-word) replies to others' responses each week

**CRITERIA FOR ASSESSMENT OF LEARNING TASK 1**

Each response to a discussion question will be awarded 3 points. Each reply to another student's initial response will be awarded 1 point. While this task is assessed based on completion only, please put thought into your responses and replies to build understanding for all. Only one response to each discussion question, and a maximum of 5 meaningful replies per week will be awarded points. The total points available for this learning task will be based on the total number of discussion questions in D2L.

**2. LEARNING TASK 2: Research Table: Selecting Appropriate Resources**

**- DUE: Sept. 27<sup>th</sup>, 23:59 in Dropbox**

For this assignment, you will find a minimum of ten credible teacher education resources that relate to a focused topic of interest regarding child or youth literacy and summarize the important facts and information that you gathered from each of these sources in a table format.

Your table should include the following information (a template will be provided to you on D2L):

- What is the name of the resource?
- What type of text is the resource? (blog, video, magazine, website, journal article, book, etc)
- What is the full APA citation for the resource?
- Is this resource a primary or secondary source? Why?
- What is the thesis or main idea being discussed in the resource?
- What are the main supporting arguments?
- What are some potential concerns with the arguments? Why?
- What assumptions does the author make?
- Is the author an expert on the content presented? How do you know?
- Does the resource appeal to your emotions? Which emotions?
- Do you judge the resource to be credible? Why or why not?

Current topics in literacy that you might find interesting include (Ask if you need more topic ideas):

- 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?
- Strategies for including physical activity with 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 2**

<b>Grading Rubric for Assessing Sources Table</b>	
Criteria exceptionally met (19-20)	<p><b>Selection of Texts:</b> The resource text selections reveal a very strong understanding of the course materials and readings. A variety of texts (including visual media, journal articles, blogs, books, and other literature) are chosen that reveal a strong understanding of the difference between primary and secondary sources.</p> <p><b>Summary of Main Ideas and Accuracy of Data in Tables:</b> The main points, questions, or thesis are clearly and succinctly identified in the table. The table accurately identifies the main components of each text and identifies several reasons why the resource is judged to be credible.</p> <p><b>Attention to Detail:</b> Written expression is error free with attention paid to the use of expected grammar and spelling. Text selections are excellently cited making retrieval of material straightforward. An exceptional effort is made to ensure writing is clear and concise.</p>
Criteria well met (17-18)	<p><b>Selection of Texts:</b> The resource text selections reveal a strong understanding of the course materials and readings. A few different types of texts (including visual media, journal articles, blogs, books, and other literature) are chosen that reveal a very good understanding of the difference between primary and secondary sources.</p> <p><b>Summary of Main Ideas and Accuracy of Data in Table:</b> The main points, questions, or thesis are mostly accurately identified in the chart. The table solidly identifies the main arguments made by the text and identifies some reasons why the resource is judged to be credible.</p> <p><b>Attention to Detail:</b> Written expression is mostly error free with attention paid to the conventions of grammar and spelling. Text selections are well cited, making retrieval of material straightforward. A very good effort is made to ensure writing is clear and concise.</p>
Criteria met (14-16)	<p><b>Selection of Texts:</b> The resource text selections reveal a good understanding of the course materials and readings. The different texts chosen (including visual media, journal articles, blogs, books, and other literature) reveal some understanding of the difference between primary and secondary sources.</p> <p><b>Summary of Main Ideas and Accuracy of Data in Table:</b> The main points, questions, or thesis are identified in the chart. The table identifies the main arguments made by the text and identifies a couple of reasons to justify the addition of the resource. An understanding of credible sources is evident.</p> <p><b>Attention to Detail:</b> Written expression contains multiple errors in the conventions of grammar and spelling. An attempt is made to cite resources accurately but missing some important information to aid with resource retrieval. An effort is made to ensure writing is clear and concise, but errors in expression limit reader understanding.</p>
Criteria somewhat met (12-14)	<p><b>Selection of Texts:</b> The resource text selections reveal a superficial, understanding of the course materials and readings. The selection of resource texts is limited to a single genre (one of visual media, journal articles, blogs, books, and other literature) revealing a limited understanding of the difference between primary and secondary sources.</p> <p><b>Summary of Main Ideas and Accuracy of Data in Tables:</b> Several of the main points, questions, or the thesis are not identified in the chart. The table identifies a main argument made by the text and identifies one reason to justify the addition of the resource. A limited understanding of credibility is evident.</p> <p><b>Attention to Detail:</b> Written expression contains multiple errors in the conventions of grammar and spelling. An attempt is made to cite resources accurately, however, retrieval of resource was difficult. An effort is made to ensure writing is clear and concise, but errors in expression limit reader understanding.</p>
Acknowledgement of submission (<12)	Please meet with the instructor. Main components of the assignment are missing or inaccurate.

**3. LEARNING TASK 3: One Page Article Summary (x2)**  
 – DUE: Nov. 1<sup>st</sup>, 23:59 in Dropbox

Being able to take notes and summarize readings is a key part of reading educational research. Of the ten articles you picked for Learning Task #1, choose two of them to write a detailed summary and reflection of the article. This should be about 300 words (+/- 10%) APA formatted.

Each summary must include the following elements:

- **Summary:** In a short paragraph summarize the main points of the article. Include aspects including the main arguments and evidence used to support the main arguments.
- **Critical Reflection:** In a short paragraph, discuss how the information that you gained from the article influenced your understanding of the topic.

### CRITERIA FOR ASSESSMENT OF LEARNING TASK 3

<b>Grading Rubric for Teaching Strategy Assignment</b>	
Criteria exceptionally met (24-25)	<p><b>Summary:</b> Both summaries provide excellent and succinct details about the main ideas or findings of the article.</p> <p><b>Critical Reflection:</b> The reflection is insightful and provides several reasons why the selected text was meaningful to the student.</p> <p><b>Expression and APA Style:</b> Both summaries are equally well written, and attention is paid to ensuring that grammar and spelling are accurate. Each sentence is carefully constructed to maximize retention of knowledge without becoming wordy or a run-on. No APA formatting issues noted.</p>
Criteria well met (21-23)	<p><b>Summary:</b> Both summaries provide succinct details about the main ideas or findings of the article.</p> <p><b>Critical Reflection:</b> The reflection provides a few reasons why the selected text was meaningful to the student.</p> <p><b>Expression and APA Style:</b> Both summaries are well written, and attention is paid to ensuring that grammar and spelling are accurate with some minor errors. Some errors of sentence construction are noted. APA formatting well followed.</p>
Criteria met (18-20)	<p><b>Summary:</b> Both summaries provide acceptable details about the main ideas or findings of the article.</p> <p><b>Critical Reflection:</b> The reflection provides a couple reasons why the selected text was meaningful to the student.</p> <p><b>Expression and APA Style:</b> Some attention is paid to following grammar and spelling conventions, with major errors apparent. Notable errors of sentence construction limit reader understanding of ideas. APA formatting somewhat followed.</p>
Criteria somewhat met (15-17)	<p><b>Summary:</b> Both summaries provide a few or limited details about the main ideas or findings of the article. Summary is too long or too short to succinctly present the argument.</p> <p><b>Critical Reflection:</b> The reflection provides a limited number of reasons why the selected text was meaningful to the student.</p> <p><b>Expression and APA Style:</b> Little attention is paid to following grammar and spelling conventions, with major errors limiting readability of submission. Extensive errors of sentence construction limit reader understanding of ideas. APA formatting has significant issues.</p>
Acknowledgement of submission (<15)	Please meet with the instructor. Main components of the assignment are missing or inaccurate.

**4. LEARNING TASK 4: Reading Strategy Practice**  
 – DUE: Dec. 9<sup>th</sup>, 23:59 in Dropbox

Of the eight remaining articles from LT02, choose two more and use your choice of reading strategies on these two articles. Based on this, write a 700-word (+/- 10%) report on the effectiveness of these strategies. Please be critical and self-reflective in this report. Consider questions such as;

- How effective were they? Why?
- Would you continue to use them? Why / Why not?
- Who would these strategies be best for? Why?
- Would you consider teaching these strategies? Why / Why not?

**CRITERIA FOR ASSESSMENT OF LEARNING TASK 1**

<b>Grading Rubric for Reading Strategy Practice</b>	
Criteria exceptionally met (24-25)	<p><b>Task Response:</b> The response thoughtfully explains the positive aspects of the reading strategies while balancing the description with some challenges. The description of the reading strategies are accurate and succinct.</p> <p><b>Written Expression and APA Style:</b> The report is extremely well-written, following the conventions of writing, spelling, and citation with no errors. No APA formatting issues noted.</p>
Criteria well met (21-23)	<p><b>Task Response:</b> The response explains both the positive aspects of the reading strategies and some challenges faced while trying to use them. The description of the reading strategies explains your evidence.</p> <p><b>Written Expression and APA Style:</b> The summary is well-written, following the conventions of writing, spelling, and citation with few errors. APA formatting well followed.</p>
Criteria met (18-20)	<p><b>Task Response:</b> The response explains both the positive and challenging aspects of the reading strategies but may focus too much on one or the other. The description of the reading strategies adequately explains your evidence.</p> <p><b>Written Expression and APA Style:</b> The summary attempts to follow the conventions of writing, spelling, and citation but has many errors limiting overall effectiveness. APA formatting somewhat followed.</p>
Criteria somewhat met (15-17)	<p><b>Task Response:</b> The response explains either the positive and challenging aspects of the reading strategies somewhat superficially. The description of the reading strategies superficially explains your evidence.</p> <p><b>Written Expression and APA Style:</b> The summary needs further revision with attention paid to the conventions of writing, spelling, and citation. APA formatting has significant issues.</p>
Acknowledgement of submission (<15)	Please meet with the instructor. Main components of the assignment are missing or inaccurate.

## 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>

## LATE SUBMISSIONS

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

Note: Increasing your grade through the completion of additional assignments is not possible. Please monitor your progress throughout the course and contact me if you are having troubles with your course load. **No late assignments will be accepted, and a grade of zero will be entered, unless prior arrangements have been negotiated and agreed upon with the instructor.**

**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/](http://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 Ombud's Office, please visit**

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

**Education Students Association (ESA)** President for the academic year is Jonah Secreti, [jonah.secreti@ucalgary.ca](mailto:jonah.secreti@ucalgary.ca), [esa@ucalgary.ca](mailto:esa@ucalgary.ca).

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