

**EDUC 205: Reading Educational Research
Fall 2021**

Section	Instructor	Time (via Zoom)	Location	Email
S01	Dr. H. Douglas Sewell	Mon. Sept. 13: 16:30 - 18:00 Mon. Sept. 27: 16:30 - 18:00 Mon. Oct. 25: 16:30 - 18:00 Mon. Nov. 22: 16:30 - 18:00 Mon. Dec. 6: 16:30 - 18:00	Online	HDouglas.Sewell@ucalgary.ca

Term Dates: September 7 - December 9, 2021

Reading Break: November 7 - 13, 2021

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. Please email for assistance or to set up a Zoom session

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:

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/>

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

LEARNING TASKS OVERVIEW

LEARNING TASK	DESCRIPTION OF LEARNING TASK	GROUP / INDIVIDUAL	WEIGHT	DUE DATE
LT01 - Online Discussion Participation	Each week there will be 2-3 discussion questions posted in D2L. Students are responsible for producing: A - 1 long (minimum 200-word) response to each discussion question each week B - 4 short (minimum 50-word) replies to others' responses each week	Individual	25%	Weekly
LT02 - Research Table: Selecting Appropriate Resources	For this assignment, you will find ten credible teacher education resources that relate to a focused topic of interest on child or youth literacy. You will then summarize the important facts and information that you gathered from each of these sources in a table format.	Individual	25%	Oct. 3 rd , in Dropbox by 23:59
LT03 - One Page Article Summary (x2)	Of the 10 articles you picked for LT02, choose two of them to write a detailed summary of the article.	Individual	25%	Nov. 14 th , in Dropbox by 23:59
LT04 - Focused Topic of Interest on Child or Youth Literacy - Article Reflections	For this assignment, please synthesize your understanding of your focused topic of interest regarding child or youth literacy in an 800-word paper.	Individual	25%	Dec. 9 th , in Dropbox by 23:59

WEEKLY COURSE SCHEDULE:

Date	Topic	Readings and Tasks	Due Dates
Sept. 07 - 12	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.	
Sept. 13 - 19	What is educational research?	<p>This week will introduce the general concept of research.</p> <ul style="list-style-type: none"> • Definition of research. • Main vocabulary associated with research <p>Required Readings:</p> <p>American Educational Research Association. (2018). What is educational research?</p> <p>NU Office of Undergraduate Research. (2013). <i>What is research?</i></p>	Zoom 1: Sept. 13 th , 16:30 - 18:00
Sept. 20 - 26	What is educational research?	<p>During this week, we define and explore educational research.</p> <ul style="list-style-type: none"> • The vocabulary used in educational research. • Seeking out educational research – where do we look? • Who writes educational research? <p>Required Readings:</p> <p><i>The Empowered Writer</i> by Moran and Henderson, pp. 221 - 242.</p> <p>Research Rundowns. (n.d.). What is educational research? [blog].</p>	
Sept. 27 - Oct. 3	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"> • Ways that educational research can be used by teachers. • Vocabulary: Quantitative and Qualitative Research, Primary and secondary sources • Types of Non-fiction texts: What qualifies as research? • Peer-reviewed articles and other texts Periodicals (newspapers, magazines, blogs, and other publications) <p>Required Readings:</p> <p>UNOacademics. (2014). <i>UniversityNow: Quantitative vs. Qualitative Research</i> [YouTube video].</p> <p>November, A. (1998). <i>Teaching Zach to think</i> [blog].</p>	Zoom 2: Sept. 27 th , 16:30 - 18:00 LT02 Due: Oct. 3 rd . in Dropbox by 23:59

<p>Oct. 04 - 10</p>	<p>How can I assess if a source is credible or academic?</p>	<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"> • Bias and assumptions definitions • How do we know if a source is credible? • What are the characteristics of an academic source? <p>Practice finding examples of credible, academic, and trustworthy sources.</p> <p>Required Readings:</p> <p><i>The Empowered Writer</i> by Moran and Henderson, pp. 243 - 304.</p>	
<p>Oct. 11 - 17 / Oct. 18 - 24 / Oct. 25 - 31</p>	<p>What are some strategies for reading educational research?</p>	<p>These three weeks will focus on strategies that you can use to read educational research.</p> <ul style="list-style-type: none"> • Examples and guided practice of reading strategies • Previewing / Prediction • Think Aloud • Skimming / Scanning • Visual Representation • Summarizing • Detailed Reading/Making Notes • Posing Questions • Talking to the Text <p>Required Readings:</p> <p><i>The Empowered Writer</i> by Moran and Henderson, pages 2 - 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><i>The Empowered Writer</i> by Moran and Henderson, pp. 104 - 121.</p>	<p>Zoom 3: Oct. 25th, 16:30 - 18:00</p>

Nov. 01 - 06 / Nov. 14 - 21	What are some more comprehensive strategies for reading educational research?	<p>These two weeks we will look at some other ways to read educational research.</p> <ul style="list-style-type: none"> • SQ3R (Survey, Question, Read, Recite, Review) • Graphic Organizers • Asking and Answering Questions • Metacognition • Summarizing research (one-page summary) <p>Required Readings:</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>	LT03 Due: Nov. 14 th , in Dropbox by 23:59
Nov. 22 - 28	What are some more comprehensive strategies for reading educational research? (Continued)	<p>This week, we will examine the definition of literacy with a closer look at reading.</p> <ul style="list-style-type: none"> • How does Alberta Education define literacy? • What is reading? How do we know if a child is reading? • What does educational research say about this topic? • Guided practice for reading research – using reading strategies to read educational research. <p>Required Readings:</p> <p>Bettis, P. & 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 4: Nov. 22 nd , 16:30 - 18:00
Nov. 29 - Dec. 5 / Dec. 06 - 09	How is writing discussed and described in educational research?	<p>This week, we will examine the definition of literacy with a closer look at writing.</p> <ul style="list-style-type: none"> • How does Alberta Education define literacy? • What is writing? How do we know if a child is writing? • What does educational research say about this topic? <p>Required Readings:</p> <p><i>Writing Development: One Child's Journey from Scribbles to Stories</i> by PBS Parents (2018).</p> <p>Neumann, M., Hood, M., & Neumann, D. (2009). The Scaffolding of Emergent Literacy Skills. <i>Early Childhood Education Journal</i>, 36(4), 313-319.</p>	Zoom 5: Dec. 6 th , 16:30 - 18:00 LT04 Due: Dec. 9 th , 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: Online Discussion Participation (25% of total Course Grade)
- DUE: Weekly on D2L

Each week there will be 2-3 discussion questions. Students are responsible for producing:

- A - 1 long (minimum 200-word) response to each discussion question each week
- B - 4 short (minimum 50-word) replies to others' responses each week

CRITERIA FOR ASSESSMENT OF LEARNING TASK 1

Each long response to a discussion question will be awarded 3 points. Each short 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 4 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 (25% of total Course Grade)
- Due: Oct. 3rd, 23:59 in Dropbox

For this assignment, you will find ten credible teacher education resources that relate to a focused topic of interest on child or youth literacy. You will then 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 is provided on D2L):

- What is the name of the resource?
- What type of text is the resource? (blog, video, magazine, website, journal article, 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

Please See Rubric on Page 9

3. Learning Task 3: Two One-Page Article Summaries (12.5 % each / 25% of total Course Grade) – Due: Nov. 14th, 23:59 in Dropbox

Being able to take notes and summarize readings is a key part of reading educational research. Of the 10 articles you picked for LT02, choose two of them to write a detailed summary and reflection of each article. Each summary should be 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

Please See Rubric on Page 10

4. Learning Task 4: Focused Topic of Interest on Child or Youth Literacy: Article Reflections – Due: Dec. 8th, 23:59 in Dropbox (25% of total Course Grade)

For this assignment, and based on your 10 selected resources from LT02 as well as further research as needed, please synthesize your understanding of your focused topic of interest regarding child or youth literacy in an 800-word (+/- 10%) paper.

Criteria For Assessment of Learning Task 3

Please See Rubric on Page 11

EDUC 205 - LT02 Rubric - Research Table: Selecting Appropriate Resources

EDUC 205 - LT03 Rubric - One Page Article Summary

EDUC 205 - LT04 Rubric - Focused Topic of Interest on Child or Youth Literacy: Article Reflections

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

Late submissions are not normally accepted. Any late submissions of assignments must be discussed with the instructor **prior to the due date**. Any late assignment not discussed with the instructor **before** the due date will receive a score of Zero. Students may be required to provide written documentation of extenuating circumstances (e.g. statutory declaration, doctor's note, note from the University of Calgary Wellness Centre, obituary notice). A deferral of up to 30 days may be granted at the discretion of the Associate Dean of Undergraduate Programs with accompanying written evidence.

ISSUES WITH GROUP TASKS

With respect to group work, if your group is having difficulty collaborating effectively, please contact the instructor 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

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

Academic Misconduct

For information on academic misconduct and its consequences, please see the University of Calgary Calendar at <http://www.ucalgary.ca/pubs/calendar/current/k.html>

Attendance/ Prolonged Absence

Students may be asked to provide supporting documentation for an exemption/special request. This may include, but is not limited to, a prolonged absence from a course where participation is required, a missed course assessment, a deferred examination, or an appeal. Students are encouraged to submit documentation that will support their situation. Supporting documentation may be dependent on the reason noted in their personal statement/explanation provided to explain their situation. This could be medical certificate/documentation, references, police reports, invitation letter, third party letter of support or a statutory declaration etc. The decision to provide supporting documentation that best suits the situation is at the discretion of the student.

Falsification of any supporting documentation will be taken very seriously and may result in disciplinary action through the Academic Discipline regulations or the Student Non-Academic Misconduct policy.

<https://www.ucalgary.ca/pubs/calendar/current/n-1.html>

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

For additional resources including, but not limited to, those aimed at wellness and mental health, student success or to connect with the Student Ombuds Office, please visit <https://www.ucalgary.ca/registrar/registration/course-outlines>

Education Students Association (ESA) President for the academic year is Kyle Corry, esa@ucalgary.ca.

Werklund SU Representative is Dwani Joshi, educrep@su.ucalgary.ca.

EDUC 205 - LT02 Rubric - Research Table: Selecting Appropriate Resources

	High A+	A+	A	A-	B+	B	B-	C+	C	C-	D+	D	F
	100%	95-100%	90-94%	85-89%	80-84%	75-79%	70-74%	65-69%	60-64%	55-59%	52-54%	50 - 51%	0 - 49%
	10	9.5	9.0	8.5	8.0	7.5	7.0	6.5	6.0	5.5	5.2	5.0	2.5
Criteria 1 Resource Selection (20%)	Exceeds all Expert criteria	Meets all Expert criteria and exceeds some of them	Expert - A wide range of sources (visual media, journal articles, blogs, books, and other literature) chosen	Meets all Practitioner criteria and most Expert criteria	Meets all Practitioner criteria and some Expert criteria	Practitioner - A range of sources (visual media, journal articles, blogs, books, and other literature) chosen	Meets all Apprentice criteria and most Practitioner criteria	Meets all Apprentice criteria and some Practitioner criteria	Apprentice - A limited range of sources (visual media, journal articles, blogs, books, and other literature) chosen	Meets all Novice criteria and some Apprentice criteria	Novice - A very limited range of sources (visual media, journal articles, blogs, books, and other literature) chosen	Meets some but not all Novice criteria	Does not meet any Novice criteria
Criteria 2 Main Ideas and Arguments (30%)	Exceeds all Expert criteria	Meets all Expert criteria and exceeds some of them	Expert - Main ideas and arguments very well identified in table	Meets all Practitioner criteria and most Expert criteria	Meets all Practitioner criteria and some Expert criteria	Practitioner - Main ideas and arguments generally identified in table	Meets all Apprentice criteria and most Practitioner criteria	Meets all Apprentice criteria and some Practitioner criteria	Apprentice - Main ideas and arguments somewhat identified in table	Meets all Novice criteria and some Apprentice criteria	Novice - Main ideas and arguments in table identified to a limited extent	Meets some but not all Novice criteria	Does not meet any Novice criteria
Criteria 3 Critical Assessment of Resource (30%)	Exceeds all Expert criteria	Meets all Expert criteria and exceeds some of them	Expert - Resource very well assessed for problems in argumentation, bias, and assumptions - Credibility of assessment very well argued	Meets all Practitioner criteria and most Expert criteria	Meets all Practitioner criteria and some Expert criteria	Practitioner - Resource generally assessed for problems in argumentation, bias, and assumptions - Credibility of assessment generally argued	Meets all Apprentice criteria and most Practitioner criteria	Meets all Apprentice criteria and some Practitioner criteria	Apprentice - Resource somewhat assessed for problems in argumentation, bias, and assumptions - Credibility of assessment somewhat argued	Meets all Novice criteria and some Apprentice criteria	Novice - Resource assessed for problems in argumentation, bias, and assumptions to a limited extent - Credibility of assessment argued to a limited extent	Meets some but not all Novice criteria	Does not meet any Novice criteria
Criteria 4 Organization, Writing and APA Usage (20%)	Exceeds all Expert criteria	Meets all Expert criteria and exceeds some of them	Expert - Submission is very well and clearly organized - Submission fully adheres to all length and / or word count guidelines - Ideas are very clearly communicated - 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	Practitioner - Submission is clearly organized - Ideas are clearly communicated - Submission occasionally misses length and / or word count guidelines and when so, only to a minor extent - There are a few writing or proofreading errors. Any errors that exist do not have more than an occasional impact on understanding - There are a few errors in APA style or formatting	Meets all Apprentice criteria and most Practitioner criteria	Meets all Apprentice criteria and some Practitioner criteria	Apprentice - Submission is organized - Ideas are communicated with some lack of clarity - 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	Novice - Submission shows some organization - Ideas are communicated with significant lack of clarity at times - Submission misses many length and / or word count guidelines or does so very significantly - 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

EDUC 205 - LT03 Rubric - One Page Article Summary

	High A+	A+	A	A-	B+	B	B-	C+	C	C-	D+	D	F
	100%	95-100%	90-94%	85-89%	80-84%	75-79%	70-74%	65-69%	60-64%	55-59%	52-54%	50 - 51%	0 - 49%
	10	9.5	9.0	8.5	8.0	7.5	7.0	6.5	6.0	5.5	5.2	5.0	2.5
Criteria 1 Summary (40%)	Exceeds all Expert criteria	Meets all Expert criteria and exceeds some of them	Expert - Summary is very clear and succinct - Summary very well covers the main ideas of the resource	Meets all Practitioner criteria and most Expert criteria	Meets all Practitioner criteria and some Expert criteria	Practitioner - Summary is clear and succinct - Summary well covers the main ideas of the resource	Meets all Apprentice criteria and most Practitioner criteria	Meets all Apprentice criteria and some Practitioner criteria	Apprentice - Summary is generally clear and / or succinct - Summary generally covers the main ideas of the resource	Meets all Novice criteria and some Apprentice criteria	Novice - Summary is somewhat clear and / or succinct - Summary somewhat covers the main ideas of the resource	Meets some but not all Novice criteria	Does not meet any Novice criteria
Criteria 2 Critical Reflection (40%)	Exceeds all Expert criteria	Meets all Expert criteria and exceeds some of them	Expert - The critical reflection very well discusses how the resource influenced your understanding of the topic.	Meets all Practitioner criteria and most Expert criteria	Meets all Practitioner criteria and some Expert criteria	Practitioner - The critical reflection well discusses how the resource influenced your understanding of the topic.	Meets all Apprentice criteria and most Practitioner criteria	Meets all Apprentice criteria and some Practitioner criteria	Apprentice - The critical reflection generally discusses how the resource influenced your understanding of the topic.	Meets all Novice criteria and some Apprentice criteria	Novice - The critical reflection somewhat discusses how the resource influenced your understanding of the topic.	Meets some but not all Novice criteria	Does not meet any Novice criteria
Criteria 3 Organization, Writing and APA Usage (20%)	Exceeds all Expert criteria	Meets all Expert criteria and exceeds some of them	Expert - Submission is very well and clearly organized - Submission fully adheres to all length and / or word count guidelines - Ideas are very clearly communicated - 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	Practitioner - Submission is clearly organized - Ideas are clearly communicated - Submission occasionally misses length and / or word count guidelines and when so, only to a minor extent - There are a few writing or proofreading errors. Any errors that exist do not have more than an occasional impact on understanding - There are a few errors in APA style or formatting	Meets all Apprentice criteria and most Practitioner criteria	Meets all Apprentice criteria and some Practitioner criteria	Apprentice - Submission is organized - Ideas are communicated with some lack of clarity - 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	Novice - Submission shows some organization - Ideas are communicated with significant lack of clarity at times - Submission misses many length and / or word count guidelines or does so very significantly - 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

EDUC 205 - LT04 Rubric - Focused Topic of Interest on Child or Youth Literacy: Article Reflections

	High A+	A+	A	A-	B+	B	B-	C+	C	C-	D+	D	F
	100%	95-100%	90-94%	85-89%	80-84%	75-79%	70-74%	65-69%	60-64%	55-59%	52-54%	50 - 51%	0 - 49%
	10	9.5	9.0	8.5	8.0	7.5	7.0	6.5	6.0	5.5	5.2	5.0	2.5
Criteria 1 Reflection on Topic of Interest on Child or Youth Literacy (40%)	Exceeds all Expert criteria	Meets all Expert criteria and exceeds some of them	Expert - Reflection very well summarizes understanding of topic	Meets all Practitioner criteria and most Expert criteria	Meets all Practitioner criteria and some Expert criteria	Practitioner - Reflection well summarizes understanding of topic	Meets all Apprentice criteria and most Practitioner criteria	Meets all Apprentice criteria and some Practitioner criteria	Apprentice - Reflection generally summarizes understanding of topic	Meets all Novice criteria and some Apprentice criteria	Novice - Reflection somewhat summarizes understanding of topic	Meets some but not all Novice criteria	Does not meet any Novice criteria
Criteria 2 Use and Synthesis of Resources (40%)	Exceeds all Expert criteria	Meets all Expert criteria and exceeds some of them	Expert - Reflection very well draws on and synthesizes resources as appropriate. - All 10 resources are 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	Practitioner - Reflection well draws on and synthesizes resources as appropriate. - All 10 resources are 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	Apprentice - Reflection generally draws on resources as appropriate. - Most of the 10 resources are used - Reflection may use additional resources to fill gaps in understanding	Meets all Novice criteria and some Apprentice criteria	Novice - Reflection somewhat draws on resources as appropriate. - Some if the 10 resources are 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
Criteria 3 Organization, Writing and APA Usage (20%)	Exceeds all Expert criteria	Meets all Expert criteria and exceeds some of them	Expert - Submission is very well and clearly organized - Submission fully adheres to all length and / or word count guidelines - Ideas are very clearly communicated - 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	Practitioner - Submission is clearly organized - Ideas are clearly communicated - Submission occasionally misses length and / or word count guidelines and when so, only to a minor extent - There are a few writing or proofreading errors. Any errors that exist do not have more than an occasional impact on understanding - There are a few errors in APA style or formatting	Meets all Apprentice criteria and most Practitioner criteria	Meets all Apprentice criteria and some Practitioner criteria	Apprentice - Submission is organized - Ideas are communicated with some lack of clarity - 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	Novice - Submission shows some organization - Ideas are communicated with significant lack of clarity at times - Submission misses many length and / or word count guidelines or does so very significantly - 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>

LATE SUBMISSIONS

Late submissions are not normally accepted. Any late submissions of assignments must be discussed with the instructor **prior to the due date**. Any late assignment not discussed with the instructor **before** the due date will receive a score of Zero. Students may be required to provide written documentation of extenuating circumstances (e.g. statutory declaration, doctor's note, note from the University of Calgary Wellness Centre, obituary notice). A deferral of up to 30 days may be granted at the discretion of the Associate Dean of Undergraduate Programs with accompanying written evidence.

ISSUES WITH GROUP TASKS

With respect to group work, if your group is having difficulty collaborating effectively, please contact the instructor 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

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

Academic Misconduct

For information on academic misconduct and its consequences, please see the University of Calgary Calendar at <http://www.ucalgary.ca/pubs/calendar/current/k.html>

Attendance/ Prolonged Absence

Students may be asked to provide supporting documentation for an exemption/special request. This may include, but is not limited to, a prolonged absence from a course where participation is required, a missed course assessment, a deferred examination, or an appeal. Students are encouraged to submit documentation that will support their situation. Supporting documentation may be dependent on the reason noted in their personal statement/explanation provided to explain their situation. This could be medical certificate/documentation, references, police reports, invitation letter, third party letter of support or a statutory declaration etc. The decision to provide supporting documentation that best suits the situation is at the discretion of the student.

Falsification of any supporting documentation will be taken very seriously and may result in disciplinary action through the Academic Discipline regulations or the Student Non-Academic Misconduct policy.

<https://www.ucalgary.ca/pubs/calendar/current/n-1.html>

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

For additional resources including, but not limited to, those aimed at wellness and mental health, student success or to connect with the Student Ombuds Office, please visit <https://www.ucalgary.ca/registrar/registration/course-outlines>

Education Students Association (ESA) President for the academic year is Kyle Corry, esa@ucalgary.ca.

Werklund SU Representative is Dwani Joshi, educrep@su.ucalgary.ca.