EDUC 205: Reading Educational Research
Fall 2022

<table>
<thead>
<tr>
<th>Section</th>
<th>Instructor</th>
<th>Time (via Zoom)</th>
<th>Location</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>S01</td>
<td>Dr. H. Douglas Sewell</td>
<td>16:30 - 18:00 09/12, 10/03, 10/24, 11/14, 11/28</td>
<td>Online</td>
<td><a href="mailto:HDouglas.Sewell@ucalgary.ca">HDouglas.Sewell@ucalgary.ca</a></td>
</tr>
</tbody>
</table>

Term Dates: September 6 - December 7, 2022
Reading Break: November 6 - 12, 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.
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. Development reading skills and approaches that foster long-term academic success.

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

Textbooks:


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


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


Richardson Et al. (2022). *YourLogicalFallacyIs* [website]. Available from https://yourlogicalfallacyis.com/


**LEARNING TASKS OVERVIEW**

<table>
<thead>
<tr>
<th>LEARNING TASK</th>
<th>DESCRIPTION OF LEARNING TASK</th>
<th>GROUP / INDIVIDUAL</th>
<th>WEIGHT</th>
<th>DUE DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>LT01 - Online Discussion Participation</td>
<td>Each week there will be 1-2 discussion questions posted in D2L. Students are responsible for producing: A – 1 long (minimum 200-word) response to each discussion question each week. B – A total of 3 short (minimum 50-word) replies to others' responses each week. When there are two discussion questions please split replies between the two questions.</td>
<td>Individual</td>
<td>25%</td>
<td>Weekly</td>
</tr>
<tr>
<td>LT02 – Resource List - Selecting Appropriate Sources</td>
<td>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. Present your sources in an APA 7.0 style reference list with a very brief, about 50 to 100-word, rationale outlining the argument for each source being appropriate.</td>
<td>Individual</td>
<td>20%</td>
<td>Sun. Oct. 16th in Dropbox by 23:59</td>
</tr>
<tr>
<td>LT03 – Four One Page Article Summaries</td>
<td>Of the 20 articles you picked for LT02, choose four of them to write a detailed summary of the article.</td>
<td>Individual</td>
<td>20%</td>
<td>Sun. Nov. 13th, in Dropbox by 23:59</td>
</tr>
<tr>
<td>LT04 - Focused Topic of Interest on Child or Youth Literacy - Source Synthesis</td>
<td>For this assignment, please synthesize your understanding of your focused topic of interest regarding child or youth literacy in a 1000-word paper.</td>
<td>Individual</td>
<td>35%</td>
<td>Wed. Dec. 7th, in Dropbox by 23:59</td>
</tr>
</tbody>
</table>
### WEEKLY COURSE SCHEDULE:

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings and Tasks</th>
<th>Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 01</td>
<td>Introductions and Course Orientation</td>
<td>This week will open the course and get us started on the topics to be covered by the end of next week.</td>
<td></td>
</tr>
<tr>
<td>Sept. 06</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>– 11</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Week 02    | Understanding The Idea of Research              | This week will introduce the general concept of research.  
• Definition of research.  
• Main vocabulary associated with research  

**Required Readings:**

- NU Office of Undergraduate Research. (2013). *What is research?*
| Sept. 12   |                                                 |                                                                                                                                                                                                                                                                                                                                                     |           |
| – 18       |                                                 |                                                                                                                                                                                                                                                                                                                                                     |           |
| Week 03    | What is Educational Research?                   | During this week, we will explore the question of ‘what is research?’.  
• Who writes educational research?  
• Types of Non-fiction texts: What qualifies as research?  

**Required Readings:**

- Research Rundowns. (n.d.). *What is educational research?* [blog].
| Sept. 19   |                                                 |                                                                                                                                                                                                                                                                                                                                                     |           |
| – 25       |                                                 |                                                                                                                                                                                                                                                                                                                                                     |           |
| Week 04    | Where to Find educational Research?             | This week we discuss where we can find educational research  
• Seeking out educational research – where do we look?  
• Peer-reviewed articles and other texts (newspapers, magazines, blogs, etc.)
| Sept. 26   |                                                 |                                                                                                                                                                                                                                                                                                                                                     |           |
| – Oct. 02  |                                                 |                                                                                                                                                                                                                                                                                                                                                     |           |
| Week 05  | Oct. 03 - 09 | Assessing if a Source is Credible | This week we will consider what is and is not valid research.  
• Identifying high quality research and sources  
• Becoming aware of problematical research and sources  
• How do we know if a source is credible?  
| Required Readings:  
| Week 06  | Oct. 10 - 16 | Focusing on Bias and Logical Fallacies in Research | This week will look at some of the biases and assumptions that we can find in writing.  
• Bias and assumptions definitions  
• Understanding assumptions and bias in research  
• Practice finding examples of credible, academic, and trustworthy sources.  
| Required Readings:  
Perdue (2022). *Logical Fallacies*  
Richardson Et al. (2022). *Your Logical Falacies*  
| LT02 Due: Sun. Oct. 16th in Dropbox by 23:59 |
| Week 07  | Oct. 17 - 23 | Strategies for Reading Educational Research (1) | Strategies you can use to read educational research.  
• Examples and guided practice of reading strategies  
• Previewing / Prediction  
• Think Aloud  
| Required Readings:  
| Week 08  | Oct. 24 - 30 | Strategies for Reading Educational Research (2) | Strategies you can use to read educational research.  
• Skimming / Scanning  
• Visual Representation  
• Summarizing  
| Required Readings:  
Reading Rockets (2022). *Seven Strategies to Teach Students Text Comprehension* |
| Week 09  | Oct. 31 – Nov. 06 | Strategies for Reading Educational Research (3) | Strategies you can use to read educational research.  
• Detailed Reading/Making Notes  
• Posing Questions  
• Talking to the Text  
| Week 10  | Nov. 07 – 13 | Reading Week – No Classes |
| Week 11  | Nov. 14 - 20 | What are some more comprehensive strategies for reading educational research? (1) | These two weeks we will look at some other ways to read educational research.  
- SQ3R (Survey, Question, Read, Recite, Review)  
- Graphic Organizers  
- Asking and Answering Questions  
- Metacognition  
- Summarizing research (one-page summary) | Required Readings:  
University of Manitoba Academic Learning Centre (2022). *SQ3R Reading Strategy*  
Houghlin Mifflin Harcourt (2022). *Graphic Organizers*  
Annenberg Learner. (2014). *Thinking about Thinking – Metacognition*  
Concordia University Library (2017). *How to write an annotated bibliography* [website]. |
| Week 12  | Nov. 21 - 27 | What are some more comprehensive strategies for reading educational research? (2) | This week, we will examine the definition of literacy with a closer look at reading.  
- 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. | Required Readings:  
Alberta Education. (2015). *Literacy Definition, Components and Elements of the Progressions* |
| Week 13  | Nov. 28 - Dec. 4 | How is writing discussed and described in educational research? | This week, we will examine the definition of literacy with a closer look at writing.  
- 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? | Required Readings:  
Week 14  Course Wrap-Up  LT04 Due: Wed. Dec. 7th, in Dropbox by 23:59
Dec. 05 - 07

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 1-2 discussion questions. Students are responsible for producing:
   A - 1 long (minimum 200-word) response to each discussion question each week
   B - A total of 3 short (minimum 50-word) replies to others' responses each week. When there are two discussion questions please split replies between the two questions.

   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 3 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: Resource List - Selecting Appropriate Sources (20% of total Course Grade)  

   For this assignment, please choose a focussed topic of interest related to child or youth literacy. In our Zoom sessions I will work with you to choose a topic that works for both your own interests and the Learning Task requirements. Based on this topic, please choose 20 credible teacher education resources that relate to your topic. These resources should include a range of types of resources from academic journals to others such as blogs, videos, magazines, or websites. For each resource, please present your source with an APA 7.0 style reference and then with a brief, about 50-word, rationale outlining the argument for each source being appropriate and credible. For LT02 you do not need to deeply ‘study’ each source, you only need to read each source to a depth to allow you make an argument about the sources’ appropriateness and credibility.

   When arguing the appropriateness and credibility of the resource you may wish to consider aspects such as:
   - Is this resource primary or secondary?
   - Is the author an expert on the content presented? How do you know?
   - Does the resource present any obvious issues with aspects like bias or logical reasoning?
Current 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 literacyassist 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 2

Please See Rubric on Page 9

3. Learning Task 3: Four One Page Article Summaries (5% each / 20% of total Course Grade) – Due: Sun. Nov. 13th, 23:59 in Dropbox

Being able to take notes and summarize readings is a key part of reading educational research. Of the 20 articles you picked for LT02, please choose four of them and write a detailed summary of each of the four of them. As you carefully read and summarize each article, please also highlight any issues, such as bias, logical fallacies or use of emotion, that emerge as you carefully read and summarize each article. Each summary should be 300 words (+/- 10%) APA formatted.

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 - Source Synthesis – Due: Wed. Dec. 7th, 23:59 in Dropbox (35% of total Course Grade)

For this assignment, and based on your 20 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 a 1000-word (+/- 10%) paper.

Criteria For Assessment of Learning Task 3

Please See Rubric on Page 11
## Criteria 1
**Resource Selection (20%)**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>A+ 100% 10</th>
<th>A+ 95-100% 9.5</th>
<th>A 90-94% 9.0</th>
<th>A- 85-89% 8.5</th>
<th>B+ 75-79% 7.5</th>
<th>B 70-74% 7.0</th>
<th>C+ 65-69% 6.5</th>
<th>C 60-64% 6.0</th>
<th>C- 55-59% 5.5</th>
<th>D+ 52-54% 5.2</th>
<th>D 50 - 51% 5.0</th>
<th>F 0 - 49% 2.5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expert</td>
<td>Exceeds all Expert criteria and exceeds some of them</td>
<td>Meets all Expert criteria and exceeds some of them</td>
<td>Meets all Expert criteria</td>
<td>Meets all Expert criteria and exceeds some Expert criteria</td>
<td>Meets all Expert criteria and exceeds some Expert criteria</td>
<td>Meets all Expert criteria and exceeds some Expert criteria</td>
<td>Meets all Expert criteria and exceeds some Expert criteria</td>
<td>Meets all Expert criteria and exceeds some Expert criteria</td>
<td>Meets all Expert criteria and exceeds some Expert criteria</td>
<td>Meets some but not all Apprentice criteria</td>
<td>Meets some but not all Apprentice criteria</td>
<td>Does not meet any Apprentice criteria</td>
</tr>
</tbody>
</table>

**Practitioner**

- A range of sources (visual media, journal articles, blogs, books, and other literature) chosen
- Meets all Practitioner criteria and exceeds some Practitioner criteria
- Meets all Practitioner criteria and exceeds some Practitioner criteria
- Meets all Practitioner criteria and exceeds some Practitioner criteria
- Meets all Practitioner criteria and exceeds some Practitioner criteria
- Meets all Practitioner criteria and exceeds some Practitioner criteria
- Meets all Practitioner criteria and exceeds some Practitioner criteria
- Meets all Practitioner criteria and exceeds some Practitioner criteria
- Meets all Practitioner criteria and exceeds some Practitioner criteria
- Meets all Apprentice criteria and exceeds some Apprentice criteria
- Meets all Apprentice criteria and exceeds some Apprentice criteria
- Meets some but not all Apprentice criteria
- Does not meet any Apprentice criteria

**Apprentice**

- A limited range of sources (visual media, journal articles, blogs, books, and other literature) chosen
- Meets all Apprentice criteria and exceeds some Apprentice criteria
- Meets all Apprentice criteria and exceeds some Apprentice criteria
- Meets all Apprentice criteria and exceeds some Apprentice criteria
- Meets all Apprentice criteria and exceeds some Apprentice criteria
- Meets some but not all Apprentice criteria
- Does not meet any Apprentice criteria

**Novice**

- A very limited range of sources (visual media, journal articles, blogs, books, and other literature) chosen
- Meets some but not all Apprentice criteria
- Does not meet any Apprentice criteria

### Expert Criteria
- Writing and APA Organization,
- There are no errors in APA style or formatting

### Practitioner Criteria
- Writing and APA Organization,
- 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

### Apprentice Criteria
- Writing and APA Organization,
- There are some errors in APA style or formatting

### Novice Criteria
- Writing and APA Organization,
- There are significant errors in APA style or formatting

## Criteria 2
**Critical Assessment of Resource (60%)**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>A+ 100% 10</th>
<th>A+ 95-100% 9.5</th>
<th>A 90-94% 9.0</th>
<th>A- 85-89% 8.5</th>
<th>B+ 75-79% 7.5</th>
<th>B 70-74% 7.0</th>
<th>C+ 65-69% 6.5</th>
<th>C 60-64% 6.0</th>
<th>C- 55-59% 5.5</th>
<th>D+ 52-54% 5.2</th>
<th>D 50 - 51% 5.0</th>
<th>F 0 - 49% 2.5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expert</td>
<td>Exceeds all Expert criteria and exceeds some of them</td>
<td>Meets all Expert criteria and exceeds some of them</td>
<td>Meets all Expert criteria</td>
<td>Meets all Expert criteria and exceeds some Expert criteria</td>
<td>Meets all Expert criteria and exceeds some Expert criteria</td>
<td>Meets all Expert criteria and exceeds some Expert criteria</td>
<td>Meets all Expert criteria and exceeds some Expert criteria</td>
<td>Meets all Expert criteria and exceeds some Expert criteria</td>
<td>Meets all Expert criteria and exceeds some Expert criteria</td>
<td>Meets some but not all Apprentice criteria</td>
<td>Meets some but not all Apprentice criteria</td>
<td>Does not meet any Apprentice criteria</td>
</tr>
</tbody>
</table>

**Practitioner**

- Appropriateness and credibility of all resources very well argued
- Meets all Practitioner criteria and exceeds some Practitioner criteria
- Meets all Practitioner criteria and exceeds some Practitioner criteria
- Meets all Practitioner criteria and exceeds some Practitioner criteria
- Meets all Practitioner criteria and exceeds some Practitioner criteria
- Meets all Practitioner criteria and exceeds some Practitioner criteria
- Meets all Practitioner criteria and exceeds some Practitioner criteria
- Meets all Practitioner criteria and exceeds some Practitioner criteria
- Meets all Practitioner criteria and exceeds some Practitioner criteria
- Meets all Apprentice criteria and exceeds some Apprentice criteria
- Meets all Apprentice criteria and exceeds some Apprentice criteria
- Meets some but not all Apprentice criteria
- Does not meet any Apprentice criteria

**Apprentice**

- Appropriateness and credibility of all resources well argued
- Meets all Apprentice criteria and exceeds some Apprentice criteria
- Meets all Apprentice criteria and exceeds some Apprentice criteria
- Meets all Apprentice criteria and exceeds some Apprentice criteria
- Meets all Apprentice criteria and exceeds some Apprentice criteria
- Meets some but not all Apprentice criteria
- Does not meet any Apprentice criteria

**Novice**

- Appropriateness and credibility of all resources somewhat well argued
- Meets some but not all Apprentice criteria
- Does not meet any Apprentice criteria

### Expert Criteria
- Writing and APA Organization,
- There are no errors in APA style or formatting

### Practitioner Criteria
- Writing and APA Organization,
- 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

### Apprentice Criteria
- Writing and APA Organization,
- There are some errors in APA style or formatting

### Novice Criteria
- Writing and APA Organization,
- There are significant errors in APA style or formatting

## Criteria 3
**Organization, Writing and APA Usage (20%)**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>A+ 100% 10</th>
<th>A+ 95-100% 9.5</th>
<th>A 90-94% 9.0</th>
<th>A- 85-89% 8.5</th>
<th>B+ 75-79% 7.5</th>
<th>B 70-74% 7.0</th>
<th>C+ 65-69% 6.5</th>
<th>C 60-64% 6.0</th>
<th>C- 55-59% 5.5</th>
<th>D+ 52-54% 5.2</th>
<th>D 50 - 51% 5.0</th>
<th>F 0 - 49% 2.5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expert</td>
<td>Exceeds all Expert criteria and exceeds some of them</td>
<td>Meets all Expert criteria and exceeds some of them</td>
<td>Meets all Expert criteria</td>
<td>Meets all Expert criteria and exceeds some Expert criteria</td>
<td>Meets all Expert criteria and exceeds some Expert criteria</td>
<td>Meets all Expert criteria and exceeds some Expert criteria</td>
<td>Meets all Expert criteria and exceeds some Expert criteria</td>
<td>Meets all Expert criteria and exceeds some Expert criteria</td>
<td>Meets all Expert criteria and exceeds some Expert criteria</td>
<td>Meets some but not all Apprentice criteria</td>
<td>Meets some but not all Apprentice criteria</td>
<td>Does not meet any Apprentice criteria</td>
</tr>
</tbody>
</table>

**Practitioner**

- 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 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 Practitioner criteria and exceeds some Practitioner criteria
- Meets all Practitioner criteria and exceeds some Practitioner criteria
- Meets all Practitioner criteria and exceeds some Practitioner criteria
- Meets all Practitioner criteria and exceeds some Practitioner criteria
- Meets all Apprentice criteria and exceeds some Apprentice criteria
- Meets all Apprentice criteria and exceeds some Apprentice criteria
- Meets some but not all Apprentice criteria
- Does not meet any Apprentice criteria

**Apprentice**

- 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 proofreading errors have some impact on understanding
- There are some errors in APA style or formatting
- Meets all Apprentice criteria and exceeds some Apprentice criteria
- Meets all Apprentice criteria and exceeds some Apprentice criteria
- Meets all Apprentice criteria and exceeds some Apprentice criteria
- Meets all Apprentice criteria and exceeds some Apprentice criteria
- Meets some but not all Apprentice criteria
- Does not meet any Apprentice criteria

**Novice**

- 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 proofreading errors have a significant impact on understanding
- There are significant errors in APA style or formatting
- Meets some but not all Apprentice criteria
- Does not meet any Apprentice criteria

### Expert Criteria
- Writing and APA Organization,
- There are no errors in APA style or formatting

### Practitioner Criteria
- Writing and APA Organization,
- 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

### Apprentice Criteria
- Writing and APA Organization,
- There are some errors in APA style or formatting

### Novice Criteria
- Writing and APA Organization,
- There are significant errors in APA style or formatting
<table>
<thead>
<tr>
<th>Criteria 1</th>
<th>Summary (80%)</th>
<th>A+</th>
<th>A+</th>
<th>A</th>
<th>A-</th>
<th>B+</th>
<th>B</th>
<th>B-</th>
<th>C+</th>
<th>C</th>
<th>C-</th>
<th>D+</th>
<th>D</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expert</td>
<td>Meets all Expert criteria and exceeds some of them</td>
<td>10</td>
<td>9.5</td>
<td>9.0</td>
<td>8.5</td>
<td>8.0</td>
<td>7.5</td>
<td>7.0</td>
<td>6.5</td>
<td>6.0</td>
<td>5.5</td>
<td>5.2</td>
<td>5.0</td>
<td>2.5</td>
</tr>
<tr>
<td>Practitioner</td>
<td>Meets all Practitioner criteria and some Expert criteria</td>
<td>9</td>
<td>8.5</td>
<td>8.0</td>
<td>7.5</td>
<td>7.0</td>
<td>6.5</td>
<td>6.0</td>
<td>5.5</td>
<td>5.2</td>
<td>5.0</td>
<td>2.5</td>
<td>2.5</td>
<td>2.5</td>
</tr>
<tr>
<td>Apprentice</td>
<td>Meets all Apprentice criteria and most Practitioner criteria</td>
<td>8</td>
<td>7.5</td>
<td>7.0</td>
<td>6.5</td>
<td>6.0</td>
<td>5.5</td>
<td>5.2</td>
<td>5.0</td>
<td>2.5</td>
<td>2.5</td>
<td>2.5</td>
<td>2.5</td>
<td>2.5</td>
</tr>
<tr>
<td>Novice</td>
<td>Meets some but not all Novice criteria</td>
<td>7</td>
<td>6.5</td>
<td>6.0</td>
<td>5.5</td>
<td>5.2</td>
<td>5.0</td>
<td>2.5</td>
<td>2.5</td>
<td>2.5</td>
<td>2.5</td>
<td>2.5</td>
<td>2.5</td>
<td>2.5</td>
</tr>
</tbody>
</table>

**Criteria 2**

<table>
<thead>
<tr>
<th>Organization, Writing and APA Usage (20%)</th>
<th>A+</th>
<th>A+</th>
<th>A</th>
<th>A-</th>
<th>B+</th>
<th>B</th>
<th>B-</th>
<th>C+</th>
<th>C</th>
<th>C-</th>
<th>D+</th>
<th>D</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expert</td>
<td>Meets all Expert criteria and exceeds some of them</td>
<td>10</td>
<td>9.5</td>
<td>9.0</td>
<td>8.5</td>
<td>8.0</td>
<td>7.5</td>
<td>7.0</td>
<td>6.5</td>
<td>6.0</td>
<td>5.5</td>
<td>5.2</td>
<td>5.0</td>
</tr>
<tr>
<td>Practitioner</td>
<td>Meets all Practitioner criteria and some Expert criteria</td>
<td>9</td>
<td>8.5</td>
<td>8.0</td>
<td>7.5</td>
<td>7.0</td>
<td>6.5</td>
<td>6.0</td>
<td>5.5</td>
<td>5.2</td>
<td>5.0</td>
<td>2.5</td>
<td>2.5</td>
</tr>
<tr>
<td>Apprentice</td>
<td>Meets all Apprentice criteria and most Practitioner criteria</td>
<td>8</td>
<td>7.5</td>
<td>7.0</td>
<td>6.5</td>
<td>6.0</td>
<td>5.5</td>
<td>5.2</td>
<td>5.0</td>
<td>2.5</td>
<td>2.5</td>
<td>2.5</td>
<td>2.5</td>
</tr>
<tr>
<td>Novice</td>
<td>Meets some but not all Novice criteria</td>
<td>7</td>
<td>6.5</td>
<td>6.0</td>
<td>5.5</td>
<td>5.2</td>
<td>5.0</td>
<td>2.5</td>
<td>2.5</td>
<td>2.5</td>
<td>2.5</td>
<td>2.5</td>
<td>2.5</td>
</tr>
</tbody>
</table>

**Criteria 1**

- **Expert**
  - Summary is very clear and succinct
  - Summary very well covers the main ideas of the resource
  - Issues very well noted

- **Practitioner**
  - Summary is clear and succinct
  - Summary well covers the main ideas of the resource
  - Issues well noted

- **Apprentice**
  - Summary is generally clear and / or succinct
  - Summary generally covers the main ideas of the resource
  - Some issues noted

- **Novice**
  - Summary is somewhat clear and / or succinct
  - Summary somewhat covers the main ideas of the resource
  - Few issues noted

**Criteria 2**

- **Expert**
  - Submission is very well and clearly organized
  - Ideas are very well 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

- **Practitioner**
  - 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 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

- **Apprentice**
  - 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 proofreading errors have some impact on understanding
  - There are some errors in APA style or formatting

- **Novice**
  - 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 proofreading errors have a significant impact on understanding
  - There are significant errors in APA style or formatting
<table>
<thead>
<tr>
<th>Criteria 1</th>
<th>Understanding of Topic of Interest on Child or Youth Literacy (40%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expert</td>
<td>Exceeds all Expert criteria</td>
</tr>
<tr>
<td>Practitioner</td>
<td>Meets all Practitioner criteria and some Expert criteria</td>
</tr>
<tr>
<td>Apprentice</td>
<td>Meets all Apprentice criteria and some Practitioner criteria</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Understanding of Topic of Interest on Child or Youth Literacy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expert criteria</td>
</tr>
<tr>
<td>- Synthesis very well summarizes understanding of topic</td>
</tr>
<tr>
<td>- Most LT02 resources very well used</td>
</tr>
<tr>
<td>- Reflection uses additional resources very well to fill gaps in understanding</td>
</tr>
<tr>
<td>Practitioner criteria and some Expert criteria</td>
</tr>
<tr>
<td>- Synthesis well draws on resources as appropriate.</td>
</tr>
<tr>
<td>- Most LT02 resources used</td>
</tr>
<tr>
<td>- Reflection uses additional resources well to fill gaps in understanding</td>
</tr>
<tr>
<td>Apprentice criteria and some Practitioner criteria</td>
</tr>
<tr>
<td>- Synthesis generally draws on resources as appropriate.</td>
</tr>
<tr>
<td>- Some LT02 resources used</td>
</tr>
<tr>
<td>- Reflection may use additional resources to fill gaps in understanding</td>
</tr>
<tr>
<td>Novice criteria</td>
</tr>
<tr>
<td>- Synthesis somewhat summarizes understanding of topic</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Criteria 2</th>
<th>Use of Resources (40%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expert</td>
<td>Exceeds all Expert criteria and some of them</td>
</tr>
<tr>
<td>Practitioner</td>
<td>Meets all Practitioner criteria and most Expert criteria</td>
</tr>
<tr>
<td>Apprentice</td>
<td>Meets all Apprentice criteria and some Practitioner criteria</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Use of Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expert criteria</td>
</tr>
<tr>
<td>- Synthesis very well draws on resources as appropriate.</td>
</tr>
<tr>
<td>- Most LT02 resources very well used</td>
</tr>
<tr>
<td>- Reflection uses additional resources very well to fill gaps in understanding</td>
</tr>
<tr>
<td>Practitioner criteria and some Expert criteria</td>
</tr>
<tr>
<td>- Synthesis well draws on resources as appropriate.</td>
</tr>
<tr>
<td>- Most LT02 resources used</td>
</tr>
<tr>
<td>- Reflection uses additional resources well to fill gaps in understanding</td>
</tr>
<tr>
<td>Apprentice criteria and some Practitioner criteria</td>
</tr>
<tr>
<td>- Synthesis generally draws on resources as appropriate.</td>
</tr>
<tr>
<td>- Some LT02 resources used</td>
</tr>
<tr>
<td>- Reflection may use additional resources to fill gaps in understanding</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Criteria 3</th>
<th>Organization, Writing and APA Usage (20%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expert</td>
<td>Exceeds all Expert criteria and some of them</td>
</tr>
<tr>
<td>Practitioner</td>
<td>Meets all Practitioner criteria and most Expert criteria</td>
</tr>
<tr>
<td>Apprentice</td>
<td>Meets all Apprentice criteria and some Practitioner criteria</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Organization, Writing and APA Usage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expert criteria</td>
</tr>
<tr>
<td>- Submission is very well and clearly organized</td>
</tr>
<tr>
<td>- Ideas are very clearly communicated</td>
</tr>
<tr>
<td>- Submission fully adheres to all length and / or word count guidelines</td>
</tr>
<tr>
<td>- There are few to no writing or proofreading errors. Any errors that exist do not impact understanding</td>
</tr>
<tr>
<td>- There are no errors in APA style or formatting</td>
</tr>
<tr>
<td>Practitioner criteria and some Expert criteria</td>
</tr>
<tr>
<td>- Submission is clearly organized</td>
</tr>
<tr>
<td>- Ideas are clearly communicated</td>
</tr>
<tr>
<td>- Submission occasionally misses length and / or word count guidelines and only to a minor extent</td>
</tr>
<tr>
<td>- There are few writing or proofreading errors. Any errors that exist do not have more than an occasional impact on understanding</td>
</tr>
<tr>
<td>- There are few errors in APA style or formatting</td>
</tr>
<tr>
<td>Apprentice criteria and some Practitioner criteria</td>
</tr>
<tr>
<td>- Submission shows some organization</td>
</tr>
<tr>
<td>- Ideas are somewhat clearly communicated</td>
</tr>
<tr>
<td>- Submission misses some length and / or word count guidelines or does so to a significant extent</td>
</tr>
<tr>
<td>- Writing or proofreading errors have some impact on understanding</td>
</tr>
<tr>
<td>- There are some errors in APA style or formatting</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Novice criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Submission shows little organization</td>
</tr>
<tr>
<td>- Ideas are not communicated with overall clarity</td>
</tr>
<tr>
<td>- Submission misses many length and / or word count guidelines or does so to a very significant extent</td>
</tr>
<tr>
<td>- Writing or proofreading errors have a significant impact on understanding</td>
</tr>
<tr>
<td>- There are significant errors in APA style or formatting</td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>Grade</th>
<th>GPA Value</th>
<th>%</th>
<th>Description per U of C Calendar</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>4.0</td>
<td>95-100</td>
<td>Outstanding</td>
</tr>
<tr>
<td>A</td>
<td>4.0</td>
<td>90-94</td>
<td>Excellent – Superior performance showing comprehensive understanding of the subject matter</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
<td>85-89</td>
<td>Good - clearly above average performance with knowledge of subject matter generally complete</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td>80-84</td>
<td>Good - clearly above average performance with knowledge of subject matter generally complete</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>75-79</td>
<td>Good - clearly above average performance with knowledge of subject matter generally complete</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
<td>70-74</td>
<td>Good - clearly above average performance with knowledge of subject matter generally complete</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
<td>65-69</td>
<td>Satisfactory - basic understanding of the subject matter</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
<td>60-64</td>
<td>Satisfactory - basic understanding of the subject matter</td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
<td>55-59</td>
<td>Satisfactory - basic understanding of the subject matter</td>
</tr>
<tr>
<td>D+</td>
<td>1.3</td>
<td>52-54</td>
<td>Minimal pass - Marginal performance</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
<td>50-51</td>
<td>Minimal pass - Marginal performance</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
<td>49 and lower</td>
<td>Fail - Unsatisfactory performance</td>
</tr>
</tbody>
</table>

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.