

EDUC 205: Reading Educational Research
Fall 2023

Section	Instructor	Time (via Zoom)	Location	Email
S01	Dr. H. Douglas Sewell	Mondays: 16:30 - 18:00 Sept. 11, 25, Oct. 23, Nov. 6, 27	Online	HDouglas.Sewell@ucalgary.ca

Term Dates: September 5 - December 6, 2023

Reading Break: November 13 - 19, 2023

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. Develop 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:**

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

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

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

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

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

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

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

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

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

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

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

Perdue (2022a) OWL Online Writing Lab [website]. Available from https://owl.purdue.edu/owl/general_writing/academic_writing/logic_in_argumentative_writing/fallacies.html

Perdue (2022b) OWL Online Writing Lab [website]. Available from https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html

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

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

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

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

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

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

LEARNING TASKS OVERVIEW

LEARNING TASK	DESCRIPTION OF LEARNING TASK	GROUP / INDIVIDUAL	WEIGHT	DUE DATE
LT01 - Online Discussion Participation	Each week there will be 2 discussion questions or tasks posted in D2L. Students are responsible for producing: A – 1 long (minimum 200-word) response to <u>each</u> question or task each week. B – A total of 3 short (minimum 50-word) replies to others' responses each week. Please split replies between the two questions or tasks.	Individual	25%	Weekly
LT02 - Considering Educational Research Sources	For this Learning Task please identify 5 broad sources of educational research and then critique each of those sources based on their overall quality and usefulness to teachers.	Individual	20%	Sun. Oct. 8 in Dropbox by 23:59
LT03 – Annotated Bibliography	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. For each resource, please write an annotated bibliography with two parts. Part 1 highlighting the main ideas and arguments and Part 2 arguing the credibility of the resource.	Individual	25%	Sun. Nov. 12, in Dropbox by 23:59
LT04 - Focused Topic of Interest on Child or Youth Literacy - Source Synthesis	For this assignment, please synthesize your understanding of your focused topic of interest in regarding child or youth literacy in a 15-minute digital presentation.	Individual	30%	Wed. Dec. 6, in Dropbox by 23:59

WEEKLY COURSE SCHEDULE:

Date	Topic	Readings and Tasks	Important Dates
Week 01 Sept. 05 – 10	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. Required Readings: Morgan & Henderson (2022) Chapter 1	
Week 02 Sept. 11 - 17	Understanding The Idea of Research. What is Educational Research?	This week will introduce the general concept of research. <ul style="list-style-type: none"> • Definition of research. • Main vocabulary associated with 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]. Trochim, W. M. (2022). <i>Research methods knowledge base</i> . UNOacademics. (2014). <i>University Now: Quantitative vs. Qualitative Research</i> [YouTube video].	Zoom Session #1 Monday Sept. 11; 16:30 - 18:00
Week 03 Sept. 18 - 24	Where to Find Educational Research?	This week we discuss where we can find educational research <ul style="list-style-type: none"> • Seeking out educational research – where do we look? • Peer-reviewed articles and other texts (newspapers, magazines, blogs, etc.) Required Readings: Morgan & Henderson (2022) Chapter 10	

Week 04 Sept. 25 - Oct. 01	Assessing if a Source is Credible	<p>This week we will consider what is and is not valid research.</p> <ul style="list-style-type: none"> Identifying high quality research and sources Becoming aware of problematical research and sources How do we know if a source is credible? <p>Required Readings:</p> <p>Morgan & Henderson (2022) Chapter 12</p> <p>November, A. (1998). <i>Teaching Zach to think</i> [blog].</p> <p>Perdue (2022b). APA General Format</p>	Zoom Session #2 Monday Sept. 25; 16:30 - 18:00
Week 05 Oct. 02 - 08	Focusing on Bias, Assumptions, and Argumentative Problems in Research (1)	<p>This week will look at some of the biases, assumptions, and argumentative problems that we can find in writing.</p> <ul style="list-style-type: none"> Bias and assumptions definitions Understanding bias and assumptions in research Argumentative problems in research <p>Required Readings:</p> <p>Perdue (2022a). Logical Fallacies</p> <p>Richardson Et al. (2022). YourLogicalFalicyIs</p>	LT02 Due: Sun. Oct. 8, in Dropbox by 23:59
Week 06 Oct. 09 - 15	Focusing on Bias, Assumptions, and Argumentative Problems in Research (2)	<p>This week will continue exploring some of the biases, assumptions, and argumentative problems that we can find in writing.</p> <ul style="list-style-type: none"> Practice finding examples of credible, academic, and trustworthy sources. 	
Week 07 Oct. 16 - 22	How is Literacy discussed and Described in Educational Research?	<p>This week, we will examine the definition of literacy.</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 is writing? How do we know if a child is writing? What does educational research say about these topics? <p>Required Readings:</p> <p>Alberta Education. (2015). <i>Literacy Definition, Components and Elements of the Progressions</i></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>	

Week 08 Oct. 23 - 29	Strategies for Reading Educational Research (1)	Strategies you can use to read educational research. <ul style="list-style-type: none"> • Previewing / Prediction • Think Aloud • Summarizing <p>Required Readings:</p> <p>Concordia University Library (2017). <i>How to write an annotated bibliography</i> [website].</p> <p>Duke and Pearson (2009). <i>Effective Practices for Developing Reading Comprehension</i></p>	Zoom Session #3 Monday Oct. 23; 16:30 - 18:00
Week 09 Oct. 30 – Nov. 05	Strategies for Reading Educational Research (2)	Strategies you can use to read educational research. <ul style="list-style-type: none"> • Skimming / Scanning • Visual Representation <p>Required Readings:</p> <p>Reading Rockets (2022). <i>Seven Strategies to Teach Students Text Comprehension</i></p>	
Week 10 Nov. 06 – 12	Strategies for Reading Educational Research (3)	Strategies you can use to read educational research. <ul style="list-style-type: none"> • Detailed Reading / Making Notes • Posing Questions • Talking to the Text 	Zoom Session #4 Monday Nov. 6; 16:30 - 18:00 LT03 Due: Sun. Nov. 12, in Dropbox by 23:59
Week 11 Nov. 13 - 19	Term Break – No Classes		
Week 12 Nov. 20 - 26	What are Some More Comprehensive Strategies for Reading Educational Research?	This week we will look at some other ways to read educational research. <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>Annenberg Learner. (2014). <i>Thinking about Thinking – Metacognition</i></p> <p>Houghlin Mifflin Harcourt (2022). <i>Graphic Organizers</i></p> <p>University of Manitoba Academic Learning Centre (2022). <i>SQ3R Reading Strategy</i></p>	

Week 13 Nov. 27 - Dec. 03	Sharing Your Work with Colleagues - Creating Effective Digital Presentations.	This week will help you develop the skills to share your work with colleagues using digital presentations. Required Readings: Morgan & Henderson (2022) Chapter 11	Zoom Session #5 Monday Nov. 27; 16:30 - 18:00
Week 14 Dec. 04 - 06	Course Wrap-Up		LT04 Due: Wednesday Dec. 6, 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 discussion questions or tasks posted in D2L. Students are responsible for producing:

- A - 1 long (minimum 200-word) response to each question or task each week
- B - A total of 3 short (minimum 50-word) replies to others' responses each week. Please split replies between the two questions or tasks.

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.

To maintain an engaged and ongoing conversation in the class, the discussion questions run each week from Monday to Sunday. The discussion questions will be available before the week starts. All initial posts are then due by Thursday night each week by 23:59 and then all responses are due by Sunday night, 23:59. As late posts do not well contribute to the discussion, no points are given for late posts. The total points available for this learning task will be based on the total number of discussion questions in D2L.

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

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

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

Criteria For Assessment of Learning Task 2

Please See Rubric on Page 9

3. Learning Task 3: Annotated Bibliography (25% of total Course Grade)
– Due: Sun. Nov. 12, 23:59 in Dropbox

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

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

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

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

Criteria For Assessment of Learning Task 3

Please See Rubric on Page 10

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

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

Criteria For Assessment of Learning Task 3

Please See Rubric on Page 11

EDUC 205 - LT02 Rubric - Assessing Sources of Educational Research - (September 2023)

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

EDUC 205 - LT03 Rubric - Annotated Bibliography - (September 2023)

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

EDUC 205 - LT04 Rubric - Focused Topic of Interest on Child or Youth Literacy - Source Synthesis - (September 2023)

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

THE EXPECTATION OF EXCELLENCE IN PROFESSIONAL WORK

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

The Importance of Attendance and Participation in Every Class

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

Engagement in Class Discussion and Inquiry

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

EXPECTATIONS FOR WRITING

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

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 Claire Gillis, esa@ucalgary.ca.

Werklund SU Representative is Elsa Stokes, educrep@su.ucalgary.ca.