AB

EDUC 207: How Children Learn to Read
Fall, 2024

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

Course Dates: Sept. 3-Dec. 6, 2024.

Synchronous Class Dates: Tuesdays, 4:30-6:00 pm
- Zoom #1 Sept. 3rd 2024
- Zoom #2 Sept. 17th 2024
- Zoom #3 Oct. 29th 2024
- Zoom #4 Nov. 19th 2024
- Zoom #5 Dec. 3rd 2024

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

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

Office Hours: By appointment, Monday, Wednesday, and Friday between 3 and 5 PM. Emails received outside of normal business hours or on the weekend will be responded to within a reasonable time frame.

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

COURSE DESCRIPTION:
The intent of the Teaching Children How to Read course is to provide a conceptual framework for teaching beginning readers in K-12 settings. Students will explore the foundational elements of teaching literacy based on Luke and Freebody's Four Resources Model. Assignments will present multiple opportunities for students to develop a critical understanding of literacy. This course is a co-requisite of EDUC 209: Supporting Children's Reading, a course that will provide opportunities for students to reflect on and enact the strategies associated with the Four Resources Model.

LEARNER OUTCOMES:

In completing this course, students will:
1. Develop a broad definition of literacy as it relates to reading and reading instruction.
2. Engage deeply with a singular and holistic theoretical model of literacy instruction to understand reading instruction and proficiency.
3. Apply practices that support de-coding language, making personal and academic meaning from text, understanding the function of text, and analyzing the cultural and social significance of text. The emphasis of this course will be on finding personal and academic meaning from text.
4. Evaluate their personal relationship with reading in a professional and personal context.

COURSE DESIGN AND DELIVERY: This course will be delivered wholly online through the D2L environment with five *mandatory* Zoom synchronous classes. You must let your instructor know in advance if you will miss one of the Zoom class sessions.

To successfully engage in their learning experiences at the University of Calgary, students taking blended or web-based instruction courses are required to have reliable access to the following technology:

- A computer with a supported operating system, as well as the latest security, and malware updates;
- A current and updated web browser;
- Webcam (built-in or external);
- Microphone and speaker (built-in or external), or headset with microphone;
- Current antivirus and/or firewall software enabled;
- Broadband internet connection.

Most current laptops will have a built-in webcam, speaker and microphone.

REQUIRED RESOURCES:
All these texts are approved for instruction in K-12 schools and are widely available in public and school libraries. You can also borrow some of these books from the Doucette Library through inter-library loan.

The following books will be used for discussion throughout the class. **You are not required to purchase these books**, but you will need to review them to participate meaningfully in class discussions.

* *My Mouth is a Volcano* by J. Cook
* *Go show the World* by Wab Kinew
* *The Rebel: Gabriel Dumont* by D.A. Robertson and A. Lowick
* *Persepolis* [graphic novel] by M. Satrapi
* *Discovering Words: English, French, Cree* by N. Auger

*You will also need **one** of the following novels for a group novel study and presentation.* All of these selected novels are approved for study in K-12 settings by Alberta Education. You might choose a novel based on the age group of your Reading Buddy for the co-requisite EDUC 209 course:

- *Obasan* by Joy Kogawa (Elementary – Grades 3-6)
- *New Kid* by Jerry Craft (Middle School – Grades 5-8)
- *Freak the Mighty* by Rodman Philbrick (Middle School – Grades 5-8)
- *Speak* by Laurie Halse Anderson (High School – English 10, 20, or 30)
- *Maus, A Survivor's Tale* by Art Spiegelman (Grades 9-12)

ADDITIONAL RESOURCES:

Required Readings and other texts (Available online)

Alberta Regional Consortium. (2016). *Comprehensive Literacy Guides K-6.* Available from
https://arpdcresources.ca/consortia/comprehensive-literacy-guides-k-6/
Aukerman, M. (2015). How should readers develop across time? Mapping change without a deficit perspective. Language Arts 93, 1. Available from https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/24577558
Browne, J., Lawman, K., & Allington, R. (2005). *Teaching reading. Fluency and word study: 3-5 workshop* (Educational Video). Burlington, VT: Annenberg Learner https://video-alexanderstreet-com.ezproxy.lib.ucalgary.ca/watch/fluency-and-word-study

Browne, J., & Lawman, K. (2005). *Teaching reading. Reading across the curriculum: 3-5 workshop* (Educational Video). Burlington, VT: Annenberg Learner. https://video-alexanderstreet-com.ezproxy.lib.ucalgary.ca/watch/reading-across-the-curriculum

Burke, B. (n.d.). A close look at close reading: Scaffolding students with complex texts. Available from https://nieonline.com/tbtimes/downloads/CCSS_reading.pdf

Carroll, L. (1872). *Jabberwocky*. Retrieved from http://www.jabberwocky.com/carroll/jabber/jabberwocky.html

Campbell, M. & Schulz, M. (2020). *Time's Up with Melissa and Matt – Maren Aukerman [podcast]*. Recording available on D2L.

Doucette Library Staff. (2017). Education: Children's and young adult's literature. Available at https://library.ucalgary.ca/guides/children-young-adult-lit

Freebody, P., & Luke, A. In G. Bull & M. Anstey, Eds.(2003) The Literacy Lexicon, Sydney: Prentice-Hall. Literacy as engaging with new forms of life: the 'four roles' model. https://ucalgary.alma.exlibrisgroup.com/leganto/public/01UCALG_INST/citation/23103699210004336?auth=SAML

McGregor, R. (2006, October 7). *100 years old and a man of letters*. The Globe and Mail. Available from https://www.theglobeandmail.com/news/national/100-years-old-and-a-man-of-letters/article1107232/

National Council of Teachers of English (n.d.) . *Introduction*. pp. xi-xvi. Retrieved from https://secure.ncte.org/library/NCTEFiles/Resources/Books/Sample/29676Intro.pdf

State Government of Victoria, Australia. (2018). Four Resources Model for Reading and Viewing. https://ucalgary.alma.exlibrisgroup.com/leganto/public/01UCALG_INST/citation/23103706810004336?auth=SAML

Shingleton, B. (2017). A Literate Life [TEDxDayton]. Available at https://www.youtube.com/watch?v=FINsh6nRLGk

Trischitti, J. (2017). *Literacy is the Answer* [TEDxACU]. Available at https://www.youtube.com/watch?v=z-h-BhcV7DM

Zabot, C. & Rogers, M. (2021). *Time out with Carolyn and Melanie: Wab Kinew.* Ed Students in Conversation on voicEd Radio Canada. https://voiced.ca/podcast_episode_post/time-out-with-carolyn-and-melanie-featuring-wab-kinew/

LEARNING TASKS OVERVIEW

LEARNING TASK	DESCRIPTION OF LEARNING TASK	GROUP / INDIVIDUAL	WEIGHT	DUE DATE
1. Mapping Literacy	Group Development of Infograph/Mind map Defining Literacy	Group	20%	Oct 8, 2024
2. Personal Understanding of Literacy	Reflective essay	Individual	20%	Oct 22, 2024
3. Oral Presentation of Book	Individual – lead online Novel Study discussion Group - Presentation	Individual and Group	20% 10%	Nov. 19, 2024
4. Weekly Discussion Posts	Individual - two posts due weekly, grades evenly divided weekly	Individual	30%	Weekly September-November, 2024

For **group assignments**, students will all receive the same mark assigned to the group. For assignments where there is an individual component as part of a group presentation or project, you will receive an **individual mark for work you completed individually,** and all group members will receive the same mark for the designated group component of the assignment. A student's final grade for the course is the sum of all separate assignments. It is not necessary to pass each assignment separately in order to pass the course.

Generative AI: Course participants are invited to use artificial intelligence tools, including generative AI, to gather information, review concepts, and/or to help produce assignments. However, (1) it is the student's responsibility to inform the instructor *in writing* of the intention to use such technology *in advance* of its use; (2) the student is ultimately accountable for the work they submit; and (3) any content generated or supported by an artificial intelligence tool must be cited appropriately. Misuse of these tools will be considered academic misconduct and will be treated as such.

WEEKLY COURSE SCHEDULE:

Date	Topic	Readings and Tasks	Due Dates
**THE MOST UP TO DATE INFORMATION ABOUT THE COURSE WILL BE AVAILABLE WEEKLY, STARTING SATURDAY AFTERNOONS, ON D2L.**			
Week One Sept. 3 to Sept. 6	***Welcome and Introduction*** No Facilitator this week – online signups for remainder of course • Groups Selected for Assignment #1 • Novel selected for Assignment #3	**Zoom #1 September 3rd** McGregor, R. (2006, October 7). *100 years old and a man of letters* Trischitti, J. Literacy is the Answer [TEDxACU]. Available at https://www.youtube.com/watch?v=z-h-BhcV7DM	Access to D2L shell opens on for before September 1, 2024
Week Two Sept. 10 to Sept. 13	Facilitators: _____ ***What is literacy?*** • Your Task 1 group should be selected by Sept. *** Contact your instructor if you need help finding a group.**	Shingleton, B. (2017). A Literate Life [TEDxDayton]. Available at https://www.youtube.com/watch?v=FINsh6nRLGk National Council of Teachers of English (n.d.) . *Introduction.* pp. xi-xvi. Retrieved from https://secure.ncte.org/library/NCTEFiles/Resources/Books/Sample/29676Intro.pdf Alberta Regional Consortium. (2016). Comprehensive Literacy Guides K-6. Available from https://arpdcresources.ca/consortia/comprehensive-literacy-guides-k-6/	Weekly discussion posts begin
Week Three Sept. 17 to Sept. 20	Facilitators: _____ *What is the Four Resources Model?* • Introducing the Model How does the FRM relate to literacy?	**Zoom #2 September 17th** State Government of Victoria, Australia. (2018). Four Resources Model for Reading and Viewing. Freebody, P., & Luke, A. In G. Bull & M. Anstey, Eds.(2003) The Literacy Lexicon, Sydney: Prentice-Hall. Literacy as engaging with new forms of life: the 'four roles' model.	Work on group literacy task – contact instructor if not in group yet
Week Four Sept. 24 to Sept. 27	Facilitators: _____ *What is the Four Resources Model?* • Four components in brief	Alberta Regional Consortium. (2016). Comprehensive Literacy Guides K-6. Available from https://arpdcresources.ca/consortia/comprehensive-literacy-guides-k-6/	Time for peer feedback on literacy assignment.
Week Five Oct. 1 to Oct. 4	Facilitators: No facilitators this week (post Infograph for feedback).	Read through, comment on content, and provide feedback for all Infographs or Mind Maps from other groups.	**Upload for peer feedback on D2L by Oct. 2.**
Week Six Oct. 8 to Oct. 11	Facilitators: _____ *Code Breaking/Text Decoder* • What does decoding mean? • How do children build their vocabulary?	Carroll, L. (1872). *Jabberwocky.* Retrieved from http://www.jabberwocky.com/carroll/jabber/jabberwocky.html *Maus* by Art Speigelman **The Rebel: Gabriel Dumont* by D.A. Robertson and A. Lowick Auger, N. (2019). *Discovering Words: English, French, Cree.*	Oct. 8 -Task 1 Due
Week Seven Oct. 15 to Oct. 18	Facilitators: _____ *Code Breaking/Text Decoder* • What does decoding mean? • How do children build their vocabulary?	Literacy Program Exploration*: Joyful Literacy, Animated Literacy, Lively Letters, Jolly Phonics, Letter Factory, Itchy's Alphabet, Reading A-Z, Daily 5*	

Week Eight Oct. 22 to Oct. 25	Facilitators: _____ • *Meaning Making/Text Participant* • Practices that support understanding text	Doucette Library Staff. (2017). Education: Children's and young adult's literature. Available at https://library.ucalgary.ca/guides/children-young-adult-lit	Oct. 22 – Task 2 Due
Week Nine Oct. 29 to Nov. 1	Facilitators: _____ • *Meaning Making/Text Participant* • How can graphic novels assist students with understanding complex ideas?	**Zoom #3 Oct. 29th** Aukerman, M.(2015). How should readers develop across time? Mapping change without a deficit perspective. Campbell, M. & Schulz, M. (2020). Time out with Melissa and Matt – Maren Aukerman [podcast]. Kinew. W. (2020). Go Show the World. Zabot & Rogers (2021). Time Out with Carolyn and Melanie – Wab Kinew [podcast].	
Week Ten Nov. 5 to Nov. 8	Facilitators: _____ • *Using Texts/Text User* • Practices that support knowing function of texts	State Government of Victoria, Australia. (2018). Four Resources Model for Reading and Viewing.	
Week 11- Fall Break Nov. 11-17			
Week Twelve Nov. 19 to Nov. 22	Facilitators: Novel Study groups • *Critical Analysis/Text analyst* • Practices that allow for critical analysis	**Zoom #4 Nov. 19th** Group Novel Study Presentations	Nov. 19 Task 3 Due
Week Thirteen Nov. 26- to Nov. 29	No facilitators this week.	State Government of Victoria, Australia. (2018). Four Resources Model for Reading and Viewing. Novel Study: Discussion Groups • *Obasan* by Joy Kogawa • *New Kid* by Jerry Craft • *Freak the Mighty* by Rodman Philbrick • *Speak* by Laurie Halse Anderson	All D2L posts complete
Week Fourteen Dec. 3	**Last Class:** oral summary of novel	**Zoom #5 Dec. 3rd**	

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. The most up to date schedule will appear on D2L. In cases of a discrepancy between this schedule and the D2L calendar, the D2L calendar will be taken as the most current.

1. **LEARNING TASK 1: What is Literacy? - DUE: October 8, 2024**

   Each group member will receive the same mark for this assignment.

   Upload to D2L Discussion board for peer feedback by Wednesday, Oct. 2, 2024 at 8:00 pm.
   Final Submission deadline to D2L Dropbox for grading is October 8, 2024 at 11:59 pm.

   Working in a group of 2-3 students, you will develop an infograph or mind map exploring your collective understanding of the word "literacy". The purpose of the assignment is to gain a deeper understanding of the concept of literacy beyond simply reading and writing. The final product will be a digital presentation that will be posted on D2L for class discussion no later than Oct. 2 and into the D2L Dropbox for grading on October 8. You should discuss the infograph/Mind map of other groups on D2L to gain a richer understanding of literacy and provide feedback to the groups to improve their product. You should also use the feedback received from your peers to improve your work before submitting it for grading.

Your Mind map or Infograph should address the questions listed below:

Questions to answer in the assignment:
- What is literacy? What does the term "multiple literacies" mean?
- What are some different types of literacy described by the Literacy Guides?
- Describe, succinctly, the four resources used by readers.
- Include links to at least four lesson plans, one to teach each resource to early readers.

Your final product should refer to class readings, D2L presentations and discussions, and Zoom lectures to support your understanding of the concept. ***Additionally, your submission should show evidence of research beyond course materials***. Your final submission should include a References page formatted according to APA 7th Edition standards.

You should choose your own groups by September 10, 2024. If you do not have a group by September 10, please notify the instructor for assistance. If your group is having troubles collaborating on this project, please notify the instructor by September 17. **Group members not working well together may be requested to work individually on this project.**

Examples of infographics can be found at:
- https://blog.hubspot.com/marketing/best-infographics-2016
- https://piktochart.com/blog/10-great-infographics-education/

Examples of Mind maps can be found at:
- https://www.mindmeister.com/blog/educational-mind-maps-examples/
- Https://imindmap.com/articles/education-example-mind-maps/

CRITERIA FOR ASSESSMENT OF LEARNING TASK 1

Task One Grading Rubric	Criteria
Outstanding (A+)	**An A+ meets and exceeds all expectations set in the rubric. It is worthy of publication or to be used as an exemplar for future students.**
Professional (A) **18+/20**	- The digital representation of the mind map or infograph was well-chosen, thoughtfully laid-out, and suitable for the topic. - Precise evidence is presented and incorporates personal experience, class discussions, and the course readings to define literacy and multiple literacies. - In addition to class resources, evidence from other research is used to strengthen the information provided. - Presentation clearly connects various elements of literacy. - Language (written or otherwise) is sophisticated, clear and accurate with no grammar, punctuation or spelling mistakes. - Images and words are thoughtfully selected to make the definition clear. - Final product is submitted to D2L for feedback and generated interesting discussion. - APA formatting is used to cite sources with no errors.
Good work (B+ to A-) **16+/20**	- The digital representation of the mind map or infograph was suitable for the topic, providing solid evidence of the group's understanding of literacy. - Some supporting evidence is presented and incorporates personal experience, class discussions, and the course readings to define literacy and multiple literacies. - Some evidence of research into the topic is provided although the focus is on course materials. - Presentation connects several elements of literacy. - Final product is submitted to D2L for feedback but generated little discussion. Feedback not incorporated into final infograph. - Language (written or otherwise) is sophisticated, clear and accurate with no grammar, punctuation or spelling mistakes. - Images and words are thoughtfully selected to make the definition clear. - An effort is made to use APA correctly when cite sources used.

Minimal Requirements Met (B- to B) 15+/20	- The choice of presentation was suited to the assignment; however, the presentation was often clunky, awkward, or unclear. - The information provided assumed understanding by the viewer. - Presentation speaks superficially to the elements of literacy and multiple literacies. - Evidence from personal experience, class discussions, and the media text is presented but not explored critically. - Course materials formed the sole basis of the information provided. No other research is evident. - Final product was submitted to D2L for online discussion but either generated no discussion or was uploaded too late for other students to respond. Feedback not used to improve final product. - Language (written or otherwise) contains mistakes in grammar, punctuation or spelling resulting in confusing communication. - Minimal effort is made to cite sources accurately using APA formatting.
Below B: Not- Acceptable	The submission does not address or contain the expected elements of the assignment. Please meet with the instructor.

2. LEARNING TASK 2: Personal Understanding of Literacy – DUE: October 22

Assignment is due on October 22, 2024 at 11:59 pm to D2L Dropbox.

Using the Mind map or infograph developed by your group as a starting point, explore one element of literacy in greater detail. You should relate this written response to your emerging understanding of the Four Resources Model as discussed in class and from the course readings and other texts.

Use research to brainstorm answers to the following questions to form your essay. To keep your essay brief, you should focus on answering one of the three questions and should demonstrate your understanding of literacy based on the work you did creating your infograph.

1. Based on research, course readings, and your personal and academic experiences, what do you believe is a "good reader"? Who shaped your understanding of literacy?
2. Given the expanded definition of literacy developed in your mind map/infograph, has your personal definition of a "good reader" changed or grown? How do you decide if a student is a weak or strong reader? What do the course readings and other research support your changed understanding of literacy?
3. How does your Infograph/Mind map relate to the Four Resources Model discussed to date in class?

Your response should be 750-1000 words, double-spaced and written in 12-point Times/New Roman font with one-inch page margins. Your essay should contain a clear thesis statement introducing the topic of the essay and your main points, as well as a clear concluding paragraph that summarizes your ideas. Given the short length requirement for this essay, you should limit the number of direct quotations in your writing and focus on paraphrasing class readings, presentations, and other texts, using in-text citation to refer to source material.

CRITERIA FOR ASSESSMENT OF LEARNING TASK 2

Rubric - Assignment 2	A+ 10/10	A 9+/10	A-/ B+ 8/10	B / B- 7/10	C+ / lower 6-/10
Content 10 points	Exceeds all expectations and is of high quality both in content and composition. This submission could be published or used as an exemplar for future students.	The question posed in the assignment is thoughtfully and well answered with the student revealing growth and change in their understanding of literacy as a result of the readings and discussions within the course so far. The essay reveals an emergent	The three questions are answered revealing some deep thought into the definition of literacy. The student demonstrates understanding of literacy and multiple literacies, with some evidence of growth as a result of course readings and discussion. The essay	Only one question is answered or the questions are answered superficially with some connection to literacy and multiple literacies. Course readings and discussions are not used effectively to support student response, although used to a certain extent. Little effort is	Content of response does not demonstrate a good understanding of literacy and multiple literacies. Few or no course readings or discussions are used to support ideas. Little growth in student understanding is demonstrated. No connection is made to

		understanding of the Four Resources Model as it relates to their definition of literacy.	reveals a superficial understanding of the Four Resources Model as it relates to their definition of literacy.	made to reflect on the Four Resources Model.	the Four Resources Model.
Composition 10 points	The written expression is polished and worthy of publication.	The response stays within the expected page length. The writing is concise and flows well between topics. Few or no errors of grammar or spelling are present. Citation follows APA formatting.	The response strays outside the expected page length. Some errors of grammar or spelling are present occasionally impeding fluency or reader understanding. Citation mainly follows APA formatting with some minor errors.	The response either exceeds length expectations or is too short to adequately answer the questions. Numerous spelling and grammatical errors impede reader understanding. APA citation rules not followed making finding information difficult.	The response contains numerous and repeated errors hindering communication with the reader. Sources are not correctly cited making retrieval difficult.

3. LEARNING TASK 3: Oral Presentation of Book/Response to Classmates - DUE: Nov. 19, 2024

Novel Study and oral reading on D2L Discussion Board: **Between November 5-December 1**
Zoom Group Presentation: **December 3**

You will receive an individual mark for parts of the assignment completed individually, and all members of the group will receive the same group mark for the group component of this assignment.

For this assignment, students will be divided into groups on D2L based on their novel selection (see page 3 for choices). Prior to November 5, each member will identify an important section of the novel to record an oral reading to be uploaded to D2L between November 5-December 1 for group discussion. An important section might be: the climax of the novel, key characterization of the protagonist, the introduction of the antagonist, a description of the main setting, or an explication of theme or a main symbol.

During the recording of your reading, you will pose a well-thought-out question to prompt discussion in D2L with your novel study group. This question should focus on the Practices that Support Meaning-Making aspect of the Four Resources Model and should reference page numbers to assist classmates with finding the information.

Each group member will respond online either to the prompt question or a peer's response in the novel study. Responses can be oral or written. An oral response must be 5-6 minutes in length and a written response must be 2-3 paragraphs in length. A link to your oral reading and a Word document copy of your online response should be submitted to the D2L Dropbox for grading by December 1, 2023.

During the final Zoom session on December 3, 2024, each novel group will provide an oral summary either as a live presentation of their chosen novel and discuss the following: appropriate audience for the novel, plot summary, and strategies to promote meaning-making for this novel. This presentation should take no longer than 5 minutes and should involve each member of the group in a meaningful way.

An example of the final presentation for this assignment can be found here:
https://voiced.ca/podcast_episode_post/hanas-suitcase-summary-and-meaning-making/.

CRITERIA FOR ASSESSMENT OF LEARNING TASK 3

IN CASE OF DISCREPANCIES, THE ALWAYS AVAILABLE RUBRIC ON D2L WILL BE TAKEN AS CORRECT.

Learning Task 3 Rubric	A+ 10/10	A 9+/10	A-/ B+ 8/10	B / B- 7/10	C+ / lower 6-/10
Oral Reading of Text/ Prompt Questions /10	Exceptional reading of text; worthy of broadcast in submitted form (with no revision).	Student reads clearly, slowly, and with expression. The prompt questions are ideally located during the reading for discussion. The prompt questions are interesting and spark meaningful participation from other group members.	The reading is generally clear and expressive, although occasionally is too quick or slow for audience. The prompt questions are provided only at the beginning or the end of the reading rather than strategically located throughout.	The reading is mechanical and lacking in expression, and occasionally is too quick or slow for the audience. The prompt questions are provided only at the beginning of the reading or do not address meaning-making.	More practice to improve reading clearly, slowly, and with expression is needed. The prompt questions are in need of revision to promote discussion.
Novel Section Selection /10	Exceeds all expectations for an A and is worthy of broadcast.	Selected section is purposeful, appropriate, and is strategically linked to the Four Resources model. The selected section attends carefully and thoughtfully to an aspect of understanding literature (plot, character, setting, theme).	Selected literature text is well suited for the assignment and links well to the Four Resources Model. The section selected attends to an aspect of understanding literature (plot, character, setting, theme).	Selected literature text is appropriate for the assignment and makes some links to the Four Resources Model. The selection section is related to an aspect of literature (plot, setting, character, theme), but the significance to the overall understanding of the novel is limited.	Selected literature is not appropriate for the assignment and is not well connected to the Four Resources Model. The selected section is unrelated to an aspect of literature (plot, setting, character, theme) or superficially linked.
Online Discussion and Response /10	Exceeds all expectations for an A and could be used as an exemplar for future students.	Student responds thoughtfully and thoroughly to all group member recordings and other student posts which results in a meaningful group discussion. Response builds on or adds to comments and ideas of other group members.	Student responds appropriately, and in a timely manner, to group member discussion boards. Some responses are somewhat disconnected from the group discussion.	Student responds to prompts of group members with little attention paid to furthering the comments or ideas posted by other group members.	Responses to group prompts are posted too late for other members to respond effectively.

4. LEARNING TASK 4: Ongoing D2L Discussions – DUE: Weekly by Friday night at 6:00 pm

Posts on D2L: Due by Friday night at 6:00 pm weekly throughout term. A Word Document copy of your two best posts must be submitted to D2L Dropbox in Weekly Posts folder for grading.

Facilitator Post: Due by Tuesday night at 7:00 pm on assigned week. A Word Document copy of your facilitator post must be simultaneously uploaded to D2L in the Facilitator Folder under Weekly Posts for grading. Each student is responsible for choosing one week to act as a facilitator over the course of the term. Selections will be made by signing up on a Google doc on D2L.

If you only respond once in a given week, you can only earn a maximum of HALF the total grade points for that week.

The discussion boards on D2L in an online course are the main avenue for class discussion. Each Saturday morning, the instructor will provide readings and other texts for review and discussion, with a main question posed at the end of these materials for small group discussion.

At the beginning of the term, you will sign up to be the facilitator for one week, and you will be expected to respond to a question dealing with the weekly course materials by Tuesday at 7:00 pm. As the facilitator, your role is to craft a well-written summary of one of the materials posted by the instructor, and then facilitate the group discussion for the remainder of the week.

When you are not the facilitator, you will still read the materials posted by the instructor, but you will respond to your facilitator's post and question in one of the online threads. You are expected to make at least two posts per week in this online group discussion – each post should be about 200 words, relate to the weekly topic, and further the discussion within your group board. You should read all the posts in your own thread, but you are not required to read the discussion posts of other threads.

Your grades for your Weekly Posts will be divided equally over the eight weeks of facilitated posts throughout the term. When you are the facilitator, you will automatically earn the full grade for the week as it requires more responsibility. You must provide a Word Document copy of your posts in the D2L Dropbox folder to be graded each week.

CRITERIA FOR ASSESSMENT OF LEARNING TASK 4
IN CASE OF DISCREPANCIES, THE ALWAYS AVAILABLE RUBRIC ON D2L WILL BE TAKEN AS CORRECT.

Learning Task 4 Rubric (Posts will be graded weekly out of 4 to total 30%)	A+ 4/4	A/A- 3+/4	B+/B 2.5+/4	B- / lower 2-/4
Initial Post /2	Your initial post is provided early in the week to promote discussion. It highlights key issues from the weekly instructor materials and provides a strong question for group discussion. You are actively involved in group discussions, provide interesting insights and question your own assumptions about the weekly topic.	Your initial post is uploaded right on time and provides insight into the weekly reading. You have clearly read and understood the course materials. You interact well with the other members of your group, demonstrating emerging understanding of course materials.	Your initial post was uploaded late in the week, limiting your peers' ability to respond meaningfully to your insights. Your post demonstrates a solid, if emerging, understanding of course materials.	Your initial post was uploaded very late in the week and generated no discussion or showed very limited understanding of course materials.
Second Post /1	The response is thoughtful and works to bridge own understanding of course materials through discussion with others. Personal experience connects meaningfully to course materials and group discussion.	The response works to bridge own understanding of course materials through discussion with others. Personal experience usually connects meaningfully to course materials and group discussion.	The response brings only own understanding of the course materials to the discussion. Personal experience occasionally connects meaningfully to course materials and group discussion.	The response does not build group understanding of the course materials to the discussion. Personal experience is unrelated to the course materials or group discussion.
Style and Attention to Form /1	Posts are well-written with few or no grammatical or spelling errors APA is used to cite reference materials.	Posts are well-written with some grammatical or spelling errors. APA is attempted although with some errors that do not limit readers' ability to find materials.	Posts need revision for clarity of expression with numerous grammatical or spelling errors. APA is not used effectively.	Posts are difficult to read due to numerous mistakes with writing conventions. APA is not used.

THE EXPECTATION OF EXCELLENCE IN PROFESSIONAL WORK

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

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

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

- *Engagement in Class Discussion and Inquiry*

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

EXPECTATIONS FOR WRITING

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

MISSING OR LATE SUBMISSIONS

All late submissions of assignments must be discussed with the instructor **prior to the due date.** A deferral of up to 30 days may be granted at the discretion of the Associate Dean of Undergraduate Programs prior to the end of the course with accompanying written evidence. An assignment will be deemed 'late' if it is turned in after the due date *without prior consultation with the instructor*. Late submissions will incur a penalty of 10% per day to a maximum of four days late. If an assignment is turned in more than four days after the deadline, without consultation with the instructor, it may not be accepted for grading.

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.

D2L posts are a form of asynchronous group work, and for all students to succeed, posting and responding in a timely manner contributes to a stronger learning environment for everyone. If you are having difficulties posting in a timely manner, please contact your instructor.

GRADING: https://calendar.ucalgary.ca/pages/fc4adb8643f84441ab32300237b80df1

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

Students in the B.Ed. program must have an overall GPA of 2.5 in the semester to continue in the program without repeating courses.

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

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

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

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

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

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

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

Students needing an accommodation in relation to their coursework or to fulfill requirements for a graduate degree based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to the designated contact person in their faculty. The course outline should clearly list the appropriate Faculty contact person(s) and their contact details. For further information see E.1 C. Course Policies and Procedures
https://calendar.ucalgary.ca/pages/a89ecbf758841b5983c4b67746e7846

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

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

For further information see E.5 Ethics of Human Studies
https://calendar.ucalgary.ca/pages/627ed88eb4b041b7a2e8155effac350

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

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

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

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

Other Important Information
Please visit the Registrar's website at: https://www.ucalgary.ca/registrar/registration/course-outlines for additional important information on the following:
• 	Wellness and Mental Health Resources
• 	Student Success

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

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

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

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

Werklund SU Representative is Tracy Dinh, educrep@su.ucalgary.ca.