EDUC 207: How Children Learn to Read  
Fall, 2022

<table>
<thead>
<tr>
<th>Section</th>
<th>Instructor</th>
<th>Time</th>
<th>Location</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>S01</td>
<td>Dr. Astrid Kendrick</td>
<td>4:30-6:00 pm</td>
<td>Online</td>
<td><a href="mailto:astrid.kendrick@ucalgary.ca">astrid.kendrick@ucalgary.ca</a></td>
</tr>
</tbody>
</table>

Course Dates: September 6 – December 7, 2022

Synchronous Class Dates: Tuesdays, 4:30-6:00 pm, September 20, October 11, November 1, 22, December 6

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 through Friday between 9:00 am and 5:00 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.
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)


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

**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>1. Mapping Literacy</td>
<td>Group Development of Infograph/Mind map</td>
<td>Group</td>
<td>20%</td>
<td>Oct 3, 2022</td>
</tr>
<tr>
<td></td>
<td>Defining Literacy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Personal Understanding of Literacy</td>
<td>Reflective essay</td>
<td>Individual</td>
<td>20%</td>
<td>Oct 21, 2022</td>
</tr>
<tr>
<td>3. Oral Presentation of Book</td>
<td>Individual – lead online Novel Study discussion</td>
<td>Individual and Group</td>
<td>20%</td>
<td>December 2 and December 6, 2022</td>
</tr>
<tr>
<td></td>
<td>Group - Presentation</td>
<td></td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td>4. Weekly Discussion Posts</td>
<td>Individual - two posts due weekly, grades evenly divided weekly</td>
<td>Individual</td>
<td>30%</td>
<td>Weekly September-November, 2022</td>
</tr>
</tbody>
</table>

**WEEEKLY 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></td>
<td><strong>THE MOST UP TO DATE INFORMATION ABOUT THE COURSE WILL BE AVAILABLE WEEKLY, STARTING SATURDAY MORNINGS, ON D2L.</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week One</td>
<td><strong>Welcome and Introduction</strong></td>
<td>McGregor, R. (2006, October 7). 100 years old and a man of letters</td>
<td>Access to D2L shell opens on for before September 1, 2022</td>
</tr>
<tr>
<td></td>
<td>• No Facilitator this week – online signups for remainder of course</td>
<td>Trischitti, J. Literacy is the Answer [TEDxACU]. Available at <a href="https://www.youtube.com/watch?v=z-h-BhcV7DM">https://www.youtube.com/watch?v=z-h-BhcV7DM</a></td>
<td>Classes begin September 6, 2022</td>
</tr>
<tr>
<td></td>
<td>• Groups Selected for Assignment #1</td>
<td>Welcome Podcast from Dr. Astrid Kendrick</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Novel selected for Assignment #3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week Two</td>
<td><strong>What is literacy?</strong></td>
<td>Shingleton, B. (2017). A Literate Life [TEDxDayton]. Available at <a href="https://www.youtube.com/watch?v=FINsh6nRLGk">https://www.youtube.com/watch?v=FINsh6nRLGk</a></td>
<td>Weekly discussion posts begin</td>
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<tr>
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</tr>
<tr>
<td>Week Five</td>
<td>Facilitators:</td>
<td>No facilitators this week</td>
<td>Read through, comment on content, and provide feedback for all Infographics or Mind Maps from other groups.</td>
</tr>
<tr>
<td>Week Thirteen</td>
<td>No facilitators this week.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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**Additional References:**

- Maus by Art Speigelman
- *The Rebel: Gabriel Dumont* by D.A. Robertson and A. Lowick
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 3, 2022

Upload to D2L Discussion board for class and instructor discussion/feedback by Thursday, Sept 29, 2022 at 8:00 pm.
Final Submission deadline to D2L Dropbox for grading is October 3, 2022 at 11:59 pm.

Working in a group of 2-3 students, you will develop an infographic 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 September 29 and into the D2L Dropbox for grading on October 3. You should discuss the infographic/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 8, 2022. If you do not have a group by September 8, please notify the instructor for assistance. If your group is having troubles collaborating on this project, please notify the instructor by September 15. Group members not working well together may be requested to work individually on this project.

Examples of infographics can be found at:
- 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/
2. **LEARNING TASK 2: Personal Understanding of Literacy – DUE: October 21**

Assignment is due on October 21, 2022 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.

You may submit one rough draft for instructor review before October 18, 2022. In this review, I will provide feedback on your writing and suggest areas for revision or growth. I will not correct every error! You will still be responsible for completing a comprehensive edit after I have provided initial feedback.

**CRITERIA FOR ASSESSMENT OF LEARNING TASK 2**

**SEE D2L FOR EXPANDED RUBRIC**

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

<table>
<thead>
<tr>
<th>Rubric - Assignment 2</th>
<th>A+ 10/10</th>
<th>A 9+/10</th>
<th>A-/B+ 8/10</th>
<th>B/B- 7/10</th>
<th>C+ /lower 6/10</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content</strong> 10 points</td>
<td>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.</td>
<td>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 understanding of the Four Resources Model as it relates to their definition of literacy.</td>
<td>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 reveals a superficial understanding of the Four Resources Model as it relates to their definition of literacy.</td>
<td>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 made to reflect on the Four Resources Model.</td>
<td>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 the Four Resources Model.</td>
</tr>
<tr>
<td><strong>Composition</strong> 10 points</td>
<td>The written expression is polished and worthy of publication.</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
<td>The response contains numerous and repeated errors hindering communication with the reader. Sources are not correctly cited making retrieval difficult.</td>
</tr>
</tbody>
</table>

3. **LEARNING TASK 3: Oral Presentation of Book/Response to Classmates - DUE: December 2 and 6, 2021**

Novel Study and oral reading on D2L Discussion Board: **Between November 14-December 2**

Zoom Group Presentation: **December 6**

For this assignment, students will be divided into groups on D2L based on their novel selection (see page 3 for choices). Prior to November 14, each member will identify an important section of the novel to record an oral
reading to be uploaded to D2L between November 14-December 2 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 2, 2022.

During the final Zoom session on December 6, 2022, each novel group will provide an oral summary either as a live presentation or a pre-recorded podcast 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 10 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/. If you decide to create a podcast, it can be submitted for broadcast on voicEd Radio Canada.

**CRITERIA FOR ASSESSMENT OF LEARNING TASK 3**

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

<table>
<thead>
<tr>
<th>Learning Task 3 Rubric</th>
<th>A+ 10/10</th>
<th>A 9+/10</th>
<th>A-/ B+ 8/10</th>
<th>B / B- 7/10</th>
<th>C+ / lower 6/-/10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral Reading of Text/ Prompt Questions /10</td>
<td>Exceptional reading of text; worthy of broadcast in submitted form (with no revision).</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
<td>More practice to improve reading clearly, slowly, and with expression is needed. The prompt questions are in need of revision to promote discussion.</td>
</tr>
<tr>
<td>Novel Section Selection /10</td>
<td>Exceeds all expectations for an A and is worthy of broadcast.</td>
<td>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).</td>
<td>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).</td>
<td>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.</td>
<td>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.</td>
</tr>
</tbody>
</table>
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.
Criterias for Assessment of Learning Task 4
In Case of Discrepancies, the Always Available Rubric on D2L Will Be Taken as Correct.

<table>
<thead>
<tr>
<th>Learning Task 4 Rubric (Posts will be graded weekly out of 4 to total 30%)</th>
<th>A+</th>
<th>A/A-</th>
<th>B+/B</th>
<th>B-/lower</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initial Post /2</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
<td>Your initial post was uploaded very late in the week and generated no discussion or showed very limited understanding of course materials.</td>
</tr>
<tr>
<td>Second Post /1</td>
<td>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.</td>
<td>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.</td>
<td>The response brings only own understanding of the course materials to the discussion. Personal experience occasionally connects meaningfully to course materials and group discussion.</td>
<td>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.</td>
</tr>
<tr>
<td>Style and Attention to Form /1</td>
<td>Posts are well-written with few or no grammatical or spelling errors APA is used to cite reference materials.</td>
<td>Posts are well-written with some grammatical or spelling errors APA is used to cite reference materials.</td>
<td>Posts need revision for clarity of expression with numerous grammatical or spelling errors APA is not used effectively.</td>
<td>Posts are difficult to read due to numerous mistakes with writing conventions APA is not used.</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

All late submissions of assignments must be discussed with the instructor prior to the due date. 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 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

<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></td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td>80-84</td>
<td></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></td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
<td>65-69</td>
<td></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></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></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
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://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Student-Accommodation-Policy.pdf](https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Student-Accommodation-Policy.pdf). 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: [ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Accommodation-for-Students-with-Disabilities-Procedure.pdf](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 based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to their Instructor.

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](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 a 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](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](https://www.ucalgary.ca/registrar/registration/course-outlines)

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

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