EDUC 209: Supporting Children's Reading
Fall, 2024

Land Acknowledgement: 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: September 3 – December 6, 2024

*NOTE: This class normally follows directly after the conclusion of the concurrent course, EDUC 207.

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 Supporting Children's Reading course is to practice your increased knowledge related to the conceptual framework for teaching beginning readers studied in EDUC 207. Students will listen to and observe a beginning reader and use practices related to Luke and Freebody's Four Resources Model of teaching literacy. Assignments will present multiple opportunities for students to apply the knowledge of the Four Resources Model with a child or youth. This course is a co-requisite of EDUC 207: How Children Learn to Read.

LEARNER OUTCOMES:

In completing this course, students will:

1. Develop a practical understanding of a literacy model while implementing elements of it with a child or youth.
2. Gather and discuss with colleagues practical and effective experiences for developing literacy with a child or youth.
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. Create the foundation with a child or youth to develop a lifelong a love and appreciation of literature from diverse authors and cultures.

COURSE DESIGN AND DELIVERY: This course will be delivered completely online within the D2L environment with five, mandatory Zoom synchronous classes.

REQUIRED RESOURCES:
The readings and resources below are recommended for continued professional learning and development well beyond

this course and into your first years of teaching. The readings for the co-requisite course, EDUC 207, should also be used for this course as well.

Required Readings/Text

Burke, B. (n.d.). *A Close Look at Close Reading* [e-book]. Available online at https://nieonline.com/tbtimes/downloads/CCSS_reading.pdf

Court, E. (2018, July 27). What rereading childhood books teaches adults about themselves. The Atlantic. Available at https://www.theatlantic.com/education/archive/2018/07/what-rereading-childhood-books-teaches-adults-about-themselves/566261/

Da Silva, B. (2016). *Make reading a time for conversation*. The Hanen Centre. Available from http://www.hanen.org/Helpful-Info/Articles/Make-Book-Reading-a-Time-for-Conversations.aspx

Horowitz-Kraus, T. , Schmitz, R. , Hutton, J. S. and Schumacher, J. (2017). How to create a successful reader? Milestones in reading development from birth to adolescence. *Acta Paediatr*, 106: 534-544. doi:10.1111/apa.13738
https://onlinelibrary-wiley-com.ezproxy.lib.ucalgary.ca/doi/full/10.1111/apa.13738

Irby, A. (n.d.). How to inspire every child to be a lifelong reader [Ted Residency Talk]. Available at https://www.ted.com/talks/alvin_irby_how_to_inspire_every_child_to_be_a_lifelong_reader/details

Newton, K. (2018). Reigniting a passion for reading. Available on the Edutopia website at https://www.edutopia.org/article/reigniting-passion-reading?utm_source=facebook&utm_medium=socialflow

Roessingh, H. (2021, March 23). 7 'read-aloud' tips for parents to help prevent children's COVID-19 pandemic learning loss. Available at https://theconversation.com/7-read-aloud-tips-for-parents-to-help-prevent-childrens-covid-19-pandemic-learning-loss-154343

LEARNING TASKS OVERVIEW

LEARNING TASK	DESCRIPTION OF LEARNING TASK	GROUP / INDIVIDUAL	WEIGHT	DUE DATE
1. Who is your Student as a Reader?	Essay, written composition	Individual	30%	Reading Buddy selected: Sept 6 Written submission: Sept 22
2. Photovoice	Photographic essay	Individual	35%	November 22
3. D2L Online Discussion	Written reflections (biweekly) with Reading Buddy	Individual	35%	Uploaded posts biweekly to D2L by Friday at 6:00 pm during weeks 2, 4, 6, and 8.

WEEKLY COURSE SCHEDULE:
   THE MOST UP TO DATE INFORMATION ABOUT THE COURSE WILL BE AVAILABLE WEEKLY, STARTING SATURDAY MORNINGS, ON D2L. IN CASE OF DISCREPANCY OR CHANGES, THE SCHEDULE ON D2L WILL BE DEEMED AS MOST CURRENT.

Date	Topic	Readings and Tasks	Due Dates
Week One **Sept. 3 to Sept. 8**	***Welcome and Introduction*** • Identification of potential Reading Buddy • Discussion of role and responsibilities with Reading Buddy • Introduction of assignments - integrated	Irby, A. (n.d.). How to inspire every child to be a lifelong reader [Ted Residency Talk]. Available at https://www.ted.com/talks/alvin_irby_how_to_inspire_every_child_to_be_a_lifelong_reader/details Court, E. (2018, July 27). What rereading childhood booksteaches adults about themselves.	Sept. 3– Zoom meeting #1 Sept. 6 – Reading Buddy Permissionletter due date

Week			
Week Two Sept. 9 to Sept. 15	***Identifying a Reading Buddy*** - Obtain parent/guardian consent for Reading Buddy - Need a Reading Buddy by the end of this week - Begin collecting pictures (Assignment 2)	Horowitz-Kraus, T. , Schmitz, R. , Hutton, J. S. and Schumacher, J. (2017). How to create a successful reader? Milestones in reading development from birth to adolescence. *Acta Paediatr*, 106: 534-544. doi:10.1111/apa.13738	
Week Three Sept. 16 to Sept. 22	*Assignment One: Who is your Reading Buddy?* - Meet with Reading Buddy for initial session - Review Assignment One, ask questions and record answers	You should be reading the Four Resources Model in EDUC 207.	Sept. 17 – Zoom Meeting #2 Sept. 22 – Task 1 due date
Week Four Library Tour Sept. 23 to Sept. 29	*Library Trip* Determine Reading Buddy interests and visit a local library to choosing appropriate literature to support their reading.	Newton, K. (2018). Reigniting a passion for reading. Available on the Edutopia website at https://www.edutopia.org/article/reigniting-passion-reading?utm_source=facebook&utm_medium=socialflo w	
Week Five Nov. 30 to Oct. 6	What does literacy look like with your Reading Buddy?	Roessingh, H. (2021, March 23). 7 'read-aloud' tips for parents to help prevent children's COVID-19 pandemic learning loss. Available at https://theconversation.com/7-read-aloud-tips-for-parents-to-help-prevent-childrens-covid-19-pandemic-learning-loss-154343	
Week Six Oct. 7 to Oct. 13	*Code Breaking/Text Decoder* Practices that support code-breaking – language and culture	What does your Reading Buddy do when she/he comes across unfamiliar vocabulary?	
Week Seven Oct. 14 to Oct. 20	*Code Breaking/Text Decoder*	Is there a literacy program that your Reading Buddy finds appealing?	Oct. 29 – Zoom Meeting #3
Week Eight Oct. 21 to Oct. 27	*Meaning Making/Text Participant* Practices that support understanding text	Burke, B. (n.d.). A close look at close reading. Available online at https://nieonline.com/tbtimes/downloads/CCSS_reading.pdf	
Week Nine Oct. 28 to Nov. 3	*Library Trip #2* Select some literary texts that reflect a cultural identity similar and different from you and your Reading Buddy.	How did the information provided by the Doucette staff and the Reading Guide (assigned in EDUC 207) influence your library visit and book selection?	
Week Ten Nov. 4 to Nov. 10	*Using Texts/Text User* Practices that support knowing function of texts	How and when does your Reading Buddy use text in his/her daily life?	
Term Break – No Classes (Nov. 10-16)			
Week Eleven Nov. 18 to Nov. 24	*Critical Analysis/Text analyst* Practices that allow for critical analysis	What are some different perspectives that your Reading Buddy understands from the text?	Nov. 19 – Zoom Meeting #4 Nov. 22 – Task 2 Due Date
Week Twelve Nov. 25 to Dec. 1	*Critical Analysis/Text analyst* **Final Reading with Reading Buddy**		
Week Thirteen Dec. 2 to Dec. 6	Last Week of Course	Final Reflection for D2L: **Consider what you have learned about supporting children's reading through your work with your Reading Buddy. What was the most significant outcome that you experienced?**	Dec. 3 – Zoom Meeting #5 Dec. 4 -- All Discussion Posts Complete

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 is available on D2L and in the case of discrepancies, the D2L schedule will be taken as the most current and correct.**

LEARNING TASKS AND ASSESSMENT

There are three required Learning Tasks for this course.

1. **LEARNING TASK 1: Who is Your Student as a Reader? - DUE: September 22, 2024**

   Submit name and Consent form for Reading Buddy: <u>September 6, 2024</u>
   Final Submission deadline: <u>September 22, 2024</u>

   Your first assignment is to identify child or youth to act as your Reading Buddy for the duration of this course. This child or youth can be a relative, neighbor, or a friend's child who is willing to read a variety of suitable texts with you on a weekly basis. Because of the nature of this course, you might consider working with a child who is between 6-10 years of age and is developing typically as a reader. Children or youth with complex reading needs might add a degree of challenge that is beyond the scope of this course to remedy. Acting as a Reading Buddy will not necessarily result in large reading gains for this child, and the purpose of this course is not to assess or remedy their reading levels.

   After identifying a child or youth that can be your Reading Buddy, notify your instructor and who will provide you with the Parent/Guardian information letter. You must ensure that the parent or guardian of your Ready Buddy consents to having their child or youth read with you for this course. If the child or youth is a relative (or your own), you still need to read and sign this letter.

   For this assignment, you will write a 900-1100 word summary (Times/New Roman, double-spaced, 12-point font) describing your observations of your Reading Buddy. You must use readings from ***both*** EDUC 207 and 209 to support your observations, and you should research the developmental sequences associated with the age and grade of your Reading Buddy. You can answer each question in a coherent essay or you can answer each question separately in a series of well-written paragraphs.

   Questions to answer in the summary:
   o   Who is your Reading Buddy (age, school grade, other demographics)?
   o   What subjects or topics interest them?
   o   Which literacy texts are of most interest to them?
   o   How does the child describe themselves as a reader? A writer?
   o   How could your understanding of this child influence how you will support them as a reader?
   o   How can you use the Reading Buddy's interests and preferences to build a foundation of a love for reading with this child or youth?
   o   What are some developmental milestones (see Table 1 Horowitz-Kraus et al, 2017 article) in associated with a child or youth like your Reading Buddy?

   Considerations when observing and listening to children and youth:
   o   *Keep language tentative* to keep an open mind to the child or youth's experiences. Your observations should be stated in terms of what you see and hear from the child or youth, not what you think might be the facts about this child or youth.
   o   *Describe, don't evaluate.* The purpose of this assignment is not to assess the child or youth's reading ability or to remedy perceived problems.
   o   *Use language that the child or youth would own or accept* and focus on their strengths. Rather than focusing on what the child or youth can't do (ie. the child can't sound out "th"), concentrate on what the child or youth can do (ie. the child has figured out the difference between "ch" and "ck" and is working on "th").
   o   *Avoid hierarchical comparisons.* As stated, the intent of working with your Reading Buddy is not to determine whether or not they are 'at grade level' or 'smarter' than other students. The expectation is that you seek to understand the Four Resources Model of literacy instruction as it appears through your work with your Reading Buddy.

CRITERIA FOR ASSESSMENT OF LEARNING TASK 1

IN THE CASE OF DISCREPANCY BETWEEN THIS RUBRIC AND THE ALWAYS AVAILABLE RUBRIC ON D2L, THE RUBRIC ON D2L WILL BE TAKEN AS CORRECT.

Task One Grading Rubric	Criteria
Outstanding A+	**The submissions meets and exceeds all criteria listed for A. It is worthy of publication or to be used as an exemplar for other students.**
Professional (A) **28+/30**	- The response provides an insightful description of the Reading Buddy's understanding of themselves as a reader and incorporates thoughtful evidence of your own understanding of literacy instruction. - Precise evidence is presented about the Reading Buddy that incorporates observations, quotations from the child or youth, and the course readings. - Thoughtful child development research is added to enrich understanding of Reading Buddy. - A strong attempt is made to describe, rather than assess, the Reading Buddy's progress. - Language used is sophisticated, clear and accurate with no grammar, punctuation or spelling mistakes. A strong effort is made to use APA formatting to cite any external sources.
Good work (B+ to A-) **26+/30**	- The response provides a solid description of the Reading Buddy's understanding of themselves as a reader and incorporates some evidence of own understanding of literacy instruction. - Some evidence is presented about the Reading Buddy that incorporates observations, quotations from the child or youth, and the course readings. - Child development research is added to enrich understanding of Reading Buddy. - A strong attempt is made to describe the Reading Buddy rather than assess their current reading levels. - Language used is clear and accurate with few grammar, punctuation or spelling mistakes. A good effort is made to use APA formatting to cite any external sources.
Minimal Requirements (B- to B) **24+/30**	- The response provides a ineffective description of the Reading Buddy's understanding of themselves as a reader and incorporates little evidence of your own understanding of literacy instruction. - Little evidence is presented about the Reading Buddy that incorporates observations, quotations from the child or youth, and the course readings resulting an inadequate description of the child or youth's interests and preferences. - Ineffective or questionable child development research is applied Reading Buddy. - An attempt is made to describe the Reading Buddy, however the description border on assessment. - Frequent grammatical or spelling errors limit reader understanding of submission. Little effort is made to use APA formatting to cite any external sources.
Not- Acceptable **23-/30**	The submission does not address or contain the expected elements of the assignment. Please meet with the instructor.

2. LEARNING TASK 2: Photovoice – Selecting Texts with Your Reading Buddy – DUE: November 22, 2024

The purpose of this assignment is for you and your Reading Buddy to identify and read several texts that are both interesting to your Reading Buddy and can be related to the Four Resources Model. You will create a photovoice project that neatly summarizes your reading journey together. YouTube has several examples of different projects that you can look at as examples. For this project, you can create a PowerPoint, Prezi, Haiku Deck, or poster-style collage to show your reading story.

What is photovoice and what needs to be included in my submission?
- o Photovoice is a research process that combines words and images to present the viewpoint of a participant. In the case of this assignment, the purpose of using photovoice is to use pictures to show the story of yourself and your Reading Buddy as you interact and read a variety of texts throughout the term.
- o Your submission should include between 15-20 pictures and descriptions that shows the process of your selection and reading of texts over the entire course term.
- o Your pictures should reveal your exploration of practices that support code breaking, meaning-making, using texts, and critical analysis (the Four Resources Model) as you engaged in reading with your Reading Buddy.
- o Each photo should contain a concise written analysis of the experience shown in the picture – this analysis should expand on the viewer's understanding of the image, not summarize what can easily be seen.
- o You will share your completed photovoice with the instructor by posting the link or project in the D2L Dropbox, and then uploading the same to your online D2L discussion group on the due date.

CRITERIA FOR ASSESSMENT OF LEARNING TASK 2
IN THE CASE OF DISCREPANCY BETWEEN THIS RUBRIC AND THE ALWAYS AVAILABLE RUBRIC ON D2L, THE RUBRIC
ON D2L WILL BE TAKEN AS CORRECT.

Rubric - Assignment 2	A+ 19+/20	A+/A 14+/15	A-/ B+ 18/20 13/15	B / B- 16/20 12/15	C+ / lower 15/20 10/15
Photo Selection and Composition /20	Meets and exceeds all criteria listed for an A. Is publication worthy and could be an exemplar for other students	The photos tell a compelling story of the journey between you and your Reading Buddy as you explored and read several diverse and appropriate literary texts. Photos insightfully demonstrate the relationship that developed between Reading Buddies, text, and reading through the course. Attentiveness is closely paid to showing a journey through time and place.	The photos tell an interesting story of the journey between you and your Reading Buddy as you read some diverse literary texts. Photos demonstrate the relationship that developed between Reading Buddies, text, and reading through the course. Attentiveness is paid to showing a journey through time and place.	The photos tell a story of the journey between you and your Reading Buddy as you read some literary texts. Photos minimally demonstrate the relationship that developed between Reading Buddies, text, and reading through the course. Little attention is paid to showing change over time or in place.	The photos are an unconnected narrative revealing a little of the journey between you and your Reading Buddy as you read literary texts. Photos ineffectively demonstrate the relationship that developed between Reading Buddies, text, and reading through the course. No attention is paid to showing change over time or in place.
Technique and Description /15	Meets and exceeds all criteria listed for an A. Is publication worthy and could be an exemplar for other students	The selection and number of photographs expertly reveals the story of supporting your Reading Buddy over the course of the semester.\n\nA suitable digital platform is used to tell the story.\n\nThe written descriptions add depth to the viewers understanding of the journey.\n\nNo errors of expression are present.\n\nAPA is used to cite sources of photographs and other quoted/paraphrased text.\n\n*An A+ grade can be awarded if the post meets **and** exceeds all expectations, is publication ready, and worthy of being an exemplar for future students.*	The selection and number of photographs solidly reveals the story of supporting your Reading Buddy over the course of the semester.\n\nA suitable, if occasionally clunky, digital platform is used to tell the story.\n\nThe written descriptions usually add depth to the viewers understanding of the journey, although some merely summarize what is shown in the picture.\n\nFew errors of expression are present.\n\nAPA is used reasonably consistently to cite sources of photographs and other quoted/paraphrased text.	The selection and number of photographs reveals a portion of the story of supporting your Reading Buddy over the course of the semester.\n\nThe digital platform used to tell the story is often clunky and impedes the progression of the narrative.\n\nThe written descriptions mainly summarize what is seen in the photo.\n\nMany errors of expression are present.\n\nAPA is used minimally to cite sources of photographs and other quoted/paraphrased text.	The minimal selection and number of photographs tells only a partial story of supporting your Reading Buddy over the course.\n\nThe digital platform used to tell the story impedes the progression of the narrative.\n\nThe written descriptions only summarize what is seen in the photo.\n\nMultiple errors of expression impede understanding.\n\nAPA is not used to cite source of photographs or other quoted/paraphrased text.

3. **LEARNING TASK 3: Reflective Journaling through D2L Discussions – DUE: December 4, 2024**

Posts on D2L: <u>Biweekly throughout term (during weeks 2, 4, 6 and 8).</u> You should upload a Word document containing your reflective post and one example of a response post into the appropriate D2L folder by Friday at 6:00 pm for grading.

The discussion boards on D2L in an online course could be seen as the main avenue for class discussion. Each week, you should meet at least once with your Reading Buddy for about 30 minutes to an hour. After you meet with your Reading Buddy, write a short post on D2L communicating your main observations from the session in

relation to the Four Resources Model or course readings. You will be assigned to a group of students that will form your semester D2L discussion group. Every effort will be made to group together students working with similarly aged Reading Buddies.

In addition to posting your own reflections, you should engage in discussion with your online group about practices to support your Reading Buddy. This forum is an ideal location to discuss areas of strength and growth as you work with your child or youth, as well as to support each other with ideas of resources and reading practices that could be effective.

Please make every effort to upload a reflective post in a timely manner (preferably before Thursdays at 6:00 pm) to ensure that groups can engage in a lively and meaningful conversation each week.

<u>You are responsible to upload, in a Word document, a copy of your reflective post and one response to the group discussion to the appropriate Dropbox folder by Friday at 6:00 pm during weeks 2, 4, 6 and 8.</u> These posts will be graded and be assigned equal value to total 35% of your final grade. The posts that you submit for grading should be exact copies of the posts that were uploaded to the Discussion board.

CRITERIA FOR ASSESSMENT OF LEARNING TASK 3

Learning Task 4 Rubric - Posts will be graded weekly out of 3 points.	A+ 3/3	A 2.5/3	A- 2/3	B+ / lower 1.5-/3
Reflective Post	The reflective post effectively connects course materials to observations made during time spent with Reading Buddy. The post includes an open-ended, thoughtful question that generated discussion with the other members of the D2L group. The post clearly balances both strengths and weaknesses of personal practice in working with the Reading Buddy as these elements connect to course materials. The posts were uploaded to the discussion board early to ensure peers can respond.	The reflective post connects course materials to observations made during time spent with Reading Buddy. The post includes an open-ended question that generated discussion with the other members of the D2L group. The post considers both strengths and weaknesses of personal practice in working with the Reading Buddy as these elements connect to course materials. The posts were uploaded to the discussion board somewhat early to ensure peers can respond.	The reflective post mainly discusses own observations during time spent with Reading Buddy with little connection to course materials. The post included a close-ended question that generated minimal discussion. The post discussed either strengths or weaknesses of personal practice in working with the Reading Buddy. The posts were uploaded to the discussion board giving minimal time for peers' responses.	The reflective post focused only on own observations during time spent with Reading Buddy with no connection to course materials. The post did not include a question to provoke further discussion. The post praised own strengths or focused only on weaknesses of personal practice when working with the Reading Buddy. The posts were uploaded late to the discussion board.
Response to Group Member Posts	The response is thoughtful and works to bridge own understanding of course materials and experiences with Reading Buddy through discussion with others. Personal experience connects meaningfully to course materials and group discussion.	The response works to bridge own understanding of course materials and experiences with Reading Buddy through discussion with others. Personal experience usually connects meaningfully to course materials and group discussion.	The response brings only own understanding of course materials and experiences with Reading Buddy through discussion with others. Personal experience occasionally connects meaningfully to course materials and group discussion.	The response does not build group understanding of the course materials and experiences with the Reading Buddy to the discussion. Personal experience is unrelated to the course materials or group discussion.
Style and Attention to Form	Posts are well-written with few or no grammatical or spelling errors. Posts are uploaded in a timely fashion to foster group discussion.	Posts are well-written with some grammatical or spelling errors. Posts are normally uploaded in a timely fashion to foster group discussion.	Posts need revision for clarity of expression with numerous grammatical or spelling errors. Posts are rarely uploaded in a timely fashion to foster group discussion.	Posts are difficult to read due to numerous mistakes with writing conventions. Posts are uploaded too late for group discussion.

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.

- *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

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.

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. If you are having difficulties posting in a timely manner, please contact your instructor.

GRADING

Grade	GPA Value	%	Description
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

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.