

**EDUC 209: Supporting Children's Writing
Fall, 2020**

Section	Instructor	Time	Location	Email
S01	Dr. Astrid Kendrick	6:00-7:30 pm	Online	astrid.kendrick@ucalgary.ca

Term Dates: September 8 – December 9, 2020

Class Dates: Mondays (except final class), Sept 14, 28, Oct 19, Nov 2, Dec 2 from 6:00-7:30 pm
 Please note that this class 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: Normally available Monday through Friday between 9:00 am and 5:00 pm. I will respond to emails within three hours of receipt on weekdays. Emails received outside of normal business hours or on the weekend will be responded to within a reasonable time frame.

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.

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
- Calgary Board of Education. (n.d). *Family Literacy* [brochure]. Available from <https://www.cbe.ab.ca/programs/Documents/Family-Literacy-Brochure.pdf>
- 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://doi.org/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

ADDITIONAL RESOURCES:

You are not required to purchase these reference materials; however, you might find them extremely helpful with preparing for your other university courses.

Publication Manual of the American Psychological Association (7th Edition). – Used in Education courses to reference source material and contains expected conventions for academic writing.

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 11 Written submission: Sept 25
2. Photovoice	Photographic essay	Individual	35%	November 27, 2020
3. D2L Online Discussion	Written reflections	Individual	35%	Uploaded posts weekly to D2L by Friday at 8:00 pm until December 9, 2020

WEEKLY COURSE SCHEDULE:

Date	Topic	Readings and Tasks	Due Dates
<i>Week One</i>	Welcome and Introduction <ul style="list-style-type: none"> 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	Listen to welcome podcast by Dr. Astrid Kendrick Sept 11 – Reading Buddy Permission letter due date

<i>Week Two</i>	Identifying a Reading Buddy <ul style="list-style-type: none"> 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. <i>Acta Paediatr</i> , 106: 534-544. doi: 10.1111/apa.13738	Sept 14 – Zoom meeting #1
<i>Week Three</i>	Assignment One: Who is your Reading Buddy? <ul style="list-style-type: none"> 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 25 – Task 1 due date
<i>Week Four</i> Library Tour	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=socialflow	Sept 28 – Zoom Meeting #2
<i>Week Five</i>	What does literacy look like with your Reading Buddy?	Calgary Board of Education. (n.d). Family Literacy [brochure]. Available from https://www.cbe.ab.ca/programs/Documents/Family-Literacy-Brochure.pdf	
<i>Week Six</i>	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?	
<i>Week Seven</i>	Code Breaking/Text Decoder	Is there a literacy program that your Reading Buddy finds appealing?	Oct 19 – Zoom Meeting #3
<i>Week Eight</i>	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	
<i>Week Nine</i>	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?	Nov 2 – Zoom Meeting #4
Fall Break – No Classes			
<i>Week Ten</i>	Using Texts/Text User <ul style="list-style-type: none"> Practices that support knowing function of texts 	How and when does your Reading Buddy use text in his/her daily life?	
<i>Week Eleven</i>	Critical Analysis/Text analyst Practices that allow for critical analysis	What are some different perspectives that your Reading Buddy understands from the text?	
<i>Week Twelve</i>	Critical Analysis/Text analyst Final Reading with Reading Buddy		Nov 27 – Task 2 Due Date
<i>Week Thirteen</i> Dec 1-6	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 9 -- 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.

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 25, 2020

Submit name and Consent form for Reading Buddy: September 11, 2020

Final Submission deadline: September 25, 2020

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 2-3 page summary (Times/New Roman, double-spaced, 12-point font) describing your observations of your Reading Buddy. You can use readings from either EDUC 207 or 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 essay:

- Who is your Reading Buddy (age, school grade, other demographics)?
- What subjects or topics interest them?
- Which literacy texts are of most interest to them?
- How does the child describe themselves as a reader?
- How could your understanding of this child influence how you will support them as a reader?
- 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?
- What are some developmental milestones associated with a child or youth like your Reading Buddy?

Considerations when observing and listening to children and youth:

- *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.
- *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.
- *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").
- *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

Task One Grading Rubric	Criteria
Professional (A) 30/30	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - The response provides an 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 in an inadequate description of the child or youth's interests and preferences.

	<ul style="list-style-type: none"> - 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 27, 2020

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?

- 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.
- 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.
- 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.
- 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.
- 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

Rubric - Assignment 2	A 20/20 15/15	A-/ B+ 18/20 13/15	B / B- 16/20 12/15	C+ / lower 15/20 10/15
Photo Selection and Composition /20	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	The selection and number of photographs expertly reveals the story of supporting your Reading Buddy over the course of the semester. A suitable digital platform is used to tell the story. The written descriptions add depth to the viewers understanding of the journey. No errors of expression are present. APA is used to cite sources of photographs and other quoted/paraphrased text.	The selection and number of photographs solidly reveals the story of supporting your Reading Buddy over the course of the semester. A suitable, if occasionally clunky, digital platform is used to tell the story. The written descriptions usually add depth to the viewers understanding of the journey, although some merely summarize what is shown in the picture. Few errors of expression are present.	The selection and number of photographs reveals a portion of the story of supporting your Reading Buddy over the course of the semester. The digital platform used to tell the story is often clunky and impedes the progression of the narrative. The written descriptions mainly summarize what is seen in the photo. Many errors of expression are present.	The minimal selection and number of photographs tells only a partial story of supporting your Reading Buddy over the course. The digital platform used to tell the story impedes the progression of the narrative. The written descriptions only summarize what is seen in the photo. Multiple errors of expression impede understanding.

		APA is used reasonably consistently to cite sources of photographs and other quoted/paraphrased text.	APA is used minimally to cite sources of photographs and other quoted/paraphrased text.	APA is not used to cite source of photographs or other quoted/paraphrased text.
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3. LEARNING TASK 3: Reflective Journaling through D2L Discussions – DUE: December 9, 2020

Posts on D2L: Weekly throughout term. You should upload a Word document containing your reflective post and one example of a response post into the appropriate D2L folder each Friday by 8:00 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 three 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 8:00 pm) to ensure that groups can engage in a lively and meaningful conversation each week.

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 each week by Friday at 8:00 pm. These posts will be graded weekly 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 2

Learning Task 4 Rubric - Posts will be graded weekly out of 3 points.	A 3/3	A-/ B+ 2.5/3	B / B- 2/3	C+ / 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 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 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 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.
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	Posts are well-written with some grammatical	Posts need revision for clarity of expression with	Posts are difficult to read due to numerous

	spelling errors. Posts are uploaded in a timely fashion to foster group discussion.	or spelling errors. Posts are normally uploaded in a timely fashion to foster group discussion.	numerous grammatical or spelling errors. Posts are rarely uploaded in a timely fashion to foster group discussion.	mistakes with writing conventions. Posts are uploaded too late for group discussion.
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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 mandatory, synchronous Zoom meetings 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 week you will work with a small group to engage fellow students in discussions on work being completed with your Reading Buddy. 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 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.

GRADING

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

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

Academic Accommodation

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/. Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor. The full policy on Student Accommodations is available at <http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf>.

Academic Misconduct

For information on academic misconduct and its consequences, please see the University of Calgary Calendar at <http://www.ucalgary.ca/pubs/calendar/current/k.html>

Attendance/ Prolonged Absence

Students may be asked to provide supporting documentation for an exemption/special request. This may include, but is not limited to, a prolonged absence from a course where participation is required, a missed course assessment, a deferred examination, or an appeal. Students are encouraged to submit documentation that will support their situation. Supporting documentation may be dependent on the

reason noted in their personal statement/explanation provided to explain their situation. This could be medical certificate/documentation, references, police reports, invitation letter, third party letter of support or a statutory declaration etc. The decision to provide supporting documentation that best suits the situation is at the discretion of the student.

Falsification of any supporting documentation will be taken very seriously and may result in disciplinary action through the Academic Discipline regulations or the Student Non-Academic Misconduct policy.

<https://www.ucalgary.ca/pubs/calendar/current/n-1.html>

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

For additional resources including, but not limited to, those aimed at wellness and mental health, student success or to connect with the Student Ombuds Office, please visit

<https://www.ucalgary.ca/registrar/registration/course-outlines>

Education Students Association (ESA) President for the academic year is Jonah Secreti, jonah.secreti@ucalgary.ca, esa@ucalgary.ca.

Werklund SU Representative is Naomi Shaw, educrep@su.ucalgary.ca.