EDUC 211: Academic Writing in Education
January 11 – April 15
Winter 2021

Instructor	Section	Email	Time/Location
Lauren Sele	S01	lauren.sele@ucalgary.ca	Online

Zoom Drop-in Office Hours: Wednesdays 4:30 – 6:00	
Link: https://ucalgary.zoom.us/j/7372439639	**Password:** 538952

Synchronous Class Dates Via Zoom

Date	Time
Thursday, January 14	4:30 – 6:00 pm
Monday, February 8	4:30 – 6:00 pm
Tuesday, March 9	4:30 – 6:00 pm
Tuesday March 30	4:30 – 6:00 pm

Important Dates:
First day of Classes: Monday, January 11, 2021
Reading Week (no classes): Sunday – Saturday, February 14-20
End of Classes: April 15, 2021

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.

COURSE DESCRIPTION:
This course will focus on the standard writing process to follow for academic writing and on applying writing strategies to the student's own writing. We will discuss how research is used to support original ideas and how to correctly cite academic sources using APA 7th Edition standards, and we will write a longer academic essay using promoting child/youth literacy as the main topic. Readings in this class will focus on text creation so that students will become better writers on academic topics.

KEY UNDERSTANDINGS:
1. Non-fiction, academic writing is a learned skill that is developed across the lifespan.
2. As aspiring teachers, our profession demands that we use credible information when working with students, and that we use this research to write clearly and succinctly when communicating with other professionals, parents, and the wider community.
3. Understanding the student's own assumptions and bias underlying written texts is a key aspect of growing into a scholar.
4. Developing literate K-12 students requires a teacher to understand and use the traditional writing process.

LEARNER OUTCOMES:
Through this course, it is expected that students will:
1. Recognize that academic writing is a continuously evolving skill requiring lifelong learning by teachers.

2. Use recent, credible, and trustworthy educational information about child/youth literacy to construct one well-written and designed essay.
3. Understand and look for evidence of own biases or assumptions in written text.
4. Examine and use the traditional writing process of brainstorming, outlining, drafting, editing, and polishing written text.

COURSE DESIGN:
The course consists of 12 weeks of instruction organized according to the standard writing process. To understand and use each essential step, academic texts will be read, analyzed, and discussed with other students.

This course was designed to support and inform EDUC 213 (How Children Learn to Write) and EDUC 215 (Supporting Children's Writing), although these two courses are not required for non-Bridging students. As an online course, instruction will be comprised of regular Zoom sessions, Discussion board posts, instructor-generated videos and PowerPoints, and several required readings to assist the students with reaching the Learner Outcomes. Additionally, four assessment tasks will encourage reflection on the content and spur insights related to your understandings of educational research

You will need to purchase your own physical or digital copy of both books:

Greene, S., & Lidinsky, A. (2021). From inquiry to academic writing: A practical guide. (Fifth Edition).
E-book for rent or purchase from BookShelf (VitalSource); App available in Apple and Android devices
https://calgary-store.vitalsource.com/products/from-inquiry-to-academic-writing-a-practical-stuart-greene-april-lidinsky-v9781319322731

American Psychological Association. (2019). APA Publication Manual (Seventh Edition).
E-book for rent or purchase from BookShelf (VitalSource); App available in Apple and Android devices
https://calgary-store.vitalsource.com/products/publication-manual-of-the-american-psychological-v9781433832185

Other Required Readings and Videos (Available online or through the University of Calgary Library):

CNMonline. (2013). Why is writing important? [YouTube video]. Available from
https://www.youtube.com/watch?v=L7hbR-MivtQ

The nature of research by Graham R. Gibbs at the University of Huddersfield, UK. Available from
https://www.youtube.com/watch?v=pQ4RAHXtvS0

Pressbooks. (n.d.). Narrowing a Topic. Available from
https://ohiostate.pressbooks.pub/choosingsources/chapter/narrowing-a-topic/

North Carolina Library's video tutorial about the process of choosing research topics. Available from
https://www.lib.ncsu.edu/tutorials/picking_topic

Stalder, D.R. (2018). Logical fallacies in politics and beyond. From Psychology Today. Available from
https://www.psychologytoday.com/ca/blog/bias-fundamentals/201807/logical-fallacies-in-politics-and-beyond

TedEd. (2016). 5 Tips to improve your critical thinking [YouTube Video]. Available from
https://www.youtube.com/watch?v=dItUGF8GdTw

Explanation of Boolean operators in library research, presented by the University of Auckland Library. Available from https://www.youtube.com/watch?v=7tm-sDKCnO4

Video lecture on general library research, by Laurentian University Library, Canada. Available from https://www.youtube.com/watch?v=LdQeaDN9Qic

Tips on evaluating credibility of web sources, by Hartness Library at Vermont Technical College. Available from
https://www.youtube.com/watch?v=AFEwwG7rq0E

A short guide for paraphrasing CSU-Pueblo University Library. Available from
https://www.youtube.com/watch?v=o8lJen18L1s

A simple and helpful explanation about synthesizing literature by Nathalie Sheridan at the University of Glasgow, UK. Available from
https://www.youtube.com/watch?v=Gm8mZ-ClNuw

Writing reports, Student Learning Centre at Massey University, Australia. Available from
https://www.youtube.com/watch?v=AFGNKJruxdg

TWL Team. (2013). 25 editing tips for tightening your copy.
The Write Life. Available from https://thewritelife.com/edit-your-copy/

Learning Task Overview

LEARNING TASK	DESCRIPTION	GROUP/INDIVIDUAL	PERCENTAGE OF FINAL GRADE	DUE DATE
Learning Task # 1 Thesis Statement	Research Question and Thesis Statement	Individual	10%	Feb 7
Learning Task # 2 Evaluating Resources	Evaluating Resources	Individual	20%	Feb 28
Learning Task # 3 Final Essay and Annotated Drafts	Final Essay and Annotated Drafts	Individual	35%	Apr 15
Assignment # 4 Weekly D2L Posts/Responses	Weekly discussion posts and replies	Individual	35%	Weekly

Preliminary detail on each of the tasks is provided on the next few pages of the Course Outline. More specific detail will be presented in class. The four assignments all build on one another, and the research you gathered during Reading Educational Research can be used for the assignments in this term. Detail may be added to each rubric at the time of grading.

WEEKLY COURSE SCHEDULE

The following schedule provides an overview of the topics, activities and readings to be taken up as you begin to examine the essential questions related to this course. The schedule may change in response to student needs and emerging issues.

WEEK	REQUIRED READINGS	ASSIGNMENTS
Week 1: Jan 11 – 17 **Introductions, Course Outline, and Writing as Readers** This week we will introduce the Course Outline and establish writing groups. We will focus on an overview of argument and rhetoric.	Greene and Lidinsky: Chapter 2 CNMonline. (2013). Why is writing important? [YouTube video]. Available from https://www.youtube.com/watch?v=L7hbR-MivtQ	Weekly postings begin. Respond to posted weekly topic
Week 2: Jan 18 – 24 **Identifying Claims and Analyzing Arguments** This week we will focus on how claims are written and how to identify them. We will also focus on how to support claims	Greene and Lidinsky: Chapter 4 The nature of research by Graham R. Gibbs at the University of Huddersfield, UK https://www.youtube.com/watch?v=pQ4RAHXtvS0	Respond to posted weekly topic.
Week 3: Jan 25 – 31 **Identifying issues and research questions** In order to have something to write, we need to have something to say about a topic. This week we will focus on developing good questions and begin to suss out the information that needs to be found about the topic.	Greene and Lidinsky: Chapter 5 Pressbooks. (n.d.). Narrowing a Topic. Available from https://ohiostate.pressbooks.pub/choosingsources/chapter/narrowing-a-topic/ North Carolina Library's video tutorial about the process of choosing research topics https://www.lib.ncsu.edu/tutorials/picking_topic	Respond to posted weekly topic.
Week 4: Feb 1 – 7 **The Writing Process:**	APA Manual by the American Psychological Association Page #'s 132-149	Respond to posted weekly topic.

Research, Brainstorming, and Gathering Evidence This week will look at some of the biases and assumptions that we might have about our research topic.	Stalder, D.R. (2018). Logical fallacies in politics and beyond. From Psychology Today. Available from https://www.psychologytoday.com/ca/blog/bias-fundamentals/201807/logical-fallacies-in-politics-and-beyond TedEd. (2016). 5 Tips to improve your critical thinking [YouTube Video]. Available from https://www.youtube.com/watch?v=dItUGF8GdTw	Due February 7: Write Research questions and a thesis statement
Week 5: Feb 8 -14 **The Writing Process: Developing a Thesis** This week we will focus on how to write clear, focused and supported thesis statement.	Greene and Lidinsky: Chapter 6 Explanation of Boolean operators in library research, presented by the University of Auckland Library https://www.youtube.com/watch?v=7tm-sDKCnO4	Respond to posted weekly topic. Learning Task # 1 Due Feb 7
Feb 15 – 21: **READING BREAK**	**NO READINGS**	**NO ACTIVITIES**
Week 6: Feb 22 – 28 **The Writing Process: Finding and Evaluating Sources**	Greene and Lidinsky: : Chapter 7 Video lecture on general library research, by Laurentian University Library, Canada https://www.youtube.com/watch?v=LdQeaDN9Qic Tips on evaluating credibility of web sources, by Hartness Library at Vermont Technical College https://www.youtube.com/watch?v=AFEwwG7rq0E	Respond to posted weekly topic.
Week 7: Mar 1 – 7 **The Writing Process: Using APA** This week we will focus on how to write using the APA format.	Publication Manual of the American Psychological Association. By the American Psychological Association, Page #'s xvii – xviii, 3-10, and 253 - 268	Respond to posted weekly topic. Learning Task # 2 Due Feb 28 in D2L Dropbox
Week 8: Mar 8 – 14 **The Writing Process: Dealing with Plagiarism**	Greene and Lidinsky: Chapter 8 A short guide for paraphrasing CSU-Pueblo University Library https://www.youtube.com/watch?v=o8lJen18L1s	Respond to posted weekly topic.

This week we will focus on drawing from research to support arguments without plagiarizing.	A simple and helpful explanation about synthesizing literature by Nathalie Sheridan at the University of Glasgow, UK https://www.youtube.com/watch?v=Gm8mZ-ClNuw	
Week 9: Mar 15 – 21 **The Writing Process: Appealing to your Readers** This week we will focus on ethos, pathos and logos.	Greene and Lidinsky: : Chapter 9	Respond to posted weekly topic.
Week 10: Mar 22 – 28 **The Writing Process: Drafting an Essay** This week we will focus on writing introductions and conclusions	Greene and Lidinsky: Chapter 11 Writing reports, Student Learning Centre at Massey University, Australia https://www.youtube.com/watch?v=AFGNKJruxdg	Respond to posted weekly topic.
Week 11: Mar 29 – Apr 4 **Achieving clarity and feedback: Editing**	Greene and Lidinsky: : Chapter 12 TWL Team. (2013). 25 editing tips for tightening your copy. The Write Life. Available from https://thewritelife.com/edit-your-copy/	Respond to posted weekly topic.
Week 12: Apr 5 – 11 **Week 13: Apr 12 – 15** **Achieving clarity and feedback:** **Final paper** For two final weeks, the focus will be on polishing your final draft.	No Readings expect for providing feedback to your peers	Assignment #3 (Final paper) Due April 15 in D2L Dropbox

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Learning Task #1: Research Questions, Thesis Statement, and Paragraph Summary

Due February 7 to our D2L Dropbox by 11:59 pm

For this assignment, you will develop:
• A research question
• A thesis statement
• A short paragraph detailing the main areas of interest that you will pursue in your research essay.

Your research question and your thesis statement should be precise and related to an area of child or youth literacy. If you took the Reading Educational Research course EDUC 205 in the Fall term, you can use the same research topic.

Your summary paragraph should be 250-300 words in length and describe the main areas of interest that you will be pursuing as you research the topic in more detail. Discuss why you find this topic interesting and suggest a possible audience for your final essay. Consider the purpose of this research – why might other people find it interesting as well?

Grading Rubric for Learning Task #1: Research Questions, Thesis Statement, and Paragraph Summary

Criteria	
Criteria exceptionally met (5)	**Research Question:** The research question has a purpose or direction that the researcher sincerely believes in and addresses a current issue in literacy. The question clearly and accurately states what is going to be examined in the research and ultimately, the final essay. It is not biased towards a particular outcome. It is open-ended and focusses on a narrow slice of literacy research. **Paragraph Summary:** The main points to be researched further are clearly and succinctly identified in the paragraph. The paragraph includes a suggestion as to the purpose and audience for the final essay revealing a strong interest or expertise in the subject area. **Thesis Statement:** Written expression is error free with attention paid to the use of expected grammar and spelling. An exceptional effort is made to ensure writing is clear and concise.
Criteria well met (4)	**Research Question:** The research question has a purpose or direction that addresses a current issue in literacy. The question clearly states what is going to be examined in the research and ultimately, the final essay. It is generally not biased towards a particular outcome. It is open-ended but may produce too many or too few answers. **Paragraph Summary:** The main points to be researched further are well identified in the paragraph. The paragraph includes a suggestion as to the purpose for the final essay based on researcher interest or expertise. **Thesis Statement:** Written expression is mostly error free with attention paid to the use of expected grammar and spelling. A strong effort is made to ensure writing is clear and concise.
Criteria met (3)	**Research Question:** The research question addresses a current issue in literacy. The question states what is going to be examined in the research. It is somewhat biased towards a particular outcome, so some work is needed to address assumptions. It is somewhat open-ended but may produce too many or too few answers. **Paragraph Summary:** The main points to be researched further are identified in the paragraph, but detail is lacking providing some concern about the ability of the writer to

	craft a good essay. The paragraph provides a purpose for writing the final essay, but this purpose is mainly transactional. **Thesis Statement:** Written expression is generally error free, but more attention should be paid to the use of expected grammar and spelling. An effort is made to ensure writing is clear and concise.
Criteria somewhat met (2)	**Research Question:** The research question addresses a current topic in literacy, but more detail is needed. The question asks a question related to the topic, but lacks in a solid direction for research. It is biased towards a particular outcome, so considerable work is needed to address assumptions. It is marginally open-ended, but may produce too few answers or only the answer pre-determined by the researcher. **Paragraph Summary:** The main points to be researched further are identified in the paragraph, but detail is minimal providing concern about the ability of the writer to craft a good essay. **Thesis Statement:** Written expression contain multiple errors to expected grammar and spelling.
Acknowledgement of submission (1)	These are very poor efforts that do not demonstrate an understanding of the task or of the associated ideas/concepts. Please make an appointment with your instructor to discuss any assignment that receives this grade. Please note that instructors are not required nor expected to allow students to redo any assignment

Learning Task #2: Evaluating Resources

Due Feb 28 to D2L Dropbox by 11:59 pm

For this assignment you will:
- Locate 10 resources through scholarly databases
- Identity each type of source and use APA 7 to correctly cite them
- Determine what resources will not work with your research topic and explain why
- Categorize the resources that will work and explain how they support your research
- Find 5 additional resources that will fit with your research

Using the University of Calgary Library or another reputable search engine (i.e. Google Scholar), enter search terms/key words related to your research topic. Read the through the first ten items, identify the type (peer-reviewed journal article, book, etc.) and correctly cite them using APA 7. Of the ten, identify which resources would not be a good fit for your research and write a few sentences explaining why. Begin to categorize the remaining resources into potential branches of your arguments and, again in a few sentences, explain how they support your thesis statement. Finally, find five additional resources that will also fit with your research and check these against your existing categories. Add the extra five to you list using APA 7 correctly. There is no need to add a note explaining why these five resources support your research.

Grading Rubric for Learning Task #2

	Exemplary (3)	Developing (2)	Beginning (1)	Does not fulfill task (0)
Source Citation	Provides correct citation in assigned style.	Provides sufficient information to identify and locate source, but may not use correct citation format	Provides some identifying information, but not enough to reliably locate source	Does not provide citation for the source.
About the Inclusion or exclusion of criteria	Determines relevant exclusion and inclusion criteria for all resources.	Determines relevant exclusion and inclusion criteria for some resources.	Misidentifies relevant exclusion and inclusion criteria for some resources.	Does not determine relevant exclusion and inclusion criteria for some resources.
About the Categories	Accurately determines whether or not they should use the source for their project.	Accurately determines whether or not they should use the source for their project sometimes.	Inaccurately determines whether or not they should use the source for their project.	Does not provide an overall evaluation

Learning Task #3: Final Essay and Annotated Drafts

Due April 15 to D2L Dropbox by 11:59 pm

You will write a 3000-5000-word essay about the topic you have selected. This essay should be written in 12 point, Times New Roman font, and have 1-inch page margins. Your essay should be formatted as an APA document that includes a running head, page numbers, and a correct title page.

Included in the submission should be a short (200 words) self-assessment paragraph describing your contributions, both positive and negative, to your writing group. You could answer questions such as: Did you help others? What did you find difficult? How did this process influence your own ability to write?

The expectation is that the final copy submitted for grading is a near-perfect draft that has been reviewed by yourself and your writing group over multiple weeks. Each member of the writing group needs to be committed to providing quality feedback on each person's rough drafts of their essays.

You should submit all of the following with your final draft in this order:
1. Title page (as per APA 7th Edition format)
2. Final, polished essay (no less than 3000 words, no more than 5000 words)
3. Reference page (APA 7th Edition format)
4. Annotated Drafts: All rough essays that should include annotations or suggested edits from yourself and your writing group. You should use Track Changes and Comments to annotate your drafts.
5. Writing Group Self-assessment (200 words)

Grading Rubric for Learning Task #3: Final Essay and Annotated Drafts

Criteria exceptionally met (33+)	**Final Draft:** The final draft is exceptionally written with few or no errors. The topic is thoroughly discussed, and smoothly transitions between main ideas. The introduction, main ideas, and conclusion flow seamlessly, and the written text is highly academic, closely adhering to APA 7th Edition in-text citation standards. The essay adheres to the word limit, to grammatical conventions, and expresses the researcher's own ideas in a nice balance with researched views revealing insight and creativity. **Annotated Drafts:** All drafts are submitted and are accurately and chronologically labelled. Drafts show impressive evidence of personal and group editing through track changes or other editing practices. Considerable positive change is evident from rough to final draft and feedback is used effectively to develop the final topic. **Reference Page:** Reference page contains evidence of balanced research on a specific topic. All resources selected come from credible sources. Information is easily retrieved from references provided. APA referencing standards are closely followed with no errors. **Writing Group Self-Assessment:** 200-word paragraph insightfully addresses own contributions to the online writing group. It is honest and straightforward, accurately assessing own impact on the writing group (for good or bad) and discussing areas of growth and challenge throughout the experience
Criteria well met (30)	**Final Draft:** The final draft is well-written with few errors. The research question is meaningfully answered, and the writing uses appropriate transitions between main and supporting ideas. The introduction, main ideas, and conclusion flow together well, and the written text is academic, closely adhering to APA 7th Edition in-text citation standards. The essay adheres very well to the word limit, to grammatical conventions, and expresses the researcher's own ideas as they developed through learning about the topic. **Annotated Drafts:** Three or more drafts are submitted and are chronologically labelled. Drafts show meaningful evidence of personal and group editing through track changes or other editing practices. Positive change is evident from rough to final draft, and feedback is used effectively to develop the final topic. **Reference Page:** Reference page contains evidence of balanced research on a specific topic. Many resources selected come from credible sources. Information is easily retrieved from references provided. APA referencing standards are closely followed with few errors. **Writing Group Self-Assessment:** 200-word paragraph addresses own contributions to the online writing group. It accurately assesses own impact on the writing group and discusses some areas of growth and challenge throughout the experience.
Criteria met (28)	**Final Draft:** The final draft is written with errors that should have been corrected during the polishing stage. The research question is answered, and the writing attempts to transition between main and supporting ideas. The introduction, main ideas, and conclusion are all present, and the written text attempts to be academic, having identifiable mistakes with APA 7th Edition in-text citation standards. The essay is too short or too long, has several mistakes to grammatical conventions, and expresses mainly the researcher's own ideas with some evidence from research. **Annotated Drafts:** Three drafts are submitted and are chronologically labelled. Drafts show some evidence of personal and group editing through track changes or other editing practices. Some change is evident from rough to final draft, but mistakes were not corrected in final draft.

	Reference Page: Reference page contains evidence of research on a specific topic. Few resources selected come from credible sources. The references contain errors in APA standards making retrieval of sources difficult. **Writing Group Self-Assessment:** The paragraph is too short or too long to adequately addresses own contributions to the online writing group. It is overly generous or critical of own impact on the writing group, and discusses some areas of growth and challenge throughout the experience.
Criteria somewhat met (25)	**Final Draft:** The final draft is written with several errors that should have been corrected during the polishing stage. The research question is answered, but work is needed to transition between main and supporting ideas. The introduction, main ideas, and conclusion are present but lacking in detail, specificity about the topic, or are poorly constructed. The written text attempts to be academic, having several identifiable mistakes with APA 7th Edition in-text citation standards and errors of style and convention. The essay is much too short or too long, has several mistakes to grammatical conventions, and expresses only the researcher's own ideas with tenuous support from research. **Annotated Drafts:** Fewer than three drafts are submitted. Drafts show little evidence of personal and group editing through track changes or other editing practices. Little constructive change is evident from rough to final draft, and mistakes identified by writing group-mates were not corrected in final draft. **Reference Page:** Reference page contains little evidence of research on a specific topic. Few or no resources selected come from credible sources. The references contain multiple errors in APA standards making retrieval of sources difficult. **Writing Group Self-Assessment:** The paragraph is much too short or too long to adequately address own contributions to the online writing group. It is overly generous or critical of own impact on the writing group, and it discusses only areas of growth or challenge throughout the experience.
Acknowledgement of submission (<25)	These are very poor efforts that do not demonstrate an understanding of the task or of the associated ideas/concepts. Please make an appointment with your instructor to discuss any assignment that receives this grade. Please note that instructors are not required nor expected to allow students to redo any assignment.

Learning Task #4: Writing Group Posts and Replies

Weekly Posts Due: Friday night at 11:59 pm
Weekly Responses to Group Members Due: Sunday night at 11:59 pm.

At the beginning of the course you will be assigned into D2L discussion groups and you will stay with these folks for the remainder of the term. Your responsibilities as a group member are twofold. In your D2L discussion board, you will post answers to weekly questions based off the readings and reply to at least one other group member's post. Throughout the course, you will also be providing each other peer feedback prior to submitting your assignments.

Discussion questions will be posted weekly and detailed explanations provided in the weekly videos. Opportunities for peer review will be similarly explained.

Please note:

- Your weekly discussion posts should be between 250-300 words and include at least one direct quote or paraphrase from our required readings
- Responses to group member's post should be 100 – 200 words and need not include a citation
- Your group may choose the easiest way to share and provide feedback on our assignments (a google doc, uploading word docs to D2L, etc.), but all suggested changes and feedback provided should be tracked
- All posts will be graded according to the following rubric at the end of the term

Grading Rubric for Learning Task #4: Writing Group Posts and Replies

Criteria exceptionally met (4)	**Topic Post:** The response to the instructor question is appropriate, useful and offers a level of critical insight into your understanding and experience with the course materials. The response clearly demonstrates a thorough understanding of the material read and stands as evidence that all assigned reading has been completed and integrated for a complete understanding of writing educational research. Personal experience is used to thoughtfully support or question course materials. **Responding Posts:** Your response to group members is engaging, appropriate, and focused on the course materials. Your responses both affirm and challenge your and others' perceptions of writing, and you provide both positive and constructive feedback to improve the writing of your peers. **Writing:** Both posts are written clearly and stand as a superior example free of errors. APA is utilized correctly and without errors. The initial post and response are uploaded onto D2L in a timely manner allowing for vigorous group discussion.
Criteria well met (3.5)	**Topic Post:** The response to the instructor question is useful and offers an appropriate level of insight into your understanding and experience with the course materials. The response demonstrates a solid understanding of the material read and stands as evidence that required reading has been completed. Personal experience is used appropriately to support course materials. **Responding Posts:** Your response to group members is appropriate and focused on the course materials. Your responses affirm and challenge your and others' perceptions of writing, and you provide some positive and constructive feedback to improve the writing of your peers. **Writing:** Both posts are written clearly and utilize APA correctly and with few errors. The initial post and response are uploaded onto D2L in a timely manner.
Criteria met (3)	**Topic Post:** The response to the instructor question offers an appropriate level of insight into your understanding of the course materials, although the emphasis is on summarizing, not analyzing. The response demonstrates a good, if superficial, understanding of the material read and indicates that required reading has been completed. Personal experience dominates the post. **Responding Posts:** Your response to group members is appropriate but needs more focus on the course materials. Your responses either affirm or challenge your and others' perceptions of writing, with only a little positive or constructive feedback to improve the writing of your peers. **Writing:** Both posts are written somewhat clearly and generally utilize APA correctly, but more reference to course materials is needed to provide support for your ideas. The initial post and response are uploaded onto D2L right on time.

Criteria somewhat met (2.5)	**Topic Post:** The response to the instructor question offers some insight into your understanding of the course materials, but the post mainly summarizes what was read. The response demonstrates a superficial understanding of the required readings. Personal experience dominates the post. **Responding Posts:** Your response to group members needs to focus on the course materials. Your responses mainly affirm others' perceptions of writing, with little constructive feedback provided to improve the writing of your peers. **Writing:** Both posts are written somewhat clearly with some effort to use APA correctly, they lack enough reference to course materials to provide support for your ideas. The initial post and response are uploaded onto D2L too late for group discussion.
Limited (2 or less)	**Topic Post:** Only one post is uploaded for discussion or two posts are submitted, but are lacking in depth, relatedness to course materials, or rely solely on personal experience to answer the question. Limited effort is given to provide feedback to peers or engage in meaningful discussion. **Writing:** Singular post might be well-written but meets only half of the weekly expectation OR two posts are written with several errors in writing conventions.

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 Participation in Every Class

The Bridging to Education and B.Ed. programs are professional programs. All the experiences in the program are designed with the expectation that all students will be fully engaged and involved in each class and complete all coursework. As a member of a learning community, your individual contribution is vital and highly valued, just as it will be when you take on the professional responsibilities of being a teacher. The Faculty expects that you will not be absent from class except for documented instances of personal or family illness or for religious obligations. Please be prepared to provide proof for legitimate absences, although a doctor's note is no longer required. If possible, let your instructor know prior to all Zoom sessions if you might be absent or late and the reason for your absence. Because Writing with Educational Research takes place in an online environment, group discussions are critical for your own and your classmates' learning. You are expected to post in the discussion areas regularly and in a timely manner.

Engagement in discussion and inquiry

To be successful in this course, you are required to do all the readings and viewings, post to the Discussion board as directed, attend all Zoom sessions, and complete assignments on time. You are expected to take an active role in critically engaging with the course materials and with your colleagues' ideas. Online participation involves working cooperatively and collaboratively with fellow students and sharing your experiences, ideas and questions. Each participant is responsible for helping to create a learning environment that is intellectually stimulating and constructive. Use the online discussion space to develop new ideas and reflect on assumptions and beliefs. Additionally, each person should approach each discussion, Zoom session, and group meeting ready

to learn from, share with, and listen to one another in a spirit of openness and understanding – recognizing and honoring differences in experiences, perspectives and backgrounds.

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. No late assignments will be accepted unless prior arrangements have been negotiated and agreed upon with the instructor.

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 2019 – 2020 academic year is Jonah Secreti, jonah.secreti@ucalgary.ca, esa@ucalgary.ca.

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