EDUC 213: How Children Learn to Write
Winter, 2021

Section	Instructor	Time	Location	Email
S01	Robin Persad	Online	Online	robin.persad@ucalgary.ca

Mandatory Zoom Meeting Dates and Times

Jan 19, 2021	4:30-6:00 pm (MST)
Feb 23, 2021	4:30-6:00 pm (MST)
March 16, 2021	4:30-6:00 pm (MST)
Apr 6, 2021	4:30-6:00 pm (MST)

Course Dates: January 11-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.

Office Hours: Available Monday through Friday via email. Please allow 24 hours for response to emails.

COURSE DESCRIPTION:

The intent of EDUC 213: Teaching Children How to Write course is to provide theoretical knowledge for teaching beginning writers in K-12 settings. Students will explore the fundamental components of literacy, and assignments will present multiple opportunities for students to increase their understanding of the development of writing. The focus of this part of the course will be forming the theoretical and practical knowledge about teaching writing through a wide range of developmental stages. This course is a co-requisite with EDUC 215: Supporting Children's writing, a course that will provide opportunities for students to reflect on and enact the writing strategies uncovered in this course. Students do not need to take EDUC 215 to enroll in this course, although doing so is highly recommended.

LEARNER OUTCOMES:

Over the course of the semester, students will:

1. Develop an understanding that writing as a lifelong, learned skill.
2. Explore the fundamental processes of encoding, sentence and paragraph construction, and linking the writing process to three types of writing (expository, narrative, and critical reflection). The students will also consider voice and audience as critical features of the writing process.
3. Read a variety of mentor texts to recognize and identify features of polished and professional writing.
4. Evaluate personal barriers and advantages associated with own writing and to practice the writing process.

5. Analyze and edit own writing using mentor texts, peer review, and self-assessment to understand the writing process as it emerged in own practice.

COURSE DESIGN AND DELIVERY: This course will be delivered completely online with four mandatory Zoom sessions.

REQUIRED RESOURCES:

Staying up to date with required readings is necessary for your successful completion of this course. Readings have been carefully selected to guide your understanding of the course content and contain the necessary information that you need to engage meaningfully with your groups.

The readings and resources below are recommended for continued professional learning and development well beyond this course and into your first years of teaching. You might need to purchase (or borrow from a library) a copy of the books that are starred (*) because they are not freely available online.

Please refer to the detailed Weekly Plan on page 5 of this Course Outline for the assigned dates for reading these texts.

Required Books

You should either purchase these books or borrow them from your local library for the term.

Truss, L. (2003). *Eats, Shoots and Leaves: The Zero Tolerance Approach to Punctuation.* New York: Penguin Random House.
E-book available from the following vendors; Apps available in Android and Apple devices
Amazon Kindle ; Google Play Books ; Kobo

> *Note: Either the American or British version is acceptable, however I will be following the British version.*

*One of the following children's books:
- *Twenty-Odd Ducks: Why Every Punctuation Mark Counts!* by Lynne Trusse
  Print copy available to purchase from the following vendors
  Amazon Canada ; Chapters Indigo

- *-Ful and -Less, -Er and -Ness: What is a Suffix* by Brian P. Cleary
  E-book available from the following vendors; Apps available in Android and Apple devices
  Amazon Kindle ; Google Play Books ; Kobo

- *Punctuation Takes a Vacation* by Robin Pulver
  E-book available from the following vendors; Apps available in Android and Apple devices
  Kobo

*One of the following novels:
- *Harry Potter and the Philosopher's Stone* by J.K. Rowlings
  E-book available from the following vendors; Apps available in Android and Apple devices
  Amazon Kindle ; Google Play Books ; Kobo

- *Winners* by Mary-Ellen Lang Collura
  Print copy available to purchase from the following vendor
  Amazon Canada

- *Never Cry Wolf* by Farley Mowat
  E-book available from the following vendors; Apps available in Android and Apple devices
  Amazon Kindle ; Google Play Books ; Kobo

- *The Glass Castle* by Jeannette Walls
  E-book available from the following vendors; Apps available in Android and Apple devices
  Amazon Kindle ; Google Play Books ; Kobo

Required Course Materials (Available Online)

Anderson, S. (2018). New Sentences: From Joseph O'Neill's 'Good Trouble" available online from the New York Times Magazine at https://www.nytimes.com/2018/07/18/magazine/new-sentences-from-joseph-oneills-good-trouble.html *Also available in LCR:* https://search-proquest-com.ezproxy.lib.ucalgary.ca/docview/2073419478/fulltextPDF/34198EA4E65B4CFDPQ/2?accountid=9838

Atwood, M. (2011). Stone Mattress. Available online at https://www.newyorker.com/magazine/2011/12/19/stone-mattress

Empowering Writers. (2019) What is narrative writing? Available from https://www.empoweringwriters.com/toolbox/what-is-narrative-writing/

Folaron, T. (n.d.). How to use a comma. Available on the *TedEd* website at https://ed.ted.com/lessons/comma-story-terisa-folaron#review

Foundation Online. (n.d.) *Phonics, the structure of words and spelling* Available from https://www.foundationonline.org.uk/course_files/desq/etf002_maths_english/e2/m1-u7/index.htm

Gil, C. (2017). 8 Tips for teaching with Mentor Texts available from Edutopia website at https://www.edutopia.org/blog/8-tips-teaching-mentor-texts-christina-gil

Graham, S., & Santangelo, T. (2014). Does Spelling Instruction Make Students Better Spellers, Readers, and Writers? A Meta-Analytic Review. *Reading and Writing: An Interdisciplinary Journal, 27*(9), 1703-1743. https://link-springer-com.ezproxy.lib.ucalgary.ca/article/10.1007/s11145-014-9517-0

Harper Collins Studio. (2016). *Writers on Writing/Anne Patchett* [YouTube video]. Available from https://www.youtube.com/watch?v=k4tzP-KcGcs

Hurley, S. (2019). Dr. Hetty Roessingh – Cursive Writing [podcast]. Available from https://voiced.ca/podcast_episode_post/dr-hetty-roessingh-cursive-writing/

Kenny, N. (2014). The what? So what? And now what? Of critical reflection [blog post]. Available from http://connections.ucalgaryblogs.ca/2014/07/30/the-what-so-what-and-now-what-of-critical-reflection/

NCTE. (n.d). Reading Like Writers from *Wondrous Words* pp. 5-12. Available from https://secure.ncte.org/library/NCTEFiles/Resources/Books/Sample/58161chap01.pdf

Park, D.B. (1982). The meanings of "audience". *College English. 44*(2). 247-257. doi: https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/377012

Pinker, S. (2015) Linguistics, style, and writing in the 21st century [speech]. *Scholars Kitchen*. Available from https://scholarlykitchen.sspnet.org/2015/12/18/speech-is-instinctive-writing-is-hard/

Santangelo, T. & Olinghouse, N.G. (2009). Effective Writing Instruction for Students Who Have Writing Difficulties. *Focus on Exceptional Children, 42*(4), 1-21. http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=52259207&site=ehost-live

Sambuchino, C. (2016). Tips for Reading Like a Writer. Available from http://www.writersdigest.com/editor-blogs/guide-to-literary-agents/6-tips-reading-like-writer

Tech Teacher QC. (2017). *Reading Writing Connection* [YouTube Video]. Available from https://www.youtube.com/watch?v=quwF2wq154M

The Literacy Bug. (n.d.). *Encoding, Decoding and Understanding (Print) Language.* Available from https://www.theliteracybug.com/encoding-decoding-and-understanding/

Wheaton College. (2009). Style, Diction, Tone, and Voice. Available online from https://www.wheaton.edu/academics/services/writing-center/writing-resources/style-diction-tone-and-voice/

ADDITIONAL RESOURCES:

You are not required to purchase these reference materials for this course; 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

Henderson, E. & Morgan, K.M. (2017). *The Empowered Writer: An Essential Guide to Writing, Reading, and Research (3rd Ed).* Don Mills: Oxford University Press.

LEARNING TASKS OVERVIEW

The course has four assignments to be completed as listed below. The daily on-campus segment of this course is structured to assist with the completion of one portfolio consisting of several smaller tasks. The task descriptions and assessment details for each assignment will be discussed in class. The instructor will facilitate the ongoing work and will support students as they engage in the assignments by providing ongoing, timely and constructive feedback to further learning.

Late submissions will not be accepted without consultation with the Instructor prior to the due date. If you are having trouble with completing an assignment, **you must let the instructor know in advance of the due date** to negotiate for an extension. Extensions will be granted in accordance with University and Faculty policies.

Cheating, copying, and plagiarism are taken seriously and will be dealt with according to the policies of the University of Calgary and the Werklund School of Education**.**

LEARNING TASK	DESCRIPTION OF LEARNING TASK	GROUP / INDIVIDUAL	WEIGHT	DUE DATE
Phonetics Program Exploration	Detailed description of a phonics program in the form of an infographic, PowerPoint, group essay, or web page.	Group	20%	February 5, 2021 by 11:59 pm
Mentor Text Development	Tabular representation of key concepts discussed in chapters from textbook	Individual	20%	March 24, 2021 by 11:59 pm
Discussion Post Revision	Revision and reflection on discussion post	Individual	30%	April 5, 2021 by 11:59 pm
D2L Online Discussion – Facilitator and Group	Weekly contribution to group learning through facilitation and responding to peers	Individual	30%	Two posts uploaded each week to the D2L Dropbox for grading by Saturday evening at 8:00 pm

WEEKLY COURSE SCHEDULE:

Schedule of Weekly Activities and Readings		
The topics and activities are subject to change depending on student needs and course pacing. Please read assigned texts, instructor-led presentations, or watch assigned videos each week. You should have course materials read or viewed before Adobe Connect sessions to take full advantage of these classes.		
Dates	**Topics/Themes**	**Readings and Assignments**
First Days Jan. 11-16	*Welcome and Introduction* • **No Facilitator this week** – signup on Google Doc for remainder of course • Novel and assignment groups are selected on Google Doc.	**On Writing:** Harper Collins Studio. (2016). *Writers on Writing/Anne Patchett* [YouTube video]. Available from https://www.youtube.com/watch?v=k4tzP-KcGcs
Week One Jan. 17-23	Facilitators: _____ • Becoming a better writer by reading.	Goldstein, D. (2017, August 2). Why kids can't write. *The New York Times.* Available from https://www.nytimes.com/2017/08/02/education/edlife/writing-education-grammar-students-children.html NCTE. (n.d). Reading Like Writers from *Wondrous Words* pp. 5-12. Available from https://secure.ncte.org/library/NCTEFiles/Resources/Books/Sample/58161chap01.pdf Tech Teacher QC. (2017). *Reading Writing Connection* [YouTube Video]. Available from https://www.youtube.com/watch?v=quwF2wq154M
Week Two Jan. 24-30 Read like a Writer	Facilitators: _____ • What does it mean to read like a writer? • How can we use reading to become better writers?	Santangelo, T. & Olinghouse, N.G. (2009). Effective Writing Instruction for Students Who Have Writing Difficulties. *Focus on Exceptional Children, 42*(4), 1-21. http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=52259207&site=ehost-live Sambuchino, C. (2016). Tips for Reading Like a Writer. Available from http://www.writersdigest.com/editor-blogs/guide-to-literary-agents/6-tips-reading-like-writer Atwood, M. (2011). Stone Mattress. Available online at https://www.newyorker.com/magazine/2011/12/19/stone-mattress
Week Three Jan. 31-Feb. 6 The decoding/encoding process	Facilitators: _____ • First Adobe Connect Session • Vocabulary (phonics, phonemes, graphemes, etc.) • Punctuation	Hurley, S. (2019). Dr. Hetty Roessingh – Cursive Writing [podcast]. Available from https://voiced.ca/podcast_episode_post/dr-hetty-roessingh-cursive-writing/, Foundation Online. (n.d.) *Phonics, the structure of words and spelling* available from https://www.foundationonline.org.uk/course_files/desq/etf002_maths_english/e2/m1-u7/index.htm Introduction from *Eats, Shoots and Leaves* by Lynne Truss (pp. 1-34)
Feb 3 – Assignment #1 Summary due for discussion on D2L discussion boards. **Feb 5, 2021 – Assignment #1 (Phonics Program Exploration) due for grading.**		

Week Four Feb. 7-13 Decoding/encoding relationship	Facilitators: _____ • What is the relationship between encoding and decoding? • Why is spelling and grammar necessary to learn?	Steve & Santangelo, Tanya. (2014). Does Spelling Instruction Make Students Better Spellers, Readers, and Writers? A Meta-Analytic Review. *Reading and Writing: An Interdisciplinary Journal, 27*(9), 1703-1743. https://link-springer-com.ezproxy.lib.ucalgary.ca/article/10.1007/s11145-014-9517-0 The Literacy Bug. (n.d.). *Encoding, Decoding and Understanding (Print) Language.* Available from https://www.theliteracybug.com/encoding-decoding-and-understanding/ Read one of the punctuation children's books for group discussion (choices listed under Required Readings).
Reading Week – Feb 14-20 (No classes)		
Week Five Feb. 21-27 Mentor Texts and Sentence Construction	Facilitators: _____ • What is a mentor text? • How can we teach grammatical conventions through reading? • Begin reading your Young Adult novel.	The Traceable Apostrophe from *Eats, Shoots and Leaves* by Lynne Truss (pp. 34-67) Gil, C. (2017). 8 Tips for teaching with Mentor Texts available from Edutopia website at https://www.edutopia.org/blog/8-tips-teaching-mentor-texts-christina-gil
Week Six Feb. 28-Mar. 6 Mentor Texts and Sentence Construction	Facilitators: _____ • First and last lines – focusing on important sentences. • How the comma can prevent miscommunication.	That'll Do, Comma from *Eats, Shoots and Leaves* by Lynne Truss (pp. 68-102) Folaron, T. (n.d.). How to use a comma. Available on the *TedEd* website at https://ed.ted.com/lessons/comma-story-terisa-folaron#review Anderson, S. (2018). New Sentences: From Joseph O'Neill's 'Good Trouble" available online from the New York Times Magazine at https://www.nytimes.com/2018/07/18/magazine/new-sentences-from-joseph-oneills-good-trouble.html
Week Seven Mar. 7-13 Mentor Texts and Paragraphs	Facilitators: _____ • Establishing Style, Tone and Voice • Paragraph writing (ACES)	Airs and Graces from *Eats, Shoots and Leaves* by Lynne Truss (pp. 103-131) Wheaton College. (2009). Style, Diction, Tone, and Voice. Available online from https://www.wheaton.edu/academics/services/writing-center/writing-resources/style-diction-tone-and-voice/
Week Eight Mar. 14-20 Linking Process to Type	Facilitators: _____ Types of Writing: Linking Process to Type (Expository Writing)	Cutting a Dash from *Eats, Shoots and Leaves* by Lynne Truss (pp. 132-167) Pinker, S. (2015) Linguistics, style, and writing in the 21st century [speech]. *Scholars Kitchen.* Available from https://scholarlykitchen.sspnet.org/2015/12/18/speech-is-instinctive-writing-is-hard/
Week Nine Mar. 21-27 Types of Writing: Linking Process to Type	Facilitators: _____ Narrative Writing: Linking Process to Type	A Little Used Punctuation Mark from *Eats, Shoots and Leaves* by Lynne Truss (pp. 168-176) What is Narrative Writing? Available from https://www.empoweringwriters.com/toolbox/what-is-narrative-writing/
March 24 -- Assignment #2 Developing Mentor Texts due for grading		

Week Ten Mar. 28- Apr. 3 Narrative Writing	Facilitators: _____ Critical Reflection: Linking Process to Type	Merely Conventional Signs from *Eats, Shoots and Leaves* by Lynne Truss (pp. 177-204) The what? So what? And now what? Of critical reflection. Available from http://connections.ucalgaryblogs.ca/2014/07/30/the-what-so-what-and-now-what-of-critical-reflection/
Week Eleven Apr. 4-15 Critical Reflection	Facilitators: Writing: Editing and Audience	Park, D.B. (1982). The meanings of "audience". *College English. 44*(2). 247-257. doi: https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/377012
April 5 – Assignment #3 Discussion Post Revision and Reflection due for grading		
Final D2L Discussion Posts Due		

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. If students notice any errors or omissions, please let the instructor know right away through email or the Course Café.

LEARNING TASKS AND ASSESSMENT
There are four required Learning Tasks for this course.

1. **LEARNING TASK 1: Phonetics Program Exploration DUE: February 5, 2021**

   Upload to D2L Discussion board for class discussion/feedback by Feb 3, 2021

   Many programs have been developed to assist young children with learning how to write. For this assignment, you will choose one of the below programs and summarize its key features and usefulness for working with children or youth. You will work in groups of 3-4 people. If you are having problems finding a group, or if your group is not working well together, you must let the instructor know NO LATER than January 21, 2021.

   Writing Program Choices:
   - Lucy Calkins (Writing Pathways/Writing Workshops)
   - Miriam Trehearne (Multiple Paths to Literacy)
   - Turtle Island Voices
   - Google Read & Write (including apps and extensions)
   - Empowering Writers
   - Levelled Literacy
   - Handwriting without Tears

   Your final product should provide all of the following information:
   1. A detailed summary of how the program is set up including details of cost to schools/teachers, provision of professional development, and daily schedule of activities (how the program looks in a classroom).
   2. Who (i.e. which students) benefits the most from using this program and when this program should be used (i.e. ages/developmental stages/grades).
   3. How this program relates to your group's understanding of how literacy is acquired (i.e. the Four Resources Model).

   The final submission could take the form of an Infograph, group essay (2-3 pages maximum length), web page, or Prezi/PowerPoint (10-15 slides). See the below rubric for other grading criteria.

You should use the Four Resources Model by Luke and Freebody (1990) as your theoretical framework. **Your submission should show evidence of research beyond course materials** and beyond the writing program's own presented benefits. Have other academic researchers provided evidence to support the use of this writing program?

You will upload a copy of your final product to the appropriate D2L discussion board for feedback from your classmates by February 3. Use this feedback to generate discussion and make your final submission stronger.

Your final submission should include a References page formatted according to APA 7th Edition standards.

CRITERIA FOR ASSESSMENT OF LEARNING TASK 1

Task One Grading Rubric	Criteria
Professional (A+) 20/20	**Program Overview**: The summary of the writing program provides a thorough overview of the features, researchers, and main theories associated with the writing program. The summary provides insightful commentary about the usefulness and appropriateness of the writing program. The choice of presentation is well-suited to provide the information. **Evidence of Research**: Precise and accurate evidence is presented about the writing program beyond the program's own research. Class resources, discussions, and other materials are used as support or evidence of program's usefulness. Several credible sources are included as evidence. The Four Resources Model is used very well as a theoretical framework to discuss this program. **Audience:** Submission accurately and concisely summarizes the audience for this writing program. It suggests several possible uses for this program and identifies who would benefit from using it. **Shared:** Final summary is submitted to D2L in a timely manner and generated interesting discussion and feedback from peers in class. **Conventions of Language:** Language (written or otherwise) is sophisticated, clear and accurate with no grammar, punctuation or spelling mistakes. In-text citation makes information sources clear and easily retrieved. APA formatting is used to cite sources with no errors.
Very Well done (A) 18/20	**Program Overview**: The summary of the writing program provides an insightful overview of the features, researchers, and main theories associated with the writing program. The summary provides useful commentary about the appropriateness of the writing program. The choice for presentation suits the information provided. **Evidence of Research**: Accurate evidence is presented about the writing program beyond the program's own research. Class resources, discussions, and other materials are used as support or evidence of program's usefulness. Several credible sources are included as evidence. Understanding of the Four Resources Model is evident. **Audience:** Submission accurately summarizes the audience for this writing program. It suggests some possible uses for this program and identifies who would benefit from using it. **Shared:** Final summary is submitted to D2L in a timely manner and generated discussion and feedback from peers in class. **Conventions of Language:** Language (written or otherwise) is clear and accurate with few grammar, punctuation or spelling mistakes. In-text citation is well-used to indicate the source of information provided. APA formatting is used to cite sources with few errors that do not interfere with ability to locate information.
Good work (B+ to A-) 16/20	**Program Overview**: The summary of the writing program provides an overview of the features, researchers, and main theories associated with the writing program. The summary provides some commentary about the appropriateness of the writing program. The choice for presentation suits the information provided, although the summary is lacking in enough detail. **Evidence of Research**: Evidence is presented about the writing program beyond the program's own research. Two of class resources, discussions, personal experience, and other materials are used as support or evidence of program's usefulness. A few credible sources are included as evidence, but submission relies heavily on course materials. A beginning understanding of the Four Resources Model is evident, but more research is necessary. **Audience:** Submission summarizes the audience for this writing program. It suggests a narrow selection of uses for this program and identifies who would benefit from using it. **Shared:** Final summary is submitted to D2L right on time generating limited discussion and feedback. **Conventions of Language:** Language (written or otherwise) is clear but contains grammar, punctuation or spelling mistakes that occasionally impede reader comprehension. In-text citation is used. APA formatting is used to cite sources with some errors that make locating sources difficult.

Minimal Requirements Met (B- to B) 15/20	**Program Overview**: The summary of the writing program provides a cursory overview of the features, researchers, and main theories associated with the writing program with elements missing. The summary provides limited commentary about the appropriateness of the writing program. The choice for presentation marginally suits the information provided, resulting in a summary lacking in detail. **Evidence of Research**: Evidence is presented about the writing program but relies heavily on the program's own or suggested research. One of class resources, personal experience, discussions, and other materials are used as support or evidence of program's usefulness. Few credible sources are included as evidence, and the submission relies heavily on course materials or personal experience. A beginning understanding of the Four Resources Model is evident, but more research is necessary. **Audience:** Submission summarizes the audience for this writing program. It suggests a superficial selection of uses for this program and identifies a limited audience of users. **Shared:** Final summary is submitted to D2L right on time and generated limited or no discussion and feedback from peers in class. **Conventions of Language:** Language (written or otherwise) is somewhat clear but grammar, punctuation or spelling mistakes that impede reader comprehension. In-text citation is used incorrectly or not at all, making source of information unclear. APA formatting is used to cite sources with several errors that make locating sources difficult.
Below B: Not- Acceptable	The submission does not address or contain the expected elements of the assignment. Please meet with the instructor.

2. LEARNING TASK 2: Mentor Task Development DUE: March 24 by 11:59 pm

Using one of the Young Adult novels listed under Required Readings, find several mentor sentences and paragraphs to exemplify excellent use of the six sections of *Eats, Shoots and Leaves* by Lynne Trusse (see page vii for the sections). An exemplar will be provided to you on D2L.

Discuss, in a well-written paragraph, why you chose each mentor sentence as an example of the grammatical convention explained by Lynne Trusse. Why did the sentence stand out as you read the mentor text? Which convention did it use the best? What misunderstandings could result had the author not used the grammatical convention well?

Your response should be 3-6 pages in length, double-spaced, and written in 12-point Times/New Roman font with one-inch page margins. Each paragraph should be concise and well-written, justifying the mentor text that you chose. You should use APA 7th Edition formatting and properly cite the sentences and the textbook.

CRITERIA FOR ASSESSMENT OF LEARNING TASK 2

Rubric - Assignment 2	A+ 9+/10	A/A- 8/10	B+/B 7/10	C+ / lower 6-/10
Content 10 points	The mentor texts align extremely well with the grammatical convention described by Trusse showing a strong understanding of mentor texts. Several sentences were chosen as mentor texts, showing a strong understanding of the convention and mentor texts. The paragraph concisely, yet thoroughly, describes why the chosen sentence is an excellent example. The response reveals a deep understanding of the purpose and use of grammatical conventions for clear communication.	The mentor texts align well with the grammatical convention described by Trusse showing an understanding of mentor texts. Some sentences were chosen as mentor texts, showing a strong understanding of the convention and mentor texts. The paragraph describes why the chosen sentence is a strong example of the grammatical convention. The response reveals a solid understanding of the purpose and use of grammatical conventions for clear communication.	The mentor texts align with the grammatical convention described by Trusse showing a beginning understanding of mentor texts. A few sentences were chosen as mentor texts, showing a strong understanding of the convention and mentor texts. The paragraph summarizes reasons for choosing the sentence is a strong example of the grammatical convention, but with little deep analysis. The response reveals a limited understanding of the purpose and use of grammatical conventions for communication.	The mentor texts loosely align with the grammatical convention described by Trusse showing a marginal or limited understanding of mentor texts. A limited number of sentences were chosen as examples. The paragraph summarizes the information about grammatical convention, but no analysis. The response reveals a marginal understanding of the purpose and use of grammatical conventions for communication.

Composition 10 points	The response stays within the expected page length. The mentor sentences are directly quoted correctly and without error. The writing is concise and flows well as it discusses the mentor text. Few or no errors of grammar or spelling are present. Citation perfectly follows APA standards for referencing.	The response stays within the expected page length. The writing is concise as it discusses the mentor text. The mentor sentences are directly quoted with some minor transcription errors. Few errors of grammar or spelling are present. Citation follows APA standards for referencing.	The response is either too long or too short for this assignment. The writing is imprecise, wordy, or unclear as it discusses the mentor text. The mentor sentences are directly quoted with several transcription errors. Some errors of grammar or spelling are present. Citation follows APA standards for referencing but errors limit ability to find information.	The response is too short for this assignment. The writing is imprecise, wordy, and unclear as it discusses the mentor text. The mentor sentences are directly quoted with avoidable transcription errors. Several errors of grammar or spelling are present. Citation loosely follows APA standards for referencing but errors limit ability to find information.

3. **LEARNING TASK 3: Discussion Post Revision and Reflection** DUE: **April 6 by 11:59 pm**

For this assignment, students will choose a discussion post from either this course, or a previous online course related to literacy instruction, and revise it thoroughly to reflect updated knowledge of writing conventions.

The revised discussion post should include new or updated knowledge that you have gained through participating in this course. As a result of furthering your own knowledge, you should also revisit your References page and update it accordingly. You should submit an unchanged copy of your discussion post as it appeared in its first iteration to show your editing.

As you complete your revision, keep careful note of the changes that you made through Track Changes or photos of written revisions.

Consider the following questions as you work on your revision:

- Were you correcting grammatical errors, spelling, or information?
- What changed the most as you revised your earlier post?
- What did you notice initially when you read your earlier writing?
- How did the responses from other folks in the discussion influence your perception of your earlier post?

From these notes, write a two-page reflection on the changes that you noticed in your writing. Use course readings and your knowledge of mentor texts to support your reflection.

You may provide a rough draft or outline to your course instructor by April 1, 2020 for feedback and suggestions.

CRITERIA FOR ASSESSMENT OF LEARNING TASK 3

Learning Task 3 Rubric	A+ 9+/10	A/A- 8/10	B+ / B 7/10	C+ / lower 6-/10
Revision of Earlier Post /10	Editing is clear, accurate, and related to course learning as detailed between old and revised post. The editing reveals a deeper understanding of not only the topic itself, but the student's ability to notice and correct errors of expression.	Editing is clear and related to course learning. The editing reveals a stronger understanding of not only the topic itself, but the student's ability to notice and correct own errors of expression.	Editing is clearly labelled and related to course learning, but some significant errors were not corrected. The editing reveals progress with the student's understanding of the topic itself, and the student's ability to notice and correct own errors of expression.	Editing is minimally complete and loosely related to course learning, and several significant errors were not corrected. The editing reveals limited progress with the student's understanding of the topic itself, and marginal change to the student's ability to notice and correct own errors of expression.
Reflection /10	The reflection is insightful and analyzes the student's understanding of themselves as a writer and increased knowledge of writing as a process. It refers to knowledge gained through course materials, discussions, Adobe Connect sessions, personal experience, and external research.	The reflection is thoughtful and provides insight into the student's understanding of themselves as a writer and writing as a process. It refers to knowledge gained through some course materials, discussions, Adobe Connect sessions, personal experience, and external research.	The reflection summarizes the editing process and provides little insight into the student's understanding of themselves as a writer and writing as a process. It refers to knowledge gained through few course materials, discussions, Adobe Connect sessions, personal experience, and evidence of external research is lacking.	The reflection merely summarizes the editing process and provides no analysis of the student's understanding of themselves as a writer and writing as a process. It refers to knowledge gained primarily from personal experience, with little reference to course materials, discussions, or Adobe Connect sessions. Little evidence of external research is provided.
Conventions of Writing /10	Both the revised post and reflection are clearly written with no grammatical or spelling errors. The standards of APA referencing are followed closely and with no errors.	Both the revised post and reflection are well written with minor grammatical or spelling errors. The standards of APA referencing are followed closely and with minimal errors that do not impede ability to retrieve original sources.	Both the revised post and reflection contain several minor or major, repeated grammatical or spelling errors. The standards of APA referencing are followed and errors that make retrieval of original sources difficult.	Both the revised post and reflection contain several major, repeated grammatical or spelling errors. The standards of APA referencing are loosely followed with errors that make retrieval of original sources difficult.

4. **LEARNING TASK 4: Discussion Post Revision and Reflection DUE: April 5 by 11:59 pm**
   Posts on D2L: Due by Saturday night at 8:00 pm weekly throughout term. A Word Document copy of your two best posts must be submitted to D2L Dropbox in Weekly Posts folder for grading.
   Facilitator Post: Due by Tuesday night at 7:00 pm on assigned week. A Word Document copy of your facilitator post must be simultaneously uploaded to D2L in the Facilitator Folder under Weekly Posts for grading. When you are the weekly facilitator, you will automatically earn full grades for the week.

   The discussion boards on D2L in an online course are the main avenue for class discussion. Each Sunday, the instructor will provide readings and other texts for review and discussion, with a main question posed at the end of these materials for small group discussion. You will join the groups as either a facilitator (once per term) or a participant (every week).

   Over the course of the term, you take on the role of Facilitator and will be expected to summarize the main concepts in one of the course texts for discussion by Tuesday at 7:00 pm. As the facilitator, you will support the group discussion for the remainder of the week by asking questions to your peers about your post.

   When you are a participant, you will read the required materials for the week as posted by the instructor, and you will read all the facilitator summaries. You will respond twice each week, either to the same

facilitator or in two different forums. Each post should be 200 words in length (unless you have more to say), relate to the weekly topic, and further the discussion within your group board. You should read all the posts in your own group, but you are not required to read the discussion posts of other groups.

Your grades for your Weekly Posts will be divided equally over the eight weeks of facilitated posts throughout the term. In the week that you are the facilitator, you will automatically earn full marks as this role is more work. You must provide a Word Document copy of your posts by the end of the in the D2L Dropbox folder.

CRITERIA FOR ASSESSMENT OF LEARNING TASK 4

Learning Task 4 Rubric	A+ 4/4	A/A- 3+/4	B/B+ 2.5+/4	C+ / lower 2-/4
Initial Post /2	The initial post highlights key issues from the weekly instructor materials and provides a strong question for group discussion. It analyzes the information provided in the context of course materials, personal experience, and previously learned knowledge.	The initial post highlights a two key issues from the weekly materials and provides a question for group discussion. It analyzes the information provided in the context of course materials and personal experience.	The initial post highlights a single key issue from the weekly materials. It summarizes the information provided in the course materials and relies heavily on personal experience as support.	The initial post summarizes a single idea from the weekly materials. It is a summary with little analysis.
Responding Post /1	The response is thoughtful and works to bridge own understanding of course materials through discussion with others. Personal experience connects meaningfully to course materials and group discussion. Response gently troubles the assumptions of other students to create a stronger understanding of the topic.	The response works to bridge own understanding of course materials through discussion with others. Personal experience usually connects meaningfully to course materials and group discussion. Response is generally positive and agreeable, with little effort to trouble the biases or assumptions of others.	The response brings only own understanding of the course materials to the discussion. Personal experience occasionally connects meaningfully to course materials and group discussion.	The response does not build group understanding of the course materials to the discussion. Personal experience is unrelated to the course materials or group discussion.
Style and Attention to Form /1	Posts are well-written with few or no grammatical or spelling errors. Posts are uploaded in a timely fashion to foster group discussion. Posts are of a suitable length to provide insight into the student's understanding of the weekly issues/readings.	Posts are well-written with some grammatical or spelling errors. Posts are normally uploaded in a timely fashion to foster group discussion. Posts adhere strictly to 200-word limit.	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 too long or too short to foster discussion.	Posts are difficult to read due to numerous mistakes with writing conventions. Posts are uploaded too late for group discussion. Posts are regularly too short.

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 a mandatory Zoom Meeting except for 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. Each week, you will work with a small group online to discuss and understand the practical considerations of supporting children and youth engaged in reading and writing through a variety of texts. Through sharing experiences, the intent is to widen your own understanding and strategy base for building a love of writing for children and youth.

To be successful in this class, you are required to: complete the readings by the Monday of each week; participate in online class discussion; provide meaningful and appropriate peer feedback; and complete all assignments before the due date.

Online discussion boards are collaborative in nature; therefore, each student is responsible to keep the conversation going. If you are experiencing difficulties with course or workload and are unable to participate fully in the online discussion boards, you must inform the instructor immediately to ensure that all students can be active in discussion threads.

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). Late submissions without documentation will be assigned a penalty of 10% per day to a maximum of four days. A deferral of up to 30 days may be granted at the discretion of the Associate Dean of Undergraduate Programs with accompanying written evidence if requested PRIOR to the due date.

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.

UNIVERSITY OF CALGARY

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
https://ucalgary.ca/student-services/access/prospective-students/academic-accommodations.

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/grad/current/gs-r.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 2020 – 2021 academic year is Jonah Secreti**,** jonah.secreti@ucalgary.ca, esa@ucalgary.ca.

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