

EDUC 435: Literacy, Language and Culture (Secondary Focus)
Fall 2023

Section	Instructor	Time	Location	Email
S07	Douglas Sewell	TR 09:30 - 10:50	EDC 351	hdouglas.sewell@ucalgary.ca
S08	Nadia Delanoy	TR 12:30 - 13:50	EDC 353	nadia.delanoy@ucalgary.ca
S09	Douglas Sewell	TR 12:30 - 13:50	EDC 370A	hdouglas.sewell@ucalgary.ca
S10	Kimberley Holmes	TR 09:30 - 10:50	EDC 370A	kaholmes@ucalgary.ca
S11	Tracey McKinnon	TR 09:30 - 10:50	EDT 01	tracey.mckinnon@ucalgary.ca

Class Dates: September 5 - December 6, 2023

Term Break: November 12 - 18, 2023

Field Experience I: October 10 - 20, 2023

Office Hours: By appointment

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.

Email: Students are required to use a University of Calgary (@ucalgary.ca) email address for all correspondence.

COURSE DESCRIPTION

This course examines definitions of literacy and how children and youth develop as literate beings. Students will focus on the role of teachers in supporting meaningful engagement with reading, writing, speaking and listening in ways that are attuned to developmental appropriateness, linguistic and cultural diversity, and content area learning.

COURSE OUTCOMES

Through participation in Literacy, Language and Culture, students will:

- Develop a foundational understanding of socio-cultural approaches to literacy and language
- Engage with the complexities of language and literacy teaching and learning and consider their relationship to identity, culture and technology
- Analyze the lived realities of literacy across the curriculum through reflecting on field experiences

EXTENDED SECTION-SPECIFIC COURSE DESCRIPTION

This course introduces students in the Secondary stream to the importance of literacy, language and culture across school subjects and within young people's everyday lives. Taking a

sociocultural approach, language and literacy are understood as central to young people's identities, social interactions, home lives, world views, and learning. Similarly, we approach literacy itself as a complex phenomenon characterized by dynamic multiliterate and multimodal practices.

In the first half of the course, we will consider disciplinary literacies – the shared language and communicative practices used to construct knowledge within academic communities – across multiple subject areas. We will explore how to support students in developing disciplinary literacies that enable them to understand, analyze, critique and produce a variety of ideas, genres and language in discipline-specific texts and practices. Alongside our study of disciplinary literacies, we will also consider how to design learning environments that affirm and build on students' identities, their home and digital literacies, and their linguistic and cultural funds of knowledge. Pre-service teachers will work with their peers to conduct independent inquiries into language and literacy practices in their own and related disciplines, and they will develop activities to engage students in meaningful literacy learning within specific subject areas.

In the second half of the course, we will investigate both established and contemporary practices in literacy teaching and learning, including the power of narrative and oral language, and Indigenous, critical and digital literacies. Pre-service teachers will have opportunity to reflect on their learning and on their personal vision of rich language and literacy learning practices in their future classrooms. Throughout the course, students will engage in interdisciplinary conversations about diverse forms of knowledge and meaning-making, and will be encouraged to develop a critical approach to creating equitable classrooms that build on the strengths of linguistically and culturally diverse youth.

SECTION-SPECIFIC LEARNER OUTCOMES:

In addition to the course outcomes listed above, students enrolled in the secondary stream of Literacy, Language and Culture, students will:

- Demonstrate an understanding of the role that literacy plays across the curriculum and within the disciplines
- Design and execute literacy activities within a content area related to students' own subject specialization
- Demonstrate an understanding of how to support adolescent English Language Learners in junior and senior high school settings
- Examine the significance of critical literacy, disciplinary literacy, culturally sustaining pedagogies and Indigenous conceptions of language and literacy within intermediate and secondary instruction
- Explore how adolescents' own diverse literacy and language practices (including orality, home languages, multilingualism and digital media use) reflect and shape youth identities and literacy practices

COURSE DESIGN AND DELIVERY:

This course will be delivered face-to-face on campus with possible engagement in a D2L environment.

REQUIRED READINGS:

The readings below are required for this class. All are available online by following the online link (where provided) or through UCalgary Library Database, when a link is not provided. Students are encouraged to download needed articles at the beginning of the course and alert their instructor if any links have broken since the creation of this outline.

Instructors may also supply additional readings on a regular basis. These readings allow them to customize their instruction to the needs of the class.

Cummins, J., Hu, S., Markus, P., & Montero, M.K. (2015). Identity texts and academic achievement: Connecting the dots in multilingual school contexts. *TESOL Quarterly*, 49(3), 555-581.

https://ucalgary.primo.exlibrisgroup.com/permalink/01UCALG_INST/15o3ob6/cdi_proquest_journals_1831322879

Faller, E. (2018). Reading and writing as scientists? Text genres and literacy practices in girls' middle grade science. *Journal of Adolescent & Adult Literacy*, 61(4), 381-390.

https://ucalgary.primo.exlibrisgroup.com/permalink/01UCALG_INST/15o3ob6/cdi_proquest_journals_1980705072

Glasswell, K., Mada, C. L., & Glasswell, N. (2022). Redesigning reading in and for the disciplines. *Journal of Adolescent & Adult Literacy*, 66(2), 122-133. <https://ila-onlinelibrary-wiley-com.ezproxy.lib.ucalgary.ca/doi/full/10.1002/jaal.1257>

Haddix, M., Garcia, A., & Price-Dennis, D. (2017). Youth, pop culture and the media: Examining race, class, gender, sexuality, and social histories. In (Hinchman, K., & Appleman, D., Eds.) *Adolescent literacies: A handbook of practice-based research* (pp. 21-37). The Guilford Press. <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=4717769&ppg=49> [E-book Central licence permits only one online user at a time; please download/print chapter ahead of schedule to avoid access issues]

Hernandez Garcia, M., Schleppegrell, M.J., & Chauncey M. (2021). Culturally sustaining disciplinary learning for bi/multilingual learners: Creating a translanguaging Social Studies classroom. *Journal of Adolescent & Adult Literacy*, 64(4), 449-454. <https://ila-onlinelibrary-wiley-com.ezproxy.lib.ucalgary.ca/doi/full/10.1002/jaal.1129>

Klein, A. (2023, May 10). AI literacy, explained. *Education Week*.

<https://www.edweek.org/technology/ai-literacy-explained/2023/05> OR

<https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ejh&AN=164163318&site=ehost-live>

Maracle, L. (2015). Dancing my way to orality. In S. Kamboureli (Ed.), *Memory serves: Oratories* (pp. 137-143). NeWest Press. <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=5325965&ppg=137>

Middaugh, E. (2019). Teens, social media and fake news. In W. Journell (Ed.), *Unpacking fake news: An educator's guide to navigating media with students* (pp. 42-59). Teachers College Press.

(https://ucalgary.primo.exlibrisgroup.com/permalink/01UCALG_INST/46139d/alma991028220482204336) [Scan posted in D2L]

Persohn, L. (Host). (2021, Apr. 27). A conversation with Elizabeth Moje. (Season 1, No. 24) [Audio podcast episode]. In *Classroom Caffeine Podcast* series.
<https://www.classroomcaffeine.com/guests>. DOI: 10.5240/D646-DAD1-4C26-5CD7-4DF7-4
<https://www.classroomcaffeine.com/guests/elizabeth-moje>

Rainey, E.C., Maher, B.L., Coupland, D., Franchi, R., & Moje, E.B. (2018). But what does it look like? Illustrations of disciplinary literacy teaching in two content areas. *Journal of Adolescent & Adult Literacy*, 61(4), 371-379.

https://ucalgary.primo.exlibrisgroup.com/permalink/01UCALG_INST/15o3ob6/cdi_proquest_journals_1980701858

Vasquez, V.M., Janks, H. & Comber, B. (2019). Critical literacy as a way of being and doing. *Language Arts*, 96(5), 300-311.

https://ucalgary.primo.exlibrisgroup.com/permalink/01UCALG_INST/15o3ob6/cdi_proquest_journals_2221126990

LIBRARY OF RESOURCES FOR WORKING GROUPS:

In addition to the resources listed above, which will be read by all class members, students will also choose four additional resources, selected from a library created specifically for this course. Articles cover a variety of topics related to literacy, language and culture in secondary education, with a particular emphasis on disciplinary literacies. Library resources will form the basis of small group discussions and will be used in all three learning tasks.

Small groups will be made up of 4-5 students and will be based on students' specializations. As specializations will be represented differently in each class, students and instructors should think creatively about how to form purposeful groups. For example, students may choose to form groups according to established categories such as Humanities (ELA and Social Studies) or STEM (Science, Math and Technology studies). Or students and instructors can consider other questions, such as embodiment, which might bring together those in Physical Education and Drama, or language learning, which would gather together those with specializations in Second Language Learning, English Language Learners and English Language Arts. The goal is to bring together students into groups which will allow them to have engaging and meaningful conversations.

Once groups are formed, group members should look through the library to select 4 resources which represent their collective interests. The articles have been divided into two overarching sections: "Disciplinary Literacies: Program Specializations" and "Youth and Changing Literacy Practices." Resources in the first section focus on preservice teachers' subject area

specializations, with each specialization represented there. Resources in the second section point students towards broader themes in language and literacy instruction for youth. Groups may choose any four resources they like, but should be attentive to group members' specializations and personal interests. Students may want to read abstracts or skim content before selecting their final four readings. Groups will discuss one resource per week on Weeks 2, 3, 4 and 9. Resources will also inform Learning Tasks 1 and 2, and may be drawn into the final reflective essay.

WEEKLY COURSE SCHEDULE:

Date	Topic	Required Readings and Tasks	Due Dates
Part 1: Disciplinary Literacies in Action			
Week 1 Sept 5 & 7	Introduction to Literacy, Language and Culture	T: Create working groups and discuss disciplines/subject areas Th: A conversation with Elizabeth Moje & AI literacy, explained	Students and instructors determine small working groups and select 4 readings
Week 2 Sept 12 & 14	What are disciplinary literacies?	T: But what does it look like? Illustrations of disciplinary literacy teaching in two content areas Th: Working group reading 1	
Week 3 Sept 19 & 21	Identity and achievement across the curriculum	T: Identity texts and academic achievement: Connecting the dots in multilingual school contexts Th: Working group reading 2	
Week 4 Sept 26 & 28	Disciplinary literacies for multilingual learners	T: Culturally sustaining disciplinary learning for bi/multilingual learners: Creating a translanguaging Social Studies classroom Th: Working group reading 3	
Week 5 Oct 3 & 5	Working with multiple text genres	T: Reading and writing as scientists? Text genres and literacy practices in girls' middle grade science Th: Small groups work on LT 1	LT1 due October 5
Weeks 6 – 7 Semester I Field Experience			

Week 8 Oct 24 & 26	Reading in the disciplines	T: Groups share results of LT1 with class; discussion of literacy practices observed in field experience Th: Redesigning reading in and for the disciplines	
Part 2: Youth and Changing Literacy Practices			
Week 9 Oct 31 & Nov 2	Critical literacies	T: Critical literacy as a way of being and doing Th: Working group reading 4	
Week 10 Nov 7 & 9	Indigenous literacies and orality	T: Dancing my way to orality Th: Working groups work on L2	
Term Break Nov 12-18			
Week 11 Nov 21 & 23	Youth, pop culture and media literacies	T: Youth, pop culture and the media: Examining race, class, gender, sexuality, and social histories Th: Working groups work on L2	LT2 due November 23
Week 12 Nov 28 & 30	Literacies in a world of misinformation	T: Teens, social media and fake news Th: Working groups share/discuss LT2	
Week 13 Dec 5 & 7		T: Wrap-up Th: Hand in final assignment	LT3 due December 7

CHANGES TO SCHEDULE:

Please note that changes to the schedule may occur in response to student questions and conversations.

LEARNING TASKS OVERVIEW:

There are 3 required Learning Tasks for this course.

LEARNING TASK NUMBER	DESCRIPTION OF LEARNING TASK	PERCENTAGE OF FINAL GRADE
Learning Task #1	Concept Map of Disciplinary Literacies (small group of 2-3)	25%
Learning Task #2	Presentation of a Discipline-based Literacy Activity (working group of 4-5)	35%
Learning Task #3	Final Reflection Paper (individual)	40%

LEARNING TASK 1: Concept Map of Disciplinary Literacies (25%)**DUE DATE:** October 5

Overview: The purpose of this learning task is to carry out preliminary, playful explorations of literacy and language in relation to your subject specialization(s). Working in groups of 2-3, you will map out emerging understandings of literacy and represent these understandings visually with a concept map. Your concept map will be accompanied by a written explanation. You will draw upon the collaborative knowledge building ongoing in your disciplinary literacy working groups in order to carry out this task. The guiding question for this learning task is: *Where does literacy live in our disciplinary areas?*

Process: You are meeting weekly with a working group of 4-5 people to build understandings of how literacy, language, and culture are at work in your subject area specializations. For this assignment, please arrange yourselves into smaller groups (2-3 people), working with group members whose subject area is closest to your own.

Begin by identifying emerging understandings of what literacy means in relation to your disciplinary area. For example, you might consider what kinds of texts, genres or practices are used to communicate and how these are connected to learning and knowledge. Remember to keep in mind the multimodal nature of literacy and to consider a variety of ways of meaning-making within your discipline (e.g., written text, visual, spatial, tactile, gestural, audio and/or oral). It is also fine to identify questions you still have or understandings you are seeking. Work to map these understandings, in exploratory ways, thinking about where literacy, language and culture are at work (and play) in your area.

After you have finished creating the visual concept map, prepare a written explanation of your map. Please be sure to draw upon (and cite) at least 3 readings from the course (shared and/or working group readings) in your map or explanation. Of course, you may also refer to other sources of information (discussions, experiences, disciplinary learning materials/textbooks, community knowledge holders, etc.).

Digital or handmade map and explanation: You may create the map by hand or you may use digital technology. In either case, try to use the visual nature of concept mapping effectively in order to show the relationships between the concepts, practices and questions you have identified as important. The accompanying explanation is intended to provide insight into why you chose particular concepts and how you see the relationships between them. Your explanation may take one of two forms. You may prepare a one-page explanation or, if you are using digital technologies, your accompanying explanation may take the form of digitally connected notes.

In your one-page explanation or notes, please include a list of works cited using a citation style relevant to your field (e.g., APA, MLA, Chicago, etc.). This list should reflect the course readings you are citing but also any additional sources you have drawn in, if applicable (including images or digital media, for instance).

Your maps and explanations will be shared with others in small groups during class in Week 8. This will not be a formal, assessed presentation but rather the opportunity to discuss your findings with your peers and to use the maps as starting places for further dialogue.

Assessment Criteria: (See rubric in D2L for further details.)

- The concept map and explanation communicate emerging understandings of literacy
- The concept map and explanation explore the guiding question of where literacy and language live in the group's disciplinary area
- The concept map and explanation uses multiple modes to communicate and is well composed to share understandings with peers/future teachers
- The group's work engages meaningfully with relevant sources of information, including at least 3 assigned readings, and cites them in an appropriate list of references

LEARNING TASK 2: Presentation of a Discipline-based Literacy Activity (35 %)

DUE DATE: November 23

Overview: The purpose of this learning task is to demonstrate what a literacy learning activity based within one subject area might look like in action. With your working groups, you will create a recorded 15–20-minute presentation of a lesson and a short written rationale. The guiding question for this learning task is as follows: *How can we engage students in meaningful disciplinary literacy learning?*

Process: For this learning task you will build on the mapping work you began in the first assignment. There, you began to think about the relationships between your disciplines and literacy, language and culture, and to map out your emerging understandings and questions. Now, near the end of the course, you are asked to put your understandings into action by creating a recorded presentation that demonstrates one literacy learning activity. As a group, you will need to decide which discipline to ground your activity in (although you may suggest variations/extensions for other disciplines within your rationale). You will also write a rationale in which you describe the purpose and pedagogical underpinnings of the activity and relate it to your group's readings and conversations. After designing, presenting and recording your activity and writing your rationale, you will upload both items to D2L/Yuja, where they will be accessible for the whole class to review. The week after you submit the recordings, we will use them as the basis of a class dialogue.

Recorded Activity & Rationale:

You can either teach the lesson as if the audience were students OR envision yourself explaining the lesson as if your audience were teachers wanting to implement this activity with their own classes. In either case, be sure to really teach the activity so that your colleagues can see what the activity looks like in action. You may base your activity on ones you have read about or seen, but as a group, you are expected to make the activity your own. (Please cite all sources used.)

In order to record the presentation, you can use multimedia tools such as Stop motion animation in Google slides, a recorded video (e.g., Chatterpix, Triller, Telestory), present slides with

Screen recording (e.g., using Zoom, Screencastify), or create a modified PowerPoint or Prezi presentation with integrated audio and video. The presentation of the learning activity will represent a cohesive synthesis of all group members' learning, but individuals may take on different roles (e.g., teacher/students; narrator/designer/writer/artist).

Working groups will post a group rationale document (2 pages double-spaced) to D2L. The rationale will provide an explanation of how you are implementing the theoretical and pedagogical considerations in practice by drawing upon your group readings and conversations, any whole class readings and discussions, and/or observations from the field. Please refer to (and cite) at least 3 of the group or whole class readings/resources.

Assessment Criteria: (See rubric in D2L for further details.)

- The designed literacy activity is engaging and will lead to meaningful learning for adolescent learners.
- The designed literacy activity is clearly linked to a subject area/discipline and demonstrates knowledge of disciplinary literacies within that subject.
- The recording presents the activity in a way that is clear and easy-to-understand and makes effective use of multimodality
- The rationale demonstrates an excellent understanding of the course topics and readings (including working groups' selected readings) by engaging with them in meaningful ways and referencing at least 3 course resources.

LEARNING TASK 3: Final Reflection Paper: Envisioning and enacting literacy in every classroom (40 %)

DUE DATE: December 7

Overview

In this final paper, you will have the opportunity to reflect on your own understandings of language and literacy and to envision how you want to incorporate disciplinary literacies into your own teaching. Your writing will be guided by a series of questions related to course content.

Process

Choose 3-4 of the questions below to help guide the writing of your reflection. In answering your questions, think back over the entirety of the course. You may draw from the discussions, readings and assignments undertaken in your small groups, and also consider other groups' presentations. You may consider the readings and discussions we have had as a full class. And finally, you may refer to observations and learning from your field placement.

- What is literacy?
- What forms does literacy take within my own discipline or subject area?
- How will I seek to incorporate literacy in my instruction?

- How will I design learning that is appropriate and engaging for English language learners at the high school level?
- How will I affirm, nourish, and leverage students' identities in my instruction?
- How will incorporating critical literacy into my teaching enable me to teach well within, across or beyond disciplines?
- How will I build classrooms and communities that recognize, honour and incorporate multilingual literacies?
- How will I use young people's own digital and media literacies in my instruction?
- How will I ensure that *all* learners are engaged in meaningful literacy and language learning?

Students and instructors may also work together to brainstorm additional questions related to their own class's interests and inquiries.

Final reflection

Your final reflection should be 5 pages double-spaced (not including references) and should refer to at least 4 course readings (either whole class or working group readings). You may use the questions you have selected to answer as sub-headings within your paper.

Assessment Criteria: (See rubric in D2L for further details.)

- The reflection demonstrates a strong understanding of course concepts related to literacy, language and culture.
- The reflection answers 3-4 questions in a thoughtful way.
- The reflection is well-written, clearly organized and uses correct APA 7 formatting.

THE EXPECTATION OF EXCELLENCE IN PROFESSIONAL WORK

Please review the Academic Calendar carefully. It describes the program and provides detailed schedules and important dates. It contains information on expectations for student work and professional conduct. In addition, procedures are described regarding concern about student performance in the program. Please pay especially careful attention to details and descriptions in the following topic areas:

- *The Importance of Attendance and Participation in Every Class*

As this is a professional program, experiences are designed with the expectation that all members will be fully involved in all classes and in all coursework experiences. As you are a member of a learning community your contribution is vital and highly valued, just as it will be when you take on the professional responsibilities of being a teacher. We expect that you will not be absent from class with the exception of documented instances of personal or family illness or for religious requirements.

- *Engagement in Class Discussion and Inquiry*

Another reason for the importance of attendance and participation in every class is that the course involves working with fellow students to share ideas and thinking. For example, each class you will work with a small group to engage fellow students in discussions on work being considered in class. You will also help other groups by providing ideas for scholarly inquiry in assignments. If you find that you are experiencing difficulties as a group collaborating, please inform the instructor.

EXPECTATIONS FOR WRITING

All written assignments (including, to a lesser extent, written exam responses) will be assessed at least partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Sources used in research papers must be properly documented. If you need help with your writing, you may use the writing support services in the Learning Commons. For further information, please refer to the official online University of Calgary Calendar, Academic Regulations, E. Course Information, E.2: Writing Across the Curriculum: <http://www.ucalgary.ca/pubs/calendar/current/e-2.html>

LATE SUBMISSIONS

All late submissions of assignments must be discussed with the instructor **prior to the due date**. Students may be required to provide written documentation of extenuating circumstances (e.g. statutory declaration, doctor's note, note from the University of Calgary Wellness Centre, obituary notice). A deferral of up to 30 days may be granted at the discretion of the Associate Dean of Undergraduate Programs with accompanying written evidence.

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, 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

Note: A+ is a rare and exceptional grade to be given *at the instructor's discretion* to the works of excellence and the highest quality.

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.

esa@ucalgary.ca

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

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

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

Werklund SU Representative is Elsa Stokes, educrep@su.ucalgary.ca.

