EDUC 460.01 S1: Early Childhood Education Specialization 1
Winter, 2022

<table>
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<tr>
<th>Section</th>
<th>Instructor</th>
<th>Time</th>
<th>Location</th>
<th>Email</th>
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<tbody>
<tr>
<td>S01</td>
<td>Maren Aukerman</td>
<td>10-11:50</td>
<td>EDC 278</td>
<td><a href="mailto:Maren.aukerman@ucalgary.ca">Maren.aukerman@ucalgary.ca</a></td>
</tr>
</tbody>
</table>

Class Dates: Mondays and Fridays 10:00-11:50, January 10 through March 11

Term Break: February 20-26, 2022

Last Day to Add/Drop/Swap: Due to the non-standard dates associated with this program, please check your Student Centre for the important dates pertaining to your section.

Pre-requisite: Due to the multiple pathways in the Bachelor of Education, please consult Undergraduate Programs in Education for questions related to pre-requisite courses.

Office Hours: By appointment

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

Back-up Zoom location: https://ucalgary.zoom.us/j/97280920043

Meeting ID: 972 8092 0043
Passcode: 409648

**COURSE DESCRIPTION:**

The intent of the Specialization I Seminar is to introduce students to the concepts, theory, and design planning related to teaching within the specialization of *Early Childhood Education*. Theory as connected to an understanding of practical classroom experiences will particularly inform the course curriculum and will be explored through course readings, analysis of teaching/learning artifacts, and through the design of discipline-based learning and assessment plans. Topics in teaching and learning will include teaching inclusively and addressing the needs of diverse learners, effective integration of technology, and discipline-based inquiry. Assignments will present the opportunity for students to develop an understanding of short-term instructional design and to begin to examine curriculum shifts in the province.
LEARNER OUTCOMES:

Students will be knowledgeable about:

1. Developing a foundational understanding of the nature of discourse in the discipline, as related to teaching and learning, including specialized language, concepts, and terminology;

2. Understanding teacher as designer of learning and assessment plans and use of the resources available for designing learning and assessment.

3. Exploring and applying introductory theory related to the teaching of the discipline with an emphasis on designing discipline-based tasks and assessment processes and creating an adaptive classroom learning environment to better meet the needs of today’s diverse learners.

4. Successfully designing short-term learning and assessment plans to deepen understanding of key ideas/concepts within the discipline.

COURSE DESIGN AND DELIVERY: This course will be delivered face-to-face on campus with possible engagement in a D2L environment.

REQUIRED RESOURCE:

The following text is highly recommended for purchase as it is a good resource for classroom use for anyone who will be teaching early reading. It should be widely available online and at the campus bookstore:


E-book available for purchase from the following vendor


Note that it is also available to read online from the library for those who choose not to purchase: https://www-deslibris-ca.ezproxy.lib.ucalgary.ca/ID/439191
SUPPLEMENTAL RESOURCES:


PICTUREBOOK LISTS AND RESOURCES

- Compilation of award-winning children’s literature lists
  https://www.readingrockets.org/books/awardwinners

- TD Canadian Children’s Literature Award winners
  https://bookcentre.ca/programs/awards/td-canadian-childrens-literature-award

- Books with strong girl characters
  https://www.amightygirl.com/

- Recommendations for parents (but great for teachers, too)
  https://www.readbrightly.com/

- There is a great curated list of Indigenous literatures that scholars here at the University of Calgary have put together. https://werklund.ucalgary.ca/teaching-learning/indigenous-literatures-learning

- Debbie Reese’s curated list of high-quality Indigenous literature (based out of US); compiled award-winning literature. Whole website has some great resources. https://americanindiansinchildrensliterature.blogspot.com/p/best-books.html

- Not as well-curated, but with lots of options and lists of different sorts.
  https://www.goodreads.com/genres/picture-books

EARLY CHILDHOOD BLOGS

These early childhood blogs are substantive, interesting and worth following. They are preschool oriented but have relevance for all early childhood. Where available, I have included a link on the web and one on Facebook for those who choose to follow.

1) Teacher Tom. Cooperative play-based teacher observing children’s learning and experiences.
   http://teachertomsblog.blogspot.com/
   https://www.facebook.com/search/top?q=teacher%20tom

2) Interaction Imagination. Reggio-inspired teacher describing her teaching.
   https://www.interactionimagination.com/
   https://www.facebook.com/InteractionImagination

3) Listen to the children. Play-based teacher who includes frequent unedited video clips that help envisioning a classroom.
   https://www.facebook.com/Listen-to-the-Children-106183404800786/
COURSE DESIGN

Each week you will be asked to engage in 4 types of learning activities.

- **Written texts (readings) and video texts.** Readings and videos are foundational to individual tasks, studio group tasks, and Zoom sessions. The video texts are often samples of instructional techniques.

- **Individual portfolio tasks.** These tasks enable you to synthesize your understandings from readings, videos, and Zoom group and studio sessions. Except where noted, these need to be completed before your studio group meets each week. These will form a key part of your structured portfolio to be turned in at the end of the semester.

- **Class meetings.** These are opportunities to dialogue with the class and engage in activities that may involve simulated teaching, discussion, and reflection as well as instruction from the professor.

- **Studio group activities.** During most class sessions, you will have at least one activity in a regular “studio group.” Your group is expected to take notes/attendance, and you are asked to submit your group notes/completed activities as part of your structured reflection portfolio. If you must miss a class, please catch up on the content missed by reaching out to your studio group. If you are unable to regularly attend studio group activities (more than 2 absences) and/or complete required individual portfolio tasks in advance, you will be asked to complete any that you miss on your own time outside of class.

### LEARNING TASKS OVERVIEW

<table>
<thead>
<tr>
<th><strong>LEARNING TASK</strong></th>
<th><strong>DESCRIPTION OF LEARNING TASK</strong></th>
<th><strong>GROUP / INDIVIDUAL</strong></th>
<th><strong>WEIGHT</strong></th>
<th><strong>DUE DATE</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Multimodal Project: Reflecting on ECE</td>
<td>As a group, produce a persuasive multimodal text that addresses a key ECE question.</td>
<td>Group</td>
<td>20</td>
<td>Jan 31</td>
</tr>
<tr>
<td>Lesson plan</td>
<td>You design a lesson that incorporates the following: meaningful orality, multimodality; and higher-level thinking.</td>
<td>Individual</td>
<td>40</td>
<td>Feb 18</td>
</tr>
<tr>
<td>Structured Reflection Portfolio</td>
<td>Throughout the semester you will complete weekly tasks (individual and group) that you will integrate and submit as the final portfolio.</td>
<td>Individual/group</td>
<td>40</td>
<td>March 11</td>
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</tbody>
</table>
**Weekly Course Schedule:**

All readings and activities are required, with the exception of those listed as “Additional Resources,” which may be used as needed for class activities and/or when completing learning tasks.

Unless otherwise specified, all structured portfolio activities should be completed in time for class, as we will often complete class activities together based on these.

<table>
<thead>
<tr>
<th>Date and Topic</th>
<th>Readings and Tasks</th>
<th>Due Dates</th>
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<tbody>
<tr>
<td></td>
<td>Video Text for the week: The Image of the child: A Central Aspect of the Reggio Emilia Philosophy <a href="https://www.youtube.com/watch?v=p4GEZlRtSk">https://www.youtube.com/watch?v=p4GEZlRtSk</a></td>
<td></td>
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<tr>
<td></td>
<td>Structured Portfolio Tasks: Choose an object that is important to you. Bring it to class and be prepared to talk a little about why it is important to you. Include an image of the object in your portfolio and a few sentences about it. What one idea resonated most for you in the readings/videos for this week? Write a paragraph about why you believe it is so important and what classroom practice you plan to undertake to help bring this idea alive in your classroom.</td>
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<tr>
<td>Jan 17-21</td>
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<tr>
<td>Week 2: Play, Provocations, and Eliciting Thinking</td>
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Teacher Tom (2021). Play Is The Most Rigorous Curriculum Known To Humankind.
https://teachtomsblog.blogspot.com/2021/11/play-is-most-rigorous-curriculum-known.html

What is Provocation?
https://www.thecompassschool.com/blog/what-is-provocation/

Developing Higher Level Questions (Kindergarten- 2nd Grade).

Everyone reads 169-170 (Rationale). The rest we will divide and conquer as follows. Be prepared to share out about what you read with others who read different sections:

**Mountain goats**
Block Centres (171-174)
Library/Listening Centres (192-194)

**Bears**
Sensory Centres (175-179)
Woodworking/Carpentry Centre (207-208)

**Bighorn Sheep**
Dramatic Play Centres (180-186)
Snack Centre (211)

**Picas**
Arts Education Centres (187-191)
Temporary Special Interest Centre/Discovery Bins (212-214)

**Moose**
Mathematics Discovery Centres (195-198)
Cooking Centre (205-207)

**Ravens**
Science Discovery Centre (199-202)
Manipulative Centre (203-204)

**Rabbits**
Writing Centre (209-210)
Field Trips (215-218)

(see next page)
Video Texts for the week:

Provocations: A Central Aspect of the Reggio Emilia Philosophy
https://www.youtube.com/watch?v=ZXYW2LGrYYA

Critical Thinking Skills: Bloom's Taxonomy
https://www.youtube.com/watch?v=TeihEl2FPEQ

Structured Portfolio Task: Design and photograph a provocation inspired by a child or group of children you know. Write a paragraph explaining how you could use it in a classroom in ways consistent with the idea of “provocation” from the readings/videos for this week. In addition to including it in your portfolio, also upload your image to this class slideshow by adding a new slide (https://docs.google.com/presentation/d/1GXTBa9IeLqBvScTu37W16mlfYKJMU9g9HSnql6u2l4/edit?usp=sharing). The slideshow will be shared with the class.

Jan 24-28
Week 3: Multimodality, Social Interaction, and Early Composing


Video Text for the week:

REACH Workshop Series: Emergent Writing
https://www.youtube.com/watch?v=CRpHqksGSkY

Structured Portfolio Task: In a paragraph, describe a classroom activity you could do that would connect early composing with multimodality and/or social interaction. Write a second paragraph explaining how your activity connects to the principles from the readings/videos for this week. Be prepared to share these with the class.
<table>
<thead>
<tr>
<th>Jan 31-Feb 4</th>
<th><strong>Written Texts:</strong></th>
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<tbody>
<tr>
<td></td>
<td><strong>Video Texts for the week:</strong></td>
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<tr>
<td></td>
<td>“Picture Book Philosophy” video <a href="https://www.youtube.com/watch?v=x5wuHRyHez0">https://www.youtube.com/watch?v=x5wuHRyHez0</a></td>
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<td></td>
<td>Oracy in the Classroom: Strategies for Effective Talk <a href="https://www.youtube.com/watch?v=2ADAY9AQm54">https://www.youtube.com/watch?v=2ADAY9AQm54</a></td>
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<tr>
<td></td>
<td><strong>Additional resources</strong></td>
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<tr>
<td></td>
<td><strong>Structured Portfolio Task:</strong></td>
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<td></td>
<td><em>Pick a children’s book you could use to facilitate discussion. Write a series of 5 authentic questions you could ask about that book that would facilitate meaningful engagement and discussion. Bring your book and questions to class and be prepared to lead a discussion with others about your book.</em></td>
</tr>
<tr>
<td></td>
<td><strong>Additional resources</strong></td>
</tr>
<tr>
<td></td>
<td>Website on children’s books for philosophical discussions. <a href="https://www.prindleinstitute.org/teaching-children-philosophy/">https://www.prindleinstitute.org/teaching-children-philosophy/</a></td>
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Learning Task 1 Due Jan 31 by midnight.
|----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
*E-book license permits only one online user at a time; per day; a user may print to PDF up to 100 pages, so please print what you need and read it offline. If you have trouble accessing, please contact me.* |
<p>| Video Texts for the week | <strong>Embedding culture in practice for kindergarten teaching and learning.</strong> <a href="https://www.youtube.com/watch?v=SJ_Ra8MnFe8">https://www.youtube.com/watch?v=SJ_Ra8MnFe8</a> |
| | <strong>Anti-bias lessons help preschoolers hold up a mirror to diversity.</strong> <a href="https://www.youtube.com/watch?v=s3iM7ylhde0">https://www.youtube.com/watch?v=s3iM7ylhde0</a> |
| <strong>Structured Portfolio Task:</strong> | Write two paragraphs about how you plan to incorporate culturally relevant and responsive pedagogy into your future classroom, drawing on the readings. |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Text</th>
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<tbody>
<tr>
<td>Feb 21-25</td>
<td><strong>Structured Portfolio Task:</strong>&lt;br&gt;<em>Design a brief activity targeting either phonemic awareness or phonics (specify which). Write a paragraph describing the activity. It should be different from and/or go beyond sample activities in the readings/videos for this week.</em></td>
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<td></td>
<td><strong>READING WEEK</strong></td>
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<td>Week 7: New book introductions and guided reading</td>
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<tr>
<td><strong>Written Texts</strong></td>
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<tr>
<td>Rog Book, Chapters 5, 6, 7. “Principles of guided reading instruction.” “Guided Reading for Emergent Readers.” “Guided Reading for Early Readers.” (see required resources in syllabus.)</td>
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**Video Texts for the week:**

As you watch, note style differences. Which teacher is most student-centered in the book walk?

A. Reading Recovery New Book Intro [https://www.youtube.com/watch?v=f-cLFFtHLuk](https://www.youtube.com/watch?v=f-cLFFtHLuk) (first 2 minutes 33 seconds only)

B. A guided reading lesson showing the importance of book orientation [https://www.youtube.com/watch?v=s6m6TKvCrk8](https://www.youtube.com/watch?v=s6m6TKvCrk8)

C. Guided Reading–Kindergarten – Level C [https://www.youtube.com/watch?v=Ila_7kKpre8](https://www.youtube.com/watch?v=Ila_7kKpre8)

**Structured Portfolio Task:**

Plan a book walk/new book introduction for a short guided reading text of your choice, emphasizing opportunities for student oracy. Make sure copies of your book (electronically or in hard copy) are available when you come to class; you will practice your book walk in your studio group.
| --- | --- |
| Week 8: Documentation, Imagination, and Building Classroom Worlds | **Video Texts for the week:** Documentation [https://www.youtube.com/watch?v=me46lbQKGSU](https://www.youtube.com/watch?v=me46lbQKGSU)  
See think wonder [https://www.youtube.com/watch?v=TKZiGWjLCI](https://www.youtube.com/watch?v=TKZiGWjLCI) |
|  | **Structured Portfolio Task:**  
*Complete the following to turn in with your completed portfolio:*  
**Attendance log.** Please submit a record of your attendance in the class, noting all absences and late arrivals to class. For any absences/tardies, please indicate if you let the instructor know in advance as requested, and the reason for the absence (e.g. illness). Use this format: [https://docs.google.com/spreadsheets/d/1Yev7c-dnwL5mR_CpqLD99auLuz4gsA1C-wBrRe5TlE/edit#gid=0](https://docs.google.com/spreadsheets/d/1Yev7c-dnwL5mR_CpqLD99auLuz4gsA1C-wBrRe5TlE/edit#gid=0)  
**Studio Group Notes.** Attach the group’s notes.  
**A brief reflection on your attendance, level of preparation, and course ideas.** To what extent did you do the readings & assigned tasks on time and put yourself into this class? What might you have done differently? What was it like to write and to revise? What are key “take-aways” for you from this class? Make sure there is evidence of close reading of the last week of course materials. Aim for 1 page single-spaced.  
**Give yourself a grade.** In light of your attendance, participation, reflection, etc., what grade would you give yourself for your structured reflection portfolio and overall contribution as a learner to this class? You should give yourself an A grade if only if you had excellent attendance (or otherwise compensated for missing class/tardies), came prepared by having completed all structured reflection tasks in advance if applicable, read at least 90% of course readings carefully and in full, engaged deeply with the readings and class activities, and worked as hard as you could to make your classwork and structured portfolio the best they could be. **Learning Task 3**  
Due March 11 by midnight |
CHANGES TO SCHEDULE:
Please note that changes to the schedule may occur to meet the emerging needs and dynamics of the participants in the course.

LEARNING TASKS AND ASSESSMENT

There are 3 required Learning Tasks for this course.

1. **LEARNING TASK 1: Multimodal Project: Reflecting on ECE - DUE: Jan 31**

In this assignment, your studio group will respond to one of the questions below as way of reflecting thoughtfully on Early Childhood Education. Your response may take a number of forms, so long as it is multimodal – for example, it could be an illustrated story, an animation, a short video, a prezi or a podcast. However, all responses must be persuasive – that is, you must fashion your group’s stand (or varied positions!) on the question, and then set out to prove your interpretation(s) using relevant and varied evidence, including evidence from the readings and video texts for this class. Maximum length for video/audio submissions is 7 minutes. You will have a modest amount of time to begin to work on this in class, but most of the work will be done outside of class.

Possible questions:

- How is it helpful to think of children in early childhood education?
- What principles should guide our approach to teaching early childhood education?
- How do young children learn?
- Your own question (must substantively relate to the readings and be cleared by the instructor)

You may also want to draw upon:

- Small group and class discussions
- Observations made during your field experience and/or other encounters with young children
- The Alberta Program of Study

**CRITERIA FOR ASSESSMENT OF LEARNING TASK 1**

Your work will be evaluated on the extent to which it

- Articulates a clear argument
- Provides relevant evidence indicate careful engagement with the course reading/videos
- Demonstrates conceptual understanding of Early Childhood Education
- Uses medium of communication effectively
2. **Learning Task 2: Lesson Plan – Due: Feb 18**

Create a short-term learning and assessment plan (approximately 60-120 minutes of class time in one or more “blocks”) for ECE children (specify age and/or grade level) that incorporates:

- Substantial higher level thinking (analyzing, evaluating, and/or creating)
- Meaningful oracy that includes opportunities to engage with peer ideas
- A focus on children’s ideas/inquiries/wonderings

The following elements are required:

1. A thorough lesson plan for the lesson(s) on a lesson plan template of your choice illustrating clearly your vision for the lesson(s), and making clear the comprehensive vision you have to achieve the objectives. Your plan must include (although is not limited to) the following: objectives, grade level(s) targeted, options for inclusion/differentiation, specific texts/materials used (if applicable), and assessment strategies that link to your objectives. Make sure there is enough detail for me to be able to envision how you will conduct each activity.

2. Annotations to the lesson plan. Briefly explain how this lesson fits into curricular objectives stated in the Alberta Program of Studies, how this lesson will actively engage students in higher level thinking and meaningful oracy, and where students’ ideas/inquiries/wonderings will be front and center. Justify the pedagogical choices you have made by adding references to the literature you have read for class.

**Criteria for Assessment of Learning Task 2**

1. To what extent does the lesson plan meaningfully incorporate substantial higher level thinking?
2. To what extent does the lesson plan include meaningful oracy that includes opportunities to engage with peer ideas?
3. To what extent does the lesson include a focus on children’s ideas/inquiries/wonderings?
4. To what extent is the lesson plan developmentally appropriate for the grade level(s) addressed?
5. To what extent does the lesson plan include appropriate and thoughtful links to the Alberta Program of Studies?
6. To what extent does the lesson plan include high-quality options for inclusion/differentiation?
7. To what extent do the annotations illuminate your rationales and refer to course readings?
8. To what extent does the lesson plan include high-quality assessment (formative and/or summative) of student learning?
9. To what extent is the lesson plan logically sequenced and coherent (e.g., all parts of the lesson are meaningfully connected with each other)?
10. To what extent is the lesson plan clear, complete and organized?
3. **LEARNING TASK 3: Structured reflection portfolio – DUE: March 11**

Each week you will complete at-home activities in preparation for the week. Unless I let you know otherwise, these should be completed by the Monday of the week indicated. You are strongly urged to create a back-up of the document regularly so that, in the unfortunate event of a computer problem, you can still recover your work. (Another alternative is to work in Google Docs or a similar program so your document is saved online.)

Use this outline and type each reflection portfolio entry directly into the outline. Each bolded item should be included in your final structured reflection portfolio. Remember to keep notes of in-class group meetings as well, as these will also need to be submitted as part of your portfolio.

**Week 1 Structured Portfolio Tasks:** Choose an object that is important to you. Bring it to class and be prepared to talk a little about why it is important to you. Include an image of the object in your portfolio and a few sentences about it.

What one idea resonated most for you in the readings/videos for this week? Write a paragraph about why you believe it is so important and what classroom practice you plan to undertake to help bring this idea alive in your classroom.

**Week 2 Structured Portfolio Task:** Design and photograph a provocation inspired by a child or group of children you know. Write a paragraph explaining how you could use it in a classroom in ways consistent with the idea of “provocation” from the readings/videos for this week. In addition to including it in your portfolio, also upload your image to this class slideshow by adding a new slide (https://docs.google.com/presentation/d/1GXTBa9leLqByScTu37W16mlfyKJM94ghHNgl6u2l4/edit?usp=sharing) and be prepared to share these with the class.

**Week 3 Structured Portfolio Task:** In a paragraph, describe a classroom activity you could do that would connect early composing with multimodality and/or social interaction. Write a second paragraph explaining how your activity connects to the principles from the readings/videos for this week. Be prepared to share these with the class.

**Week 4 Structured Portfolio Task:** Pick a children’s book you could use to facilitate discussion. Write a series of 5 authentic questions you could ask about that book that would facilitate meaningful engagement and discussion. Bring your book and questions to class and be prepared to lead a discussion with others about your book.

**Week 5 Structured Portfolio Task:** Write two paragraphs about how you plan to incorporate culturally relevant and responsive pedagogy into your future classroom, drawing on the readings.

**Week 6 Structured Portfolio Task:** Design a brief activity targeting either phonemic awareness or phonics (specify which). Write a paragraph describing the activity. It should be different from and/or go beyond sample activities in the readings/videos for this week.

**Week 7 Structured Portfolio Task:** Plan a book walk/new book introduction for a short guided reading text of your choice, emphasizing opportunities for student oracy. Make sure copies of your book are available when you come to class (electronically or in hard copy).

**Week 8 Structured Portfolio Task:** Complete the following to turn in with your completed portfolio:
**Attendance log.** Please submit a record of your attendance in the class, noting all absences and late arrivals to class. For any absences/tardies, please indicate if you let the instructor know in advance as requested, and the reason for the absence (e.g. illness). Use this format: [https://docs.google.com/spreadsheets/d/1Yev7c-dnwL5mR_CpqLD99auLu4gsA1C-wBrRe51T1E/edit#gid=0](https://docs.google.com/spreadsheets/d/1Yev7c-dnwL5mR_CpqLD99auLu4gsA1C-wBrRe51T1E/edit#gid=0)

**Studio Group Notes.** Attach the group’s notes.

**A brief reflection on your attendance, level of preparation, and course ideas.** To what extent did you do the readings & assigned tasks on time and put yourself into this class? What might you have done differently? What was it like to write and to revise? What are key “take-aways” for you from this class? Make sure there is evidence of close reading of the last week of course materials. Aim for 1 page single-spaced.

**Give yourself a grade.** In light of your attendance, participation, reflection, etc., what grade would you give yourself for your structured reflection portfolio and overall contribution as a learner to this class? You should give yourself an A grade if only if you had excellent attendance (or otherwise compensated for missing class/tardies), came prepared by having completed all structured reflection tasks in advance if applicable, read at least 90% of course readings carefully and in full, engaged deeply with the readings and class activities, and worked as hard as you could to make your classwork and structured portfolio the best they could be.

**Criteria For Assessment of Learning Task 3**

- Completeness.
- Substantive, high-quality entries that indicate creative, original thinking and a willingness to reflect deeply.
- Editing & Organization. (Notes for groupwork can be less polished, but should still be comprehensible to a reader who was not present.)
- The quality of your work based on your self-assessment.

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**The Expectation of Excellence in Professional Work**

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

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

As this is a professional program, experiences are designed with the expectation that all members will be fully involved in all classes and in all coursework experiences. As you are a member of a learning community your contribution is vital and highly valued, just as it will be when you take on the professional responsibilities of being a teacher. If you need to miss class in instances of personal or family illness or for religious requirements, please let me know in advance. If other special circumstances apply, let’s talk. Trouble getting child care? Bring your child along to class – we will figure it out.

**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, you may 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

It is in your interest to complete all assignments on time. If you do need more time, touch base with me so we can figure out an arrangement that works prior to the due date. Students may need 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. A penalty of 20% per day will apply for unexcused late submissions of assignments.

ISSUES WITH GROUP TASKS

During group work, if your group is having difficulty collaborating effectively or if someone does not seem to be pulling their weight, please speak gently but directly to the other members in your group to work out a plan to address the concerns. If you are unable to work out an arrangement in this way, please let me know as soon as possible so I can brainstorm and troubleshoot with the group. If a group is still unable to collaborate effectively or discuss course activities in a timely manner, I may re-assign members to different groups, assign individual work for completion, or work out another alternative.

GRADING

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

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
It is the student’s responsibility to request academic accommodations according to the University policies and procedures listed below. The student accommodation policy can be found at: https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Student-Accommodation-Policy.pdf. Students needing an accommodation because of a disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities: ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Accommodation-for-Students-with-Disabilities-Procedure.pdf. Students needing an accommodation in relation to their coursework based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to their Instructor.

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

Attendance/ Prolonged Absence
Students may be asked to provide supporting documentation for an exemption/special request. This may include, but is not limited to, a prolonged absence from a course where participation is required, a missed course assessment, a deferred examination, or an appeal. Students are encouraged to submit documentation that will support their situation. Supporting documentation may be dependent on the reason noted in their personal statement/explanation provided to explain their situation. This could be medical certificate/documentation, references, police reports, invitation letter, third party letter of support or a statutory declaration etc. The decision to provide supporting documentation that best suits the situation is at the discretion of the student.

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

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

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

For additional resources including, but not limited to, those aimed at wellness and mental health, student success or to connect with the Student Ombuds Office, please visit https://www.ucalgary.ca/registrar/registration/course-outlines

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

Werklund SU Representative is Dwani Joshi, educrep@su.ucalgary.ca.