

AB

**EDUC 460.02: Specialization I Elementary English Language Learners
Winter, 2024**

Class Dates: January 8-March 8, 2024

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.

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 English as an Additional Language. 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:

Over the course of the semester, students will:

- 1) Develop a foundational understanding of the nature of discourse in the discipline, as related to teaching and learning, including specialized language, concepts, and terminology.
- 2) Understand teacher as designer of learning and assessment plans and use of the resources available for designing learning and assessment.
- 3) Explore and apply 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 design 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 RESOURCES:

Required Articles links will be made available on D2L; required readings for each week are listed in the weekly schedule):

Required Readings (available online):

Alberta Education. (2011). *English as a Second Language Proficiency Benchmarks*. Retrieved from: <http://www.learnalberta.ca/content/eslapb/>

Alberta Learning. (2000). *Programs of Study*.
Available online at: <https://www.alberta.ca/programs-of-study.aspx>

Alberta Learning. (2010). *Making a difference: Meeting diverse learning needs with differentiated instruction*. Retrieved from: https://education.alberta.ca/media/384968/makingadifference_2010.pdf

Alberta Teachers' Association (n.d.) *English as a Second Language Council*. Retrieved from: <https://eslc.teachers.ab.ca/Pages/Home.aspx>

Friesen, S. (2009). *What did you do in school today? Teaching effectiveness: A framework and rubric*. Toronto: Canadian Education Association. Retrieved from: <https://www.edcan.ca/articles/what-did-you-do-in-school-today-teaching-effectiveness-a-framework-and-rubric/>

Kapoyannis, T. (2019). Literacy Engagement in Multilingual and Multicultural Learning Spaces. *TESL Canada Journal*, 36(2), 1–25. <https://doi.org/10.18806/tesl.v36i2.1298>
<https://teslcanadajournal.ca/index.php/tesl/article/view/1329>

Kapoyannis, T. (2021). The Name Jar Project: Supporting Preservice Teachers in Working with English Language Learners. *Language and Literacy*, 23(3), 45–65. <https://doi.org/10.20360/langandlit29510>

Mctighe, J., & Wiggins, G. (2012). Understanding by design framework™ introduction: What is UbD™ framework? http://www.ascd.org/ASCD/pdf/siteASCD/publications/UbD_WhitePaper0312.pdf

Stranger-Johannessen, D, L., & Norton, B. (2018). The African Storybook and Storybooks Canada: Digital Stories for Linguistically Diverse Children. *Language & Literacy*, 20(3), 121–133.
<https://doi.org/10.20360/langandlit29413>

LEARNING TASKS OVERVIEW

LEARNING TASK	DESCRIPTION OF LEARNING TASK	GROUP / INDIVIDUAL	WEIGHT	DUE DATE
1. “Why Study...?”	Emergent Conceptual Understanding of the Discipline	Individual	25%	Monday, January 29, 2024
2. “Learning Task Critique”	Analysis of a Learning Design and Assessment Plan	Group	30%	Monday, February 12, 2024
3. “Creation of Short-term Learning and Assessment Plan”	Creation of Short-term Learning and Assessment Plan	Individual	45%	Friday, March 8, 2023

WEEKLY COURSE SCHEDULE:

Date	Topic	Readings and Tasks	Due Dates
Week 1 January 8-12	What constitutes the teaching of English as an Additional Language? Introduction to learning English as an Additional Language (EAL)	Alberta Education. (2017). <i>Understanding the acquisition of English as an additional language</i> . http://www.learnalberta.ca/content/eslapb/documents/understanding_the_acquisition_of_english_additional_language.pdf Friesen, S. (2009). What did you do in school today? Teaching Effectiveness Framework and Rubric (2009) https://www.edcan.ca/articles/what-did-you-do-in-school-today-teaching-effectiveness-a-framework-and-rubric/	
Week 2 January 15-19	How is EAL taught in Alberta? What are the approaches?	Alberta Education. (2011). <i>English as a Second Language Proficiency Benchmarks</i> . http://www.learnalberta.ca/content/eslapb/ Alberta Teachers’ Association (n.d.) <i>English Second Language Council</i> . https://eslc.teachers.ab.ca/Pages/Home.aspx	
Week 3 January 22-26	Integrating language and content	Lyster, R. (2007). <i>Learning and teaching languages through content</i> . Amsterdam: John Benjamins Publishing Company. (See Chapters 1, 2 and 5) [available as e-book through UofC library] https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=622776	Assignment 1 due: Monday January 29, 2024

Week 4 Jan 29- Feb 2	Literacy and EAL Lesson planning for EAL	Cummins, J. (2011). Literacy engagement: Fueling academic growth for English learners. <i>The Reading Teacher</i> . 65 (2). 142-146. https://ila-onlinelibrary-wiley-com.ezproxy.lib.ucalgary.ca/doi/full/10.1002/TRTR.01022 Literacy and Numeracy Secretariat (2009). <i>ELL voices in the classroom</i> . Secretariat Special Edition #8. (See the pdf on D2L)	
Week 5 February 5-9	Inclusion and differentiation	Kapoyannis, T. (2021). The Name Jar Project: Supporting Preservice Teachers in Working with English Language Learners. <i>Language and Literacy</i> , 23(3), 45–65. https://doi.org/10.20360/langandlit29510 Stranger-Johannessen, D, L., & Norton, B. (2018). The African Storybook and Storybooks Canada: Digital Stories for Linguistically Diverse Children. <i>Language & Literacy</i> , 20(3), 121–133. https://doi.org/10.20360/langandlit29413	Assignment 2 due: Monday, February 12, 2024
Week 6 February 12-16	Vocabulary and Grammar Development	Kapoyannis, T. (2019). Literacy Engagement in Multilingual and Multicultural Learning Spaces. <i>TESL Canada Journal</i> , 36(2), 1–25. https://doi.org/10.18806/tesl.v36i2.1298 Roessingh, H. (2018). Unmasking the Early Language and Literacy Needs of ELLs: What K–3 Practitioners Need to Know and Do. <i>BC TEAL Journal</i> , 3(1), 22–36. https://doi.org/10.14288/bctj.v3i1.276	
Week 7: No Classes- Term Break February 19-23			
Week 8 February 26 – March 1	Design plan and assessment	Alberta Education (2011). <i>Assessment, Tools & Strategies</i> . Retrieved from: http://www.learnalberta.ca/content/eslapb/assessmenttools.html	
Week 9 March 4-8	Design plan and assessment	Time to Work on Lesson Plans	Assignment 3 Due: Friday, March 8, 2024

CHANGES TO SCHEDULE:

Please note that changes to the schedule and course readings 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: Emergent Conceptual Understanding of the Discipline (25%)
DUE: January 29, 2024**MULTIMODAL RESPONSE TO:****“WHY STUDY ENGLISH AS AN ADDITIONAL LANGUAGE? (EAL)?”**

Choose one of the following questions:

Why study ENGLISH AS AN ADDITIONAL LANGUAGE?

What counts as ENGLISH AS AN ADDITIONAL LANGUAGE?

Why teach ENGLISH AS AN ADDITIONAL LANGUAGE?

What are the big ideas or questions in [ENGLISH AS AN ADDITIONAL LANGUAGE] teaching and learning?

The purpose of the assignment is for you to respond to one of these questions as way of reflecting thoughtfully on the pedagogical content knowledge in your subject area. Your response may take a number of forms. It could be a conventional academic essay, an imagined Socratic dialogue between a teacher and student, an illustrated story, an animation, a short video or a podcast. However, all responses must be persuasive – that is, you must fashion a personal stand on the question(s), and then set out to prove your interpretation using *relevant and varied evidence*.

All responses must refer to at least two of the following sources (available through the UCalgary library unless otherwise noted:

Alberta Education. (2009). *Working with young children who are learning English as a new language*.

Retrieved from <https://education.alberta.ca/media/1224523/working-with-young-children-who-are-learning-english-as-a-new-language.pdf>

Cummins, J. (2007). Rethinking monolingual instructional strategies in multilingual classrooms. *Canadian Journal of Applied Linguistics*, 10(Special), 221–240. Retrieved from

<http://www.aclacal.org/wp-content/uploads/2013/08/7-vol-10-no2-art-cummins.pdf>
<https://journals.lib.unb.ca/index.php/CJAL/article/view/19743>

Cummins, J. (2014). *Language, power and pedagogy: Bilingual children in the crossfire*. Clevedon:

Multilingual Matters. Chapter 7: The Threshold and interdependence hypotheses revisited, pp. 173-200.
[available as e-book in UofC library]

<https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?ppg=181&docID=977766&tm=1512578665217>

Goldenberg, C. (2013, Summer). Unlocking the research on English learners: What we know- and don't know about effective instruction. *American Educator*, 4–38. Retrieved from <https://dataworks-ed.com/wp-content/uploads/2016/05/Goldenberg.pdf>

Also available in LCR:

<https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=88779192&site=ehost-live>

- Kapoyannis, T. (2019). Literacy Engagement in Multilingual and Multicultural Learning Spaces. *TESL Canada Journal*, 36(2), 1–25. <https://doi.org/10.18806/tesl.v36i2.1298>
- Naqvi, R., McKeough, A., Thorne, K., & Pfitscher, C. (2012). Dual language books as an emergent literacy resource: Culturally and linguistically responsive teaching and learning. *Journal of Early Childhood Literacy*, 13(4), 501–528. <https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/full/10.1177/1468798412442886>
- Norton, B., & Gao, Y. (2008). Identity, investment, and Chinese learners of English. *Journal of Asian Pacific Communication*, 18(1), 109–120. doi: 10.1075/japc.18.1.07nor
<https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ufh&AN=32079551&site=ehost-live>
- Roessingh, H. (2011). Family treasures: A dual-language book project for negotiating, language, literacy, culture and identity. *The Canadian Modern Language Review*, 67(41), 123–148.
<https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ufh&AN=58531874&site=ehost-live>
- Svalberg, A. (2007). Language awareness and language learning. *Language Teaching*, 40, 287-308.
<https://www-cambridge-org.ezproxy.lib.ucalgary.ca/core/journals/language-teaching/article/language-awareness-and-language-learning/E3C8280E6AD09DBC9B6BDCB7A2553DA0>
- Teaching English to Speakers of Other Languages. (2010). *Position paper on language and literacy development for young English language learners (ages 3-8)*. Retrieved from
<http://www.tesol.org/docs/pdf/371.pdf>

There is no program of study for Elementary English as an Additional Language. Please refer to the Alberta ESL Benchmarks. Retrieved from

Alberta Education. (2011). *English as a Second Language Proficiency Benchmarks*. Retrieved from:
<http://www.learnalberta.ca/content/eslapb/>

You may also want to draw upon:

- Discussions in your inquiry groups
- Readings from this course and previous courses
- Observations made during your field experience

Criteria

Your response should:

- Articulate a clear, insightful and persuasive argument
- Draw upon relevant evidence from the readings to support the argument
- Demonstrate an emerging understanding of concepts and theories related to the teaching of English as an Additional Language
- Use an appropriate mode of expression in a way that is sophisticated, clear and accurate.
- Include at least 2 peer reviewed references and cited in APA 7. (check with instructor regarding citation requirements in multimodal formats)

CRITERIA FOR ASSESSMENT OF LEARNING TASK 1

Rubric	A+/A	A-/ B+	B / B-	C+ / lower
Support for ideas (50%) -provides evidence of a clear personal stand on the question(s), supported by relevant and varied evidence	A clear personal stand on the question is presented, with thorough, detailed, varied and well-supported evidence throughout.	A clear personal stand on the question is presented. Most evidence is thorough, detailed, varied and well-supported, while some evidence requires strengthening.	A clear personal stand on the question is presented. Some evidence is well-supported, but most lacks the thoroughness, variation and detail to provide strong support.	A clear personal stand on the question is not articulated. Inadequate supporting evidence is provided.
Grounding with theory (30%) -makes connections to EAL concepts and theories, and explains these connections	EAL concepts and theories are supported through multiple connections to the literature, are highly effective, and clearly articulated and explained.	EAL concepts and theories are supported by some connections to the literature, are usually effective, and usually clearly articulated and explained. Some connections require strengthening.	EAL concepts and theories are supported by few connections to the literature; those connections made may be inappropriate or underexplained.	Connections to EAL concepts and theories are missing, incomplete, or made in a cursory manner.
Presentation of ideas (20%) -presentation of ideas appropriate for academic context -APA in-text citations and reference list -attention to form (grammar, spelling, etc.)	The presentation of ideas is appropriate for an academic context. In-text citations and the reference list represent accurate APA 7 th edition style. Work demonstrates superior attention to form.	The presentation of ideas is mostly appropriate for an academic context. Most in-text citations and the reference list represent accurate APA 7 th edition style. Work demonstrates attention to form.	The presentation of ideas includes noticeable inappropriacies for an academic context. Some in-text citations and the reference list represent accurate APA 7 th edition style. Work requires some attention to form.	The presentation of ideas is largely inappropriate for an academic context. In-text citations and the reference list may be missing or largely inaccurate for APA 7 th edition style. Work requires extensive editing in order to attend to form.

Note: A and A+ are both worth 4.0. A+ is given at the instructor's professional discretion based on work of rare and exemplary quality.

2. LEARNING TASK 2: Analysis of a Learning Design and Assessment Plan (30%)

DUE: **February 12, 2024**

For this assignment, students will work in pairs to analyze a learning design and assessment plan (aka lesson plan) that they have found online. The purpose will be to: foster professional learning conversations and build knowledge about the features of well-designed discipline-based learning and assessment plans. Students will provide a **four - six** page critical review of the learning design and assessment plan, by addressing questions that will be established by the instructor and discussed in class.

CRITERIA FOR ASSESSMENT OF LEARNING TASK 2

Rubric	A+/A	A-/ B+	B / B-	C+ / lower
Assessment of Learning Plan (50%) -addresses the elements of a learning plan as listed in the assignment description	All elements of a learning plan are addressed in a thorough, detailed and well-supported assessment.	Some elements of a learning plan are addressed in a thorough, detailed and well-supported assessment. Others require strengthening.	Some elements of a learning plan are addressed, however the assessment is vague and examples are inappropriate, unspecific or few.	Some of the elements of a learning plan are missing or addressed in a cursory manner.
Grounding with theory (30%) -makes connections to EAL concepts and theories, and explains these connections	EAL concepts and theories are supported through multiple connections to the literature, are highly effective, and clearly articulated and explained.	EAL concepts and theories are supported by some connections to the literature, are usually effective, and usually clearly articulated and explained. Some connections require strengthening.	EAL concepts and theories are supported by few connections to the literature; those connections made may be inappropriate or underexplained.	Connections to EAL concepts and theories are missing, incomplete, or made in a cursory manner.
Presentation of ideas (20%) -presentation of ideas appropriate for academic context -APA in-text citations and reference list -attention to form (grammar, spelling, etc.)	The presentation of ideas is appropriate for an academic context. In-text citations and the reference list represent accurate APA 7 th edition style. Work demonstrates superior attention to form.	The presentation of ideas is mostly appropriate for an academic context. Most in-text citations and the reference list represent accurate APA 7 th edition style. Work demonstrates attention to form.	The presentation of ideas includes noticeable inappropriacy for an academic context. Some in-text citations and the reference list represent accurate APA 7 th edition style. Work requires some attention to form.	The presentation of ideas is largely inappropriate for an academic context. In-text citations and the reference list may be missing or largely inaccurate for APA 7 th edition style. Work requires extensive editing in order to attend to form.

Note: A and A+ are both worth 4.0. A+ is given at the instructor's professional discretion based on work of rare and exemplary quality.

Resources:

Alberta Assessment Consortium Username: [teachers](#) Password: [master](#)

Doucette Library – Library guide for lesson planning <https://library.ucalgary.ca/c.php?g=255367&p=1703328>
http://esllearningbydesign.com/info/about_us

3. LEARNING TASK 3: Creation of Short-term Learning and Assessment Plan (45%)

DUE: March 8, 2024

For this assignment, students work individually. Each student will design a short-term learning and assessment plan. The plan will be comprised of ONE lesson plan for an 80-minute class (for Secondary) or TWO/THREE lessons of 35- 40 minutes (for Elementary or Junior High). Your plan should follow a clear and comprehensive template (of your choice) and include a plan for learning and assessment that promotes deep understanding of a key concept or competency in your discipline.

Drawing on your Pragmatics and Field Experience courses in Semester I, in this final assignment, you will be asked to prepare an annotated lesson plan related to your teachable subject area. To this end you will be asked to record your thoughts and decision-making processes while creating the lesson plan. This may be done in a variety of ways and will be discussed in class by your instructor. Simply put, however, you will record on the lesson plan the reasons for the choices that you have made, how this lesson plan fits into the broader context of a unit as described in the Programs of Study, and the intended results of creating the lesson in the manner in which you have done.

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, options for inclusion/differentiation, and formative assessment strategies that link to your objectives.
2. Annotations to the lesson plan. Through discussion with your instructor, record the choices you made, the ideas you chose to include, and how this lesson fits into the curricular objectives as stated in the Alberta Programs of Study. Justify the pedagogical choices you have made by adding references to the literature you have discussed in class.

CRITERIA FOR ASSESSMENT OF LEARNING TASK 3

Rubric	A+/A	A-/ B+	B / B-	C+ / lower
DESIGN Curricular Outcomes -links to Program of Studies (PoS)	Appropriate links to PoS for chosen level; clear understanding of curricular outcomes as expressed in POS	Some links to PoS for chosen level are clear and appropriate; some PoS curricular outcomes are represented in lesson plan	Links to PoS for chosen level not clear or appropriate; curricular outcomes present but not clearly	Few if any links provided between PoS and lesson elements; curricular outcomes not present

-selected ESL benchmarks (level 3) with rationale	Appropriate selected ESL benchmark objectives for level 3 students with specific rationale.	Appropriate selected ESL benchmark objectives for level 3 students with general rationale.	articulated; little effort to integrate Selected ESL benchmark objectives for level 3 students not clearly articulated or rationale not articulated.	Inappropriate or missing selected ESL benchmark objectives for level 3 students.
INSTRUCTIONAL DELIVERY -plan demonstrates disciplinary knowledge, engagement, student-centeredness, organization, integration across lesson sections	Plan well Informed by disciplinary knowledge; lesson highly engaging; lesson is clearly student-centered; lesson clear and well-ordered; easy to envision how lesson will unfold; all important elements included; high degree of integration among lesson sections and excellent links	Good evidence of carryover of disciplinary knowledge to lesson plan; lesson is somewhat engaging mostly student-centered; good attempt to integrate parts of the lesson; lesson plan mostly clear and logical flow; most important elements included	Some evidence that disciplinary knowledge informed creation of lesson plan; lesson is somewhat student-centered but needs to be strengthened; lesson plan flow is neither clear nor logical and is hard to follow; several important elements of good lesson plan are missing	Little evidence that disciplinary knowledge informed creation of plan; lesson is teacher-centered; lesson plan is missing important elements and does not flow well (hard for reader to imagine how the lesson would unfold)
DEEP UNDERSTANDING -learning opportunities for deep understanding of curriculum objectives	Lesson design is highly effective for encouraging deep understanding of content objectives by students	Lesson design provides good opportunities to encourage deep understanding by students	Lesson design shows awareness of importance of encouraging deep understanding by students but not effective in achieving that understanding	Absence of evidence of attempt to encourage deep understanding by students
ASSESSMENT -integrated formative assessments -statement of how assessment will improve practice	Appropriate assessments are clearly integrated into lesson; clearly communicates to students how	Good effort to integrate appropriate and effective assessments; Shows some variety in choices	Some attempt made to include appropriate assessment opportunities; shows lack of understanding of	Assessment lacking; no understanding shown of importance of appropriate and effective

	individual tasks fit in. Uses a variety of effective formative assessments to inform instructional decisions and to improve practice; strong statement of how assessment will improve practice	for formative assessment – most are effective; clear statement of how assessments will improve practice	what constitutes effective assessment; no communication to students of how to situate their work. Formative assessment options are limited and not particularly effective; does not address how assessment will lead to improved practice	assessment; clear lack of direction for students. Unclear vision of how to include assessment; discussion of importance of assessment or how it can be used to improve practice needs to be strengthened /revised
ANNOTATIONS -depth of analysis -writing quality	Annotations display a sophisticated and elegant understanding and analysis of the role of planning in lesson design. The annotated lesson plan is clearly written and stands as a superior example free of errors.	Annotations display a competent understanding, if not analysis, of the role of planning in lesson design. The annotated lesson plan is relatively clearly written and contains few errors.	Annotations display some understanding of the role of planning in lesson design, but lack analysis. The annotated lesson plan is somewhat unclearly written and contains errors that impede understanding.	Annotations display little understanding of the role of planning in lesson design and lack analysis. The annotated lesson plan is unclearly written and contains many errors that impede understanding.

Note: A and A+ are both worth 4.0. A+ is given at the instructor's professional discretion based on work of rare and exemplary quality.

THE EXPECTATION OF EXCELLENCE IN PROFESSIONAL WORK

Please review the **Schedule of Weekly Activities and Readings** 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. **With respect to group work and projects, if there are difficulties collaborating, please contact the instructor.**

- ***Engagement in collaborative knowledge-building and Inquiry***

Another reason for the importance of attendance and active participation in every class is that the course involves working with fellow students to make ideas and thinking visible in order to build collective knowledge. For example, each week 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 and feedback as you analyze and design learning plans together.

In order to be successful in this class, you are required to engage with all of the readings, participate fully in knowledge-building endeavors through class discussions and collaborative activities, and complete all assignments.

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 or discuss course materials online in a timely manner, the instructor may re-assign members to different groups or assign individual work for completion.

GRADING

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

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

Academic Accommodation

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](https://www.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 Claire Gillis,
esa@ucalgary.ca.

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