

**EDUC 460.02: Elementary English as an Additional Language
Winter 2021**

Instructor: Simren Trehin
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Virtual Office Hours: By appointment

Start and end date: January 11th - March 12th

Term break: February 13th -20th 2021

Synchronous zoom meeting times: January 11th, 25th, February 8th, March 1st (9:30 – 11:00 a.m. MST)

What time is it in Calgary? See <https://www.timeanddate.com/time/zone/canada/calgary>

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 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 on-line through Zoom and a D2L environment

REQUIRED RESOURCES:

Additional readings may be incorporated by instructor as needed.

Required Textbook: Celce-Murcia, M., Brinton, D. & Snow, M. (2014). *Teaching English as a second or foreign language. 4th edition.* Cengage.

Required Articles (links will be made available on D2L as needed; 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 Education. (2013). Ministerial order on student learning (#001/2013). Retrieved from: <https://education.alberta.ca/media/1626588/ministerial-order-on-student-learning.pdf>

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://www.eslcata.com/>

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/>

Additional Resources:**APA ONLINE RESOURCE (AVAILABLE FREE OF CHARGE)**

Basics of APA Style (Tutorial): <https://apastyle.apa.org/instructional-aids/tutorials-webinars>

LEARNING TASKS OVERVIEW

LEARNING TASK	DESCRIPTION OF LEARNING TASK	GROUP / INDIVIDUAL	WEIGHT	DUE DATE
LT1: Learning Task Critique	Working with a partner, provide a 4-6 page critical review of a learning and assessment plan (i.e., lesson plan) found online.	Group	30%	February 5, 2021
LT2: Creation of a Short-term Learning and Assessment Plan	Individually design a short-term learning and assessment plan aligned with teaching English Language Learners in your discipline.	Individual	40%	March 5, 2021
LT3: Contribution to scholarly community portfolio assignment	Build and demonstrate scholarly and professional thinking in relation to concepts and insights in the field of EAL teaching, through taking part in weekly tasks, discussions, and activities.	Individual	30%	Ongoing curated evidence due: March 12, 2021

WEEKLY COURSE SCHEDULE:

Week of	Topic	Readings and Tasks	Zoom & Due Dates
Jan. 11-15	<p>What constitutes the teaching of English as an Additional Language?</p> <p>Introduction to learning English as an Additional Language (EAL)</p>	<p>Ellis, R. (2014). Principles of instructed second language learning. In M. Celce-Murcia, D. M. Brinton, & M. A. Snow (Eds.), <i>Teaching English as a second or foreign language</i> (4th ed., pp. 31–45). Boston: National Geographic Learning.</p> <p>Alberta Learning. (2000). <i>Programs of Study</i>.</p> <p>Alberta Education. (2013). <i>Ministerial order on student learning</i> (#001/2013).</p>	<p>1st Zoom session: Jan. 11th 9:30-11:00am</p>
Jan. 18-22	<p>How is EAL taught in Alberta?</p> <p>What are the approaches?</p>	<p>Celce-Murcia, M. (2014). An overview of language teaching methods and approaches. In M. Celce-Murcia, D. M. Brinton, & M. A. Snow (Eds.), <i>Teaching English as a second or foreign language</i> (4th ed., pp. 2–14). Boston: National Geographic Learning.</p> <p>Alberta Education. (2011). <i>English as a Second Language Proficiency Benchmarks</i>.</p>	

		Alberta Teachers' Association (n.d.) <i>English as a Second Language Council</i> .	
Jan. 25-29	Integrating language and content Task-based teaching and learning	<p>Snow, M. A. (2014). Content-based and immersion models of second/foreign language teaching. In M. Celce-Murcia, D. M. Brinton, & M. A. Snow (Eds.), <i>Teaching English as a second or foreign language</i> (4th ed., pp. 438–454). Boston: National Geographic Learning.</p> <p>Nunan, D. (2014). Task-based teaching and learning. In M. Celce-Murcia, D. M. Brinton, & M. A. Snow (Eds.), <i>Teaching English as a second or foreign language</i> (4th ed., pp. 455–470). Boston: National Geographic Learning.</p>	2nd Zoom session: January 25 th 9:30-11:00am
Feb. 1-5	Literacy and EAL Lesson planning for EAL	<p>Ediger, A. M. (2014). Teaching second/foreign language literacy to school-age learners. In M. Celce-Murcia, D. M. Brinton, & M. A. Snow (Eds.), <i>Teaching English as a second or foreign language</i> (4th ed., pp. 154–169). Boston: National Geographic Learning.</p> <p>Purgason, K. B. (2014). Lesson planning in second/foreign language teaching. In M. Celce-Murcia, D. M. Brinton, & M. A. Snow (Eds.), <i>Teaching English as a second or foreign language</i> (4th ed., pp. 362–379). Boston: National Geographic Learning.</p>	LT1 Due: Feb. 5 th
Feb. 8-12	Inclusion and differentiation Second language reading	<p>Purpura, J. E. (2014). Language learner strategies and styles. In M. Celce-Murcia, D. M. Brinton, & M. A. Snow (Eds.), <i>Teaching English as a second or foreign language</i> (4th ed., pp. 532–549). Boston: National Geographic Learning.</p> <p>Alberta Learning. (2010). <i>Making a difference</i>.</p> <p>Anderson, N. J. (2014). Developing engaged second language readers. In M. Celce-Murcia, D. M. Brinton, & M. A. Snow (Eds.), <i>Teaching English as a second or foreign language</i> (4th ed., pp. 170–188). Boston: National Geographic Learning.</p>	3rd zoom session: Feb. 8 th 9:30-11:00am
Feb. 15-19		Term Break – No Classes	
Feb. 22-26	Grammar and EAL	Larsen-Freeman, D. (2014). Teaching grammar. In M. Celce-Murcia, D. M. Brinton, & M. A. Snow (Eds.), <i>Teaching English as a second or foreign language</i> (4th ed., pp. 256–270). Boston: National Geographic Learning.	

professional learning conversations and build knowledge about the features of well-designed discipline-based learning and assessment plans.

You are specifically asked to provide a 4-6 page critical review of the lesson plan, using the following components as a guide and organizational tool for your review (please use the headings to organize your writing).

Introduction

- Begin by listing the name of your **lesson plan, grade level, where you found it with the URL link**, and a brief 2-3 sentence explanation on why you chose it.

Overall Aims and Purposes:

- Which of the language teaching methods or approaches did this lesson plan most align with and how?
- To what extent, and how was this lesson plan aligned with the English as a second language proficiency benchmarks?

Knowledge/Understandings:

- In light of the identified learning intentions, to what extent did the learning plan seek to impart a *big idea* or a *key enduring understanding*? How was this (or could this be) differentiated for EAL learners?

Skills/Processes:

- In light of the identified learning intentions, to what extent did the learning plan seek to promote specific skill(s)/processes? How was this (or could this be) differentiated for EAL learners?

Values/Attitudes:

- In light of the identified learning intentions, to what extent did the learning plan seek to promote particular values/attitudes?

Inquiry and Engagement:

- To what extent did the lesson plan pose provocative and interesting question(s) to foster engagement, inquiry, and transfer of learning?
- To what extent was the work students were asked to do engaging and worthy of their time and attention?

Assessment Evidence:

- By what criteria were “performances of understanding” judged? Through what other evidence were students asked to demonstrate achievement of the desired learning intentions?
- To what extent were students given opportunities to receive formative feedback prior to handing in their work for summative evaluation?
- To what extent did the overall assessment plan evaluate for deep understanding of the identified learning intentions (i.e., knowledge/understandings, skills/processes, and values/attitudes)?
- How could these be specifically differentiated for EAL learners?

Recommendations:

- Based on the limitations you identified, what are three “feedforward” suggestions you believe would significantly strengthen the design and differentiation of this lesson plan for EAL learners?

CRITERIA FOR ASSESSMENT OF LEARNING TASK 1

Content/Grade	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 the critical review are addressed in a thorough, detailed, and well-supported assessment.	Some elements of the critical review are addressed in a thorough, detailed and well-supported assessment. One or two areas, however, require strengthening.	Some elements of the critical review are addressed; however, the assessment is vague and supporting evidence is inappropriate, unspecific or few.	Many of the elements of the critical review are missing or addressed in a cursory manner.
Grounding with theory (30%) -makes connections to theories of learning and Programs of Studies -explains these connections	Grounded in theory, critical review makes many highly effective and well-explained connections to the literature including the Program of Studies.	Grounded in theory, critical review makes some usually effective and well-explained connections to the literature including the Program of Studies. Some connections require strengthening.	Not well grounded in theory, critical review makes few connections to the literature or the Program of Studies. Connections are sometimes inappropriate and under explained.	Connections to theory and/or Program of Studies are missing, incomplete, or made in a cursory manner.
Presentation of ideas (20%) -5-6 pages double-spaced; academic writing style -APA in-text citations and reference list -attention to form (grammar, spelling, etc.)	Critical review is 5-6 pages. Writing style is fluid and clear. In-text citations and reference list use correct APA 7 th edition style. Paper demonstrates superior attention to form.	Critical review is 5-6 pages. Writing style is primarily fluid and clear. Most in-text citations and reference list use correct APA 7 th edition style. Paper demonstrates attention to form little to no need for editing.	Paper is 5-6 pages Writing style is sometimes fluid but lacks clarity. Some in-text citations and reference list use correct APA 7 th edition style. Paper demonstrates some attention to form, but editing is required.	Paper exceeds 6 pages or is less than 5. Writing style is disjointed and unclear. In-text citations and reference list are missing or not in APA style. Paper requires extensive editing in order to attend to form.

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://eslearningbydesign.com/info/about_us
LEARNING TASK 2: Creation of Short-term Learning and Assessment Plan (40%)
DUE: March 5, 2021

For this assignment, students will work individually to design a short-term learning and assessment plan. The plan will be comprised of TWO-THREE lessons of 35- 40 minutes for Elementary. 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:** 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-/ B+	B / B-	C+ / lower
DESIGN Curricular Outcomes -links to Program of Studies (PoS) -selected ESL benchmarks (level 3) with rationale	Appropriate links to PoS for chosen level; clear understanding of curricular outcomes as expressed in POS Appropriate selected ESL benchmark objectives for level 3 students with specific rationale.	Some links to PoS for chosen level are clear and appropriate; some PoS curricular outcomes are represented in lesson plan Appropriate selected ESL benchmark objectives for level 3 students with general rationale.	Links to PoS for chosen level not clear or appropriate; curricular outcomes present but not clearly articulated; little effort to integrate Selected ESL benchmark objectives for level 3 students not clearly articulated or rationale not articulated.	Few if any links provided between PoS and lesson elements; curricular outcomes not present Inappropriate or missing selected ESL benchmark objectives for level 3 students.
INSTRUCTIONAL DELIVERY -plan demonstrates disciplinary knowledge, engagement, student-centeredness,	Plan well informed by disciplinary knowledge; lesson highly engaging; lesson is clearly student-centered; lesson clear and well-ordered; easy to envision how	Good evidence of carryover of disciplinary knowledge to lesson plan; lesson is somewhat engaging mostly student-centered;	Some evidence that disciplinary knowledge informed creation of lesson plan; lesson is somewhat student-centered but needs to be	Little evidence that disciplinary knowledge informed creation of plan; lesson is teacher-centered; lesson plan is missing important elements and does

organization, integration across lesson sections	lesson will unfold; all important elements included; high degree of integration among lesson sections and excellent links	good attempt to integrate parts of the lesson; lesson plan mostly clear and logical flow; most important elements included	strengthened; lesson plan flow is neither clear nor logical and is hard to follow; several important elements of good lesson plan are missing	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 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	Good effort to integrate appropriate and effective assessments; Shows some variety in choices for formative assessment – most are effective; clear statement of how assessments will improve practice	Some attempt made to include appropriate assessment opportunities; shows lack of understanding of 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 lacking; no understanding shown of importance of appropriate and effective 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	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	Annotations display some understanding of the role of planning in lesson design, but lack analysis. The annotated lesson plan is somewhat unclearly written	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

	stands as a superior example free of errors.	contains few errors.	and contains errors that impede understanding.	errors that impede understanding.
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LEARNING TASK 3: Contribution to Scholarly Community Portfolio Assignment (30%)
Due: Ongoing curated evidence due March 12th, 2021

In this assignment, you have the opportunity to demonstrate your engagement with the various ideas, insights, and processes within the field of English as an Additional Language (EAL) education presented in the course. Throughout the course you will have ongoing opportunities to apply key insights and concepts from course texts and resources towards the development of your work in Learning Tasks 1 and 2. At the beginning of each week the instructor will post a news item outlining a series of tasks and activities. These tasks and activities will include reading or listening to course texts and responding to prompts within discussion forums on D2L, acting as a critical friend to provide feedback on colleague's ideas, collaborative dialogue within synchronous zoom meetings, along with optional opportunities to participate in small group conversations and feedback sessions with the instructor.

Assignment format: The weekly tasks or activities will fall into one of the following four categories: 1) *knowledge building activities*, 2) *application exercises*, 3) *idea contributions*, and 4) *collaborative feedback*. Using a Word document self-assessment template provided by your instructor, you are asked to individually curate evidence of your engagement within each of these four areas. Evidence of engagement can be demonstrated in a number of ways including copying and pasting highlights of discussion board posts and replies that took place on D2L. Evidence can also include notes on contributions made during synchronous zoom meetings, along with interactions that occurred with colleagues outside the D2L discussion space. The instructor will use the word document self-assessment document provided to make a final summative evaluation. Instructors may also assess this assignment drawing on notes or other evidence gathered during online interactions. The Word document containing the ongoing curated evidence and self-assessment within each category is due in the D2L Drop box by March 12th.

CRITERIA FOR ASSESSMENT OF LEARNING TASK 3

	BEGINNING (1-2)	DEVELOPING (3)	ACCOMPLISHED (4)	EXEMPLARY (5)
Knowledge Building Activities	Curated evidence shows a lack of engagement with many of the knowledge-building activities. Rarely puts forth substantive ideas and arguments garnered from course texts. Failed to negotiate gaps in understanding by asking thoughtful questions that drew people into discussions.	Curated evidence shows engagement with the only some of the knowledge-building activities. Occasionally puts forth substantive ideas and arguments garnered from course texts. Negotiated gaps in understanding by occasionally asking thoughtful questions that drew people into discussions.	Curated evidence shows a thorough engagement with almost all the knowledge-building activities. Generally puts forth substantive ideas and arguments garnered from course texts. Negotiated gaps in understanding by often asking thoughtful questions that drew people into discussions.	Curated evidence shows a thorough engagement with all the knowledge-building activities. Consistently puts forth substantive ideas and arguments garnered from course texts. Negotiated gaps in understanding by consistently asking thoughtful questions that drew people into discussions.
Application Exercises	Curated evidence shows a lack of engagement with many of the application exercises. Failed to apply key concepts in new contexts/or applications were undeveloped and not well thought out.	Curated evidence shows a thorough engagement with only some of the application exercises. Occasionally applies key ideas and concepts in new contexts in ways that are well developed and thoughtful.	Curated evidence shows a thorough engagement with almost all the application exercises. Consistently applies key ideas and concepts in new contexts in thoughtful ways.	Curated evidence shows a thorough engagement with all the application exercises. Consistently applies key ideas and concepts in new contexts in sophisticated ways.

Idea Contributions	Curated evidence shows a lack of engagement with many of the ideation exercises. Rarely contributes original and novel ideas for the benefit of the learning community.	Curated evidence shows a thorough engagement with only some of the ideation exercises. Occasionally contributes original and novel ideas for the benefit of all.	Curated evidence shows a thorough engagement with almost all the ideation exercises. Generally contributes a myriad of original and novel ideas for the benefit of the learning community.	Curated evidence shows a thorough engagement with all the ideation exercises. Consistently contributes a myriad of extremely original and novel ideas for the benefit of the learning community.
Collaborative feedback	Rarely draws on course texts/resources to provide constructive feedback to help develop colleague's emerging ideas. Feedback rarely, if ever, includes specific and detailed advice on how ideas and prototypes could be improved and strengthened.	Occasionally draws on course texts/resources to provide constructive feedback to help develop colleague's emerging ideas. Feedback only occasionally includes specific and detailed advice on how ideas and prototypes could be improved and strengthened.	Draws on course texts/resources to often provide constructive feedback to help develop colleague's emerging ideas. Feedback almost always includes specific and detailed advice on how ideas and prototypes could be improved and strengthened.	Draws on course texts/resources to regularly provide constructive feedback to help develop colleague's emerging ideas. Feedback always includes specific and detailed advice on how ideas and prototypes could be improved and strengthened.

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**. Late assignments submitted without contacting the instructor prior to the due date will receive a **10% reduction per day**. Students needing an extension may be required to provide written documentation of the associated 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

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/. Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor. The full policy on Student Accommodations is available at <http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf>.

Academic Misconduct

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

Attendance/ Prolonged Absence

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

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

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

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

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

Education Students Association (ESA) President for the 2020 – 2021 academic year is Jonah Secreti, jonah.secreti@ucalgary.ca esa@ucalgary.ca.

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