

**EDUC 460.03: Specialization I in Elementary English Language Arts
Winter 2021**

Section	Instructor	Weekday	Location	Email
S01	Maren Aukerman	Mondays	Online	Maren.aukerman@ucalgary.ca

COURSE DATES

Full zoom sessions will be held on these dates, from 9:30-11:

Jan. 11
Jan. 25
Feb. 8
March. 1

Additional recommended check-ins will be held weekly on Mondays from 9:30-10.

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

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

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

OFFICE HOURS

By appointment

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 Elementary Language Arts. 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.

Section Specific Course Description:

This class is about how to make elementary language arts teaching meaningful through the primary lens of what fruitful reading teaching can look like. We will consider topics such as

classroom discussion facilitation, thoughtful text selection and grouping, and instructional content and assessment that considers both decoding and deeper textual meaning-making.

LEARNER OUTCOMES:

Over the course of the semester, students will:

- 1) Develop a foundational understanding of the nature of discourse in Elementary Language Arts, 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 English Language Arts 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.

REQUIRED RESOURCE:

The following text is highly recommended *for purchase* as it is a good resource for classroom use. It should be widely available online and also through the university bookstore:

Rog, L. (2002). *Guided Reading Basics: Organizing, managing, and implementing a balanced literacy program in K-3*. Stenhouse: Portland, Maine.

E-book available for purchase from the following vendor

Google Play Books https://play.google.com/store/books/details?id=eq2xRywJetcC&rdid=book-eq2xRywJetcC&rdot=1&source=gbs_atb

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:

Alberta Education. (2016). *The guiding framework for the design and development of kindergarten to grade 12 provincial curriculum* (Programs of study). Retrieved from:
<https://education.alberta.ca/media/3273037/guiding-framework-oct-6-2016.pdf>

Alberta Education. (2016). *Competencies: Descriptions, indicators, and examples*. Retrieved from:
<https://education.alberta.ca/competencies/descriptions-indicators/>

Alberta Education. (2011). *English as a second language proficiency benchmarks*. Retrieved from:
<http://www.learnalberta.ca/content/eslapb/>

Alberta Education. (2000). *Programs of study*. Elementary English language arts. Retrieved from:
<https://education.alberta.ca/media/160360/ela-pos-k-9.pdf>

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

Rosner, J. Test of Auditory Analysis Skills. (Test of phonological awareness)

<http://courses.washington.edu/sop/Test%20of%20Auditory%20Analysis%20Skills.pdf>

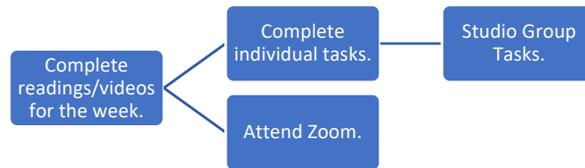
PICTUREBOOK LISTS AND RESOURCES

- 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/>
- 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/childrens?original_shelf=children-s

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.
- **Zoom sessions and check-ins.** These are opportunities to dialogue with the whole class, get additional detail on studio group tasks and assignments, and gain insights from the professor.
- **Studio group tasks.** These tasks involve simulated teaching, discussion, and reflection. Your group will be assigned and will remain stable for the semester. Budget 1.5 hours per week for online meetings, at a time that works for all of you; it should be *after* the whole-class Zoom session/check-in. Your group will turn in 2 assignments, one for Learning Task 1 and one as a piece of Learning task 3. Make sure you record/turn in the date/time of each group meeting, who was present, notes, and answered questions/completed activity sheets.


LEARNING TASKS OVERVIEW

A fuller description of each learning task is provided later in this syllabus.

LEARNING TASK	DESCRIPTION OF LEARNING TASK	GROUP / INDIVIDUAL	WEIGHT	DUE DATE
LT1: <i>Picturebook discussions and reflection</i>	<i>Plan, teach, and reflect on discussions based on authentic dialogue that each member of your studio group facilitates</i>	Group	30%	February 5, 2021
LT2: <i>Creation of Short-term Learning and Assessment Plan</i>	<i>Develop a learning and assessment plan that focuses on an aspect of literacy important for democratic citizenship.</i>	Individual	30%	March 5, 2021
LT3: <i>Structured Reflection Portfolio</i>	<i>This is an integrated portfolio of weekly reflection and learning activities that you will complete individually and in your studio group.</i>	Individual component (weekly tasks) Group component (Google Doc of recorded weekly activities)	40%	Ongoing curated evidence due: March 12, 2021

WEEKLY COURSE SCHEDULE

Date	Week/Focus	Resources & Tasks	Zoom & Due Dates
Jan. 11-15	Week 1: The centrality of listening	<p>Written Texts:</p> <p>Aukerman, M. & Jensen, K.. (2020) The Literacy is in the Listening: Honouring Multiplicity and Interrelatedness as Early Grade Teachers. In Lenters & McDermott, <i>Affect, Embodiment, and Place in Critical Literacy</i>. NY: Routledge. Post PDF (instructor's own work)</p> <p>Lewis, C. (1993). 'Give people a chance': Acknowledging social differences in reading. <i>Language Arts</i>, 70, 454-461. https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/41482118</p> <p>Individual Portfolio Tasks: <i>Choose an object or photo that is important to you. Be prepared to share a memory tied to that object/photo (in your studio group). Include the image in your portfolio.</i></p> <p><i>Write a reflection on this week's readings and how they relate for you to what it means to listen to students. Aim for 1 substantive paragraph.</i></p> <p>Studio Group Tasks: <i>Narrating and listening activity.</i> <i>Planning and norm-setting activity.</i></p>	Full Session: Monday, Jan 11 9:30-11

Jan. 18- 22	Week 2: High-quality text discussion	<p>Written Texts:</p> <p>Wartenberg, T. (2014) Chapter 7, Facilitating a philosophical discussion. In <i>Big Ideas for Little Kids: Teaching Philosophy through Children's Literature</i>. 59-65. Post PDF (fair dealing)</p> <p>Aukerman, Unpublished “Discourse patterns” packet. Available on d2l.</p> <p>Volcanoes Transcript (Available on d2l; print hard copy for use in Studio Group Task).</p> <p>Video Texts for the week:</p> <p>“Volcanoes” video (unpublished). Available on d2l.</p> <p>“Picture Book Philosophy” video https://www.youtube.com/watch?v=x5wuHRyHez0</p> <p>Individual Portfolio Task: <i>Coding activity.</i></p> <p><i>2 substantive paragraphs on your response to the kind of instruction in the videos observed for this week.</i></p> <p>Studio Group Tasks: <i>Classroom Discourse Activity. Make sure you have completed all readings and watched the video before the studio group meets.</i></p> <p><i>Facilitated Picturebook Discussion & Debriefing</i></p> <p>Additional resources</p> <p>Website on children’s books for philosophical discussions. https://www.prindleinstitute.org/teaching-children-philosophy/</p>	<p>Recommended Check-in: Monday, Jan 18 9:30-10</p>
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Jan. 25- 29	Week 3: Comprehension and Meaning- making	<p>Written texts:</p> <p>Aukerman, M. (2008). In praise of wiggle room: Locating comprehension in unlikely places. <i>Language Arts</i>, 86(1), 52-60. https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/41962319</p> <p>Rosenblatt, L. (1980). "What Facts Does This Poem Teach You?" <i>Language Arts</i>, 57(4), 386-394. https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/41404974</p> <p>McLaughlin, M. & G. DeVoogd. (2004). Critical literacy as comprehension: Expanding reader response. <i>The Reading Teacher</i>, 48(1), 53-62. https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/40012284</p> <p>Video Text for the week:</p> <p>Critical literacy video: https://www.youtube.com/watch?v=yuamzeQX6c4</p> <p>Individual Portfolio Task: <i>Reflection on efferent/aesthetic reading. Write two paragraphs describing times that you were engaged in efferent reading and aesthetic reading, respectively. What was each experience like for you? Now write a third paragraph on what you think the roles of aesthetic and efferent reading should be in your literacy classroom (can be completed before or after studio group).</i></p> <p>Studio Group Tasks: <i>Facilitated Picturebook Discussion & Debriefing</i></p> <p><i>“Wiggle Room” Activity</i></p>	<p>Full Session: Monday, Jan 25 9:30-11</p>
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Feb. 1-5	Week 4: Background knowledge, text complexity, and vocabulary	<p>Written texts:</p> <p>Tierney, R. J., & Pearson, P. D. (1981). Learning to learn from text: A framework for improving classroom practice. In E. K. Dishner, T. W. Bean, & J. E. Readance (Eds.), <i>Reading in the content areas: Improving classroom instruction</i> (pp. 496-513). Dubuque, IA: Kendall/Hunt Publishing Company. https://files.eric.ed.gov/fulltext/ED205917.pdf</p> <p>Hiebert, E. (2012). 7 Actions that Teachers Can Take Right Now: Text Complexity. Retrieved from: http://textproject.org/assets/text-matters/Text-Matters_7-Actions-Text-Complexity.pdf</p> <p>Hiebert, E. (2019). The Vocabulary Filter Process. Retrieved from: http://textproject.org/assets/text-matters/tm-6-1-vocab-filter/Hiebert-TM-The-Vocabulary-Filter-Process.pdf</p> <p>Video Texts for the week:</p> <p>Interactive Nonfiction Shared Reading: https://www.youtube.com/watch?v=xbGvFSE3YTc</p> <p>Individual Portfolio Task: <i>2 substantive paragraphs on your response to the readings for this week, and how they shape your plans for teaching. You should touch on background knowledge, text complexity, and vocabulary.</i></p> <p>Studio Group Tasks: <i>Facilitated Picturebook Discussions & Debriefing (complete 2)</i></p>	<p>Recommended Check-in: Monday, Feb. 1 9:30-10</p> <p>LT1 Due: Feb. 5th</p>
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Feb. 8-12	Week 5: Running Records and Grouping for Instruction	<p>Written texts:</p> <p>Rog Book. Chapter 4. “Assessing students and creating groups.” In <i>Guided Reading Basics: Organizing, managing, and implementing a balanced literacy program in K-3</i>. Stenhouse: Portland, Maine. 40-47.</p> <p>Schwanenflugel, (2017), Three Myths About “Reading Levels” and why you shouldn’t fall for them. Retrieved from: https://www.psychologytoday.com/ca/blog/reading-minds/201702/three-myths-about-reading-levels</p> <p>Video Texts for the week:</p> <p>Running Record Assessment with a 6-Year-Old Boy. Ohio State University. https://www.youtube.com/watch?v=dQtLFZHW P88</p> <p>Running Record Analysis. https://www.youtube.com/watch?v=m7qhJZzuiL Q</p> <p>Individual Portfolio Task: <i>Write 2 solid paragraphs: How can running records help a teacher identify student strengths and areas for work? What does the running record assessment of the boy in the Ohio State video reveal about the boy as a reader?</i></p> <p>Studio Group Tasks: <i>TBA discussion activity.</i></p>	<p>Full Session: Monday, Feb. 8 9:30-11</p>
Feb. 15-19		READING WEEK	

Feb. 22-26	Week 6: Phonological Awareness, Phonemic Awareness and Phonics	<p>Written texts:</p> <p>Phonological awareness. pp. 73-80. <i>First Steps in Literacy Resource Book: Reading</i>. Retrieved from: https://assets.pearsonschool.com/asset_mgr/current/201340/0135012813_fsil_rrb.pdf</p> <p>Literacy teaching guide: Phonics. (2009). New South Wales Department of Education and Training. https://newcastleearlycareerteachers.files.wordpress.com/2013/02/guide_phonics.pdf pp. 8-25 (you can skip p. 20).</p> <p>Bear, D., Invernizzi, M., Templeton, S., & Johnston, F. (2016). Chapter 3, Organizing for word study: Principles and practices. In <i>Words their way: Word study for phonics, vocabulary, and spelling instruction</i>. Pearson: Boston. 48-89. Post PDF (fair dealing)</p> <p>Video Texts for the week: Peggy Semingson, Phonological awareness, phonemic awareness, and phonics. https://www.youtube.com/watch?v=McJldIFpC8&t=518s</p> <p>Video 15: Phonemes linked to letters https://www.youtube.com/watch?v=6wjU03hjOvs</p> <p>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.</p> <p>Studio Group Tasks: - Share activities w/o saying what it is targeting. -Discuss what the differences are between phonemic awareness and phonics, and how you might decide who needs instruction in one or both. -TBA.</p>	<p>Recommended Check-in: Monday, Feb. 22 9:30-10</p>
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<p>March 1-5</p>	<p>Week 7 New Book Introductions (Book walks) and Guided Reading</p>	<p>Written Texts Rog Book, Chapters 5, 6, 7. “Principles of guided reading instruction.” “Guided Reading for Emergent Readers.” “Guided Reading for Early Readers.”</p> <p>Clay, M. (1998). “Introducing storybooks to young readers.” In <i>By Different Paths to Common Outcomes</i>. Stenhouse: York, Maine, 171-184. Post PDF (fair dealing)</p> <p>Video Texts for the week: <i>As you watch, note style differences. Which teacher is most student-centered in the book walk?</i></p> <p>A. Reading Recovery New Book Intro https://www.youtube.com/watch?v=f-cLFFtHLuk (first 2 minutes 33 seconds only)</p> <p>B. A guided reading lesson showing the importance of book orientation https://www.youtube.com/watch?v=s6m6TKvCrk8</p> <p>C. Guided Reading–Kindergarten – Level C https://www.youtube.com/watch?v=lUa_7kKpre8</p> <p>D. Guided Reading: Text Level A (no book walk) https://www.youtube.com/watch?v=CP_qv9iFYZw</p> <p>Individual Portfolio Task: <i>Plan a book walk/new book introduction for a short guided reading text of your choice. Include your rationale for pre-introducing words, “predicting and locating” words, etc. Make sure copies of your book are available for your studio group.</i></p> <p>Studio Group Tasks: <i>Facilitate book walks with studio group members acting as your students. Discuss and take notes. Consider and clarify how to handle new vocabulary, “predicting and locating” unknown words, and other aspects of book walks that may be unclear.</i></p>	<p>Full Session: Monday, March 1 9:30-11</p> <p>LT2 Due: March 5th</p>
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<p>March 8-12</p>	<p>Week 8: Bringing it all together in the classroom</p>	<p>Written texts: Allington, R.L. & Gabriel, R.E. (2012). Every child, every day. <i>Educational Leadership</i>, 69(6), 10-15. Retrieved from: http://www.ascd.org/publications/educational-leadership/mar12/vol69/num06/Every-Child.-Every-Day.aspx</p> <p>Lewis, K. (2017). Lessons learned: Applying principles of reading recovery in the classroom. <i>The Reading Teacher</i>, 71(6), 727-734. https://ilalibrary-wiley-com.ezproxy.lib.ucalgary.ca/doi/full/10.1002/trtr.1663</p> <p>Derman-Sparks, L. Guide for selecting anti-bias children’s books. https://socialjusticebooks.org/guide-for-selecting-anti-bias-childrens-books/</p> <p>Individual Portfolio Task: (see full description later in syllabus).</p> <p>A reflective essay (2-3 pages). Self-assessment (1 paragraph).</p> <p>Studio Group Tasks:</p> <ul style="list-style-type: none"> • Reflect on this week’s readings together. • Wrap up studio group notes and say farewells. 	<p>Recommended Check-in: Monday, March 8 9:30-10</p> <p>LT3 Due: March 12th</p>
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ASSIGNMENT OVERVIEW

Learning Task 1. Picturebook discussions and reflection.

There are 3 parts to this assignment:

Part 1: . Each studio group member should pick a picturebook from one of the sources listed under “Picturebook lists and resources” (p. 3 of syllabus) and prepare to facilitate a discussion using authentic questions and uptake, based on ideas in the Wartenberg and Aukerman texts. I encourage you to develop a planning sheet with the title of the book and a selection of a range of at least 12 different authentic questions you could ask that reflect different *kinds* of quality questions (see Aukerman discourse patterns packet).

Part 2: Each studio group member facilitates a 10-15-minute discussion via Zoom with your studio group members acting as your students. You need not complete the whole book, and you

do not need to ask the same questions you generated in Part 1 (though you may!). You can choose to read the book during the discussion or have group members read in advance (recommended if the text is longer/denser; please give your group members at least 48 hours notice). Strive to use authentic questions and uptake during the discussion to focus on your group members' ideas about the text. I recommend having a designated "timekeeper" who is not you to let you know when your time is running out/is up. *Record each discussion* and provide a link to them. Your discussions will not be graded (beyond giving credit for completion and meeting the general expectations of the assignment) but I may refer to them when considering the quality of insights for part 3.

Part 3: Immediately after recording the discussion watch the Zoom video as a group and take notes on what you notice about the discussion facilitation. You may choose to either watch the video straight through and then discuss, or stop periodically within the video. Discuss and take notes on your discussion, using a discussion guide that will be provided. Be sure to provide enough specificity that each discussion is discussed differently, since each teacher will have different strengths and challenges. As you take notes, record the specific language used in the discussion leader's instructional prompts and questions. Use course terminology (e.g., authentic questions, uptake) and readings as part of each analysis. Record the date/time of each discussion and the group members present for each discussion. (If a group member is unable to be present for a discussion, they should watch separately and submit their own set of notes for that discussion).

To turn in, in one integrated as a PDF document:

1. Plans for each discussion for all group members (including book title, source list where you got the title, format for reading, stop points if applicable, and possible authentic questions).
2. Link to completed discussion that meets specifications in part 2.
3. Completed group discussion notes for each discussion, with a record of who was present for the discussion and the date/time of each discussion

Evaluation criteria

1. Quality, depth, and incisiveness of group discussion notes.
2. Depth of application of the discussion guide and full answering of provided questions.
3. Accurate application of terminology and key concepts from the readings, including uptake and authentic questions.
4. Inclusion of thoughtful, completed plans for each studio group member, and link to discussion.
5. Completeness, clarity, and editing.

Groups will generally receive a common grade, but I reserve the right to adjust grades if individual group members do not submit their individual plans, or (in the case of a make-up reflection from a group member who was absent) if the quality of individual reflections differs from the quality of the rest of the group's reflections.

Learning Task 2. Creation of short-term learning and assessment plan (approximately 90-120 minutes of class time) that focuses on an aspect of literacy important for democratic citizenship and/or critical literacy, and is developmentally appropriate for the grade level(s) chosen. 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, and assessment strategies that link to your objectives.
2. Annotations to the lesson plan. Record a brief explanation of what you consider to be the relationship between literacy and democratic citizenship or critical literacy generally; explain how this specific lesson links to literacy in the service of democratic citizenship and/or critical literacy; briefly explain how this lesson fits into curricular objectives stated in the Alberta Program of Studies, how this lesson will actively engage students in student-centered dialogue, and how it promotes active thinking and/or inquiry. Justify the pedagogical choices you have made by adding references to the literature you have read for class.

Evaluation criteria:

1. To what extent does the lesson plan meaningfully develop literacy in the service of democratic citizenship or critical literacy?
 2. To what extent is the lesson plan developmentally appropriate for the grade level(s) addressed?
 3. To what extent does the lesson plan include appropriate and thoughtful links to the Alberta Program of Study?
 4. To what extent does the lesson invite students to engage in student-centered dialogue?
 5. To what extent does the lesson invite students to think deeply and/or engage in inquiry?
 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?
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Learning Task 3: Structured Reflection Portfolio. This is an integrated portfolio of that contains both an individual and a group component. You will be completing these components over the course of the semester. They are described in the tasks for each week, but also summarized below for your convenience.

Individual tasks (worth 70% of Task 3 grade)

Week 1:

** Choose an object or photo that is important to you. Be prepared to share a memory tied to that object/photo (in your studio group). Include the image in your portfolio.*

**Write a reflection on this week's readings and how they relate for you to what it means to listen to students. Aim for 1 substantive paragraph.*

Week 2:

**Photo(s)/scans of coding activity.*

**2 substantive paragraphs on your response to the kind of instruction in the videos observed for this week.*

Week 3

Reflection on efferent/aesthetic reading. Write two paragraphs describing times that you were engaged in efferent reading and aesthetic reading, respectively. What was each experience like for you? Now write a third paragraph on what you think the roles of aesthetic and efferent reading should be in your literacy classroom (can be completed before or after studio group).

Week 4

2 substantive paragraphs on your response to the readings for this week, and how they shape your plans for teaching. You should touch on background knowledge, text complexity, and vocabulary.

Week 5

Write 2 substantive paragraphs: How can running records help a teacher identify student strengths and areas for work? What does the running record assessment of the boy in the Ohio State video reveal about the boy as a reader?

Week 6

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/video for this week.

Week 7

Plan a book walk/new book introduction for a short guided reading text of your choice. Include your rationale for pre-introducing words, “predicting and locating” words, etc. Make sure your book (a link is fine) is available for your studio group to read. Bullet points is fine, so long as it is comprehensible.

Week 8

A reflective essay (2-3 pages). Questions you could consider with regard to your learning: What do you now know about learners at particular phases of reading development? What new ideas do you have about reading and discussing books with kids? What do you now understand about the reading-writing connection? (These questions are samples only. Feel free to address different questions you consider relevant and meaningful, and/or to address just some of these.) Do include insights from this week’s readings in whatever you write.

Self-assessment (1 paragraph). Reflect on your participation in the class as a whole, including Zoom sessions and studio group activities. Consider: To what extent and how deeply did you do the readings and assigned tasks on time? To what extent did you attend class and maintain focus? To what extent did you maintain high levels of academic integrity for yourself (including not relying on unauthorized assistance)? What might you have done differently? What did you contribute to the learning of your peers?

Give yourself a grade. In light of your preparation, participation, 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, and only if you had excellent attendance at the required Zoom sessions (or otherwise compensated for missing the session), prepared for each week by completing all of the week’s readings in advance, 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.

Group tasks (30% of Task 3 grade)

Provide detailed notes of each studio group session, including time that you met and who was present for the meeting. When reflection sheets are provided for a studio group activity, use the prompts and questions on these as a structuring device for your note-taking. You are encouraged to take turns taking notes on the group tasks. You do **not** need to turn in notes for the picturebook discussions that you already turned in for Assignment 1.

Evaluation Criteria

These apply to both individual and group entries.

- Completeness.
- Accurate use of course concepts and terminology, including evidence of engagement with course readings.
- 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.

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 the required Zoom sessions with the exception of documented instances of personal or family illness or for religious requirements. We also expect that each week's assignments will be completed during that week.

- *Engagement in Class Discussion and Inquiry*

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

EXPECTATIONS FOR WRITING

All written assignments (including, to a lesser extent, written exam responses) will be assessed at least partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Sources used in research papers must be properly documented. If you need help with your writing, you may use the writing support services in the Learning Commons. For further information, please refer to

the official online University of Calgary Calendar, Academic Regulations, E. Course Information, E.2: Writing Across the Curriculum:
<http://www.ucalgary.ca/pubs/calendar/current/e-2.html>

LATE SUBMISSIONS

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

ISSUES WITH GROUP TASKS

With respect to group work, if your group is having difficulty collaborating effectively, please contact the instructor immediately. If a group is unable to collaborate effectively 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 academic year is Jonah Secreti, jonah.secreti@ucalgary.ca, esa@ucalgary.ca.

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