

**EDUC 460.07: Specialization I Elementary Mathematics**  
**Winter, 2021**

Section	Instructor	Zoom Dates	Zoom Time	Email
S01	Dr. Krista Francis	Jan 11, 25 Feb 8, Mar 1	9:30-11	kfrancis@ucalgary.ca

Class Dates: January 11 – March 12

Term Break: February 14-20, 2021

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: Mondays 9:30-10:50 in Zoom (excluding Zoom dates above)

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 Elementary Mathematics. 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 online course is delivered through a design-based and inquiry-focused approach. Student participation is crucial to the knowledge building in this course. Students are expected to participate in synchronous meetings organized as whole-class ZOOM sessions and in asynchronous conversations via the discussion forums (blogs) in Desire2Learn (D2L). Assessment is both formative and summative based on rubrics for the four Learning Tasks. D2L will be used to post class information and for submitting assignments. You will need a device that supports online audio (and preferably video) communication.

#### REQUIRED RESOURCES:

Alberta Education (2008). Assessment in mathematics. Available online at:

<http://www.learnalberta.ca/content/mewa/html/assessment/index.html>

Alberta Education (2016). Mathematics Kindergarten to Grade 9. Available online at:

[https://education.alberta.ca/media/3115252/2016\\_k\\_to\\_9\\_math\\_pos.pdf](https://education.alberta.ca/media/3115252/2016_k_to_9_math_pos.pdf)

Ansari, D. (2015, September 29). No more math wars: An evidence-based, developmental perspective on math education. *EdCan Network*. <https://www.edcan.ca/articles/no-more-math-wars/>

Boaler, J. (2013). Ability and mathematics: The mindset revolution that is reshaping education. *FORUM*, 55(1), 143–152. <http://dx.doi.org.ezproxy.lib.ucalgary.ca/10.2304/forum.2013.55.1.143>

MathMinds (2020). Online Course Unit 1. <https://www.structuringinquiry.com/math-minds-online-course-launch-page/>

Kilpatrick, J., Swafford, J., & Bradford, F. (2001). Chapter 4: The stands of mathematical proficiency. In *Adding it up: Helping children learn mathematics* (pp. 115-155). National Academy Press.

<https://www.nap.edu/catalog/9822/adding-it-up-helping-children-learn-mathematics>

Singleton, B. K., & Ellis, A. B. (2020). Why multiply? Area measurement and multiplicative reasoning. *Mathematics Teacher: Learning and Teaching PK-12*, 113(10), e36-e42.

#### ADDITIONAL RESOURCES:

Aikenhead, G. (2017). Educational contexts. In *School mathematics for reconciliation: From a 19th to a 21st century curriculum* (pp. 14-26). Aboriginal Education Research Center.

<https://education.usask.ca/documents/profiles/aikenhead/School-Mathematics-for-Reconciliation-vB11.pdf>

Kilpatrick, J., Swafford, J., & Bradford, F. (2001). Teaching for mathematical proficiency. In *Adding it up: Helping children learn mathematics* (pp. 313-368). National Academy Press.

<https://www.nap.edu/catalog/9822/adding-it-up-helping-children-learn-mathematics>

Liljedahl, P. (2021). How we use formative assessment in a thinking classroom. In *Building thinking classrooms in mathematics, Grades K-12 : 14 teaching practices for enhancing learning* (pp. 230-251). Corwin.

Liljedahl, P. (2021). How we use hints and extensions in a thinking classroom. In *Building thinking classrooms in mathematics, Grades K-12 : 14 teaching practices for enhancing learning* (pp. 144-169). Corwin

Mathigon. (2020). *Polypad*. UCL Institute of Education in London. <https://mathigon.org/polypad> [virtual math manipulatives]

SFUSD Math (2016). Visual Model Progressions. <http://www.sfusdmath.org/visual-model-progressions.html>

Speiser, R., Schneps, M. H., Heffner-Wong, A., & Miller, J. L. (2012). Why is paper-and-pencil multiplication difficult for many people? *The Journal of Mathematical Behavior*, 31, 463-475. [https://www-sciencedirect-com.ezproxy.lib.ucalgary.ca/science/article/pii/S0732312312000338](https://www.sciencedirect-com.ezproxy.lib.ucalgary.ca/science/article/pii/S0732312312000338)

Van de Walle, J. A., Karp, K. S., & Bay-Williams, J. M. (2019). Chapter 12: Developing strategies for multiplication and division computation. In *Elementary and middle school mathematics: Teaching developmentally* (10 ed., pp. 273-283). Pearson.

Van de Walle, J. A., Karp, K. S., & Bay-Williams, J. M. (2019). *Elementary and middle school mathematics: Teaching developmentally* (10 ed.). Pearson.

Additional resources may be added in D2L.

### LEARNING TASKS OVERVIEW

LEARNING TASK	DESCRIPTION OF LEARNING TASK	GROUP / INDIVIDUAL	WEIGHT	DUE DATE
1	Analysis of a Learning Design and Assessment Plan	Group	30%	February 5, 2021
2	Creation of Short-term Learning and Assessment Plan	Individual*	40%	Friday 5 <sup>th</sup> March 2021
3	Engaging the Collective	Individual	30%	Wed & Fri (in Blog weeks: see the schedule)

### WEEKLY COURSE SCHEDULE:

Date	Topic	Readings and Tasks	Due Dates
Week 1 Jan 11-15	How is mathematics structured?	Watch MathMinds (2020) Unit 1- A. Principle 1 Watch MathMinds (2020) Unit 1- B. Principle 2 & 3  Math tells us something about how is should be taught	Zoom Session 1 January 11 <sup>th</sup>
Week 2 Jan 18-22	How do principles of learning inform lesson design vs lesson planning?	Watch MathMinds (2020) Unit 1- C. Principle 4 Watch MathMinds (2020) Unit 1- D. Principle 5	

		Read Singleton & Ellis (2020)  Cognitive science Everyone can learn math	
Week 3 Jan 25-29	How to principles of engagement inform the enacting of lesson design?	Watch MathMinds (2020) Unit 1- E. Structured Inquiry  Optional reading Van de Walle et al. (2019) Chapter 12  Reducing working memory	Blog Entry 1  Zoom Session 2 January 25 <sup>th</sup>
Week 4 Feb 1-5	Mathematical understanding	Read Kilpatrick et al. (2001) Chapter 4 Conceptual vs procedural  Optional reading Liljedahl (2021) Chapter 9	Learning Task 1 Due Friday, February 5 <sup>th</sup>
Week 5 Feb 8-12	Mathematics Wars	Read Ansari (2015) No more Math Wars  Optional Reading Kilpatrick et al (2001) Chapter 9	Zoom Session 3 February 8 <sup>th</sup>
Week of Feb 17-21, 2020	NO CLASS— READING WEEK		
Week 6 Feb 22-26	Attitudes towards diversity in math classroom Truth & Reconciliation	Read Boaler (2013)  Attentions to what matters... Mindset – Everyone can learn math  Optional Reading Aikenhead (2017) p. 14-15	Blog Entry 2
Week 7 Mar 1-5	Assessment	Read Alberta Education (2008)  Optional reading Liljedahl (2021) Chapter 13  Assessment beside Math Wars	Zoom Session 4 March 1 <sup>st</sup> Learning Task 2 Due Friday, March 5 <sup>th</sup>
Week 8 Mar 8-12	Flex		

**CHANGES TO SCHEDULE:**

Please note that changes to the schedule may occur to meet the emerging needs and dynamics of the participants in the course.

**LEARNING TASKS AND ASSESSMENT**

There are 3 required Learning Tasks for this course.

**1. LEARNING TASK 1: *Analysis of a Learning Design and Assessment Plan* - DUE: February 5, 2021**

For this assignment, in groups, you will analyze a learning design and assessment plan (lesson plan) that you have found online (preferably on multiplication).

The purpose will be to: foster professional learning conversations and build knowledge about the features of well-designed, discipline-based learning and assessment plans. You will provide a three-to-five-page (double-spaced, 12-point font) critical review of the learning design and assessment plan. Use the following MathMinds (2020) principals to analyze the lesson plan.

- Principle 1: Math tells us something about how it should be taught
- Principle 2: The brain is not static

**CRITERIA FOR ASSESSMENT OF LEARNING TASK 1**

Criteria	A Meets all and exceeds some requirements	B+ to A- Meets all requirements	B- to B Meets most requirements	Does not meet requirements
<b>Principle 1:</b> Math tells us something about how it should be taught	Addresses Principle 1 in a thorough, detailed, and well-supported analysis.	Addresses Principle 1 in a detailed and supported analysis. Requires strengthening.	Addresses Principle 1, however the analysis is vague and examples are inappropriate, unspecific or few.	Principle 1 is not addressed at all or are addressed in a cursory manner.
<b>Principle 2:</b> The brain isn't static	Addresses Principle 2 in a thorough, detailed, and well-supported analysis.	Addresses Principle 2 in a detailed and supported analysis. Requires strengthening.	Addresses Principle 2, however the analysis is vague and examples are inappropriate, unspecific or few.	Principle 2 is not addressed at all or are addressed in a cursory manner.
<b>Grounding with PoS</b> -makes connections to Programs of Study. Explains these connections	Makes multiple connections to Program of Study. Positioning is highly effective, and well-explained.	Makes some connections to the Program of Study. Positioning is usually effective, and well-explained. Some connections require strengthening.	Makes few connections to the Program of Study. Positioning is sometimes inappropriate, and underexplained.	Connections to Program of Study are missing, incomplete, or made in a cursory manner.
<b>Presentation of ideas</b> -3-5 pages double-spaced	Paper is 3-5 pages. Writing style is academic.	Paper is 3-5 pages. Writing style is primarily academic. Most in-text citations and reference list use	Paper is 3-5 pages. Writing style is sometimes academic, sometimes informal.	Paper exceeds 5 pages or is less than 3. Writing style is informal.

-academic writing style -APA in-text citations and reference list -attention to form (grammar, spelling, etc.)	In-text citations and reference list use correct APA 7 <sup>th</sup> edition style. Paper demonstrates superior attention to form.	correct APA 7 <sup>th</sup> edition style. Paper demonstrates attention to form.	Some in-text citations and reference list use correct APA 7 <sup>th</sup> edition style. Paper requires some attention to form.	In-text citations and reference list are missing or not in APA style. Paper requires extensive editing in order to attend to form.
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## 2. LEARNING TASK 2: Creation of Short-term Learning and Assessment Plan – DUE: Friday 5<sup>th</sup> March, 2021

For this assignment, students may work collaboratively but must submit individual assignments. 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 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 annotated lesson plans 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 plans. 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 each 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 Program(s) 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 Program of Study for Mathematics. Justify the pedagogical choices you have made by making reference to the literature discussed in class and/or your broader reading.

**CRITERIA FOR ASSESSMENT OF LEARNING TASK 2**

Criteria	A Meets all and exceeds some requirements	B+ to A- Meets all requirements	B- to B Meets most requirements	Does not meet requirements
<b>DESIGN</b> Curricular Outcomes  -links to Program of Study (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 articulated	Few if any links provided between PoS and lesson elements; curricular outcomes not present
<b>MATHEMATICS</b> Principles Logics	Plan well-informed by disciplinary knowledge. Key principles are clearly identified and accurately specified. Logics that knit principles together are clearly and accurately explained.	Good evidence of carryover of disciplinary knowledge to lesson plan. Key principles are identified and specified. Logics that knit principles together are mostly explained.	Some evidence that disciplinary knowledge informed creation of lesson plan. Key principles are partially identified and specified. Logics that knit principles together are partially explained.	Little evidence that disciplinary knowledge informed creation of plan. Key principals are inadequately or inaccurately specified. Logics do not knit principles together or are inaccurately explained.
<b>LEARNING</b> Noticing Associating	Intended critical discernments to be noticed by learners are clearly identified and accurately specified. Intended association of critical discernments and accurately explained.	Intended critical discernments to be noticed by learners are identified and specified. Intended association of critical discernments are mostly explained.	Intended critical discernments to be noticed by learners are partially identified and specified. Intended association of critical discernments are partially explained.	Critical discernments are inadequately or inaccurately specified. Associations do not knit discernments together or are inaccurately explained.
<b>TEACHING</b> Orienting Juxtaposing	Strategies for orienting attention to critical discernments are clear. Strategies for juxtaposing critical discernments are	Strategies for orienting attention to critical discernments are somewhat clear. Strategies for juxtaposing critical discernments are somewhat clear	Strategies for orienting attention to critical discernments are vague. Strategies for juxtaposing critical discernments are vague and might encourage learners construing	Strategies for orienting attention to critical discernments are unstated or unclear. Strategies for juxtaposing critical discernments are unstated or unclear.

	clear and highly likely to encourage learners construing appropriate association.	and likely to encourage learners construing appropriate association.	appropriate association.	
<b>ASSESSMENT</b>	Appropriate assessments of learners' noticing of critical discernments and forming associations are clearly woven throughout lesson.	Good effort to integrate appropriate assessments of learners' noticing of critical discernments and forming associations within the lesson.	Some attempt made to include appropriate assessments of learners' noticing of critical discernments and forming associations within the lesson. Shows lack of understanding of critical discernments and associations.	Assessment lacking; no understanding shown of importance of appropriate assessment of critical discernments and forming associations within the lesson.; unclear vision of how to include assessment.
<b>ANNOTATIONS</b>				
-depth of analysis	Annotations display a sophisticated and elegant understanding and analysis of the role of planning in lesson design.	Annotations display a competent understanding, if not analysis, of the role of planning in lesson design.	Annotations display some understanding of the role of planning in lesson design, but lack analysis.	Annotations display little understanding of the role of planning in lesson design and lack analysis.
-writing quality	The annotated lesson plan is clearly written and stands as a superior example free of errors.	The annotated lesson plan is relatively clearly written and contains few errors.	The annotated lesson plan is somewhat unclearly written and contains errors that impede understanding.	The annotated lesson plan is unclearly written and contains many errors that impede understanding.

### 3. LEARNING TASK 3: Engaging the Collective (Individual 30%)

#### Due Date

Blog weeks (Week 3, 6 – as specified in the above weekly schedule)

Blogs: Wednesdays (midnight)

Responses: Fridays (midnight)

Format: Blog Format, APA 7 formatting

The purpose of the learning task is to provide a response to the following questions:

**Blog Post 1:** Explore the area model of multiplication (see Van de Walle et al., 2019) and/or the Treviso Lattice Algorithm (see Spiezer et al, 2012 or Van de Walle et al., 2019). What are the



principles (regularity, pattern, feature) of multiplication that are highlighted by the model/algorithm? How are the principles associated/combined? What should the learner notice (critical discernments) and knit together? How might a teacher orient attention and juxtapose critical discernments?

**Blog Post 2:** *Principle 1: Math tells us something about how it should be taught and Principle 2: The brain isn't static.* Compare and contrast how diversity is affected by 2 different notions of how mathematics is structured: 'the basics' a disconnected linear list of facts and procedures that build on each other vs. an evolving interconnected network of principles (nodes) and logics (connections). Consider why shifting metaphors might matter? What is your experience?

Your response will be in the form of a blog; that is, you will write from a personal perspective that allows you to connect directly with your readers and support knowledge building. For each of the specified blog weeks (Weeks 3, 6) you will post an approximately 500-word blog in D2L Discussions by Wednesday 11:30 p.m.

You will then respond to two other peers by Friday 11:30 p.m. Approximately 200 words each. This connection allows you to interact and share ideas with your colleagues. Thoughtfully plan how you will engage the members of your class on your insights and learning. Your blogs and responses must be persuasive, that is, you should take a personal stance on the question and explain your response, using relevant and varied evidence. Your blog must include significant insights from:

- Professional discussions
- Course readings and resources
- Current research
- Classroom observations/experiences

### CRITERIA FOR ASSESSMENT OF LEARNING TASK 3

Criteria	A Meets all and exceeds some requirements	B+ to A- Meets all requirements	B- to B Meets most requirements	Does not meet requirements
<b>Articulates a clear, insightful and growing understanding of STEM concepts</b>	Blog and responses are introduced, clearly communicated, and the focus is strongly maintained for the purpose of knowledge building.	Blog and responses are clear, and the focus is maintained for the purpose of knowledge building.	Blog and responses are generally clear, but the focus may be insufficiently sustained for the purpose of knowledge building.	Blog and responses are unclear and not clearly developed for the purpose of knowledge building.
<b>Relevant evidence from the readings and other sources to support responses</b>	Build upon content from the readings, conversations, and experiences to open new possibilities in understanding. Demonstrates skillful use of high quality, credible, relevant sources to develop ideas that are appropriate for the discipline. Cites all	Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline. Cites most content obtained from other sources. APA 7 citation style is accurate.	Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline. Cites some content obtained from other sources. Citation style is either inconsistent or incorrect.	Does not use credible and/or relevant sources to support ideas that are appropriate for the discipline. Does not cite sources.

	content obtained from other sources. APA 7 citation style is accurate.			
<b>Democratizing knowledge</b>	Recognize all participants as legitimate contributors to the shared goals of the knowledge building community through dialogic interactions	Recognize and praise everyone's work and help others find needed information.	You add your contribution with little recognition of others contribution.	You add little independent contribution with little dialogic interaction with others in the group.

### **THE EXPECTATION OF EXCELLENCE IN PROFESSIONAL WORK**

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

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

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

- *Engagement in Class Discussion and Inquiry*

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

### **EXPECTATIONS FOR WRITING**

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

Course Information, E.2: Writing Across the Curriculum: <http://www.ucalgary.ca/pubs/calendar/current/e-2.html>

### LATE SUBMISSIONS

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

### ISSUES WITH GROUP TASKS

With respect to group work, if your group is having difficulty collaborating effectively, please contact the instructor immediately. If a group is unable to collaborate effectively 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/](http://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](mailto:jonah.secreti@ucalgary.ca), [esa@ucalgary.ca](mailto:esa@ucalgary.ca).

**Werklund SU Representative** is Naomi Shaw, [educrep@su.ucalgary.ca](mailto:educrep@su.ucalgary.ca).