

**EDUC 460.19: Specialization I (Secondary Social Studies)
Winter 2021 (On-line)**

Instructor Name: Dr. David Scott
Email: scottd@ucalgary
Virtual Office Hours: By appointment

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

Term break: February 14th - 20th

Synchronous zoom meeting times: Monday January 11th, 25th, February 8th, March 1st (12:30pm-14:00pm)

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 you to the purposes, concepts, theories, and approaches to lesson design related to teaching within the specializations of social studies at the secondary level. Theory as connected to an understanding of classroom teaching practices will particularly inform course tasks and activities and will be explored through required 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.

LEARNING INTENTIONS:

The course is guided by the following learning intentions:

- 1) Develop a foundational understanding of the nature and purpose of social studies as related to teaching and learning, including specialized language, concepts, and terminology;
- 2) Understand the concept of teacher as designer including the use of frameworks for designing learning and assessment;
- 3) Explore and apply introductory theory related to the teaching of social studies with an emphasis on designing discipline-based tasks and assessment processes, as well as creating an adaptive classroom learning environment to better meet the needs of diverse learners; and
- 4) Successfully design short-term learning and assessment plans to deepen understanding of key ideas/concepts within the Alberta Social Studies Program of Study.

COURSE DESIGN AND DELIVERY: This course will be delivered on-line through a D2L environment.

REQUIRED RESOURCES (IN ORDER THEY APPEAR IN THE COURSE):

Alberta Education. (2005). *Social studies Kindergarten to grade 12: Program rationale and philosophy* (pp. 1-10). Edmonton, AB: Alberta Education. <http://education.alberta.ca/media/456082/sockto3.pdf>
Clark, P., & Case, R. (2008). Four defining purposes of citizenship education. In R. Case & P. Clark (Eds.), *The*

- anthology of social studies: Issues and strategies for secondary teachers* (pp. 18-29). Pacific Educational Press. (posted on D2L)
- Westheimer, J., & Kahne, J. (2004). Educating the “good” citizen: Political choices and pedagogical goals. *Political Science and Politics*, 2(4), 1-7. <https://bit.ly/3kHxaTe>
- Seixas, P., & Morton, T. (2013). *The big six historical thinking concepts* (pp. 1-35). Nelson Education. (D2L)
- Gibson, L. (2017). *Thinking historically about Canadian commemoration controversies*. Active History. <https://activehistory.ca/2017/12/thinking-historically-about-canadian-commemoration-controversies/>
- McTighe, J. & Wiggins, G. (2012). *Understanding by design framework*. ASCD. https://www.ascd.org/ASCD/pdf/siteASCD/publications/UbD_WhitePaper0312.pdf
- Scott, D. & Abbot, L. (2012). Trying to make the mission statements of social studies curriculum inhabit my social studies pedagogy and vice versa. *One World in Dialogue Journal*, 2(1), 8-18. <http://bit.ly/2gWKgvt>
- Gobran, J. (2020). *Contested commemorations with Jessica Gobran — A dialogue 2*. Ed Students in Conversation: voicEd Radio. https://voiced.ca/podcast_episode_post/contested-commemorations-with-jessica-gobran-a-dialogue-2/
- Donald, D. (2020). Leaked Alberta school curriculum in urgent need of guidance from Indigenous wisdom teachings (with video). *The Conversation*. <https://bit.ly/2TWMNKW>
- Jardine, D. (2002). *On the nature of inquiry: The individual student*. Galileo Educational Network. <https://galileo.org/articles/the-individual-student/>
- Learn Alberta. (2011). *Supporting English language learners: Tools, strategies, and resources*. Alberta Education. <https://bit.ly/3k0q1MA>
- CBC Radio (October 22, 2020). *Proposed curriculum changes in Alberta*. Alberta at noon with Judy Aldous. <https://bit.ly/350VdHt>
- Aukerman, M. (2020, October 28). Opinion: Social studies curriculum should be based on research. *Edmonton Journal*. <https://bit.ly/34Y5tAe>

LEARNING TASKS OVERVIEW

LEARNING TASK	DESCRIPTION OF LEARNING TASK	GROUP / INDIVIDUAL	WEIGHT	DUE DATE
LT1: <i>Persistent Issues in Social Studies Podcast</i>	Record a 20-minute podcast conversation with a partner responding to a question central to social studies curriculum and pedagogy.	Group	30%	February 5, 2021
LT2: <i>Creation of Short-term Learning and Assessment Plan</i>	Individually design a short-term learning and assessment plan aligned with one of the four purposes of citizenship education that resonates with your vision for social studies.	Individual	40%	March 5, 2021
LT3: <i>Contribution to Scholarly Community Portfolio Assignment</i>	Build and demonstrate scholarly and professional thinking about the field of social studies through taking part in weekly tasks, discussions, and activities.	Individual	30%	March 12, 2021

WEEKLY COURSE SCHEDULE:

Weeks	Guiding Focus	Resources and Tasks	Zoom & Due Dates
		Resources: <ul style="list-style-type: none"> Alberta Education. (2005). <i>Social studies Kindergarten to grade 12: Program rational and philosophy</i> (pp. 1-10). Clark, P., & Case, R. (2008). For defining purposes of citizenship education. In R. Case & P. Clark (Eds.), <i>The anthology of social studies: Issues and</i> 	

<p>Jan. 11-15</p>	<p>What are the aims and purposes for teaching social studies in Alberta?</p>	<p><i>strategies for elementary teachers</i> (pp. 18-29).</p> <p>Knowledge building activity (Zoom): Come to the first Zoom session having read the front matter of the Alberta Program. During a breakout with your assigned discussion group, discuss why we teach social studies in Alberta along with how, and to what extent, this vision for social studies was present in your own schooling experience. One group member can share two key insights from the discussion in the Zoom chat box.</p> <p>Application exercise: Write a short 250 word discussion post responding to the following critical question: Which one of the four defining purposes of citizenship education most aligns with your vision for social studies education and why: a) personal development, b) intellectual (disciplinary) development, c) social initiation, or d) social reform/social justice (Clark & Case, 2008)?</p>	<p>1st Zoom session: Jan. 11th 12:30-14:00</p> <p>Choose a partner and question to address for LT1</p>
<p>Jan. 18-22</p>	<p>How do conceptions of what it means to be a 'good' citizen both enable and constrain social studies practice?</p>	<p>Resources:</p> <ul style="list-style-type: none"> Westheimer, J, & Kahne, J. (2004). Educating the "good" citizen: Political choices and pedagogical goals. <i>Political Science and Politics</i>, 2(4), 1-7. https://bit.ly/3kHxaTe <p>Knowledge building activity: Have each LT1 group member read one of the two texts helping you respond to your chosen question. Meet to discuss some key points and supporting evidence you will each bring forward in your podcast discussion. Document your contributions for LT3.</p> <p>Application exercise: Brainstorm with colleagues from your assigned discussion group the attributes of the ideal Canadian citizen. Then, based on the chart on p. 2 of the Westheimer and Kahne article, discuss which one of the three types of citizens your ideal Canadian citizen most reflects. Consider why some types of citizenship are promoted in social studies classrooms more than others. Have one person post the notes and/or images from the meeting on the D2L discussion board.</p>	<p>Optional Zoom session (Group work time): Jan. 18th 12:30-14:00</p>
<p>Jan. 25-29</p>	<p>What is historical thinking? How can we shift from students learning about history to engaging them in the discipline of history?</p>	<p>*Resources:</p> <ul style="list-style-type: none"> Seixas, P., & Morton, T. (2013). <i>The big six historical thinking concepts</i> (pp. 1-9). (posted on D2L). Gibson, L. (2017). <i>Thinking historically about Canadian commemoration controversies</i>. Active History. https://bit.ly/2GtlcxE <p>Knowledge building activity/Application exercise: Working with your partner for LT2, listen to the following podcast on the relationships among discussion, agency, and literacy to gain a feel for the medium: https://bit.ly/32dYOrK. Meet to discuss how you will organize your own podcast conversation and when this will occur.</p> <p>Idea contributions/ Knowledge building activity (Zoom): Document your contributions to the questions posed in the historical thinking lesson simulation your instructor will lead on Zoom. During a subsequent breakout session, take turns explaining how you could use your assigned HT concept to shift away from students learning <u>about</u> history towards actually <u>engaging in</u> the discipline of history?</p>	<p>*You will be assigned a historical thinking concept to focus on in this reading.</p> <p>2nd Zoom session: January 25th 12:30-14:00</p>
<p>Feb. 1-5</p>	<p>How can we design for teaching and learning in ways that are guided by a larger animating purpose for teaching social studies?</p>	<p>Resources:</p> <ul style="list-style-type: none"> McTighe, J. & Wiggins, G. (2012). <i>Understanding by design framework</i>. https://www.ascd.org/ASCD/pdf/siteASCD/publications/UbD_WhitePaper0312.pdf Scott, D. & Abbot, L. (2012). Trying to make the mission statements of social studies curriculum inhabit my social studies pedagogy and vice versa. <i>One World in Dialogue Journal</i>, 2(1), 8-18. http://bit.ly/2gWKgvt <p>Knowledge building activity/Idea contributions: Choose to meet with your discussion group separately or together in the optional zoom session to discuss the Scott and Abbott reading. Have one group member post notes from the discussion on the D2L discussion board.</p> <p>Application exercise/ Collaborative feedback: After reading the Wiggins and McTighe</p>	<p>LT1 Due: Feb. 5th</p> <p>Optional Zoom session: (discussion on assigned reading): Feb. 1st 12:30-14:00</p>

		<p>article, identify a grade specific concept or competency you would like to design a lesson around for LT2. After reviewing the examples provided on D2L, come up with an essential or throughline question that would help students demonstrate deep understanding of this concept/competency. After posting your question, identify a colleague's post and suggest 1-2 ways students might engage with their question.</p>	
Feb. 8-12	<p>How can we navigate the complexities surrounding controversial issues?</p> <p>How can we create authentic assessments that foster deep understanding?</p>	<p>Resources:</p> <ul style="list-style-type: none"> Gobran, J. (2020). <i>Contested commemorations with Jessica Gobran — A dialogue 2</i>. Ed Students in Conversation: voicEd Radio. https://bit.ly/32aYS3l <p>Idea contributions/Collaborative feedback: After listening to the Gobran podcast, engage in a conversation with your assigned discussion group using a protocol distributed by the instructor. Have one group member post notes from the discussion on the D2L discussion board.</p> <p>Collaborative feedback: Take turns in your assigned discussion groups presenting and receiving feedback on how your proposed LT2 assessment task will help students show deep understanding of your identified concept/competency.</p>	<p>3rd zoom session: Feb. 8th 12:30-14:00</p>
Term Break: Feb. 15-19			
Feb. 22-26	<p>What are some characteristics of Indigenous worldviews and how can we engage with these philosophies in ethical ways?</p>	<p>Resources:</p> <ul style="list-style-type: none"> Donald, D. (2020). Leaked Alberta school curriculum in urgent need of guidance from Indigenous wisdom teachings (with video). <i>The Conversation</i>. https://bit.ly/2TWMNKW Alberta Education. (2020). <i>Professional practice standards: Applying foundation knowledge about First Nations, Métis, and Inuit</i> (p. 6). https://education.alberta.ca/media/3739620/standardsdoc-tqs-fa-web-2018-01-17.pdf <p>Idea contributions/Collaborative feedback: Post a question or quandary you have about the Donald reading and video, along with your professional obligation to apply “foundational knowledge about First Nations, Métis and Inuit for the benefit of all students” (Alberta Education, 2020, p. 6) more generally, on the D2L discussion board. Respond to one of your colleague's questions based on insights you gained from the reading and video.</p> <p>Knowledge building activity/Idea contributions: Come to the optional zoom session or book a zoom time to receive feedback on your work on LT2.</p>	<p>Optional Zoom session: (feedback/questions on LT2): Feb. 22nd 12:30-14:00</p>
March 1-5	<p>How can we adapt instruction in ways that meet the needs of all learners?</p>	<p>Resources:</p> <ul style="list-style-type: none"> Jardine, D. (2002). <i>On the nature of inquiry: The individual student</i>. Galileo Educational Network. https://galileo.org/articles/the-individual-student/ Learn Alberta. (2011). <i>Supporting English language learners: Tools, strategies, and resources</i>. Alberta Education. https://bit.ly/3k0q1MA <p>Knowledge building activity (Zoom): Come to the first Zoom session having read the short Jardine reading. During a breakout session, discuss ways we might reframe differentiation away from the notion that it is necessary to create individualized learning plans/pathways for each individual student. One group member can share a few jot notes from the discussion in the Zoom chat box.</p> <p>Application exercise: Based on insights gained from Learn Alberta (2011), integrate some options for inclusion/ differentiation for English Language Learners (ELL) within your LT2 lesson plan.</p>	<p>4th zoom session: March 1st 12:30-14:00</p> <p>LT2 Due: March 5th</p>
		<p>Resources:</p> <ul style="list-style-type: none"> CBC Radio (October 22, 2020). <i>Proposed curriculum changes in Alberta</i>. Alberta at noon with Judy Aldous. https://bit.ly/350VdHt Aukerman, M. (2020, October 28). Opinion: Social studies curriculum should be based on research. <i>Edmonton Journal</i>. https://bit.ly/34Y5tAe 	<p>Optional Zoom session: (Feedback on LT2):</p>

March 8-12	How should we as educators position ourselves in ongoing debates around the future direction of social studies in Alberta?	Knowledge building activity/ Idea contributions: <i>The leaked Alberta K-4 social studies program demonstrates a clear vision for social studies based on a series of assumptions about the nature of learning and citizenship. After listening to and reading the resources above, use a protocol distributed by the instructor to discuss the future of social studies in the province. You can choose to meet with your discussion group separately or together in the optional zoom session. Have one group member post notes from the discussion on the D2L discussion board.</i>	March 7 th 12:30-14:00 LT3 Due: March 12 th
---------------	--	---	---

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:

LEARNING TASK 1: *Persistent Issues in Social Studies Podcast (30%)*

Due: February 5th, 2021 (uploaded to D2L drop box)

In this assignment you are invited to engage in a conversation with a partner via the modality of a podcast responding to one of the throughline questions below. The purpose of this assignment is to grapple with an issue that resides at the heart of social studies curriculum and pedagogy. In this spirit, you may generate your own question in consultation with and the approval of the instructor.

1. How will I make social studies relevant and challenging for my students when so much classroom practice seems concerned with information mastery and content coverage (Seixas & Morton, 2013)?
2. How can I carry out the vision of transformative citizenship outlined in the Alberta program front matter when the culture of much classroom practice is disconnected from this aim (Scott & Abbott, 2012)?
3. What constitutes controversial, contentious, and/or risky issue/s in social studies education, and how will I teach about something that makes me and/or others uncomfortable (Gobran, 2020)?
4. How can I meaningfully and ethically engage my students with Indigenous perspectives and/or any ‘Other’ perspective that may not be *mine* (Donald, 2020)?

Your podcast should be ***no more than 20-minute*** long. You will be invited to publish your podcast on the voicEd Radio Podcast series *Ed Students in Conversation*: <https://voiced.ca/project/ed-students-in-conversation/>. All responses must be persuasive – that is, you must fashion a personal response to one of the questions, and then set out to support your interpretation using ***relevant and varied evidence***. All responses must refer to at least ***one required class reading (see list above), as well as an additional reading from the following list:***

1. Galileo Educational Network Association (2020). *Articles: 1) what is inquiry? 2) why inquiry.* <https://galileo.org/designing-learning/>
2. Tupper, J. (2009). Unsafe waters, stolen sisters, and social studies: Troubling democracy and the meta-narrative of universal citizenship. *Teacher Education Quarterly*, 36(1), 77. <https://bit.ly/3evnd9d>
3. Hess, D. (2008). Controversial issues and democratic discourse. In L. S. Levstik & C. A. Tyson (Eds.), *Handbook of research in social studies education* (pp. 124-136). New York: Routledge. <http://site.ebrary.com.ezproxy.lib.ucalgary.ca/lib/ucalgary/detail.action?docID=10228462>
4. Scott, D. & Gani, R. (2018). Examining social studies teachers’ resistances towards teaching Indigenous perspectives: A case study of Alberta. *Diaspora, Indigenous, and Minority Education*. 13(1), 167-181. <https://www-tandfonline-com.ezproxy.lib.ucalgary.ca/doi/full/10.1080/15595692.2018.1497969>

You may also want to draw upon:

- Additional texts from previous courses
- Small group and class discussions
- Texts located on-line (news articles, videos, op-ed columns)
- Observations made during your field experiences

*The instructor is conducting a study on the extent to which the introduction of podcasts and podcasting in on-line environments improves the learning experiences of pre-service teachers. Those willing to anonymously share their experiences with podcasts in the course, will have a chance to do so.

CRITERIA FOR ASSESSMENT OF LEARNING TASK 1

Criteria	(A- to A+)	(B- to B+)	(C+ or less)
Articulates an argument	Response articulates a very clear, insightful and persuasive argument	Response articulates a clear and persuasive argument	Response is not coherent; does not present an argument or point of view on the question
Provides relevant evidence	Response uses relevant and varied evidence from at least two course readings /resources to support argument	Response uses mostly relevant evidence from two course readings/ resources to support argument	Response is unsupported; does not draw on evidence from the readings and resources to support argument
Demonstrates conceptual understanding	Response demonstrates an excellent emerging understanding of the concepts and theories related to issues at the heart of social studies.	Response demonstrates a good emerging understanding of the concepts and theories related to issues at the heart of social studies.	Response demonstrates a very limited understanding of the concepts and theories related to issues at the heart of social studies.
Effective Delivery	Podcast length is very close to the required 20 minutes. Delivery is well-rehearsed, smooth, and in a conversational style. Presenter's speech is extremely clear, well enunciated, and intelligible.	Podcast is over or under the required 20 minutes. Delivery is rehearsed and smooth. Presenters speech is clear, generally well enunciated, and intelligible.	Podcast runs far beyond or under the required 20 minutes. Delivery is hesitant, choppy and robotic as if the presenter is reading a script.

LEARNING TASK 2: *Creation of a Short-term Learning and Assessment Plan (40%)*

Due: March 5th, 2021

In this assignment you are asked to work individually to design a short-term learning and assessment plan **that aligns with one of the four purposes of citizenship education that most resonates with your vision for social studies education** (i.e., personal development, intellectual (disciplinary) development, social initiation, or social reform/social justice). The plan should be comprised of One Lesson involving 90-120 minutes of instructional time for a secondary level grade (7-12) within the Alberta Social Studies Program. The lesson should follow a clear and comprehensive template of your choice that includes (1) learning intentions, (2) an assessment task that promotes deep understanding of a key concept or competency from your chosen grade level, and (3) a clear teaching and learning sequence.

Drawing on your Pragmatics and Field Experience courses in Semester I, you are asked to annotate your lesson plan by outlining your thoughts and decision-making processes while designing the learning and assessment plan. Your annotation should include the reasons for the choices you made including how this lesson plan fits into a broader purpose for teaching social studies that most resonates with your practice and is additionally situated within the Alberta Social Studies Program (Alberta Education, 2005). This may be done in a variety of ways and will be discussed in class. However, the following elements are required:

1. **A thorough lesson plan:** utilize a lesson plan template of your choice that includes (as a minimum) the following: 1) learning intentions linked to the Alberta Social Studies Program, 2) an instructional plan, 3) options for inclusion/differentiation including for English Language Learners (ELL), 4) a summative assessment, and 5) formative assessment strategies that connect to your learning intentions.
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 vision of one of the four purposes of citizenship education and the front matter of the Alberta Social Studies Program of Study. Justify the pedagogical choices you made by making connections to the literature you encountered throughout the course.

CRITERIA FOR ASSESSMENT OF LEARNING TASK 2
(A FULLY ARTICULATED RUBRIC WILL BE POSTED ON D2L)

- **Learning intentions:** Learning and assessment plan is clearly aligned with one of the four defining purposes of citizenship education. Clearly identifies multiple learning intentions drawn from the front matter and all three domains (i.e., values/attitudes, skills/processes, and knowledge/understandings) of the Alberta Social Studies Program. Lesson plan includes a fully articulated big idea/enduring understanding related to a key competency or concept from chosen grade level.
- **Discipline-based Inquiry:** 90-120 minute learning and assessment plan is well articulated and detailed moving beyond vague generalities. All necessary resources and sources that would not be immediately available to a teacher are identified with links where possible. Lesson is guided by a provocative and interesting question(s) to foster discipline-based inquiry and transfer of learning. Work students are asked to do is engaging and worthy of their time and attention.
- **Assessment plan:** Desired learning intentions are strongly linked to performance task/s that requires students to apply knowledge in ways that show deep understanding. At least one formative assessment loop is woven into the plan in ways that are used to strengthen student understanding and inform instructional decision-making.
- **Annotations:** Each of the three domains of the lesson (i.e., learning intentions, assessment plan, and learning sequence) are accompanied by ongoing annotations that explain decision making process in light of theory, discussions, and insights learned in the course. Annotations include a discussion on how this plan could be adapted to meet the needs of English Language Learners. Annotations also include a discussion on how plan might provide opportunities for students to engage with and learn from Indigenous philosophies and perspectives.

LEARNING TASK 3: *Contribution to Scholarly Community Portfolio Assignment (30%)*

Due: Ongoing curated evidence due March 12th

In this assignment, you have the opportunity to demonstrate your engagement with the various ideas, insights, and processes within the field of social studies 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 your formation as a social studies educator, as well as the development of your work in LT1 and LT2. At the beginning of each week the instructor will post a news item outlining a series of one to two tasks and activities. These tasks and activities will include discussing course texts in discussion groups, 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 receive feedback from and engage in discussions with the instructor during optional Zoom sessions.

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

Criteria	(A- to A+)	(B to B+)	(C+ to B-)	C or less
Knowledge Building Activities	Curated evidence shows a thorough engagement with all the knowledge-building activities. Consistently puts fourth substantive ideas and arguments garnered from course texts. Negotiated gaps in understanding by consistently asking thoughtful questions that drew people into discussions.	Curated evidence shows engagement with almost all the knowledge-building activities. Generally, puts fourth 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 engagement with only some of the knowledge-building activities. Only occasionally puts fourth substantive ideas and arguments garnered from course texts. Rarely, negotiated gaps in understanding by asking thoughtful questions that drew people into discussions.	Curated evidence shows a lack of engagement with many of the knowledge-building activities. Almost never puts fourth substantive ideas and arguments garnered from course texts. Failed to negotiate gaps in understanding by asking thoughtful questions that drew people into discussions.
Application Exercises	Curated evidence shows a thorough engagement with all the application exercises. Consistently applies key ideas and concepts in new contexts in sophisticated ways.	Curated evidence shows engagement with almost all the application exercises. Consistently applies key ideas and concepts in new contexts in thoughtful ways.	Curated evidence shows engagement with only a few of the application exercises. Occasionally applies key ideas and concepts in new contexts in ways that are thoughtful.	Curated evidence shows a lack of engagement with most of the application exercises. Failed to apply key concepts in new contexts/or responses were under-developed.
Idea Contributions	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.	Curated evidence shows engagement with almost all the ideation exercises. Generally, contributes a myriad of thoughtful ideas for the benefit of the learning community.	Curated evidence shows a thorough engagement with only some of the ideation exercises. Occasionally contributes ideas for the benefit of all.	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.
Collaborative feedback	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.	Draws on course texts/resources to often provide constructive feedback to help develop colleague's emerging ideas. Feedback generally 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.	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.

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 academic year is Jonah Secreti, jonah.secreti@ucalgary.ca, esa@ucalgary.ca.

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