

**EDUC 535.03/.12/.21: Specialization II English Language Arts  
Summer, 2024**

**Class Dates:** Monday, July 8<sup>th</sup> – Friday, July 19<sup>th</sup>, 2024

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

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

**Office Hours:** By appointment only via Zoom (links to be set up at the time of booking appointments)

**Email:** Please note that students are required to use a University of Calgary (@ucalgary.ca) email address for all correspondence.

**COURSE DESCRIPTION**

The intent of the English Language Arts Specialization Seminar II is to deepen your understanding of the practical aspects of teaching within the specialization and to connect this practice with specific theoretical concepts. This second specialization course will refine your knowledge of discourse and theory within the discipline and develop a deeper understanding of ways to enact this theory in a classroom context. You will additionally become familiar with any relevant Ministry documents associated with the Alberta Curriculum and draw on practical classroom observation from the field experience to participate in meaningful discussion and to connect these observations with a vision for your own teaching. The emphasis of the course is on designing for student learning and critical thinking (subject-specific; assessment to strengthen student learning and improve instruction; and designing for inclusion, differentiation, and inquiry).

**LEARNER OUTCOMES**

Over the course of the semester, you will:

- 1) Further develop a deeper conceptual understanding of the historical, socio-cultural, political contexts of the *discipline of English Language Arts*, and relate this to curriculum planning in the specialization area;

- 2) Identify and critique the *key learning perspectives* (as outlined in the front matter of the Programs of Study) and *intentions* (learning objectives) across the units in a grade from the Alberta Programs of Study;
- 3) Successfully apply theoretical knowledge to the design of a longer-term unit and assessment plan.

## COURSE DESIGN AND DELIVERY

This course will be delivered over a two-week period on the University of Calgary campus. For the greatest benefit during this accelerated summer course, please either pre-read or begin reading these resources before class begins.

## REQUIRED RESOURCES

1. **All students:** Bookmark Alberta Education Program of Study for English Language Arts.  
-Alberta Education. (2000). *English Language Arts: Kindergarten to Grade 9* [Program of Studies]. <https://education.alberta.ca/media/160360/ela-pos-k-9.pdf>  
-Alberta Education. (2003). *English Language Arts: 10, 20, 30* [Program of Studies]. <https://education.alberta.ca/media/160418/ela-pos-10-12.pdf>
2. **All students:** Wiggins, G. P., & McTighe, J. (2005). *Understanding by design* (2nd ed.). Association for Supervision and Curriculum Development. Please download a free copy through U of C's library:  
**E-book Central:** <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=3002118>  
or **EBSCOHOST:**  
<http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=133964&site=ehost-live>

**The following articles will be available on Leganto. The course schedule will indicate which articles to read for elementary or secondary teachers, or both:**

- Adair, L. V., & Kim, G. M. (2023). Critical Witnessing as a Critical Literacy Practice in Secondary English Education. *The New Educator*, 19(1), 33–54.  
<https://doi.org/10.1080/1547688X.2023.2172243>
- Aukerman, M., K. Grovet, & M. Belfatti. (2019). Race, ideology, and cultural representation in Raz-Kids. *Language Arts*, 95(5), 286–99. <https://publicationsncte-org.ezproxy.lib.ucalgary.ca/content/journals/10.58680/la201930092>
- Barker, L. M. (2016). Under discussion: Teaching listening and speaking. *English Journal*, 106(1), 76–79. <https://publicationsncte-org.ezproxy.lib.ucalgary.ca/content/journals/10.58680/ej201829615>
- Beers, K. Assessing Dependent Readers' Needs (ch. 3). *When kids can't read, what teachers can do: A guide for teachers 6-12*. Portsmouth, NH: Heinemann. [https://ucalgary.alma.exlibrisgroup.com/leganto/public/01UCALG\\_INST/citation/22825439780004336?auth=SAML](https://ucalgary.alma.exlibrisgroup.com/leganto/public/01UCALG_INST/citation/22825439780004336?auth=SAML)

- Berger, J. (2001, March). A systematic approach to grammar instruction. *Voices from the Middle*, 8(3), 43-49.  
[https://ucalgary.alma.exlibrisgroup.com/leganto/public/01UCALG\\_INST/citation/22825471260004336?auth=SAML](https://ucalgary.alma.exlibrisgroup.com/leganto/public/01UCALG_INST/citation/22825471260004336?auth=SAML)
- Burkins, J. M., & Yates, K. (2021). *Shifting the balance: Six ways to bring the science of reading into the balanced literacy classroom*. Stenhouse Publishers. <https://www-taylorfrancis-com.ezproxy.lib.ucalgary.ca/books/mono/10.4324/9781032673646/shifting-balance-grades-2-jan-burkins-kari-yates>
- Carillo, Ellen. (2017) How students read: Some thoughts on why this matters. *English Journal*, 106(5), 34-39. <https://publicationsncte-org.ezproxy.lib.ucalgary.ca/content/journals/10.58680/ej201729092>
- Christensen, L. (2011, March). Finding voice: Learning about language and power. *Voices from the Middle*, 18(3), 9-17. [https://ucalgary.alma.exlibrisgroup.com/leganto/public/01UCALG\\_INST/citation/22825548800004336?auth=SAML](https://ucalgary.alma.exlibrisgroup.com/leganto/public/01UCALG_INST/citation/22825548800004336?auth=SAML)
- Derman-Sparks, L. (2013). Guide for selecting anti-bias children's books. *Social justice books: A teaching for change project*. <https://socialjusticebooks.org/guide-for-selecting-anti-bias-childrens-books/>
- Gallagher, K. (2015). *In the best interest of students: Staying true to what works in the ELA classroom*. (1st ed.). Routledge. <https://www-taylorfrancis-com.ezproxy.lib.ucalgary.ca/books/mono/10.4324/9781032681306/best-interest-students-kelly-gallagher>
- Goulet, L. M. & Goulet, K. N. (2014). *Teaching each other: Nehinuw Concepts & Indigenous Pedagogies*. UBC Press. <https://www-degruyter-com.ezproxy.lib.ucalgary.ca/document/doi/10.1515/9780774827591/html>
- Johnson, Koss, and Martinez (2017). Through the sliding glass door: #Empowerthereader. *The Reading Teacher*, 71(5), 569–577. <https://ila-onlinelibrary-wiley-com.ezproxy.lib.ucalgary.ca/doi/pdfdirect/10.1002/trtr.1659>
- Katz, J. (2018). *Ensouling our schools: A Universally Designed Framework for Mental Health, Well-being, and Reconciliation*. Portage and Main Press. <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=5407543>
- Kern, D. (2016). Teaching “real books” versus graphic novels in the classroom. *NERA* 51(2), 121-122.  
<http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=119105195&site=ehost-live>
- Moats, L. C. (2020). *Speech to print: Language essentials for teachers* (3<sup>rd</sup> ed.). Paul H. Brookes Publishing Co.
- Pytash, K., Testa, E., Geise, K., & Kovalchick, C. (2017, December). Guide on the side: Collaboratively writing and revising with students. *Voices from the Middle*, 25(2), 24-27. [https://ucalgary.alma.exlibrisgroup.com/leganto/public/01UCALG\\_INST/citation/22825861410004336?auth=SAML](https://ucalgary.alma.exlibrisgroup.com/leganto/public/01UCALG_INST/citation/22825861410004336?auth=SAML)
- Schuldt, L. (2018, September/October). Meaningful moments: How to make oral feedback more personal. *Literacy Today*.  
<https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=rch&AN=131827249&site=ehost-live>

- Sewell, W. C., & Denton, S. (2011). Multimodal literacies in the secondary English classroom. *English Journal*, 61-65.  
<http://www.jstor.org.ezproxy.lib.ucalgary.ca/stable/23047804>
- Wargo, K. (2020). A Conceptual Framework for Authentic Writing Assignments: Academic and Everyday Meet. *Journal of Adolescent & Adult Literacy*, 63(5), 539–547. <https://ilalibrary-wiley-com.ezproxy.lib.ucalgary.ca/doi/full/10.1002/jaal.1022>
- Werklund School of Education. (2022, July 16). *Books to Build On: Indigenous Literatures for Learning*. Werklund School of Education Teaching and Learning.  
<https://werklund.ucalgary.ca/teaching-learning/indigenous-literatures-learning>
- Wilson, Beth. (2014). Teach the how: Critical lenses and critical literacy. *English Journal*, 103(4), 68–75. <https://publicationsncte-org.ezproxy.lib.ucalgary.ca/content/journals/10.58680/ej201424646>

### ADDITIONAL RESOURCES (NOT REQUIRED):

#### Books:

- Tompkins, B., Bright, R., & Winsor, P. (2017). *Language and literacy: Content and teaching strategies* (7<sup>th</sup> ed.). Pearson.
- Tompkins, G. E. (2018). *Literacy for the 21<sup>st</sup> century: A balanced approach* (7<sup>th</sup> ed.). Pearson.
- Gallagher, K. (2004). *Deeper reading: Comprehending challenging texts*. Stenhouse Publishers.  
<https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=375980&site=ehost-live>
- Gallagher, K. (2006). *Teaching adolescent writers*. Stenhouse Publishers.  
<https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=348175&site=ehost-live>

#### Websites:

- Deepening knowledge: Resources for and about Aboriginal Education. OISE, University of Toronto. <https://www.oise.utoronto.ca/deepeningknowledge/>
- Gonzales, J. (2015). The big list of class discussion strategies. *Cult of pedagogy*.  
<https://www.cultofpedagogy.com/speaking-listening-techniques/>
- Learning first people's classroom resources. *First Nations Education Steering Committee*. Retrieved from <http://www.fnesc.ca/learningfirstpeoples/>
- Lund, M. & Smith, K. Literary criticism primer: A guide to the critical approaches to literature. *Baltimore County Public Schools*.  
[https://herefordhs.bcps.org/UserFiles/Servers/Server\\_3705599/File/Academics/English/New%20Lit%20Crit%20Primer.pdf](https://herefordhs.bcps.org/UserFiles/Servers/Server_3705599/File/Academics/English/New%20Lit%20Crit%20Primer.pdf)

## LEARNING TASKS OVERVIEW

There are three required Learning Tasks for this course. Please note that all assignments are expected to be the original work of the student and students are not to employ text generation software (for example, ChatGPT).

LEARNING TASK	DESCRIPTION OF LEARNING TASK	GROUP / INDIVIDUAL	WEIGHT	DUE DATE
LT1: Team Taskforce	Your grade level has a “problem of practice” to address within the ELA discipline. You have been assigned to a team taskforce to solve the problem. Your team will share what you have learned (possible causes and solutions) and offer resources.	Group	30%	July 12th
LT2: Design a Unit Plan	For this task, students will design a unit plan using Wiggins & McTighe’s “Backwards Design.” The unit plan will feature a book written by an FNMI author and will include a detailed plan, assessments, and a sample calendar.	Individual	45%	Part 1: July 17 <sup>th</sup> Part 2: July 19 <sup>th</sup>
LT3: Philosophy of Teaching	Each day, students will discuss the readings, connections to Spec I ELA, and experiences in the classroom to ultimately build toward their philosophy of teaching English language arts.	Individual	25%	July 22 <sup>nd</sup>

### **LEARNING TASK 1: Team Taskforce - DUE: July 12<sup>th</sup>**

For this assignment, students will develop a topic based on a “problem of practice to be explored within the ELA discipline. This question should emerge from class discussion and readings and your experiences in Field II. Small taskforce teams will investigate this topic through research into resources within the discipline and through group discussion of personal experiences and observations. Findings of the inquiry project will be shared 1) through a presentation and 2) electronically via a “Taskforce” digital folder to be uploaded on D2L on the date due. *Note that no “paper” is to be submitted;* rather, this is a presentation of the issue and some resources you can share. In the digital folder, you may include text, visuals, media, and links. *(Be aware that any videos may need to be shared via a link, rather than through direct uploading onto D2L).* Be creative in the development of the presentation presenting a clear overview of the problem and the current recommended solutions. Required elements of this project include:

1. Overarching question of inquiry
2. Quality of findings/responses, as well as questions and concerns that remain.
3. Professionalism of presentation and resources used in the project completion and ways to find them. (This should be presented as a reference page)

### **Grading Criteria for LT1**

Group inquiry projects will be assessed on the following criteria:

1. Quality and meaningfulness of research question and resources used in investigation
  - Clarity of presentation of the inquiry question
  - Fullness of rationale for the question

- Meaningfulness to pre-service teachers within the discipline
  - Significance and relevance of resources; correct citation
2. Overall Presentation of findings
- Organization, clarity, and succinctness of digital folder
  - Specificity of references made to resources
  - Effectiveness of writing to convey the brainstorming and key findings of the group
  - Strength of summary of findings
3. Digital folder design elements used in representation of group inquiry question and findings
- Effectiveness of visuals in depicting issues raised in inquiry
  - Clear, relevant, and striking use of visuals and/or technology and media
  - Connectedness between inquiry question, supporting text, and use of visual content

### Rubric for LT1

Criteria	Expert (4)	Practitioner (3)	Apprentice (2)	Novice (1)
<b>Quality of inquiry question and rationale for the meaningfulness to pre-service teachers.</b>	The inquiry question is excellent and very clear. There is a full rationale of its meaningfulness to pre-service teachers.	The inquiry question is good and clear. There is supporting rationale of its meaningfulness to pre-service teachers	The inquiry question is somewhat unclear and needs refinement. The rationale of its meaningful to pre-service teachers is vague.	The inquiry question is unclear. The rationale of its meaningfulness to pre-service teachers is very vague.
<b>Quality of resources shared and their connectedness to the inquiry question</b>	Exceptional resources addressing issues raised in inquiry and connectedness to the inquiry question	Excellent resources addressing issues raised in inquiry and connectedness to the inquiry question	Acceptable resources addressing issues raised in inquiry and connectedness to the inquiry question	Missing or insufficient resources addressing issues raised in inquiry and connectedness to the inquiry question
<b>Professionalism of presentation, word choice, graphics, citations and references in APA format</b>	Superior presentation of findings, organized, clear, succinct, and convincing; APA references were obtainable and correctly cited.	Excellent presentation of findings; mostly organized, clear, succinct, and convincing; APA references were obtainable correctly cited.	Good presentation of findings; mostly organized, clear, succinct, and convincing but was lacking (see comments); APA references were mostly obtainable and correctly cited.	Presentation of findings was unclear; either disorganized, unclear, verbose, or unconvincing; APA references were vague or unobtainable.

### **LEARNING TASK 2: DESIGN A UNIT PLAN – DUE: July 19<sup>th</sup>**

Having now progressed through stages one and two of the *Understanding by Design* frameworks, you are now asked to work within a group for Part 1 and individually for Part 2 to design a six-day (6 one-hour classes) unit plan that illustrates, as it enacts, key aspects of theory introduced in this course. The learning design and the theoretical framework supporting it will be posted online for analysis and “feed forward” suggestions from members of the class using the

lenses of the *Teaching Effectiveness Framework and Rubric* (Friesen, 2009, pp. 7-12) and the 5 key strategies of formative assessment (Leahy et al., 2005). Please upload your unit plan to D2L.

## Criteria for LT2

### *Part One*

The unit plan must include:

- **Unit Title, Grade Level, and Big Idea** – Clearly articulate the context of the unit within the Alberta Program of Studies, including the unit title and grade level. Also, clearly articulate the big idea and enduring understanding the unit seeks to leave students with through this curricular engagement.
- **Learning Outcomes** – The unit must identify and address one or more outcomes from each domain within the Alberta Program of Studies (i.e., Knowledge & Understanding, and Skills & Processes). In addition, the unit must include the key ideas from the Alberta Program of Studies this unit engages. It should be clear what the students should know, be able to do, and appreciate more deeply by the end of the unit.
- **Essential Question(s)** – Identify one or more well-crafted essential question(s) guiding the unit of study. Provide a context for the selection of the essential questions.
- **Assessment Plan** – Provide a clearly articulated Assessment Performance Task that requires students to apply what you want them to learn in ways that show deep understanding. How will you know they understand what it is you are trying to teach them? How will you adapt your teaching based on formative assessments? What will you accept as evidence that students understand what was taught to them?
- **List of Sources** - List all sources consulted in preparation of the unit. Multiple sources are expected. Present a reference page in APA format.

### *Part Two*

The unit plan must include:

- **Lesson Plan Sequence** – Each lesson supports the next, working toward mastery of the unit's learning outcomes. Learning events engage students and challenge them to reflect, rethink and refine their work/ideas/understandings. Students have opportunities to self-evaluate.
- **Calendar** – Include a unit plan calendar that visually demonstrates how the unit will flow from day to day. Include main lesson activities and include 3 points of assessment.
- **List of Materials** – Provide a list of all materials needed to teach the unit, including materials that may not be readily available to the teacher in a regular classroom setting.

The written portion of the unit plan must include:

- **Unit plan rationale** - Provide a rationale on your personal vision for English language arts education and how this unit reflects the vision (150-200 words).
- **Key Instructional Practices and Creativity** – Detail the main methods for teaching throughout the unit (150-200 words). Specify how you will teach the topic. How will materials be effectively used? How will students engage? How will you transition into different activities? How will you scaffold activities? Make specific reference to the literature explored in class around teaching for understanding, engaging in disciplinary processes, and inquiry.

- **Learner Differentiation/ Teaching Inclusively** - Include a written description (150-200 words) explaining how your unit plan addresses the interests and needs of all students'. For example, how will you address: students with special needs, English-as-a-second-language learners, gifted students, and students who excel at group work or at independent time?
- **Assessment Practices** – Discuss practicalities of your unit plan in relation to the ways it has built in effective formative-assessment strategies including formative feedback loops and a summative performance of understanding (150-200 words).

### Assessment Criteria for LT2

- A skillfully designed, strong, inquiry-based learning plan focusing students on issues and problems central to English language arts, connecting to their lives, and the world outside of school.
- Explores big ideas/enduring understandings offering clear and succinctly articulated powerful insights that students will remember and apply to their lives.
- Clearly defines a range of skill/processes, values/attitudes, knowledge/understanding outcomes that are directly linked to the Alberta's Program of Studies. The unit engages students and clearly defines what they need to be able to do.
- The essential question guiding the unit is thought provoking and intellectually engaging and will initiate discussion and debate. The question(s) clearly call for higher-order thinking, such as analysis, inference, evaluation, and prediction. Question(s) cannot be effectively answered by recall alone.
- Desired knowledge/skills/values, big ideas/enduring understandings are strongly linked to performance task/s requiring students to apply knowledge to show deep understanding.
- A variety of formative assessments are woven in throughout the unit to strengthen student understanding and informs instructional decision-making.

### Rubric for LT2

<b>Lesson plan sequence/outcomes: To what extent does each lesson build upon the next? Does each lesson refer back to the Essential Question?</b>				
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Program of Studies Foundations, Essential Question(s), Unit Plan Outcomes</b>	Weak foundation supported with too many or too few unit plan outcomes. Essential question(s) is weak.	Fairly strong foundation supported with too many or too few unit plan outcomes. Essential question(s) is weak.	Fairly strong foundation supported with appropriate unit plan outcomes. Essential question(s) is overarching, compelling, and open-ended.	Strong foundation supported with appropriate unit plan outcomes. Essential question(s) is overarching, compelling, and open-ended.



<b>Summative Assessment</b>	Summative assessment is not clearly described nor clearly connected to the unit outcomes and competencies.	Summative assessment is not clearly described and/or not clearly connected to the unit outcomes and competencies.	Summative assessment is described and connected to the unit outcomes and competencies.	Summative assessment is clearly described and clearly connected to the unit outcomes and competencies.
<b>Evidence of the Big Idea and Essential Question woven throughout the unit</b>	Few or no lessons centre around the big idea/essential question/s/key learning intentions during the unit.	Some lessons centre around the big idea/essential question/s/key learning intentions over the course of the unit.	Most lessons centre around the big idea/essential question/s/key learning intentions over the course of the unit.	All lessons ultimately centre around the big idea/essential question/s/key learning intentions over the course of the unit.
<b>Resources consulted for unit plan and Citations</b>	Sources and materials not stated or unclear. Improperly referenced.	Sources consulted are referenced. Materials identified.	Appropriate sources consulted and referenced (APA). Some unit specific materials identified	A variety of appropriate sources consulted and accurately referenced (APA). Appropriate unit specific materials identified.
<b>Sequencing and Transitions</b>	Unclear sequence of concepts taught that ultimately lead to the final assessment(s). No transitions between activities evident.	Somewhat clear sequence of concepts taught that ultimately lead to the final assessment(s). Transitions between activities is evident but weak or missing	Mostly clear sequence of concepts taught that ultimately lead to the final assessment(s). Transitions between activities evident unclear at times.	Clear sequence of concepts taught that ultimately lead to the final assessment(s). Transitions between activities evident.
<b>Formative Assessment</b>	Formative assessment is mostly not evident in lessons.	Formative assessment is missing in some lessons. This in/formal assessment irregularly guides the teacher and student toward mastery of the material.	Formative assessment is evident in most lessons. This in/formal assessment guides the teacher and student toward mastery of the material.	Formative assessment is evident in every lesson. This in/formal assessment clearly guides the teacher and student toward mastery of the material.
<b>Calendar of Activities</b>	Calendar is unrealistic and is missing assessments.	Calendar shows an unrealistic timeline but includes activities and three points of assessment.	Calendar is generally organized and demonstrates flow with activities laid out and three points of assessment.	Calendar is organized and demonstrates the flow of the unit with activities clearly laid out with three points of assessment.
<b>Scaffolding</b>	Relatively no evidence of scaffolding in the lesson using a variety of sources.	Implicit evidence of scaffolding in the lesson using a variety of sources.	Some evidence of scaffolding in the lesson using a variety of sources.	Strong evidence of scaffolding in the lessons using a variety of sources.
<b>Lesson Resources</b>	Relatively no resources are weaved	Only a few resources are weaved	Some rich and authentic resources are	A variety of rich and authentic resources are weaved

	throughout the lessons.	throughout the lessons.	weaved throughout the lessons.	throughout the lessons.
<b>Learner Differentiation</b>	There is no evidence of a variety of teaching methods used to engage all students.	A limited variety of teaching methods are used to engage all students. Inclusion of technology, FNMI, multicultural, and inter- disciplinary activities are restricted.	A variety of inclusive learning strategies are incorporated into the design to address the learning interests and needs of all students. Inclusion of technology, FNMI, multicultural, and inter- disciplinary activities are evident.	A variety of effective and inclusive learning strategies are incorporated into the design to address the learning interests and needs of all students. Inclusion of technology, FNMI, multicultural, and inter- disciplinary activities are highly evident.
<b>Written Portion: To what extent does the unit plan description expound on how it addresses the needs of diverse students and the richness of English Language Arts?</b>				
	<b>2</b>	<b>4</b>	<b>6</b>	<b>8</b>
<b>Unit Plan Rationale</b>	Provides a weak rationale, not addressing all the items in the prompt. (>150-200 words)	Provides a weak rationale on how the Program front matter, along with specific course readings and classroom activities shaped the design of this unit. (around 350 words)	Provides an adequate rationale on how the Program front matter, along with specific course readings and classroom activities shaped the design of this unit. (around 350 words)	Provides a detailed and compelling rationale on how the Program front matter, along with specific course readings and classroom activities shaped the design of this unit. (around 350 words)
<b>Learner Differentiation/ Explanation of how the unit plan addresses all students' needs</b>	Provides a weak description of how this unit plan addresses a range of student cognitive, emotional, social, personal, and cultural needs (150-200 words)	Provides a description of how this unit plan addresses a only some of the diverse students within a classroom. (150-200 words)	Provides an adequate description of how this unit plan addresses a range of student cognitive, emotional, social, personal, and cultural needs (150-200 words)	Provides a strong description of how this unit plan addresses a range of student cognitive, emotional, social, personal, and cultural needs (150-200 words)
<b>Learner Assessment</b>	Provides unconvincing evidence of how effective formative-assessment strategies have been thoughtfully built into the unit plan (150-200 words)	Provides some evidence of how effective formative-assessment strategies have been thoughtfully built into the unit plan to inform the teacher, identity gaps, work toward mastery of the material. (150-200 words)	Provides modest evidence of how effective formative-assessment strategies have been thoughtfully built into the unit plan to inform the teacher, identity gaps, work toward mastery of the material. (150-200 words)	Provides strong evidence of how effective formative-assessment strategies have been thoughtfully built into the unit plan to inform the teacher, identity gaps, work toward mastery of the material. (150-200 words)
<b>Key Instructional Practices and Creativity</b>	Provides an unconvincing account of how you	Provides a general account of how you will use materials and	Provides a fairly detailed account of how you will use materials	Provides a detailed account of how you will use materials

	will use materials and creativity to engage students. Makes no reference to the literature explored in class. (150-200 words)	creativity to engage students. Explains how to scaffold activities. Makes superficial or no reference to the literature explored in class. (150-200 words)	and creativity to engage students. Explains how to scaffold activities. Makes cursory use of the references explored in class through readings, research or presentations. (150-200 words)	and creativity to engage students. Explains how to scaffold activities. Makes use of the references explored in class through readings, research or presentations. (150-200 words)
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### LEARNING TASK 3: Philosophy of Teaching – DUE: July 22<sup>nd</sup>

Each day, you will be asked guiding questions in our small group and class discussions that will prompt your thinking around your own values and approaches to teaching English language arts. You are expected to engage in these conversations and keep track of your ideas. Use this as a time to explore your philosophy of guiding and stimulating learning in the classroom. At the end of the second week, you will be asked to write your own 500-1000 word philosophy of teaching English language arts that reflects the four areas of discussed in D2L and any other element to your discipline that is meaningful to you. You will then need to submit this to the digital drop box. *You may also consider adding this directly to your professional e-portfolio.*

#### Rubric for LT3

Criteria	Expert (4)	Practitioner (3)	Apprentice (2)	Novice (1)
<b>Depth of response to D2L questions and response to another student</b>	Responses demonstrate depth of understanding, connecting ideas, initiating ideas and analyzing them within a collaborative discussion.	Responses demonstrate depth of understanding, the ability to consider new ideas and analyze within a collaborative discussion.	Responses demonstrate some depth of understanding, the ability to consider new ideas but reacts to the conversation without offering anything new.	Responses lack depth of understanding and they appear to mirror what others have said.
<b>Philosophy of teaching is meaningful and demonstrates an understanding of the elements of teaching.</b>	Demonstrates a deep understanding of the elements of teaching ELA, providing a convincing rationale for theoretical approaches to teaching and how they manifest in the classroom.	Demonstrates an understanding of the elements of teaching ELA, providing a rationale for theoretical approaches to teaching and how they manifest in the classroom.	Demonstrates an understanding of the elements of teaching ELA; connections between theoretical approaches to teaching and how they manifest in the classroom is acceptable but could develop.	Understanding of the elements of teaching ELA is superficial; lack of rationale for theoretical approaches to teaching connecting to the classroom.
<b>Direct and indirect references to the class materials and materials found through research.</b>	Exceptional ability to include resources addressing concepts discussed. Refers to ideas in other chapters	Good ability to include resources addressing concepts discussed.	Acceptable ability to include resources addressing concepts discussed.	Missing or insufficient resources.

	and makes connections.			
<b>Professionalism of discussion through diction, UofC online etiquette, references in APA format</b>	Very high level of professionalism throughout and includes APA 7 for references shared.	Excellent level of professionalism throughout and includes APA 7 for references shared.	Good level of professionalism throughout; missing APA	Unprofessional and missing APA.

## COURSE SCHEDULE

DATES	TOPICS	READING AND TASKS	DUE DATES
Monday, July 8 <sup>th</sup>	<p>THEME: Reading</p> <p>Developing a deeper conceptual understanding of the historical, social –cultural and political contexts of the discipline.</p> <p>Perspectives today: Literature as window, mirror, and beyond</p> <p>What are today’s problems of practice?</p>	<p><b>Please read for class:</b></p> <ul style="list-style-type: none"> <li>➤ Carillo, Ellen. (2017) How Students Read: Some Thoughts on Why This Matters. (Both)</li> <li>➤ Johnson, Koss, and Martinez (2017). Through the sliding glass door: #Empowerthereader. (Both)</li> </ul> <p><b>Topics under discussion in class:</b></p> <ul style="list-style-type: none"> <li>➤ Historical context of ELA development in Canada and theories of learning.</li> <li>➤ Elements of reading development</li> <li>➤ LT1: Meet in as a team taskforce to tackle a “problem of practice”</li> <li>➤ LT3: Why study English language arts? What draws you to it? How have you struggled? How have you grown? What can you offer?</li> </ul>	
Tuesday, July 9 <sup>th</sup>	<p>THEME: Reading</p> <p>There are so many approaches to teaching reading and writing—how do you chose?</p> <p>What do your</p>	<p><b>Please read for class:</b></p> <ul style="list-style-type: none"> <li>➤ <i>Understanding by Design</i>: Wiggins and McTighe, ch. 5 (Both)</li> <li>➤ Burkins, J. M., &amp; Yates, K. (2021). Shift 3: Reimagining the way we teach phonics. <i>Shifting the balance: Six ways to bring the science of reading into the balanced literacy classroom</i>. Stenhouse Publishers. (Elementary)</li> </ul>	

	<p>students need to know to read? Developing their metacognitive skills.</p> <p>What are today's problems of practice?</p> <p>What are Essential questions when it comes to unit planning?</p>	<ul style="list-style-type: none"> <li>➤ Beers, K. Assessing Dependent Readers' Needs (ch. 3). <i>When kids can't read, what teachers can do: A guide for teachers 6-12</i>. Heinemann. (Secondary)</li> </ul> <p><b>Topics under discussion in class:</b></p> <ul style="list-style-type: none"> <li>➤ LT3: What is your experience around teaching reading or teaching deep reading? What have you learned? What about for students who struggle with reading? What strengths (or developing strengths) will you bring to the reading process?</li> <li>➤ LT2: What are the Essential questions? Why are the essential?</li> <li>➤ LT1: As a Team Taskforce, gather your resources for problem&gt;solution and share your findings with team. Note which solutions look most promising based on the research.</li> </ul>	
<p>Wednesday, July 10<sup>th</sup></p>	<p><b>THEME: Reading</b></p> <p>What are some of the most effective practices for assisting students with reading, particularly when they struggle?</p> <p>How do multimodal literacies function in the ELA classroom?</p> <p>What are the most beneficial ways to assess students? Can assessment help students to feel empowered?</p> <p>What is the goal of a taskforce? What happens</p>	<p><b>Please read for class:</b></p> <ul style="list-style-type: none"> <li>➤ <i>Understanding by Design</i>: Wiggins and McTighe, ch. 7 (Both)</li> <li>➤ Burkins, J. M., &amp; Yates, K. (2021). Shift 5: Reinventing ways we use MSV (3 cueing systems). <i>Shifting the balance : six ways to bring the science of reading into the balanced literacy classroom</i>. Stenhouse Publishers. (Elementary)</li> <li>➤ Kern, D. (2016). Teaching "real books" versus graphic novels in the classroom. (Secondary)</li> <li>➤ Sewell, W. C., &amp; Denton, S. (2011). Multimodal literacies in the secondary English classroom. (Secondary)</li> </ul> <p><b>Topics under discussion in class:</b></p> <ul style="list-style-type: none"> <li>➤ LT3: Consider questions for LT2 (below). There are a number of ways we can explore literacy. What are your thoughts on cuing systems (MSV)? Once students understand how to read, how can you enhance their ability to read to understand? What place does multimodal literacies have in the classroom? Do these alternate modalities weaken or strengthen</li> </ul>	

	<p>when their task is complete?</p>	<p>overall literacy of students?</p> <ul style="list-style-type: none"> <li>➤ LT2: As a professional teacher, you will not be able to claim your students are progressing unless you can verify their progress through various assessments. In what ways can you assess your students in such a way that it is a positive experience for them? How can you manage assessment (diagnostic, formative, summative)? What happens if a student demonstrates understanding of a concept after a deadline?</li> <li>➤ LT1: At this point, you should have gathered a treasure trove of resources. Switch gears and begin organizing the problem&gt;solution resources to share with the class in a presentation. Begin setting up a ppt (or similar) for your presentation.</li> </ul>	
<p>Thursday, July 11<sup>th</sup></p>	<p><b>THEME:</b> Teaching Indigenous Literature Within Language Arts Classrooms</p> <p>How do we authentically teach and learn Indigenous literature and Indigenous students? What about students from other cultures who are new to Canada?</p> <p>What constitutes a “big idea”? Do the big ideas need to be directly related to reading/writing/sp eaking/listening or can they explore</p>	<ul style="list-style-type: none"> <li>➤ <i>Understanding by Design</i>: Wiggins and McTighe, ch. 9 (Both)</li> <li>➤ Katz, J. (2018). “Introduction” and “Chapter 1 Spirit and Soul in Education” <i>Ensouling our schools</i>. Portage and Main Press. (Both)</li> <li>➤ Goulet, L. M. &amp; Goulet, K. N. (2014). “Ininee mamitoneneetumowin, Indigenous thinking: Emerging theory of Indigenous education.” <i>Teaching each other: Nehinuw Concepts &amp; Indigenous Pedagogies</i>. UBC Press. (Both)</li> <li>➤ Werklund School of Education. (2022, July 16). <i>Books to Build On: Indigenous Literatures for Learning</i>. Werklund School of Education Teaching and Learning. <a href="https://werklund.ucalgary.ca/teaching-learning/indigenous-literatures-learning">https://werklund.ucalgary.ca/teaching-learning/indigenous-literatures-learning</a> (Both)</li> </ul> <p><b>Topics under discussion in class:</b></p> <ul style="list-style-type: none"> <li>➤ LT3: What have you learned about Indigenous ways of knowing, being, and learning? What is two-eyed seeing? In what ways can you plan your units with two-eyed seeing? Why does this matter to</li> </ul>	

	<p>ideas?</p> <p>How can we avoid teaching indigenous perspectives in ways that are superficial and ultimately seen through Euro-western lenses?</p>	<p>you?</p> <ul style="list-style-type: none"> <li>➤ LT2: What does it mean to plan backwards? Explore the Books to Build On website and other resources for Indigenous literature and start thinking about an ELA unit (or interdisciplinary unit) that you could develop. What are some of the “big ideas” that you would want students to leave with?</li> <li>➤ LT1: Tomorrow you will be presenting the results of Taskforce endeavours. Complete your presentation and practice presenting.</li> </ul>	
<p>Friday, July 12<sup>th</sup></p>	<p><b>THEME: Writing</b></p> <p>What happens in the brain when students learn the process of writing?</p> <p>How do you run writing workshops effectively?</p> <p>What are the twin sins of traditional curricular design and how can we avoid them?</p> <p>What is backwards planning?</p>	<p><b>Please read for class:</b></p> <ul style="list-style-type: none"> <li>➤ <i>Understanding by Design</i>: Wiggins and McTighe, ch. 10 <b>(Both)</b></li> <li>➤ Moats, L. C. (2020). The structure of English orthography (chapter 4). <i>Speech to print: Language essentials for teachers</i> (Third edition.). Paul H. Brookes Publishing Co. <b>(Elementary)</b></li> <li>➤ Wargo, K. (2020). A Conceptual Framework for Authentic Writing Assignments: Academic and Everyday Meet. <i>Journal of Adolescent &amp; Adult Literacy</i>, 63(5), 539–547. <b>(Secondary)</b></li> </ul> <p><b>Topics under discussion in class:</b></p> <ul style="list-style-type: none"> <li>➤ LT3: What kind of writing matters most? What does it mean when someone says they can write? Or can write beautifully? What can a teacher do when a student is struggling with writing? What steps can teachers take to teach students the fundamentals of writing?</li> <li>➤ LT2: What are the twin sins of traditional design? (activity-focused vs. coverage focused) Why are these problematic approaches? From a constructivist point-of-view, what do students need to understand concepts on a deep level?</li> <li>➤ LT2: Form groups for book units. You will be writing the unit plans individually, but you can work together as a grade-level team. Choose one novel or a set of short stories for a unit plan. 1) Develop an essential question(s) for the unit plan and</li> </ul>	<p><b>LT1: Team Taskforce Due July 12<sup>th</sup></b></p>

		<p>2) Identify “established goals” based on the Program of Studies. Add these to your Unit Plan templates.</p> <p>➤ LT1: Presentation! 😊</p>	
<p>Monday, July 15<sup>th</sup></p>	<p><b>THEME: Writing</b></p> <p>What are the most effective ways to assess writing?</p> <p>How do we help students find their voice?</p> <p>How do we design tasks that are relevant to students’ lives? How does ELA become meaningful to the reluctant reader or writer?</p>	<p><b>Please read for class:</b></p> <p>➤ <i>Understanding by Design</i>: Wiggins and McTighe, ch. 11 (Both)</p> <p>➤ Pytash, K., Testa, E., Geise, K., &amp; Kovalchick, C. (2007, December). Guide on the side: Collaboratively writing and revising with students. (Both)</p> <p>➤ Christensen, L. (2011, March). Finding voice: Learning about language and power. (Both)</p> <p><b>Topics under discussion in class:</b></p> <p>➤ LT3: We discussed teaching the fundamentals of writing on Friday. Today, think about teaching students how to love to write. In what ways can you do this? What about the revision process? How can this editing experience be like polishing a diamond?</p> <p>➤ LT2: Chapter 11 of UbD is when you pull all the pieces together into your lesson design. In what ways is it a “design” process? Why is a solidly designed unit plan essential to you?</p> <p>➤ LT2: Work with your grade levels to complete Stage 1 Desired Results and Stage 2 Assessment Evidence. These two sections may look identical for each grade-level team. (Due Wednesday)</p>	
<p>Tuesday, July 16<sup>th</sup></p>	<p><b>THEME: Writing</b></p> <p>In what ways is the planning process similar to the writing process?</p> <p>How do we map out short- and long-term</p>	<p><b>Please read for class:</b></p> <p>➤ <i>Understanding by Design</i>: Wiggins and McTighe, ch. 12 (Both)</p> <p>➤ Berger, J. (2001, March). A systematic approach to grammar instruction. (Secondary)</p> <p>➤ Moats, L. C. (2020). Syntax: How sentences work (chapter 6). <i>Speech to print: Language essentials for teachers</i> (Third edition.). Paul H. Brookes Publishing Co. (Elementary)</p>	



	<p>learning and assessment plans?</p>	<p><b>Topics under discussion in class:</b></p> <ul style="list-style-type: none"> <li>➤ LT3: How does grammar play a role in writing? Is it an antiquated skill or is it part of the set of tools for clear and effective writing?</li> <li>➤ LT2: Work with your grade level teams to complete Stage 1 and 2. After completing this, you begin the individual portion of the design of your unit plan—Stage 3. Use a calendar and your learning goals to guide you in “backwards planning.” See exemplar on D2L.</li> </ul>	
<p>Wednesday, July 17<sup>th</sup></p>	<p><b>THEME:</b> Listening &amp; Speaking</p> <p>What should be expected of students in the speaking of English language arts? Should all students learn to speak publicly?</p> <p>How do we develop active listening rather than passive listening? How can it be fairly assessed?</p> <p>How do we <i>engage</i> our students with the discipline of language arts on a deeper level?</p>	<ul style="list-style-type: none"> <li>➤ Barker, L. M. (2016). Under discussion: Teaching listening and speaking. <b>(Both)</b></li> <li>➤ Gallagher, K. (2015). “Sharpening Our Students’ Listening and Speaking Skills.” In <i>In the Best Interest of Students: Staying true to what works in the ELA classroom</i>. <b>(Both)</b></li> <li>➤ Schuldt, L. (2018). Meaningful moments: How to make oral feedback more personal. <b>(Both)</b></li> </ul> <p><b>Topics under discussion in class:</b></p> <ul style="list-style-type: none"> <li>➤ LT3: Listening is a skill that can be learned. It can also be torture for some students. What can you do to teach listening skills? Speaking in class is a topic that is quite controversial? Should students learn to speak publicly? Should they develop their voice? If so, in what ways? In what ways can you model sharing voice without being a power figure doing so?</li> <li>➤ LT2: Consider what you read in UbD chapter 12. How does this curriculum design pertain to performative tasks, such as speech? What is the big picture on UbD as Curriculum Framework?</li> <li>➤ LT2: Try to complete your Lesson Plan Sequence with Outcomes. The</li> </ul>	<p><b>LT3 Part 1 Due July 17<sup>th</sup></b></p>

		<p>six days written out for this lesson plan sequence should match the “days” indicated on your calendar. See exemplar.</p>	
<p>Thursday, July 18<sup>th</sup></p>	<p><b>THEME:</b> Representation and Critical Reading</p> <p>How do we develop critical reading skills? What are some critical approaches we can employ, such as using critical lenses?</p> <p>Diversity in the ELA classroom. How do we encourage all voices? What do we do if parents react negatively to content in the class?</p>	<p><b>Please read for class:</b></p> <ul style="list-style-type: none"> <li>➤ Adair, L. V., &amp; Kim, G. M. (2023). Critical Witnessing as a Critical Literacy Practice in Secondary English Education. <i>The New Educator</i>, 19(1), 33–54. <a href="https://doi.org/10.1080/1547688X.2023.2172243">https://doi.org/10.1080/1547688X.2023.2172243</a> (Secondary)</li> <li>➤ Wilson, Beth. (2014). Teach the How: Critical Lenses and Critical Literacy. (Secondary)</li> <li>➤ Aukerman, M., K. Grovet, &amp; M. Belfatti. (2019). Race, ideology, and cultural representation in Raz-Kids.” (Elementary)</li> <li>➤ Derman-Sparks, L. (2013). Guide for selecting anti-bias children’s books. (Elementary)</li> </ul> <p><b>Topics under discussion in class:</b></p> <ul style="list-style-type: none"> <li>➤ LT3: Critical thinking and reading are an essential skill for students to learn. In what ways can you foster critical reading and thinking in your classroom. Why is it important to you? How will you navigate topics that are more controversial, such as race, class, gender, gender identity, and sexuality?</li> <li>➤ LT3: You have had two weeks of reading, discussions, and notes that likely have stimulated much thought about your Philosophy of Teaching ELA. Organize your thoughts. Also, consider what YOU give to ELA. Some teachers are good at teaching writing. Others breathe live into reading. Others bring out the young actors in their students. What will you bring?</li> <li>➤ LT2: Complete your unit plans lesson sequences. Be sure that your lessons demonstrate evidence of assessment throughout and linking back to the Big Idea. Then begin to write the written portion of this assignment, The Rationale.</li> </ul>	

Friday, July 19 <sup>th</sup>	<ul style="list-style-type: none"> <li>▪ Continue work on your unit plans.</li> <li>▪ Meetings with instructor can be arranged by request.</li> </ul>	<b>All: Complete Unit Plans</b>  <b>Topics under discussion in class:</b> <ul style="list-style-type: none"> <li>➤ LT3: Complete by August 22<sup>nd</sup>. Early submissions are welcome.</li> <li>➤ LT2: Unit Plans due by midnight.</li> </ul> <p>Have a great summer! ☀️</p>	<b>LT2 Due August 19<sup>th</sup></b>  <b>LT3 Due August 22<sup>nd</sup></b>
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**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.

**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

In general, all late submissions will lose 10% each day unless discussed with the instructor **prior to the due date**. Students may be required to provide written documentation of extenuating circumstances (e.g. statutory declaration, doctor's note, note from the University of Calgary Wellness Centre, obituary notice). A deferral of up to 30 days may be granted at the discretion of the Associate Dean of Undergraduate Programs with accompanying written evidence.

### ISSUES WITH GROUP TASKS

With respect to group work, if your group is having difficulty collaborating effectively, please contact the instructor immediately. If a group is unable to collaborate effectively or discuss course materials online in a timely manner, the instructor may re-assign members to different groups or assign individual work for completion.

### GRADING

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

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

#### Academic Accommodation

It is the student's responsibility to request academic accommodations according to the University policies and procedures listed below. The student accommodation policy can be found at: <https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Student-Accommodation-Policy.pdf>. Students needing an accommodation because of a disability or medical condition should

communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities: [ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Accommodation-for-Students-with-Disabilities-Procedure.pdf](https://ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Accommodation-for-Students-with-Disabilities-Procedure.pdf). Students needing an accommodation in relation to their coursework based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to their Instructor.

### **Academic Misconduct**

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

### **Attendance/ Prolonged Absence**

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

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

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

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

**For additional resources including, but not limited to, those aimed at wellness and mental health, student success or to connect with the Student Ombuds Office, please visit**

<https://www.ucalgary.ca/registrar/registration/course-outlines>

**Education Students Association (ESA)** President for the academic year is Claire Gillis, [esa@ucalgary.ca](mailto:esa@ucalgary.ca).

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