UNIVERSITY OF CALGARY

AB

EDUC 535.02/.10/.18
Elementary English Language Learners and Elementary/Secondary Second Languages
Summer 2023

Instructor	Yingling Lou	Email	yingling.lou1@ucalgary.ca
Location	SS 010	Office Hours	By appointment
Class Dates	July 10 – July 21, 2023	Class Time	MTWRF 13:00–15:50

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

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

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

COURSE DESCRIPTION:

The intent of the Specialization Seminar II is to deepen students' understanding of the practical aspects of teaching within the specialization and to connect this practice with specific theoretical concepts. While this second specialization course focuses more on practical knowledge, students will also refine their knowledge of discourse and theory within the discipline and develop a deeper understanding of ways to enact this theory in a classroom context. Students 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 their own teaching. The emphasis of the course is on designing for student learning (subject-specific; assessment to strengthen student learning and improve instruction; and designing for inclusion, differentiation, and inquiry).

LEARNER OUTCOMES:

Students will:

- Further develop a deeper conceptual understanding of the historical, socio-cultural, political contexts of the discipline, and relate this to curriculum planning in the specialization areas;
- 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;
- Successfully apply theoretical knowledge to the design of a longer-term unit and assessment plan.

COURSE DESIGN AND DELIVERY: This course will be delivered face-to-face on campus.

REQUIRED RESOURCES:

There are no required textbooks to be purchased for this course. Readings will be accessible through the library.ucalgary.ca website or posted in D2L via Leganto.

Ahlquist, S. (2015). The Storyline approach: Promoting learning through cooperation in the second language classroom. *Education*, *43*(1), 40–54. https://www-tandfonline-com.ezproxy.lib.ucalgary.ca/doi/full/10.1080/03004279.2015.961692

Ahlquist, S. (2012). 'Storyline': a task-based approach for the young learner classroom. *ELT journal*, *67*(1), 41–51. https://academic-oup-com.ezproxy.lib.ucalgary.ca/eltj/article/67/1/41/436545

Alberta Education Programs of Study https://www.alberta.ca/programs-of-study.aspx

Barwell, R. (2009). Mathematical word problems and bilingual learners in England. In R. Barwell (Ed.), *Multilingualism in the mathematics classroom: Global perspectives* (pp. 63–77). Multilingual Matters. https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=543897&ppg=75

Bautista, N., & Castenada, M. (2011). Teaching science to ELLs part 1: Key strategies every science teacher should know. *The Science Teacher, (March),* 35–40. https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=sch&AN=59777981&site=ehost-live

Bourke, J. M. (2006). Designing a topic-based syllabus for young learners. *ELT Journal*, *60*(3), 279–286. https://academic-oup-com.ezproxy.lib.ucalgary.ca/eltj/article/60/3/279/369930

Center for Advanced Research on Language Acquisition. (2014). Create a Standards-Based Performance Assessment Unit Step-by-Step. Available online at: http://www.carla.umn.edu/assessment/vac/CreateUnit/p_1.html

Coelho, E. (2004). *Adding English: A guide to teaching in multilingual classrooms* (1st Ed). University of Toronto Press. https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=3385986

De Oliveira, L. C. (2016). A language-based approach to content instruction (LACI) for English language learners: Examples from two elementary teachers. *International Multilingual Research Journal*, *10*(3), 217–231. https://www-tandfonline-com.ezproxy.lib.ucalgary.ca/doi/full/10.1080/19313152.2016.1185911

Dressler, R. & Mueller, K. (2021). Pedagogical strategies to foster target language use: A nexus analysis. *Canadian Modern Language Review*. https://muse-jhu-edu.ezproxy.lib.ucalgary.ca/article/847610

Dressler, R., Raedler, B., Dimitrov, K., Dressler, A., & Krause, G. (2020). Project-based learning in the advanced German class. In G. Beckett & T. Slater (Eds.), G*lobal perspectives on project-based language learning, teaching, and assessment: Key approaches, technology tools, and frameworks* (pp. 69–84). Routledge. https://www-taylorfrancis-com.ezproxy.lib.ucalgary.ca/chapters/edit/10.4324/9780429435096-4/project-based-learning-advanced-german-class-roswita-dressler-bernadette-raedler-kristina-dimitrov-anja-dressler-garrett-krause

Guo, Y. (2009). Communicating with parents across cultures: An investigation of an ESL Parents' Night. *Journal of Educational Thought, 43*(2), 171–190. https://ezproxy.lib.ucalgary.ca/login?qurl=https%3A%2F%2Fwww.proquest.com%2Fscholarly-journals%2Fcommunicating-with-parents-across-cultures%2Fdocview%2F213797459%2Fse-2%3Faccountid%3D9838

Richards, J. C. (2013). Curriculum approaches in language teaching: Forward, central, and backward design. *Relc Journal*, *44*(1), 5–33. Access from: https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/full/10.1177/0033688212473293

Schleppegrell, M. J. (2018). The knowledge base for language teaching: What is the English to be taught as content? *Language Teaching Research*, 24 (1), 17–27. https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/epub/10.1177/1362168818777519

Stoller, F., & Myers, C. C. (2019). Project-based learning. In A. Gras-Velazquez (Ed.), *Project-based learning in second language acquisition* (Ch 3). Routledge. https://www-taylorfrancis-com.ezproxy.lib.ucalgary.ca/books/edit/10.4324/9780429457432/project-based-learning-second-language-acquisition-adrián-gras-velázquez

Tedick, D. J. (2016, January 19). *Analyzing texts for content-based instruction.* [Video]. YouTube. https://www.youtube.com/watch?v=VQHTEXRzeYU&t=787s

Tedick, D. J., & Lyster, R. (2020). *Scaffolding language development in immersion and dual language classrooms*. Taylor & Francis. https://www-taylorfrancis-com.ezproxy.lib.ucalgary.ca/books/mono/10.4324/9780429428319/scaffolding-language-development-immersion-dual-language-classrooms-diane-tedick-roy-lyster

ADDITIONAL RESOURCES:

Dalton-Puffer, C. (2011). Content-and-language integrated learning: From practice to principles? *Annual Review of Applied Linguistics*, 31, 182–204. https://www-cambridge-org.ezproxy.lib.ucalgary.ca/core/journals/annual-review-of-applied-linguistics/article/contentandlanguage-integrated-learning-from-practice-to-principles/E16B42F2B04D6D8B9A12617D6CFE58A4

Guo, Y. (2012). Exploring linguistic, cultural, and religious diversity in Canadian schools: Preservice teachers' learning from immigrant parents. *Journal of Contemporary Issues in Education, 7*(1), 4–23. https://journals.library.ualberta.ca/jcie/index.php/jcie/article/view/18078/14239

Hunt, M., (2011). Learners' perceptions of their experiences of learning subject content through a foreign language. *Educational Review, 63*(3), 365–378. https://www-tandfonline-com.ezproxy.lib.ucalgary.ca/doi/full/10.1080/00131911.2011.571765

Larsen-Freeman, D. & Anderson, M. (2011). *Techniques and principles in language learning* (3rd ed.). Oxford University Press https://ucalgary.primo.exlibrisgroup.com/permalink/01UCALG_INST/1rf6mu5/alma991001880139704336

Lee, K. (2016). Using collaborative strategic reading with refugee English language learners in an academic bridging program. *TESL Canada Journal, 33*(10), 97–108. https://doi.org/10.18806/tesl.v33i0.1248

Naqvi, R., Schmidt, E. & Krickhan, M. (2014). Evolving 50-50% bilingual pedagogy in Alberta: What does the research say? *Frontiers in Psychology, 5,* 413, 1–8. https://libkey.io/libraries/458/articles/51391051/full-text-file

Naqvi, R., McKeough, A., Thorne, K., & Pfitscher, C. (2013). Dual-language books as an emergent- literacy resource: Culturally and linguistically responsive teaching and learning. *Journal of Early Childhood Literacy*, *13*(4), 501–528. https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/full/10.1177/1468798412442886

Roessingh, H. (2020). Culturally responsive pedagogy and academic vocabulary teaching and learning: An integrated approach in the elementary classroom. *TESL Canada Journal*, *37*(1), 51–62. https://doi.org/10.18806/tesl.v37i1.1334

SOME PLANNING RESOURCES (MORE WILL BE AVAILABLE VIA D2L):

Center for Advanced Research on Language Acquisition. (2014). Create a Standards-Based Performance Assessment Unit Step-by-Step. Available online at: http://www.carla.umn.edu/assessment/vac/CreateUnit/p_1.html

ESL Guide to Implementation K-9 (2007) →This document provides teachers in Alberta a list of learning strategies they should be aware of and/or encourage their students to utilize. (*Appendix 4,* p.165). An overview of a unit plan (teaching spiders) using the knowledge framework to teach thinking skills and linguistic structures in a content-based instruction (see p. 80).

Teaching Effectiveness Framework and Rubric → https://www.galileo.org/cea-2009-wdydist-teaching.pdf

LEARNING TASKS OVERVIEW

LEARNING TASK	DESCRIPTION OF LEARNING TASK	GROUP / INDIVIDUAL	WEIGHT	DUE DATE
Learning Task 1	**Reflection on Field II learning + action plan**	Individual	30%	July 13
Learning Task 2	**Multimodal Parent Night Presentation**	Group	30 %	July 18
Learning Task 3	**Design a Unit and Assessment Plan**	Individual	40%	July 25

DAILY COURSE SCHEDULE:

Date	Topic	Tasks and Readings
July 10	- Welcome & Introduction - Creating a welcoming classroom	- Course outline - Reflection of Field II **ELL:** Adding English – Ch 2 & 3 **L2:** Dressler & Mueller (2021)
July 11	Understanding language acquisition	**ELL:** Adding English – Ch 8 **L2:** Tedick & Lyster (2020) - Ch 3
July 12	Language teaching approaches: - Content-based Language Teaching (CBLT) - Contextualization –Awareness – Practice–Autonomy (CAPA) Model	**Both:** Tedick & Lyster (2020) – Ch 4 **Both (choose 1):** Barwell (2009) Math example Cammarata & Tedick (2012) LA example Bautista & Castenada (2011) Science example

July 13	Language teaching approaches: • CBLT continued • Project-based learning ==*Learning Task 1 Due*==	**Both:** Stoller & Myers (2019) **ELL:** de Oliveira (2016) **L2:** Dressler et al. (2020)
July 14	Language learning and teaching: Conditions for growth and development across the curriculum	• Connecting to the AB Program of Studies: Students will consult the AB POS for their area of specialization/ELL Proficiency Benchmarks **ELL:** Richards, J. C. (2013) **L2:** Tedick & Lyster (2020) – Ch 7
July 17	Engaging parents	• Learning Task 2 group collaboration and formative feedback **Both**: Guo (2009)
July 18	Designing a unit and assessment plan ==*Learning Task 2 Due*==	**ELL:** Bourke, J. M. (2006) **L2:** Tedick & Lyster (2020) – Ch 8 Optional readings: Ahlquist, S. (2015) Hunt, M., (2011)
July 19	Designing a unit and assessment Plan	**ELL:** Schleppegrell, M. J. (2018) **L2:** Tedick & Lyster (2020) – Ch 9; Watch Tedick (2016) video Optional Video: Mary Schleppegrell's presentation to the International Systemic Functional Linguistics Conference about functional grammar in Vancouver, BC, July 2010. (This video is about an hour long) https://www.youtube.com/watch?v=tgUK7GynW-w
July 20	Materials evaluation and material design	• See writing samples and videos of students engaging in content learning with teacher commentary on proficiency levels and benchmark analysis: http://www.learnalberta.ca/content/eslapb/index.html **ELL**: Adding English – Ch 13 **L2:** Tedick & Lyster (2020) – Ch 5

| July 21 | Assessment and wrap-up | **Both:** Center for Advanced Research on Language Acquisition. (2014) |
| | | **ELL**: Alberta ESL Proficiency Benchmarks
L2: Tedick & Lyster (2020) – Ch 6 |

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

I. LEARNING TASK 1: Reflection on Field II learning + action plan (30%)

DUE: July 13, 2023, by 11:59pm into the Dropbox folder

Part I: Prepare a structured reflection on Field II experiences (3-4 pages, double-spaced). Topics to explore are:

- **Second Language Teaching/Teaching English Language Learners**: Challenges and lessons learned.
- **Classroom management:** What were your successes and challenges?
- **Differentiation:** What did you learn about differentiation to support diverse student needs?
- **Assessment:** What did you learn about student assessment?

Part II: Create an action plan for Year 2 linking back to learning from Year 1 (1 page, double-spaced).

Assessment Criteria:

Reflections should include an exploration of the four topics listed above, showing a thoughtful examination of experiences, including specific anecdotes where useful to illustrate your learning. You should link Field II experiences with your learning from Year 1 courses, including references to readings that stood out for you. In the action plan, you will identify areas that you plan to focus on during Field III and IV, with a justification (why these areas?) and your plan for developing these areas (How will you delve deeper? How can you develop your skills?). This will be a written submission, but need not be written as an academic paper, but rather as a professional document (use headings and subheadings).

A+ to A	- Paper presents deep links between the theory of practice from their coursework to the experiences during Field II in all the identified areas with supporting examples. - Ideas are organized, coherent, and authentic. - Writing is clear and mostly free of errors.
A- to B+	- Paper presents good links between the theory of practice from their coursework to the experiences during Field II in all/most of the identified areas research with support and/or some examples. - Ideas are mostly organized, coherently written, and supported. - Writing is clear and occasional errors do not impede understanding.
B to C+	- Project may present a roughly sketched paper in need of some refinement, with few/no connections between coursework and Field II. - Ideas may be lacking in clarity development, and/or specific examples. - Writing may be confusing and occasionally blurs the clarity of communication.

II. LEARNING TASK 2: Multimodal parent night presentation (30%)

Due: July 18, 2023, by 11:59 pm into Dropbox and D2L discussion board

Topic: Choose ONE of the following:

- Learning a second language in the L2 or Bilingual classroom
- Supporting elementary ELL students

Task: With a partner, you will create a multimodal presentation (video, Powerpoint, Prezi, multimedia, etc.) to inform parents about the selected topic. Components of the presentation should include, but not limited to the following:

- The critical aspects of L2/ELL learning that parents need to be cognizant of
- What the research says about how we can help students to achieve success both at school and at home; If applicable, use research data to address one or more of the common misconceptions about the topic held among parents
- L2/ELL programming in the classroom
- Understanding student assessment and report cards related to L2/ELL
- L2/ELL resources for students and parents

You should include references to the theories we have studied in the course. You may include your learning from your Field II experiences. Presentations will be posted to D2L thread and submitted into Dropbox.

Assessment Criteria:

A+ to A	• The content demonstrates an exemplary understanding of the critical theories and practices of L2/ELL learning that are essential for the target audience to acquire. • Students' references to the class readings show a mastery level of understanding. • Writing exhibits exemplary quality in terms of clarity, coherence, and adherence to APA 7.
A- to B+	• The content demonstrates a well-developed understanding of the critical theories and practices of L2/ELL learning that are essential for the target audience to acquire. • Students' references to the class readings show a well-developed level of understanding. • Writing exhibits good quality in terms of clarity, coherence, and adherence to APA 7. Minor errors do not impede understanding.
B to C+	• The content demonstrates a basic understanding of the critical theories and practices of L2/ELL learning that are essential for the target audience to acquire. • Students' references to the class readings show a basic level of understanding. • Writing exhibits appropriate quality in terms of clarity, coherence, and adherence to APA 7. Occasional errors may blur the clarity of communication.

III. LEARNING TASK 3: Design of a unit plan and assessment plan (40%)

Due: July 25, 2023, by 11:59pm into the D2L Dropbox

Task: Using the template provided, students will individually:

- design a unit-plan for learning and assessment to foster deep understanding of a key disciplinary concept and build language competency.
- include a rationale for the learning plan, as supported by theory and discipline.
- discuss practicalities of enacting this learning and assessment plan: fitting it into a larger context/concept, integration of effective formative assessment strategies for scaffolding and adapting to the needs of diverse learners.

Template: Please note these can be adapted for your particular circumstances and are provided as a guide.

A. *Unit Title, Subject Area, and Topic – The theme of your unit.* This can be developed in consultation with your instructor and should be clearly and specifically titled.

B. *Reference to Alberta Education Curriculum or standards, as it applies to your discipline/unit.* Identify how your unit fits within the Alberta Curriculum. Provide an explanation if it doesn't fit explicitly.

C. *Grade Level – The grade in which the subject is taught*

D. *Unit Rationale – Provide a paragraph explanation where the value of the unit is presented.* This rationale should support your choice to create a full unit on this topic.

E. *Learning Outcomes –* Describe the learning outcomes for the overall unit (longer term). In your lesson plan, describe the learning outcomes or goals for that specific lesson (shorter term). One or more of these may overlap. Learning outcomes should define what the students should know/be able to do by the end of the unit and lesson. Specific language outcomes (e.g., vocabulary, sentence structures, and transition devices) need to be included.

F. *List of Materials – List all materials needed to teach the unit.* Be specific.

G. *Outline of the Lessons in the Unit –* This is specifically about how you will teach the content. How will you teach language and content simultaneously? Will the students work as a whole class, in groups, or individually? How will you transition into different activities? How will you scaffold activities? How will materials be used? Include examples of language teaching/learning methods.

H. *Assessment Plan –* Provide an assessment plan that includes both formative assessment throughout and summative assessment at the end of the unit, as well as the assessment criteria for the summative assessment.

I. *Learner Differentiation – Demonstrate how your plan addresses the interests and needs of a range of students.* For example, how will you address students with special needs? English language learners? Students who excel at group work or at independent time? You must include three ways in which your plan addresses the diverse needs of students, one of which must include ELL/L2 strategies or integration.

J. *Creativity and Innovation – Detail how your unit will include a variety of teaching methods, with specific reference to creative teaching that engages all students.* Include discussion of your inclusion of technology in the curriculum and ways to include interdisciplinarity.

K. *List of Sources – All sources consulted in preparation of the unit should be listed.* Note: multiple sources are expected. Present a reference page in APA 7 format.

UNIVERSITY OF CALGARY

Assessment Criteria:

	A+ / A	A- / B+	B / C+
Inclusiveness	The unit plan is thorough with all required components explicitly laid out.	The unit plan is complete with all required components clearly laid out.	The unit plan is complete with required components laid out somewhat clearly.
Disciplinary and ELL/L2 knowledge	Exemplary understanding of disciplinary and ELL/L2 concepts	Well-developed understanding of disciplinary and ELL/L2 concepts	Basic understanding of disciplinary and ELL/L2 concepts
Learning Outcomes	Clear and measurable learning outcomes that align with AB curriculum. Includes specific language outcomes.	Learning outcomes align with AB curriculum but may lack specificity or measurability. Includes some language outcomes.	Vaguely defined learning outcomes that partially align with AB curriculum. Language outcomes are included but may be insufficient or vaguely stated.
Lesson Outline	Exemplary lesson outline demonstrating effective, creative teaching methods, language/content integration, technology integration, and interdisciplinary connections.	Well-developed outline of lessons and teaching methods, with some language/content integration, technology integration and interdisciplinary connections.	Appropriately developed lesson outline that may lack clarity or coherence. Limited integration of language and content, technology, and interdisciplinary connections.
Assessment Plan	Comprehensive assessment plan including formative and summative assessments. Assessment plan provides a holistic, accurate picture of student learning. Explicit criteria for summative assessment provided.	Reasonable assessment plan with formative and summative assessments. Assessment plan provides a defensible picture of student learning. Criteria for summative assessment provided but may lack clarity in some components.	Assessment plan somewhat unclear or imbalanced and provides a general picture of student learning. Criteria for summative assessment provided but may be vaguely defined.
Differentiation	Effective, high-quality plan to address diverse student needs.	Mostly effective and good-quality plan to address diverse student needs.	Basic plan to address diverse student needs provided but needs major refinement.

THE EXPECTATION OF EXCELLENCE IN PROFESSIONAL WORK

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

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

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

- *Engagement in Class Discussion and Inquiry*

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

EXPECTATIONS FOR WRITING

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

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

LATE SUBMISSIONS

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

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. 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.

Werklund SU Representative is Elsa Stokes, educrep@su.ucalgary.ca.