AB

EDUC 535.05/.14   Spécialisation II (Français)
Automne 2024

The University of Calgary, located in the heart of Southern Alberta, both acknowledges and pays tribute to the traditional territories of the peoples of Treaty 7, which include the Blackfoot Confederacy (comprised of the Siksika, the Piikani, and the Kainai First Nations), the Tsuut'ina First Nation, and the Stoney Nakoda (including Chiniki, Bearspaw, and Goodstoney First Nations). The City of Calgary is also home to the Métis Nation of Alberta (Districts 5 and 6).

Dates du cours :   **3 septembre au 25 octobre, 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.

COURSE DESCRIPTION:
Veuillez noter que ce cours est en français. Nous nous attendons à ce que toutes vos contributions soient en français.
The intent of the 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. While this second specialization course focuses more on practical knowledge, you will also 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 (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, students will:
1) 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;

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 in person on campus.

RECOMMENDED RESOURCES (AVAILABLE THROUGH BOOKSTORE; VALUABLE ADDITIONS TO YOUR PROFESSIONAL LIBRARY)

1. Arnett, K. & Bourgoin, R. (2018). *Accès au succès : vers une pédagogie plus inclusive en langue seconde.* Toronto: Pearson Canada.
2. Lyster, R. (2016). *Vers une approche intégrée en immersion.* Anjou : Les Éditions CEC.

LEARNING TASKS OVERVIEW

LEARNING TASK	DESCRIPTION OF LEARNING TASK	GROUP / INDIVIDUAL	WEIGHT	DUE DATE
1. Reflection on Field II learning + action plan	Structured reflection on Field II experiences; creation of action plan for Year 2 and beyond	Individual	30%	18 septembre 2024 (mercredi)
2. Team project: Creation of presentation to show and share your understanding of how students learn French in the Immersion or Français de base classroom	With a partner, students will choose a pedagogical topic and create a presentation to share their research and learning. You will create a project/presentation in any form you choose (video, Powerpoint/Prezi, podcast, multimedia) to share your deep understanding of the principles of French Immersion or FSL/Core French teaching and learning. Possible topics will include use of French in the French Immersion classroom, supports for French Immersion students, integration of language and content, translanguaging in the Fr Imm classroom, creating a successful learning environment in the FSL (français de base) classroom (see list in assignment description in course outline).	Group	30%	16 octobre 2024 (mercredi) (présentations en classe)
3. Design of unit plan and assessment plan	For this assignment, students will design a unit learning plan and assessment plan that demonstrate a solid understanding of the theoretical aspects presented in the course, and of the vision necessary in planning a unit.	Individual	40%	25 octobre 2024 (vendredi)

CONSULTEZ LE LIEN « READING TOOL » POUR ACCÉDER À TOUS LES ARTICLES
HTTPS://UCALGARY.ALMA.EXLIBRISGROUP.COM/LEGANTO/PUBLIC/01UCALG_INST/LISTS/23125047790004336?AUTH=SAML

HORAIRE:
Semaine 1: 4 septembre
Thème 1 : Field II
Exploration des enjeux en salle de classe; identifier vos buts pour développer votre pratique d'enseignement

Thème 2: Réflexion sur notre identité en tant qu'enseignant(e)s et locuteur natifs/non-natifs de français

À lire :
Roy, S. (2020). *French Immersion Ideologies in Canada*. Lanham: Lexington Books.
Pages 115-123 et pages 151-158.
https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=6209392

Semaine 2: 11 septembre
Thème: Intégration langue/contenu en classe de langue : la planification en Immersion

Tâches pour Semaine 2: lectures et discussion

Integrating language and content: read, watch videos and be prepared to discuss in class.
Vidéos: Roy Lyster video (Second Language Research Forum, Columbia University, NY, 2016) on integrating language/content
Watch Parts 1 and 2
https://www.youtube.com/watch?v=ZRIuzjuPU6U (start at 4:45)
https://www.youtube.com/watch?v=60VQHsnhFpc

Refer to Lyster book *Vers une approche intégrée* and to the following articles as you prepare your contributions to class discussions.

Cammarata, L. & Tedick, D.J. (2012). Balancing content and language in instruction: The experience of immersion teachers. *The Modern Language Journal*, 96 (2), 251-269.
https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/41684072
https://onlinelibrary-wiley-com.ezproxy.lib.ucalgary.ca/doi/full/10.1111/j.1540-4781.2012.01330.x

Genesee, F. (1995). Integrating Language and Content: Lessons from Immersion. National Center for Research on Cultural Diversity and Second Language Learning.
http://repositories.cdlib.org/cgi/viewcontent.cgi?article=1107&context=crede

Torres, C. & K. Rao. (2019). UDL for language learners. CAST Professional Publishing. Chapter 2 (pp.10-19). E-book will be added to Leganto Reading Tool.

Semaine 3 : 18 septembre
[Tâche no. 1 à remettre dans Dropbox 18 septembre 11h59 pm]

Thème: Cibler le développement du langage oral en salle de classe

Une exploration de nos options pour cibler le développement du langage oral de nos élèves, et ce dans le cadre de la littératie intégrée; **l'approche neurolinguistique** et comment l'adapter pour le contexte immersif : présentation, pratique, planification

Semaine 4 : 25 septembre
Thème: Planifier / Échafauder avec intention

À lire :

1. Cammarata, Laurent, and Ebrary, Inc. *Content-based Foreign Language Teaching: Curriculum and Pedagogy for Developing Advanced Thinking and Literacy Skills*. 2016. (Ch 6 Cammarata, L. Foreign Language Education and the Development of Inquiry-Driven Language Programs: Key Challenges and Curricular Planning Strategies pp. 123-143.) https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=4426543&ppg=138 *E-book license permits only one online user at a time; per day, a user may print to PDF up to 75 pages

2. Tedick, D., & Lyster, R. (2020) Scaffolding language development in immersion and dual language classrooms. London: Routledge.
   E-book available in LCR, multiple user license:
   https://www-taylorfrancis-com.ezproxy.lib.ucalgary.ca/chapters/mono/10.4324/9780429428319-13/module-lesson-instructional-design-diane-tedick-roy-lyster

3. (Pour .05 Elémentaire)

   Bourgoin, R., & Le Bouthillier, J. (2021). Task-based language learning and beginning language learners: examining classroom-based small group learning in Grade 1 French Immersion. *Canadian Journal of Applied Linguistics*, 24, 2, 70-98.
   https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=151077681&site=ehost-live

4. (Pour FSL/Français de base)

   https://transformingfsl.ca/wp-content/uploads/2015/12/FSL-module-3.pdf

   https://www.omlta.org/wp-content/uploads/2015/04/B15-Developing-Action-Oriented-Tasks-for-Primary-and-Junior-Core-French-Presentation-Handout.pdf

5. Pour Immersion :
   sites.google.com/erlc.ca/immersion-francaise/ressources-gr-m-9

Deux tâches:
1. Cette semaine, vous allez partager quelques ressources que vous avez découvertes : faites la connexion avec votre expérience pendant Field II et parlez de l'utilité des ressources ainsi que vos idées pour les exploiter.

2. Commencez à travailler sur l'esquisse de votre plan d'unité (LT4) avec le gabarit fourni (vous pouvez faire des changements au gabarit pour mieux répondre à vos besoins).

Semaine 5 : 2 octobre
Thème: Intégrer *assessment* **dans l'enseignement (évaluation formative et sommative)**

À consulter:
  i. ACPI Référentiel – écrit
  ii. ACPI Référentiel – oral
  (Pour i et ii, il faut être membre de ACPI pour y avoir accès)

  iii. Common Framework of Reference : https://www.coe.int/en/web/common-european-framework-reference-languages/level-descriptions (à télécharger du site)
  iv. Niveaux de compétence linguistique canadiens : https://www.canada.ca/content/dam/ircc/migration/ircc/francais/pdf/pub/competence-linguistique.pdf
  v. Alberta Assessment Consortium → self-directed PD resources → rubrics www.aac.ab.ca

À lire :

1. Rehner, K. (2018). Les pratiques pédagogiques des enseignants-correcteurs du DELF: une perspective pancanadienne https://www.acpi.ca/wp-content/uploads/2018/04/Rehner-Report-2018-final-mars-2018_FR_final.pdf

Tâche à faire cette semaine :
Votre plan d'unité : quels sont vos défis en ce qui concerne la/les rubrique/s, l'évaluation formative?

Semaine 6 : 9 octobre
Thème : Thème: Créer un contexte qui donne accès à la langue pour tous les élèves

À lire:
1. Lyster, R. (2019). Translanguaging in Immersion: Cognitive support or social prestige? *The Canadian Modern Language Review*, 75, 4 (November). Pp 340-352. http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=ufh&AN=140275666&site=ehost-live

    https://muse-jhu-edu.ezproxy.lib.ucalgary.ca/article/744618

2. Genesee, Fred. (2007). French Immersion and At-Risk Students: a review of research evidence. *The Canadian Modern Language Review*, Volume 63, Number 5 (August), pp.654-687. *DOI: 10.1353/cml.2008.0004* http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=ufh&AN=47784802&site=ehost-live

3. MacIntyre, P., Z. Dörnyei, R. Clément & K. Noels (2013). Conceptualizing Willingness to Communicate in a L2 : A Situational Model of L2 Confidence and Affiliation. *The Modern Language Journal*, vol 82, no. 4 (Winter 1998), pp. 545 -562. https://onlinelibrary-wiley-com.ezproxy.lib.ucalgary.ca/doi/abs/10.1111/j.1540-4781.1998.tb05543.x

https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/330224

À consulter:
Arnett, K. and Bourgoin, R. (2018). *Accès au succès.* North York: Pearson Canada Ltd.

À regarder: Video you-tube:
Fred Genesee: *Myths and misunderstandings about dual language acquisition in young learners*
https://www.youtube.com/watch?v=WiCC7fzP2cY

Tâches

Chers parents . . . . Vous allez travailler en groupes en classe pour préparer des commentaires qui vont répondre aux questions des parents des élèves en Immersion. Consultez les articles et livres suggérés, ainsi que des vidéos accessibles sur you-tube et examinez vos sources avec un œil critique (vous allez écrire en anglais pour pouvoir communiquer avec les parents).

- *Goals of French Immersion*
- *Success in French*
- *Success in English*
- *Success in content areas*
- *Should I remove my child from Fr Imm if they are having problems*?
- *How can I provide literacy/numeracy support at home?*
- *Should we use Google translate to help*?

Semaine 7 : 16 octobre
Tâche: (LT 2 à remettre)
Présentations LT2 + discussion
Travail Plan d'unité

Semaine 8 : 23 octobre
Conclusion
Travail et consultation plan d'unité (LT3) (à remettre 25 octobre)

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
NOTE: FOR ALL LEARNING TASKS, A/A+ ARE BOTH 4.0; AN A+ WILL BE AWARDED FOR EXCEPTIONAL WORK BASED ON THE INSTRUCTOR'S PROFESSIONAL JUDGEMENT.

THERE IS A D2L SITE FOR THIS COURSE WHICH CONTAINS REQUIRED READINGS AND OTHER RELEVANT CLASS RESOURCES AND MATERIALS (SEE D2L.UCALGARY.CA).

There are **three** required Learning Tasks for this course. A student's final grade for the course is the sum of the separate assignments. It is not necessary to pass each assignment separately in order to pass the course.

1. LEARNING TASK 1: Reflection on Field II Experience (30%) (Due into Dropbox 18 septembre, 2024)
   Part I: Students will prepare a structured reflection on Field II experiences. Topics to explore are:
   (i) **Teaching in Immersion** – challenges and lessons learned
   (ii) **Classroom management** – what were your challenges?
   (iii) **Differentiation** – what did you learn about differentiating to support students in Field II?
   (iv) **Assessment** – what experiences did you have in learning about assessment?

   Part II: Students will create an action plan for Year 2 linking back to your learning from Year 1.

   CRITERIA FOR ASSESSMENT OF LEARNING TASK 1
   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, subheadings).
   The action plan should ideally be presented as a table, with your areas of focus identified in one column and your plans for implementation in one or two columns beside. A rubric will be provided in D2L and discussed in class. You should provide a maximum of 5 pages, double-spaced.

2. LEARNING TASK 2: Group project: Multimedia presentation (30%) Due 16 octobre, 2024

   Presentations will be done in class and submitted into Dropbox.
   Deep exploration of a topic of interest (choose from the following or suggest a topic to Instructor).

   You may select one of the following topics:
   a) Why and how should we promote the use of French in the classroom in French Immersion (and in the school context)?
   b) How do French language skills (oral, reading, writing) develop in French Immersion? How can teachers create lessons and strategies to support these skills?

c) Why is French Immersion an ideal way to learn French?
d) How and why should we integrate language and content in French Immersion?
e) Translanguaging: what is it and how can it be used effectively in the classroom?
f) FSL/Français de base/Core French : how can we ensure that students develop communicative competence and spontaneous language skills?

With a partner, students will create a presentation to delve more deeply into a topic about which they want to learn more. You will create a project/presentation in any form you choose (video, Powerpoint/Prezi, podcast, multimedia) to present your understanding of the chosen topic, and especially how the theory relates to classroom practice. You should include **references** to the theory we have studied in both Specialization courses and show how the theory comes to life in the classroom. Include your learning from your Field II experiences.

CRITERA FOR ASSESSMENT OF LEARNING TASK 2
Criteria: The presentation will provide a well-organized and thorough examination of the chosen topic, with a focus on how teachers support students and create an environment to promote language learning. Please back up your points with reference to the theory/research. The mode of presentation (video, Powerpoint, podcast etc) should be engaging; all group members should contribute to the presentation equally. You should create a presentation of 10-15 minutes (approximately 20 -25 slides).
A rubric for LT2 will be posted in D2L. Each group member will receive the same grade (so, a group grade will be assigned).

3. **LEARNING TASK 3:** Design of unit plan and assessment plan **(Individual) (40%) Due 25 octobre, 2024**
   For this assignment, students will design a unit learning plan and assessment plan that demonstrate a solid understanding of the theoretical aspects presented in the course, and of the vision necessary in planning a unit. A template will be provided, and exemplars will be presented and discussed to guide you.

CRITERIA FOR ASSESSMENT OF LEARNING TASK 3 UNIT PLAN DESIGN
Criteria:
Following the template that will be provided, your unit plan will provide the essential questions, Program of Studies objectives, assessment plan, and an outline of the lessons in the unit (not full lesson plans). Your unit plan should build deep understanding of the content while showing how you will integrate appropriate language into the content (intégration langue/contenu). You will scaffold the lessons throughout the unit so that you build understanding through authentic and engaged learning. You will provide a detailed assessment plan (of formative assessment throughout, as well as an outline with assessment criteria and rubric for the final project or presentation).
Rubric for LT3 will be posted in D2L.

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.

- *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 will be assessed at least partly on writing skills. Notez que vous allez préparer tous vos travaux en langue française. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Sources used in research papers must be properly documented. If you need help with your writing, you may use the writing support services in the Learning Commons. For further information, please refer to the official online University of Calgary Calendar, Academic Regulations, E. Course Information, E.2: Writing Across the Curriculum: http://www.ucalgary.ca/pubs/calendar/current/e-2.html

LATE SUBMISSIONS

All late submissions of assignments must be discussed with the instructor **prior to the due date.** Students may be required to provide written documentation of extenuating circumstances (e.g. statutory declaration, doctor's note, note from the University of Calgary Wellness Centre, obituary notice). A deferral of up to 30 days may be granted at the discretion of the Associate Dean of Undergraduate Programs with accompanying written evidence. https://calendar.ucalgary.ca/pages/jyekfh6xwhoHwxcetCi1

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: https://calendar.ucalgary.ca/pages/fc4adb8643f84441ab32300237b80df1

Grade	GPA Value	%	Werklund School of Education Description
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 Misconduct
Academic Misconduct refers to student behavior which compromises proper assessment of a student's academic activities and includes cheating; fabrication; falsification; plagiarism; unauthorized assistance; failure to comply with an instructor's expectations regarding conduct required of students completing academic assessments in their courses; and failure to comply with exam regulations applied by the Registrar.

For information on the Student Academic Misconduct Policy and Procedure please visit:

https://www.ucalgary.ca/legal-services/university-policies-procedures/student-academic-misconduct-policy

https://www.ucalgary.ca/legal-services/university-policies-procedures/student-non-academic-misconduct-policy

Additional information is available on the Academic Integrity Website at: https://ucalgary.ca/student-services/student-success/learning/academic-integrity

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://ucalgary.ca/student-services/access/prospective-students/academic-accommodations.

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: https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Accommodation-for-Students-with-Disabilities-Procedure.pdf

Research Ethics

Students are advised that any research with human participants – _including any interviewing (even with friends and family), opinion polling, or unobtrusive observation – _must have the approval of the Conjoint Faculties Research Ethics Board (https://research.ucalgary.ca/conduct-research/ethics-compliance/human-research-ethics/conjoint-faculties-research-ethics-board-cfreb) or the Conjoint Health Research Ethics Board https://research.ucalgary.ca/conduct-research/ethics-compliance/human-research-ethics/conjoint-health-research-ethics-board-chreb)

In completing course requirements, students must not undertake any human subjects research without discussing their plans with the instructor, to determine if ethics approval is required. Some courses will include assignments that involve conducting research with human participants; in these cases, the instructor will have applied for and received ethics approval for the course assignment. The instructor will discuss the ethical requirements for the assignment with the students.

For further information see E.5 Ethics of Human Studies
https://calendar.ucalgary.ca/pages/627ed88eb4b041b7a2e8155effac350

Instructor Intellectual Property
Course materials created by instructors (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed or copied without the explicit consent of the instructor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

Freedom of Information and Protection of Privacy
Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary. For more information, please see:
https://www.ucalgary.ca/hr/work-compensation/working-ucalgary/freedom-information-and-privacy-act

Copyright Legislation
All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (https://www.ucalgary.ca/legal-services/university-policies-procedures/acceptable-use-material-protected-copyright-policy) and requirements of the copyright act (https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy https://www.ucalgary.ca/legal-services/university-policies-procedures/student-non-academic-misconduct-policy.

Sexual and Gender-Based Violence Policy
The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's sexual violence policy guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances. Please see the policy available at https://www.ucalgary.ca/legal-services/university-policies-procedures/sexual-and-gender-based-violence-policy

Other Important Information
Please visit the Registrar's website at: https://www.ucalgary.ca/registrar/registration/course-outlines for additional important information on the following:
• Wellness and Mental Health Resources
• Student Success
• Student Ombuds Office
• Student Union (SU) Information
• Graduate Students' Association (GSA) Information

- Emergency Evacuation/Assembly Points
- Safewalk

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 Tracy Dinh, educrep@su.ucalgary.ca.