

**EDUC 535.12: Secondary English Language Arts, Specialization II**  
**Fall 2024**

**Land Acknowledgement:** 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).

**Class Dates:** September 4 – October 23, 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:** After class or by appointment. Please feel free to email me to make arrangements to meet in-person or via Zoom.

**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 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).

**EXTENDED COURSE DESCRIPTION:**

This course will address major topics within the teaching of language arts for junior and senior high school. We will build on learning from ELA Specialization I, with a particular focus on critical and media literacies. Each week we will focus on a major topic within ELA teaching and learning. Relevant materials, including scholarly and professional publications, videos and websites have been selected to illuminate the topic. Every week you will participate in whole class and small group discussions and activities. In addition to these weekly tasks, you will also undertake research in an area of interest related to ELA, media and technology, and design a complete unit plan. Together, these activities are intended to deepen your understanding of how to engage diverse students in meaningful and contemporary learning within the language arts.

**LEARNER OUTCOMES:**

Students will:

- 1) Further develop a deeper conceptual understanding of the historical, socio-cultural, political contexts of the discipline of *Language Arts*, and relate this to curriculum planning in the specialization area;
- 2) Identify, apply and critique the key learning perspectives (as outlined in the front matter of the Programs of Study) and 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 face-to-face on campus. Links to readings and resources will be available on D2L.

**REQUIRED RESOURCES (IN THE ORDER IN WHICH THEY APPEAR IN THE WEEKLY SCHEDULE):**

Mirra, N. (2020). A quality of imagination: Young people show us “what’s next” in ELA. *Voices in the Middle*, 27(4), 9-11. <https://publicationsncte.org/content/journals/10.58680/vm202030696>

Clarke Gray, B. (2023, January 23). Breaking what was already broken: AI and writing assignments. *Digital Detox*. <https://digitaldetox.trubox.ca/breaking-what-was-already-broken-ai-and-writing-assignments/>

Vasquez, V.M., Janks, H. & Comber, B. (2019). Critical literacy as a way of being and doing. *Language Arts*, 96(5), 300-311. <https://publicationsncte-org.ezproxy.lib.ucalgary.ca/content/journals/10.58680/la201930093>

Dallacqua, A. & Sheahan, A. (2020). Making space: Complicating a canonical text through critical multimodal work in a secondary language arts classroom. *Journal of Adolescent & Adult Literacy*, 64(1), 67-77. <https://ila-onlinelibrary-wiley-com.ezproxy.lib.ucalgary.ca/doi/full/10.1002/jaal.1063>

Martens, G. & Kohnen, A. (2022) Critically reading Internet architecture. *English Journal*, 111(4), 62-70. <https://publicationsncte-org.ezproxy.lib.ucalgary.ca/content/journals/10.58680/ej2022.39614>

Bacalja, A. (2018). What critical literacy has to offer the study of video games. *Australian Journal of Language and Literacy*, 41(3), 155-65. <https://search-informit-org.ezproxy.lib.ucalgary.ca/doi/abs/10.3316/aeipt.221222>

Daniel, S., Pacheco, M., Smith, B., Burriss, S. & Hundley, M. (2023). Cultivating writerly virtues: Critical human elements of multimodal writing in the age of artificial intelligence. *Journal of Adolescent & Adult Literacy*, 67(1), 32–38. <https://ila-onlinelibrary-wiley-com.ezproxy.lib.ucalgary.ca/doi/full/10.1002/jaal.1298>

Wargo, K. (2019). A conceptual framework for authentic writing assignments: Academic and everyday meet. *Journal of Adolescent and Adult Literacy*, 63(5), 539-547. <https://ila-onlinelibrary-wiley-com.ezproxy.lib.ucalgary.ca/doi/full/10.1002/jaal.1022>

Burwell, C. & Lenters, K. (2015). Word on the street: Investigating linguistic landscapes with urban Canadian youth. *Pedagogies*, 10(3), 201-221. <https://www-tandfonline-com.ezproxy.lib.ucalgary.ca/doi/full/10.1080/1554480X.2015.1029481>

Wills, E. & Shearing, H. (2020, August 4). Here’s why you shouldn’t give up on poetry. BBC.  
<https://www.bbc.com/news/uk-53648412>

Alberta Learning. (2000). *English Language Arts, K–9*. Retrieved July 14, 2024 from:  
<https://education.alberta.ca/media/160402/ela-pos-k-9.pdf>

Alberta Learning. (2003). *English Language Arts, 10-12*. Retrieved July 14, 2024 from:  
<https://education.alberta.ca/media/160418/ela-pos-10-12.pdf>

Garcia, A. (2018). The politics of reading, agency and participation. *Journal of Adult and Adolescent Literacy*, 61(6), 701-703. <https://ila-onlinelibrary-wiley-com.ezproxy.lib.ucalgary.ca/doi/10.1002/jaal.746>

Reynolds, T., Rush, L., Lampi, J. & Holschuh (2020). English disciplinary literacy: Enhancing students’ literary interpretive moves. *Journal of Adolescent and Adult Literacy*, 64(2), 201-209. <https://ila-onlinelibrary-wiley-com.ezproxy.lib.ucalgary.ca/doi/full/10.1002/jaal.1066>

Jones, E. (2020). Science fiction builds mental resiliency in young readers. *The Conversation*. Retrieved August 15, 2020: <https://theconversation.com/science-fiction-builds-mental-resiliency-in-young-readers-135513>

Hanson, A. (2020). Teaching Indigenous literatures for decolonization: Challenging learning, learning to challenge. *Alberta Journal of Educational Research*, 66(2), 207-222.  
<https://journalhosting.ucalgary.ca/index.php/ajer/article/view/68509>

Wilfrid Laurier University Press. (2020). *Literatures, communities and learning: Conversations with Indigenous writers* [video]. Retrieved July 14, 2024 from:  
<https://www.youtube.com/watch?v=qKQH83MVtMw>

Brookhart, S. (2013). Develop a student-centered mind-set for formative assessment. *Voices from the Middle*, 21(2), 21-25.  
[https://ucalgary.alma.exlibrisgroup.com/leganto/public/01UCALG\\_INST/citation/23155159100004336?auth=SAML](https://ucalgary.alma.exlibrisgroup.com/leganto/public/01UCALG_INST/citation/23155159100004336?auth=SAML)

Warrington, A., Graeber, L., White, H., & Saxton, J. (2018). Finding value in the process: Student empowerment through self-assessment. *English Journal*, 107(3), 32-38. <https://publicationsncte-org.ezproxy.lib.ucalgary.ca/content/journals/10.58680/ej201829464>

**WEEKLY COURSE SCHEDULE:**

Date	Topic	Readings and Tasks	Assignment Due Dates
WEEK 1 Sept 4	Introduction: Language Arts for the Here and Now	Mirra, N. (2020). A quality of imagination: Young people show us “what’s next” in ELA.  Clarke Gray, B. (2023) Breaking what was already broken: AI and writing assignments.	

<b>WEEK 2</b>  <b>Sept 11</b>	<b>Critical Literacy in the Classroom</b>	<p>Vasquez, V.M., Janks, H. &amp; Comber, B. (2019). Critical literacy as a way of being and doing.</p> <p>Dallacqua, A. &amp; Sheahan, A. (2020). Making space: Complicating a canonical text through critical multimodal work in a secondary language arts classroom.</p>	
<b>WEEK 3</b>  <b>Sept 18</b>	<b>Critical Media Literacy</b>	<p>Bacalja, A. (2018). What critical literacy has to offer the study of video games.</p> <p style="text-align: center;">OR</p> <p>Martens, G. &amp; Kohnen, A. (2022) Critically reading Internet architecture.</p> <p>Daniel, S., Pacheco, M., Smith, B., Burriss, S. &amp; Hundley, M. (2023). Critical human elements of multimodal writing in the age of artificial intelligence.</p>	
<b>WEEK 4</b>  <b>Sept 25</b>	<b>Sharing of Inquiry Projects</b>		<b>Inquiry Project:</b> Presentation due Sept 25; Written portion due Sept 29
<b>WEEK 5</b>  <b>Oct 2</b>	<b>Composing Authentic Texts</b>	<p>Wargo, K. (2019). A conceptual framework for authentic writing assignments: Academic and everyday meet.</p> <p>Burwell, C. &amp; Lenters, K. (2015). Word on the street: Investigating linguistic landscapes with urban Canadian youth.</p> <p>Wills, E. &amp; Shearing, H. (2020). Here’s why you shouldn’t give up on poetry.</p> <p>Alberta Learning. (2000, 2003). English Language Arts, K-9, 10-12.</p>	
<b>WEEK 6</b>  <b>Oct 9</b>	<b>Critical Reading and Interpretation</b>	<p>Garcia, A. (2018). The politics of reading, agency and participation.</p> <p>Reynolds, T., Rush, L., Lampi, J. &amp; Holschuh (2020). English disciplinary literacy: Enhancing students’ literary interpretive moves.</p> <p>Jones, E. (2020). Science fiction builds mental resiliency in young readers.</p>	

<b>WEEK 7</b>  Oct 16	Teaching Indigenous Literatures, Confronting Colonial Contexts	Hanson, A. (2020). Teaching Indigenous literatures for decolonization: Challenging learning, learning to challenge.  Wilfrid Laurier University Press. (2020). Literatures, communities and learning: Conversations with Indigenous writers [video, 1 hour].	<b>Unit Plan:</b> Due October 18
<b>WEEK 8</b>  Oct 23	Student-centered Assessment	Brookhart, S. (2013). Develop a student-centered mind-set for formative assessment.  Warrington, A., Graeber, L., White, H., & Saxton, J. (2018). Finding value in the process: Student empowerment through self-assessment.	<b>Portfolio:</b> Due October 25

**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 OVERVIEW

There are 3 required Learning Tasks for this course. A student's final grade for the course is the sum of the 3 separate assignments.

As future ELA teachers, it is important that we reflect deeply on the ethical, political, environmental and sociocultural implications of AI in k-12 classrooms, higher education and beyond. Thus, on the first day of our class, we will discuss the use of AI in relation to the course assignments. Together, we will decide on a policy that will apply to all assignments. This policy will be posted to D2L and will pertain to all students.

LEARNING TASK	DESCRIPTION OF LEARNING TASK	GROUP / INDIVIDUAL	WEIGHT	DUE DATE
1	Inquiry Project: Critical Digital and Media Literacies in the Language Arts Classroom	Small groups (5 people)	20% oral  20% written	Presentations due Sept 25; written portion due Sept 29
2	Unit Plan	Individual	40%	October 18
3	Class Engagement and Contributions + Portfolio	Individual	20%	October 25

**LEARNING TASKS AND ASSESSMENT****1. LEARNING TASK 1: Inquiry Project: Critical Digital and Media Literacies in the Language Arts Classroom (20% + 20%) - DUE: September 25 & 29, 2024**

For this assignment, students will work in groups of 5 to develop a topic of inquiry related to the teaching of critical digital and media literacies in the language arts. This question should emerge from group members' shared areas of interest. Digital and media literacies are defined broadly here and could include topics related to disinformation, algorithms, surveillance and data-mining, platform politics, digital creativity, social media, videogames, podcasts, film, photography and/or television as they apply to youth media practices or teaching and learning within the secondary language arts. We will brainstorm a more comprehensive list of potential topics together on our first day of class.

Working with your group, you will investigate your chosen topic through research into relevant resources. Your first step will be to formulate an inquiry question that you would like to answer through your research. During weeks 2 and 3, you will have some time in class to work on your inquiry. Findings of your inquiry will be shared in a 5-6 page written document.

During week 4, all groups will present the findings of their inquiry with the class in a 15-minute presentation. The presentation will be followed by 15 minutes of whole class discussion, to be facilitated by group members.

Your written project (20%) should include the following elements:

1. An overarching inquiry question
2. A brief rationale for your question
3. A 4-5 page presentation of your findings
4. A list of resources (cited using APA) that you used in the development of the document

Your presentation (20%) should include the following elements:

1. A 15-minute presentation that presents your findings in a clear, concise and engaging way
2. Three or four well-formulated discussion questions
3. An expertly guided dialogue with your peers

**Criteria for Assessment of Learning Task 1 (A rubric based on these criteria will be available in D2L)**

The written portion of the inquiry project will be assessed on the following criteria:

- A clear and focused inquiry question that is relevant to the teaching of ELA
- A rationale that demonstrates an understanding of issues in the teaching of ELA
- Well-organized findings that are effective in answering the inquiry question
- Specific references to the resources used
- The use of relevant resources and correct citations

The presentation will be assessed on the following criteria:

- A well-timed presentation that presents the findings of the inquiry in a clear and engaging way
- Discussion questions that are relevant to the topic and ask participants to draw on their knowledge of and experience with ELA teaching and learning
- An effort to encourage relevant discussion through facilitation

All students within a group will receive the same grade for both the presentation and written assignment.



## 2. LEARNING TASK : Unit Plan (40%) – DUE: October 18, 2024

Having created a short-term learning plan in ELA Specialization I, you are now asked to work individually to design a longer-term unit plan that puts into practice key aspects of theory introduced in this course.

You may base your unit plan on one of the following:

1. A pairing of a canonical text and a contemporary text (as described in the work of Dallacqua & Sheahan, week 2)
2. A contemporary text created within the last 10 years (this may include a novel, collection of short stories, book of poetry, graphic novel, film, videogame, podcast series, etc.)
3. A student-centered ELA inquiry (as described in Burwell & Lenters, week 5)

Please do *not* use the same text(s) that you used in ELA Specialization I (Winter 2024). Unit plans should not exceed 20 pages in length.

**Part One: Rationale and Overview-** 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 that vision (200-300 words).
- **Key Instructional Practices** – 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 this class (and where relevant, previous classes) 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 or students using English as an additional language?
- **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).
- **Personal Reflection** – Provide a reflection (200-300 words) on your process of designing the unit plan and any of the remaining questions you have about it. Questions you might address include: What were some of the challenges and questions that arose for you as you developed the plan? (How) did your purposes shift as you worked on it? What did you learn in the process of creating the plan? What do you think are the plan’s main strengths? What questions or worries do you have about implementing the plan? Is there anything you would do differently if you were start over? Another way to approach the reflection is to take up Warrington et al’s (slightly modified) prompt: “Tell me the story of how your unit plan became what it is.”

**Part Two: The Plan** - 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, vision or theme the unit seeks to leave students with through this curricular engagement.

- **Guiding Question(s)** – Identify one or more well-crafted question(s) guiding the unit of study. Provide a context for the selection of the questions.
- **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.
- **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?
- **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.
- **List of Sources** - List all sources consulted in preparation of the unit. Multiple sources are expected. Present a reference page in APA format.
- **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.

### **Criteria for Assessment of Learning Task 2 (A rubric based on these criteria will be available in D2L)**

- A skillfully designed 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 significant ideas and themes that are powerfully articulated through the resources, activities and assessments used in the unit.
- The 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.
- 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.
- 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 into the unit to strengthen student understanding and inform instructional decision-making.
- Compelling and thoughtful rationale and reflections that provide insight into the designer’s vision of the language arts, their design process, their perceived successes and failures, and the questions that still linger for them.



### 3. LEARNING TASK 3: Class Engagement and Contributions (ongoing) and Learning Portfolio (October 25, 2024) – 20%

Every week you will have materials to read or view on the themes noted in the weekly schedule above. During our Wednesday class, you will engage with your peers in partner, small group and full class discussion of the ideas and practices described in these resources. We will also undertake hands-on activities related to these themes. You are expected to read or view the resources thoroughly before class, to engage in careful listening and to contribute to meaningful dialogue of the week's theme(s).

At the end of the semester, you will submit a learning portfolio, which will give you an opportunity to reflect on your learning, your engagement with course themes and materials, and your contributions to the class.

Please organize your portfolio in the following way:

1. Write a 3- page reflective essay that meaningfully discusses your learning in relation to the course materials (readings and videos) and class activities and discussions. You may return to both the reading themselves and specific conversations or activities in order to note ideas or insights that were especially important to your learning. You may also return to the first assignment you did ELA Specialization I, and consider if and how your vision of the language arts has shifted or expanded since that time, particularly in relation to your learning in the Specialization courses.
2. Provide a one-page assessment of your contribution to the classroom learning community. How deeply did you engage with the course materials? Did you read and view all materials carefully before class? Did you attend class regularly? Did you consider and respond to your peers' ideas thoughtfully? In what ways did you contribute to building a learning community? What might you have done differently?
3. Give yourself a grade based on your engagement with the course materials, your contribution to the classroom learning community, and your reflective essay. Keep in mind the criteria listed below.

#### **CRITERIA FOR ASSESSMENT OF LEARNING TASK 3 (A rubric based on these criteria will be available in D2L and can be used as part of your self-assessment)**

- Careful and thorough reading and viewing of *all* course materials
- Deep engagement with course concepts and terminology
- Constructive and thoughtful responses to peers during activities and discussions that work towards building a supportive learning community
- A learning portfolio (as described above) that is complete and discusses your learning and your participation in the course in meaningful ways

## 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 (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>

### MISSING OR LATE SUBMISSIONS

All late submissions of assignments must be discussed with the instructor **prior to the due date**. 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. <https://calendar.ucalgary.ca/pages/jyekfh6xwhoHwxcetC11>

### 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	%	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-cfrieb) 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](mailto:esa@ucalgary.ca).

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