

EDUC 535.12: Secondary English Language Arts, Specialization II
Fall 2023

Section	Instructor	Time	Location	Email
S01	Kimberley Holmes	W 12:00 – 3:50	EDUC 353	kaholmes@ucalgary.ca

Class Dates: September 5 – October 27, 2023

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 to make arrangements to meet in-person or via Zoom.

Email: All students must use their University of Calgary email (@ucalgary.ca) for course communication.

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 English Language Arts for junior and senior high school. We will build on learning from ELA Specialization I, with a particular focus on critical literacy. 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 participate in whole class and small group discussions and activities. In addition to these weekly tasks, you will also undertake group research in an area of personal interest related to ELA, design a complete unit plan and practice narrative inquiry as a research process and pedagogical tool for teaching, learning and well-being. Together, these activities are intended to deepen your understanding of how to engage diverse students in meaningful learning in the English Language Arts. They focus on *teacher as researcher, teacher as instructional designer of learning and brain architect and teacher as reflective practitioner focusing on “curriculum as lived experience”*.

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.

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

Leggo C. & Holmes K. (2021) *The Spaces in Between—A poetic duo-ethno-graphical exploration*. Dio Press, NY, NY.
[Uof C Bookstore](#) ; [Chapters Indigo](#) (NOTE: e-book is also available)

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

International Literacy Association. (2020, August 14). *Literacy Teaching in Turbulent Times* [Video]. YouTube.
https://www.youtube.com/watch?v=sq5Dr_G1U4A

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://library-ncte-org.ezproxy.lib.ucalgary.ca/journals/vm/issues/v27-4/30696>

Holmes, K. (2014) *Becoming the Teacher: An auto-ethnographical reflection in poetry and prose*. *Journal of Educational Thought*. 47(3). 170-188. <https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/43932839>

Vasquez, V.M., Janks, H. & Comber, B. (2019). Critical literacy as a way of being and doing. *Language Arts*, 96(5), 300-311. <https://library-ncte-org.ezproxy.lib.ucalgary.ca/journals/la/issues/v96-5/30093>

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. & Kohlen, A. (2022) Critically reading Internet architecture. *English Journal*, 111(4), 62-70. <https://library-ncte-org.ezproxy.lib.ucalgary.ca/journals/ej/issues/v111-4/31694>

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://doi-org.ezproxy.lib.ucalgary.ca/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://doi-org.ezproxy.lib.ucalgary.ca/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 August 1, 2020 from:
<https://education.alberta.ca/media/160402/ela-pos-k-9.pdf>

Alberta Learning. (2003). *English Language Arts, 10-12*. Retrieved August 1, 2020 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://doi-org.ezproxy.lib.ucalgary.ca/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*. <https://doi.org/10.1002/jaal.1066> (Early view). <https://ilibrary-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?fbclid=IwAR2ymzAS9ClYGe1O7GaIqUNCQdB8Ia0IKWeTu4FuH3kw5fLv23zLAPXLaQ>

Lafferty, A. (2022). A poetic inquiry into (re)connecting with the language of the land: Walking with dii ndéh. *Journal of the Canadian Association for Curriculum Studies*, 19(2), 50-63. <https://jcacs3.journals.yorku.ca/index.php/jcacs/article/download/40711/36705/53246>

Wilfrid Laurier University Press. (2020). *Literatures, communities and learning: Conversations with Indigenous writers* [video]. Retrieved August 1, 2020 from: https://www.youtube.com/watch?v=qKQH83MVtMw&feature=youtu.be&fbclid=IwAR2QzExy8u0yv0J1L9URw4K3Pcv epH7Fu2pHNXKin10Lbnnqh1_O-TcLWe4

Brookhart, S. (2013). Develop a student-centered mind-set for formative assessment. *Voices from the Middle*, 21(2), 21-25. <https://library-ncte-org.ezproxy.lib.ucalgary.ca/journals/vm/issues/v21-2/24462>

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://library-ncte-org.ezproxy.lib.ucalgary.ca/journals/ej/issues/v107-3/29464>

SUGGESTED SUPPLEMENTARY TEXTS

These are all choices on the recommended list of resources and what you will often find in schools. This will help you prepare to develop your unit plan. These are only suggested, and you are free to choose your own text and resources.

READING LIST

1. The Bone Marrow Thieves- Cherie Dimaline (7-9)
2. Refuge – Alan Gantz (7-9, ELL and new Canadians.)
3. THE KITE RUNNER – KHALED HOSSEINI (11/12)
4. Indian Horse- Richard Wagamese (10-12) <https://canadacommons-ca.ezproxy.lib.ucalgary.ca/artifacts/1875216/indian-horse/2624157/>
5. The Handmaid's Tale – Margaret Atwood (12)
6. Educated -Tara Westover or The Glass Castle- Jeanette Walls

PRE-VIEWING LIST (FILM STUDY IS REQUIRED IN THE PROGRAM OF STUDY)

1. Stand by Me <https://streaming-acf-film-com.ezproxy.lib.ucalgary.ca/audiocine/play/A38DEC228A86F5F6>
2. Jojo Rabbit <https://media3-criterionpic-com.ezproxy.lib.ucalgary.ca/htbin/wwform/006?T=F032398>
3. Life is Beautiful <https://media3-criterionpic-com.ezproxy.lib.ucalgary.ca/htbin/wwform/006?T=AL006896>
4. American Beauty <https://media3-criterionpic-com.ezproxy.lib.ucalgary.ca/htbin/wwform/006?T=100182>
5. The Last of Us (TV series)
6. Black Mirror (TV series)
7. Barbie movie

WEEKLY COURSE SCHEDULE:

Date	Topic	Readings and Tasks	Assignment Due Dates
WEEK 1 Sept 6	Review of why study English -Explorations of language Arts for the here and now -Introduction to Life Writing and	International Literacy Association. (2020, August 14). <i>Literacy Teaching in Turbulent Times</i> [Video]. YouTube. https://www.youtube.com/watch?v=sq5Dr_G1U4A Mirra, N. (2020). A quality of imagination: Young people show us “what’s next” in ELA. Holmes, K. (2014) <i>Becoming the Teacher: An auto-ethnographical reflection in poetry and prose. Journal of Educational Thought.</i> 47(3). 170-188. https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/43932839	Reflection piece— becoming the teacher. Review Tasks and establish working groups for LT 1 and life writing/reflexive inquiry pairing. (LT 2). Please email groups/partners to instructor this week.
WEEK 2 Sept 13	Critical Literacy in the Classroom Reading for joy- authenticity and engagement Hot topics in ELA and critical pedagogy access points.	Vasquez, V.M., Janks, H. & Comber, B. (2019). Critical literacy as a way of being and doing. Dallacqua, A. & Sheahan, A. (2020). Making space: Complicating a canonical text through critical multimodal work in a secondary language arts classroom.	Essential questions overview and the concept of backwards design for building thematically based units of study. Begin considering the big questions for the unit plan with a critical pedagogy lens and consider how this connects to your inquiry work.
WEEK 3 Sept 20	Critical Media Literacy	Bacalja, A. (2018). What critical literacy has to offer the study of video games. OR Martens, G. & Kohlen, A. (2022) Critically reading Internet architecture. Daniel, S., Pacheco, M., Smith, B., Burriss, S. & Hundley, M. (2023). Critical human elements of multimodal writing in the age of artificial intelligence.	Discussion groups and exploration of curriculum as lived human experience. Grade level critical literacy and how we access this using multi modalities Inquiry project work
WEEK 4 Sept 27	Sharing of Inquiry Projects		Inquiry Project: Presentation due Sept 27; Written portion due Sept 29

<p>WEEK 5</p> <p>Oct 4</p>	<p>Composing Authentic Texts</p>	<p>Wargo, K. (2019). A conceptual framework for authentic writing assignments: Academic and everyday meet.</p> <p>Burwell, C. & Lenters, K. (2015). Word on the street: Investigating linguistic landscapes with urban Canadian youth.</p> <p>Wills, E. & 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>	<p>Mind mapping key concepts and initial draft of thematic plan.</p>
<p>WEEK 6</p> <p>Oct 11</p>	<p>Critical Reading and Interpretation</p>	<p>Garcia, A. (2018). The politics of reading, agency and participation.</p> <p>Reynolds, T., Rush, L., Lampi, J. & Holschuh (2020). English disciplinary literacy: Enhancing students’ literary interpretive moves.</p> <p>Jones, E. (2020). Science fiction builds mental resiliency in young readers.</p>	<p>Lesson plan incorporating UDL concepts.</p> <p>Continue with unit planning.</p> <p>Bring a copy of initial planning for peer review and feedback</p>
<p>WEEK 7</p> <p>Oct 18</p>	<p>Multiliteracies Pedagogies</p> <p>Universal Design for Learning and the Personalization of Student Learning</p> <p>Creating communities of compassion and care</p> <p>Teaching Indigenous Literatures and Stories</p>	<p>Wilfrid Laurier University Press. (2020). Literatures, communities and learning: Conversations with Indigenous writers [video, 1 hour].</p> <p>Lafferty, A. (2022). A poetic inquiry into (re)connecting with the language of the land: Walking with dīj ndéh.</p>	<p>Unit Plan: Due October 18</p>

WEEK 8 Oct 25	Authentic assessment Engagement and Relevancy Arts-Based and Theatrical Literacies 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.	Considerations of what we want to accomplish with our students and how we can create authentic and meaningful experiences that impact human life. Course closing and considerations for teaching, learning and well-being. Reflection and Reflexive Narrative Inquiry : Due October 25
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CHANGES TO SCHEDULE: Please note that changes to the schedule may occur to meet the emerging needs and dynamics of the participants in the course

LEARNING TASKS OVERVIEW

LEARNING TASK	GROUP / INDIVIDUAL	WEIGHT	DUE DATE
LT1: Inquiry Project (Teacher as researcher and lifelong learner- PLC based)	Group (3-4)	30%	Presentations due Sept 27; written portion due Sept 29
LT2: Unit plan (Teacher as instructional designer and brain architect)	Individual	40%	October 18 th
LT 3: Reflexive Inquiry/Life Writing Explorations (Teacher as reflective/reflexive practitioner through “curriculum as lived experience” (Aoki)	Individual or partners	30%	October 25 th

LEARNING TASKS OVERVIEW

LEARNING TASKS AND ASSESSMENT

There are 3 required Learning Tasks for this course. Each one will focus on a key component of becoming a professional education. Teaching consists of reflection and contemplation, research and understanding of data, and authentic and effective task design. The learning tasks are designed to reflect the process you will undertake in your classroom and should be utilized as you move into the field. Our work is relevant and meaningful to real life application as we move between theory and professional practice. Below are specific details regarding each task. **A rubric for each of these tasks will be provided in d2l and reviewed in class. Please refer to the rubric to ensure you are meeting the requirements for the task and understand the key learning outcomes.**

1. LEARNING TASK 1: Inquiry Project (20% + 10%) - DUE: September 27 & 29, 2023**KEY FOCUS: TEACHER AS A RESEARCHER AND LIFELONG LEARNER**

For this assignment, students will work in groups of 3-4 to develop a topic of inquiry/key question related to teaching and learning in the English Language Arts. This question should emerge from your shared areas of interest, and may be connected to the development of your final unit plan (Learning Task 2).

Working with your group, you will investigate this topic through research into relevant resources. You may also draw on readings and resources from previous courses, as well as your own educational experiences and discussions with others. Your first step will be to formulate an inquiry question that you would like to answer through your research. 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 10 minutes of class discussion, to be facilitated by group members.

Your written project (25%) 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. Two or three 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

2. LEARNING TASK 2: Unit Plan (40%) – DUE: October 18, 2023**KEY FOCUS: TEACHER AS INSTRUCTIONAL DESIGNER AND BRAIN ARCHITECT**

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. We will look at this with regards to a year plan and an overall direction for an entire semester or year.

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 student-centered ELA inquiry (as described in Burwell & Lenters, week 5)
3. A contemporary text created within the last 10 years (this may include a novel, collection of short stories, book of poetry, graphic novel, film or videogame)

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 and Creativity** – Detail the main methods for teaching throughout the unit (150-200 words). Specify how you will teach the topic. How will materials be effectively used? How will students engage? How will you transition into different activities? How will you scaffold activities? Make specific reference to the literature explored in 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, English-as-a-second-language learners, gifted students, and students who excel at group work or at independent time?
- **Assessment Practices** – Discuss practicalities of your unit plan in relation to the ways it has built in effective formative-assessment strategies including formative feedback loops and a summative performance of understanding (150-200 words).

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.

3. *LEARNING TASK 3: Reflexive Inquiry/Life Writing Explorations -individually or partners – DUE: October 25, 2023*

KEY FOCUS: TEACHER AS A REFLECTIVE/REFLEXIVE PRACTITIONER THROUGH “CURRICULUM A LIVED EXPERIENCE”
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Individually or partners

In this task you will practice the skills of reflection and reflexive inquiry. This task may be completed individually or with a partner. If you choose to work with a partner, you will receive the same grade as the work will be collaborative. We will be using the text, “The Spaces in Between” to guide us through this process. As English teachers we must practice our craft and through this task we will be reading, writing, representing, and exploring idea with others. For this task you will engage in an internal and external inquiry considering both your lived experiences in education and the concepts and theories explored in class. Your inquiry will emerge from class discussions and reading focusing on building your understanding of the curriculum of English Language arts through both a personal and professional inquiry into learning, living and being in the English classroom.

There are two key considerations with regards to this task reflection and reflexivity. Reflection is an inward process where we consider our own lived experiences and how those experiences impact who we are and how we teach. This is our way of being in the world. Reflexivity is a term that emerged as a way to approach interpretation. It is learning to notice what was not preciously noticeable as we understand new ways of knowing and being beyond our personal framework. It is something we learn over time and a critical skill for working in a humanities classroom as we explore this complex process of becoming fully human within our educational environments. (Cohen, 2015)

You will begin by establishing your own position. Who are you and why do you want to be a teacher of English? What brought you to this space and place? Consider how we understand ourselves and understand our place in the world individually and in relation to Others. Then you will consider your own lived experience with regard to course content and ideologies around teaching English. Consider the following framework as a guide.

- What led me to that perception? How is it informed by my own positionality in the world?
- How do I know that? Are there things I need to unlearn before new knowledge can emerge?
- Why does this matter when teaching English?

As we attempt to answer these questions we undergo a study of Self along with the other materials, objects, or unities of analysis. Parker Palmer (1998) reflects “we teach who we are” so it is critical we understand our ways of being in the world and how that impacts our understanding of pedagogy. As teachers, who are in positions of power and roles of authority, we deeply *influence* our students, not so much by the words that we speak, but by our presence, manner of being, and by our actions. (Hesson Bai, 2015). Hence it is critical we explore our inner landscapes with careful consideration of the environments and learning communities that we are tightly interconnected with. Teaching is not an isolated process but a holistic one that helps us understand and nourish both the individual and the collective whole.

This task can be completed using any form of prose or art arts-based inquiry. Remember the study ELA is considered a literary art form. I encourage you to use multiple ways to explore and express your understanding. This can be completed individually or in partners as a dialogue. You are required to make a minimum of 5 reflections but can make more if you feel it is beneficial to your professional growth. It is key to focus on process in contrast to final product as we deepen our understanding of the study of English as lived human experience. More detail will be provided face to face and daily suggestions for reflection will be discussed and explored in class. It is critical you attend all classes as we focus on developing a shared understanding of curriculum, teaching, learning and being in our roles as English educators.

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 with accompanying written evidence.

ISSUES WITH GROUP TASKS

With respect to group work, if your group is having difficulty collaborating effectively, please contact the instructor immediately. If a group is unable to collaborate effectively, 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

Note: A+ is a rare and exceptional grade to be given *at the instructor's discretion* to the works of excellence and the highest quality.

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

Academic Accommodation

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/. Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor. The full policy on Student Accommodations is available at <http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf>.

Academic Misconduct

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

Attendance/ Prolonged Absence

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

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

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

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

esa@ucalgary.ca

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, educprep@su.ucalgary.ca.

