EDUC 535.12 Specialization II: Secondary English Language Arts
Fall, 2022

<table>
<thead>
<tr>
<th>Section</th>
<th>Instructor</th>
<th>Time</th>
<th>Location</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>S01</td>
<td>Elizabeth McNeilly, PhD</td>
<td>W 12:00 – 3:50</td>
<td>EDC 255</td>
<td><a href="mailto:elizabeth.mcneilly@ucalgary.ca">elizabeth.mcneilly@ucalgary.ca</a></td>
</tr>
</tbody>
</table>

**Class Dates:** September 6 - October 28, 2022; Wednesdays, 12:00 - 3:50

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

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

**Office Hours:** By appointment only

**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).

**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 of Secondary Education, and relate this to curriculum planning in the specialization area;
2) Identify and critique the key learning perspectives (as outlined in the front matter of the Programs of Study) and intentions (learning objectives) across the units in a grade from the Alberta Programs of Studies;
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 with possible engagement in a D2L environment.

**Required Resources:**

Alberta Competencies and Current Programs of Study English Language Arts
[https://education.alberta.ca/media/3576117/comp-in-ela_20mar_17_final.pdf](https://education.alberta.ca/media/3576117/comp-in-ela_20mar_17_final.pdf)

Alberta Education Program of Study for English Language Arts. Specific programs can be found here: [https://education.alberta.ca/topic-search?searchMode=3](https://education.alberta.ca/topic-search?searchMode=3)


**ADDITIONAL RESOURCES:**

https://ucalgary.primo.exlibrisgroup.com/permalink/01UCALG_INST/46l39d/alma991025107049704336

https://library-ncte-org.ezproxy.lib.ucalgary.ca/journals/vm/issues/v8/3/2338

https://library-ncte-org.ezproxy.lib.ucalgary.ca/journals/ej/issues/v106-5/29092

https://library.ncte.org/journals/EJ/issues/v101-1/17260


https://library-ncte-org.ezproxy.lib.ucalgary.ca/journals/VM/issues/v25-2/29402


### Learning Tasks Overview

<table>
<thead>
<tr>
<th>Learning Task (Due Date)</th>
<th>Description of Learning Task</th>
<th>Percent of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Task #1 Due September 28</td>
<td>Group Inquiry Project</td>
<td>40%</td>
</tr>
<tr>
<td>Learning Task #2 Due October 26</td>
<td>Long Term Inquiry Unit Plan (Group and Individual)</td>
<td>40%</td>
</tr>
<tr>
<td>Learning Task #3 Due October 28</td>
<td>Evolving Conceptual Understanding of English Language Arts</td>
<td>20%</td>
</tr>
</tbody>
</table>
**WEEKLY COURSE SCHEDULE:**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings and Tasks</th>
<th>Due Dates</th>
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</thead>
</table>
| Week of Sept 5<sup>th</sup> |                                                       |  **Overview of the course and review of why study—and teach!—the Humanities**  
  o Developing a deeper conceptual understanding of the historical, social–cultural and political contexts of the discipline  
  o Considerations for Learning Task 2.  
  You will be using this book to create your unit plan (Learning Task #2).  
| Week of Sept 12<sup>th</sup> | o Explore the Alberta Education website and Programs of Study, form “Teams,” and begin brainstorming ideas.  
  o Deeper reading meaning, assessment, and strategies  
  o What do assessment tasks look like that promote and provide opportunities for students to show deep understanding of key program goals?  
  ➢ Gallagher, *Deeper Reading* (DR) Chapters 4-5.  
  ➢ Work on Activity 1.  
  ➢ Continue reading your book from Book to Build On: Indigenous Literatures (by the week of October 3<sup>rd</sup>) |           |
| Week of Sept 19<sup>th</sup> |  o What is the difference between critical literacy and literary criticism?  
  o Is it the task of the ELA teacher to prepare our students to be critical thinkers in their lives? |  ➢ *Understanding by Design*: Wiggins and McTighe. Review chapter 7.  
  ➢ MasterClass Staff. (2022, February 25). Literary criticism explained: 11 critical approaches to literature. |           |
<table>
<thead>
<tr>
<th>Week of Sept 26th</th>
<th>How do we develop our students’ voices? What does it mean to find our voice?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>How do we map out short- and long-term learning and assessment plans?</td>
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<tr>
<td></td>
<td>LT1 presentations</td>
</tr>
<tr>
<td></td>
<td>Begin LT 2</td>
</tr>
<tr>
<td></td>
<td>Group presentations for Learning Task 1</td>
</tr>
<tr>
<td></td>
<td>Continue reading your book from Book to Build On: Indigenous Literatures (by the week of October 3rd)</td>
</tr>
</tbody>
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<thead>
<tr>
<th>Week of Oct 3rd</th>
<th>Indigenous and Canadian relations as an educational priority</th>
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<tbody>
<tr>
<td></td>
<td>How can we avoid teaching Indigenous perspectives in ways that are superficial and ultimately seen through Euro-western lenses?</td>
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<tr>
<td></td>
<td>What is our relationship with Indigenous peoples and how might this intersect with our own personal identities?</td>
</tr>
<tr>
<td></td>
<td>Work on LT2</td>
</tr>
<tr>
<td></td>
<td>Continue working on Learning Task 2.</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Week of Oct 11th</th>
<th>How do we engage our students with the discipline of writing?</th>
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<td></td>
<td>How do we design tasks that are relevant to students’ lives? How does ELA become meaningful</td>
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</table>
to the reluctant writer?
- Let’s talk about grammar. Is it best to practice it independently, within a writing unit, or both?
- Work on LT2


**Week of Oct 17th**

- What are 21st Century literacies and how can you prepare students for modalities that have yet to be invented?
- What are your values as an ELA teacher? What do you enjoy teaching and suspect you’re good at teaching? What area concerns you?


**Week of Oct 24th**

- Meet in Department groups to discuss reading.
- Alberta Program of Peer review—share your work on Activity 2 with a peer to receive helpful feedback.
- Work on Activity 2

- Share Indigenous books and unit plan ideas in class “faculty meeting.”
- Work on Learning Task 3 (refer to class discussion notes and readings to aid you in writing this assignment)

**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.

<table>
<thead>
<tr>
<th>LT2 due Wed, Oct 26th</th>
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<tbody>
<tr>
<td>LT3 due Friday, Oct 28th</td>
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</table>
LEARNING TASKS AND ASSESSMENT

There are three required Learning Tasks for this course.

I. Assignment 1: Group Inquiry Project (40%) Due: Wednesday, September 28, 2022

For this assignment, students will develop a topic of inquiry/key question to be explored within the SELA discipline. This question should emerge from class discussion and readings and should be connected to the development of your final longer-term unit plan (Learning Task #2). This inquiry project should help you progress towards the unit plan through investigation of a related component. Small groups will investigate this topic through research into resources within the discipline and through group discussion of personal experiences and observations. Findings of the inquiry project will be shared electronically via a digital folder to be uploaded on D2L on the date due. This folder can include text, visuals, media, and links. (Be aware that any videos may need to be shared via a link, rather than through direct uploading onto D2L). Be creative in the development of this folder, such as creating a webpage through Wix or Weebly. Required elements of this project include:

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

Grading Criteria for Assignment 1

Group inquiry projects will be assessed on the following criteria:
1. Quality and meaningfulness of research question and resources used in investigation
   • Clarity of presentation of the inquiry question
   • Fullness of rationale for the question
   • Meaningfulness to pre-service teachers within the discipline
   • Significance and relevance of resources; correct citation
2. Overall Presentation of findings
   • Organization, clarity, and succinctness of digital folder
   • Specificity of references made to resources
   • Effectiveness of writing to convey the brainstorming and key findings of the group
   • Strength of summary of findings
3. Digital folder design elements used in representation of group inquiry question and findings
   • Effectiveness of visuals in depicting issues raised in inquiry
   • Clear, relevant, and striking use of visuals and/or technology and media
   • Connectedness between inquiry question, supporting text, and use of visual content

Assignment 1 Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Expert</th>
<th>Practitioner</th>
<th>Apprentice</th>
<th>Novice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality of inquiry question and rationale for the meaningfulness to pre-service teachers (30%)</td>
<td>The inquiry question is excellent and very clear. There is a full rationale of its meaningfulness to pre-service teachers.</td>
<td>The inquiry question is good and clear. There is supporting rationale of its meaningfulness to pre-service teachers.</td>
<td>The inquiry question is somewhat unclear and needs refinement. The rationale of its meaningfulness to pre-service teachers is vague.</td>
<td>The inquiry question is unclear. The rationale of its meaningfulness to pre-service teachers is very vague.</td>
</tr>
</tbody>
</table>
II. Assignment 2: Long Term Inquiry Unit Plan (Individual/Group) (40%) Due: Wednesday, October 26, 2022

Having now progressed through stages one and two of the Understanding by Design framework, you are now asked to work both individually and in a group to design a six-day (5-6 one hour classes) unit plan that illustrates, as it enacts, key aspects of theory introduced in this course. The learning design and the theoretical framework supporting it will be posted online for analysis and “feed forward” suggestions from members of the class using the lenses of the Teaching Effectiveness Framework and Rubric (Friesen, 2009, pp. 7-12) and the 5 key strategies of formative assessment (Leahy et al., 2005). This assignment is set up to simulate a secondary ELA department unit of study. For the first part of the unit, the English department members come together to determine the learning outcomes, essential question(s), and the summative assessment for the unit. Then, each individual English teacher would tailor the unit for their own classes (i.e. formative assessments, sequencing of activities, and differentiation).

Criteria for Assignment Two

Part One - The unit plan must include:

- **Unit Title, Grade Level, and Big Idea** – Clearly articulate the context of the unit within the Alberta Program of Studies, including the unit title and grade level. Also, clearly articulate the big idea and enduring understanding the unit seeks to leave students with through this curricular engagement.

- **Learning Outcomes** – The unit must identify and address one or more outcomes from each domain within the Alberta Program of Studies (i.e., Knowledge & Understanding, and Skills & Processes). In addition, the unit must include the key ideas from the Alberta Program of Studies this unit engages. It should be clear what the students should know, be able to do, and appreciate more deeply by the end of the unit.

- **Essential Question(s)** – Identify one or more well-crafted essential question(s) guiding the unit of study. Provide a context for the selection of the essential questions.

- **Assessment Plan** – Provide a clearly articulated Assessment Performance Task that requires students to apply what you want them to learn in ways that show deep understanding. How will you know they understand what it is you are trying to teach them? How will you adapt your teaching based on
formative assessments? What will you accept as evidence that students understand what was taught to them?

- **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.

- **Calendar** – Provide a general calendar that outlines the thoughtful sequencing of readings, activities, and assessments

**Part Two**- The written portion of the unit plan must include:

- **Unit plan rationale** - Provide a rationale on your personal vision for English language arts education and how this unit reflects the vision (150-200 words).

- **Key Instructional Practices and Creativity** – Detail the main methods for teaching throughout the unit (150-200 words). Specify how you will teach the topic. How will materials be effectively used? How will students engage? How will you transition into different activities? How will you scaffold activities? Make specific reference to the literature explored in class around teaching for understanding, engaging in disciplinary processes, and inquiry.

- **Learner Differentiation/ Teaching Inclusively** - Include a written description (150-200 words) explaining how your unit plan addresses the interests and needs of all students’. For example, how will you address: students with special needs, English-as-a-second-language learners, gifted students, and students who excel at group work or at independent time?

- **Assessment Practices** – Discuss practicalities of your unit plan in relation to the ways it has built in effective formative-assessment strategies including formative feedback loops and a summative performance of understanding (150-200 words).

**Assessment Criteria for Assignment Two**

- A skillfully designed, strong, inquiry-based learning plan focusing students on issues and problems central to English language arts, connecting to their lives, and the world outside of school.

- Explores big ideas/enduring understandings offering clear and succinctly articulated powerful insights that students will remember and apply to their lives.

- Clearly defines a range of skill/processes, values/attitudes, knowledge/understanding outcomes that are directly linked to the Alberta’s Program of Studies. The unit engages students and clearly defines what they need to be able to do.

- The essential guiding the unit is thought provoking and intellectually engaging and will initiate discussion and debate. The question(s) clearly call for higher-order thinking, such as analysis, inference, evaluation, and prediction. Question(s) cannot be effectively answered by recall alone.

- Desired knowledge/skills/values, big ideas/enduring understandings are strongly linked to performance task/s requiring students to apply knowledge to show deep understanding.

- A variety of formative assessments are woven in throughout the unit to strengthen student understanding and informs instructional decision-making.
Assignment 2 Rubric

<table>
<thead>
<tr>
<th>Identify Desired Results – Program of Study Foundations (including the big idea of the unit), Essential Question(s), and Unit Plan Outcomes. Note that this section will be developed as a “English Department Group” and will receive a group grade.</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
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<tbody>
<tr>
<td><strong>Programs of Study Foundations</strong> (Group)</td>
<td>Shows little or no evidence of identifying “big ideas” from the POS upon which to build a unit plan for secondary students.</td>
<td>Shows some evidence of identifying “big ideas” from the POS upon which to build a unit plan for secondary students.</td>
<td>Shows evidence of identifying “big ideas” from the POS upon which to build an engaging unit plan for secondary students.</td>
<td>Shows strong evidence of identifying “big ideas” from the POS upon which to build an engaging unit plan for secondary students.</td>
</tr>
<tr>
<td><strong>Essential Question(s)</strong> (Group)</td>
<td>Essential question(s) is simplistic and does not have the staying power to drive a unit plan.</td>
<td>Essential question(s) is engaging but might not be complex or multilayered enough to add depth to the unit plan of study.</td>
<td>Essential question(s) is complex and engaging. It is clear that this question is multilayered and intriguing enough to add depth to the unit plan of study.</td>
<td>Essential question(s) is complex and engaging. It is clear that this question is multilayered and intriguing enough to drive the unit plan of study.</td>
</tr>
<tr>
<td><strong>Unit Plan Outcomes</strong> (Group)</td>
<td>Little or no evidence of use of general and specific outcomes from the Program of Studies.</td>
<td>Evidence of use of general and specific outcomes from the Program of Studies.</td>
<td>Clear evidence of strategic use of general and specific outcomes from the Program of Studies.</td>
<td>Strong evidence of strategic use of general and specific outcomes from the Program of Studies.</td>
</tr>
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</table>

**Unit Plan Summative Assessment**: What will you accept as evidence that learning has occurred at the conclusion of the unit?

<p>| <strong>Summative Performance Assessment</strong> (Group) | Unclear description and weak connection to how it demonstrates learning. | Summative assessment is stated but is unclear. Needs more connection between the description of the assessment and how this demonstrates learning. | Description of the summative assessment and how this demonstrates learning. Could include more detail. | Clear description of the summative assessment and how this demonstrates learning. |
| <strong>Connection to Outcomes and Competencies</strong> (Group) | Summative assessment does not connect to the unit plan outcomes or there is misalignment. | Summative assessment vaguely connects to the unit plan outcomes or is somewhat misaligned with those outcomes. | Summative assessment connects to the unit plan outcomes providing students a means to show their learning. | Summative assessment clearly connects to the unit plan outcomes providing students a variety of means to show their learning. |
| <strong>Formative Assessment (Indiv)</strong> | Formative assessment is mostly not evident in lessons. | Formative assessment is missing in some lessons. This in/formal assessment irregularly guides the teacher and student toward mastery of the material. | Formative assessment is evident in most lessons. This in/formal assessment guides the teacher and student toward mastery of the material. | Formative assessment is evident in every lesson. This in/formal assessment clearly guides the teacher and student toward mastery of the material. |</p>
<table>
<thead>
<tr>
<th>Lesson Plan Sequence/Outcomes: For each lesson in the unit, consider the primary topic/activities, outcomes, and formative assessment. Does each lesson build upon the next?</th>
</tr>
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<tbody>
<tr>
<td><strong>Evidence of the Big Idea/ Essential Question woven throughout the unit (Indiv)</strong></td>
</tr>
<tr>
<td><strong>Sequencing and Transitions (Indiv)</strong></td>
</tr>
<tr>
<td><strong>Unit Plan Calendar (Indiv)</strong></td>
</tr>
<tr>
<td><strong>Scaffolding (Indiv)</strong></td>
</tr>
<tr>
<td><strong>Learner Differentiation (Indiv)</strong></td>
</tr>
<tr>
<td><strong>Unit plan resources: To what extent are the resources rich and authentic?</strong></td>
</tr>
<tr>
<td><strong>Resources (Indiv)</strong></td>
</tr>
<tr>
<td><strong>Citations (Indiv)</strong></td>
</tr>
</tbody>
</table>
### Written Portion: To what extent does the unit plan description expound on how it addresses the needs of diverse students and the richness of English Language Arts?

<table>
<thead>
<tr>
<th>Unit Plan Rationale (Group)</th>
<th>X 2</th>
<th>Provides a weak rationale, not addressing all the items in the prompt. (around 350 words)</th>
<th>Provides a weak rationale on how the Program front matter, along with specific course readings and classroom activities shaped the design of this unit. (around 350 words)</th>
<th>Provides an adequate rationale on how the Program front matter, along with specific course readings and classroom activities shaped the design of this unit. (around 350 words)</th>
<th>Provides a detailed and compelling rationale on how the Program front matter, along with specific course readings and classroom activities shaped the design of this unit. (around 350 words)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learner Differentiation/Explanation of how the unit plan addresses all students’ needs (Indiv)</td>
<td>X 2</td>
<td>Provides a weak description of how this unit plan addresses a range of student cognitive, emotional, social, personal, and cultural needs (150-200 words)</td>
<td>Provides a description of how this unit plan addresses only some of the diverse students within a classroom. (150-200 words)</td>
<td>Provides an adequate description of how this unit plan addresses a range of student cognitive, emotional, social, personal, and cultural needs (150-200 words)</td>
<td>Provides a strong description of how this unit plan addresses a range of student cognitive, emotional, social, personal, and cultural needs (150-200 words)</td>
</tr>
<tr>
<td>Learner Assessment (Indiv)</td>
<td>X 2</td>
<td>Provides unconvincing evidence of how effective formative-assessment strategies have been thoughtfully built into the unit plan (150-200 words)</td>
<td>Provides some evidence of how effective formative-assessment strategies have been thoughtfully built into the unit plan to inform the teacher, identity gaps, work toward mastery of the material. (150-200 words)</td>
<td>Provides modest evidence of how effective formative-assessment strategies have been thoughtfully built into the unit plan to inform the teacher, identity gaps, work toward mastery of the material. (150-200 words)</td>
<td>Provides strong evidence of how effective formative-assessment strategies have been thoughtfully built into the unit plan to inform the teacher, identity gaps, work toward mastery of the material. (150-200 words)</td>
</tr>
<tr>
<td>Literacy (Indiv)</td>
<td>X 2</td>
<td>Provides an unconvincing account of how the unit addresses literacy for the 21\textsuperscript{st} century. Makes superficial or no reference to the articles explored in class. (200 words)</td>
<td>Provides a fairly detailed account of how the unit addresses literacy for the 21\textsuperscript{st} century. Makes superficial or no references to the articles explored in class. (200 words)</td>
<td>Provides a fairly detailed account of how the unit addresses literacy for the 21\textsuperscript{st} century. Makes some references to the articles explored in class. (200 words)</td>
<td>Provides a detailed account of how the unit addresses literacy for the 21\textsuperscript{st} century. Makes specific reference to the articles explored in class. (200 words)</td>
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**III. Assignment 3: Philosophy of Education – Secondary English Language Arts (for your Teaching e-Portfolio) Due: Friday, October 28, 2022 (20%)**

**MULTIMODAL RESPONSE TO THE FOLLOWING QUESTION**

*What is your conceptualization of the teaching of Secondary English Language Arts?*

The purpose of the assignment is for you to respond to the above question as a way of reflecting thoughtfully on the pedagogical content knowledge in your subject area. Your response may take a number of forms. It could be a conventional academic essay, an imagined Socratic dialogue between a teacher and student, an illustrated story, an animation, a short video or a podcast. However, all responses must be persuasive – that is, you must
fashion a personal stand on the question(s), and then set out to prove your interpretation using *relevant and varied evidence*. Ultimately, you may use this statement to bolster your teaching e-portfolio.

All responses must refer to at least two of the following sources:
- 2 academic journal articles to be selected by the student and approved by the instructor
- 2 resources (any format) to be selected by the student and approved by the instructor
- Alberta Education Programs of Study

You may also want to draw upon:
- Discussions in your inquiry groups
- Readings from this course and previous courses
- Observations made during your field experience

**Criteria**
Your response should
- Articulate a clear, insightful and persuasive argument
- Draw upon relevant evidence from the readings to support the argument
- Demonstrate an emerging understanding of concepts and theories related to the teaching of the discipline
- Use an appropriate mode of expression in a way that is sophisticated, clear and accurate.
- Include at least 2 peer-reviewed references and cited in APA 6.

### Assignment 3 Rubric

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<thead>
<tr>
<th>Criteria</th>
<th>Expert</th>
<th>Practitioner</th>
<th>Apprentice</th>
<th>Novice</th>
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<tbody>
<tr>
<td><strong>Articulates a clear, insightful, and persuasive argument</strong></td>
<td>Excellent ability to articulate a clear, insightful, and persuasive argument. Flow is logical and evident. Relevancy is understood and the evidence supports the argument in an exemplary manner.</td>
<td>Good ability to articulate a clear, insightful, and persuasive argument. Flow is evident and relevancy stated clearly. The argument is supported well.</td>
<td>Acceptable ability to articulate a clear, insightful, and persuasive argument. Flow generally works well but is impeded at some parts. Relevancy is generally clear.</td>
<td>Poor ability to articulate a clear, insightful, and persuasive argument. Flow is illogical and ideas difficult to follow. Reader is not convinced of the relevancy of the topic.</td>
</tr>
<tr>
<td><strong>Relevant evidence from the readings to support the argument</strong></td>
<td>Excellent evidence from the readings to support the argument. Details are well chosen and enhance the paper adding depth and detail to the assignment.</td>
<td>Good evidence from the readings to support the argument. The readings are used to support the position presented and add depth to the assignment.</td>
<td>Acceptable evidence from the readings to support the argument. A basic understanding of the readings is presented and connected to the main ideas presented.</td>
<td>Poor evidence from the readings to support the argument. Little or no support is provided and there is no evidence from the readings to support the assignment.</td>
</tr>
<tr>
<td><strong>Evidence of emerging understanding of concepts related to the teaching of the discipline</strong></td>
<td>Excellent evidence of understanding of concepts is presented. A strong foundation for the key concepts and ideas is clearly established.</td>
<td>Good evidence of understanding. It is clear that an understanding of the emerging concepts related to the discipline is evident.</td>
<td>Acceptable evidence of understanding. A baseline has been established to verify the understanding of the concepts related to the teaching of the discipline.</td>
<td>Poor evidence of emerging understanding. It is unclear the concepts related to the teaching of the discipline are understood.</td>
</tr>
<tr>
<td><strong>Peer reviewed references and APA clarity</strong></td>
<td>5 or more peer reviewed references and no errors in APA citation.</td>
<td>5 or more peer reviewed references and minor errors in APA citations.</td>
<td>3 -5 peer reviewed references and no errors in APA citation.</td>
<td>Less than 2 peer reviewed references and errors in APA citation.</td>
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</tbody>
</table>
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](http://www.ucalgary.ca/pubs/calendar/current/e-2.html)

**LATE SUBMISSIONS**

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

**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

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

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

**Academic Accommodation**

It is the student’s responsibility to request academic accommodations according to the University policies and procedures listed below. The student accommodation policy can be found at: [https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Student-Accommodation-Policy.pdf](https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Student-Accommodation-Policy.pdf). Students needing an accommodation because of a disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities: [ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Accommodation-for-Students-with-Disabilities-Procedure.pdf](ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Accommodation-for-Students-with-Disabilities-Procedure.pdf). Students needing an accommodation in relation to their coursework based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to their Instructor.

**Academic Misconduct**

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

**Attendance/ Prolonged Absence**

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

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

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

For additional resources including, but not limited to, those aimed at wellness and mental health, student success or to connect with the Student Ombuds Office, please visit https://www.ucalgary.ca/registrar/registration/course-outlines

Education Students Association (ESA) President for the academic year is Kevin Dang, esa@ucalgary.ca.

Werklund SU Representative is Dhwani Joshi, educrep@su.ucalgary.ca.