

**EDUC 535.02: Specialization II – Elementary English as an Additional Language
Fall 2020**

Section	S01		
Instructor Name	Dr. Yan Guo	Email	yanguo@ucalgary.ca
Office Location	EdT 1012	Office Hours	By appointment
Office Telephone No	403-220-2681		
Class Dates	Fall Term: September 8 – October 30, 2020		
Class Days/Times	Zoom sessions: #1. Monday, Sept 14 @ 9:30-11:00 am MT #2. Monday, Sept 28 @ 9:30-11:00 am MT #3. Monday, Oct 5 @ 9:30-11:00 am MT #4. Monday, Oct 26 @ 9:30-11:00 am MT		

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

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

COURSE DESCRIPTION:

The intent of the Specialization Seminar II is to deepen students' understanding of the practical aspects of teaching within the specialization and to connect this practice with specific theoretical concepts. While this second specialization course focuses more on practical knowledge, students will also refine their knowledge of discourse and theory within the discipline and develop a deeper understanding of ways to enact this theory in a classroom context. Students will additionally become familiar with any relevant Ministry documents associated with the Alberta Curriculum and draw on practical classroom observation from the field experience to participate in meaningful discussion and to connect these observations with a vision for their own teaching. The emphasis of the course is on designing for student learning (subject-specific; assessment to strengthen student learning and improve instruction; and designing for inclusion, differentiation, and inquiry).

LEARNER OUTCOMES:

Over the course of the semester, students will

1. Further develop a deeper conceptual understanding of the historical, socio-cultural, political contexts of the discipline, and relate this to curriculum planning in the specialization areas;
2. Identify and critique the key learning perspectives (as outlined in the front matter of the Programs of Study) and intentions (learning objectives) across the units in a grade from the Alberta Programs of Study;
3. Successfully apply theoretical knowledge to the design of a longer-term unit and assessment plan.

COURSE DESIGN AND DELIVERY – ON-LINE:

The course will consist of synchronous and asynchronous learning. Synchronous sessions are by Zoom and scheduled by the UPE office. Asynchronous learning is primarily through D2L.

REQUIRED READING:

Coelho, E. (2016). *Adding English: A guide to teaching in multilingual classrooms* (2nd ed.). University of Toronto Press.

Paperback only; ordered by the UC Bookstore; no E-book

[Amazon Canada](#) ; [Chapters Indigo](#)

The first edition (Coelho, 2004) is available in the university's e-book collection:

<https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=3385986>

Larsen-Freeman, D. & Anderson, M. (2011). *Techniques and principles in language learning* (3rd ed.). Oxford University Press.

Paperback ordered by the UC Bookstore

E-books available for purchase and download from the following vendors; Apps available in Android and Apple devices

[Kobo](#) ; [Amazon Kindle](#) ; [Google Play Books](#)

ADDITIONAL READINGS:

PLEASE SEE BELOW.

WEEKLY COURSE SCHEDULE

Dates	Topics	Readings and Tasks	Due Dates
Week 1: Sept 8-11	<ul style="list-style-type: none"> • Introduction • A Welcoming Environment 	Sharing experiences from Field II and identifying the big issues for EALs (English as an Additional Language students). Adding English – Chs 1 - 2	Post introduction due by Friday, Sept 11 Group sign-up of language teaching methods in D2L due by Thursday, Sept 10
Week 2: Sept 14-18	<ul style="list-style-type: none"> • Understanding Second Language Acquisition 	Adding English – Ch 8	Zoom #1 Monday, Sept 14 @ 9:30-11:00 am MT Major Response 1 (individual)
Week 3: Sept 21-25	<ul style="list-style-type: none"> • Communicative Competence 	Adding English – Ch 6 Larsen-Freeman (Ch2*): The Grammar-Translation Method (Group 1) Larsen-Freeman (Ch4*): The Audio-Lingual Method (Group 2)	Major Response 2 (individual)
Week 4: Sept 28-Oct 2	<ul style="list-style-type: none"> • How English Works • Identify and critique the key learning perspectives and intentions in the Alberta Programs of Study 	Adding English – Chs 3-7 (except 6) *Connecting to the AB Programs of Study: students will consult the AB POS for their area of specialization Larsen-Freeman (Ch8*): Total Physical Response (Group 3) Larsen-Freeman (Ch9*): Communicative Language Teaching (Group 4)	Zoom #2 Monday, Sept 28 @ 9:30-11:00 am MT Major Response 3 (individual)
Week 5: Oct 5-9	<ul style="list-style-type: none"> • Integrating Language and Content Instruction 	Adding English – Ch 12 Larsen-Freeman (Ch10*): Content-based Instruction (Group 5) Larsen-Freeman (Ch11*): Task-based Language Teaching (Group 6)	Zoom #3 Monday, Oct 5 @ 9:30-11:00 am MT Major Response 4 (individual)
Week 6: Oct 12 Thanksgiving/No classes Oct 13-16	<ul style="list-style-type: none"> • Designing a Unit and Assessment Plan 	Adding English – Ch 13 EAL: Alberta ESL Proficiency Benchmarks, Kindergarten, Grades 1-3, Grades 4-6, Grades 7-9, and Grades 10-12 (2010) at http://www.learnalberta.ca/content/eslapb/index.html (see writing samples and videos of students engaging in content learning with teacher commentary on proficiency levels and benchmark analysis)	Major Response 5 (individual)
Week 7: Oct 19-23	<ul style="list-style-type: none"> • Designing a Unit and Assessment Plan 	Adding English – Ch 10	Unit Plan Due Wed, Oct 21
Week 8: Oct 26-30	<ul style="list-style-type: none"> • Supporting Beginning Language Learners 	Adding English – Ch 11 Larsen-Freeman (Ch12*): The Political Dimension/Participatory Approach (Group 7) Larsen-Freeman (Ch13*): Learning Strategy/Cooperative Learning/Multiple Intelligences (Group 8)	Zoom #4 Monday, Oct 26 @ 9:30-11:00 am MT Major Response 6 (individual) Major Responses Due on Oct 30

*recommended

CHANGES TO SCHEDULE

Please note that changes to the schedule may occur to meet the emerging needs of the participants in the course. This also includes changing the order of chapters and readings.

ADDITIONAL READINGS (recommended):

Alberta Education Programs of Study

Coelho, E. (2009). Teaching in the quadrants: A framework for teaching and learning academic language for school success. 172-182.

https://www.academia.edu/5834612/Teaching_in_the_Quadrants_A_framework_for_teaching_and_learning_academic_language_for_school_success

de Oliveira, L.C. (2019). (Ed.). *The Handbook of TESOL in K-12*. Wiley Blackwell.

<https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=5748899&ppg=119>

Guo, Y. (2012). Exploring linguistic, cultural, and religious diversity in Canadian schools: Preservice teachers' learning from immigrant parents. *Journal of Contemporary Issues in Education*, 7(1), 4-23.

<https://journals.library.ualberta.ca/jcie/index.php/jcie/article/view/18078/14239>

Lee, K. (2016). Using collaborative strategic reading with refugee English language learners in an academic bridging program. *TESL Canada Journal*, 33(10), 97-108.

<https://doi.org/10.18806/tesl.v33i0.1248>

McLaughlin, B. (1992). *Myths and misconceptions about second language learning: What every teacher needs to unlearn* (Educational Practice Report: 5). Santa Cruz, CA: National Center for Research on Cultural Diversity and Second Language Learning <https://eric.ed.gov/?id=ED352806>

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

<https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/full/10.1177/1468798412442886>

Naqvi, R., Schmidt, E. & Krickhan, M. (2014). Evolving 50-50% bilingual pedagogy in Alberta: what does the research say? *Frontiers in Psychology*, 5, 413, 1-8.

<https://www.frontiersin.org/articles/10.3389/fpsyg.2014.00413/full>

ESL Guide to Implementation K-9 (2007)

This document provides teachers in Alberta a list of learning strategies they should be aware of and/or encourage their students to utilize. (*Appendix 4*, p.165)

An overview of a unit plan (teaching spiders) using the knowledge framework to teach thinking skills and linguistic structures in a content-based instruction (see p. 80)

<https://education.alberta.ca/media/563809/esl-guide-to-implementation-k-9.pdf>

Teaching Effectiveness Framework and Rubric

<https://www.galileo.org/cea-2009-wdydist-teaching.pdf>

LEARNING TASKS OVERVIEW

There are 3 required learning tasks for this course. Completion of all assigned tasks is required for a passing grade in the course. Late assignments will be deducted 10% for each day.

LEARNING TASK NUMBER	DESCRIPTION OF LEARNING TASK	PERCENT OF FINAL GRADE	GROUPING FOR TASK
Learning Task #1	Language Teaching Method Project	40%	Group
Learning Task #2	Reading Responses and Discussion	20%	Individual
Learning Task #3	Design a Unit and Assessment Plan	40%	Individual

LEARNING TASKS AND ASSESSMENT
1. LEARNING TASK : Language Teaching Method - DUE: Different Dates

Based on Larsen-Freeman, D. & Anderson, M. (2011). *Techniques and principles in language learning* (3rd ed.). Oxford University Press.

This is a two-part group learning task.

Part 1: Language Teaching Method Document

Create a 3-page document illustrating, describing, critiquing of the language teaching method that you signed up for. It includes: background, definition, critiques, examples of specific activities (one or two), additional activities, critiques, and references. Multiple sources beyond Larsen-Freeman (2011) are expected. Include references in APA 7 format. You will post this document to the Class Discussion Board by Monday at 9:30 am of your week.

Part 2: Teach a mini lesson to demonstrate a language teaching method. Each group will be responsible for creating a 20-minute presentation (Maximum time: capped @ 22 minutes). The purpose of this presentation is to demonstrate how your language teaching method looks in action. You may base your presentation from ones you have read about or seen, but as a group, you are expected to make the presentation your own. In your presentation, briefly introduce the method, demonstrate one or two activities, and discuss strengths and weaknesses of the method at the end. For this part of the task, you are encouraged to use multimedia tools such Stop motion animation In Google slides, a recorded video (e.g., Chatterpix, Triller, Telestory), present slides with Screencast recording (e.g., using Zoom, Screencastify), or create a modified PowerPoint or Prezi presentation with integrated audio and video. The presentation will represent a cohesive synthesis of all group members' work, but individuals may take on different roles (e.g., teacher/students; narrator/designer/writer/artist).

You will post a link to this presentation to the Class Discussion Board by Monday at 9:30 am of your week, followed by two guiding questions for your classmates to discuss and answer in their peer feedback. All group members are expected to engage with the discussion that occurs in the Class Discussion Board during the week that you have signed up.

CRITERIA FOR ASSESSMENT OF LEARNING TASK 1

Part 1: Language Teaching Method Document

1. Meaningfulness to teachers teaching EALs (Is it practical and useful?)	5%
2. Critique of language teaching method (What does not work?)	5%
3. Quality and completeness of the document (Is it professional?)	5%
4. Overall presentation of the document (Is it clear and visually appealing?)	5%

Total	20%
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Group members will receive the same grade.

Part 2: Teach a Mini Lesson to Demonstrate a Language Teaching Method

1. Demonstration of a language teaching method.	5%
2. Techniques and activities appropriate to the method.	5%
3. Match students' language needs to lesson topic.	5%
4. Group work and effort.	5%

Total	20%
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Group members will receive the same grade.

Summary of Grading Based on Above Criteria

An *A+ to A* project will present a complete and quality document that is organized, well written, and supported. This document is exceptional in that the information is informative, clear, easy to understand and presented in a visually appealing format. Demonstration of language teaching method is well planned and executed. It includes techniques and activities appropriate to the method. Group members work together as a team and provide high quality responses to classmates' questions timely and regularly during the week.

An *A- to B+* project will present a document that is mainly complete. Quality could be improved. It is generally well written and developed. The document is presented mainly in a visually appealing format. Demonstration of language teaching method is mainly well planned and executed. It includes techniques and activities appropriate to the method. Group members work together as a team and provide good quality responses to classmates' questions timely and regularly during the week

A *B to C+* project may present a roughly sketched document in need of some refinement. Information about the language teaching method is not clear, not informative, includes errors (eg. spelling, punctuation). The document is poorly presented. Demonstration of language teaching method is not well planned and executed. It includes techniques and activities inappropriate to the method. Group members

do not work together as a team and provide low quality responses to classmates' questions during the week.

2. LEARNING TASK: Reading Responses and Discussion - DUE: Weekly, 20%

Each week, the instructor will create discussion questions based on Adding English (Coelho, 2016) on Class Discussion Board. Students are required to respond regularly to all weekly threads posted by the instructor and to make considered and meaningful comments. Each student should post an original response to one question (when you are not doing the language teaching method project) before or by Wednesday at 9:30 am each week that shows insight and reflection based on the readings, and displays critical thinking skills (200-250 words for your major response). Further at least three posts each week will build on prior comments of your classmates in an intellectually engaging way by probing questions, and expanding and challenging classmates' comments. Compile all your major responses in one word document and submit it to D2L Dropbox by October 30 at 9:30 am, 2020.

Your engagement with each topic's readings will be evaluated based on their quality, quantity, promptness and initiative, collegiality, delivery of posts, contribution to other activities.

Rubric for Reading Responses and Discussion Board Participation (20% of final grade)

	A+ / A	A- / B+	B / B-	C and below	
Regularity of Discussion Board posts; active participation in discussions	Contributes regularly to all threads posted by instructor each week; evidence that posts of classmates have been read and effort to participate actively in learning opportunities provided by discussions, with multiple responses where appropriate	Contributes to all threads posted by instructor each week; some effort shown to take part in ongoing conversations; evidence that posts of classmates have been read as part of ongoing discussion	May not contribute to all threads posted by instructor; little evidence that posts connect to the discussion taking place in the thread	Contributes only infrequently on Discussion Board; did not post responses to all threads created; little or no evidence of participation in the ongoing discussions	5%
Understanding of theory and concepts	Clearly identifies the most significant issues raised by the chapter(s)	Competently identifies issues raised by the chapter(s)	Identifies issues raised by the chapter(s)	Fails to identify issues raised by the chapter(s)	5%
Depth and insight of posts, showing critical analysis skills	Posts show strong reflection and deep insight, and strong evidence of critical analysis skills	Posts show good reflection and insight, and good evidence of critical analysis	Posts show some attempt to achieve insight and critical reflection	Posts show little evidence of effort to achieve depth or insight and weak critical analysis skills	5%
Connections made to ongoing knowledge development and to weekly readings	Posts show strong evidence of connecting questions and readings with personal practice and experience, and to ongoing discussions and to previous learning	Posts show good evidence of linking the questions with weekly readings, ongoing discussions and previous learning	Posts show some attempt to connect to the questions and comments, and to link to the ongoing development of knowledge and to previous learning	Posts show a distinct lack of effort to connect comments to previous learning or to weekly readings	5%

3. LEARNING TASK : Design a Unit and Assessment Plan Due: Wednesday, October 21, 2020 (40%)

For this assignment, students will individually design a unit learning plan, illustrative of key aspects of theory introduced in the course. The learning design and the theoretical framework supporting it will be (posted online for analysis and “feedforward” suggestions from members of the class using the Teaching Effectiveness Framework and Rubric and the 5 key strategies of formative assessment (Leahy et al., 2005) as lenses, available

<http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=18772694&site=ehost-live>

1. Designing a unit-plan for learning and assessment plan to sponsor deep understanding of a key disciplinary concept and/or competency.
2. Including a rationale for the learning plan, as supported by theory and discipline.
3. Discussion of practicalities of enacting this learning and assessment plan: fitting it into a larger context/concept, integration of effective formative assessment strategies for scaffolding and adapting to the needs of diverse learners.

CRITERIA FOR ASSESSMENT OF LEARNING TASK 3

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

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

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

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

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

F. **Key Instructional Practices Procedures** – Details about the main methods for teaching through the unit. This is specifically about how you will teach the content. How will you teach language and content simultaneously? Will the students work as a whole class, in groups, or individually? How will you transition into different activities? How will you scaffold activities? How will materials be used? Examples of activities of language teaching methods can be included.

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

H. **List of Materials** – List all materials needed to teach the unit that are not readily available to the teacher every day. Be specific!

I. Learner Differentiation/Explanation of how the unit plan addresses all students' needs -

Demonstrate how your plan addresses the interests and needs of a range of students. Show how you will teach inclusively. For example, how will you address students with special needs? English language learners? Gifted students? Students who excel at group work or at independent time?

J. Creativity and Innovation - Detail how your unit will include a variety of teaching methods, with specific reference to creative teaching that engages all students.

Include discussion of your inclusion of technology in the curriculum and ways to include interdisciplinarity.

Assessment Criteria for Learning Task 3: Unit Plan

	C+ or less	B- , B	B+ , A-	A , A+
Design is focused on building understanding Help develop strong learning tasks that focus students on issues, questions and problems central to the discipline.	Demonstrates a general understanding of curricular outcomes and uses them to deliver instruction	Demonstrates a clear understanding of curricular outcomes and sometimes incorporates them into inquiry-based learning (i.e. project-based, problem-based, or design-based)	Demonstrates an understanding of: i) How students learn, ii) Disciplinary core concepts and connections, and iii) Curricular outcomes. Designs inquiry-based learning tasks that focus student inquiry on issues, questions, and problems central to the discipline.	Demonstrates an exceptional understanding of: i) How students learn, ii) Disciplinary core concepts and connections, and iii) Curricular outcomes. Skillfully designs strong inquiry-based learning tasks that focus student inquiry on issues, questions, and problems that are: central to the discipline, connected to students' lives, and connected to the world outside of school.
Design is informed by disciplinary knowledge Making meaningful connections to ways of thinking about the discipline, and in alignment with the Programs of Study in your disciplinary area	Selects activities that emphasize subject matter acquisition that deal with acquiring information, facts, and formulae.	Designs learning activities that are organized around subject matter. Occasionally brings discipline experts into the classroom to talk about the work they do.	Designs learning experiences that are organized around disciplinary ideas and core concepts. Requires students to make connections between existing and new ideas to build understanding.	Designs learning experiences that engage the students in the distinct ways of thinking about and acting in the world that characterize the particular discipline specialization—that is, the ways, embodied in the discipline, of making meaningful connections and building deep understanding.

<p>Authentic and engaged learning</p> <p>Learning is meaningful and relevant to students and to the broader community, and that are of real concern and central to the discipline.</p>	<p>The work students undertake requires them to acquire and recall static, inert facts.</p>	<p>The work students undertake has some connection to the world outside the classroom.</p>	<p>The work students undertake requires them to engage in productive collaboration with each other, with the discipline, and with other experts around matters that are central to the discipline and to the broader community outside of school.</p>	<p>The work students undertake requires them to engage in productive collaboration with each other, with the discipline, and with other experts around authentic problems, issues, questions, or ideas that are of real concern and are central to the discipline, to the students, and to the broader community outside of school.</p>
<p>Work fosters deep understanding</p>	<p>The work students undertake builds habits of mind that emphasize group think by requiring a simplistic solution and/or absolute conclusion attributed to an external authority with no consideration of implications.</p>	<p>The work students undertake requires that they demonstrate industrial habits of mind that present conclusions relative to each other, with simplistic solutions, and a cursory examination of implications.</p>	<p>The work students undertake fosters disciplined habits of mind. Students are asked to:</p> <ul style="list-style-type: none"> i) Formulate plausible solutions, ii) Articulate assumptions, iii) Formulate reasoned judgment and conclusions based on evidence, and iv) Consider implications that reach beyond the immediate situation. 	<p>The work students undertake fosters strong habits of mind and innovation and creativity. Students are routinely asked to:</p> <ul style="list-style-type: none"> i) Formulate plausible, coherent working theories, ii) Formulate well reasoned judgment and conclusions based on evidence and with an examination of different viewpoints, iii) Analyze assumptions, iv) Discuss how things might be otherwise, (i.e. supposition), v) Thoroughly examine implications, vi) Consider ambiguities, vii) Work across a variety of contexts, and viii) Make connections between and among concepts
<p>EAL learning</p> <p>Addresses the diversity and range of students' needs (must include minimum five EAL strategies).</p>	<p>Fail to include EAL strategies related to topic</p> <p>Fails to includes language outcomes</p> <p>EAL strategies are ineffective</p>	<p>Includes or designs EAL strategies related to topic with some understanding</p> <p>Includes somewhat clear language outcomes</p> <p>EAL strategies are somewhat effective and high-quality</p>	<p>Includes or designs EAL strategies related to topic with good understanding</p> <p>Includes mostly clear language outcomes</p> <p>EAL strategies are mostly effective and high-quality</p>	<p>Includes or designs EAL strategies related to topic with high degree of understanding</p> <p>Includes clear language outcomes</p> <p>EAL strategies are effective and high-quality</p>
<p>Assessment is comprehensive</p> <p>Assessment of learning provides a comprehensive and holistic</p>	<p>Assessment is exclusively summative (i.e. tests or assignments after</p>	<p>Assessment is primarily summative informed by some formative data (i.e. assessment activities</p>	<p>Assessment is both summative and formative.</p> <p>The teacher uses a limited number of</p>	<p>Assessment is integral to the learning and woven into the day-to-day fabric of teaching and learning.</p>

<p>picture of student learning and competencies.</p>	<p>learning has occurred).</p> <p>The teacher is unaware of ways to use formative assessment to improve learning or to inform teaching practices.</p> <p>Assessment provides a limited picture of student learning.</p> <p>Teacher relies on one source of assessment data that appears primarily in the form of pencil and paper tests emphasizing recall.</p>	<p>built into the learning process).</p> <p>The teacher occasionally uses a formative assessment instrument to improve learning and guide planning decisions.</p> <p>Assessment of learning provides a general picture of student learning and competencies.</p> <p>Teacher uses a limited number of sources as assessment data. These sources include tests, paper and pencil artifacts, and the occasional technology presentation.</p>	<p>formative assessments to improve learning and inform instructional decisions.</p> <p>Assessment of learning provides an accurate, defensible picture of student learning and competencies.</p> <p>The teacher uses a variety of assessment data including observations, conversations, and artifacts that provide for a wide range of evidences of learning including written assignments, student reflections, portfolios, digital images of student work, and audio and video recordings.</p>	<p>The teacher uses a wide range of ongoing formative assessments to inform instructional decisions and to improve practice.</p> <p>Assessment of learning provides an accurate, comprehensive, defensible picture of student learning and of student competencies at the time the grade is awarded.</p> <p>Teacher and student work together to determine and gather a variety of assessment data from observations, conversations, and artifacts that provide a rich variety of evidences of learning including written assignments, student reflections, portfolios, digital images of student work, and audio and video recordings.</p>
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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 or discuss course materials online in a timely manner, the instructor may re-assign members to different groups or assign individual work for completion.

GRADING

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

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

Academic Accommodation

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.

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 Jonah Secreti, jonah.secreti@ucalgary.ca, esa@ucalgary.ca.

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