

**EDUC 535.03: Specialization II Elementary Language Arts  
Fall 2021**

Section	Instructor	Time	Location	Email
S01	Maren Aukerman	9:30 am- 10:50 am	Online	Maren.aukerman@ucalgary.ca

Class Dates: MWF, Sept 7-Oct. 29, 2021

*Note that this seminar will have a slightly different format and structure than our course together in the winter. We will have at least one whole-class zoom session each week and the remaining weekly class sessions will involve a mix of whole-class, small-group and studio group meetings, intensive discussion of the readings and other class materials, and meetings with the instructor. **Please make sure you arrange your schedule so that you are available at the class meeting time on all meeting dates for the class.***

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: By appointment

Email: Students are required to use a University of Calgary (@ucalgary.ca) email address for all correspondence.

**COURSE DESCRIPTION:***Course Overview*

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).

*Section-Specific Description*

This class is about how to make elementary language arts teaching meaningful. We consider students, texts, genres, assessment, and ways of building talk that brings literacy to life. You will have the opportunity to be a writer and reader of texts yourself as you think about what makes a rich and engaging literacy environment for elementary-aged students.

**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 Language Arts*, 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 Study;
- 3) Successfully apply theoretical knowledge to the design of a longer-term unit and assessment plan.

**COURSE DESIGN AND DELIVERY:**

This is an exciting and demanding course. Each week is designed to give you in-depth opportunity to explore ideas around the teaching of literacy, particularly writing. Most weeks you will be asked to both complete readings and prepare for class via a structured reflection task. We will be building on these structured reflection tasks to complete in-class work that, in turn, will also become the basis for entries in your structured reflection journal. Because much of the structured reflection journal will be tied to in-class work, you will likely find it easier to keep up with the course if you maintain excellent attendance. Your structured reflection journal will form Learning Task #3. ***Note that you are asked to keep and turn in an attendance log, so please keep track! You are also asked to keep notes on studio group sessions individually or as a group that you turn in as part of your structured reflection journal.***

You will collaborate regularly with peers in the class to complete assignments and to think together. If you have serious concerns about being grouped with any specific individuals in the class, please contact me confidentially before the start of classes to let me know.

**REQUIRED READINGS:**

The required readings are listed in the weekly course schedule below. Please finish the readings for each week by the Monday of that week unless I provide other instructions.

*You are asked to purchase:*

*The One and Only Ivan*, a children's novel.

**SUPPLEMENTAL RESOURCES:**

Sample student work with commentary.

<https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/resources/sample-work>

**LEARNING TASKS OVERVIEW**

<b>LEARNING TASK (DUE DATE)</b>	<b>DESCRIPTION OF LEARNING TASK</b>	<b>PERCENT OF FINAL GRADE</b>
Learning Task #1 Due Sept 27	Analysis of Student Work/Genre Study Preparation (group assignment)	20
Learning Task #2 Due Oct 20	Genre Study Unit and Assessment Plan (individual)	40
Learning Task #3 Due Oct 29	Structured reflection portfolio (individual)	40

**WEEKLY COURSE SCHEDULE:**

<b>Date</b>	<b>Topic</b>	<b>Readings</b>	<b>Tasks and Due Dates (all due by the Monday unless otherwise specified.)</b>
Sept. 8 Wednesday- Whole-Class Meeting  Sept. 10 Friday Whole-Class meeting /Small Group Intros	Week 1: Introduction: Shaping our lens on children's writing	Johnston, P. (1997). "Shaping the reflective lens" pp. 34-41. "Under Construction: The patterns of development." Pp. 138-155. In <i>Knowing Literacy: Constructive Literacy Assessment</i> . Stenhouse Publishers.  Lindfors, J. (2008) Ch. 2 "Authenticity." In <i>Children's language: Connecting Reading, Writing, and Talk</i> .	Structured Reflection Journal Entry: Drawing on Johnston and Lindfors as well as your own ideas, write what kind of lens you aspire to have as you consider and interact with your students as developing writers. Make sure you weave in the readings in a substantive way. Aim for 2 substantive paragraphs.
Sept. 13 Monday- Whole-Class Zoom Meeting  Sept. 15 Wednesday- Studio Group Meeting  Sept. 17 Studio Group Meeting	Week 2: Considering patterns in development	Overview of the First Steps Writing Map of Development (first 2 pages) <a href="https://assets.pearsonschool.com/asset_mgr/current/201340/0132083329_fsil_wmod.pdf">https://assets.pearsonschool.com/asset_mgr/current/201340/0132083329_fsil_wmod.pdf</a>  Bear, D., & Templeton, S. (1998). Explorations in developmental spelling: Foundations for learning and teaching phonics, spelling, and vocabulary. <i>The Reading Teacher</i> , 52(3), 222-242. <a href="https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/20202044">https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/20202044</a>  (Alternate link: <a href="https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&amp;db=ehh&amp;AN=1275340&amp;site=ehost-live">https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&amp;db=ehh&amp;AN=1275340&amp;site=ehost-live</a> )	Structured Reflection Journal Entry: Attach a sample of writing by a child in grade K-3 (from your selected genre if possible). It can be one you located on the internet or one from a classroom where you have been (with student/parent/teacher permission). Aim for one that has not been "cleaned up" of spelling and other errors in conventions and one that gives you at least a couple sentences or the equivalent to go on. Each group member should have a different writing sample.  Generate a list of questions you want to ask your group that will help them analyze the writing in your writing sample. Include questions that are visibly informed by at least 3 of your readings for this week and last, and that will engage your group members in thinking about the sample in light of the readings. Aim for 10-12 questions.

<p>Sept. 20 Monday- Whole-Class Zoom Meeting</p> <p>Sept. 22 Wednesday- Studio Group Meeting</p> <p>Sept. 24 Friday- Studio Group Meeting</p>	<p>Week 3: Genre Study</p>	<p>Fountas, I. and Pinnell, G.S. (2012). Chapter 2, What is Genre Study? In <i>Genre Study: Teaching with Fiction and Non-Fiction Books</i>. Pp. 10-18.</p> <p>Kamberelis, G. (1999). Genre Development and Learning: Children Writing Stories, Science Reports, and Poems. <i>Research in the Teaching of English</i>. Volume 33, Issue 4. Read the section on Text Register (p. 417-421) And the section on Results- Interpretive Analyses of a Subset of Children’s Texts, 422-434.) <a href="https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/40171463">https://www-jstor- org.ezproxy.lib.ucalgary.ca/stable/40171 463</a></p> <p>Whole Class Instruction: Fantasy Writers Develop Setting <a href="https://vimeo.com/55966103">https://vimeo.com/55966103</a></p>	<p>Structured Reflection Journal Entry: <b>Identification of genre features.</b> Think about the genre you have chosen for your genre study unit. What are some of the key things young writers (pick a grade level) might develop awareness of that would help them write powerful pieces (appropriate to their age level) in that genre? Draw upon the readings and video in your response. You might consider organization of ideas, word choice, narrative/non-fiction features, audience, etc. Aim for 2 substantive paragraphs that show deep attention to your specific genre (not just general writing things).</p> <p><b>Also:</b> Bring copies of resources you can use for Learning Task 1, and/or share links so these can be discussed.</p>
<p>Sept. 27 Monday- Whole-Class Zoom Meeting</p> <p>Sept. 29 Wed. Studio Group Meeting</p> <p>Oct. 1 Friday- Studio Group Meeting</p>	<p>Week 4: Mentor texts</p>	<p>Dorfman, L. and Cappelli, R. (2017). “Reinventing the writer with mentor texts.” <i>Mentor Texts, Second Edition: Teaching Writing Through Children’s Literature, K-6</i>. Pp. 5-20. <a href="https://www.stenhouse.com/sites/default/files/public/legacy/pdfs/Mentor_Ch1.pdf">https://www.stenhouse.com/sites/default /files/public/legacy/pdfs/Mentor_Ch1.pd f</a></p> <p>Zapata, A., et al (2015). Bilingual picture book making in the elementary classroom. <i>Language Arts</i>, 92(5), 343- 358. <a href="https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/24577591">https://www-jstor- org.ezproxy.lib.ucalgary.ca/stable/24577 591</a></p> <p>Choice Literacy (n.d.). Ralph Fletcher on Mentor Texts (podcast). Read or Listen: <a href="https://choiceliteracy.com/article/ralph-fletcher-on-mentor-texts-podcast/">https://choiceliteracy.com/article/ralph- fletcher-on-mentor-texts-podcast/</a></p> <p>Small Group Work in Writing to Support Students Developing a Sense of Closure (K-2) <a href="https://vimeo.com/55951305">https://vimeo.com/55951305</a></p>	<p><b>Learning Task 1</b> Due Sept. 27<sup>th</sup>. Submit one copy for your whole group on d2l.</p> <p>Structured reflection journal entry (due Wednesday): <b>Teacher-created mentor text.</b> Write a mentor text suitable for use in your genre study unit. Depending on the genre, it may or may not be a complete text. <b>Write a 1-paragraph reflection</b> on your mentor text that explains how you drew on the ideas from the readings/video this week and last to develop it.</p>

<p>Oct. 4 Monday- Whole-Class Zoom Meeting</p> <p>Oct. 6 Wednesday- Studio Group Meeting</p> <p>Oct. 8 Friday- Studio Group Meeting</p>	<p>Week 5: Conferring and providing Feedback</p>	<p>Johnston, P. (2011). “ ‘Good Job!’ Feedback, Praise, and Other Responses.” In <i>Opening Minds: Using Language to Change Lives</i>. Stenhouse Publishers. Pp. 35-50.</p> <p>Kids’ memoir writing. <a href="https://www.crsd.org/Page/768">https://www.crsd.org/Page/768</a></p> <p>A Writing Conference: Teaching a Student to Write for Audience <a href="https://vimeo.com/55966096">https://vimeo.com/55966096</a></p>	<p>Structured Reflection journal entry (2 <b>parts</b>):</p> <p><b>Feedback on writing to a student.</b> You will be assigned one of the kid’s memoirs from the readings for this week. Generate a written feedback paragraph for that student’s work that includes: <b>1 type of feedback that is positive and specific; 2 authentic questions; and 1 possible “feed forward” comment.</b></p> <p><b>Feedback on peer writing.</b> This week, on Friday, you will engage in a writing conference with a colleague in the class where you seek to integrate: <b>1 type of feedback that is positive and specific; 2 authentic questions; and 1 possible “feed forward” comment on a colleague’s writing from Week 4.</b> Focus on ideas and structure rather than on mechanics. Jot some notes to prepare for this session.</p>
<p>Oct. 11 HOLIDAY</p> <p>Oct. 13 Wednesday- Whole-Class Zoom Meeting</p> <p>Oct. 15 Friday- Studio Group Meeting</p>	<p>Week 6: Designing Writing Instruction</p>	<p>Allington, R. “Writing.” In <i>Classrooms that work: They can all read and write.</i> 3<sup>rd</sup> Edition. 96-133</p> <p>Boyd, M.P. &amp; Janicki-Gechoff, E. (2020). Dialogic Local Space: Valuing of the local, the everyday and the personal in a second grade poetry unit. <i>Language and Education</i>, 34 (1) 1-21. <a href="https://www-tandfonline-com.ezproxy.lib.ucalgary.ca/doi/full/10.1080/09500782.2019.1684939">https://www-tandfonline- com.ezproxy.lib.ucalgary.ca/doi/full/10. 1080/09500782.2019.1684939</a></p> <p>Fourth Grade # 3 - Writing Minilesson <a href="https://vimeo.com/85974883">https://vimeo.com/85974883</a></p> <p>Envisioning to Write with Detail – Minilesson <a href="https://vimeo.com/141188488">https://vimeo.com/141188488</a></p>	<p>No Structured Reflection Journal Entry this week, though studio group work will build on the reading. Also remember to include this week’s readings/videos in your final structured reflection journal entry.</p>

<p>Oct. 18 Monday- Whole-Class Zoom Meeting</p> <p>Oct. 20 Wednesday- Studio Group Meeting</p> <p>Oct. 22 Friday- Studio Group Meeting</p>	<p>Week 7: A Permeable Curriculum</p>	<p>Dyson, A. (1993). Negotiating a permeable curriculum: On literacy, diversity, and the interplay of children's and teachers' worlds. Urbana, IL: NCTE. <a href="https://files.eric.ed.gov/fulltext/ED359548.pdf">https://files.eric.ed.gov/fulltext/ED359548.pdf</a></p>	<p>No Structured Reflection Journal Entry this week, though studio group work will build on the reading. Also remember to include this week's readings/videos in your final structured reflection journal entry.</p> <p><b>Learning Task 2</b> due on Oct. 20.</p>
<p>Oct. 25 Monday - Whole-Class Zoom Meeting</p> <p>Oct. 27 Wednesday- Studio Group Meeting</p> <p>Oct. 29 Friday- Whole-Class Zoom Meeting</p>	<p>Week 8: Author's theatre and wrapping up.</p>	<p>Applegate, K.A. (2012). <i>The One and Only Ivan</i>. Harper, New York.</p>	<p>Structured reflection journal entry: <b>Wrapping up.</b> See full description later in syllabus.</p> <p><b>Learning Task 3</b> due on Oct. 29.</p>

**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. Readings may change, and sessions may be switched from studio group to whole class and vice versa.

## LEARNING TASKS AND ASSESSMENT

There are 3 required Learning Tasks for this course.

### **1. LEARNING TASK 1: Analysis of Student Work & Genre Study Preparation**

There are 3 pieces to this – analysis of student work, an annotated resource list, and an individual self-assessment.

Part A. Your group members provided student work samples to analyze (see Week 2), and questions to ponder about those work samples. Create a document that analyzes 2 of the student samples. You should address the following:

- 1) Several of the questions group members posed about the writing samples;
- 2) What would you want to find out that you don't know on the basis of the written sample?
- 3) Where are they similar? How are they different?

Try not to hierarchically compare them and remember to avoid a deficit perspective – really think about who they are as writers and what you would need to know in order to help them further develop their writing. Remember to use a range of readings to help you understand what is going on for these writers, and remember to address genre in some substantive way. Make sure you provide a citation/link for any samples you located from a book or online. Approximately 5-7 pages double-spaced.

Part B. Develop an annotated resource list of titles of texts you could use for a genre study in your group's genre. Focus on texts (or portions of texts) that are easily shared with the class within one or two class sessions. There should be at least 3 annotated texts per group member (e.g. a group of 5 people should have 15 annotated resources). Each annotation should briefly summarize the text AND discuss what aspects of the text might be ones to encourage students to explore to help them learn more about the genre. (Consider the genre features you identified in your structured reflection journal for week 3!) Make sure you highlight various aspects of the genre in different texts! Annotations should be about a paragraph long. Note: You are encouraged (but not required) to draw on this list for Learning Task 2.

Part C. Each group member should turn in a 1-paragraph self- assessment and self-assigned grade for their participation in the project that has been reviewed by other group members.

Turn in one assignment for your group on d21.

#### **CRITERIA FOR ASSESSMENT OF LEARNING TASK 1**

- Depth of analysis
- Substantive use of readings.
- Accuracy of terminology use
- Inclusion of and explanation of specific examples, quoting from the student work.
- Avoiding a deficit perspective on the students.
- Appropriate identification of resources with clear ties to how they might foment interest and skill in the chosen genre.
- Editing and organization
- Your contribution and share of the work



## 2. LEARNING TASK 2: Genre Study Unit and Assessment Plan – DUE: Oct. 23

Note that the Boyd reading is a good model to work from when thinking about your genre study. You will have opportunities to collaborate during class to develop these pieces, but each person should turn in their own assignment. Expected length is approximately 4 pages single-spaced, *not including the calendar of activities*.

### I. Overview, Inquiries, Concepts

- 1. Overview info.** *This is a quick recap of your genre study focus and the grade level(s) targeted. It helps the reader situate the rest of the project. Why might this genre be important and engaging to students of this age? What might you expect would be challenging for students of this age with this genre? How does it link to the Alberta Program of Study for this grade level?*
- 2. Key inquiries.** *Given your grade level and genre focus, what are some of the key inquiry questions you want your students to explore? Generate 3-5 ideas. These should be big questions that invite rich and varied thinking but get at important dimensions of the genre.*

### II. Unit Components

- 1. Introductory activity.** *How will you introduce the genre study? This might be a readaloud, a film, a hands-on exploration, a dilemma, etc. Describe the activity in several sentences; explain why you think it is a good one for the start of the unit. It should be meaningful, developmentally appropriate, and actively involve the students. 2 substantive paragraphs.*
- 2. Writing assignment/prompt.** *Develop a rich writing assignment/prompt that students could work on across part or all of the unit that could also serve as a way of assessing their writing. The activity should be open-ended and give students room for substantial choice in how and what they write. Include the exact wording of the prompt. Also indicate: How will you scaffold and/or divide the completion of this assignment into manageable steps? Prompt + 2-paragraph rationale and description of scaffolding.*
- 3. Student-centered mentor text activity.** *You need to provide a general description of the activity – you do not need to provide a detailed lesson plan, but there should be enough detail for a reader to have a general sense of how the activity will be approached and will progress. It should involve rich student talk and student exploration. Give your mentor text activity a name. 2 substantive paragraphs.*
- 4. Mini-lesson.** *What key new idea – specific to your genre of choice -- will the mini-lesson introduce? What makes you think this idea will be new to most of your students? How can you introduce it in an accessible, engaging way? Note that this may or may not involve an additional mentor text. 2 substantive paragraphs.*
- 5. Audience, feedback and collaboration.** *How, when, and on what will your unit build in opportunities for students to share their writing with an audience and receive feedback?*



*Audience should not just be the teacher. What kinds of feedback do you anticipate providing, and how? Also: when and how will students have the opportunity to generate text collaboratively? 2 substantive paragraphs.*

- 6. Differentiation.** *How will you support students who need additional support? For example, if the activity involves reading or writing, how will students who are not yet reading or writing conventionally be able to participate? How might you challenge students who need extra challenge? How will you support English learners? 2 substantive paragraphs.*
- 7. Calendar of activities.** *Provide an overview of the order and duration of activities, organized as a daily calendar. You should note planned activities in addition to the components above – these do not need to be fleshed out, but should be mentioned in enough detail to give a basic understanding of what will be done. For example, you might mention when you hope to include specific readalouds, writing exercises, field trips, etc. Your plan should cover at least 2 weeks (10 instructional days).*

*Check in with me if you want to modify the components for some reason; if there is good reason to do it a little differently that may be possible.*

## CRITERIA FOR ASSESSMENT OF LEARNING TASK 2

- Completeness.
- Inclusion of rationale and explanation for activities.
- Accurate use of course concepts and terminology, including evidence of strong engagement with course readings.
- Editing, Organization, Clarity and Logical Flow.
- Substantive, high-quality work that indicates understanding of the needs of learners with respect to the learning of this genre. Specifically, the components you include should
  - 1) **Be meaningful.** *Stimulate student interest and curiosity in the inquiry, with high potential for authenticity in the tasks.*
  - 2) **Foster student agency.** *Enable the students to make choices.*
  - 3) **Foster thinking.** *Promote opportunities for students to intellectually wrestle with material.*
  - 4) **Be matched to learners.** *Be developmentally appropriate, and build on students' likely current abilities, interests and understandings (e.g., if you are working with kindergarteners, having them write sentences on their own may not work).*
  - 5) **Support Growth.** *Allow students to develop greater genre understanding/mastery over time.*
  - 6) **Attend to Genre.** *Focus at least in part on genre-specific writing development.*

### 3. LEARNING TASK 3: Structured Reflection Journal – DUE: Oct. 29

Each week you will complete at-home activities in preparation for the week. Unless I let you know otherwise, these should be completed by the Monday of the week indicated.

You are strongly urged to *create a back-up* of the document regularly so that, in the unfortunate event of a computer problem, you can still recover your work. (Another alternative is to work in Google Docs or a similar program so your document is saved online.)

Use this outline and type each reflection portfolio entry directly into the outline. Each bolded item should be included in your final structured reflection portfolio.

If you wish to have me briefly review your journal entries for the first 3 weeks to see if you are on track, you have the option of turning in what you have completed by September 24. You will not receive detailed comments but I can let you know if your level of detail/integration of readings is on target.

**Week 1: Reflective lens.** Drawing on Johnston and the First Steps Writing Map as well as your own ideas, write what kind of lens you aspire to have as you consider and interact with your students as developing writers. Make sure you weave in the readings in a substantive way. Aim for 2 substantive paragraphs.

**Week 2: Sample and questions.** Attach a sample of writing by a child in grade K-3 (from your selected genre if possible). It can be one you located on the internet or one from a classroom where you have been (with student/parent/teacher permission). Aim for one that has not been “cleaned up” of spelling and other errors in conventions and one that gives you at least a couple sentences or the equivalent to go on. Each group member should have a different writing sample.

Generate a list of questions you want to ask your group that will help them analyze the writing in your writing sample. Include questions that are visibly informed by at least 3 of your readings for this week and last, and that will engage your group members in thinking about the sample in light of the readings. Aim for 10-12 questions.

**Week 3: Identification of genre features.** Think about the genre you have chosen for your genre study unit. What are some of the key things young writers (pick a grade level) might develop awareness of that would help them write powerful pieces (appropriate to their age level) in that genre? Draw upon the readings and video in your response. You might consider organization of ideas, word choice, narrative/non-fiction features, audience, etc. Aim for 2 substantive paragraphs that show deep attention to your specific genre (not just general writing things).

**Week 4: Teacher-created mentor text & reflection.** Write a mentor text suitable for use in your genre study unit. Depending on the genre, it may or may not be a complete text. Write a 1-paragraph reflection on your mentor text that explains how you drew on the ideas from the readings/video from this week and last to develop it.

**Week 5: Feedback (2 parts):**

**Feedback on writing to a student.** You will be assigned one of the kid’s memoirs from the readings for this week. Generate a written feedback paragraph for that student’s work that includes: **1 type of feedback that is positive and specific; 2 authentic questions; and 1 possible “feed forward” comment.**

**Feedback on peer writing.** This week, on Friday, you will engage in a writing conference with a colleague in the class where you seek to integrate: **1 type of feedback that is positive and specific; 2 authentic questions; and 1 possible “feed forward” comment on a colleague’s writing from Week 4.** Focus on ideas and structure rather than on mechanics. Jot some notes to prepare for this session.

**Weeks 6 & 7.** No Structured Reflection Journal Entry these weeks, though studio group work will build on the reading. Also remember to include these readings/videos in your final structured reflection journal entry.

### **Week 8: *Wrapping up.***

- a. **Attendance log.** Please submit a record of your attendance in the class, noting all absences and late arrivals to class. Include small-group sessions. For any absences/tardies, please indicate if you let the instructor know in advance as requested, and the reason for the absence (e.g. illness). Use this format: [https://docs.google.com/spreadsheets/d/1Yev7c-dnwL5mR\\_CpqLD99auLuz4gsA1C-wBrRe51TIE/edit#gid=0](https://docs.google.com/spreadsheets/d/1Yev7c-dnwL5mR_CpqLD99auLuz4gsA1C-wBrRe51TIE/edit#gid=0)
- b. **Your small-group notes.** This should be a compilation of notes and participation activities you did with your small group. You may choose to do these individually or as a small group, but there should be a substantive record of every small-group session you attended except for activities you did specifically in preparation for Learning Task 1. Each person should turn these in separately even if you choose to do them as a group.
- c. **A brief reflection on your attendance, level of preparation, and course ideas.** To what extent did you do the readings & assigned tasks on time and put yourself into this class? What might you have done differently? What was it like to write and to revise? What are key “take-aways” for you from this class? Make sure there is evidence of close reading of the last 3 weeks of course materials. Aim for 2 pages single-spaced.
- d. **Give yourself a grade.** In light of your attendance, participation, reflection, etc., what grade would you give yourself for your structured reflection portfolio and overall contribution as a learner to this class? You should give yourself an A grade if **only if** you had excellent attendance (or otherwise compensated for missing class/tardies), came prepared by having completed all structured reflection tasks in advance if applicable, read at least 90% of course readings carefully and in full, engaged deeply with the readings and class activities, and worked as hard as you could to make your classwork and structured portfolio the best they could be.

## **I. CRITERIA FOR ASSESSMENT OF LEARNING TASK 3**

-Completeness.

-Accurate use of course concepts and terminology, including evidence of close and careful reading of course readings (and engagement with videos) – including the readings/videos from the second half of the course.

-Substantive, high-quality entries that indicate creative, original thinking and a willingness to reflect deeply.

-Editing & Organization.

-The quality of your work based on your self-assessment.

### 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. If you need to miss class in instances of personal or family illness or for religious requirements, please let me know in advance. If other special circumstances apply, let's talk. Trouble getting child care? Bring your child along to class – we will figure it out.

- *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.

#### LATE SUBMISSIONS

It is in your interest to complete all assignments on time. If you do need more time, touch base with me so we can figure out an arrangement that works **prior to the due date**. Students may need 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. **A penalty of 20% per day will apply for unexcused late submissions of assignments.**

#### ISSUES WITH GROUP TASKS

During group work, if your group is having difficulty collaborating effectively or if someone does not seem to be pulling their weight, please speak gently but directly to the other members in your group to work out a plan to address the concerns. If you are unable to work out an arrangement in this way, please let me know as soon as possible so I can brainstorm and troubleshoot with the group. If a group is still unable to collaborate effectively or discuss course activities in a timely manner, I may re-assign members to different groups, assign individual work for completion, or work out another alternative.

**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**

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>. 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](https://www.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>

**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 Kyle Corry, [esa@ucalgary.ca](mailto:esa@ucalgary.ca).

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