

EDUC 535.12: Secondary English Language Arts, Specialization II
Fall 2020

Section	Instructor	Time	Location	Email
S12	Catherine Burwell	9:30 -11:00	Online	cburwell@ucalgary.ca

Teaching Assistant: Lauren Sele, lauren.sele@ucalgary.ca

Class Dates: September 8 – October 30, 2020

Each week there will be a learning module for you to complete. You will self-pace to complete each module by week's end (Sunday evening of each week). Additionally, we will have 4 Zoom sessions.

Zoom sessions (participation mandatory):

Monday, September 14, 2020, 9:30 – 11:00

Monday, September 28, 2020, 9:30 – 11:00

Monday, October 5, 2020, 9:30 – 11:00

Monday, October 26, 2020, 9:30 – 11:00

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: I will hold “social office hours” on Zoom every Friday morning from 10:00 – 11:00. Please feel free to drop into these office hours as you please. If you would like an individual appointment with me, please send me an email to arrange this, giving me at least 24 hours notice.

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).

This course will address major topics within the teaching of English Language Arts for junior and senior high school. Topics include: critical literacy, composing authentic texts, reading critically, multiliteracies, assessment, integration of Indigenous literature and histories, culturally relevant pedagogy, and ways of planning. Connections will be made to significant contemporary themes in curriculum, such as diverse representations, post-colonial histories, anti-racist movements, gender and sexual equity, media ecologies and place-based learning.

Each week's module will focus on a main topic within ELA teaching and learning. Relevant materials, including scholarly and professional publications, videos and websites have been selected to illuminate the topic. You will be asked to complete a learning task in relation to these materials. Some weeks you will undertake practical hands-on tasks, other weeks you may be asked to enter into dialogue with your classmates about the topic. In addition to these weekly tasks, you will also undertake research in an area of personal interest related to ELA, and design a complete unit plan. Together, these activities are intended to deepen your understanding of how to engage diverse students in meaningful learning in the English Language Arts.

LEARNER OUTCOMES:

Students will:

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

COURSE DESIGN AND DELIVERY: This course will be delivered online through the D2L environment, in addition to 4 scheduled Zoom sessions. All instructional materials and activities will be located in our class D2L shell.

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

International Literacy Association (2020). *Literacy teaching in turbulent times* [video]. Facebook. <https://www.facebook.com/InternationalLiteracyAssociation/videos/1158101194561735/>

Mirra, N. (2020). A quality of imagination: Young people show us “what’s next” in ELA. *Voices in the Middle*, 27(4), 9-11. <https://library-ncte-org.ezproxy.lib.ucalgary.ca/journals/vm/issues/v27-4/30696>

Learning Exchange. (2014). *Allan Luke: Critical thinking and critical literacy* [video]. Vimeo. <https://vimeo.com/87212871>

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

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

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

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

Alberta Learning. (2000). *English Language Arts, K–9*. Retrieved August 1, 2020 from:
<https://education.alberta.ca/media/160402/ela-pos-k-9.pdf>

Alberta Learning. (2003). *English Language Arts, 10-12*. Retrieved August 1, 2020 from:
<https://education.alberta.ca/media/160418/ela-pos-10-12.pdf>

Carillo, Ellen. (2017) How students read: Some thoughts on why this matters. *English Journal*, 106(5), 34-39.
<https://library-ncte-org.ezproxy.lib.ucalgary.ca/journals/ej/issues/v106-5/29092>

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

Hanson, A. (2018). Relational encounters with Indigenous literatures. *McGill Journal of Education*, 53(2), 312-330. <https://www-erudit-org.ezproxy.lib.ucalgary.ca/en/journals/mje/2018-v53-n2-mje04477/1058400ar/>

Wilfrid Laurier University Press. (2020). *Literatures, communities and learning: Conversations with Indigenous writers* [video]. Retrieved August 1, 2020 from:
https://www.youtube.com/watch?v=qKQH83MVtMw&feature=youtu.be&fbclid=IwAR2QzExy8u0yv0J1L9URw4K3PcvepH7Fu2pHNXKIn10Lbnnqh1_O-TcLWe4

Alberta Regional Professional Development Consortia. (2020). *Empowering the spirit: Educational resources to support Reconciliation*. Retrieved August 1, 2020. <http://empoweringthespirit.ca/>

Gambell, T. (2010). Assessment for constructive learning. In M. Courtland & T. Gambell (Eds.), *Literature, media and multiliteracies in adolescent language arts*. Pacific Educational Press. [PDF posted on D2L \(fair dealing\)](#)

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

Burwell, C. (2017). Game changers: Making new meanings and new media with video games. *English Journal*, 106(6), 41-47. <https://library-ncte-org.ezproxy.lib.ucalgary.ca/journals/ej/issues/v106-6/29180>

Elmore, P. & Coleman, J. (2019). Middle school students' analysis of political memes to support critical media literacy. *Journal of Adolescent and Adult Literacy*, 63(1), 29-40. <https://ila-onlinelibrary-wiley-com.ezproxy.lib.ucalgary.ca/doi/full/10.1002/jaal.948>

Gaylor, B. (2015). *Do Not Track* [interactive film]. National Film Board of Canada.
https://www.nfb.ca/interactive/do_not_track/

WEEKLY COURSE SCHEDULE:

Date	Topic	Readings and Tasks (see D2L for weekly tasks)	Zoom and Assignment Due Dates
WEEK 1 Sept 8 - 13	Introduction: Language Arts for the Here and Now	International Literacy Association (2020). Literacy teaching in turbulent times [video, 1 hour]. Mirra, N. (2020). A quality of imagination: Young people show us “what’s next” in ELA.	
WEEK 2 Sept 14 - 20	Critical Literacy in the Classroom	Learning Exchange. (2014). Allan Luke: Critical thinking and critical literacy [video, 6 minutes]. Vasquez, V.M., Janks, H. & Comber, B. (2019). Critical literacy as a way of being and doing. Dallacqua, A. & Sheahan, A. (2020). Making space: Complicating a canonical text through critical multimodal work in a secondary language arts classroom.	Zoom: Monday, Sept 14, 9:30-11:00
WEEK 3 Sept 21 - 27	Composing Authentic Texts	Wargo, K. (2019). A conceptual framework for authentic writing assignments: Academic and everyday meet. Burwell, C. & Lenters, K. (2015). Word on the street: Investigating linguistic landscapes with urban Canadian youth. Wills, E. & Shearing, H. (2020). Here’s why you shouldn’t give up on poetry.	Inquiry Project: Due Sept 25
WEEK 4 Sept 28 – Oct 4	Sharing of Inquiry Projects in Studio Groups	Inquiry project reports from members of your studio group.	Zoom: Monday, Sept 28, 9:30-11:00
WEEK 5 Oct 5 - 11	Critical Reading and Interpretation	Carillo, Ellen. (2017) How students read: Some thoughts on why this matters. Reynolds, T., Rush, L., Lampi, J. & Holschuh (2020). English disciplinary literacy: Enhancing students’ literary interpretive moves.	Zoom: Monday, Oct 5, 9:30-11:00

WEEK 6 Oct 13 - 18	Teaching Indigenous Literatures	<p>Hanson, A. (2018). Relational encounters with Indigenous literatures.</p> <p>Wilfrid Laurier University Press. (2020). Literatures, communities and learning: Conversations with Indigenous writers [video, 1 hour].</p> <p>Alberta Regional Professional Development Consortia. (2020). Empowering the spirit: Educational resources to support Reconciliation [website].</p>	
WEEK 7 Oct 19 - 25	Student-centered Assessment	<p>Gambell, T. (2010). Assessment for constructive learning.</p> <p>Brookhart, S. (2013). Develop a student-centered mind-set for formative assessment.</p>	Unit Plan: Due October 23
WEEK 8 Oct 26 - 30	Critical Media Literacy	<p>Burwell, C. (2017). Game changers: Making new meanings and new media with video games.</p> <p>Elmore, P. & Coleman, J. (2019). Middle school students' analysis of political memes to support critical media literacy.</p> <p>Gaylor, B. (2015). Do do track [interactive documentary].</p>	Zoom: Monday, Oct 26, 9:30-11:00 Learning Portfolio: Due October 30

CHANGES TO SCHEDULE:

Please note that changes to the schedule may occur to meet the emerging needs and dynamics of the participants in the course.

LEARNING TASKS OVERVIEW

LEARNING TASK	DESCRIPTION OF LEARNING TASK	GROUP / INDIVIDUAL	WEIGHT	DUE DATE
1	Studio Group Participation and Learning Portfolio	Individual	30%	Ongoing throughout semester (Learning portfolio due October 30)
2	Inquiry Project	Individual or Pairs	30%	September 25
3	Unit Plan	Individual	40%	October 23

LEARNING TASKS AND ASSESSMENT

There are 3 required Learning Tasks for this course.

1. LEARNING TASK 1: Studio Group Participation (ongoing) and Learning Portfolio (October 30)

Each member of the course will be placed in a studio group of 4-5 people at the beginning of the course. The studio groups are intended to help you deepen your understanding of the course materials and themes. You will be expected to participate in your group for the duration of the course.

Every week you will have materials to read or view on the topics noted in the weekly schedule above. On Monday, you will receive prompts for ways to respond to the materials. These may be discussion questions to address within your groups, hands-on learning activities to experiment with, or practice planning activities. You will undertake these activities individually and post your response to your group's discussion boards by the end of week (Sunday evening). You are also expected to interact with your group members by responding to their posts with constructive and thoughtful feedback.

At the end of the semester, you will submit a learning portfolio, which will give you an opportunity to highlight your work within the studio group and reflect on your learning. The portfolio will contain a selection of your studio group entries, a short reflection, and a self-assessment.

Please organize your portfolio in the following way:

1. Select 5 entries from your participation in the studio groups that were most meaningful to you, the discussion or activities during which you learned something new or saw a topic in a different light. These entries may be your responses to the weekly prompts, or they may be your responses to your classmates' work.
2. Write a 2-3 page reflective essay that meaningfully discusses your learning in relation to the entries you have included in your portfolio. You might consider what you have learned about the course topics (e.g., critical literacy, authentic writing, formative assessment), about the topics your groupmates have introduced (e.g., through sharing their inquiry projects), or about online teaching and learning itself. The direction of the reflection is up to you.

3. Provide a one-page assessment of your participation within the studio groups. How deeply did you engage with the course materials? Did you read and view all materials carefully before responding? Did you consider and respond to your groupmates' ideas thoughtfully? Did you respond in a timely manner? How did you contribute to building a learning community? What might you have done differently?
4. Give yourself a grade based on your engagement with the course materials (including both reading/view them and responding to them), your contribution to the studio group's learning community, and your reflective essay. Keep in mind the criteria listed below.

CRITERIA FOR ASSESSMENT OF LEARNING TASK 1 (TO BE USED IN YOUR SELF ASSESSMENT)

- Careful and thorough reading and viewing of *all* course materials
- Deep engagement with course concepts and terminology, including evidence of engagement with course readings
- Substantive, high-quality entries that indicate original thinking and a willingness to reflect deeply
- Constructive and thoughtful responses to group members that work towards building a strong and supportive learning community
- A learning portfolio (as described above) that is complete and discusses your learning and your participation in the studio group in meaningful ways

2. LEARNING TASK 2: Inquiry Project (30%) - DUE: September 25, 2020

For this assignment, students will develop a topic of inquiry/key question related to teaching and learning in the English Language Arts. This question should emerge from your own areas of interest, and may be connected to the development of your final unit plan (Learning Task #3). Ideally, this inquiry project should help you progress towards the unit plan through investigation of a related component.

Working on your own or with a partner, you will investigate this topic through research into relevant resources. You may also draw on readings and resources from previous courses, as well as your own educational experiences and discussions with others. Your first step will be to formulate an inquiry question that you would like to answer through your research. Findings of your inquiry will be shared in a 2-3 page document (without references) that may include both text and visuals. During week 4, you will share your documents with members of your studio group and review and respond to one another's work.

Your project should include the following elements:

1. An overarching inquiry question
2. A brief rationale for your question
3. A 2-3 page presentation of your findings/responses using text and/or visuals, as well as any questions or concerns that remain
4. A list of resources (cited using APA) that you used in the development of the document (for the benefit of your studio group members, include ways to access these resources)

Grading Criteria for Assignment 2

Group inquiry projects will be assessed on the following criteria:

1. Quality and meaningfulness of research question

- Clarity of presentation of the inquiry question
- Fullness of rationale for the question
- Meaningfulness to pre-service teachers within the discipline

2. Overall Presentation of findings

- Effectiveness of writing/visuals to convey the brainstorming and key findings to others
- Connectedness between inquiry question, supporting text, and use of visual content
- Specificity of references made to resources and to concepts within ELA
- Significance and relevance of resources; correct citation

3. LEARNING TASK : Unit Plan – DUE: October 23

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

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

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

Part One: The Plan - The unit plan must include:

- **Unit Title, Grade Level, and Big Idea** – Clearly articulate the context of the unit within the Alberta Program of Studies, including the unit title and grade level. Also, clearly articulate the big idea, vision or theme the unit seeks to leave students with through this curricular engagement.
- **Guiding Question(s)** – Identify one or more well-crafted question(s) guiding the unit of study. Provide a context for the selection of the questions.
- **Learning Outcomes** – The unit must identify and address one or more outcomes from each domain within the Alberta Program of Studies (i.e., Knowledge & Understanding, and Skills & Processes). In addition, the unit must include the key ideas from the Alberta Program of Studies this unit engages. It should be clear what the students should know, be able to do, and appreciate more deeply by the end of the unit.
- **Assessment Plan** – Provide a clearly articulated Assessment Performance Task that requires students to apply what you want them to learn in ways that show deep understanding. How will you know they understand what it is you are trying to teach them? How will you adapt your teaching based on formative assessments? What will you accept as evidence that students understand what was taught to them?

- **Lesson Plan Sequence** – Each lesson supports the next, working toward mastery of the unit’s learning outcomes. Learning events engage students and challenge them to reflect, rethink and refine their work/ideas/understandings. Students have opportunities to self-evaluate.
- **List of Sources** - List all sources consulted in preparation of the unit. Multiple sources are expected. Present a reference page in APA format.
- **List of Materials** – Provide a list of all materials needed to teach the unit, including materials that may not be readily available to the teacher in a regular classroom setting.

Part Two: Rationale and Reflections- The written portion of the unit plan must include:

- **Unit plan rationale** - Provide a rationale on your personal vision for English language arts education and how this unit reflects that vision (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 this class (and where relevant, previous classes) around teaching for understanding, engaging in disciplinary processes, and inquiry.
- **Learner Differentiation/ Teaching Inclusively** - Include a written description (150-200 words) explaining how your unit plan addresses the interests and needs of all students’. For example, how will you address: students with special needs, English-as-a-second-language learners, gifted students, and students who excel at group work or at independent time?
- **Assessment Practices** – Discuss practicalities of your unit plan in relation to the ways it has built in effective formative-assessment strategies including formative feedback loops and a summative performance of understanding (150-200 words).

Assessment Criteria for Assignment Three (A rubric based on these criteria will be available to students in D2L, and will be discussed during a Zoom session)

- A skillfully designed inquiry-based learning plan focusing students on issues and problems central to English language arts, connecting to their lives, and the world outside of school.
- Explores significant ideas and themes that are powerfully articulated through the resources, activities and assessments used in the unit.
- The question guiding the unit is thought provoking and intellectually engaging and will initiate discussion and debate. The question(s) clearly call for higher-order thinking, such as analysis, inference, evaluation, and prediction. Question(s) cannot be effectively answered by recall alone.
- Clearly defines a range of skill/processes, values/attitudes, knowledge/understanding outcomes that are directly linked to the Alberta’s Program of Studies. The unit engages students and clearly defines what they need to be able to do.
- Desired knowledge/skills/values, big ideas/enduring understandings are strongly linked to performance task/s requiring students to apply knowledge to show deep understanding.
- A variety of formative assessments are woven into the unit to strengthen student understanding and inform instructional decision-making.

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 on Zoom and Participation in D2L*

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 the Zoom sessions with the exception of documented instances of personal or family illness or for religious requirements. We also expect that each weekly instructional module will be completed on a weekly basis. Each new module will be posted on a Monday, thus the work for that module must be completed by the following Sunday.

- *Engagement in Class Discussion and Inquiry*

Another reason for the importance of attendance and participation in every Zoom session and D2L module is that the course involves working with fellow students to share ideas and thinking. For example, each week 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 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.

Werklund SU Representative is Naomi Shaw, educrep@su.ucalgary.ca.