

**EDUC 535.19 Specialization II, Secondary Social Studies  
(Fall 2021)**

<b>Section</b>	<b>Instructor</b>	<b>Time</b>	<b>Location</b>	<b>Email</b>
S01	Dr. David Scott	<b>MWF 12:30pm-1:50pm via Zoom Zoom links will be posted in D2L</b>	Online	<a href="mailto:scottd@ucalgary.ca">scottd@ucalgary.ca</a>

Class Dates: September 7 – October 29

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: Telephone call and/or additional Zoom session are available by appointment only.

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

**COURSE DESCRIPTION:**

The intent of the Social Studies 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 discourses and theory within the field of social studies and develop a deeper understanding of ways to enact this theory in diverse classroom contexts. You will additionally become familiar with any relevant Ministry documents associated with the Alberta Social Studies Program and draw on practical classroom observation from the field experience to participate in meaningful discussion and to connect these observations with a vision for your own teaching. The emphasis of the course is on designing for student learning (subject-specific; assessment to strengthen student learning and improve instruction; and designing for inclusion, differentiation, and inquiry).

**EXTENDED COURSE DESCRIPTION:**

To accomplish this, you will draw on previous field and course experiences in ways designed to support meaningful participation in class discussions. The aim is to bring experiences into a working vision for your teaching. The emphasis of the course is to further develop an understanding of the theoretical underpinnings that inform and drive curriculum planning in social studies, as well as to offer guided opportunities in designing learning experiences and developing associated materials that are both authentic and appropriate. In this way, you will develop experiences for students that are discipline specific, consistent with the evidence, as well as performance-based assessment practices, designed with inclusion and differentiation in mind, true to inquiry-based practices, and supportive of intended student outcomes in ways that continue to strengthen learning for both students and teachers alike.

**LEARNER OUTCOMES:**

In this course, you will:

- 1) Further develop a deeper conceptual understanding of the historical, socio-cultural, political contexts of the *discipline of Social Studies*, and relate this to curriculum planning in the specialization area;
- 2) Identify and critically analyze 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 Program 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 in a D2L environment using Zoom.

**REQUIRED RESOURCES:**

See Weekly Course Schedule

**ADDITIONAL READINGS AND RESOURCES:**

See Weekly Course Schedule

**LEARNING TASKS OVERVIEW**

LEARNING TASK	DESCRIPTION OF LEARNING TASK	GROUP / INDIVIDUAL	WEIGHT	DUE DATE
#1 Inquiry Project	Groups of 2-3 will create a digital presentation responding to a self-generated inquiry question that engages a key notion within the front matter of the Program of Study (e.g., Indigenous perspectives, historical thinking) in relation to an issue of concern in the world today.	Group	30%	September 24
#2 Unit Plan	Using insights from three course texts (Case & Abbott, 2008; Galileo Educational Network Association, 2015; Wiggins, 2005), individuals will design a longer-term social studies unit and assessment plan.	Individual	40%	October 21
#3 Studio Group Participation and Learning Portfolio	Each member of the course will be placed in a studio group and at the end of the course, you are asked to submit a learning portfolio highlighting five key insights you gained from participation in this group. The portfolio will include a reflection and a self-assessment of your participation.	Individual	30%	October 29

**WEEKLY COURSE SCHEDULE:**

Topics Themes	Readings and Resources	Zoom and Assignment Due Dates
<b>Week 1 September 7-12</b>  <i>Where has social studies been in the past and where might it be going in the future?</i>	<b>Anchor reading:</b>  Alberta Education. (2005). <i>Programs of study: Social studies, kindergarten to grade 12</i> . Edmonton, AB: Alberta Education. <a href="http://education.alberta.ca/media/456082/sockto3.pdf">http://education.alberta.ca/media/456082/sockto3.pdf</a>	Class MWF 12:30pm-1:50pm via Zoom

<p><i>What is the current Alberta Program of Study asking of us as educators?</i></p>	<p><b>Choose one additional reading (sign-up):</b> Clark, P. (2004). The historical context of social studies in English Canada. In A. Sears &amp; I. Wright (Eds.), <i>Challenges and prospects for Canadian social studies</i> (pp. 17-37). Vancouver, BC: Pacific Educational Press. (Posted on D2L)</p> <p>Scott, D. (2021). A meditation on current and future trajectories for elementary social studies in Alberta. <i>One World in Dialogue</i>, 6(1), 1-15. <a href="https://bit.ly/3waYEg5">https://bit.ly/3waYEg5</a></p>	<p>Ensure you have enrolled in a group for LT1 prior to class on September 10<sup>th</sup></p> <p>Begin crafting an inquiry question for LT1 with your group</p>
<p><b>Week 2 September 13–19</b></p> <p><i>Why is it so difficult to teach in ways that diverge from an emphasis on covering content and controlling student behaviour?</i></p> <p><i>What does meaningful social studies look like?</i></p> <p><i>How can we strengthen how we engage students in citizenship education?</i></p>	<p><b>Anchor reading:</b> Barton, K. &amp; Levstik, L. (2003). Why don't more history teachers engage students in interpretation? <i>Research and Practice</i>, 67(6), 358-361. <a href="https://www.socialstudies.org/sites/default/files/publications/se/6706/6706358.pdf">https://www.socialstudies.org/sites/default/files/publications/se/6706/6706358.pdf</a></p> <p><b>Choose one additional reading (sign-up):</b> Gibson, S. (2012). "Why do we learn this stuff"? Students' views on the purpose of social studies. <i>Canadian Social Studies</i>, 45(1), 43-58. <a href="https://eric.ed.gov/?id=EJ972852">https://eric.ed.gov/?id=EJ972852</a></p> <p>Sears, A. (2004). In search of good citizens: Citizenship education and social studies in Canada. In A. Sears &amp; I. Wright (Eds.), <i>Challenges &amp; prospects for Canadian social studies</i> (pp. 91-106). Pacific Education Press. <a href="http://www.learnalberta.ca/content/sspp/html/insearchofgoodcitizens/page7.html">http://www.learnalberta.ca/content/sspp/html/insearchofgoodcitizens/page7.html</a></p>	<p>Class MWF 12:30pm-1:50pm via Zoom</p> <p>Continue collaborating with your group on LT1. Opportunities for formative feedback will be discussed and posted in D2L.</p>
<p><b>Week 3 Sept. 20–26</b></p> <p><i>What does the constructivist paradigm offer our practice as social studies educators?</i></p> <p><i>What is critical and historical thinking and how might we apply these frameworks in our practice?</i></p>	<p><b>Anchor readings:</b> Case, R. (2005). Moving critical thinking to the main stage. <i>Education Canada Association</i>, 45(2), 45–49. <a href="https://www.edcan.ca/wp-content/uploads/edcan-2005-v45-n2-case.pdf">https://www.edcan.ca/wp-content/uploads/edcan-2005-v45-n2-case.pdf</a></p> <p>Seixas, P. (2017). A model of historical thinking. <i>Educational Philosophy and Theory</i>, 49(6), 593-605. <a href="https://www.tandfonline-com.ezproxy.lib.ucalgary.ca/doi/full/10.1080/00131857.2015.1101363">https://www.tandfonline-com.ezproxy.lib.ucalgary.ca/doi/full/10.1080/00131857.2015.1101363</a></p> <p><b>Choose one additional reading (sign-up):</b> Staff of The Critical Thinking Consortium (n.d.). <i>Reconciling learning the 'basics' and inquiry teaching</i>. Author. <a href="https://tc2.ca/uploads/PDFs/Critical%20Discussions/Reconciling_learning_basics.pdf">https://tc2.ca/uploads/PDFs/Critical%20Discussions/Reconciling_learning_basics.pdf</a></p> <p>Seixas, P. (2006). <i>Teacher notes: Benchmarks of historical thinking a framework for assessment in Canada</i>. <a href="https://www.edu.gov.mb.ca/k12/cur/socstud/foundation_gr8/tns/tn1.pdf">https://www.edu.gov.mb.ca/k12/cur/socstud/foundation_gr8/tns/tn1.pdf</a></p>	<p>Class MWF 12:30pm-1:50pm via Zoom</p> <p><b>LT1 due in the D2L drop box by 11:59 pm September 24<sup>th</sup></b></p> <p>Explore historical and critical thinking resources. Consider ways you might apply these frameworks within LT2</p>
<p><b>Week 4 Sept. 27–Oct. 3</b></p> <p><i>What does the critical turn offer our practice as social studies educators?</i></p> <p><i>How might we reimagine the <u>subject</u> of social studies?</i></p> <p><i>What does it mean to teach for social justice and how can we navigate personal and student resistances to difficult knowledge?</i></p>	<p><b>Anchor reading:</b> den Heyer, K. (2009). Implicated and called upon: Challenging an educated position of self, others, knowledge and knowing as things to acquire. <i>Critical Literacy: Theories and Practices</i>, 3(1), 26-36. <a href="http://criticalliteracy.freehostia.com/index.php?journal=criticalliteracy&amp;page=article&amp;op=view&amp;path%5B%5D=16&amp;path%5B%5D=16">http://criticalliteracy.freehostia.com/index.php?journal=criticalliteracy&amp;page=article&amp;op=view&amp;path%5B%5D=16&amp;path%5B%5D=16</a></p> <p><b>Choose one additional reading (sign-up):</b> Kumashiro, K. (2015). <i>Against common sense: Teaching and learning toward social justice (3<sup>rd</sup> edition)</i>. Routledge. (pp. xix-xxiii). <a href="https://www.taylorfrancis-com.ezproxy.lib.ucalgary.ca/books/mono/10.4324/9781315765525/common-sense-kevin-kumashiro">https://www.taylorfrancis-com.ezproxy.lib.ucalgary.ca/books/mono/10.4324/9781315765525/common-sense-kevin-kumashiro</a> (please print out pages after accessing)</p> <p>van Kessel, C., &amp; Saleh, M. (2020). Fighting the plague: “Difficult” knowledge as sirens’ song in teacher education. <i>Journal of Curriculum Studies Research</i>, 2(2), 1-20. <a href="https://curriculumstudies.org/index.php/CS/article/view/59/25">https://curriculumstudies.org/index.php/CS/article/view/59/25</a></p>	<p>Class MWF 12:30pm-1:50pm via Zoom</p> <p>Begin work on LT2</p>

<p><b>Week 5 Oct. 4–10</b></p> <p><i>How can we make our social studies practice more purposeful and coherent?</i></p> <p><i>How can we meet the expectations of the program of studies in ways that are connected to the world and relevant and meaningful for our students?</i></p>	<p><b>Anchor reading:</b></p> <p>Case, R. &amp; Abbott, M. (2008). Purposeful teaching in secondary social studies. In R. Case &amp; P. Clark (Eds.), <i>The anthology of social studies: Issues and strategies for secondary teachers</i> (pp. 15-24). Pacific Education Press. (Posted in D2L)</p> <p><b>Choose one additional reading (sign-up):</b></p> <p>Galileo Educational Network Association (2015). Chapter 2: Discipline-based inquiry: Making it work: 2) A Design for Inquiry, 3) Developing and Working with a Great Idea, 4) Designing Great Tasks, and 5) Working with Programs of Study. <a href="https://inquiry.galileo.org/ch2/developing-and-working-with-a-great-idea/">https://inquiry.galileo.org/ch2/developing-and-working-with-a-great-idea/</a></p> <p>Wiggins, G. (2005). Overview of UbD &amp; the design template. <a href="https://www.edutopia.org/sites/default/files/resources/stw-normal-park-normal-understanding-by-design.pdf">https://www.edutopia.org/sites/default/files/resources/stw-normal-park-normal-understanding-by-design.pdf</a></p>	<p>Class MWF 12:30pm-1:50pm via Zoom</p> <p>Continue working on LT2. Opportunities for formative feedback will be discussed and posted in D2L</p>
<p><b>Week 6 Oct. 11–17</b></p> <p><i>What affordances and challenges exist within forms of pedagogy that depart from how social studies is often taught in schools?</i></p>	<p><b>Choose one reading (sign-up):</b></p> <p>Marcus, A. S., Metzger, S. A., Paxton, R. J., &amp; Stoddard, J. (2018). <i>Teaching history with film: Strategies for secondary social studies</i>. Routledge. (Chapter 2: Issues in using film to teach history, pp. 17-26). <a href="https://www.taylorfrancis.com.ezproxy.lib.ucalgary.ca/chapters/mono/10.4324/9781351137737-2/issues-using-film-teach-history-alan-marcus-scott-alan-metzger-richard-paxton-jeremy-stoddard">https://www.taylorfrancis.com.ezproxy.lib.ucalgary.ca/chapters/mono/10.4324/9781351137737-2/issues-using-film-teach-history-alan-marcus-scott-alan-metzger-richard-paxton-jeremy-stoddard</a></p> <p>Adams, E. (2015). Civics in the grocery store: A field trip of awareness and agency. <i>Social Studies and the Young Learner</i>, 27(4), 16-18. <a href="https://www.socialstudies.org/social-studies-and-young-learner/27/4/civics-grocery-store-field-trip-awareness-and-agency">https://www.socialstudies.org/social-studies-and-young-learner/27/4/civics-grocery-store-field-trip-awareness-and-agency</a></p> <p>Shanks, N. (2018). A dominant narrative in economics? Preservice teachers and pluralism in a social studies methods class. <i>Journal of Social Science Education</i>, 17(3), 19-33. <a href="https://www.jsse.org/index.php/jsse/article/view/880/1014">https://www.jsse.org/index.php/jsse/article/view/880/1014</a></p> <p>Wright-Maley, C. (2015). What every social studies teacher should know about simulations. <i>Canadian Social Studies</i>, 48(1), 8-23. <a href="https://files.eric.ed.gov/fulltext/EJ1087180.pdf">https://files.eric.ed.gov/fulltext/EJ1087180.pdf</a></p>	<p>Class MWF 12:30pm-1:50pm via Zoom</p> <p>Discuss ways LT2 and your practice more broadly could be enhanced through insights from this week's texts</p>
<p><b>Week 7 Oct. 18–24</b></p> <p><i>How might an Indigenous worldview help us re-imagine what forms of knowledge and knowing are considered most valuable?</i></p> <p><i>What stories should we curate in our classroom to engage the TRC's calls to action?</i></p> <p><i>How might Indigenous understandings of the historical relationship help reframe how we have come to make sense of a Canadian past?</i></p>	<p><b>Anchor reading:</b></p> <p>Donald, D. (2019). Homo economicus and forgetful curriculum: Remembering other ways to be a human being. In H.T. Tomlins-Janke, S. Styre, S. Lilley &amp; D. Zinga (Eds.), <i>Indigenous Education: New Directions in Theory and Practice</i> (pp. 103-119). University of Alberta Press. <a href="https://www-deslibris-ca.ezproxy.lib.ucalgary.ca/ID/457213">https://www-deslibris-ca.ezproxy.lib.ucalgary.ca/ID/457213</a></p> <p><b>Choose one additional reading (sign-up):</b></p> <p>Madden, B. (2019). Indigenous counter-stories in Truth and Reconciliation education. EdCan. <a href="https://www.edcan.ca/articles/trc-education/">https://www.edcan.ca/articles/trc-education/</a></p> <p>Royal Commission on Aboriginal Peoples. (1996). Vol. 1. <i>Looking forward, looking back</i>. Author. (pp. 36-46) <a href="http://data2.archives.ca/e/e448/e011188230-01.pdf">http://data2.archives.ca/e/e448/e011188230-01.pdf</a></p>	<p><b>Submit LT2 to drop box before 11:59 pm on October 21<sup>st</sup></b></p> <p>Organize portfolio for LT3</p>
<p><b>Week 8 Oct. 25–29</b></p>	<p><b>Week 8 Tasks</b></p> <p><b>No readings</b></p> <p>Opportunity to share resources with colleagues</p>	<p><b>Submit LT3 to drop box before 11:59 pm on October 29<sup>th</sup></b></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.

**LEARNING TASKS AND ASSESSMENTS**

There are three required Learning Tasks for this course.

**1. Learning Task 1: Group Inquiry Digital Presentation (30%)  
Due: September 24, 2021**

In this task groups of 2-3 will respond with a digital presentation to an inquiry question that emerges from exploring the front matter of the Alberta Social Studies Program of Study (Alberta Education, 2005) in relation to an issue of concern in the world today. As part of the process, the group must choose a concept or element within the program front matter with which they have limited familiarity, which could include, for example, the teaching of Indigenous or Francophone perspectives, critical thinking, historical thinking, controversial issues, etc. Issues in the world today could include the climate crisis, growing economic inequality, the proliferation of fake news, the polarization of public discourse, calls for justice from equity deserving groups, and demands for reconciliation and decolonization from Indigenous peoples. Essential components and characteristics of inquiry-based pedagogy in social studies will be explored as you complete the various readings and learning tasks.

**The group presentation must include:**

- ✓ An overarching question of inquiry.
- ✓ A rationale explaining the choice to investigate the inquiry question.
- ✓ Each member's experiences and observations related to the inquiry.
- ✓ A mixture of visuals and text effectively connecting all sections of the inquiry.
- ✓ A synthesis of the three most significant insights gained from research using scholarly articles related to the question.
- ✓ The creation of an original resource (learner artifact) to help pre-service teachers address the issue in their teaching.
- ✓ Three questions that remain resulting from the inquiry.
- ✓ How formative feedback was applied to improve the inquiry and digital presentation.
- ✓ Evidence of collaboration, equitable division of labor and communication among group members.
- ✓ Citations explicitly connected to a reference list using APA 7.

***Criteria for Assessment of Learning Task 1***

1. Quality of inquiry question and rationale for choosing it
2. Strength of reflection of each group member's experiences and observations related to the inquiry
3. Effectiveness of visuals and supporting text connecting all sections of the inquiry
4. Clarity of synthesizing the three most important findings gained through research and connection to scholarly articles
5. Quality of the questions resulting from the inquiry that still need to be addressed
6. Creation of an original, practical and meaningful resource (learner artifact) to help pre-service teachers address the issue in their teaching
7. Application of formative feedback to improve the inquiry and digital presentation
8. Documented evidence of collaboration, equitable division of labor and communication among group members
9. Accuracy of writing and usage of APA 7 for citations and reference list

A fully articulated rubric for this assignment will be distributed in class. There will be an opportunity to refine and modify the rubric as needed as a class.

## **2. Learning Task 2: Design a Unit and Assessment Plan (40%)**

**Due: October 21, 2021**

In this individual assignment you will use insights from three course texts (Case & Abbott, 2008; Galileo Educational Network Association, 2015; Wiggins, 2005) to design a four-page unit and assessment plan for teaching and learning that applies aspects of theory explored in the course to practice. You should design for 5-6 periods of class time.

### **Page 1 of Learning Task 2: Identifying the Desired Result and Connection to Vision**

#### **✓ *Unit Title, Grade Level, Big Idea, Enduring Understanding and Connection to Personal Vision and Program of Study***

Clearly articulate the context of the unit within the Alberta Social Studies Program of Study (Alberta Education, 2005), including the unit title, grade level, big idea and enduring understanding the unit seeks to leave students with through the curricular engagement. How does this unit reflect your vision for social studies education? Connect your vision to the key ideas from the Alberta Social Studies Program of Study (Alberta Education, 2005) front matter the unit engages.

#### **✓ *Relevance of Inquiry Question***

Clearly articulate an inquiry question guiding the unit of study. The inquiry question should be thought provoking and intellectually engaging to initiate discussion and debate. The question should clearly stimulate higher-order thinking and cannot be effectively answered by recall alone.

#### **✓ *Connection of Grade Level Learning Intentions from the Alberta Social Studies Program of Study to the Unit Plan and Lesson Plans***

Outline the learning intentions for the overall unit and connect them to the specific lessons. The learning intentions must clearly define what the students should know, be able to do and appreciate by the end of the unit and lessons. The unit must identify and address at least one outcome from each domain within the Alberta Social Studies Program of Study (Alberta Education, 2005) related to knowledge and understanding, skills and processes and values and attitudes.

### **Page 2 of Learning Task 2: Determine Acceptable Evidence**

#### **✓ *Summative Performance Assessment Task***

Provide a clearly articulated summative 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? Ensure the knowledge, skills and values learning outcomes are strongly linked to the performance task.

This page will be the document you would give to students and parents, clearly describing the expectations (criteria) for the performance task. It should be written in a way that is understandable for the grade level being taught.

Page 3 of Learning Task 2: Determine Acceptable Evidence

✓ *Criteria Section and Excellent Section of Summative Performance Assessment Task Rubric*

Using the principles for effective rubrics, create the criteria for the rubric you will use to assess the summative assessment performance task and articulate the descriptors for the Excellent category. What will you accept as specific evidence that students understand what was taught to them? Ensure the expectations (criteria) in the performance task fully align with the criteria in the rubric.

Page 4 of Learning Task 2: Learning Plan Instructional Sequence

✓ *Annotated Table*

Submit an annotated table showing the instructional sequence and procedures you will use to engage students with the inquiry question in the unit. Connect each lesson to the learning outcomes for the unit and state the goal for each lesson. Show the formative-assessment feedback loops. How will students engage in metacognition? How will you address differentiation? For example, students with special needs, English-as-a second-language learners, students who excel at group work or independent work. How will you purposefully use technology? Note and cite the materials and resources you will need and provide links to the resources. The instructional sequence should be scaffolded to prepare students for the performance task.

**Criteria for Assessment of Learning Task 2**

1. Connectedness of unit title, grade level, big idea and enduring understanding to Alberta Social Studies Program of Study (Alberta Education, 2005)
2. Strength of articulation related to how the unit plan reflects your vision for social studies education
3. Relevance of inquiry question for students at this grade level
4. Connectedness of learning outcomes from the Alberta Social Studies Program of Study (Alberta Education, 2005) to the unit plan and lesson plans
5. Connectedness of performance assessment task to the learning outcomes and inquiry question as acceptable evidence of learning
6. Connectedness of criteria section and excellent section of the assessment rubric to the summative performance assessment task
7. Comprehensiveness of the annotated table for the learning plan instructional sequence addressing student engagement, learning outcomes and goals, formative feedback loops, differentiation, metacognition, technology and resources

A fully articulated rubric for this assignment will be distributed in class.

**3. LEARNING ASSESSMENT TASK 3: Studio Group Participation and Learning Portfolio (30%)**  
**DUE: October 29, 2021**

Each member of the course will be placed in a studio group of four 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 are asked to read one anchor document and choose one additional reading as noted in the weekly schedule above. Every Wednesday you will have the opportunity to meet with your studio group to discuss the readings. As part of this process, you will receive prompts for ways to both individually and as a group respond to the materials, hands-on learning activities to experiment with, and/or practice planning

activities. Over the course of the term, you will be asked to sign up to record insights and learnings that emerged from two of these group discussions and then post this to D2L.

Drawing on these summaries, you are asked to submit a learning portfolio at the end of the semester, which will give you an opportunity to highlight some of the key insights you gained within your studio group and reflect on your learning. The portfolio will contain a selection of five key insights, a short reflection, and a self-assessment.

Please organize your portfolio in the following way:

- ✓ Select 5 key insights that emerged during the studio group discussions and activities that were most meaningful to you or helped you learn something new or see a topic in a different light.
- ✓ Write a 2-3 page reflective essay that meaningfully discusses your learning in relation to the insights you have included in your portfolio. You might consider writing about what you learned about the course topics (e.g., historical thinking, critical approaches to social studies, new pedagogical techniques), an epiphany that emerged during your group discussions, or teaching and learning itself. The direction of the reflection is up to you.
- ✓ 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 meeting with your group? Were you present at every discussion? Did you consider and respond to your groupmates' ideas thoughtfully? How did you contribute to building a learning community? What might you have done differently?
- ✓ Give yourself a grade based on your engagement with the course materials (including both reading/viewing them and active participation in group discussions), 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 3 (TO BE USED IN YOUR SELF-ASSESSMENT)**

1. Careful and thorough reading and viewing of *all* course materials
2. Deep engagement with course concepts and terminology, including evidence of engagement with course readings
3. Substantive, high-quality insights that indicate original thinking and a willingness to reflect deeply
4. Evidence of learning from group members' ideas and working to build a strong and supportive learning community
5. A learning portfolio (as described above) that is complete and discusses your learning and your participation in the studio group in meaningful ways

A fully articulated rubric for this assignment will be developed in class.

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