UNIVERSITY OF CALGARY

EDUC 211: Academic Writing in Education
Winter, 2026

Erin Spring

Section information (times, class location, instructor) can be found in your my.ucalgary.ca portal.
Your instructor will also confirm section information through your D2L course shell.
Please check these sites prior to the start of the course.

Land Acknowledgement:

The University of Calgary, located in the heart of Southern Alberta, both acknowledges and pays tribute to the traditional territories of the peoples of Treaty 7, which include the Blackfoot Confederacy (comprised of the Siksika, the Piikani, and the Kainai First Nations), the Tsuut'ina First Nation, and the Stoney Nakoda (including Chiniki, Bearspaw, and Goodstoney First Nations). The city of Calgary is also home to the Métis Nation within Alberta (including Nose Hill Métis District 5 and Elbow Métis District 6).

Term Dates: January 12 - April 14, 2026
Term Break: February 15-21, 2026

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 only via Zoom.

Email: Students are required to use a University of Calgary (@ucalgary.ca) email address for all correspondence. Instructor will normally respond within 24 hours, M-F.

COURSE DESCRIPTION:

This course will focus on the standard writing process to follow for academic writing and on applying writing strategies to the student's own writing. We will discuss how research is used to support original ideas and how to correctly cite academic sources using APA 7th Edition standards, and we will write a longer academic essay using promoting child/youth literacy as the main topic. Readings in this class will focus on text creation so that students will become better writers on academic topics.

KEY UNDERSTANDINGS:

1. Non-fiction, academic writing is a learned skill that is developed across the lifespan.
2. As aspiring teachers, our profession demands that we use credible information when working with students, and that we use this research to write clearly and succinctly when communicating with other professionals, parents, and the wider community.
3. Understanding the student's own assumptions and bias underlying written texts is a key aspect of growing into a scholar.
4. Developing literate K-12 students requires a teacher to understand and use the traditional writing process.

LEARNER OUTCOMES:

Students will:
    1. Recognize that academic writing is a continuously evolving skill requiring lifelong learning.
    2. Use recent, credible, and trustworthy educational information about child/youth literacy to construct one well-written and designed essay.
    3. Understand and look for evidence of own biases or assumptions in written text.
    4. Examine and use the traditional writing process of brainstorming, outlining, drafting, editing, and polishing written text.

COURSE DESIGN AND DELIVERY:

The course consists of 13 weeks of online instruction organized according to the standard writing process. To understand and use each essential step, academic texts will be read, analyzed, and discussed with other students. Designed to be a fully online course, instruction will be comprised of regular Zoom sessions, discussion board posts, and several required readings to assist the students with reaching the Learner Outcomes.

Four assessment tasks will encourage reflection on the content and spur insights related to your understandings of writing with educational research.

This course was designed to support and inform EDUC 213 (How Children Learn to Write) and EDUC 215 (Supporting Children's Writing), although these two courses are not required for non-Bridging students.

Please note that, as this is an online course and all students are expected to have the technology to support online learning, it is the students' responsibility to make arrangements if their technology fails. Students who choose to attend Zoom sessions using unfamiliar equipment (e.g., work computers) should test out technology ahead of time. An inability to access technology because of holidays and vacations are not acceptable excuses for missing class.

REQUIRED RESOURCES:

American Psychological Association. (2019). APA Publication Manual (Seventh Edition).
    BookShelf ; RedShelf

Henderson, E. & Morgan, K.M. (2021). *The Empowered Writer: An Essential Guide to Writing, Reading, and*

Research (4th Ed). Don Mills: Oxford University Press.
BookShelf ; RedShelf

ADDITIONAL RESOURCES:

Ed Students in Conversation. (2020). Time Out with Matt and Melissa: Dr. Sarah Eaton. Available from
https://voiced.ca/podcast_episode_post/ep-3-time-out-with-matt-and-melissa-academic-integrity-with-dr-sarah-eaton/

Pressbooks. (n.d.). *Narrowing a Topic*. Available from
https://ohiostate.pressbooks.pub/choosingsources/chapter/narrowing-a-topic/

TedEd. (2016). *5 Tips to improve your critical thinking* [YouTube Video]. Available from
https://www.youtube.com/watch?v=dItUGF8GdTw

TWL Team. (2013). *25 editing tips for tightening your copy*. *The Write Life.* Available from
https://thewritelife.com/edit-your-copy/

UBC Science Writing. (2014). Creating and using outlines [YouTube video]. Available from
https://www.youtube.com/watch?v=_ZWe3mmLcoA

Western University. (2016*). Developing a research question* [YouTube video]. Available from
https://www.youtube.com/watch?v=2xsHHGhM_fk

LEARNING TASKS OVERVIEW

LEARNING TASK	DESCRIPTION OF LEARNING TASK With alignment to learner outcomes	GROUP / INDIVIDUAL	WEIGHT	DUE DATE
LT01: Weekly D2L Discussions and Peer Editing Tasks	Weekly discussion posts in this course fall into two categories. First are general discussion posts reflecting on course work and topics. Second are peer editing and feedback tasks related to course assignments. Through the course you will be required to participate in these discussions and peer review tasks as directed by the weekly course schedule. Learner Outcomes: 1. Recognize that academic writing is a continuously evolving skill requiring lifelong learning. 2. Use recent, credible, and trustworthy educational information about child/youth literacy to construct one well-written and designed essay. 3. Understand and look for evidence of own	Individual	30%	Weekly

	biases or assumptions in written text. 4. Examine and use the traditional writing process of brainstorming, outlining, drafting, editing, and polishing written text.			
LT02: Three Research Questions	Develop 5 thesis statements, each of which pose a question related to child or youth literacy that can be argued based on research in the field. Learner Outcomes: 3. Understand and look for evidence of own biases or assumptions in written text. 4. Examine and use the traditional writing process of brainstorming, outlining, drafting, editing, and polishing written text.	Individual	20%	23:59, Feb. 8, 2026
LT03: Research Essay Outline	Based on one thesis from LT02, develop a comprehensive research essay outline. Learner Outcomes: 2. Use recent, credible, and trustworthy educational information about child/youth literacy to construct one well-written and designed essay. 3. Understand and look for evidence of own biases or assumptions in written text.	Individual	20%	23:59, March 8, 2026
LT04: Final Essay with Annotated Drafts	Based on LT03, produce and submit a final polished research essay along with annotated draft versions of the essay. Learner Outcomes: 1. Recognize that academic writing is a continuously evolving skill requiring lifelong learning. 2. Use recent, credible, and trustworthy educational information about child/youth literacy to construct one well-written and designed essay. 3. Understand and look for evidence of own biases or assumptions in written text. 4. Examine and use the traditional writing process of brainstorming,	Individual	30%	23:59, April 12, 2026

	outlining, drafting, editing, and polishing written text.			

How Your Final Grade Will Be Calculated

Your final grade in this course is based on the **weighted value of each learning task**. Each assignment contributes a certain percentage toward your final mark. The percentages listed in the table (30% + 20% + 20% + 30%) add up to **100%**, which represents your total course grade.

Here is the breakdown:

- **LT01: Weekly Discussions & Peer Editing** → 30%
- **LT02: Three Research Questions** → 20%
- **LT03: Research Essay Outline** → 20%
- **LT04: Final Essay & Annotated Drafts** → 30%

Assignment grading criteria are included in the rubric for each assignment.

WEEKLY COURSE SCHEDULE:

Date	Topic	Readings and Tasks	Due Dates
Week 1 Jan 12 - 18	Introductions, Course Outline, and Writing as Readers	The Empowered Writer by Moran and Henderson, pp.25-36 (The Writing Situation).	Zoom #01, Jan. 12, 16:30 – 18:00
Week 2 Jan 19 - 25	Developing strong, narrow-focus research questions	The Empowered Writer by Moran and Henderson, pp.37-54 (Paragraph Essentials). **Tasks:** Developing thesis statements and directions for LT02	
Week 3 Jan 26 - Feb 1	Brainstorming the topic – what questions do you have about literacy? If you already have a topic of interest, what do you have to say about this topic?	The Empowered Writer by Moran and Henderson, pp. 55-83 (Paragraph and Essay Development). Pressbooks. (n.d.). Narrowing a Topic. Western University. (2016). Developing a research question [YouTube video]. **Tasks:** Peer review of LT02.	Zoom #02, Jan. 26, 16:30 – 18:00
Week 4 Feb 2 - Feb 8	Framing a paper: Introductions, thesis statements, and conclusions	The Empowered Writer by Moran and Henderson, pp. 115-135 (Introductions, Thesis Statements, and Conclusions). TedEd. (2016). 5 Tips to improve your critical thinking [YouTube Video]. **Tasks:** Peer review then submission of LT02.	LT02 Due 23:59, Feb. 8, 2026
Week 5 Feb 9 - 14	How to consider what you find while researching	The Empowered Writer by Moran and Henderson, pp. 136-145 (Claims, Evidence, and the Analytical Model). **Tasks:** Develop outline for LT03.	
Term Break – No Classes Feb 15-21			

Week 6 Feb 23 - Mar 1	Conducting and Using Research	The Empowered Writer by Moran and Henderson, pp. 169-203 (Conducting Research / Using Your Research). The Empowered Writer by Moran and Henderson, pp. 379-383 (Peer Edit Forms). UBC Science Writing. (2014). Creating and using outlines [YouTube video]. **Tasks:** Peer Review of outline for LT03.	Zoom #03, Feb. 23, 16:30 – 18:00
Week 7 Mar 2 - Mar 8	Using citations and avoiding plagiarism	The Empowered Writer by Moran and Henderson, pp. 204-234 (APA and MLA Documentation Styles) Ed Students in Conversation. (2020). Time Out with Matt and Melissa: Dr. Sarah Eaton. **Tasks:** Peer review then submission of LT03.	LT03 Due 23:59, March. 8, 2026
Week 8 Mar 9 - 15	Writing the first draft of your research essay.	The Empowered Writer by Moran and Henderson, pp. 146-168 (The Argumentative Essay). **Tasks:** Write initial draft of paper for LT04.	Zoom #04, Mar. 9, 16:30 – 18:00
Week 9 Mar 16 - 22	Working on your own paper for LT04	The Empowered Writer by Moran and Henderson, pp. 235-324 (Sentence Essentials / Punctuation / Agreement, Pronoun, and Sentence Structure Errors) (Reference sections: Review as needed). TWL Team. (2013). 25 editing tips for tightening your copy. The Write Life. **Tasks:** Editing and fixing your paper for LT04.	
Week 10 Mar 23 - 29	Peer editing and feedback of paper for LT04	The Empowered Writer by Moran and Henderson, pp. 325-359 (Achieving Clarity and Depth in Your Writing). **Tasks:** Peer editing / feedback of paper for LT04.	
Week 11 Mar 30 - Apr 5	Peer editing and feedback of paper for LT04	**Tasks:** Peer editing / feedback of paper for LT04.	
Week 12- Apr 6 - 14	Finalizing and proofing your paper for final submission.	In our Zoom session you will share ideas about your focus on LT 4. More information will be provided in the course. **Tasks:** Final proofing and then submission of paper for LT04.	Zoom #05, Apr. 13, 16:30 – 18:00 LT04 Due 23:59, Apr. 12, 2026

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 ASSESSMENT

Course participants are invited to use artificial intelligence tools, including generative AI, to gather information, review concepts, and/or to help produce assignments. However, (1) it is the student's responsibility to inform the instructor *in writing* of the intention to use such technology *in advance* of its use; (2) the student is ultimately accountable for the work they submit; and (3) any content generated or supported by an artificial intelligence tool must be cited appropriately. Misuse of these tools will be considered academic misconduct and will be treated as such.

There are four required Learning Tasks for this course.

Learning Task 01: Weekly D2L Discussions and Peer Editing Tasks - Due: Weekly

In this course students will be in Writing Groups as they work through their weekly D2L discussions and peer editing tasks. These Writing Groups will be formed by the instructor considering a number of aspects including trying to group students who are investigating related topics. Within these groups, the discussion boards will be used in two ways as the course progresses.

First, for six weeks of the course the D2L discussion boards will be used for class discussions of course content. Each of these weeks there will be 1-2 class discussion questions per week.

During these weeks students are responsible for producing:
    A - 1 long (minimum 200-word) response to each discussion question each week
    B - A total of 3 short (minimum 50-word) replies to others' responses each week. When there
        are two discussion questions please split replies between the two questions.

Second, for the remaining weeks of the course the D2L discussion boards will be used as a medium for peer editing and feedback on LT02, LT03, and LT04. During these weeks, each student in the course is expected to give feedback on the work produced by others in their Writing Group. This feedback will be in various forms ranging from notes in the discussion comments for LT02 to the downloading, annotation, and uploading of draft versions of LT04.

Initial Response or Upload Due to Discussion Board (Weekly): Thursdays 23:59.
Responses to Group Due Discussion Board (Weekly): Sundays 23:59.

Assessment Criteria:

For group discussions related to course content, a long response to a discussion question will be awarded 3 points and a short reply to another student's initial response will be awarded 1 point. Only one response to each discussion question, and a maximum of 3 meaningful replies per week will be awarded points. While these discussions are assessed based on completion only, please put thought into your responses and replies to help build understanding for all those in your Writing Group.

For peer editing and feedback on LT02, LT03, and LT04, each feedback post will be awarded between 2-5 points depending on the requirements of the feedback task. The number of points for each feedback task, as well as the total available each week, will be noted within the task itself. While peer editing tasks are also assessed based on completion only, please once again put thought into your feedback to help the members of your writing group.

The total points available for this learning task will be based on the total number of discussion questions and peer feedback tasks in D2L.

Learning Task 02: Three Research Questions - Due: 23:59, Feb. 8, 2026

For this Learning Task, and based on an aspect of child or youth literacy, you will develop three thesis statements on a perspective that can be argued through the literature. For each thesis statement you will also list five potential directions (supporting points) you may be able to use to support your argument.

Please use the template provided on D2L to submit this Learning Task to D2L's Dropbox.

Assessment Criteria: Please see Rubrics on pages 8 - 12

Learning Task 03: Research Essay Outline - Due: 23:59, Mar. 8, 2026

For this Learning Task please create an outline based on one of the three thesis statements you developed for LT02. Please note that it is normal for a thesis statement to evolve through the research process, hence you are encouraged to revise your thesis statement from LT02 as needed for this Learning Task.

Your outline will contain all the information that you plan to use in your final paper and be laid out in the order that the final paper will be written. The outline should be structured with an introduction, supporting body paragraphs, and a conclusion, and also contain sufficient detail about your topic that an essay can easily be generated from the outline.

Please use the template provided on D2L to submit this Learning Task to D2L's Dropbox.

Assessment Criteria: Please see Rubrics on pages 8 - 12

Learning Task 04: Final Essay with Annotated Drafts - Due: 23:59, Apr. 12, 2026

From your LT03 outline, please write a 4000-word (+/- 10%) paper. Once written, please use the discussion forums to share multiple evolving versions of your paper with your Writing Group for peer review and feedback.

Each member of the Writing Group needs to be committed to providing quality feedback on each person's essay drafts. Because of the scrutiny expected from each writing group, instructor feedback on drafts of this paper will not be provided.

Once you have received at least two rounds of feedback on your paper please submit the final version to D2L. Your paper should be properly formatted as an APA document. The expectation is that the final copy submitted is a near-perfect version that has been reviewed by yourself and your writing group over multiple weeks. In our last Zoom session you will share ideas from your focus on LT4. More information will be provided in the course.

Your final submission should include:
1. Your final proof version of your paper
2. Annotated drafts of your paper from your working group

Assessment Criteria: Please see Rubrics on pages 8 - 12

EDUC 211 - LT02 Rubric - Three Research Questions

	A+ 100% 10	A+ 95-100% 9.5	A 90-94% 9.0	A- 85-89% 8.5	B+ 80-84% 8.0	B 75-79% 7.5	B- 70-74% 7.0	C+ 65-69% 6.5	C 60-64% 6.0	C- 55-59% 5.5	D+ 52-54% 5.2	D 50 - 51% 5.0	F 0 - 49% 2.5
Criteria 1 (30%) Template Completion	Exceeds all Expert criteria	Meets all Expert criteria and exceeds some of them	**Expert** - All sections of all 3 templates are fully completed - All background and overhead information on all 3 templates are very well and clearly noted	Meets all Practitioner criteria and most Expert criteria	Meets all Practitioner criteria and some Expert criteria	**Practitioner** - All sections of all 3 templates are completed - All background and overhead information on all 3 templates are well and clearly noted	Meets all Apprentice criteria and most Practitioner criteria	Meets all Apprentice criteria and some Practitioner criteria	**Apprentice** - All sections of all 3 templates are mostly completed - All background and overhead information on all 3 templates are noted	Meets all Novice criteria and some Apprentice criteria	**Novice** - Some sections of all 3 templates are completed - Some background and overhead information on all 3 templates are noted	Meets some but not all Novice criteria	Does not meet any Novice criteria
Criteria 2 (40%) Research Question (RQ) and Thesis Statements (TS)	Exceeds all Expert criteria	Meets all Expert criteria and exceeds some of them	**Expert** - All 3 RQs are very relevant to the purpose of the assignment - All 3 RQs are very clearly written - All 3 RQs well lead to high quality thesis statements - All 3 TSs very well answer the research question. - All 3 TSs are very clearly and precisely written	Meets all Practitioner criteria and most Expert criteria	Meets all Practitioner criteria and some Expert criteria	**Practitioner** - All 3 RQs are relevant to the purpose of the assignment - All 3 RQs are clearly written - All 3 RQs lead to high quality thesis statements - All 3 TSs well answer the research question. - All 3 TSs are clearly and precisely written	Meets all Apprentice criteria and most Practitioner criteria	Meets all Apprentice criteria and some Practitioner criteria	**Apprentice** - All 3 RQs are mostly relevant to the purpose of the assignment - All 3 RQs are mostly clearly written - All 3 RQs lead to good thesis statements - All 3 TSs answer the research question. - All 3 TSs are mostly well written	Meets all Novice criteria and some Apprentice criteria	**Novice** - RQs are generally relevant to the purpose of the assignment - RQs are somewhat clearly written - RQs lead to thesis statements - TSs somewhat answer the research question. - TSs are somewhat well written	Meets some but not all Novice criteria	Does not meet any Novice criteria
Criteria 3 (30%) Organization, Writing and APA Usage	Exceeds all Expert criteria	Meets all Expert criteria and exceeds some of them	**Expert** - Submission is very well and clearly organized - Ideas are very clearly communicated - Submission fully adheres to all length and / or word count guidelines - There are few to no writing or proofing errors. Any errors that exist do not impact understanding - There are no errors in APA style or formatting	Meets all Practitioner criteria and most Expert criteria	Meets all Practitioner criteria and some Expert criteria	**Practitioner** - Submission is clearly organized - Ideas are clearly communicated - Submission occasionally misses length and / or word count guidelines and only to a minor extent - There are few writing or proofing errors. Any errors that exist do not have more than an occasional impact on understanding - There are few errors in APA style or formatting	Meets all Apprentice criteria and most Practitioner criteria	Meets all Apprentice criteria and some Practitioner criteria	**Apprentice** - Submission shows some organization - Ideas are somewhat clearly communicated - Submission misses some length and / or word count guidelines or does so to a significant extent - Writing or proofing errors have some impact on understanding - There are some errors in APA style or formatting	Meets all Novice criteria and some Apprentice criteria	**Novice** - Submission shows little organization - Ideas are not communicated with overall clarity - Submission misses many length and / or word count guidelines or does so to a very significant extent - Writing or proofing errors have a significant impact on understanding - There are significant errors in APA style or formatting	Meets some but not all Novice criteria	Does not meet any Novice criteria

EDUC 211 - LT03 Rubric - Research Essay Outline

	A+ 100% 10	A+ 95-100% 9.5	A 90-94% 9.0	A- 85-89% 8.5	B+ 80-84% 8.0	B 75-79% 7.5	B- 70-74% 7.0	C+ 65-69% 6.5	C 60-64% 6.0	C- 55-59% 5.5	D+ 52-54% 5.2	D 50 - 51% 5.0	F 0 - 49% 2.5
Criteria 1 (20%) Template Completion	Exceeds all Expert criteria	Meets all Expert criteria and exceeds some of them	**Expert** - All sections of template is very well and fully completed - All background and overhead information on template is very well and clearly noted	Meets all Practitioner criteria and most Expert criteria	Meets all Practitioner criteria and some Expert criteria	**Practitioner** - All sections of template is well and fully completed - All background and overhead information on template is well and clearly noted	Meets all Apprentice criteria and most Practitioner criteria	Meets all Apprentice criteria and some Practitioner criteria	**Apprentice** - All sections of template is fully completed - All background and overhead information on template is noted	Meets all Novice criteria and some Apprentice criteria	**Novice** - Some sections of template is completed - Most background and overhead information on template is noted	Meets some but not all Novice criteria	Does not meet any Novice criteria
Criteria 2 (20%) Introduction, Conclusion, and Reference Sections	Exceeds all Expert criteria	Meets all Expert criteria and exceeds some of them	**Expert** - Background points very well and clearly noted - Very strong congruence between Question Explored, Thesis and Question Derived - Thesis very well, clearly and precisely written - Thesis scope very well suited to paper's length requirements - Thesis very well and clearly restated in conclusion - Closing points very well and clearly noted - Draft references section very clearly shows breadth of sources drawn on.	Meets all Practitioner criteria and most Expert criteria	Meets all Practitioner criteria and some Expert criteria	**Practitioner** - Background points well and clearly noted - Strong congruence between Question Explored, Thesis and Question Derived - Thesis well, clearly and precisely written - Thesis scope well suited to paper's length requirements - Thesis well and clearly restated in conclusion - Closing points well and clearly noted - Draft references section clearly shows breadth of sources drawn on.	Meets all Apprentice criteria and most Practitioner criteria	Meets all Apprentice criteria and some Practitioner criteria	**Apprentice** - Background points all noted - Congruence between Question Explored, Thesis and Question Derived - Thesis generally clearly and precisely written - Thesis scope generally suited to paper's length requirements - Thesis restated in conclusion - Closing points noted - Draft references section generally shows breadth of sources drawn on.	Meets all Novice criteria and some Apprentice criteria	**Novice** - Some background points noted - Some congruence between Question Explored, Thesis and Question Derived - Thesis generally clearly written - Thesis scope somewhat suited to paper's length requirements - Thesis somewhat restated in conclusion - Some closing points noted - Draft references section shows some breadth of sources drawn on.	Meets some but not all Novice criteria	Does not meet any Novice criteria

	Exceeds all Expert criteria	Meets all Expert criteria and exceeds some of them	**Expert**	Meets all Practitioner criteria and most Expert criteria	Meets all Practitioner criteria and some Expert criteria	**Practitioner**	Meets all Apprentice criteria and most Practitioner criteria	Meets all Apprentice criteria and some Practitioner criteria	**Apprentice**	Meets all Novice criteria and some Apprentice criteria	**Novice**	Meets some but not all Novice criteria	Does not meet any Novice criteria
Criteria 3 (40%) Body Paragraph Sections	Exceeds all Expert criteria	Meets all Expert criteria and exceeds some of them	- Each supporting point very directly supports thesis - Together, supporting points very well, clearly and sufficiently answer research question / thesis - Each detail point very directly argues its supporting point - Together, details very well, clearly and sufficiently argue their supporting points - Supporting points and details are very research driven as shown by the inclusion of citations on outline - Supporting points and details read as fully reasonable and logically connected arguments towards the research question / thesis	Meets all Practitioner criteria and most Expert criteria	Meets all Practitioner criteria and some Expert criteria	- Each supporting point directly supports thesis - Together, supporting points well, clearly and sufficiently answer research question / thesis - Each detail point directly argues its supporting point - Together, details well, clearly and sufficiently argue their supporting points - Supporting points and details are research driven as shown by the inclusion of citations on outline - Supporting points and details read as reasonable and logically connected arguments towards the research question / thesis	Meets all Apprentice criteria and most Practitioner criteria	Meets all Apprentice criteria and some Practitioner criteria	- Each supporting point generally supports thesis - Together, supporting points generally sufficiently answer research question / thesis - Each detail point argues its supporting point - Together, details generally argue their supporting points - Supporting points and details are generally research driven as shown by the inclusion of citations on outline - Supporting points and details generally read as reasonable and logically connected arguments towards the research question / thesis	Meets all Novice criteria and some Apprentice criteria	- Each supporting point somewhat supports thesis - Together, supporting points generally somewhat answer research question / thesis - Each detail point somewhat argues its supporting point - Together, details somewhat argue their supporting points - Supporting points and details are somewhat research driven as shown by the inclusion of citations on outline - Supporting points and details read as somewhat reasonable and logically connected arguments towards the research question / thesis	Meets some but not all Novice criteria	Does not meet any Novice criteria
Criteria 4 (20%) Organization, Writing and APA Usage	Exceeds all Expert criteria	Meets all Expert criteria and exceeds some of them	- Submission is very well and clearly organized - Ideas are very clearly communicated - Submission fully adheres to all length and / or word count guidelines - There are few to no writing or proofing errors. Any errors that exist do not impact understanding - There are no errors in APA style or formatting	Meets all Practitioner criteria and most Expert criteria	Meets all Practitioner criteria and some Expert criteria	- Submission is clearly organized - Ideas are clearly communicated - Submission occasionally misses length and / or word count guidelines and only to a minor extent - There are few writing or proofing errors. Any errors that exist do not have more than an occasional impact on understanding - There are few errors in APA style or formatting	Meets all Apprentice criteria and most Practitioner criteria	Meets all Apprentice criteria and some Practitioner criteria	- Submission shows some organization - Ideas are somewhat clearly communicated - Submission misses some length and / or word count guidelines or does so to a significant extent - Writing or proofing errors have some impact on understanding - There are some errors in APA style or formatting	Meets all Novice criteria and some Apprentice criteria	- Submission shows little organization - Ideas are not communicated with overall clarity - Submission misses many length and / or word count guidelines or does so to a very significant extent - Writing or proofing errors have a significant impact on understanding - There are significant errors in APA style or formatting	Meets some but not all Novice criteria	Does not meet any Novice criteria

EDUC 211 - LT04 Rubric - Final Essay with Annotated Drafts

	A+ 100% 10	A+ 95-100% 9.5	A 90-94% 9.0	A- 85-89% 8.5	B+ 80-84% 8.0	B 75-79% 7.5	B- 70-74% 7.0	C+ 65-69% 6.5	C 60-64% 6.0	C- 55-59% 5.5	D+ 52-54% 5.2	D 50 - 51% 5.0	F 0 - 49% 2.5
Criteria 1 (20%) Paper Structure and Sources	Exceeds all Expert criteria	Meets all Expert criteria and exceeds some of them	**Expert** - Paper very well structured with introduction, body, and conclusions easily identified - Paper very clearly shows writers own research and ideas as foundation to argumentative development - A very strong selection of references are included in the paper	Meets all Practitioner criteria and most Expert criteria	Meets all Practitioner criteria and some Expert criteria	**Practitioner** - Paper well structured with introduction, body, and conclusions easily identified - Paper clearly shows writers own research and ideas as foundation to argumentative development - A strong selection of references are included in the paper	Meets all Apprentice criteria and most Practitioner criteria	Meets all Apprentice criteria and some Practitioner criteria	**Apprentice** - Paper structured with introduction, body, and conclusions identified - Paper shows writers own research and ideas as foundation to argumentative development - A good selection of references are included in the paper	Meets all Novice criteria and some Apprentice criteria	**Novice** - Paper somewhat structured with introduction, body, and conclusions - Paper shows some of writers own research and ideas as foundation to argumentative development - A minimal selection of references are included in the paper	Meets some but not all Novice criteria	Does not meet any Novice criteria
Criteria 2 (30%) Argumentative Flow	Exceeds all Expert criteria	Meets all Expert criteria and exceeds some of them	**Expert** - Introduction very well flows from general to specific to thesis statement - Body paragraphs very well develop logical argument supporting thesis - Body paragraphs are fully sufficient to fully support thesis - Conclusion very well summarizes supporting points - Paper's supporting points very well used to prove thesis - Conclusion very well opens up and releases the reader	Meets all Practitioner criteria and most Expert criteria	Meets all Practitioner criteria and some Expert criteria	**Practitioner** - Introduction well flows from general to specific to thesis statement - Body paragraphs well develop logical argument supporting thesis - Body paragraphs are sufficient to fully support thesis - Conclusion well summarizes supporting points - Paper's supporting points well used to prove thesis - Conclusion well opens up and releases the reader	Meets all Apprentice criteria and most Practitioner criteria	Meets all Apprentice criteria and some Practitioner criteria	**Apprentice** - Introduction flows from general to specific to thesis statement - Body paragraphs generally develop logical argument supporting thesis - Body paragraphs are generally sufficient to support thesis - Conclusion generally summarizes supporting points - Paper's supporting points generally used to prove thesis - Conclusion opens up and releases the reader	Meets all Novice criteria and some Apprentice criteria	**Novice** - Introduction somewhat flows from general to specific to thesis statement - Body paragraphs somewhat develop logical argument supporting thesis - Body paragraphs are somewhat sufficient to support thesis - Conclusion somewhat summarizes supporting points - Paper's supporting points somewhat used to prove thesis - Conclusion somewhat opens up and releases the reader	Meets some but not all Novice criteria	Does not meet any Novice criteria
Criteria 3 (20%) Reflection and Considered Incorporation of Peer Edits	Exceeds all Expert criteria	Meets all Expert criteria and exceeds some of them	**Expert** - Minimum of two drafts of the paper were peer reviewed - Paper shows very strong evidence of reflection and consideration of peer review feedback	Meets all Practitioner criteria and most Expert criteria	Meets all Practitioner criteria and some Expert criteria	**Practitioner** - Minimum of two drafts of the paper were peer reviewed - Paper shows strong evidence of reflection and consideration of peer review feedback	Meets all Apprentice criteria and most Practitioner criteria	Meets all Apprentice criteria and some Practitioner criteria	**Apprentice** - Minimum of one draft of the paper was peer reviewed - Paper shows some evidence of reflection and consideration of peer review feedback	Meets all Novice criteria and some Apprentice criteria	**Novice** - Minimum of one draft of the paper was peer reviewed - Paper shows minimal evidence of reflection and consideration of peer review feedback	Meets some but not all Novice criteria	Does not meet any Novice criteria

Criteria			Expert			Practitioner			Apprentice		Novice		
Criteria 4 (30%) Organization, Writing and APA Usage	Exceeds all Expert criteria	Meets all Expert criteria and exceeds some of them	- Submission is very well and clearly organized - Ideas are very clearly communicated - Submission fully adheres to all length and / or word count guidelines - There are few to no writing or proofing errors. Any errors that exist do not impact understanding - There are no errors in APA style or formatting	Meets all Practitioner criteria and most Expert criteria	Meets all Practitioner criteria and some Expert criteria	- Submission is clearly organized - Ideas are clearly communicated - Submission occasionally misses length and / or word count guidelines and only to a minor extent - There are few writing or proofing errors. Any errors that exist do not have more than an occasional impact on understanding - There are few errors in APA style or formatting	Meets all Apprentice criteria and most Practitioner criteria	Meets all Apprentice criteria and some Practitioner criteria	- Submission shows some organization - Ideas are somewhat clearly communicated - Submission misses some length and / or word count guidelines or does so to a significant extent - Writing or proofing errors have some impact on understanding - There are some errors in APA style or formatting	Meets all Novice criteria and some Apprentice criteria	- Submission shows little organization - Ideas are not communicated with overall clarity - Submission misses many length and / or word count guidelines or does so to a very significant extent - Writing or proofing errors have a significant impact on understanding - There are significant errors in APA style or formatting	Meets some but not all Novice criteria	Does not meet any Novice criteria

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

MISSING OR LATE SUBMISSIONS

All late submissions of assignments must be discussed with the instructor **prior to the due date.** A deferral of up to 30 days may be granted at the discretion of the Associate Dean of Undergraduate Programs prior to the end of the course with accompanying written evidence. There will be a 5% deduction per day for any late assignments. https://calendar.ucalgary.ca/pages/jyekfh6xwhoHwxcetCi1

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: https://calendar.ucalgary.ca/pages/fc4adb8643f84441ab32300237b80df1

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

Academic Misconduct
Academic Misconduct refers to student behavior which compromises proper assessment of a student's academic activities and includes cheating; fabrication; falsification; plagiarism; unauthorized assistance; failure to comply with an instructor's expectations regarding conduct required of students completing academic assessments in their courses; and failure to comply with exam regulations applied by the Registrar.

For information on the Student Academic Misconduct Policy and Procedure please visit:

https://www.ucalgary.ca/legal-services/university-policies-procedures/student-academic-misconduct-policy

https://www.ucalgary.ca/legal-services/university-policies-procedures/student-non-academic-misconduct-policy

Additional information is available on the Academic Integrity Website at: https://ucalgary.ca/student-services/student-success/learning/academic-integrity

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://ucalgary.ca/student-services/access/prospective-students/academic-accommodations.

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: 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 or to fulfill requirements for a graduate degree based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to the designated contact person in their faculty. The course outline should clearly list the appropriate Faculty contact person(s) and their contact details. For further information see E.1 C. Course Policies and Procedures https://calendar.ucalgary.ca/pages/a89ecfbf758841b5983c4b67746e7846

Research Ethics
Students are advised that any research with human participants – _including any interviewing (even with friends and family), opinion polling, or unobtrusive observation – _must have the approval of the Conjoint Faculties Research Ethics Board (https://research.ucalgary.ca/conduct-research/ethics-compliance/human-research-ethics/conjoint-faculties-research-ethics-board-cfreb) or the Conjoint Health Research Ethics Board https://research.ucalgary.ca/conduct-research/ethics-compliance/human-research-ethics/conjoint-health-research-ethics-board-chreb)

In completing course requirements, students must not undertake any human subjects research without discussing their plans with the instructor, to determine if ethics approval is required. Some courses will include assignments that involve conducting research with human participants; in these cases, the instructor will have applied for and received ethics approval for the course assignment. The instructor will discuss the ethical requirements for the assignment with the students.

For further information see E.5 Ethics of Human Studies
https://calendar.ucalgary.ca/pages/627ed88eb4b041b7a2e8155effac3501

Instructor Intellectual Property
Course materials created by instructors (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed or copied without the explicit consent of the instructor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

Access and Privacy Office (Formerly) Freedom Of Information and Protection of Privacy
Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary. For more information, please see: https://www.ucalgary.ca/legal-services/access-information-privacy

Copyright Legislation
All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (https://www.ucalgary.ca/legal-services/university-policies-procedures/acceptable-use-material-protected-copyright-policy) and requirements of the copyright act (https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy https://www.ucalgary.ca/legal-services/university-policies-procedures/student-non-academic-misconduct-policy.

Sexual and Gender-Based Violence Policy
The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's sexual violence policy guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances. Please see the policy available at https://www.ucalgary.ca/legal-services/university-policies-procedures/sexual-and-gender-based-violence-policy

Other Important Information
Please visit the Registrar's website at: https://www.ucalgary.ca/registrar/registration/course-outlines for additional important information on the following:
•   Wellness and Mental Health Resources
•   Student Success
•   Student Ombuds Office
•   Student Union (SU) Information
•   Graduate Students' Association (GSA) Information
•   Emergency Evacuation/Assembly Points
•   Safewalk

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 Tracy Dinh, esa@ucalgary.ca.

Werklund SU Representative is Siena Yee, educrep@su.ucalgary.ca.