

**EDUC 215: Supporting Children's Writing
Winter, 2026 (Jan 12 – April 14)***Erin Spring*

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 of Alberta Battle River Territory (Districts 5 and 6).

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.

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

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

COURSE DESCRIPTION:

The intent of the Supporting Children's Writing course is to practice your increased knowledge about the acquisition of writing skills in the co-requisite course, EDUC 213. Students will work closely with a child to discover and explore their authentic expression of ideas through text. This course will focus on the development of writing as it emerges in beginning writers. The intention of this course is not to improve the writing abilities of the Writing Buddy, but for the student to understand how writing is developed over time. This course is a co-requisite of EDUC 213: How Children Learn to Write.

LEARNER OUTCOMES:

Over the course of the semester, students will:

1. Act as a Writing Buddy with a child to practice theoretical concepts from EDUC 213.
2. Listen, enact, and observe practices supporting the development of communicating with another person through text through close observation of and interacting with a child.
3. Apply theoretical principles learned in EDUC 213 to practical observations and interactions with the Writing Buddy.
4. Observe and discuss personal and child/youth's barriers and advantages to engage in writing.
5. Recognize the early stages of writing acquisition and consider own growth as a writer through a life of writing.

COURSE DESIGN AND DELIVERY:

This course will be delivered completely online with five mandatory Zoom sessions. Students will require access to a computer that contains current software and hardware capable of running D2L. If you do not own a personal device, there are computers available for student use in the Doucette Library and the Taylor Family Digital Library.

REQUIRED RESOURCES:

Staying up to date with required readings is necessary for your successful completion of this course. Readings have been carefully selected to guide your understanding of the course content and contain the necessary information that you need to engage meaningfully with your groups.

The readings and resources below are recommended for continued professional learning and development well beyond this course and into your first years of teaching. You might need to purchase (or borrow from a library) a copy of the books that are starred (*) because they are not freely available online.

Please refer to the detailed Weekly Plan on page 5 of this Course Outline for the assigned dates for reading these texts.

Required Course Materials Available Online

Early Childhood Videos. (2013). Observing young children [YouTube Video]. Available from <https://www.youtube.com/watch?v=t1Xtr3RKjGc>

Gilbert, E. (2014). Success, failure and the drive to keep creating [TedTalk]. Available from https://www.ted.com/talks/elizabeth_gilbert_success_failure_and_the_drive_to_keep_creating?referrer=playlist10_talks_from_authors

*Access to one of the following children's books:

- Twenty-Odd Ducks: Why Every Punctuation Mark Counts! by Lynne Trusse Print copy available to purchase from the following vendors Amazon Canada ; Chapters Indigo
- -Ful and -Less, -Er and -Ness: What is a Suffix by Brian P. Cleary E-book available from the following vendors; Apps available in Android and Apple devices Amazon Kindle ; Google Play Books ; Kobo
- Punctuation Takes a Vacation by Robin Pulver E-book available from the following vendors; Apps available in Android and Apple devices Kobo The course reading materials from EDUC 213 will also be used as references for your work in this course.

ADDITIONAL RESOURCES:

You are not required to purchase these reference materials for this course; however, you might find them extremely helpful with preparing for your other university courses.

Publication Manual of the American Psychological Association (7th Edition). – Used in Education courses to reference source material and contains expected conventions for academic writing.

Henderson, E. & Morgan, K.M. (2017). The Empowered Writer: An Essential Guide to Writing, Reading, and Research (3rd Ed). Don Mills: Oxford University Press.

LEARNING TASKS OVERVIEW

The course has three assignments to be completed as listed below. The task descriptions and assessment details for each assignment will be discussed during a Zoom session during the first week of the course. The instructor will facilitate the ongoing work and will support students as they engage in the assignments by providing ongoing, timely and constructive feedback to further learning.

Late submissions will not be accepted without consultation with the Instructor **prior to the due date**. If you are having trouble with completing an assignment, you must let the instructor know in advance of the due date to negotiate for an extension. Extensions will be granted in accordance with University and Faculty policies.

Cheating, copying, and plagiarism are taken seriously and will be dealt with according to the policies of the University of Calgary and the Werklund School of Education.

LEARNING TASK	DESCRIPTION OF LEARNING TASK With alignment to learner outcomes	GROUP / INDIVIDUAL	WEIGHT	DUE DATE
LT1	Weekly D2L discussions posts One reflection and one or more responses	Individual	35%	Weekly by Friday
LT2	Writing Interview with Writing Buddy Note: Writing buddy permission form due: Jan 24	Individual	25%	LT2 due: Feb 8
LT3	Dossier: Writing Activity Research and Practice Samples and examples of work completed over the term with Writing Buddy	Individual	40%	LT3 due: Apr 10

WEEKLY COURSE SCHEDULE:

Date	Topic	Readings and Tasks	Due Dates
Week 1 Jan 12 - 18	Topic: Course Intro Zoom 1: Agenda <ul style="list-style-type: none"> Welcome and Introduction Discussion of role and responsibilities with Writing Buddy Review of Learning Tasks - integrated with EDUC 213 Review LT2 and expectations 	Readings Gilbert, E. (2014). <i>Success, failure and the drive to keep creating</i> [TedTalk]. Available from https://www.ted.com/talks/elizabeth_gilbert_success_failure_and_the_drive_to_keep_creating?referrer=playlist_10_talks_from_authors Tasks <ul style="list-style-type: none"> Find Writing Buddy Obtain parent/guardian consent for Writing Buddy by January 23 All 10 Writing Buddy sessions will be documented. Prepare your LT3 Dossier 	Zoom #1 – Jan 13
Week 2 Jan 19-25	Writing Buddy Session 1 Topic: Interview	Readings: (EDUC 213: Hurley, S. (2019); NCTE (n.d.)) Early Childhood Videos. (2013). Observing young children [YouTube Video]. https://www.youtube.com/watch?v=t1Xtr3RKjGc Tasks: <ul style="list-style-type: none"> Interview Writing buddy Ask to see some things they have already written. If they do not have any writing, you can ask for a picture that they have drawn. 	Discussion Post 1: <ul style="list-style-type: none"> Reflection and response by Jan 24 Parent/Guardian Consent Due: Jan 24

Date	Topic	Readings and Tasks	Due Dates
		<ul style="list-style-type: none"> Ask them to draw or write something in their journal. Observe pencil grip while they are writing. Take pictures or video. LT3 Dossier 	
Week 3 Jan 26 – Feb 1	Writing Buddy Session 2 Topic: Gathering writing sample	Readings: (EDUC 213: Santangelo & Olinghouse (2009)) Tasks <ul style="list-style-type: none"> Gather a writing sample in their journal(1/2 page to 1 page depending on age and stage e.g.: <ul style="list-style-type: none"> Drawing Picture prompt Story sequence prompt Written prompt Writer's topic of choice Compare to Alberta ELAL Grade level writing rubric (curriculum outcomes) LT3 Dossier 	Discussion Post 2: Reflection and response by Jan 31
Week 4 Feb 2-8	Writing Buddy Session 3 Topic: Decoding and encoding process	Readings: (EDUC 213: Truss p. 1-34); Literacy Bug (n.d.). Tasks: <ul style="list-style-type: none"> Conduct a progressive spelling assessment – in their journal Have your buddy write in their journal. It can be about a shared reading or about your buddy's day, or a preferred topic. Observe their spelling. Note their strengths and areas requiring support LT3 Dossier 	Discussion Post 3: Reflection and response by Feb 7 LT2 Due: Feb 8 LT1 – P1: Due Feb 8
Week 5 Feb 9-15	Zoom 2: Agenda Writing challenges <ul style="list-style-type: none"> Gathering a writing sample Spelling assessment Grade level writing expectations EDUC 213 LT3 Writing Buddy Session 4 Library Trip #1 Topic: Decoding and encoding relationship (Spelling)	Readings: (EDUC 213: Graham & Santangelo, (2014)) Tasks: <ul style="list-style-type: none"> Spelling Activities in their journal: <ul style="list-style-type: none"> Spellings games or practice (Hang man, crossword, word search etc). Word pattern hunt in book (i.e. -ough, -ine, their/there/they're etc.) Spelling test/quiz: Optional for half the time- Practice Handwriting or cursive (print before) https://drive.google.com/drive/folders/1AAxzdnUm73URKvDOOlVFPQ4uiO353uiV LT3 Dossier 	Zoom #2 – Feb 10 Discussion Post 4: Reflection and response by Feb 14
Reading Week Feb 16-22			
Week 6 Feb 23 – Mar 1	Zoom 3: Agenda <ul style="list-style-type: none"> LT2: Sharing Buddy goals Writing Buddy Session 5 Topic: Mentor Texts	Readings: (EDUC 213: Truss p. 34-67 Gil, C. (2017)) Suggested Mentor Texts for teaching encoding: <ul style="list-style-type: none"> Twenty-Odd Ducks: Why Every Punctuation Mark Counts! by Lynne Trusse -Ful and -Less, -Er and -Ness: What is a Suffix by Brian P. Cleary Tasks: <ul style="list-style-type: none"> Choose a mentor text with your Writing Buddy. The mentor text should be 	Zoom #3: Feb 24 <ul style="list-style-type: none"> Discussion Post 5: Reflection and response by Feb 28

Date	Topic	Readings and Tasks	Due Dates
		<p>appropriate and interesting to your Writing Buddy.</p> <ul style="list-style-type: none"> Following the reading, have your buddy write about the book in their journal. This could include an overall summary, notes about grammar, punctuation or spelling, or another related writing task. LT3 Dossier 	
Week 7 Mar 2-8	Writing Buddy Session 6 Library Trip #2 Topic: Mentor texts for sentence structure and punctuation	Readings: (EDUC 213: Truss p. 68-102; Folaron, T. (n.d.).) Punctuation Takes a Vacation by Robin Pulver Tasks: <ul style="list-style-type: none"> At the library pick a book of interest for today's session. Also pick a narrative or expository text for next week's session. Read a story with your buddy for about 20 minutes. Interact with your buddy during the story to ensure comprehension. Following the story have your buddy retell the story. Ask you buddy to write about their favourite part of the story. Have them write in their journal. Attend to their sentence structures and the punctuation they use. Read their writing with them. Discuss punctuation. Provide mini-lesson. Edit text together. LT3 Dossier 	Discussion Post 6: Reflection and response by Mar 7 LT1 – P2: Due Mar 7
Week 8 Mar 9-15	Zoom 4 – Agenda Writing Buddy Session 7 Topic: Mentor Texts and paragraph writing	Readings: (EDUC 213: Truss p 103 -131; Empowering writers (2019); TeachWriting.org (2018)). Tasks: <ul style="list-style-type: none"> You and your buddy will have chosen a book last week at the library for today's session. Read the book or a chapter of the book today for 20 or so minutes. As you are going your writing buddy can take some notes about the important parts of the story for a narrative text or the facts from an expository text. After you are finished reading and note taking, ask your buddy to write a paragraph about the text. You can use a graphic organizer to help plan (i.e. topic, detail 1, detail 2, detail 3, conclusion or other variant). Have your buddy complete the planner or graphic organizer. You can help if needed. Then have your buddy write a paragraph. If you buddy needs more help you can co-write or you can model it and do a think-aloud as you go. If you wrote it then your buddy can copy the text. LT3 Dossier 	D Zoom #4 – Mar 10 Discussion Post 7: Reflection and response by Mar 14
Week 9 Mar 16-22	Writing Buddy Session 8	Readings: (EDUC 213: Truss p. 132-167; Wheaton College (2009; Bever, M (2016)) Tasks:	Discussion Post 8: Reflection and response by Mar 21

Date	Topic	Readings and Tasks	Due Dates
	<p>Topic: What is your writing buddy's style and voice on an original text?</p> <p>Gather Writing Sample #2</p>	<ul style="list-style-type: none"> Option1: Extended write over the next three sessions. Invite your buddy to write their own narrative. They can choose a topic of their choice. You can also provide story prompts Option 2: New writing tasks for each of next three sessions. If they are a beginning writer, they can draw a picture and then write about it. They could make a sequence story and document what is happening in each picture or draw a story like a page in a graphic novel with some supporting text. LT3 Dossier 	
<p>Week 10 March 23 – 27</p>	<p>- Writing sample #2 (comparison and analysis)</p> <p>Writing Buddy Session 9</p> <p>Topic: Narrative and Expository Writing</p>	<p>Readings: (EDUC 213 (Truss p. 168-176; Atwood, M. (2011))</p> <p>Tasks:</p> <ul style="list-style-type: none"> Option 1: Extended write. Continue writing from previous session. Option 2: New write for each session: Invite your buddy to write an expository or narrative text – their choice. If they are a beginning writer offer alternatives as noted above. If they choose an expository text, they can do some research to support their writing. As they are writing provide any necessary support. Observe and note supports required, stamina for task etc. Provide a break and/or pause the session when the buddy has had enough writing. LT3 Dossier 	<p>Discussion Post 9: Reflection and response by Mar 28</p> <p>LT1 – P3: Due Mar 28</p>
<p>Week 11 March 30- April 3</p>	<p>Zoom 5 – Agenda</p> <p>- LT3 Dossier – Draft (peer sharing and prep for final submission)</p> <p>Writing Buddy Session 10</p> <p>Topic: Narrative and Expository Writing</p>	<p>Tasks:</p> <ul style="list-style-type: none"> Option 1: Extended write. Continue writing from previous session. Option 2: New write for each session Celebration: Be sure to thank your buddy and celebrate. Prepare LT3 Dossier for sharing and submitting 	<p>Zoom #5 March 31</p> <p>Discussion Post 10: Reflection and response by April 4</p>
<p>Week 12 April 5-10</p>	<p>- LT3 dossier</p>	<p>Tasks:</p> <ul style="list-style-type: none"> Prepare LT3 Dossier for sharing and submitting 	<p>LT3 Due: Apr 10</p>
<p>Week 13 Apr 13-14</p>	<p>- LT3 Dossier</p>	<p>Tasks:</p> <p>Prepare LT3 Dossier for sharing and submitting</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 ASSESSMENT

Use of Artificial Intelligence

Please note that all assignments are expected to be the original work of the student and students may only use generative AI (GAI) tools for word processing functions, such as grammar and spell checking (e.g. Grammarly,

CoPilot). It is not required to document the use of the above GAI for the purposes described. If you have questions about a specific use of other GAI tools, please contact your instructor.

There are 3 required Learning Tasks for this course.

1. LEARNING TASK 1: Weekly Discussion Posts: Due Weekly – 35% of course mark

Posts on D2L: Weekly throughout term. You should upload a Word document containing your reflective post and one example of a response post into the appropriate D2L folder each Saturday by 8:00 pm for grading.

The discussion boards on D2L in an online course could be seen as the main avenue for class discussion. Each week, you should meet at least once with your Writing Buddy for about 30 minutes to an hour. After you meet with your Writing Buddy, write a short post of about 300 words on D2L communicating your main observations from the session in relation to the course readings.

In addition to posting your own reflections, you should engage in discussion with your online group about practices to support your Writing Buddy. This forum is an ideal location to discuss areas of strength and growth as you work with your child, as well as to support each other with ideas of resources and reading practices that could be effective. At a minimum, you should respond once in your forum with a post of 150-200 words. Please make every effort to upload a reflective post in a timely manner (preferably before Fridays at 8:00 pm) to ensure that groups can engage in a lively and meaningful conversation each week.

You are responsible to upload, in a Word document, a copy of your reflective post and one response to the group discussion to the appropriate Dropbox folder 3 X during the semester. These posts will be graded and will add up to total 15% of your final grade. Completion of the weekly submission will total 20% of your final grade. The posts that you submit for grading should be exact copies of the posts that were uploaded to the Discussion board.

CRITERIA FOR ASSESSMENT OF LEARNING TASK 1

Criteria	A+/A (3/3)	A-/B+ (3/3)	B/B- (2/3)	C+/Lower (1.5/3)
Contributions to group discussion	<p>Posts are of the expected length.</p> <p>The post includes an extended, thoughtful question that deepens engagement with members of the D2L group.</p>	<p>Posts are of appropriate length, though a few may be shorter.</p> <p>Discussion posts extend ideas and analysis from the D2L group.</p>	<p>Posts include open-ended questions that engage members of the D2L group.</p> <p>Some posts may be shorter or provide limited insight, but they contribute to the conversation.</p>	<p>Posts lack depth or reflection and do not include open-ended questions to support group reflection.</p> <p>Postings are inconsistent and contribute in a minor way to the conversation.</p>
Writing buddy observations and course reading connections	<p>The post clearly balances key moments of personal practice working with the Writing Buddy and demonstrates meaningful connections between those experiences and course materials.</p>	<p>The post considers both key moments of personal practice working with the Writing Buddy and draws clear connections between these experiences and course materials.</p>	<p>The post shows awareness of both personal practice and course materials but connections between the two are general or limited.</p>	<p>The post shows weak or missing awareness of personal practice when working with the Reading/Writing Buddy and offers little or no connection to course materials.</p>
Conventions	<p>Posts are exceptionally well written, with few or no grammatical, spelling, or punctuation errors. Writing is clear, concise, and polished.</p> <p>Posts are uploaded promptly to foster ongoing discussion.</p> <p>APA 7 conventions are used accurately and consistently for citations and references, with correct formatting in all areas.</p>	<p>Posts are well written and mostly free of grammatical, spelling, or punctuation errors. Writing is clear and flows well.</p> <p>Posts are uploaded in a timely fashion to contribute to discussion.</p> <p>APA 7 guidelines are followed consistently, with only minor formatting or citation errors that do not detract from professionalism or readability.</p>	<p>Posts show some grammar, spelling, or punctuation errors that occasionally affect clarity.</p> <p>Posts are generally uploaded on time and show participation.</p> <p>APA 7 style is attempted and recognizable, but inconsistencies or minor omissions are evident in citations or reference formatting.</p>	<p>Posts are difficult to read due to frequent grammar, spelling, or punctuation errors that interfere with understanding.</p> <p>Posts are not regularly uploaded or are incomplete, limiting discussion.</p> <p>APA 7 use is inconsistent, inaccurate, or missing, with major citation or formatting errors that impede professionalism or credibility.</p>

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2. LEARNING TASK 2: Writing Interview DUE: February 8, 2026 – 25% of overall course mark

Your first assignment is to identify child to act as your Writing Buddy for the duration of this course. This child can be a relative, neighbor, or a friend's child who is willing to try out a variety of writing tasks with you each week. Because of the nature of this course, you might consider working with a child who is between 6-9 years of age and is developing typically as a writer. Children with complex writing needs might add a degree of challenge that is beyond the scope of this course to remedy. Acting as a Writing Buddy will not necessarily result in large literacy gains for this child, and the purpose of this course is not to assess or remedy their writing levels.

After identifying a child that can be your Writing Buddy, notify your instructor and who will provide you with the Parent/Guardian information letter. You must ensure that the parent or guardian of your Writing Buddy consents to having their child or youth work with you for the duration of this course. If the child is a relative (or your own), you still need to read and sign this letter.

For this assignment, you conduct a writing interview with your Writing Buddy. After the interview, you will write a summary (500 -800 words) what you learned about their understanding of and approach to writing. You should also include a writing sample from your Writing Buddy (i.e. name and one or two sentences or paragraph(s)). Please note that the writing sample will only be accessed by the course instructor and yourself, and its use is for this course only.

Questions to answer in the interview:

- Who is your Writing Buddy (age, school grade, other demographics)?
- What subjects or topics interest them?
- How does your Writing Buddy describe the process of writing?
- How does the child describe themselves as a writer?
- What type of writing does your Writing Buddy perform most often?
- Who reads the text produced by your Writing Buddy?

Your submission should include the following:

1. 500- 800 word written essay that responds to the questions and may include reflections on the course readings from EDUC 213 or 215 to date.
2. Writing sample from your Writing Buddy

Considerations when observing and listening to children and youth:

- Keep language tentative to keep an open mind to the child or youth's experiences. Your observations should be stated in terms of what you see and hear from the child or youth, not what you think might be the facts about this child or youth.
- Describe, don't evaluate. The purpose of this assignment is not to assess the child or youth's writing ability or to remedy perceived problems.
- Use language that the child or youth would own or accept and focus on their strengths. Rather than focusing on what the child or youth can't do yet (i.e. Print letters at a consistent height), concentrate on what the child or youth can do (i.e. Print own name).
- Avoid hierarchical comparisons. As stated, the intent of working with your Writing Buddy is not to determine whether or not they are 'at grade level' or 'smarter' than other students. The expectation is that you seek to understand their current attitudes and understanding of writing

CRITERIA FOR ASSESSMENT OF LEARNING TASK 2

Criteria	A+/A (3/3)	A-/B+ (3/3)	B/B- (2/3)	C+/Lower (1.5/3)
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Response Insight	The response provides a perceptive and nuanced description of the Writing Buddy's understanding of themselves as a writer and learner. Evidence of what the Writing Buddy incorporates, observes, and applies when writing is integrated seamlessly and demonstrates an exceptional depth of insight and reflection.	The response provides an insightful description of the Writing Buddy's understanding of themselves as writers and learners. Strong evidence is offered of what the Writing Buddy incorporates, observes, and applies when writing.	The response provides a basic or ineffective description of the Writing Buddy's understanding of themselves as writers. Reflection is somewhat limited or generalized.	The submission does not address or contain the expected elements of deep reflection on the Writing Buddy's understanding or experience.
Evidence related to course readings	Connections between the Writing Buddy's experiences and course readings are nuanced and well integrated. Discussion demonstrates fluency in applying theoretical ideas, with precise, relevant evidence from multiple sources.	The response connects effectively with course readings. Quotations and references demonstrate understanding and appropriate application of ideas discussed in course texts.	Responses include limited or partial evidence of connection to course readings. References may be present but are not clearly explained or fully integrated.	Little or no reference is made to course readings. No evidence is provided of understanding or application of theoretical ideas.
Writing Buddy's writing description	The Writing Buddy's writing is described comprehensively and vividly.	The Writing Buddy's writing is clearly described with relevant, specific examples.	The Writing Buddy's writing is described generally, with few examples.	The submission provides little or no meaningful description the Writing Buddy's writing.
Conventions and APA	Writing is exemplary—clear, accurate, and polished. Grammar, spelling, and punctuation are correct throughout. APA 7 citation and referencing are used flawlessly, integrating sources smoothly and consistently.	Language use is clear and accurate, with occasional minor errors that do not interfere with readability. APA 7 style is followed consistently, with only slight formatting mistakes.	Frequent minor grammar or spelling errors interfere at times with readability. APA 7 citation or referencing shows inconsistencies or repeated minor errors.	Multiple grammar and spelling errors make the writing difficult to follow. APA 7 usage is inaccurate, incomplete, or missing.

LEARNING TASK 3: Writing Activity Research and Practice Dossier DUE: April 14 (Also presented on Zoom – April 7 or 14) 40 % of overall course mark

The purpose of this assignment is for you to explore a variety of writing activities and try them with your Writing Buddy. This assignment is ongoing and should reflect the work that you do with your Writing Buddy over the course of the semester. Be careful to track and keep copies of the activities that you complete, as you will need these samples for your final reflective essay. You will track on the effectiveness of these activities in a table, and then write a 500-600-word essay reflecting on the writing tasks.

Dossier Requirements:

- Evidence that you and your Writing Buddy attempted a minimum of five different writing activities. Your submission could include pictures, text samples, or discussion post descriptions of the text written by your Writing Buddy.
- Table: Your table should include the following information: Name of Activity, Date, Writing Task, Length of Activity, Observations of Writing Buddy, and analysis of task. This table should reflect ongoing efforts that occurred throughout the course.
- Essay: When writing the essay, you should reflect on the ease or the challenges associated with the Writing tasks for both yourself and your Writing Buddy. What parts of the task were useful? Which parts required more assistance? How long did the task engage your Buddy?

Criteria	A+/A (3/3)	A-/B+ (3/3)	B/B- (2/3)	C+/Lower (1.5/3)
Writing Task Selection and Composition (/15)	5–7 writing tasks are skillfully selected. Each task is appropriate for the Writing Buddy and shows a clear understanding of genre, purpose, and audience.	3–5 writing tasks are selected and are generally appropriate. They appear purposeful for the Writing Buddy's learning and demonstrate general	Fewer than 3 writing tasks are selected or lack relevance to the Writing Buddy's needs. Limited awareness of the purpose or learning intent within the writing selections.	Fewer than two writing tasks are included; selections are inappropriate or unrelated to the learning needs of the Writing Buddy. Minimal or no understanding of how

	The selected writing tasks show a strong understanding of how children learn to write.	knowledge of how children learn to write.		children learn to write is demonstrated.
Table/10	The table contains the list of writing tasks clearly connected to the Writing Buddy's learning. The observations of writing task choices show an understanding of how children learn to write. Details in the table clearly connect to the Writing Buddy's needs and course readings.	The table contents are clear and connected to the Writing Buddy's learning. Observations of writing task choices show general connections to how children learn to write. Some details refer to course material, though connections are somewhat general.	The table lists selected tasks but offers limited explanation of their learning connection for the Writing Buddy. Connections to course materials or readings are minimal or vague.	The table is lacking detail, unclear, or incomplete. Connections between writing task choices, the Writing Buddy, and course ideas are largely missing or inaccurate.
Reflective Essay /15	The reflective essay provides a coherent, thoughtful discussion of the Writing Buddy's learning. Connections to the Writing Buddy, readings, and theory are clear and well developed. The writing is well-organized and largely free of grammar, punctuation, or spelling errors. APA 7 is used effectively and accurately for citations and references.	he reflective essay clearly explains what was learned through interacting with the Writing Buddy. Connections to readings and theory are apparent, but some may be generalized or underdeveloped. Writing is organized, with occasional grammar or spelling issues that do not interfere with meaning. APA 7 style is generally followed, with minor formatting issues.	The reflective essay includes limited analysis or description of what was learned. Connections to course theory or readings are incomplete or surface-level. Writing shows several grammar, punctuation, or spelling errors that occasionally affect meaning. APA 7 is attempted but inconsistent or partially inaccurate.	The reflective essay lacks focus or depth. Shows minimal or inaccurate connection to course theory or readings. Mechanics errors obscure meaning or make reading difficult. Multiple errors or missing use of APA 7 citation and reference style.

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:

<https://calendar.ucalgary.ca/pages/2c2d1ce47b8c4d008aec9cc3da49876e>

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.

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.