EDUC 460.02: Specialization 1 Elementary English Language Learners
Winter, 2026

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.

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).

Class Dates: Day January 12th-March 13th, 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

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

COURSE DESCRIPTION:

The intent of the Specialization I Seminar is to introduce students to the concepts, theory, and design planning related to teaching within the specialization of English as an Additional Language. Theory as connected to an understanding of practical classroom experiences will particularly inform the course curriculum and will be explored through course readings, analysis of teaching/learning artifacts, and the design of discipline-based learning and assessment plans. Topics in teaching and learning will include teaching inclusively and addressing the needs of diverse learners, effective integration of technology, and discipline-based inquiry. Assignments will present the opportunity for students to develop an understanding of short-term instructional design and to begin to examine curriculum shifts in the province.

LEARNER OUTCOMES:

Over the course of the semester, students will:
1) Develop a foundational understanding of the nature of discourse in the discipline, as related to teaching and learning, including specialized language, concepts, and terminology.
2) Recognize the role of teachers as designers of learning and assessment plans and use of the resources available for designing learning and assessment.
3) Apply theoretical knowledge to practical classroom scenarios, emphasizing adaptability for diverse learners and multiliteracies approaches.
4) Successfully design short-term learning and assessment plans aligned with Alberta's curriculum goals to deepen understanding of key ideas/concepts within the discipline

COURSE DESIGN AND DELIVERY: This course will be delivered face-to-face on campus with assessment engagement in a D2L environment.

REQUIRED RESOURCES:

REQUIRED ARTICLES links will be made available on D2L; required readings for each week are listed in the weekly schedule):

ALBERTA EDUCATION. (2011). *ENGLISH AS A SECOND LANGUAGE PROFICIENCY BENCHMARKS.* RETRIEVED FROM: HTTP://WWW.LEARNALBERTA.CA/CONTENT/ESLAPB/

ALBERTA EDUCATION (2011). *ASSESSMENT, TOOLS & STRATEGIES.* RETRIEVED FROM: HTTP://WWW.LEARNALBERTA.CA/CONTENT/ESLAPB/ASSESSMENTTOOLS.HTML

ALBERTA TEACHERS' ASSOCIATION (N.D.) *ENGLISH AS A SECOND LANGUAGE COUNCIL*. RETRIEVED FROM: HTTPS://ESLC.TEACHERS.AB.CA/PAGES/HOME.ASPX

ALBERTA EDUCATION. (2017). *UNDERSTANDING THE ACQUISITION OF ENGLISH AS AN ADDITIONAL LANGUAGE*. HTTP://WWW.LEARNALBERTA.CA/CONTENT/ESLAPB/DOCUMENTS/UNDERSTANDING_THE_ACQUISITION_OF_ENGLISH_ADDITIO
NAL_LANGUAGE.PDF

BAINBRIDGE, J., & HEYDON, R. (2013). *CONSTRUCTING MEANING: TEACHING THE LANGUAGE ARTS K-8*. NELSON. CHAPTER 1 (SEE LEGANTO)

COPE, B., & KALANTZIS, M. (2009). "MULTILITERACIES": NEW LITERACIES, NEW LEARNING. *PEDAGOGIES (MAHWAH, N.J.), 4*(3), 164–195. HTTPS://DOI.ORG/10.1080/15544800903076044

CUMMINS, J. (2011). LITERACY ENGAGEMENT: FUELING ACADEMIC GROWTH FOR ENGLISH LEARNERS. *THE READING TEACHER. 65* (2). 142-146. HTTPS://ILA-ONLINELIBRARY-WILEYCOM. EZPROXY.LIB.UCALGARY.CA/DOI/FULL/10.1002/TRTR.01022

DUKE, N. (2016, JUNE 3). WHAT DOESN'T WORK: LITERACY PRACTICES WE SHOULD ABANDON. EDUTOPIA. HTTP://WWW.EDUTOPIA.ORG/BLOG/LITERACY-PRACTICES-WE-SHOULD-ABANDON-NELL-K-DUKE
DUKE, N. (2017, NOVEMBER 6). 3 LITERACY PRACTICES THAT WORK. EDUTOPIA. HTTPS://WWW.EDUTOPIA.ORG/ARTICLE/3-LITERACY-PRACTICES-WORK

EISNER, E. W. (2002). THE ARTS AND THE CREATION OF MIND. YALE UNIVERSITY PRESS.HTTPS://EBOOKCENTRAL-PROQUESTCOM.EZPROXY.LIB.UCALGARY.CA/LIB/UCALGARY-EBOOKS/DETAIL.ACTION?DOCID=3

FRIESEN, S. (2009). *WHAT DID YOU DO IN SCHOOL TODAY? TEACHING EFFECTIVENESS: A FRAMEWORK AND RUBRIC.* TORONTO: CANADIAN EDUCATION ASSOCIATION. RETRIEVED FROM: HTTPS://WWW.EDCAN.CA/ARTICLES/WHAT-DID-YOUDO-IN-SCHOOL-TODAY-TEACHING-EFFECTIVENESS-A-FRAMEWORK-AND-RUBRIC/

GUNDERSON, L., D'SILVA, R. A., & ODO, D. M. (2020). TECHNOLOGY, ESL, AND LITERACY INSTRUCTION. IN *ESL (ELL) LITERACY INSTRUCTION* (4TH ED., VOL. 1, PP. 223–240). ROUTLEDGE. CHAPTER 7 HTTPS://DOI.ORG/10.4324/9780429458583-7

Holmes, K. (2019) Neuroscience, Mindfulness and Holistic Wellness- Reflections on Interconnectivity in Teaching and Learning. *Interchange: A quarterly review in Education* https://link-springer-com.ezproxy.lib.ucalgary.ca/article/10.1007/s10780-019-09360-6

Leander, K., & Boldt, G. (2013). Rereading "A pedagogy of multiliteracies" *Journal of Literacy Research*, *45*(1), 22–46. https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/full/10.1177/1086296X12468587

Leggo, C (2007) Writing Truth in Classrooms: Personal revelation and pedagogy
https://curriculum.learnalberta.ca/curriculum/en

Martin, B. H., & Calvert, A. (2018). Socially empowered learning in the classroom: Effects of arts integration and social enterprise in schools. Journal of Teaching and Learning, 11(2), 27-42. http://dx.doi.org/10.22329/jtl.v11i2.5057 https://jtl.uwindsor.ca/index.php/jtl/article/view/5057

Roy, D., Baker, W., & Hamilton, A. (2019) Chapter Five: Learning in Media Arts, Teaching the Arts. Cambridge University Press.

Siedel J. (2014) A Curriculum of Miracles
https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/42982351

SUPPLEMENTARY RESOURCES (PLEASE NOTE THESE WILL BE UTILIZED IN FUTURE COURSES)

Coelho, E. (2016). *Adding English: A guide to teaching in multilingual classrooms* (2nd ed.)*.* University of Toronto Press. https://www.chapters.indigo.ca/en-ca/books/adding-english-a-guide-to/9781487520496-item.html https://www.amazon.ca/Adding-English-Teaching-Multilingual-Classrooms/dp/1487520492/ref=sr_1_1?crid=PNYBMWO5Z94S

Please note: The first edition (Coelho, 2004) is available in the university's e-book collection: https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=3385986

Translanguaging Guides
https://www.cuny-nysieb.org/translanguaging-resources/translanguaging-guides/

LEARNING TASKS OVERVIEW

THE THREE LEARNING TASKS ALIGN WITH THE SPECIFIC LEARNER OUTCOMES FOR THIS COURSE AND THE PROFESSIONAL DEVELOPMENT FRAMEWORK OF A TEACHING PROFESSIONAL.

1. **TEACHER AS REFLECTIVE PRACTITIONER—ACTIVELY REFLECTING AND CONSIDERING THIS COMPLEX PROCESS OF CURRICULUM, TEACHING AND LEARNING**
2. **TEACHER AS RESEARCHER- UTILIZING THE EVIDENCE BASED DATA TO IMPROVE PEDAGOGY AND PROFESSIONAL PRACTICE**
3. **TEACHER AS INSTRUCTIONAL DESIGNER AND BRAIN ARCHITECT—UTILIZING EFFECTIVE INSTRUCTIONAL DESIGN TO MEET THE NEEDS OF ALL LEARNERS**

LEARNING TASK	DESCRIPTION OF LEARNING TASK With alignment to learner outcomes	GROUP / INDIVIDUAL	WEIGHT	DUE DATE
1.Teacher as Reflective Practitioner-	Weekly reflections based on class readings, in person discussions and lived experience of EAL learning. Aligns with learning outcomes	Individual	30 %	Weekly posts in d2l. Final reflection due

personal reflections on learning and lived experiences	1 and 2 specifically focused on establishing a foundational understanding of the complexities of English as an additional language			Monday 9th/2026
2. Teacher as researcher—case study analysis	Utilizing the current evidence-based research and program of studies guidelines analyze case studies of individual learning profiles. Aligns with learning outcomes 1, 2 and 3 working as a professional learning community	Group	30%	Friday February 13th/2026
3.Teacher as Instructional Designer and Brain Architect –Literacy Lesson Plan Design	Creation of a literacy lesson plan with assessment that is in alignment with the program of studies and current research on EAL learning. Aligns with learning outcome2, 3 and 4.	Individual or pairs	40%	Friday March 13th/2026

WEEKLY COURSE SCHEDULE:

EACH WEEK WILL BE GUIDED BY AN ESSENTIAL QUESTION RELEVANT TO MOVE FROM THE THEORY TO THE PROFESSIONAL PRACTICE WITH SPECIFIC REFERENCE TO THE DAILY LIVED EXPERIENCE OF THE CLASSROOM.

Date	Topic	Readings and Tasks	Due Dates
Week 1 January 12-16	**What is the significance of EAL learning in our contemporary context?** Introduction to learning English as Additional Language (EAL)	Alberta Education. (2017). *Understanding the acquisition of English as an additional language.* http://www.learnalberta.ca/content/eslapb /documents/understanding_the_acquisitio n_of_english_additional_langua ge.pdf Alberta Teachers' Association (n.d.) *English as a Second Language Council.* Retrieved from: https://eslc.teachers.ab.ca/Pages/Home.as px	Reflection 1
Week 2 January 19-23	**What is our current reality in teaching EAL learners?** Approaches to Teaching EAL in Alberta	Alberta Education. (2011). *English as a Second Language Proficiency Benchmarks.* http://www.learnalberta.ca/content/eslapb / Alberta Learning. (2010). *Making a difference: Meeting diverse learning needs with differentiated instruction.* Retrieved from:	Reflection 2

		https://education.alberta.ca/media/384968 /makingadiffere nce_2010.pdf	
Week 3 January 26h 30	**How do we utilize communication competence to move to disciplinary literacy?** Integrating language and content	Bainbridge, J., & Heydon, R. (2013). *Constructing meaning: Teaching the language arts K-8*. Nelson. Chapter 1 Time for LT2 in class	Reflection 3
Week 4 February 2-6	**Language, literacy and culture, what are the spaces of intersectionality?** Literacy and EAL learning	Cummins, J. (2011). Literacy engagement: Fueling academic growth for English learners. *The Reading Teacher. 65* (2). 142-146. https://ila-onlinelibrary-wileycom. ezproxy.lib.ucalgary.ca/doi/full/10.1002/ TRTR.0102 2 Duke, N. (2016, June 3). What doesn't work: Literacy practices we should abandon. Edutopia. http://www.edutopia.org/blog/literacy-practices-weshould-abandon-nell-k-duke Duke, N. (2017, November 6). 3 literacy practices that work. Edutopia. https://www.edutopia.org/article/3-literacy-practiceswork Leggo, C (2007) Writing Truth in Classrooms: Personal revelation and pedagogy https://files.eric.ed.gov/fulltext/EJ847474.pdf	Reflection 4
Week 5 February 9th-13	**What are the 6 stands of learning and how are they incorporated into effective instructional design?**	Moses, L. (2015). The Role(s) of Image for Young Bilinguals Reading Multimodal Informational Texts. *Language & Literacy (Kingston, Ont.)*, *17*(3), 82–99. https://doi.org/10.20360/G25302 Riley, J. (2006). A creative approach to	Reflection 5 Review of Instructional design and interconnected thematic genres

	Multiliteracies approach	planning communication, language and literacy (Chapter 7). In Language and Literacy 3–7: Creative Approaches to Teaching (pp. 108-124). SAGE Publications Ltd, 10.4135/9781446213254 https://sk-sagepub-com.ezproxy.lib.ucalgary.ca/book/mono/language-and-literacy-3-7/chpt/creative-approach-planning-communication-language Leander, K., & Boldt, G. (2013). Rereading "A pedagogy of multiliteracies" *Journal of Literacy Research*, *45*(1), 22–46. https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/full/10.1177/1086296X12468587	
Week 6: No classes term break February 16th-20th	**What is the importance of processing time? How does this connect to what we know about the brain?**	Holmes, K. (2019) Neuroscience, Mindfulness and Holistic Wellness-Reflections on Interconnectivity in Teaching and Learning. *Interchange: A quarterly review in Education* https://link-springer-com.ezproxy.lib.ucalgary.ca/article/10.1007/s10780-019-09360-6	Read, reset, relax and consider the learning thus far!
Week 7- February 23-27th	**What role do arts and arts-based learning play in EAL learning?** Exploration of arts based learning and connection to the English language arts program of studies.	Eisner, E. W. (2002). The arts and the creation of mind. Yale University Press.https://ebookcentral-proquestcom.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=3420063 Martin, B. H., & Calvert, A. (2018). Socially empowered learning in the classroom: Effects of arts integration and social enterprise in schools. Journal of Teaching and Learning, 11(2), 27-42. http://dx.doi.org/10.22329/jtl.v11i2.5057 https://jtl.uwindsor.ca/index.php/jtl/article/view/5057 Roy, D., Baker, W., & Hamilton, A. (2019) Chapter Five: Learning in Media Arts, Teaching the Arts. Cambridge University Press.	Reflection 6
Week 8 March 2-6th	**What role does effective instructional design**	Alberta Education (2011). *Assessment, Tools & Strategies.* Retrieved from:	Reflection 7

	and assessment have in engaging EAL learners? More instructional design, literacy, assessment,	http://www.learnalberta.ca/content/eslapb/assessmenttools.html Friesen, S. (2009). *What did you do in school today?* *Teaching effectiveness: A framework and rubric.* Toronto: Canadian Education Association. Retrieved from: https://www.edcan.ca/articles/what-did-you-do-inschool-today-teaching-effectiveness-a-framework-andrubric/ Riley, J. (2006). A holistic approach to the assessment and teaching of literacy (Chapter 6). In Language and Literacy 3–7: Creative Approaches to Teaching (pp. 88-107). SAGE Publications Ltd, 10.4135/9781446213254 https://sk-sagepub-com.ezproxy.lib.ucalgary.ca/books/language-andliteracy-3-7/n7.xml Gunderson, L., D'Silva, R. A., & Odo, D. M. (2020). Technology, ESL, and Literacy Instruction. In *ESL (ELL) Literacy Instruction* (4th ed., Vol. 1, pp. 223–240).	
Week 9 March 9th-13th	**What does a curriculum of compassion and care look like and how does it support EAL learners?** Considerations of the role of safe and caring communities in terms of curriculum, teaching and learning.	Siedel J. (2014) A Curriculum of Miracles https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/42982351	Assignment 1 due on Monday 9th Assignment 3 due on Friday March 13th

Considerations moving forward to Field 2.			

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. Guest speakers will be added to supplement the learning process.

SPECIFIC DETAILS ON LEARNING TASKS AND ASSESSMENT

There are 3 required Learning Tasks for this course.

LEARNING TASK 1: Teacher as Reflective Practitioner- Personal Reflection on learning and lived experience (30 %)
DUE: Every Friday on D2L, Final reflection due on Monday, March 9th/2026

The purpose of this assignment is to critically reflect on weekly readings and classroom discussions. Each person's unique perspective and experience with the content will shape these reflections, encouraging you to question, analyze, integrate, and apply classroom concepts. When writing your weekly reflection, consider drawing upon:
• Discussions in groups
• Readings from this course and previous courses
• Observations made during your field experience

CRITERIA FOR ASSESSMENT OF LEARNING TASK 1

Criteria	F (Insufficient)	D +-D- (Emerging)	C+-C- (Satisfactory)	B+- B- (Proficient)	A+- A- (Exemplary)
Articulates a clear, insightful reflection of learning and the lived experience of EAL learners understanding the bridge between theory and practice.	Response does meet requirements.	Response is not articulate and/or is unclear. Exploration is vague and lacking support.	Response articulates a somewhat clear and detailed exploration Basic exploration and some support.	Response articulates a clear, insightful and detailed, Proficient exploration and proficient use of support.	Response articulates a very clear, insightful and detailed. Exemplary exploration and exemplary use of support.
Uses relevant evident from the readings and resources to support the exploration	Response does not use evidence from the readings to resources to support the exploration	Response uses irrelevant evidence or only minimal evidence from readings to support the exploration	Response uses somewhat relevant evidence from the readings and resources to support the exploration	Response uses relevant resources from readings and resources at a proficient level to support the exploration	Response uses relevant and varied evidence from the readings to support the exploration

Demonstrates an understanding of concepts and theories related to the teaching of English as an additional language	Response does not demonstrate understanding of the concepts and theories related to teaching EAL	Response demonstrates limited understanding of the concepts and theories related to the teaching of EAL	Response demonstrates satisfactory understanding of the concepts and theories related to teaching EAL	Response demonstrates a proficient understanding of the concepts and theories related to teaching ELA.	Response demonstrates an exemplary understanding of the concepts and theories related to the teaching of EAL
Chooses an appropriate medium to express learning and uses it effectively	Response is not expressed through an appropriate medium and uses the medium ineffectively	Response shows limited use of medium and medium is not used effectively	Response is expressed in an appropriate medium for exploring the learning and uses the medium competently	Response is expressed in an appropriate medium, and the medium is explored at a proficient level	Response is expressed with an exemplary use of medium in thoughtful and creative ways.

LEARNING TASK 2: Teacher as Researcher- Case study analysis (30%)
DUE Friday February 13th/2026 -group project

For this assignment, students will work in pairs or trios to analyze a fictional case study related to the curriculum and EAL classrooms. In their responses, students should provide suggestions on how to solve the problems or address the challenges, drawing on their experience, classroom discussions, and readings

Each group can choose from three different case studies available on D2L, under "Content."
Responses should:
• Concisely address the issue
• Present a solution or implementation plan guided by readings and discussions
• Include theories and concepts that support the solution
• Follow APA 7 and include citations
• Be no longer than 500 words, presented in paragraph or bullet point format.

CRITERIA FOR ASSESSMENT OF LEARNING TASK 2

	A+ / A	A-/ B+	B / B-	C+ / lower
Identification of the complexities of the individual learner and the issues that impact learning	Exemplary identification of the complexities of the individual learner and the issues that impact learning Thoughtful and detailed exploration of the	Proficient identification of the complexities of the individual learner and the issues that impact learning. Strong	Satisfactory identification of the complexities of the individual learner and the issues that impact learning. Average	Emerging identification of the complexities of the individual learner and the issues that impact learning More exploration is required

	interconnected complexities	exploration of the complexities	exploration of the complexities	
Presentation of a solution or implementation plan guided by readings and discussions	Exemplary presentation of a solution or implementation plan guided by readings and discussions Detailed exploration providing targeted based intervention to support learning.	Proficient presentation of a solution or implementation plan guided by readings and discussions Strong application of the learning and ability to meet learning needs	Satisfactory presentation of a solution or implementation plan guided by readings and discussions Basic level of reading and analysis to meet the learning needs	Emerging presentation of a solution or implementation plan guided by readings and discussions More reading and analysis required
Inclusion of theories and concepts that support the solution and are based in evidence based research in EAL	Exemplary inclusion of theories and concepts that support the solution and are based in evidence-based research in EAL	. Proficient inclusion of theories and concepts that support the solution and are based in evidence-based research in EAL	. Satisfactory inclusion of theories and concepts that support the solution and are based in evidence-based research in EAL	Emerging inclusion of theories and concepts that support the solution and are based in evidence-based research in EAL More reflection and application is required
Effective writing and APA	Exemplary	. Proficient	Satisfactory	. Emerging

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LEARNING TASK 3: Teacher as Instructional Designer and Brain Architect- Literacy instructional design lesson plan. (40%)
DUE: March 13th/2026

For this assignment, students will produce a short-term learning and assessment plan based on the learning throughout the course While students are required to submit individual lesson plans, I will ask that each peer review group also produce a very brief description or outline of a unit plan. Although your lesson plans will be individually assessed, you are encouraged to work with your peers to generate ideas and review one another's drafts. Teaching is a collaborative process, and we are required in schools to work in professional learning communities to develop both task design and assessment.

Each student will hand in a planning package that includes the following:

1. Skeleton/descriptive unit plan (group):

In order to provide a context for the single lesson you are focusing on, please give a brief outline of the unit has a whole. This part of the assignment should be completed as a group, and each student will hand in the same unit plan. There are three possible ways for you to undertake this portion of the assignment. You may also combine these approaches if you like.

   a. Provide a calendar with very brief, one-line descriptions of what will happen each day.

      OR

   b. Use the Understanding by Design Template introduced in class to give an outline of your unit plan.

      OR

   c. Write a 250–300-word description of the main elements of your unit plan.

2. Lesson and assessment plan (individual):

   You may structure and format your lesson plan in the way that seems most effective to you, but please ensure you include the following elements in each plan:

- Title for the plan
- Intended grade
- Materials required: Provide a complete list of all the materials required for the lesson. If students are required to bring materials or technology, please note this too.
- Goals or objectives: Explain the goals/objectives of the lesson plan using the Programs of Study. (You may wish to paraphrase these objectives in your own words.) You should go beyond the front pages of the Programs of Study and begin to delve into some of the specific objectives later in the document.
- Assessment: Provide a detailed explanation of what authentic tasks students will be asked to perform. Explain how you will assess whether the learning objectives have been met through these tasks. Keep in mind the importance of formative assessment.
- Learning activities: Provide a detailed explanation of the learning activities that will lead to the desired results. Ensure that the sequence of the activities is clear and easy to follow.
- Options for inclusion/differentiation: Describe at least one way you will differentiate the content, process, or learning environment to accommodate the needs of diverse learners.
- Rationale: In providing a rationale for your pedagogical choices, you have two options:

Begin your lesson plan with a 250-300 word explanation of your design and the reason for your choices. You may feel free to refer to group discussions, the group unit plan, and your own ideas about the significance of the language arts as articulated in Learning Task 1.

OR

Annotate your lesson plan (300-400 words) by recording your thoughts and decision making while creating the plans. Explain the reasons for various choices you have made.

With both options, you may want to refer to the Program of Studies and/or articles we have read together in class.

Criteria for assessment of Learning Task 3

Consider carefully the following questions with regard to your instructional design.

- Does your rationale or set of annotations demonstrate a strong understanding of course concepts and the role they play in planning?
- Does your plan communicate a strong understanding of curricular outcomes and make appropriate links to the Programs of Study? Consider the EAL curriculum and learning outcomes.
- Is your lesson plan informed by disciplinary knowledge? Is it engaging, student-centered and inquiry-based? Are all parts of the lesson plan well-integrated?
- Is your lesson plan communicated clearly, so it that it is easy to envision how the lesson will unfold?
- Is your lesson plan effective in encouraging students to form deep understandings of content objectives?
- Are appropriate assessment strategies (including formative assessment) integrated into the lesson?

Criteria for Assessment for Task 3

	A+ / A	A- / B+	B / B-	C+ / lower
Rationale/ Annotations for Lesson Plan	The introductory rationale or annotations demonstrate an excellent understanding of course concepts and of the role of planning.	The introductory rationale or annotations demonstrate a good understanding of course concepts and of the role of planning.	The introductory rationale or annotations demonstrate an understanding of course concepts and of the role of planning, but there are minor errors or deficiencies.	The introductory rationale or annotations demonstrate some understanding of course concepts and of the role of planning, but there are errors or deficiencies.
Curricular Outcomes for Lesson Plan	Appropriate links to POS for chosen level; clear understanding of curricular outcomes as expressed in POS.	Some links to POS for chosen level are clear and appropriate; some POS curricular outcomes are represented in lesson plan.	Links to POS for chosen level not clear or appropriate; curricular outcomes present but not clearly articulated; little effort to integrate.	Few if any links are provided between POS and lesson elements, curricular outcomes not present.

Instructional Design of Lesson Plan	Lesson plan is well informed by disciplinary knowledge; lessons are highly engaging and inquiry-based; lessons are clearly student-centered; lesson clear and well-ordered; easy to envision how lesson will unfold; all important elements included high degree of integration among lesson sections and excellent links	Good evidence of carryover of disciplinary knowledge to lesson plan; lesson engaging and some parts inquiry-based; mostly student-centered; good attempt to integrate parts of the lesson; lesson plan mostly clear and logical flow; most important elements included	Some evidence that disciplinary knowledge informed creation of lesson plan; lesson is inquiry-based and student-centered but needs to be strengthened; lesson plan flow is neither clear nor logical and is hard to follow; several important elements of good lesson plan are missing	Little evidence that disciplinary knowledge informed creation of plan; inquiry-based learning is not clearly represented; lesson is teacher-centered; lesson plan is missing important elements and does not flow well (hard for reader to imagine how the lesson would unfold)
Deep Understanding in Unit overview and individual Lesson Plan	Lesson and unit design are highly effective for encouraging deep understanding of content objectives by students. C	Lesson and unit design provide good opportunities to encourage deep understanding by students.	Lesson and unit design show awareness of importance of encouraging deep understanding by students but not effective in achieving that understanding.	Absence of evidence of attempt to encourage deep understanding by students.
Assessment in lesson plan	Appropriate assessment is clearly integrated into lesson; clearly communicates to students how individual tasks fit in. Uses effective formative assessments to inform instructional decisions and to improve practice.	Good effort to integrate appropriate and effective assessment.	Some attempt made to include appropriate assessment opportunities shows lack of understanding of what constitutes effective assessment; no communication to students of how to situate their work. Formative assessment	Assessment lacking; no understanding shown of importance of appropriate and effective assessment; clear lack of direction for students. Unclear vision of how to include assessment.

			options are limited.	
Inclusion and differentiation (UDL) to support the needs of EAL.	The plan includes highly relevant options for inclusion and differentiation that are well-integrated into the lesson.	Plan includes appropriate options for inclusion and differentiation that are integrated into the lesson.	Some attempt made to include options for inclusion and differentiation; however, these are limited in their effectiveness	Plan does not include options for inclusion and differentiation

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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. Please contact your instructor if you are experiencing challenges with the learning tasks.

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.