

*Erin Spring***EDUC 460.10.18: Secondary Second Languages**
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: January 12 – March 13, 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, please reach out via email.

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

COURSE DESCRIPTION:

This course introduces pre-service teachers to critical and multimodal approaches to language and literacy education in multilingual and multicultural contexts. Drawing on the works of Paulo Freire, bell hooks, Jim Cummins, James Paul Gee, the New London Group, and other scholars, the course explores how literacies are social, embodied, and ideological practices that shape identity, belonging, and power in classrooms.

Students will engage with foundational theories of second language learning alongside critical literacies, translanguaging, multiliteracies, and multimodality. Through weekly readings, reflective discussions, and design-based activities, participants will examine how learners make meaning across modes, languages, and cultural experiences.

By the end of the term, students will be able to design inclusive, equitable, and hopeful learning environments that bridge linguistic and cultural gaps, positioning themselves as educators who teach with love, awareness, and purpose.

LEARNER OUTCOMES:

1. Critically analyze how language, power, and identity intersect in multilingual and multicultural classrooms.
2. Apply theories of second language acquisition, critical pedagogy, and multimodality to practical teaching contexts.
3. Design multimodal and multilingual learning activities that foster inclusion, creativity, and learner agency.
4. Evaluate classroom texts, assessments, and learning environments through frameworks of equity and justice.
5. Reflect on their evolving teacher identities and articulate a personal “pedagogy of hope.”
6. Collaborate to create professional learning artifacts that demonstrate assessment literacy, intercultural competence, and ethical practice.

COURSE DESIGN AND DELIVERY: This course will be delivered face-to-face on campus, with possible engagement through D2L for access to readings, discussions, and assignment submissions. Class sessions will emphasize collaboration, dialogue, and design-based learning experiences that connect theory to classroom practice.

Grounded in critical pedagogy and multimodal literacies, this course invites students to learn through collaboration, reflection, and creative practice. Learning will be approached as a shared act of inquiry and design—where theory meets lived experience, and teaching becomes an ethical and imaginative practice.

Students will require access to a computing device 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:

All readings are available through the UCalgary Library electronic resources or D2L unless otherwise noted. This course has the following chapters and articles as mandatory readings:

Abatayo, J. A. (2021). Enhancing assessment literacy through feedback and feedforward: A reflective practice in an EFL classroom. In X. Gao (Ed.), *Perspectives on language assessment literacy: Challenges for improved student learning* (pp. 85–101). Routledge.

- Cope, B., & Kalantzis, M. (2009). "Multiliteracies": New literacies, new learning. *Pedagogies: An International Journal*, 4(3), 164–195. <https://doi.org/10.1080/15544800903076044>
- Cummins, J. (2008). BICS and CALP: Empirical and theoretical status of the distinction. In B. Street & N. H. Hornberger (Eds.), *Encyclopedia of language and education* (2nd ed., Vol. 2, pp. 71–83). Springer.
- Freire, P. (1985). Reading the world and reading the word: An interview with Paulo Freire. *Language Arts*, 62(1), 15–21.
- Garcia, O. (2009). *Bilingual education in the 21st century: A global perspective*. Wiley-Blackwell. (Chapter on Translanguaging).
- Gee, J. P., & Hayes, E. R. (2011). School and passionate affinity spaces. In *Language and learning in the digital age* (pp. 129–140). Routledge.
- hooks, b. (1994). *Teaching to transgress: Education as the practice of freedom*. Routledge. (Chapter 1: Engaged Pedagogy).
- Janks, H. (2010). Language, power, and pedagogies. In N. Hornberger & S. L. McKay (Eds.), *Sociolinguistics and language education* (pp. 40–61). Multilingual Matters.
- Jewitt, C. (2008). Multimodality and literacy in school classrooms. *Review of Research in Education*, 32(1), 241–267. <https://doi.org/10.3102/0091732X07310586>
- Kress, G. (2000). Multimodality. In B. Cope & M. Kalantzis (Eds.), *Multiliteracies: Literacy learning and the design of social futures* (pp. 182–202). Routledge.
- Luke, A. (2012). Critical literacy: Foundational notes. *Theory Into Practice*, 51(1), 4–11. <https://doi.org/10.1080/00405841.2012.636324>
- New London Group. (1996). A pedagogy of multiliteracies: Designing social futures. *Harvard Educational Review*, 66(1), 60–92. <https://doi.org/10.17763/haer.66.1.17370n67v22j160u>
- Schauer, G. (2016). Assessing intercultural competence. In D. Tsagari & J. Banerjee (Eds.), *Handbook of second language assessment* (pp. 209–226). De Gruyter Mouton.

ADDITIONAL RESOURCES:

Bridging the Gap (Documentary). (2023). Produced by the Transliteracies Lab, Werklund School of Education, University of Calgary, in partnership with filmmaker Nina Sudra. <https://werklund.ucalgary.ca/research/transliteracies/our-impact/bridging-gap-documentary>

LEARNING TASKS OVERVIEW

LEARNING TASK	DESCRIPTION OF LEARNING TASK	GROUP / INDIVIDUAL	WEIGHT	DUE DATE
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LT1 – Reflection: Reading the World	Students will write weekly discussion posts connecting key ideas from course readings to their own experiences as language learners and educators. Posts should demonstrate critical engagement with theory and reflect how concepts inform classroom practice. A final compiled reflection will be submitted on D2L at the end of the term. <i>(Aligns with Outcomes 1, 2, 5)</i>	Individual	25%	Weekly, on D2L, with final version submitted on D2L on March 13, 11:59 PM
LT2 – Multimodal Design Project	Working in small groups, students will design a short multimodal artifact (e.g., digital poster, recorded micro-lesson, short video) demonstrating principles of multiliteracies and multimodality. A short written rationale (500–700 words) will connect theory and design. <i>(Aligns with Outcomes 2, 3, 6)</i>	Group	35%	To be submitted on D2L on Feb 27, 11:59 PM
LT3 – Literacy Lesson Plan: Connecting Theory to Practice	Students will design a literacy-focused lesson plan that integrates key theoretical perspectives explored throughout the course (e.g., Freire’s critical pedagogy, Cummins’ BICS/CALP, Cope & Kalantzis’ multiliteracies, and Kress’ multimodality). The plan must include: learning objectives, classroom context, materials, multimodal elements, and assessment strategies that reflect inclusive and equitable pedagogy. Students will submit a 1-page reflective rationale linking their design choices to course readings. <i>(Aligns with Outcomes 1, 2, 3, 4, 5, 6)</i>	Individual	40%	To be submitted on D2L on March 13, 11:59 PM

Final grades will be determined based on the cumulative performance across all learning tasks. Each task is designed to build upon the previous one, fostering growth from theoretical understanding to practical application. Students must complete all three Learning Tasks (LT1–LT3) to receive a passing grade in the course. Evaluation emphasizes critical engagement, reflection, and pedagogical design, rather than rote reproduction of theory. Grades are based on demonstrated progress, conceptual depth, and evidence of thoughtful connections between course readings, discussions, and classroom practice.

WEEKLY COURSE SCHEDULE:

Date	Topic	Readings and Tasks	Due Dates
Jan 12 - 16	Critical Pedagogies: Reading the World Before the Word	<p>Freire, P. (1985). <i>Reading the world and reading the word: An interview with Paulo Freire</i>. <i>Language Arts</i>, 62(1), 15–21.</p> <p>hooks, b. (1994). <i>Teaching to transgress: Education as the practice of freedom</i>. Routledge. (Chapter 1: Engaged Pedagogy, pp. 13–22)</p> <p>Linville, H. (2020). Reading the world and conscientização. In S. R. Barros & L. C. de Oliveira (Eds.), <i>Paulo Freire and multilingual education: Theoretical approaches, methodologies, and empirical analyses in language and</i></p>	Reflection 1 on D2L by Friday, Jan 16, 11:59 PM

		<i>literacy</i> (pp. 77–92). Brill.	
Jan 19 – 23	Foundations of Second Language Theory: BICS and CALP, Translanguaging as Pedagogy	<p>Cummins, J. (2008). <i>BICS and CALP: Empirical and theoretical status of the distinction</i>. In B. Street & N. Hornberger (Eds.), <i>Encyclopedia of language and education</i> (2nd ed., Vol. 2, pp. 71–83). Springer.</p> <p>García, O. (2009). <i>Education, multilingualism and translanguaging in the 21st century</i>. In T. Skutnabb-Kangas, R. Phillipson, A. K. Mohanty & M. Panda (Eds.), <i>Social justice through multilingual education</i> (pp. 140–158). Multilingual Matters.</p>	Reflection 2 on D2L by Friday, Jan 23, 11:59 PM
Jan 26 – 30	Language, Power, and Identity	<p>Gee, J. P. (2015). <i>Introduction</i>. In J. P. Gee, <i>Social linguistics and literacies: Ideology in discourses</i> (5th ed., pp. 1–6). Routledge.</p> <p>Gee, J. P. (2015). <i>The capacities of literacy and Paulo Freire</i>. In J. P. Gee, <i>Social linguistics and literacies: Ideology in discourses</i> (5th ed., pp. 181–193). Routledge.</p> <p>Cummins, J., & Early, M. (Eds.). (2011). <i>Identity texts: The collaborative creation of power in multilingual schools</i>. Trent University Press. (Ch. 2: Identity Texts in Action, pp. 23–41)</p>	Reflection 3 on D2L by Friday, Jan 30, 11:59 PM
Feb 2 - 6	The Pedagogy of Multiliteracies: New Literacies, New Learning	<p>The New London Group. (1996). A pedagogy of multiliteracies: Designing social futures. <i>Harvard Educational Review</i>, 66(1), 60–92. https://doi.org/10.17763/haer.66.1.17370n67v22j160u</p> <p>Cope, B., & Kalantzis, M. (2009). “Multiliteracies”: New literacies, new learning. <i>Pedagogies: An International Journal</i>, 4(3), 164–195. https://doi.org/10.1080/15544800903076044</p>	Reflection 4 on D2L by Friday, Feb 6, 11:59 PM
Feb 9 - 13	Multimodality: Language Beyond the Word	<p>Kress, G. (2000). Multimodality. In B. Cope & M. Kalantzis (Eds.), <i>Multiliteracies: Literacy learning and the design of social futures</i> (pp. 182–202). Routledge.</p> <p>Jewitt, C. (2008). Multimodality and literacy in school classrooms. <i>Review of Research in Education</i>, 32(1), 241–267. https://doi.org/10.3102/0091732X07310586</p>	Reflection 5 on D2L by Friday, Feb 13, 11:59 PM
Feb 16-20	Reading Week		
Feb 23-27	Critical Literacies	<p>Luke, A. (2012). Critical literacy: Foundational notes. <i>Theory Into Practice</i>, 51(1), 4–11. https://doi.org/10.1080/00405841.2012.636324</p> <p>Learning Task 2</p>	Learning Task 2 to be submitted on D2L on Feb 27, 11:59 PM
Mar 2 – 6	Critical Literacies & Assessment	Abatayo, J. A. (2021). Enhancing assessment literacy through feedback and feedforward: A reflective practice in	Reflection 6 on D2L by Friday, Mar 6, 11:59 PM

		<p>an EFL classroom. In X. Gao (Ed.), <i>Perspectives on language assessment literacy: Challenges for improved student learning</i> (pp. 85–101). Routledge.</p> <p>Schauer, G. (2016). Assessing intercultural competence. In D. Tsagari & J. Banerjee (Eds.), <i>Handbook of second language assessment</i> (pp. 209–226). De Gruyter Mouton.</p>	
Mar 9 – 13	School and Affinity Spaces	<p>Gee, J. P., & Hayes, E. R. (2011). School and passionate affinity spaces. In <i>Language and learning in the digital age</i> (pp. 129–140). Routledge.</p> <p>Documentary Viewing & Reflection – <i>Bridging the Gap</i> - Directed by Nina Sudra, produced by Dr. Rahat Zaidi and the Transliterations Lab (Werklund School of Education, University of Calgary).</p>	<p>Reflection 7 on D2L by Friday, Mar 13, 11:59 PM</p> <p>Learning Task 1 to be submitted on D2L on March 13, 11:59 PM</p> <p>Learning Task 3 to be submitted on D2L on March 20, 11:59 PM</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. All materials, discussion prompts, and supports will be provided in advance to ensure a smooth and productive learning experience.

LEARNING TASKS AND ASSESSMENT

There are three required Learning Tasks for this course.

1. LEARNING TASK 1: Weekly Reflections: Reading the World - DUE: March 13, 2026, by 11:59 PM

Throughout the term, students will write weekly reflection posts (250-word each) connecting key ideas from the course readings to their own experiences as language learners, educators, and community members. Posts should engage critically with theory (e.g., Freire, hooks, Gee, Cummins, García) and highlight how these concepts inform perspectives on language, literacy, and inclusion in classroom practice. This task invites students to “read the world” (Freire, 1985) through dialogue and reflection. It promotes continuous engagement with critical and multimodal literacies and helps students build the habit of connecting theory and lived experience.

Posts will be shared through the D2L discussion forum, where students should read and comment on their peers' ideas. At the end of the term, students will compile their reflections into a final submission, including an overall conclusion, to be submitted on D2L (March 13, 2026, by 11:59 PM).

CRITERIA FOR ASSESSMENT OF LEARNING TASK 1

Criteria	Excellent (A / A+)	Proficient (B / B+)	Developing (C / C+)	Beginning (D / F)
Engagement with Readings and Theory (8/8)	Demonstrates deep, critical engagement with readings; makes original connections between theory and practice; integrates multiple authors meaningfully.	Connects readings to personal or professional experiences with clarity; some critical insight.	Demonstrates surface-level understanding of readings; limited critical analysis or application.	Minimal or no engagement with assigned readings or theoretical ideas.
Reflection and Critical Thinking (8/8)	Reflection demonstrates self-awareness, ethical stance, and evolving identity as a teacher; articulates implications for practice.	Reflection is thoughtful and relevant; some exploration of implications for practice.	Reflection focuses mainly on description rather than analysis; limited personal connection.	Reflection is minimal, off-topic, or lacks personal or theoretical depth.
Clarity and Coherence (5/5)	Writing is clear, well-structured, and engaging; ideas flow logically.	Mostly clear and organized; minor issues with flow or phrasing.	Organization and clarity need improvement; occasional lack of focus.	Writing lacks clarity, organization, or coherence.
Engagement and Community Interaction (4/4)	Consistently engages with peers' posts, offering insightful and respectful comments that extend discussion.	Frequently interacts with peers, contributing meaningful comments.	Occasional interaction with peers; comments are brief or superficial.	Minimal or no engagement with peers' posts.

Formative feedback will be provided throughout the term via D2L comments and in-class discussion. End-of-term feedback will highlight growth across reflections and suggest next steps for deepening theory–practice connections.

Students may choose to use Artificial Intelligence (AI) tools (e.g., ChatGPT, Grammarly, QuillBot) to support writing tasks such as brainstorming ideas, grammar checking, or organization. However, all uses of AI must be explicitly acknowledged in the reflection or submission (e.g., a short statement at the end of the document). Use of AI tools **does not replace critical engagement or original thinking**, and students are responsible for the accuracy, ethics, and integrity of their submitted work.

2. LEARNING TASK 2: Multimodal Design Project: Meaning-Making Across Modes – DUE: Feb 27, 2026, by 11:59 PM

Working in small groups, students will design and present a multimodal artifact (e.g., a digital poster, short video, micro-lesson, or multimedia narrative) that demonstrates how meaning is created through multiple modes, such as linguistic, visual, spatial, gestural, and aural. Projects should connect theory to practice by

explicitly drawing on concepts from course readings (e.g., Cope & Kalantzis, Kress, Jewitt, and the New London Group). Groups will submit:

- The multimodal product (the document or link), and
- A 500–700-word written rationale explaining theoretical choices, design decisions, and potential applications in K–12 classrooms.

The written rationale must:

- Incorporate at least two references from course readings;
- Include in-text citations and a reference list formatted in APA 7th edition;
- Demonstrate how theory informed the design process and classroom application.

This task allows students to apply the principles of multiliteracies and multimodality to classroom design. It emphasizes collaboration, creativity, and critical reflection, helping future educators understand how meaning-making extends beyond text and across modes of communication.

CRITERIA FOR ASSESSMENT OF LEARNING TASK 2

Criteria	Excellent (A / A+)	Proficient (B / B+)	Developing (C / C+)	Beginning (D / F)
1. Theoretical Integration and Conceptual Understanding (10/10)	Demonstrates deep understanding of multimodality and multiliteracies; theory is explicitly and meaningfully connected to design choices.	Clear understanding of key concepts with good theoretical connections to design.	Some theoretical awareness but limited application; connections may be implicit.	Minimal or inaccurate theoretical grounding; unclear or missing connections.
2. Design and Creativity (Use of Multiple Modes) (10/10)	Highly creative design integrating multiple semiotic modes effectively; clear purpose and strong audience awareness.	Design uses multiple modes coherently with attention to purpose and audience.	Limited multimodal use; some modes underdeveloped or disconnected.	Minimal multimodal integration; lacks coherence or purpose.
3. Collaboration and Group Process (7/7)	Strong collaboration evident; roles and contributions balanced; clear evidence of co-design and peer learning.	Effective collaboration; most group members contributed equally.	Uneven participation or unclear collaboration process.	Limited collaboration; most work completed by few members.
4. Written Rationale (Clarity, Structure, and Reflection) (7/7)	Rationale is clear, well-organized, and reflective; integrates APA 7 citations effectively; connects design choices to theory and pedagogy.	Organized and mostly clear; connects design to readings; minor issues with APA or depth of reflection.	Some clarity but limited theoretical connection or weak APA formatting.	Lacks structure, coherence, or theoretical link; missing APA references.

Formative feedback will be provided throughout project development via in-class consultations and peer review. Summative feedback will emphasize the clarity of theoretical integration, design quality, and group collaboration.

Students may use AI tools (e.g., ChatGPT, Grammarly, Canva AI, DALL·E) for brainstorming, layout design, or minor editing. However, AI contributions must be acknowledged both in the rationale and project credits. Students are responsible for verifying all content for accuracy and originality.

3. LEARNING TASK 3: Literacy Lesson Plan: Connecting Theory to Practice – DUE: March 20, 2026, by 11:59 PM

For the final project, students will design a **literacy-focused lesson plan** that demonstrates how theories of language, literacy, and multimodality can be translated into classroom practice. The lesson plan must:

- Be designed for two to three class sessions (approximately 1.5 hours in total);
- Integrate at least two key theoretical concepts (e.g., critical pedagogy, multiliteracies, translanguaging, multimodality, assessment for justice, etc.);
- Reference at least two course readings as theoretical support, with proper APA 7th edition citations and a reference list;
- Include a 1-page reflective rationale explaining how theory informed instructional decisions, materials, and assessment choices.

Lesson plans should include:

1. Learning objectives aligned with inclusive and equitable literacy goals;
2. Classroom context and learner profile (e.g., grade, linguistic diversity, goals);
3. Detailed description of activities, materials, and timing;
4. Assessment approach (formative/summative, multimodal, and culturally responsive);
5. Reflective rationale connecting design to course theories and readings.

This task demonstrates the ability to connect theory and practice by designing an equitable, multimodal literacy experience. It bridges critical pedagogy and classroom realities, showing how educators can design lessons that empower diverse learners to read and write the world. Examples of effective lesson plans will be available on D2L to guide structure.

CRITERIA FOR ASSESSMENT OF LEARNING TASK 3

Criteria	Excellent (A / A+)	Proficient (B / B+)	Developing (C / C+)	Beginning (D / F)
1. Integration of Theory and Concepts (12/12)	Lesson plan explicitly engages with at least two core theories and two course readings; strong conceptual understanding and application to practice; all sources cited in APA 7.	Demonstrates clear connection to theoretical ideas and readings; mostly accurate and relevant use of APA 7.	Limited or inconsistent integration of theory and readings; superficial or partial connection.	Minimal or missing theoretical integration; no or incorrect citations.
2. Lesson Design and Organization (10/10)	Lesson plan is coherent, detailed, and well-structured; timing, sequence, and transitions are clear; activities align with objectives.	Lesson plan is organized and appropriate for context; minor issues in pacing or clarity.	Some gaps in organization or unclear sequencing of activities.	Disorganized or incomplete lesson plan; unclear instructional flow.
3. Multimodal and Inclusive Practices (10/10)	Activities meaningfully integrate multiple modes (textual, visual, gestural, digital, etc.) and address	Includes multimodal and inclusive elements with reasonable clarity.	Some multimodal inclusion but lacks depth or intentionality.	Minimal multimodal engagement;

	diverse learner needs; inclusivity is intentional and evident.			limited attention to inclusion.
4. Assessment and Reflection (8/8)	Assessment strategies are creative, formative, and aligned with course principles; reflective rationale is insightful and clearly connects theory to practice.	Assessment is appropriate and connected to theory; reflection demonstrates thoughtful consideration.	Assessment is basic or weakly linked to theory; reflection lacks critical depth.	Assessment unclear or absent; reflection missing or disconnected.

Formative feedback will be provided through optional check-ins and peer consultations before submission. Summative feedback will focus on theoretical integration, lesson coherence, and reflective depth.

Students may use AI tools (e.g., ChatGPT, Grammarly, Canva AI, or Lesson Planner AI) for brainstorming, grammar checking, or layout support. However, all AI use must be explicitly declared in the final submission (e.g., endnote or footnote in rationale). Students remain responsible for all theoretical accuracy, pedagogical integrity, and ethical representation of sources.

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**. **Because this course is grounded in collaboration, community, and mutual trust, it is expected that students will communicate any anticipated challenges or requests for deferral as early as possible.** 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. Assignments submitted **more than one week after the due date** will **not be accepted**, unless prior arrangements have been made and approved by the instructor.

ISSUES WITH GROUP TASKS

With respect to group work, if your group is having difficulty collaborating effectively, please contact the instructor immediately. If a group is unable to collaborate effectively or discuss course materials online in a timely manner, the instructor may re-assign members to different groups or assign individual work for completion.

GRADING:

Grade	GPA Value	%	Description per U of C Calendar
A+	4.0	95-100	Outstanding
A	4.0	90-94	Excellent – Superior performance showing comprehensive understanding of the subject matter
A-	3.7	85-89	
B+	3.3	80-84	
B	3.0	75-79	Good - clearly above average performance with knowledge of subject matter generally complete
B-	2.7	70-74	
C+	2.3	65-69	
C	2.0	60-64	Satisfactory - basic understanding of the subject matter
C-	1.7	55-59	
D+	1.3	52-54	Minimal pass - Marginal performance
D	1.0	50-51	
F	0.0	49 and lower	Fail - Unsatisfactory performance

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-cfreh>) or the Conjoint Health Research Ethics Board <https://research.ucalgary.ca/conduct-research/ethics-compliance/human-research-ethics/conjoint-health-research-ethics-board-chreh>

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.