



<b>Course Number</b>	EDUC 3P97
<b>Term/Year/Duration</b>	Fall 2020 D2
<b>Course Title</b>	Advanced Community-Based Experience
<b>Instructor</b>	Rachel St Hilaire, OCT, M.Ed.  <a href="mailto:rsthilaire@brocku.ca">rsthilaire@brocku.ca</a>
<b>Contact Availability</b>	Monday-Friday, 7:00AM-7:00PM
<b>Virtual Office Hours</b>	<b>Weeks 1-6:</b> Thursday 1:00pm-2:00pm, or upon request  <b>Weeks 7-11:</b> Monday 3:00pm-4:00pm & Thursday 1:00pm-2:00pm
<b>Location</b>	Students will access the course using Sakai. A module for each of the 8 sessions will focus on one topic, with a series of videos, guided notes, tasks and reflections. Microsoft Teams will be used for Practicum facilitation and Sakai will be used for asynchronous instruction.

**Course Calendar Description:** Preparation for future educators to understand, work with, and support language learners.

**Learning Objectives/Outcomes:** By the end of this course students will be able to:

- Identify their personal philosophy of education as it relates to English Language Learners (ELLs), Adult Learners, Online Learning Environments and Conversational Skill Building, through weekly modules and reflections
- Create instructional learning materials, prompts, and strategies for online learning environments
- Employ specific communication skills and strategies that support conversation skill building in ELLs
- Identify and differentiate conversation skill building opportunities for ELLs using communicative language techniques and facilitate these opportunities in an online learning environment
- Integrate lesson planning, facilitation, and assessment effectively within the context of online conversation skills development for ELL participants during a 4 week experience-ship

**Required Readings: No textbook is required for this course.** *Electronic copies of course readings are available on SAKAI. Additional resources may be posted on Sakai that you are required to download or will be distributed in each module. You are required to have your own device to access resources and complete activities.*

**Course Communications:**

In the event of class cancellations, inclement weather, or other issues, an email will be sent to you via my.brocku.ca. You are expected to check your Brock email and your course Sakai site regularly. If you have any questions or concerns about this syllabus or any questions about the course, please do not hesitate to contact the instructor via email. Please use only your Brock email address when emailing your course instructor and TAs. Office hours are noted above, and are also available on request.

**EACH WEEK ALL MODULES AND RESOURCES WILL BE POSTED ON SAKAI FOR YOU TO DOWNLOAD.**

**NOTE:** Changes may occur as a function of class needs and scheduling.

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## Course Description

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EDUC 3P97 is a course intended to prepare future educators to understand, work with, and support English Language Learners (ELLs). Aligned with the Ontario Ministry of Education's directives regarding [Supporting English Language Learners](#), participation in this course will enhance your ability to support English Language Learners to:

- use English to communicate effectively in a variety of social settings;
- use English to achieve academically in content areas;
- take charge of their own learning, independently and in groups;
- integrate confidently into classrooms or courses;
- be successful in their chosen post-secondary destination;
- function effectively in an information and technology-based society;
- participate in the social, economic, political, and cultural life of their own communities and of Canada.

During this innovative, online learning course you will learn specific communication and conversation strategies and skills that will enable you to facilitate conversation sessions with ELLs to strengthen their oral language skills. Throughout the course, you will be provided with opportunities to review foundational and recent research in best practices to support ELLs that are transferable to many contexts. As a result, completing this course is expected to strengthen your knowledge and skills with respect to the effective delivery of online instruction while supporting ELLs.

An important distinction is that EDUC 3P97 is not an accredited ESL/ELL teacher education course. Rather, EDUC 3P97 introduces the concepts of speaking facilitation and oral language development for ELLs. The ELL participants that you will work with require your newfound skills in communicative language techniques, facilitation and cultural competency.

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## Evaluation Components and Due Dates

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Evaluation Component	Grade Weight	Due Date
<b>Assignment 1:</b> Flipgrid	10%	September 27th by 11:55pm
<b>Assignment 2:</b> Microteaching & Reflection	Microteaching 10%	Both due by: October 25th, by 11:55pm
	Reflection 5%	
<b>Online Accountability Tasks</b>	20%	Due weekly during Modules 1-8 8 Modules @ 2.5% each= 20%
<b>Assignment 3:</b> Final Reflection & Strategy Curation	15%	December 18th by 11:55pm
Facilitation/Lesson Plan Completion & Professionalism	40%	<b>Lesson Plans:</b> Ongoing Weeks 8-11, due 30 minutes after your Facilitation
<b>Total</b>	<b>100%</b>	

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## Practicum Facilitation

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Students are expected to complete a Facilitation Practicum. Facilitation practicum will be completed online over Sakai and Microsoft Teams (through your Brock Outlook connection). The facilitation practicum is intended to provide EDUC 3P97 students with an opportunity to support International students at a Canadian university, with speaking and conversational skills, as well as confidence and support. As part of the facilitation practicum, you will be assigned to work one on one with an international student who is an English Language Learner (ELL). **Working with students Internationally brings the expectation that you are available to facilitate your Classroom Conversation (CC) Sessions at times that are amenable to the international participants.** If you are not able to complete this component of the course, please consult your course instructor for a major alternative assignment.

You will deliver 8 hours of facilitation + 4 hours of preparation time (=12 hour experience) with the support of the course instructor, if required. **You will complete the eight, one-hour facilitation sessions between November 9th 2020 and December 4th, 2020.** Students are to complete all (8) facilitation experience sessions to receive credit for this portion of the course (completion will be monitored). **The completion of 8 lesson plans and all 12 hours of facilitation are mandatory components of this course.** See criteria below. While it is understood that circumstances may necessitate that you may miss a practicum session, you will need to make arrangements to complete the designated number of sessions. If more than two (2) sessions are missed, apart from ELL participant absences, you will need to complete an alternative assignment.

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## Assignment Descriptions

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Assignment descriptions are provided to give you more information on each assignment. **Use these descriptions in conjunction with the rubric to ensure you have a strong understanding of each assignment.** Consult the course instructor if you require clarification or help.

### **ASSIGNMENT 1:** Flipgrid Introduction (10%)

Creating a [Flipgrid](#) will allow you to practice your oral communication skills, introduce yourself to your classmates, instructor, as well as the ELL participants when you begin your facilitation. You will use this to introduce yourself through fun facts or interesting things about yourself, such as what your interests are, where you are from, and what you enjoy doing in your spare time.

For this assignment, you will present content that is informative in getting to know you, but also remains appropriate as an educator. For example, this might include that you like spending time with your friends or going shopping, but not that you go out every weekend. The Flipgrid response must be spoken with good oral mechanics, such as a clear voice and a slow, proper pace; use appropriate language and avoid using slang. There must also be evidence that you planned out what you were going to say, and that your ideas are presented in a logical order. You must create the Flipgrid with your audience in mind, which consists of your instructor, peers, and ELL participants in the Facilitation. You must also engage with the features in Flipgrid to create a good example of how to use this technological resource for your ELL participants. Be sure to check the rubric.

[Flipgrid Creation Guide](#)

### **ASSIGNMENT 2:** Microteaching & Reflection (15%)

This assignment consists of **TWO** parts, make sure you complete each part. Be sure to check the syllabus Evaluation Components Chart for the due dates.

Microteaching is a teacher education practice where candidates enact a lesson in a small setting that is videotaped, and after which, feedback and assessment is provided. Microteaching helps master skills, provides instant feedback, promotes lesson planning, improves attitudes, and boosts confidence.

#### **PART 1:** Microteaching (10%)

With a partner ([partner sign-up](#)), you will engage in microteaching to enact Lesson Plan #1, which will be provided to you. To complete the microteaching assignment, you and your partner will meet on Microsoft Teams and screen record (with audio) 15 minutes of your lesson, ensuring that you capture a part of the lesson that involves question (facilitator) and answer (participant). Each partner will need to facilitate their Lesson Plan, meaning that for this assignment you will be the facilitator once and the participant once. For example, student A will first facilitate their lesson, while student B is acting as the participant, and then student B will facilitate their lesson while student A is acting as the participant. Enacting this assignment will take 30 minutes (15 minutes each), excluding prep time. The person who is facilitating will be responsible for recording their lesson and uploading the video. After the video is recorded, you will upload the video via this [Microsoft Form](#). (Sakai has poor ability to handle large file sizes). You must also submit your [Lesson Plan](#) in the Microsoft Form as well. The following criteria will be marked on the rubric:

- 1) Non-verbal communication: Demonstrates intermediate abilities in nonverbal communication skills (posture, gestures, eye contact etc. are engaging and welcoming)

- 2) Verbal communication: your voice must be clear and loud enough for the Participant to hear you. The language used is appropriate, and proper grammar and pronunciation is used. No slang.
- 3) When required, feedback, corrections, and support is provided to participants immediately.
- 4) Modelling and examples are used to demonstrate what is expected of the participant. If this is answering a question, then model how to answer it. This will let the participant know the length, quality, and topic that is expected of them.
- 5) Skills, Strategies, and Questioning Techniques from the course content are used and enacted
- 6) The Lesson Plan is properly filled out, including prompts, extensions, and strategies
- 7) As a participant, you must enact qualities of the participant in the facilitation; this includes asking questions, asking for clarification, making mistakes that need correcting, etc. This must be done respectfully

**PART 2: Microteaching Reflection (5%)**

After you have completed your microteaching video with your partner, you will **individually** complete the microteaching reflection. The purpose of this is to reflect upon your teaching pedagogy and practice, which is integral as a future educator. This will be submitted on the same [Microsoft Form](#) that you submit your video file under. Please see Sakai Resources for the template, or click [here](#). In the template, there is a short video to watch, as well as prompts for each section of the reflection. Your observations must be focused on either the lesson plan you used for microteaching, or the actual microteaching itself. You must follow the format of *What? So What? And Now What?* Be sure to consult the rubric at the end of the syllabus.

**ASSIGNMENT 3: Final Reflection & Strategy Curation- 15%**

The purpose of the Final Course Reflection & Resource Curation is to be a cumulative, yet practical task that will help you reflect on your experiences and gain resources and strategies for your future practice. This assignment will be completed in [Wakelet](#). You must make an account in order to create your own that you can share with the course instructor upon submission of the assignment. Wakelets can be private, sharing it only with the people you share the link with; please ensure you use the proper settings, as you do not want your Wakelet to be public. Be sure to consult the rubric at the end of the syllabus.

**PART 1** of the Wakelet will be to reflect upon the course. This includes:

- 1) Reflects upon what was learned in the course, and implications/applications for practice
- 2) Reflects upon what was learned in the facilitation, and implications/applications for practice
- 3) Reflects upon challenges during the facilitation and how they were overcome

These must be well written, thoughtful, and independent ideas. They must demonstrate a high level of reflection.

**PART 2** of the Wakelet will be to curate and explain strategies and best practices that you used in your Facilitation. You will explain two things surrounding the strategies/best practices:

- 1) Why the strategy or best practice was effective or not (for both facilitator and the participant)
- 2) How the strategy or best practice might be used in a K-12 classroom

**Online Accountability Tasks (20%)**

There are 8 modules, one for each of the online sessions with independent activities to reflect content acquisition. The tasks are embedded in the modules. Ensure that you carefully read the slide and speaker notes sections where the tasks are described. There will also be information on where and how to submit the task, it might be in Sakai Assignments, or an external website such as Padlet.

**When are Online Content Accountability Activities due?** Online Content Accountability Activities are due by Sunday at 11:55p.m. for the week of the online session. Failure to do so results in a grade of 0%. Refer to the table below for the online session dates, or the Schedule [here](#). For example, each module will be released on a Monday, the tasks for that module will be due the following Sunday at 11:55PM giving you 1 week to complete that module (with the exception of Module 8).

**How is Online Content Accountability Activities graded?** The activities for 8 of the modules for the online sessions will be graded on a scale of: 0 (Unacceptable) – 1.0 (Poor) – 1.5 (Satisfactory) – 2.0 (Good) – 2.5 (Excellent), aligning with [Brock Standards of Grading](#). This score is determined based on both completion of the module, the level of understanding demonstrated, AND demonstration that you have meaningfully engaged with the content.

## **Facilitation Completion, Lesson Plan Submission & Professionalism- 40%**

This part of your grade is worth 40% and is split into 4 parts: Facilitation completion, Lesson Plan quality, Lesson Plan submission, and professionalism. It is up to the discretion of the course instructor if the loss of marks comes from the individual sections or from the overall 40% mark for the facilitation. Keep in mind that professionalism is also impacted by both facilitation completion & lesson plan submission; for example, this means that if you do not submit any lesson plans, you not only lose 5% for that category, but also under Professionalism & Facilitation Quality & Completion as well.

### **Facilitation Quality & Completion- 15%**

You must complete 12 hours of facilitation practicum. This includes 8 facilitation hours [2x/week for 4 weeks= 8] + 4 prep hours [1/week for 4 weeks=4]. Not only is facilitation completion part of this mark, but the quality of your Facilitation as well; if there are issues with your facilitation, marks will be deducted from this portion. Your course instructor has the ability to log into any of your Facilitation sessions and monitor your attendance and/or progress without advanced notice to determine part of this mark. You must take a screenshot at the beginning and end of your session, with the participant list and time in it, and upload to Sakai. This is your proof that you facilitated. This will be submitted on Sakai with your lesson plan, 30 minutes after you facilitate. **Failure to complete any of these 8 Facilitation hours & upload the proper documentation results in a 0% for this portion of the course grade (worth up to 40%).** The purpose of monitoring facilitation quality & completion is preparing you for the realities of being an educator- you are accountable and responsible for the learning of the students/participants and must fulfill the obligations that you agreed to. **Please note that the Course Instructor may log into your Facilitation session at any time for monitoring and evaluation purposes.**

### **Lesson Plan Quality- 15%**

You will modify a [lesson plan](#) for each of the 8 sessions you are Facilitating, using the template that is provided – this is a plan of what you will do with your facilitation during each session, as well as adding questions, prompts for elicitation, and strategies. A blank template of the lesson plan is also available on Sakai. You are encouraged to consult with your course instructor if you require help or guidance. The Lesson Plans that you enhance from the curriculum given to you must be of good quality, and include extensions. The extensions (personalization, question prompts, and strategies) must be well explained. The prompts and strategies must come from the course and demonstrate an understanding of how they will be used.

### **Lesson Plan Submission- 5%**

Each lesson plan is due 30 minutes after your Facilitation session; for example, Lesson Plan #1 is due 30 minutes after Facilitation #1. You are receiving credit to submit ALL eight lesson plans on Sakai – this is a part of your grade for this course. These are due 30 minutes after your facilitation. You must also submit the beginning and end screenshots of your Facilitation session (See section above for more detail). The purpose of the lesson plan submission is to monitor your progress as a facilitator, demonstrate accountability, and to build and develop these skills. **Failure to submit any of these 8 lesson plans on time results in a 0% for this portion of the course grade (worth up to 40%).**

### **Professionalism- 5%**

Professionalism is extremely important as an educator. In the realm of this course, professionalism is required with your peers, course instructor, and ELL participants during your facilitation practicum. Professionalism also includes your behaviour, attitude, organization, conversations, dress code, being positive and respectful at all times, as well as submitting required assignments and documentation. These are all areas that are important to properly develop as future educators.

## Topic Sequence and Dates of Activities and Readings

See also: [Google Drive Schedule](#)

Resources that are not linked can be found in Sakai → Resources

Week/ Dates	Topic	Readings & Preparation	What's Due?
<b>Week 1</b>  Module 1  Sept. 14-20	<b>INTRODUCTION</b> <ul style="list-style-type: none"> <li>• Course &amp; Syllabus walk-through</li> <li>• Getting to know the learner</li> <li>• Confidence &amp; motivation of international students</li> <li>• The role of the Adult Education tutor</li> </ul>	<b>1)</b> <a href="#">OME: Supporting ELLs</a> (pg. 5-15)  <b>2)</b> <a href="#">Sathy &amp; Hogan, 2019</a>  <b>3)</b> <a href="#">Chantae Park (2019)</a>	<b>1)</b> Online Accountability Tasks
<b>Week 2</b>  Module 2  Sept 21-27	<b>ADULT EDUCATION: Guest Lecture</b> <ul style="list-style-type: none"> <li>• Andragogy</li> <li>• Second Language Acquisition</li> <li>• Communicative Language Techniques</li> </ul>	<b>1)</b> Brown (2001) Teaching by Principles: pg. 39-50 (CLT) pg. 86 – 92 (Adult Ed)  <b>2)</b> Brown (2007) Principles of Language Learning and Principles pg. 285 – 295 (SLA)  <b>3)</b> <a href="#">OME: Supporting ELLs</a> (p. 14- 15)	<b>1)</b> Online Accountability Tasks  <b>2)</b> Flipgrid Assignment
<b>Week 3</b>  Module 3  Sept 28-Oct 4	<b>INTRO TO SPEAKING &amp; COMMUNICATION</b> <ul style="list-style-type: none"> <li>• Rhetorical Styles</li> <li>• Intercultural Communication</li> </ul>	<b>1)</b> <a href="#">Canadian Language Benchmark (2012)</a> (pg. V- XIII)  <b>2)</b> <a href="#">Cross-Cultural Communication</a>	<b>1)</b> Online Accountability Tasks
<b>Week 4</b>  Module 4  Oct 5-- 11	<b>SPEAKING SKILLS</b> <ul style="list-style-type: none"> <li>- Fluency</li> <li>- Accuracy</li> <li>- Vocabulary</li> <li>- Pronunciation</li> </ul>	<b>1)</b> <a href="#">OME: Supporting ELLs</a> (pg. 52 - 55 and: Pg. 100: Table <a href="#">A1.2</a> Pg. 103: Table <a href="#">A2.2</a> Pg. 107: Table <a href="#">A3.2</a> Pg. 111: Table <a href="#">B1.1</a> Pg. 113: Table <a href="#">B2.1</a> Pg. 117: Table <a href="#">B3.1</a> )  <b>2)</b> <a href="#">IELTS Speaking Band descriptors</a>  <b>3)</b> Canadian Language Benchmarks - Speaking Tables (Pages <a href="#">38</a> , <a href="#">50</a> , <a href="#">62</a> )  <b>4)</b> <a href="#">Brown (2001)pg. 270-271</a>  <b>5)</b> <a href="#">Brown (2007) pg. 277-278</a>	<b>1)</b> Online Accountability Tasks

Oct 12-16	<b>READING WEEK</b>		
<b>Week 5</b> Module 5  <b>Oct 19-25</b>	<b>ENGLISH CONVERSATION SKILLS &amp; STRATEGIES</b> <ul style="list-style-type: none"> <li>Questioning Techniques for Conversation</li> <li>Eliciting conversation</li> <li>Best practices for supporting ELL Participants</li> </ul>	<b>1)</b> <a href="#">OME: Supporting ELLs</a> (pg. 55-61)  <b>2)</b> <a href="#">Capacity Building Series: Let's Talk about Listening (Special Edition #10)</a>  <b>3)</b> Brown (2001) Teaching by Principles pg. 276 – Speaking	<b>1)</b> Online Accountability Tasks  <b>2)</b> Microteaching Assignment (+ Reflection)
<b>Week 6</b> Module 6  <b>Oct 26-Nov 1</b>	<b>UNDERSTANDING ASSESSMENTS</b> <ul style="list-style-type: none"> <li>Basics of ESL Assessments               <ul style="list-style-type: none"> <li>TOEFL &amp; IELTS</li> </ul> </li> <li>Connections to OME Assessments</li> </ul>	<b>1)</b> <a href="#">OME: Supporting ELLs</a> (pg. 32 - 45)  <b>2)</b> <a href="#">Al Onaizi (2019)</a>	<b>1)</b> Online Accountability Tasks
<b>Week 7</b> Module 7  <b>Nov 2-8</b>	<b>TEACHING WITH TECHNOLOGY &amp; FACILITATIONS</b> <ul style="list-style-type: none"> <li>Teaching with Technology</li> <li>Effective Online Conversations</li> <li>Active Listening</li> <li>Training</li> </ul>	<b>1)</b> <a href="#">McPhee (2019)</a>  <b>2)</b> <a href="#">How Microsoft Teams is Transforming the Online Classroom</a>	<b>1)</b> Online Accountability Tasks
<b>Week 8</b>  <b>Nov 9-13</b>	1) 1 Hour of Prep 2) Facilitation Session #1 3) Facilitation Session #2	1 hour of preparation for Facilitations 1 & 2	<b>1)</b> Submit Lesson Plan #1 & Screenshots <b>2)</b> Submit Lesson Plan #2 & Screenshots
<b>Week 9</b>  <b>Nov 16-20</b>	1) 1 Hour of Prep 2) Facilitation Session #3 3) Facilitation Session #4	1 hour of preparation for Facilitations 3 & 4	<b>1)</b> Submit Lesson Plan #3 & Screenshots <b>2)</b> Submit Lesson Plan #4 & Screenshots
<b>Week 10</b>  <b>Nov. 23-27</b>	1) 1 Hour of Prep 2) Facilitation Session #5 3) Facilitation Session #6	1 hour of preparation for Facilitations 5 & 6	<b>1)</b> Submit Lesson Plan #5 & Screenshots <b>2)</b> Submit Lesson Plan #6 & Screenshots
<b>Week 11</b>  <b>Nov 30-Dec 4</b>	1) 1 Hour of Prep 2) Facilitation Session #7 3) Facilitation Session #8	1 hour of preparation for Facilitations 7 & 8	<b>1)</b> Submit Lesson Plan #7 & Screenshots <b>2)</b> Submit Lesson Plan #8 & Screenshots
<b>Week 12</b> Module 8  <b>Dec 7</b>	<b>WRAP UP &amp; FINAL ASSIGNMENT</b> <ul style="list-style-type: none"> <li>Final Survey</li> <li>Wrap up the course</li> <li>Go over Final Assignment</li> </ul>	Review the Instructions for creating a Wakelet Account (provided in Module Session)	<b>1)</b> Online Accountability Tasks  Final Assignment due by December 18th, 11:55pm

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## Assignment and Submission Policy

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All course submissions will be submitted in the assignment tab on Sakai (unless otherwise stated). Submissions **MUST** be submitted in a Microsoft Word Document (.doc/.docx) and be saved/labeled in the following format:

- FacilitatorLastName\_FacilitatorFirstName\_LessonPlan\_Week#
- I.e.: StHilaire\_Rachel\_LessonPlan\_Session1

Evaluation rubrics and associated exemplars/guidelines for all assignments may be provided based on the discretion of the course instructor. Students are encouraged to consult with the course instructor prior to completion of all assignments, if help or guidance is required. The course instructor will hold extended office hours as required. Assignments will not be returned to any other person(s) other than the assignment's author.

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## Late Submission Policy

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The penalties for late submission of assigned coursework is 10% per day. Five working days following the due date, late assignments will no longer be accepted. Late policy will be in effect unless accompanied by medical/SAS documentation. See Medical Exemption Policy and the medical health certificate at <http://www.brocku.ca/health-services/policies/exemption>

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## Relationship between Attendance, Participation and Grades

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**Students are expected to attend all classes and tutoring practicum sessions, and must submit all assignments in order to pass this course. Attendance may be taken in lecture.** However, on rare occasions, exceptional circumstances may require a student to miss a class. You are expected to contact your instructor before class (via e-mail) if you cannot attend or must be late due to a personal illness, injury, or a family emergency. Classes missed due to personal illness and/or personal injury are considered excused absences and you will be allowed to complete a make-up assignment for missed work. Emergencies of immediate family members, including funerals, are also considered excused absences. Documentation of the reason for an absence is required – such as a doctor's note or funeral brochure. It is your responsibility to provide this to the instructor. See Medical Exemption Policy and the medical health certificate [here](#).

All other absences are normally considered **unexcused absences** including but not limited to attending functions at one of the placement schools, vacations, or funerals for friends/relatives not in your immediate family. **Classwork cannot be made up for unexcused absences.**

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## Important Dates

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Please check the section on sessional or important dates in the relevant online University calendar, [here](#).

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## Student Code of Conduct Policies

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In order to successfully complete this course, students are required to adhere to the Brock Student Code of Conduct found at <http://brocku.ca/student-discipline/code-of-conduct> and to demonstrate the following essential competencies, as observed and assessed by instructor and practicum supervisors. Failure to demonstrate these essential competencies will generally lead to failure in the course.

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## Academic Policies

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### Academic Integrity:

Academic misconduct is a serious offence. The principle of academic integrity, particularly of doing one's own work, documenting properly (including use of quotation marks, appropriate paraphrasing and referencing/citation), collaborating appropriately, and avoiding misrepresentation, is a core principle in university study. Students should consult Section VII, "Academic Misconduct", in the "Academic Regulations and University Policies" entry in the Undergraduate Calendar, available at <http://brocku.ca/webcal> to view a fuller description of prohibited actions, and the procedures and penalties.

Plagiarism software: This course may use Turnitin.com, phrase-matching software. If you object to uploading your assignments to Turnitin.com for any reason, please notify the instructor to discuss alternative submissions.



**Academic Accommodation:** As part of Brock University's commitment to a respectful work and learning environment, the University will make every reasonable effort to accommodate all members of the university community with disabilities. If you require academic accommodations related to a documented disability to participate in this course, you are encouraged to contact Services for Students with Disabilities in the Student Development Centre (4th floor Schmon Tower, ex. 3240). You are also encouraged to discuss any accommodations with the instructor(s) well in advance of due dates and scheduled assessments.

**Academic Accommodation due to Religious Obligations:** Brock University acknowledges the pluralistic nature of the undergraduate and graduate communities such that accommodations will be made for students who, by reason of religious obligation, must miss an examination, test, assignment deadline, laboratory or other compulsory academic event. Students requesting academic accommodation on the basis of religious obligation should make a formal, written request to their instructor(s) for alternative dates and/or means of satisfying requirements.

**Medical Exemption Policy:** The University will accommodate students whose studies become interrupted, or who may be unable to complete academic work, due to an incapacitating medical condition. In these situations, the student must complete the [Brock University Student Medical Certificate](#) (or in case of a concussion, the Brock University Student Health Services Medical Concussion Certificate) and include any relevant medical documentation to support his/her request for academic accommodation based on medical grounds. The University may, at its discretion, request more detailed documentation in certain cases. The university requires that a student be medically examined in Health Services, or by an off-campus physician prior to an absence due to medical reasons from an exam, lab, test, quiz, seminar, assignment, etc. The Medical Certificate can be found [here](#).

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## Evaluation of Student Performance and Assignment Mark Appeal Process

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For the standards related to your grades awarded for undergraduate courses see the "Evaluation of Student Performance" (IV.D.) in the Undergraduate Calendar found [here](#).

If you wish to officially appeal your grade on an assignment, you need to follow the outlined procedure:

1. You must wait 48 hours after receiving your marked assignment before you take any action or choose to email the Course Instructor and your TA about your mark.
2. After looking over the marking scheme/rubric, if you still feel you were marked unfairly, you need to outline in writing specific details:
  - a. Make reference to the marking scheme/rubric with examples from the course materials
  - b. Provide a rationale explaining how you were marked unfairly, and why you believe you deserve a higher grade on the specific section of the assignment you are appealing.

**NOTE:** Stating, "I tried really hard on this assignment. I took three weeks to complete it, and I don't think it's fair my grade does not reflect that" is NOT grounds for appealing a grade. You need to provide SPECIFIC evidence from the marking scheme HOW you were graded unfairly. Unfortunately, we cannot assess effort.

3. After completing your written explanation, submit it to the instructor(s) via email, who will review your appeal. Once the reviewing of your assignment is finished, you will be informed of the decision. Note: Your ENTIRE assignment and your grade MAY be DECREASED, as sometimes markers are too generous in sections.
4. Any appeals that do not follow this procedure will not be reviewed.

Remember to be very specific and detailed in identifying the sections and reasons where you think there was an error: If the rubric states that you should be making strong connections to course material and you feel your assignment did this and were not awarded marks, point out the specific parts of your assignment that had strong connections. This appeal process does not guarantee that your mark will change, and there is the possibility that your grade may go up or down.

**Note:** Appeals can only take place up to 2 weeks after receiving your assignment grade.

As per [Brock's Undergraduate Calendar](#), the following grades are awarded for undergraduate courses:

**A - 90 to 100**

Reserved for students where work is of outstanding quality that provides clear evidence of a rare talent for the subject and of an original and/or incisive mind.

**A - 80 to 89**

Awarded for excellent, accurate work in which evidence of a certain flair for and comprehension of the subject is clearly perceptible.

**B - 70 to 79**

Indicates competent work that shows a sound grasp of the course goals without being distinguished.

**C - 60 to 69**

Represents work of adequate quality which suffers from incompleteness or inaccuracy.

**D - 50 to 59**

Given where the minimum requirements of a course are barely satisfied.

**F - 49 or lower**

Means that minimum requirements have not been met and no credit has been given for the course.

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**Rubrics**

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**Facilitation & Lesson Plan Rubric- 40%**

	4 3 points	3 2.25 points	2 1.8 points	1 0 points	Feedback
<b>Facilitation: Non-Verbal Communication</b> Demonstrates intermediate abilities in nonverbal communication skills (posture, gestures, eye contact etc. are engaging and welcoming)					
<b>Facilitation: Verbal Communication</b> Voice is clear and loud. Language used is appropriate in terms of grammar and pronunciation.					
<b>Facilitation</b> Feedback, corrections, and support are provided to participants, immediately, when required.					
<b>Lesson Plan</b> Skills, Strategies, and Questioning Techniques from the course content are used and enacted.					
<b>Lesson Plan</b> Modelling and examples are used to demonstrate how to complete tasks or answer questions.					

<b>Lesson Plan</b> Lesson Plan is properly filled out, including proper prompts, extensions, and strategies.					
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4 =exceeds expectations; 3 = standard met; 2 = standard partially met; 1 = standard not met

**RUBRIC FOR FINAL ASSIGNMENT- 15%**

\*All grades take into consideration the Grading Standards from the [Undergraduate Calendar](#) (Section VI. D.)

Criteria/Standard	4 3 points	3 2.25 points	2 1.8 points	1 0 points	Feedback
<b>PART 1: Reflection</b>					
Posts reflect upon what was learned (course and Facilitation), difficulties incurred, and how challenges were overcome.					
Posts provide implications and applications for their own future K-12 practice.					
Reflection posts are well written, thoughtful, and demonstrate independent ideas.					
Posts demonstrate a high level of reflection.					
<b>PART 2: Strategy Curation &amp; Rationale</b>					
New posts explain Skills, Strategies, and Questioning Techniques from the course content that were used in Facilitation.					
Explains why the chosen resource/strategy was effective/not effective for participant & facilitator, and how it might be used in a K-12 classroom.					
Resources/strategies were meaningful, relevant, engaging, creative, innovative.					

4 = exceeds expectations; 3 = standard met; 2 = standard partially met; 1 = standard not met