



COURSE OUTLINE
ECCU 300
Cross Cultural Teaching Strategies
3 CREDITS

PREPARED BY: Norma Shorty, PhD

DATE: 12/3/19 for 01/08/20

I humbly acknowledge that I am a citizen and beneficiary of Kwanlin Dun First Nation with paternal and maternal connections to Tagish and Tlingit people and that I live and work in the traditional territory of the Kwanlin Dun First Nation and the Ta'an Kwäch'än Council.

Norma Shorty, PhD

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Depending upon internet availability I usually respond within 24 hours

Thursday from 9:00 AM to 12:00 PM

Class Location: A2315

Course Description

This course consists of the development and adaptation of curriculum and methods of instruction to reflect the culture and educational aspirations of Yukon First Nations' peoples. The aim of this course is to provide future teachers with respectful appreciation for this content, curriculum development skills for cultural inclusion and an understanding of the influence of a teachers' own culture in teaching. Course content is addressed through the textbook, guest speakers, student presentations, readings, activities, and class discussions.

Prerequisites

The course prerequisite is ECCU 200: Introduction to Cross Cultural Education. In that class students come to understand the role of the teacher in the cross-cultural environment, in integrating aboriginal and ethnic content into the regular classroom and developing culturally relevant resources to enhance cross cultural education.

Related Course Requirements

Laptop and/or ability to connect to Internet for in class group work and searches. Textbook.

Course Objectives

In this course, the student concentrates on the classroom skills of instruction, management, assessment, and language. To the role of the teacher as curriculum developer is also introduced.

Upon successful completion of the course students will be able to:

1. demonstrate their understanding and increase their awareness of the goals of cross-cultural education
2. demonstrate knowledge and ability to identify the major areas of teacher responsibility in cross cultural education
3. explore the role of human relations in cross cultural classrooms and practice basic human relations skills appropriate in cross cultural classrooms
4. examine the relationship of learning style, teaching style, and culture
5. practice designing learning experiences which accommodate different learning styles
6. compare the similarities and difference of first and second language acquisition and the structure of English and Cree [place based Indigenous] languages
7. develop an awareness of various instructional approaches to English as a Second Language and English as a Second Dialect instruction
8. discuss strategies to overcome testing and assessment difficulties in cross cultural classrooms
9. demonstrate their sensitivity to cultural diversity through their ability to design classroom materials based on cross cultural considerations
10. demonstrate their understanding of curriculum adaption through the development of a unit plan
11. develop a greater understanding of political barriers to change in minority education
12. discuss and explore realistic and coping strategies in cross cultural education

Course Teaching/Learning Format:

Students will take an active role exploring a variety of topics. A large part of the material covered will be based on discussions and presentations. Whenever possible, a practical problem-solving approach will be taken to the topics. Students will have several opportunities to present information/topics to the class, including but not limited to major topics related to Yukon First Nations education, curriculum and Yukon First Nation stories and teaching practices. Classroom time will be provided for unit planning.

Course Schedule:

<p>Jan 02 Demonstrate their understanding and increase their awareness of the goals of cross-cultural education</p>	<p>Opening Circle Course Description and Syllabus</p> <p>In Class Activity: Break into groups and discuss Part 5, Yukon Education Act. What are Yukon First Nation goals regarding cross cultural education? In the same group discuss national goals regarding cross cultural education (truth and reconciliation). What are national goals regarding cross cultural education (Truth and Reconciliation numbers 62 -65) Report the results of your discussions with the entire class.</p>	<p>Discussions and Clarifications Course Assignments</p> <ul style="list-style-type: none"> • 30% 4-week unit • 20% Unit presentation • 20% Chapter PP • 20% Ch Presentation • 10% Attendance and Participation
<p>Jan 09 Demonstrate knowledge and ability to identify the major areas of teacher responsibility in cross cultural education</p>	<p>What do youth want? The teacher and the cross-cultural classroom: how can you bring cross cultural education to the learning environment?</p>	<p>Who are you as the teacher and what kinds of supports and professional development will you need to implement the goals of cross-cultural education? What is the role of the teacher in the development of place-based curriculum products? How can teachers ensure they are on the right path with respect to the development of place-based teaching materials?</p> <p>You will share the results of your discussions with the class.</p> <p>Learners will share their unit project topic and draft big ideas on Jan 23rd.</p> <p>PPs on required text begins</p>
<p>Jan 16 Explore the role of human relations in cross cultural classrooms and practice basic</p>	<p>The classroom and school climate: the teachers role Yukon First Nation Education Programs – non exhaustive</p> <ul style="list-style-type: none"> • CAFN <ul style="list-style-type: none"> ○ Summer of Discovery and making long ago 	<p>Group work Recognizing elements of Truth and Reconciliation develop and share characteristics of culturally responsive classrooms and schools.</p>

<p>human relations skills appropriate in cross cultural classrooms</p>	<p>connections to (hi)story in all programing</p> <ul style="list-style-type: none"> ○ Immersion ● Carcross Tagish First Nation <ul style="list-style-type: none"> ○ Mountain Bike Trails ○ Food Sustainability ● Kwanlin Dun First Nation <ul style="list-style-type: none"> ○ Day Care with Language and Culture Programs aligned with public school K-7 ● Vuntut Gwitchin <ul style="list-style-type: none"> ○ Winter Camps <p>Guest speaker (tba) Understanding ethics and protocols when working with culture (Dooli, Ha Kusteeyi)</p>	<p>Characteristics of Effective Classroom Management</p> <ul style="list-style-type: none"> ● student engagement ● clear expectations ● effective time management ● positive work environment ● firm discipline <p>Develop and share cultural characteristics of effective classroom management when working with First Nation culture.</p> <p>PPs on required text</p>
<p>Jan 23 Explore the role of human relations in cross cultural classrooms and practice basic human relations skills appropriate in cross cultural classrooms</p>	<p>The Classroom and School Climate Continued</p> <p>10:00 AM Our class will host available Indigenous cultural specialists in areas which include maps, stories, art. The specialists will share their projects including ethics and protocols when working with culture.</p>	<p>PPs on required text</p> <p>Infuse public school curriculum with local First Nation education schemes by developing a 4-week unit to be taught during your 4-week practicum. Share your DRAFT unit plan outline consisting of a rationale, suggested learning outcomes and 10 lesson plan ideas.</p>
<p>Feb 06 Examine the relationship of learning style, teaching style, and culture</p>	<p>Learning Styles How can I include culturally relevant activities which engage learners in culturally relevant ways?</p> <p>Break into 2 groups: Google this Government of Yukon resource product which assists Yukon teachers in identifying ways to incorporate culture into Yukon classrooms lss.yukonschools.ca > uploads > e1_interconnected_integratedunits_proof3</p> <p>Google Emily Roseberry's Place Based Science Lessons which seeks to find ways to include Inupiat science in mainstream curriculum. The unit you are looking at is called Fermented Eskimo Foods HTML pages 40-45</p>	<p>Students will work in class towards developing a list of activities, lessons, units which can engage Yukon learners in culturally relevant ways. Students will use class time to expand their units using Google search results with time for group shares on data collected to this point.</p> <p>PPs on required text</p>

<p>Feb 13 Practice designing learning experiences which accommodate different learning styles</p>	<p>Know your students learning styles and design their learning experiences accordingly</p>	<p>Co-design learning experiences to accommodate different learning styles</p> <ul style="list-style-type: none"> • Aural • Visual • Verbal • Physical • Logical • Social • Solitary • <i>Gender...</i> <p>PPs on required text</p>
<p>Feb 20 Compare the similarities and difference of first and second language acquisition and the structure of English and Cree [place based Indigenous] languages</p>	<p>How to include Indigenous languages in your daily teaching regimes Discussion: In Yukon classrooms English is the dominant language. To learn a language, you need to hear and speak it all the time. Because English is our dominant language how can we bring language acquisition balance to our Yukon classrooms by including Indigenous languages in our learning and teaching environment?</p>	<p>See: Manitoba Education and Training for a chart which describes roles, purpose, methods, advantages and limitations of language acquisition schemes.</p> <p>PPs on required text</p>
<p>Feb 27 Compare the similarities and difference of first and second language acquisition and the structure of English and Cree [place based Indigenous] languages</p>	<p>DISCUSS TLINGIT LANGUAGE CURRICULUM (ALICE TAFF and OTHERS)</p>	<p>PPs on required text</p> <p>TOUR YUKON NATIVE LANGUAGE CENTER</p>
<p>March 05 Develop an awareness of various instructional approaches to English as a Second Language and English as a Second Dialect instruction</p>	<p>What are some instructional approaches for both English and Aboriginal Language instruction?</p> <ul style="list-style-type: none"> purposeful planning utilizing visuals activating prior knowledge scaffolding working together 	<p>Discuss and Share: How can you ensure you include a variety of instructional approaches in your unit?</p> <p>PPs on required text</p>

March 12	SPRING BREAK	SPRING BREAK
March 19	SPRING BREAK	SPRING BREAK
March 26 Discuss strategies to overcome testing and assessment difficulties in cross cultural classrooms	Developing Culturally Relevant Assessments and Rubrics for Cross Cultural Classrooms, Lessons, Units Discussion: What are some strategies to overcome testing and assessment difficulties in cross cultural classrooms? <u>Indigenous Culture Based Education Rubrics</u>	Assignment: In Class Groupwork - Develop strategies to overcome testing and assessment in the areas of Indigenous Storywork, Indigenous languages, Indigenous culture – share results. See <u>Alaska Standards for Culturally Responsive Schools</u> and First Nations Program and Services (<u>FNPP</u>) for ideas. PPs on required text
April 02 Demonstrate their sensitivity to cultural diversity through their ability to design classroom materials based on cross cultural considerations	Discussion: What cross-cultural considerations or guidelines did you undertake to develop your unit? Part 5 Education Act Education and Reconciliation 62 - 65	Assignment: Unit Presentation Begins. Each Presentation is 30 minutes with time for questions.
April 09 Demonstrate their understanding of curriculum adaption through the development of a unit plan	Discussion: What is curriculum adaption and how did you achieve adaption through your unit plan development?	Assignment: Unit Presentations
April 16 Develop a greater understanding of political barriers to change in minority education and discuss and explore realistic and	Final Circle: how can we recognize our cultural differences and celebrate them?	End of Term Campfire <ul style="list-style-type: none"> • Roddy’s Fish Camp • Families and friends welcome

coping strategies in cross cultural education		
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ASSIGNMENTS:

Unit Plan 30%

The students goal is to produce a unit consisting of no less than ten local and place-based lessons including place-based evaluation and assessments. The overall goal of this assignment is to allow you to explore curriculum content and culturally relevant education based on first nation developed learning and teaching strategies. You are expected to incorporate elements of Yukon First Nation stories in this assignment. These must have no less than three local stories to support your subject choice and your stories **must** originate from your Yukon First Nation community of choice. Students may use cultural education resources resulting from ECCU 200 and as found on the Internet, in the library, in Museums, in First Nation offices, in archives, with Elders and knowledge bearers. You are expected to cite your work.

Each student will develop a Yukon First Nation cultural unit that is appropriate for use in public schools. Include in your unit the importance of First Nations' heritage and language and explain the deeper cultural significance of the activities. You will also discuss how your unit will be integrated into the curriculum. Opportunities will be provided for you to share your progress with this project as well as seek ideas and assistance from your classmates.

Near the end of the course you will present your unit plan to our class and you are expected to include any suggested and agreed upon revisions at the hand in date. You are expected to develop a unique cultural unit with 10 lesson plans, rationale, learning outcomes, assessments...

The purpose of your assignment is to plan a unit that is appropriate for you to deliver in your pre-internship placement and is subject to the general professional development process expectations set out in the Pre-Internship Manual. It is expected that the unit will meet all aspects of good lesson/unit planning for First Nation learning and teaching and will contain the following elements:

- Consists of 10 lessons that have been written in the standard YNTEP lesson plan format
- Contains well-researched content that reflects authentic views of Yukon First Nations with strong traditional values that continue in the present. Your content must meet the communities cultural guidelines for the grade level you will teach. Where possible involve Yukon First Nation Elders and Resource people in your research and teaching.
- Meets the curriculum guidelines for the grade level you teach. Please identify how you will accomplish this in your overview of the unit as well as in your individual lessons.
- Take three lessons and include all relevant support materials such as: copies of stories, materials required for activities (especially those that are not standard school material), black line masters, letters to parents, permission slips...you are welcome to supply relevant support materials and so on for the remaining seven lessons.
- Design lessons around a balance of knowledge, skills, and attitudes.

- Include an overview of your assessment philosophy and identify your assessment processes (show the breakdown of your assessments on individual lesson plans). **Be sure to develop assessments for your First Nation activities.**
- Pay attention to planning a strong opening and closing lesson for your unit
- Prepare a two-page overview for your unit in which you address
 - A statement of purpose
 - Connections to Learning Outcomes (cite your sources) and First Nation Learning Outcomes (<http://www.yesnet.yk.ca/firstnations/index.html> , and others).
 - How your unit reflects Yukon First Nation content and values, diverse learners, some general statements on the knowledge, skills, and attitudes that your unit addresses
- Conclude your unit and include suggestions on how the unit could be further developed or other possible connections to areas of study

UNIT PLAN PRESENTATION 20%

Students will use PowerPoint to present their units. The PowerPoint presentation must be delivered within a 20-minute period. The presentation must include time for discussion and/or question/answer time.

CHAPTER POWERPOINT 20%

There are 15 chapters in the required text. Your task is to read and PowerPoint a chapter from one of the 15 chapters. No duplications of chapters please.

CHAPTER POWERPOINT PRESENTATIONS 20%

Students will use PowerPoint to present the required text chapters. The PowerPoint presentation must be delivered within a 20- 30-minute period. The presentation must include time for discussion and/or question/answer time. You may work alone or in groups and each person must present.

ATTENDANCE AND PARTICIPATION 10%

Students will be expected to attend and participate in all classes. The nature of this course is to provide students with opportunities to develop, examine, and share their own teaching strategies and cultural backgrounds with the class. As a learner you are expected to draw upon Yukon First Nations culture in the preparation of a four-week unit plan. It is on this basis that participation marks are assigned.

REQUIRED TEXT

Editors Linda Tuhiwai Smith, Eve Tuck, K. Wayne Yang. (2018). *Indigenous and Decolonizing Studies in Education: Mapping the Long View*. Routledge Taylor and Francis Group New York and London.

ACADEMIC AND STUDENT CONDUCT

Information on academic standing and student rights and responsibilities can be found in the Academic Regulations:

http://www.yukoncollege.yk.ca/downloads/Yukon_College_Academic_Regulations_and_Procedures_-_August_2013_final_v1.pdf

Responsibility for Learning Environment

A YNTEP student's attitude and behavior must be consistent with their own status as a professional

teacher in training. Students are required to know and follow the University of Regina 'Harassment and Respectful University Policies', Saskatchewan Teacher Federation's Code of Ethics, Yukon Teachers Association's 'Code of Ethics' and the Yukon College 'Code of Ethics'. See the YNTEP student handbook for more details.

Cell Phone Use / Social Networking

Cell phones must be turned off during class time. If laptops / tablets are being used for class notes, social networking applications / platforms / sites (Facebook, twitter, etc.) should not be accessed. Any recordings and photos must have prior instructor approval.

PLAGIARISM

Plagiarism is a serious academic offence. Plagiarism occurs when students present the words of someone else as their own. Plagiarism can be the deliberate use of a whole piece of another person's writing, but more frequently it occurs when students fail to acknowledge and document sources from which they have taken material. Whenever the words, research or ideas of others are directly quoted or paraphrased, they must be documented according to an accepted manuscript style (e.g., APA, CSE, MLA, etc.)

Resubmitting a paper which has previously received credit is also considered plagiarism. Students who plagiarize material for assignments will receive a mark of zero (F) on the assignment and may fail the course. Plagiarism may also result in dismissal from a program of study or the College.

CHEATING

Cheating includes but is not limited to dishonest or attempted dishonest conduct at exams, in which books, notes, diagrams or other aides not authorized by the examiner are used. It includes communication with others to obtain information, copying from the work of others, and purposely exposing or conveying information to other students who are taking exams.

ACADEMIC ACCOMMODATION

Reasonable accommodations are available for students with a documented disability or chronic condition. It is the student's responsibility to seek these accommodations. If a student has a disability or chronic condition and may need accommodation to fully participate in this class, he/she should contact the Learning Assistance Centre (LAC) at (867) 668-8785 or lassist@yukoncollege.yk.ca. The LAC staff assists the student in communicating accommodations that are needed to support student success.

YUKON FIRST NATIONS CORE COMPETENCY

Yukon College recognizes that a greater understanding and awareness of Yukon First Nations history, culture and journey towards self-determination will help to build positive relationships among all Yukon citizens. As a result, to graduate from ANY Yukon College program, you will be required to achieve core competency in knowledge of Yukon. The YNTEP meets the requirements of YFN Core Competency.

WRITING CENTRE

All students are encouraged to make the Writing Centre a regular part of the writing process for coursework. Located in C2231 (adjacent the College Library), the Writing Centre offers half-hour writing coaching sessions to students of all writing abilities. Coaching sessions are available in person and through distance technologies (e.g., email plus Skype or phone). For further information or to book an appointment, visit the Centre's website: www.yukoncollege.yk.ca/student_info/pages/writing_centre

OTHER STUDENT SUPPORTS

Supports are available to students in the areas of academic assistance, access to computers and technology, personal counselling services and provides further information on childcare, scholarships and many other areas as well. For further information, visit the Student Services website:

https://www.yukoncollege.yk.ca/student_info

UNIVERSITY OF REGINA & FACULTY OF EDUCATION^[1]^[SEP]SUMMARY OF ACADEMIC REGULATIONS & REMINDERS (UNDERGRADUATE)

As a student at the University of Regina it is your responsibility to be aware of and to follow all academic regulations in the Undergraduate Calendar available at <http://www.uregina.ca/student/registrar/calendars-schedule.html>. Please pay particular attention to “Responsibilities of Students” (§5.1), “Student Behaviour” (§5.13) and note the policies, expectations and information as outlined below:

1. **Students with Special Needs** - Any student with a disability, injury or illness who feels they may need academic accommodation should discuss this with the course instructor after contacting the [Centre for Student Accessibility](#), located in Riddell Centre 251, phone 306-585-4631, or email accessibility@uregina.ca.
2. **Language Competence** - Students are expected to meet recommended standards of language competence as part of graduation requirements in the Faculty of Education.
3. **Attendance & Punctuality** (5.3) - Regular and punctual attendance at classes provides a foundation for academic success and is expected of all students. When the persistent lateness or absence of a student jeopardizes the learning or the evaluation of the work of other students in the course, the student may be subject to penalty, including being dropped from the course or being barred from writing the final examination. One written warning will be provided to the student before such action is taken.
4. **Late Assignments** - Action regarding late assignments may vary from instructor to instructor. Expectations or due dates for assignments, as well as the marks that may be deducted for late assignments are noted in the course syllabus. (For example, some instructors deduct one mark for each day late.) Normally, all required elements of the program must be successfully completed by each student.
5. **Professional Conduct** - Teaching is a helping profession. For the profession to achieve its goals and values, to enhance the quality of public education in the Province and protect its members and those whom it serves the Faculty of Education has established sound and reliable criteria and procedures for evaluating the suitability of aspiring teachers. The criteria specify appropriate conduct for students in teacher education. The procedures specify processes for screening, regulating, and monitoring their professional conduct. The Faculty of Education has the right and responsibility to assess students' professional conduct in terms of the criteria outlined above and in terms of criteria outlined in the ^[1]^[SEP]following documents. It will take appropriate actions in accordance with the following legislation, policies and guidelines
 - The University of Regina Academic Regulations
 - The Canadian Teachers' Federation Code of Ethics
 - The Saskatchewan Teachers' Federation Code of Ethics
 - The Education Act, 1995, Saskatchewan
 - The Board of Teacher Education and Certification, Guiding Principles and Beliefs
 - Student Review Policy, Faculty of Education.

6. Progress in the Program (11.5.2) - Under current faculty regulations, progress in the program is based on academic standing and professional development. Faculty selection and review committees determine students' eligibility to progress into all professional semesters, including internship. It is the responsibility of each student to become familiar with the selection criteria and procedures.

7. Faculty Action: At the end of each semester, students with poor academic records and/or unsatisfactory professional development will be subject to faculty action. Students will be required to discontinue or will be placed on faculty probation.

8. Student Behaviour (5.13) - Students of the University of Regina are expected to conduct themselves responsibly and with propriety both in their studies and in their general behaviour and are expected to abide by all policies and regulations of the University. Misconduct, which may be academic (that is, in academic studies) or non-academic (in general behaviour), is subject to disciplinary action.

9. Academic Misconduct (5.13.2.2) - Acts of academic dishonesty or misconduct include acts which contravene the general principles described in 5.13.1. In this section, some of these acts are described. Others which are not explicitly described here may also be considered academic misconduct. All forms of academic misconduct are considered serious offences within the University community. For the penalties, see 5.13.5.

Cheating - Cheating constitutes academic misconduct. Cheating is dishonest behaviour (or the attempt to behave dishonestly), usually in tests or examinations. It includes:

- unless explicitly authorized by the course instructor or examiner, using books, notes, diagrams, electronic devices, or any other aids during an examination, either in the examination room itself or when permitted to leave temporarily;
- copying from the work of other students;
- communicating with others during an examination to give or receive information, either in the examination room or outside it;
- consulting others on a take-home examination (unless authorized by the course instructor
- commissioning or allowing another person to write an examination on one's behalf;
- not following the rules of an examination;
- using for personal advantage, or communicating to other students, advance knowledge of the content of an examination (for example, if permitted to write an examination early);
- altering answers on an assignment or examination that has been returned;
- taking an examination out of the examination room if this has been forbidden.

Plagiarism - Plagiarism is a form of academic dishonesty in which one person submits or presents the work of another person as his or her own, whether from intent to deceive, lack of understanding, or carelessness. Unless the course instructor states otherwise, it is allowable and expected that students will examine and refer to the ideas of others, but these ideas must be incorporated into the student's own analysis and must be clearly acknowledged through footnotes, endnotes, or other practices accepted by the academic community. Students' use of others' expression of ideas, whether quoted verbatim or paraphrased, must also be clearly acknowledged according to acceptable academic practice. It is the responsibility of each student to learn what constitutes acceptable academic practice.

Plagiarism includes the following practices:

- not acknowledging an author or other source for one or more phrases, sentences, thoughts, code, formulae, or arguments incorporated in written work, software, or other assignments (substantial

- plagiarism);
 - presenting the whole or substantial portions of another person's paper, report, piece of software, etc. as an assignment for credit, even if that paper or other work is cited as a source in the accompanying bibliography or list of references (complete plagiarism). This includes essays found on the Internet. *Students who are uncertain what plagiarism is should discuss their methodology with their instructors.* Note: The Department of English Style Guide is available inexpensively from the University Bookstore. Students may also consult online resources.
10. **Withdrawal from a Course** - Students who are not attending but haven't formally withdrawn are still registered, are liable for fees, and will be assigned a grade of "NP" for failing to complete the course. Students may drop classes in UR Self-Service up to the deadline for withdrawing from a course without a failing grade. Changes after the deadline, must be made in their Faculty or College office, or students may mail, fax or email registration requests (students should check with their Faculty or College office). Please consult 1.2 of the Undergraduate Calendar for refund deadlines and 3.3.5 for making changes to course registration.
 11. **Deferrals** - If you become unable to complete your term work or final exams (i.e. due to illness, accident, or a death in the family), you may be eligible to apply for a deferral of final examinations and/or term work. Please consult section 5.7 of the Undergraduate Calendar and contact the Faculty of Education's Student Program Centre (ED 354, phone 306-585-4537 or email Education.Counselling@uregina.ca) or your faculty student services office as soon as possible for advice regarding deferrals.
 12. **Invigilators' Rights** - An invigilator who suspects a student of cheating has the authority to ask the student to do such things as empty pockets, pencil cases, etc., and roll up their sleeves. The invigilator should ensure they have a witness when asking the student to perform the request. The invigilator should not badger the student or unduly disrupt that student's (or other students') ability to complete the examination. If the student refuses to cooperate, the invigilator cannot do more except to make written note of the students' refusal when reporting on the matter under the disciplinary regulations.
 13. **Harassment & Discrimination Prevention Policy (8.4.5)** - All members of the University community are entitled to a professional working and learning environment free of harassment and discrimination. This entitlement, however, carries with it the expectation that all members of the University community will conduct themselves in an appropriate and responsible manner, with due respect and regard for the rights of others. No member of the university community shall cause or participate in discrimination against or harassment of another person. Anyone with inquiries, seeking advice or information, looking to resolve conflict arising from harassment and discrimination or wishing to discuss alternate resolution options or file a complaint can visit HDPCRS in RC 251.14 or call 306- 585-5400 or email at respect@uregina.ca.
 14. **U of R Email (<https://webmail.uregina.ca/>)** -The Registrar's Office uses EMAIL SENT TO YOUR UNIVERSITY OF REGINA EMAIL ACCOUNT as an OFFICIAL MEANS OF COMMUNICATION. For many purposes, the office will make no other form of contact. Please ensure that you monitor your university email account regularly. All students are provided email, Novell, and Unix accounts. Students have a 2GB quota for email and can obtain information about their email address and password at www.uregina.ca/is/student/. If you are not receiving email, check to see if you are over quota or if you have enabled email forwarding. Email delivery cannot be guaranteed if it is being forwarded.
 15. **UR Self-Service and Contact Information** - Please update your contact information at the beginning of each semester (address, email, phone numbers, etc.) at UR Self-Service:

https://banner.uregina.ca/prod/sct/twbkwbis.P_WWWLogin. Using UR Self- Service, you can also change your PIN (strongly recommended); register for or drop classes; check class schedules; check grades and transfer credits; search up-to- date credit and non-credit course timetables; consult course descriptions; order & pay for textbooks; settle accounts by credit card; view and print T2202A Education Deduction Certificate; and view and print a confirmation of enrolment or unofficial transcript.

GRADING DESCRIPTIONS (University of Regina Calendar)

90-99 An outstanding performance with very strong evidence of:

- an insightful and comprehensive grasp of the subject matter;
- a clear ability to make sound and original critical evaluation of the material given;
- outstanding capacity for original creative and/or logical thought;
- an excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts both in speech and in writing.

80-89 Very good performance with strong evidence of:

- a comprehensive grasp of the subject matter;
- an ability to make sound critical evaluation of the material given;
- a good capacity for original, creative, and/or logical thinking;
- a very good ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts both in speech and in writing.

70-79 Above average performance with evidence of:

- a substantial knowledge of the subject matter;
- a good understanding of the relevant issues and a good familiarity with the relevant literature and techniques;
- some capacity for original, creative, and/or logical thinking;
- an above-average ability to organize, to analyze and to examine the subject material in a critical and constructive manner, and to express thoughts both in speech and in writing.

60-69 A generally satisfactory and intellectually adequate performance with evidence of:

- an acceptable basic grasp of the subject material;
- a fair understanding of the relevant issues;
- a general familiarity with the relevant literature and techniques;
- an ability to develop solutions to moderately difficult problems related to the subject material;
- a moderate ability to examine the material in a critical and analytical manner, and to express thoughts in writing.

50-59 A barely acceptable performance with evidence of:

- a familiarity with the subject material;
- some evidence that analytical skills have been developed;
- some understanding of relevant issues;
- some familiarity with the relevant literature and techniques;
- partially successful attempts to solve moderately difficult problems related to the subject material and to examine the material in a critical and analytical manner;
- basic competence in writing.

0-49 An unacceptable performance