



ACADIA
UNIVERSITY

SCHOOL OF EDUCATION

EDUC 4863/5183: ACQUISITION OF LANGUAGE

Online, Continuous Intake

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We acknowledge that we are in Mi'kma'ki, the ancestral and unceded territory of the Mi'kmaq People. This territory is covered by the "Treaties of Peace and Friendship" which Mi'kmaq and Wolastoqiyik (Maliseet) People first signed with the British Crown in 1725. The treaties did not deal with surrender of lands and resources but in fact recognized Mi'kmaq and Wolastoqiyik (Maliseet) title and established the rules for what was to be an ongoing relationship between nations.

School of Education faculty aim to model inclusive practices that welcome and anticipate diversity. We encourage all students to engage us in conversation about their learning so that strong and effective pedagogical relationships can be established. Formal procedures exist on campus to support students with documented disabilities to obtain assistive technology, note taking and tutorial services, and other accommodations related to additional time for exam writing and assignment extensions. If you wish to access these specific disability-related supports and services, we encourage you to contact accessible learning staff members by email at disability.access@acadiau.ca or to visit their office in Rhodes Hall. Further information can be found on the accessible learning website. If you have difficulty accessing this course outline template, please contact your faculty and/or disability services for support.



WHAT IS THE COURSE ABOUT?

Course Description

This course focuses on how language is acquired, and how different theories of language learning have shaped the way that teachers teach English as an additional language. There will be sociocultural, physiological, and psychological analysis of language acquisition. The course may be taken as part of the TESOL Certificate Program.

Instructor Information

Sharon Churchill has worked as an EAP and ESL instructor for over two decades in Canada and the UK. She has undergraduate degrees in Biology and Education, a Master of Applied Linguistics, and CELTA qualifications. She is the manager of the English Language Centre at Acadia. Sharon is also an actor, musician, and avid traveller.



Learning Intentions

The **learning intentions** of this course are:

1. Explore major influences on the study of language acquisition, including the fields of Structural Linguistics, Behaviorism, Cognitive Psychology, and Socio-Cultural frameworks.
2. Examine patterns of development in first and second language acquisition.
3. Explore and evaluate early models and modern theories which attempt to explain second language acquisition.
4. Discuss the influence that various factors have on second language acquisition, including psychological factors, age, and social context.
5. Use research and SLA theory to make informed decisions about how to teach and learn language most effectively.

Pre-Requisites

Although this course may be taken by all interested students, it is primarily designed to be taken with EDUC 4673 and 4683 (cross-listed with EDUC 5193 and EDUC 5693), which are part of the Acadia TESOL Certificate program, for those who wish to teach English as a second or foreign language.



HOW WILL TEACHING AND LEARNING HAPPEN?

Format

This is an asynchronous open-entry online course. This means that you can begin the course at any time and complete the work at your own pace within 6 months. If you require an extension beyond six months, please contact the registrar's office.

The course is comprised of H5P interactive lessons, background and extended reading and viewing materials, discussion forums and assignments. The reading and viewing materials may be used to provide background information prior to completing the lesson or may be used afterwards to clarify and extend topics covered in the lesson.

This course is designed to provide flexible learning options. You can choose to access background knowledge through a textbook, supplied readings, videos, or through internet searches of key terms and concepts. Lessons are interactive videos with subtitles. These lessons can also be downloaded as video files, audio files, and transcripts. Choose the format that works best for you. If you do not complete the standard interactive video lessons, let me know you have used a different format so that you can still receive credit for completing this part of the course.

Most assignments provide options for how you would like to express your learning. Options include written papers, audio recordings, and online formats. If you would like to take a different approach to any of the assignment to better suit your needs, please feel free to discuss this with me!

Time Management

There are 10 modules in this course, as outlined below in the course schedule. Each module is expected to take 3-6 hours of work. These hours might be divided as such:

- 1-2 hours to develop background knowledge and engaging in further topic exploration through reading, viewing, listening, searching, and discussing
- 1-2 hours to complete the interactive lesson
- 1-2 hours to work on assignments

These time frames are approximate and will depend on module expectations and the complexity or familiarity of the topic.

Learning Management System: ACORN

ACORN is the online learning environment at Acadia University School of Education. This is the system that will host the online learning materials and activities for this course.



Getting help with ACORN account.

It is important that you can access and use ACORN as part of your study in this course. To find out more about the features and functions of ACORN, and to practice using them, visit the <https://ltid.acadiau.ca/home.html>.

If something is not working as it should, contact uasupport@acadiau.ca.

Resources

Recommended readings

There is no required textbook for this course. The role of a textbook is not to provide a duplication of ideas found in the lectures, but to expand your understanding and interest. Therefore, if you like to learn with a textbook, it is important to have one that works for you. There are many introductory SLA textbooks that would provide you with an excellent grounding in this field. Below is a list of a few of my favourites. But not everyone likes being tied to one textbook. You can choose to purchase a text, or you can build your knowledge using the readings, videos and links supplied on Acorn.

*Lightbown, P. and Spada, N. (2013). *How Languages are Learned*. (4th Ed). Oxford University Press. - an approachable text for people new to the field.

*Saville Troike, M., and K. Barto (2017) *Introducing Second Language Acquisition* (3rd Edition). Cambridge University Press. - an approachable text for people new to the field.

Brown, H.D. (2014). *Principles of Language Learning and Teaching* [6thEd]. White Plains, NY: Pearson Education, Inc. - Well organized and clearly written with examples.

Hummel, K. (2014). *Introducing Second Language Acquisition: Perspectives and Practices*. Wiley Blackwell. - a little more in-depth than some, but still approachable for the general audience.

Ortega, L. (2008). *Understanding Second Language Acquisition*. Hodder Education. - the densest of the texts, and perhaps better suited for those looking for a deeper understanding

**These are the most popular texts. Suggested readings for each Module will be listed for these two books. These texts can be found in your favourite online bookstore. There is no obligation to buy any of these texts.*

Additional Resources

Additional readings, videos, and resources will be useful for this course to develop your knowledge and understanding of teaching and course-specific content. These resources are related to concepts brought up in the lecture. They may be studies directly referenced in the lecture or may have been included here to provide additional ideas connected to the topic of the module. If you are seeking sources of evidence to support your assessment work, you will find these readings a useful starting point.

These resources can be found linked in the Introduction Page of each module.



Course Schedule

MODULE	COURSE TOPICS	READINGS FROM RECOMMENDED TEXTS	REMINDERS/ASSIGNMENTS DUE
ISLA: Introducing Second Language Acquisition (Saville Troike & Barto) HLL: How Languages are Learned (Lightbown & Spada) (ADDITIONAL RESOURCES ARE FOUND ON ACORN)			
1	Introduction to Language Acquisition	ISLA Chapter 1	Online questionnaire and forums
2	Introduction to FLA	HLL Chapter 1	Discussion forum
3	Stages of FLA	HLL Chapter 1	Language Sample Analysis
4	The Nature of SLA	ISLA Chapter 2 & 6 HLL Chapter 4	Research Analysis Due
5	Early Models of SLA	ISLA Chapter 3 HLL Chapter 4	Discussion Forum
6	Linguistic/ Innate Factors	ISLA Chapter 3 HLL Chapter 2	Assignment Response 1
7	Psychological Factors 1: The Learning Process	ISLA Chapter 4	Discussion Forum
8	Psychological Factors 2: Differences between Learners	ISLA Chapter 4 HLL Chapter 3	SLA Theory Project Due
9	Age and the Critical period Hypothesis	ISLA Chapter 4 HLL Chapter 3	Discussion Forum
10	Social Factors	ISLA Chapter 5 HLL Chapter 4	Assignment Response 2



HOW WILL I BE ASSESSED?

Assessment Schedule

Assessment task	Date due	Percent weighting	Links to Course Learning Intentions
Online Participation (lessons, forums, questionnaires)	Throughout	10%	1,2,3,4,5
Language Sample Analysis	Module 3	10%	2
Research Analysis	Module 4	20%	4,5
Assignment Response 1	Module 6	20%	1,3,4,5
SLA Theory Project	Module 8	20%	3
Assignment Response 2	Module 10	20%	1,3,4,5

Philosophy of Assessment

This course attracts a diverse range of learners: from teachers in training, to those with decades of teaching experience; from undergraduate students to professionals looking for a new career. This course has been designed to help all learners to explore research, theories and perspectives that are meaningful and relevant to their own teaching and learning contexts and interests.

To respect the diversity of learners, assessments are designed to be flexible. Wherever possible, I provide multiple options in assessment topics so that you can make choices that best suit your context. Many questions are multi-directional, allowing you to select the best way to address the task based on your needs and interests. There is no standard format for many of the assignments, allowing you to express your ideas in a way that best suits you, whether through speaking, writing or something else.

By allowing for flexibility in action and expression, it is my hope that you will feel more motivated and engaged through the learning process. By giving you more choice and autonomy over your learning, I hope that you will work to achieve a high quality of performance and more significant and meaningful outcomes.



Assessment Details and Instructions

Assessment Task 1: Online Participation (lessons, forums, questionnaires)

Task Description

Each module contains a lesson. There are questions throughout the lessons to help confirm your understanding of key points.

You will also be asked throughout the course to contribute to online discussion forums related to topics discussed in the lesson. In your posts, you should answer the questions posed drawing on course materials, outside reading and/or your own insights and experiences.

Module 3 contains a quiz to help you review stages and developmental sequences of first language acquisition. You will have 2 attempts at this quiz.

Task length

Requirements for online discussion forums are posted within each forum. Discussion forum posts should typically be between 200-300 words. You will be asked to contribute one original post, one response or both. Please see each forum for specific guidelines.

Assessment Information

Lessons and quizzes are self-grading. Please note essay style questions within the lessons do not get submitted through Acorn. These questions are for your own personal reflection only. Please ensure that you submit all your answers at the end of each lesson by clicking "Submit" so that your grade can be recorded in the gradebook.

You will contribute a minimum of 10 times to discussion forum posts in this course. You will receive a grade for each complete post. A complete post is one that answers the questions posed drawing on course materials, outside reading and/or your own insights and experiences.

Due by date

Throughout



Assessment Task 2: Language Sample Analysis

Task Description

In this assignment you will perform a **Language Sample Analysis** of a young child's speech sample of 50-100 utterances.

- Count the number of morphemes per utterance and then calculate the MLU for the sample.
- Identify the morphemes, questions and negatives used and what stage they are.
- Conclude whether your findings (MLU and range of morphemes, questions, and negatives) seem appropriate given the age of the child (based on Brown's table and Stages of Syntactical Development tables).

The last section of our Lesson 3 focuses on how to do a Language Sample Analysis and gives an example of what a very short one would look like with notes about negatives and questions.

Extra resources can be found on Acorn to help you in this assignment including a handout of Stages of Syntactical Development and Guidelines for Counting Morphemes.

Assessment Information

Your grade (/10) will be based on the following:

1. Accuracy of morpheme counts (4 points)
2. Accuracy of morpheme, negatives, and question stages identification (4 points)
3. Your evaluation of whether your findings are appropriate based on the age of the child. (2 points)

Task Materials

Use the transcript found in Acorn. The first few lines of the transcript have been completed for you.

You may also choose to collect your own language sample (50-100 utterances) from a young child (~2-4 years old). Create your own transcript like the one provided on Acorn.

Submission Details

It is recommended to complete this assignment by filling in the Excel table that has been started for you. If you do not have access to Excel, you may use another application of your choice, or you may complete the assignment by hand and submit an image of your results.

Due by date

Module 3



Assessment Task 3: Research Analysis

Task Description

For your assignment, you will research an area of SLA of interest to you. You should investigate at least three different academic studies or reports found online (e.g., Google Scholar) or in a journal database (e.g., ERIC, Academic Search Premiere).

In your paper, you should

1. Analyse: Select relevant research and point out the most important findings/ arguments and draw conclusions about them.
2. Synthesize: Compare the findings of the various articles and explain connections, differences, and similarities, providing some explanation of the sources of difference between studies.
3. Make Real-World Connections: Apply the findings of this research to real-life situations (e.g., teaching or learning) and discuss other possible research that would be useful.

You may choose to investigate and expand on a topic covered in the course, or on a topic that was not discussed and is of relevance or interest to you. You may choose to focus on questions such as the following, depending on the nature of your topic:

- What kind of research has been done in this area already? What has this research revealed?
- How do the methods and/or findings compare with the methods used in other investigations of the same topic/phenomenon?
- Do you see any holes in the conclusions drawn by the researchers? Do you see any other ways of interpreting the results?
- What kind of research is missing in regard to this topic? Or what kinds of questions does it generate for you? How would you approach investigating this topic further?
- How is this topic relevant to your own teaching/ learning or to teaching/learning in general?
- How would you use this principle in the classroom? What practical applications are there to this area of research?
- How will your investigation shape your own teaching practice?
- What are your thoughts and reactions to this issue? What should/can be done about it?

Example Topics

- Use of memory strategies in learning vocabulary
- The role of aptitude in language learning
- Core versus Immersion programs
- Effects of parental feedback on L1 acquisition
- Effects of bilingualism on people with Alzheimer's
- Using Total Physical Response methods to teach grammar
- Linguistic Imperialism
- Gender differences in language learning
- Second/Foreign Language instruction for children with learning differences
- An examination of a difficulty noted in your own learning/teaching context



Assessment Information

The grade for this assignment will be based on your analysis, synthesis, and connection of ideas from research related to your topic, as well as the clarity of your communication (written or spoken).

	EXCEPTIONAL (2.5)	GOOD (2)	POOR (1)
1. Analyse: Examine relevant research and point out the most important findings/ arguments and draw conclusions about them.			
2. Synthesize: compare the findings of the various articles and explain connections, differences, and similarities			
3. Make connections: apply the findings of this research to real-life situations (e.g., teaching or learning)			
4. Communicate ideas clearly			

Task length

Written submission: 1000-1500 words

Audio submission: 8-10 minutes

Submission Details

You may submit this assignment as a written paper, audio recording, or in another format of your choice.

Due by date

Module 4



Assessment Task 4: Assignment Response 1

Task Description

This assessment is an opportunity for learning: for you to explore a topic, draw insights from your background academic and life experience, inform yourself with well-researched perspectives, and make connections to your own teaching or learning situation, real or hypothetical.

Please choose **2 of the questions** below. You can use course materials and your own ideas to help you answer the questions, but also support your ideas with outside sources.

1. Consider the differences between Child FLA and Adult SLA. What advantages do children have over adults in their learning? What advantage do adults have? What implications does this have in your teaching? Consider a range of aspects in your discussion, including initial states, learning conditions and processes, expectations of interlocutors (people the learner speaks with), types of input, amount, and type of feedback, etc.
2. Compare two contrasting definitions of "language"; for example, one definition from a linguistics textbook, and one from a dictionary. Why are there differences between these definitions? What frameworks (linguistic, psychological, social) are represented? Write your own 25-word-or-less definition that reflects your ideas of "language" and explain why you think it is a good definition.
3. The construct of "success" in language learning can be difficult to define. How does research define it? How would YOU define it? Does it depend on the context or the learner? How would you know if you were a successful language learner? How does the way we define the construct of "success" determine the way we teach and learn language?
4. It is postulated that younger learners are probably more successful in informal and naturalistic learning contexts, and older learners are more successful in formal instructional settings. Do you agree or disagree? Use your own experience combined with theoretical support to make your argument.
5. Each module has links to several articles for further reading. Choose one to examine closely. What questions did it try to answer? What were the answers? How did this article challenge your thinking or increase your understanding of the field of SLA? What insights can you draw from your reading that you could apply to your own teaching or learning context?



Assessment Information

Exceptional (9 - 10): An exceptional grade is given for a response that demonstrates a thorough knowledge of all relevant concepts. The response is complete in content and presented in a clear, coherent, and effective manner, drawing on insights, experience **and** relevant sources as applicable. In addition, an exceptional response adds something novel and original which distinguishes it from other responses.

Excellent (8): An excellent grade is given for a response that demonstrates a thorough knowledge of all relevant concepts. The response is complete in its content, with a clear and coherent presentation designed to communicate effectively.

Very Good (7): A very good grade is given for a response that demonstrates a thorough knowledge of relevant concepts. The response is largely complete in its content and clearly presented. However, some minor aspect of the assignment which may pertain to content or effective communication is lacking.

Good (6): A good grade is given for a response that demonstrates adequate knowledge of relevant concepts. However, the response is incomplete as some substantive aspect of the assignment has been overlooked. In addition, there are difficulties with effective communication.

Satisfactory (5): A satisfactory grade is given for a response that demonstrates basic knowledge of relevant concepts. A substantive aspect of the assignment has been overlooked. In addition, the difficulties with effective communication result in a lack of clarity such that readers or listeners struggle to get the information.

Nonredeemable Failure (0-4): A non-redeemable failure demonstrates an unacceptable level of knowledge of concepts to satisfy the requirements of an assignment or course.

Task length

Select two questions. Write a 400–500-word (3-4 minute) response for each question.

Due by date

Module 6

Submission Details

You can put both responses in the same document /audio file and submit directly to Acorn.



Assessment Task 5: SLA Theory Project

Task Description

We have lots of theories about the world around us: Einstein's Theory of Relativity, Darwin's Theory of Evolution, and so on. What these theories all have in common is that they attempt to explain natural observable phenomena. The field of second language acquisition is filled with theories as well. These theories help try to explain patterns in language learning behaviour.

In this project, you will present background information about one modern theory of second language acquisition, its strengths and criticisms, findings in research, and its classroom applications. With your chosen theory of SLA, you will

1. Describe the principles behind the theory
2. Explain how this theory accounts for at least three (of 7) of the observable phenomena in SLA. See Module 4
3. Critique the theory, discussing the strengths and weaknesses of the theory
4. Give a short summary of how this theory has been applied to/ used in research, highlighting relevant findings (investigate 1 or 2 studies from an academic journal)
5. Discuss the practical applications for this theory in the classroom by citing general principles and specific examples
6. Discuss how this theory would explain why some language learners are more successful than others
7. Provide a list of your references

You may choose one theory from the list below to discuss or select a theory of your own.

- Sociocultural Theory (Lantolf, Vygotsky)
- Interaction Hypothesis (Long, 1996)
- Output Hypothesis (Swain 1985, 1995)
- Activity Theory (Leontev, 1987)
- Processability Theory (Pienemann, 1998)
- Universal Grammar in relation to SLA
- Accommodation Theory
- Acculturation Theory (Schumann, 1978)
- Complexity Theory
- Connectionism

In Module 5 we examined Krashen's Monitor Model. In Module 7 we examined the Information Processing Theory. In both lessons we addressed all the topics above. You can use relevant parts of these lessons as a model for your own theory project.



Assessment Information

The grade for this assignment will be based on your description, analysis, critique, and application of your chosen theory, as well as the clarity of your communication (written or spoken).

	With excellence (9-10 pts)	Meets objectives (7-8 pts)	Needs work (1-6 pts)
Describe the principles behind the theory.			
Explain how this theory accounts for at least three (of 7) of the observable phenomena in SLA.			
Critique the theory, discussing its strengths and weaknesses.			
Give a short summary of how this theory has been applied to/ used in research.			
Discuss the practical applications for this theory in the classroom by citing general principles and specific examples.			
Discuss how this theory would explain why some language learners are more successful than others.			
Clarity of communication			

Task length

If this is a written paper or website, sections 1-6 should be about 400-500 words long each. A presentation should generally be about 20 - 25 slides **with** additional narration or annotations (notes).

Due by date

Module 8

Submission Details

This information can be presented in the form of a wiki, graphic newsletter, narrated or annotated presentation, written paper, or as a live online presentation. You may work alone or with others on this project.



Assessment Task 6: Assignment Response 2

Task Description

This assessment is an opportunity for learning: for you to explore a topic, draw insights from your background academic and life experience, inform yourself with well-researched perspectives, and make connections to your own teaching or learning situation, real or hypothetical.

Please choose 2 of the questions below. You can use course materials and your own ideas to help you answer the questions, but also support your ideas with outside sources.

1. In Module 7, we examined how the theory of Information Processing can explain some of the seven observable phenomena of SLA (systematicity, variability, etc). Now examine either Connectionism or Complexity Theory. How could you explain some of the observable phenomena of SLA using this theory? Choose two or three phenomena to discuss.

2. Explain one (1) psychological/affective factor discussed in this module and how it relates to language learning and teaching: integrative motivation, instrumental motivation, field dependence, field independence, preference for inductive/inductive reasoning, anxiety, self-confidence, tolerance for ambiguity, or impulsivity. Your response should consist of these main parts:

- A brief description of your psychological/affective factor.
- A short example/ case study of a student (real or fictional) and how this psychological/affective factor applies to his/her learning situation. (i.e., how does it help or hinder her/his learning? How could this learner learn most effectively in regard to this factor?)
- A general description of how use of this psychological/affective factor can be used (or encouraged/discouraged) in a language classroom to promote learning. (e.g., types of activities/methods/learning arrangements that could be used.)

3. What is the best age to start learning a second language? What would be the most effective way to run a French Second Language program in a primarily English environment? Do a quick investigation of research on immersion programs or childhood sequential bilingualism to help you answer this question.

4. Revisit the list of "Popular Opinions about Language Learning and Teaching" that we looked at during Module 1 of the course. Choose 2 or 3 of these opinions to discuss. Now that you have learned more about language acquisition, have your original opinions been confirmed or changed? How? Use support from your text and other sources to provide a basis for your response.

5. Develop a 50-minute lesson plan for a group of learners of your choice. Keep the description of the lesson to the bare minimum. In the main part of the assignment, give a thorough rationale for why you have chosen the activities you did, and how this lesson is supported by current theories and practices in SLA. You may wish to discuss some of the socio-cultural, psychological, and linguistic factors that are involved during these activities, or how you would need to limit or promote them.



6. There are many different apps available to help you learn languages. Try out a language learning app for about a week or so (in any language). Give a critique of the app. Based on your understanding of SLA theories and concepts, what principles of SLA are being used? How could you improve the app? (Suggestions, but not necessarily recommendations: Duolingo, Busuu, Rosetta Stone, Babbel, etc.)

7. What are your thoughts on World English and the spread of English as an International Language? Answer any of the following questions or take the discussion in a direction of your own.

- What should the goal of English Language teaching be in our multi-lingual/multi-cultural context? Should we use Native Speaker norms, aim for intelligibility in communication, something else?
- Are English language teachers promoters of linguistic imperialism? Or do they give learners access to a very important linguistic tool that helps individuals and economies to develop and compete globally?
- Does the global spread of the English language threaten local languages, cultures, and identities? Do these need to be safeguarded? Is the dominance of English online a threat?

Assessment Information

Exceptional (9 - 10): An exceptional grade is given for a response that demonstrates a thorough knowledge of all relevant concepts. The response is complete in content and presented in a clear, coherent, and effective manner, drawing on insights, experience **and** relevant sources as applicable. In addition, an exceptional response adds something novel and original which distinguishes it from other responses.

Excellent (8): An excellent grade is given for a response that demonstrates a thorough knowledge of all relevant concepts. The response is complete in its content, with a clear and coherent presentation designed to communicate effectively.

Very Good (7): A very good grade is given for a response that demonstrates a thorough knowledge of relevant concepts. The response is largely complete in its content and clearly presented. However, some minor aspect of the assignment which may pertain to content or effective communication is lacking.

Good (6): A good grade is given for a response that demonstrates adequate knowledge of relevant concepts. However, the response is incomplete as some substantive aspect of the assignment has been overlooked. In addition, there are difficulties with effective communication.

Satisfactory (5): A satisfactory grade is given for a response that demonstrates basic knowledge of relevant concepts. A substantive aspect of the assignment has been overlooked. In addition, the difficulties with effective communication result in a lack of clarity such that readers or listeners struggle to get the information.

Nonredeemable Failure (0-4): A non-redeemable failure demonstrates an unacceptable level of knowledge of concepts to satisfy the requirements of an assignment or course.

Task length

Select two questions. Write a 400–500-word (3-4 minute) response for each question.



Due by date

Module 10

Submission Details

You can put both responses in the same document /audio file and submit directly to Acorn.



HOW ARE MY RESULTS DETERMINED?

How your Final Result is determined

To pass this course, you need to demonstrate your attainment of each of the Learning Intentions. The range of grades available for assignments in this course and the final result in this course are:

Raw Score	Letter Grade	Grade Point Value	Grade Description
90 - 100	A+	4.33	Outstanding performance, demonstrating complete and comprehensive understanding of the subject matter, concepts, skills and application.
85-89	A	4.00	Excellent performance, indicating a superior grasp of subject matter and concepts; development of relevant skills and application to a high level.
80-84	A-	3.67	
77-79	B+	3.33	Good performance, indicating thorough understanding of subject matter and concepts; development of relevant skills and application to a fairly high level.
73-76	B	3.00	
70-72	B-	2.67	Minimum adequate performance in a graduate course
Failure: Unsatisfactory performance. Academic options for students receiving less than a B- grade in a graduate course are outlined in the 2021-2022 Acadia University Calendar (page 39) See: https://registrar.acadiau.ca/files/sites/registrar/pdfs/Academic_Calendars/calendar_final.pdf			



WHAT OTHER POLICIES/PROCEDURES SHOULD I KNOW ABOUT?

There are several other policies and procedures that you should be aware of relating to requesting extensions, review of results, course completion and program continuation, attendance, children in class, cancelling class, concerns, and complaints, as well as academic integrity.

These are found at the following [link](#).

Statement of Inclusivity

Acadia University is committed to becoming a culturally safe and anti-oppressive community. This can only be achieved where there are simultaneous efforts to eliminate all forms of discrimination and harassment from our campus community, including the elimination of all discrimination, harassment and violence based on one's identity, including but not limited to, gender, race, class, ethnicity, sexual orientation, disability, gender identity, gender expression, and Indigeneity.

The Equity, Diversity and Inclusion Officer is available to students, staff, and faculty. The fundamental objective of the Equity Office is to prevent discrimination, sexual harassment, and personal harassment from occurring, in part by managing [Acadia's Policy Against Harassment and Discrimination](#). For more information, as well as for resources for students who believe they may have experienced or witnessed discrimination, sexual harassment, or personal harassment please contact Acadia's Equity, Diversity and Inclusion Officer, Polly Leonard, MSW, RSW (she/her/hers) at equity@ACADIAU.CA, and check out the [website](#).

Faculty of Education courses take place in learning environments that are inclusive of gender identity, gender expression, sex, race, ethnicity, class, sexual orientation, ability, age, etc. Learners and educators expect to be always treated respectfully and in all interactions. Non-sexist, non-racist, non-homophobic, non-transphobic and non-heterosexist language is expected in Faculty of Education classes, course content, discussions, and assignments.

WHAT STUDENT SUPPORTS ARE THERE AT ACADIA?

There are a number of student supports at Acadia for you to access if necessary, including, but not limited to accessible learning services, the writing centre, the indigenous gathering space and resource centre, the women's centre, the equity office, the black student employment and cultural navigator, spiritual wellness, services regarding 2SLGBTQI+, and mental health support services.

The most up to date list is found on our website at the following [link](#).

