# THE UNIVERSITY OF BRITISH COLUMBIA

Department of Central, Eastern, and Northern European Studies

# Syllabus for GMST_V 505 - 201

## The Acquisition of German as an Additional Language

### Acknowledgement

Ich möchte hiermit die xʷməθkʷəy̓əm (Musqueam) würdigen, die dieses Land und diese Gewässer seit Jahrtausenden pflegen und respektieren und auf dem sie seit Jahrtausenden gelebt, gelehrt, gelernt und gewirkt haben und das sie nie verkauft oder anderswie abgegeben haben. Ich möchte mich bei den xʷməθkʷəy̓əm für die Pflege unserer Umwelt bedanken. Ebenso dafür, dass ich als ungebetener Gast auf diesem Land, an diesen Gewässern arbeiten, lehren und lernen darf. Ich bin mir bewusst, dass dies nur aufgrund historischen Genozids und andauernder Kolonialisierung Indigener Völker in Kanada möglich ist.

As a learning community and as individuals, we will consider our presence on this territory, and, further, how we might support efforts to protect Indigenous rights and Indigenous land rights.

### Course Information

| Course Title | Course Code Number | Credit Value |
|---|---|---|
| The Acquisition of German as an Additional Language | GMST_V 505 - 201 | 3 Credits |

### Prerequisites and Corequisites

This course is restricted to graduate students

### Contacts: Your Instructor

| Course Instructor | Contact Details | Office |
|---|---|---|
| Dr. Caroline Rieger | carolin@mail.ubc.ca & caroline.rieger@ubc.ca | Buchanan Tower 923 |

My name is Caroline Rieger. Please call me Caroline. I've been teaching German for over 25 years, and I'm also a researcher in applied linguistics. I grew up in rural Luxembourg (close to the Belgian border) and started speaking German at age 3; it wasn't until I was 14 that I began learning English.

### Office Hours

Although, I have not set aside a specific time for office hours this term, you are more than welcome (and encouraged!) to visit me in my office with any questions you might have about the course, readings, your assignments or any topic related to German. I look forward to meeting and getting to know each of you.

If you want to make sure that I am available, please make an appointment. Send me an email with two to three suggested time slots that work for you (in person or via Zoom) — evening hours are fine if Zoom meetings work for you.
I check my email Monday to Friday (and occasionally on weekends).

## Meeting Times and Place

505-201 Tuesday 1400 – 1700 in BUCH Tower 999

## Course Structure and Learning Activities

This seminar is conducted mostly in English, occasionally in German. At its core are active learning activities, such as pair, small group and whole class discussions, individual, pair, and small group interactive learning activities and student teaching, referred to as peer teaching. Lecturing is kept to a minimum. Homework assignments will include weekly readings and written assignments, including reflections on your learning and progress. Occasional homework assignments might include literature searches material/ data searches.

The quality of the education you receive as well as your ultimate performance in this course will depend on the amount and quality of your own effort (including the frequency and quality of your work outside of the classroom). The class will complement, but not replace your independent reading, practicing and studying.

## Course Description

GMST 505 is designed to introduce theoretical, critical and current issues in additional (second/foreign) language acquisition (SLA) and teaching as it relates to German as an additional language. Areas covered include learning theories, additional (second/ foreign) language acquisition theories and pedagogical approaches, inter/transcultural aspects of additional language acquisition and critical aspects of teaching a colonial language, including indigenization/decolonization.

Further topic/ different topics can be included and could come from, but are not limited to these areas: include learner characteristics, learning awareness, assessment of student learning (incl. feedback), course and curriculum development, lesson planning and time management, AI, "new" technologies/social media and other teaching tools, teaching philosophies and teaching portfolios.

## Learning Outcomes

With regular attendance, preparation, active participation, and completion of every assignment – you will be able to:

1. actively engage with and evaluate learning theories and language acquisition theories;
2. critically discuss, evaluate and apply pedagogical approaches; critically evaluate your actions as a (future) instructor;
3. create language and learning awareness in your learners;
4. hone your instructional skills;
5. critically reflect on and articulate your progress and your increasing instructional skills.

Additional learning outcomes depend on your interests and engagement with the course materials, your peer teaching and the topics chosen for these projects.

## Learning Materials

**1.** A selection of book chapters and research papers that are available online through UBC library, including *Research-Driven Pedagogy: Implications of L2A Theory and Research for the Teaching of Language Skills* (2020) edited by Nihat Polat, Tammy Gregersen, and Peter D. MacIntyre.

**2.** Researching and locating additional materials is part of the learning activities in this course.

## Assessments of Learning: Overview and Details

| | | |
|---|---|---|
| Active participation | | 10% |
| Weekly reading & reading assignment | | 15% |
| SLA Instruction (Peer Teaching I) | | 10% |
| German Language Instruction (Peer Teaching II) | | 5% |
| Learning Journal | | 50% |
| Weekly entries (submitted bi-weekly) | 30% | |
| Final entry | 20% | |
| Self evaluation | | 10% |

**Active participation (10%)** addresses LO 1, 2, 3

Regular and punctual attendance (with your learning materials, notes and questions), preparation and active participation are expected. Active participation includes initiative taking, willingness to communicate, volunteering answers, asking questions, contributing to pair and group work, and being supportive of others. Students are graded on a five-point scale as outlined in the following table.

| Mark | Category | Participation Criteria |
|---|---|---|
| 5 | Outstanding | Continually encouraging and supportive of others. Continuously engaged in classroom activities. Active leadership role in class. Volunteers information and facilitates the learning of others. Punctual and complete attendance. Excellent attitude and effort. |
| 4 | Very Good | Demonstrates leadership and active support with peers. Consistent and punctual attendance. Positive attitude and high level of effort. |
| 3 | Adequate | Works well with others, willing to contribute toward class discussion. Occasionally late and/or absent. Satisfactory effort and attitude. |
| 2 | Minimal | Only occasional contribution given during class. Frequently late and/or absent. Motivation and initiative low. Minimal effort. |
| 0-1 | Poor | Little to no contribution during class. Poor punctuality and attendance record. Attitude, participation and effort do not meet acceptable standard. |

**Weekly readings and reading assignments (15%)** addresses LO 1, 2, 3

Your reading assignments will be contract graded, i.e., you will receive 100% (or 15 out of 15) of the grade for completing them on time. You will receive 80% of the grade for completing them a day late (before class). Completing them after class will result in 50%.

**Peer teaching I** addresses LO 3 and 4

In March, you will plan, prepare and execute a short lesson (ca. 50 minutes) on a SLA related pedagogical topic. This short lesson is to include specific learning goals, an introduction, active learning activities, a conclusion. Additional parts can be included. Leaving out parts needs to be justified from a pedagogical perspective. Two days before the peer teaching, your lesson plan will be submitted. No later than a week after the peer teaching session, a report with the same lesson plan, critical reflections on the preparation process and the execution will be submitted. It is recommended that the report become a part of the learning journal.

Topics to be taught are chosen from chapters 5 (Writing Skills), 6 (Grammar Skills), 7 (Vocabulary Skills), 9 (Nonverbal Communication Skills) of *Implications of Research-Driven Pedagogy: Implications of L2A Theory and Research for the Teaching of Language Skills* edited by Nihat Polat, Tammy Gregersen, and Peter D. MacIntyre. Submit your topic choices no later than January 20, 2026.

Peer Teaching I is evaluated for preparation, relevance of content, organization of lesson 2/5; effectiveness of learning activity/activities (incl. engagement) 1/5; time keeping 0.5/5; and evidence of critical reflections (on preparation, teaching, peers' engagement) 1.5/5.

**Peer teaching II** addresses LO 1, 2 and 4

In April, you will plan, prepare and execute a short lesson (25-30 minutes) on a German concept. This short lesson is to include a specific learning goal, an introduction of the concept, an active learning activity (practice), a conclusion. Additional parts can be included. Leaving out parts needs to be justified from a pedagogical and/or theoretical perspective. Include reflections on your peer teaching in your journal. Two days before the peer teaching, your lesson plan will be submitted. No later than a week after the peer teaching session, a report with the same lesson plan, critical reflections on the preparation process and the execution will be submitted.

Here is a list from which to choose a concepts to be taught:
1 Konjunktiv II
2 Indirekte Rede
3 Passiv
4 Erweiterte Partizipien
5 Partizipialsätze
Feel free to choose a different topic; please discuss this with me. Submit your topic choices no later than March 17, 2026.

Peer Teaching II is evaluated for preparation, relevance of content, organization of lesson 2/5; effectiveness of learning activity/activities (incl. engagement) 1.5/5; and evidence of critical reflections (on preparation, teaching, peers' engagement) 1.5/5.

**Learning journal** addresses LO 1, 2, 3 and especially 5

Throughout the term, you will engage in reflection on learning, (language) instruction and your own progress as a learner and an instructor. You will document these

reflections in journal entries. They include entries on pre-reading exercises (What questions and expectations do you have when it comes to the text you are about to read? What gap might it fill in your knowledge?); reading exercises (What is unclear? Are there any surprises? — Also consider keeping track of relevant information through highlighting or other means that you would not include in your journal — And post-reading exercises/reflections (Were your questions answered? Your expectations fulfilled? What do you consider most relevant? What would you like to remember?) Please note that the 3 to 5 most relevant points from each reading while entered in your journal as part of the post-reading reflections, will also be submitted as an assignment on Canvas (see schedule). Other parts of your journal include brief post-seminar reflections (What was most noticeable/salient to you during the seminar? What was helpful/unhelpful? What would you like to remember?); reflections on all assignment preparations and executions; reflections on anything related to learning/teaching that you encounter during the term outside of GMST 505 that you would like to remember/find noteworthy.

**Your very first journal entry** (the one for the first week) also documents who you are as an instructor and learner at the beginning of the seminar, including a summary of your teaching experience, your knowledge and beliefs about post-secondary (language) instruction. You will also list your personal learning goals for the seminar and questions that you have about learning and teaching.

**Your final journal entry consists of a reflective essay (15%)** (ca. 3000 words) outlining your overall learning and instruction progress including critical reflections on your development. For detailed instructions see Canvas.

All journal entries are evaluated for punctual submission 0.5/5; presentation of content 0.5/5; completeness of content 1/5; relevance of content 1.5/5 and evidence of critical reflections 1.5/5.

**Self evaluation (10%)** addresses all LO

At the end of the term after your final learning journal entry has been written, you will evaluate your learning progress. This section is part of the word count of the essay. For details see Canvas.

## Course Schedule

Please note that all assignments will be submitted on Canvas

| | Class/Due Date | Topic & materials | Assignments |
|---|---|---|---|
| W1 | **JAN 6** | Welcome & Introduction | |
| W2 | JAN 11 | Erstspracherwerb S. 1–8 [Rieger 2011, available on Canvas] | Reading<br>—Submit (before midnight for 100% of the grade) the 3 to 5 main points from the reading |

| | Class/Due Date | Topic & materials | Assignments |
|---|---|---|---|
| | **JAN 13** | Erstspracherwerb | |
| W3 | JAN 18 | Erstspracherwerb S. 8–21 [Rieger 2011, available on Canvas] | Reading and journaling<br>—Submit Journal Entries for Weeks 1 & 2 (JAN 5—17)<br>—Submit the 3 to 5 main points from the reading |
| | **JAN 20** | Erstspracherwerb | —Submit topic for Peer Teaching I |
| W4 | JAN 25 | L2 Reading<br>[3 Theory-Guided Reading Instruction in Second-Language Classrooms by Keiko Koda in Polat et al. 2020, pp. 35—54 ] | Reading and journaling<br>—Submit the 3 to 5 main points from the reading |
| | **JAN 27** | L2 Reading | |
| W5 | FEB 1 | L2 Speaking<br>[4 Teaching and Researching Speaking Skills by Jimin Kahng in Polat et al. 2020, pp. 55—75.] | Reading and journaling<br>—Submit Journal Entries for Weeks 3 & 4 (JAN 18—31)<br>—Submit main points from the reading |
| | **FEB 3** | L2 Speaking | |
| W6 | FEB 8 | L2 Listening<br>[2 Teaching and Researching Listening Skills by Rebecca Oxford in Polat et al. 2020, pp. 10—34.] | Reading and journaling<br>—Submit main points from the reading |
| | **FEB 10** | L2 Listening | |
| | FEB 15-21 | BREAK | |
| W7 | FEB 22 | Peer Teaching I: L2 Writing & Grammar Skills [Chapters 5 and 6 of Polat et al. 2020] | Peer Teaching Prep and journaling<br>—Submit Journal Entries for Weeks 5 & 6 (FEB 1—14)<br>—For those peer teaching on the 24th: Submit lesson plan |
| | **FEB 24** | Peer Teaching I: L2 Writing & Grammar Skills | |
| W8 | MAR 1 | Peer Teaching I continued: Vocabulary Skills & Nonverbal Communication Skills [Chapters 7 and 9 of Polat et al. 2020] | Peer Teaching Prep and journaling<br>—For those peer teaching on the 3rd: Submit lesson plan |
| | **MAR 3** | Peer Teaching I continued: Vocabulary Skills & Nonverbal Communication Skills | —For those peer teaching on the 24th: Submit your Peer Teaching I Report |

| | Class/Due Date | Topic & materials | Assignments |
|---|---|---|---|
| W9 | MAR 8 | L2 Pronunciation<br>[8 Teaching and Researching Pronunciation Skills by Laura Mahalingappa & Nihat Polat in Polat et al. 2020 pp. 145—166.] | Reading and journaling<br>—Submit Journal Entries for Weeks 7 & 8 (FEB 22 —MAR 7)<br>—Submit main points from the reading |
| | **MAR 10** | L2 Pronunciation | —For those peer teaching on the 3rd: Submit your Peer Teaching I Report |
| W10 | MAR 15 | L2 Pragmatics<br>[10 Teaching and Researching Pragmatics and Willingness to Communicate Skills: Theory- & Research-Based Practices by MacIntyre et al. in Polat et al. 2020, pp. 188—211.] | Reading and journaling<br>—Submit main points from the reading |
| | **MAR 17** | L2 Pragmatics | —Submit topic for Peer Teaching II |
| W11 | MAR 22 | Decolonizing German Studies Criser & Malakaj (2020) (Eds.), Diversity and Decolonization in German Studies (Introduction pp. 1–22)] | Reading and journaling<br>—Submit Journal Entries for Weeks 9 & 10 (MAR 8 — 21)<br>—Submit main points from the reading |
| | **MAR 24** | Decolonizing German Studies | |
| W12 | MAR 29 | Ubuntu Translanguaging and Social Justice (2019) by Monica Shank Lauwo, in Avineri et al. (Eds.), *Language and Social Justice in Practice* pp. 88-96. | Reading and journaling<br>—Submit main points from the reading |
| | **MAR 31** | Translanguaging | |
| W13 | APR 5 | Peer Teaching II | Prepare Peer Teaching II and journaling<br>—Submit Lesson Plan<br>—Submit Journal Entries for Weeks 11 & 12 (MAR 22 —APR 4) |
| | **APR 7** | Peer Teaching II | |
| | | | |
| | APR 14 | | Submit your Peer Teaching II Report |
| | APR 18 | | Submit Final Journal Entry: Reflective Essay & Self-Evaluation |
| | In case you need an extension, please request one before the end of April 16, 2026. Thank you. | | |

**Readings** (In the order used)

Rieger, Caroline (2011) Erstspracherwerb: Die wichtigsten Theorien des Erstsprach-erwerbs. *Manuskript*.

Polat, Nihat, Gregersen, Tammy, & MacIntyre, Peter D. (eds.) (2020) *Research-Driven Pedagogy: Implications of L2A Theory and Research for the Teaching of Language Skills.* Routledge.

Criser, Regine, & Malakaj, Ervin (2020) Introduction: Diversity and Decolonization in German Studies In R Criser & E. Malakaj (Eds.), *Diversity and Decolonization in German Studies* (pp. 1–22). Palgrave Macmillan. https://doi.org/10.1007/978-3-030-34342-2_1, https://doi.org/10.1007/978-3-030-34342-2_1

Shank Lauwo, Monica (2019) Ubuntu Translanguaging and Social Justice. In Avineri et al. (Eds.), *Language and Social Justice in Practice* (pp. 88–96). Routledge.

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Von Esch, Kerry Soo, Motha, Suhanthie, & Kubota, Ryuko (2020). Race and language teaching. *Language Learning 53*(2), 391–421. https://doi.org/10.1017/S0261444820000269

Johnson, Eric J. (2019) A Critical Interrogation of the "Language Gap". In Avineri et al. (Eds.), *Language and Social Justice in Practice* (pp. 97–105). Routledge.

**Further reading choices**

Barkhuizen, Gary Patrick, & Strauss, Pat(2020). *Communicating identities*. Routledge. https://doi.org/10.4324/9781315100630

Bryant, Andrea D., Neuman, Nichole M., Gramling, D., & Malakaj, Ervin (2021). Announced but Not Enacted: Anti-Racist German Studies as Process. *Applied Linguistics 42*(2), 347–354. doi:10.1093/applin/amz057

Criser, Regine, & Malakaj, Ervin (Eds.) (2020) *Diversity and Decolonization in German Studies*. Palgrave Macmillan. https://doi.org/10.1007/978-3-030-34342-2_1

Deardorff, Darla K.(2020). *Manual for Developing Intercultural Competencies. Story Circles*. Routledge. https://doi.org/10.4324/9780429244612

Ellis, Rod, & Shintani, Natsuko (2014). *Exploring Language Pedagogy through Second Language Acquisition*. Routledge.

Giorgis, Paola (2018). *Meeting Foreignness : Foreign Languages and Foreign Language Education as Critical and Intercultural Experiences.* Lexington Books. https://ebookcentral.proquest.com/lib/ubc/detail.action?docID=5570882

Henderson, Kathryn I., Lina Martín-Corredor and Genevieve Caffrey. (2019) Issues of Equity in Dual Language Bilingual Education. In Avineri et al. (eds), *Language and Social Justice in Practice* (pp. 97–105). Routledge.

Jackson, Jane (2018). *Interculturality in International Education. Routledge*. https://doi.org/10.4324/9780429490026

Jackson, Jane (Ed.) (2012). *The Routledge Handbook of Language and Intercultural Communication*. Routledge. https://doi.org/10.4324/9780429244612

Klyukanov, Igor E.(2020). *Principles of Intercultural Communication. Routledge*. https://doi.org/10.4324/9780429353475

Liddicoat, Anthony J., & Scarino, Angela (2013). *Intercultural Language Teaching and Learning*. Wiley-Blackwell. https://doi.org/10.1002/9781118482070

Loewen, Shawn(2020). *Introduction to Instructed Second Language Acquisition*, 2nd ed. Routledge. https://doi.org/10.4324/9781315616797

Loewen, Shawn, & Sato, Masatoshi (Eds.) (2017). *The Routledge Handbook of Instructed Second Language Acquisition*. Routledge. https://doi.org/10.4324/9781315676968

Mintzes, Joel J. (2020). From constructivism to active learning in college science. In J. J. Mintzes & E. M. Walter(Eds.), *Active Learning in College Science* (pp. 3–12). Springer Nature.

Moeller, Aleidine J., Faltin Osborn, & Sarah R.(2014). A Pragmatist Perspective on Building Intercultural Communicative Competency: From Theory to Classroom Practice. *Foreign Language Annals, 47*(4), 669–683. DOI: 10.1111/flan.12115

Phipps, Alison (2019). *Decolonising Multilingualism: Struggles to Decreate*. Writing without borders. Multilingual Matters. https://doi.org/10.21832/PHIPPS4054

Phipps, Alison, & Guilherme, Maria Manuela (Eds.) (2004). *Critical Pedagogy. Political Approaches to Languages and Intercultural Communication.* Multilingual Matters. https://doi.org/10.21832/9781853597541

Pirbhai-Illich, Fatima, Pete, Shauneen, & Martin, Fran (Eds.) (2017). *Culturally Responsive Pedagogy. Working towards Decolonization, Indigeneity and Interculturalism*. Palgrave Macmillan. https://doi.org/10.21832/9781853597541

Rieger, Caroline (2009). Kooperative Kommunikations- und Konversationsübungen im Fremdsprachenunterricht. *Fremdsprache Deutsch 41*, 35–41.

Reinders, Hayo and Stockwell, Glenn (2017). Computer-Assisted SLA. In Shawn Loewen & Sato Masatoshi (Eds.), *The Routledge Handbook of Instructed Second Language Acquisition* (pp. 361–375). Routledge. https://doi.org/10.4324/9781315676968

Sato, Masatoshi, & Loewen, Shawn(2019). *Evidence-Based Second Language Pedagogy: A collection of Instructed Second Language Acquisition Studies*. Routledge. https://doi.org/10.4324/9781351190558

Schreiber, Brooke R.(2019). “More Like You”: Disrupting Native Speakerism Through a Multimodal Online Intercultural Exchange. *TESOL Quaterly, 53*(4), 1115–1138. https://doi.org/10.1002/tesq.534

Von Esch, Kerry Soo, Motha, Suhanthie, & Kubota, Ryuko (2020). Race and language teaching. *Language Learning 53*(2), 391–421. https://doi.org/10.1017/S0261444820000269

Weber, Silja, Randall, Amanda, Neumann, Nichole M. et al. (2021) Decolonizing German Studies Curricula: A Report from the 2019 GSA Seminar. *German Studies Review 44*(1), 155–166. https://doi.org/10.1353/gsr.2021.0008

*This article and the special issue of Language and Intercultural Communication that it introduces seems only indirectly related to our core focus, nonetheless it is crucially relevant:* Ladegaard, Hans J. and Phipps, Alison(2020) Intercultural research and social activism. *Language and Intercultural Communication 20*(2), 67–80. https://doi.org/10.1017/14708477.2020.1729786

## University and Course Policies

*Feel free to discuss any of these with me.*

UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions.

Details of the policies and how to access support are available on **the UBC Senate website.**

### Academic Concessions

If you miss marked coursework for the first time (assignment, exam, presentation, participation in class) and the course is still in-progress, speak with me immediately to find a solution for your missed coursework. Any concessions that will result in a change to the student record will be referred to the Faculty of Graduate and Postdoctoral Studies for evaluation.
If this is not the first time you have requested concession or classes are over, please consult the Faculty of Graduate and Postdoctoral Studies’ webpage on academic concession [https://www.grad.ubc.ca/policies/course-registration], and then contact me where appropriate.

### Academic Integrity

The academic enterprise is founded on honesty, civility, and integrity. As members of this enterprise, all students are expected to know, understand, and follow the codes of conduct regarding academic integrity. At the most basic level, this means submitting only original work done by you and acknowledging all sources of information or ideas

and attributing them to others as required. This also means you should not cheat, copy, or mislead others about what is your work. Violations of academic integrity (i.e., misconduct) lead to the breakdown of the academic enterprise, and therefore serious consequences arise and harsh sanctions are imposed. For example, incidences of plagiarism or cheating may result in a mark of zero on the assignment or exam and more serious consequences may apply when the matter is referred to the Office of the Dean. Careful records are kept in order to monitor and prevent recurrences. A more detailed description of academic integrity, including the University's policies and procedures, may be found in the UBC Calendar: Student Conduct and Discipline.

Students might additionally consult the Academic Integrity Hub here: https://academicintegrity.ubc.ca/academic-integrity-hub/ and/or this Canvas module on writing and plagiarism: https://academicintegrity.ubc.ca/resources/

### Artificial Intelligence Tools

The use of artificial intelligence tools, such as Chat GPT and GenAI, for the completion of coursework is only allowed for specific assignments when specifically authorized by me; (if in doubt, please ask me). In most cases, using artificial intelligence violates academic integrity. See https://academicintegrity.ubc.ca/chatgpt-faq/ .
Please also keep in mind that these tools are biased —and that has ethical implications — and not (or not yet) reliable, especially when it comes to the finding, summarizing and assigning of scholarly sources.

### Academic Accommodation

Academic accommodations help students with a disability or ongoing medical condition overcome challenges that may affect their academic success. Students requiring academic accommodations must register with the Centre for Accessibility [https://students.ubc.ca/about-student-services/centre-for-accessibility/]. The Centre will determine that student's eligibility for accommodations in accordance with Policy LR7: Academic Accommodation for Students with Disabilities [https://universitycounsel.ubc.ca/policies/disability-accommodation-policy/]. Academic accommodations are not determined by your instructors, and instructors should not ask you about the nature of your disability or ongoing medical condition, or request copies of your disability documentation. However, your instructor may consult with the Centre for Accessibility should the accommodations affect the essential learning outcomes of a course.

### Names and Pronouns

UBC provides us with a class roster that lists your given name and your "preferred" name. I will default to using your preferred name as listed on this roster, but please don't hesitate to let me know at any time (in person or by e-mail) if you would prefer me to use anything else (or if I am inadvertently mispronouncing your name). If you have not indicated your pronouns on Canvas, I will attempt to be relatively neutral with gendered pronouns. Please don't hesitate to let me know at any time (in person or by e-mail) if you have preferences about your pronouns that you'd like me to follow (including e.g. whether you'd like me to be explicit about correcting mis-gendering in class if it happens).

### Early Assist

We participate in the Early Assist Program which helps me support students who are facing difficulties that are interfering with school. If you are feeling stressed, please

notify me and indicate that you would like assistance. While we are not trained to help with personal problems, we can get you help from people who are. Any information that they receive from you or us is strictly confidential and is in the interest of your academic success and wellbeing. For more information, please visit EarlyAssist.