

*Erin Spring***EDUC 460.03: Specialization I, Elementary English Language Arts
Winter, 2025**

The University of Calgary, located in the heart of Southern Alberta, both acknowledges and pays tribute to the traditional territories of the peoples of Treaty 7, which include the Blackfoot Confederacy (comprised of the Siksika, the Piikani, and the Kainai First Nations), the Tsuut'ina First Nation, and the Stoney Nakoda (including Chiniki, Bearspaw, and Goodstoney First Nations). The City of Calgary is also home to the Métis Nation of Alberta (Districts 5 and 6).

Class Dates: Mondays and Fridays, January 13 to March 14th

Last Day to Add/Drop/Swap: Due to the non-standard dates associated with this program, please check your Student Centre for the important dates pertaining to your section.

Pre-requisite: Due to the multiple pathways in the Bachelor of Education, please consult Undergraduate Programs in Education for questions related to pre-requisite courses.

Office Hours: By appointment only (please email and we will find a time that works for you 😊)

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

COURSE DESCRIPTION:

The intent of the Specialization I course is to introduce students to the concepts, theory, and design planning related to teaching within the specialization of Elementary English Language Arts. Theory, as connected to an understanding of practical classroom experiences, will particularly inform the course curriculum and will be explored through course readings, analysis of teaching/learning artifacts, and through the design of discipline-based learning and assessment plans. Topics in teaching and learning will include literacy rich environments, teaching inclusively and addressing the needs of diverse learners, effective integration of technology, and discipline-based inquiry. Assignments will present the opportunity for students to develop an understanding of short-term instructional design and will examine curriculum shifts in the province.

LEARNER OUTCOMES:

Students will be knowledgeable about:

- 1) Developing a foundational understanding of the nature of discourse in the discipline, as related to teaching and learning, including specialized language, concepts, and terminology;
- 2) Exploring and applying introductory theory related to the teaching of the discipline with an emphasis on designing discipline-based tasks and assessment processes and creating an adaptive classroom learning environment to better meet the needs of today's diverse learners;
- 3) Understanding teacher as designer of learning and assessment, and use of the resources available for designing learning and assessment; and
- 4) Successfully designing short-term learning and assessment plans to deepen understanding of key ideas/concepts within the discipline.

COURSE DESIGN AND DELIVERY: This course will be delivered face-to-face on campus with possible engagement in a D2L environment.

REQUIRED TEXT BOOK:

Tompkins, G. E., Bright, R. M., & Winsor, P. J. T. (2018). *Language and literacy: Content and teaching strategies*, (7th Canadian Ed.).

[UofC Bookstore](#) ; [BookShelf\(VitalSource\)](#) ; [Amazon Kindle](#)

- There is a Leganto list for this course in D2L under “My Tools”, or you may use this link:
https://ucalgary.alma.exlibrisgroup.com/leganto/public/01UCALG_INST/lists/24443389040004336?auth=SAML

REQUIRED RESOURCES ON D2L OR ALBERTA EDUCATION WEBSITE:

Roy, D., Baker, W., & Hamilton, A. (2019) Chapter Five: Learning in Media Arts, *Teaching the Arts*. Cambridge University Press.

https://ucalgary.alma.exlibrisgroup.com/leganto/public/01UCALG_INST/citation/24443518780004336?auth=SAML

Alberta Education. *English Language Arts and Literature Program of Study, K-6*. Available online at:

<https://curriculum.learnalberta.ca/curriculum/en/s/laneng>

Alberta Education (2024). Ministerial Order on Student Learning. <https://www.alberta.ca/ministerial-order-on-student-learning>

Alberta Education. (2010). *Making a difference: Meeting diverse learning needs with differentiated instruction (Chapters 8, 9, 10)*: <https://open.alberta.ca/publications/9780778586012>

ADDITIONAL RESOURCES:

Martin, B.H. (2022). *All four arts and arts for all*. ATA Magazine, Spring 2022, Volume 102 (3), pg. 18- 20.

<https://ezproxy.lib.ucalgary.ca/login?url=https://www.proquest.com/trade-journals/all-four-arts/docview/2729571359/se-2?accountid=9838>

Alberta Education (2024). Teaching Quality Standard. <https://open.alberta.ca/publications/teaching-quality-standard>

Eisner, E. W. (2002). *The arts and the creation of mind*. Yale University Press. <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=3420063>

Martin, B. H., & Calvert, A. (2018). Socially empowered learning in the classroom: Effects of arts integration and social enterprise in schools. *Journal of Teaching and Learning*, 11(2), 27-42.

<http://dx.doi.org/10.22329/jtl.v11i2.5057> <https://jtl.uwindsor.ca/index.php/jtl/article/view/5057>

LEARNING TASKS OVERVIEW

LEARNING TASK (LT)	DESCRIPTION OF LEARNING TASK	GROUP / INDIVIDUAL	WEIGHT	DUE DATE
Learning Task 1	Response Journal Submission (3) <i>Knowing the discipline as scholars</i>	Individual	30%	Jan 24 Feb 7 Feb 28
Learning Task 2	Collective Creation Presentation <i>Knowing the discipline as artists</i>	Group	30%	Mar 3
Learning Task 3	Lesson Plan & Rubric <i>Knowing the discipline as teachers</i>	Individual	40%	Mar 14

Date	Topic	Readings and Tasks	Due
Week 1 Jan 13 & 17	<ul style="list-style-type: none"> Welcome and introductions Learning and the Language Arts Attending to all six language arts 	Tompkins, Bright, & Winsor (2018) Ch. 1 Response Journal begins	
Week 2 Jan 20 & 24	<ul style="list-style-type: none"> How children learn Unit Structures: Resource, Theme, Inquiry Emergent Literacy 	Tompkins, Bright, & Winsor (2018) Ch. 2 & 3	LT1-a Due (in class)
Week 3 Jan 27 & 30	<ul style="list-style-type: none"> Listening and Speaking in the Classroom Socially Empowered Learning Inquiry through the Language Arts Discuss LT2 <p style="text-align: center;">No Class Friday – Time for LT2 Groupwork</p>	Tompkins, Bright, & Winsor (2018) Ch. 4	
Week 4 Feb 3 & 7	<p style="text-align: center;">No Class Monday – Time for LT2 Groupwork</p> <ul style="list-style-type: none"> The Reading and Writing Processes Writers' Workshop Ministerial orders, AB curriculum and standards 	Tompkins, Bright, & Winsor (2018) Ch. 5 <i>plus skim:</i> Alberta Education (2024) Ministerial Order on Student Learning Read for Friday ☺	LT1-b Due (in class)
Week 5 Feb 10 & 14	<ul style="list-style-type: none"> Narrative Text Jig-Saw: The Language arts and Visual Art, Music, Drama, Dance, Media Arts 	Tompkins, Bright, & Winsor (2018) Ch. 6 & Ch. 10 (Topics Assigned)	
Week 6 Feb 17 & 21	<p>Winter Break ☺</p> <p>Do Something For Your Wellness Every Day</p>		
Week 7 Feb 24 & 28	<ul style="list-style-type: none"> Viewing and Visually Representing Instructional design and connecting outcomes with meaningful activities and rubrics 	Tompkins, Bright, & Winsor (2018) Ch. 9	LT1-c Due (in class)

	• Class Inquiry – Group Time in Class (if possible)		
Week 8 Mar 3 & 7	Monday In-Class Group Presentations Friday <ul style="list-style-type: none"> • What education can learn from the arts • Planning for equity, diversity, and inclusion • Making a Difference: Disabilities, ELL, Gifted 	Tompkins, Bright, & Winsor (2018) Ch. 11	LT2 Due Mar 3 (in class)
Week 9 Mar 10 & 14	<ul style="list-style-type: none"> • Learning design workshops • Self & peer assessment for formative feedback 	No reading this week Upload Word Doc to Dropbox	LT3 Due Mar 14

CHANGES TO SCHEDULE:

Please note that changes to the schedule may occur to meet the emerging needs and dynamics of the participants in the course.

LEARNING TASKS AND ASSESSMENT

There are 3 required Learning Tasks for this course.

1. LEARNING TASK 1: Response Journal DUE: Jan 24, Feb 7, Feb 28
Knowing the discipline as scholars

The purpose of this assignment is for you to use critical reflection and documentation as tools for learning, sense-making, and meta-cognition by recording your inner thoughts and reactions, noting promising practices, engaging in a variety of thought routines, and responding to prompts and provocations across the course. Your Response Journal also serves as a commonplace record for future reference of how you learned in, about, and through the language arts. Specific details regarding quality, quantity and other expectations will be discussed in class. All response entries are required to receive an A to A+ (in addition to meeting the other requisite criteria).

CRITERIA FOR ASSESSMENT OF LEARNING TASK 1

CRITERIA FOR ASSESSMENT WRITERS JOURNAL	NO	SOME	MOST	YES	A+
Demonstrates willingness to record and respond meaningfully to each experience and prompt.	0	C+(10)	B+(12)	A (13.5)	15

2. LEARNING TASK 2: Collective Creation Presentation - DUE: March 3
Knowing the discipline as artists

The purpose of this assignment is for you to collaborate with colleagues to ponder an inquiry question together and represent your collective answer using the six Language Arts. Working with an assigned group, you will write and stage a literary work (based on a variety of formats) that represents facts and your shared perspectives. Through a series of in-class activities, your group will use Language Arts to: explore and reveal self-knowledge; generate shared knowledge; express understandings; and engage audience. Presentation time will be approximately 10 minutes (contingent on class size).

- Please note that although there is dedicated class time in the schedule for group work, additional

time will likely be required outside of class.

CRITERIA FOR ASSESSMENT OF LEARNING TASK 2

The criteria for assessment includes:

- **Fully Engaged:** Active engagement in group process from knowledge exploration to artwork creation and presentation (peer score) 40%;
- **Makes Learning Visible:** Presentation clearly represents 3 themes that address the topic of inquiry, informed by adequate research and inclusively includes personal perspectives 30%
- **Professional:** Presentation is well-planned, well-rehearsed, well-timed, and well-executed 10%
- **Artistic:** Presentation incorporates aesthetic qualities that demonstrate creative artistry 20%.

Detailed instructions and assessment rubric will be discussed in class then posted on D2L.

3. LEARNING TASK 3: Lesson Plan & Rubric - DUE: **March 14**

Knowing the discipline as teachers

The purpose of this assignment is for you to reflect on and engage in learning design that identifies teacher strategies and student activities (including appropriate differentiation) in a way that creates conditions for acquisition and assessment of learning outcomes for a specific grade's program of study in your area of specialization.

Specific topic and requisite planning templates will be discussed in class then posted on D2L.

CRITERIA FOR ASSESSMENT OF LEARNING TASK 3

The criteria for assessment includes:

- Identifies 3 appropriate learner outcomes from POS and summarizes them in terms of what *students will be able to* do as a result of the planned activities; 10%
- Plans and adequately describes appropriate teacher strategies and student activities that clearly connect to each learner outcome; 40%
- Rubric specifically includes ways to assess acquisition of all 3 POS learner outcomes; 30%
- Overall plan is logical, cohesive, professional and adheres to format requirements including accommodations for an ELL student, an ADHD, and a gifted student 20%
 - Accommodations planning will require getting to know the student profiles (provided in class) and spending time reviewing Part 2 of Making A Difference (Alberta Education, 2010). Supporting accommodation suggestions with the source and page numbers is required.

THE EXPECTATION OF EXCELLENCE IN PROFESSIONAL WORK

Please review the Academic Calendar carefully. It describes the program and provides detailed schedules and important dates. It contains information on expectations for student work and professional conduct. In addition, procedures are described regarding concern about student performance in the program. Please pay especially careful attention to details and descriptions in the following topic areas:

- *The Importance of Attendance and Participation in Every Class*

As this is a professional program, experiences are designed with the expectation that all members will be fully involved in all classes and in all coursework experiences. As you are a member of a learning community your

contribution is vital and highly valued, just as it will be when you take on the professional responsibilities of being a teacher. We expect that you will not be absent from class with the exception of documented instances of personal or family illness or for religious requirements.

- *Engagement in Class Discussion and Inquiry*

Another reason for the importance of attendance and participation in every class is that the course involves working with fellow students to share ideas and thinking. For example, each class you will work with a small group to engage fellow students in discussions on work being considered in class. You will also help other groups by providing ideas for scholarly inquiry in assignments. If you find that you are experiencing difficulties as a group collaborating, please inform the instructor.

EXPECTATIONS FOR WRITING

All written assignments (including, to a lesser extent, written exam responses) will be assessed at least partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Sources used in research papers must be properly documented. If you need help with your writing, you may use the writing support services in the Learning Commons. For further information, please refer to the official online University of Calgary Calendar, Academic Regulations, E. Course Information, E.2: Writing Across the Curriculum: <http://www.ucalgary.ca/pubs/calendar/current/e-2.html>

MISSING OR LATE SUBMISSIONS

All late submissions of assignments must be discussed with the instructor **prior to the due date. Assignments submitted after the due date without prior approval may be docked 10% per day late.** Students may be required to provide written documentation of extenuating circumstances (e.g. statutory declaration, doctor's note, note from the University of Calgary Wellness Centre, obituary notice). A deferral of up to 30 days may be granted at the discretion of the Associate Dean of Undergraduate Programs with accompanying written evidence.

ISSUES WITH GROUP TASKS

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

GRADING: <https://calendar.ucalgary.ca/pages/fc4adb8643f84441ab32300237b80df1>

Grade	GPA Value	%	Description per U of C Calendar
A+	4.0	95-100	Outstanding
A	4.0	90-94	Excellent – Superior performance showing comprehensive understanding of the subject matter
A-	3.7	85-89	
B+	3.3	80-84	
B	3.0	75-79	Good - clearly above average performance with knowledge of subject matter generally complete
B-	2.7	70-74	
C+	2.3	65-69	

C	2.0	60-64	Satisfactory - basic understanding of the subject matter
C-	1.7	55-59	
D+	1.3	52-54	Minimal pass - Marginal performance
D	1.0	50-51	
F	0.0	49 and lower	Fail - Unsatisfactory performance

Academic Misconduct

Academic Misconduct refers to student behavior which compromises proper assessment of a student's academic activities and includes cheating; fabrication; falsification; plagiarism; unauthorized assistance; failure to comply with an instructor's expectations regarding conduct required of students completing academic assessments in their courses; and failure to comply with exam regulations applied by the Registrar.

For information on the Student Academic Misconduct Policy and Procedure please visit:

<https://www.ucalgary.ca/legal-services/university-policies-procedures/student-academic-misconduct-policy>

<https://www.ucalgary.ca/legal-services/university-policies-procedures/student-non-academic-misconduct-policy>

Additional information is available on the Academic Integrity Website at: <https://ucalgary.ca/student-services/student-success/learning/academic-integrity>

Academic Accommodation

It is the student's responsibility to request academic accommodations according to the University policies and procedures listed below. The student accommodation policy can be found at: <https://ucalgary.ca/student-services/access/prospective-students/academic-accommodations>.

Students needing an accommodation because of a disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities: <https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Accommodation-for-Students-with-Disabilities-Procedure.pdf>

Students needing an accommodation in relation to their coursework or to fulfill requirements for a graduate degree based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to the designated contact person in their faculty. The course outline should clearly list the appropriate Faculty contact person(s) and their contact details. For further information see E.1 C. Course Policies and Procedures <https://calendar.ucalgary.ca/pages/a89ecfbf758841b5983c4b67746e7846>

Research Ethics

Students are advised that any research with human participants – including any interviewing (even with friends and family), opinion polling, or unobtrusive observation – must have the approval of the Conjoint Faculties Research Ethics Board (<https://research.ucalgary.ca/conduct-research/ethics-compliance/human-research-ethics/conjoint-faculties-research-ethics-board-cfreh>) or the Conjoint Health Research Ethics Board (<https://research.ucalgary.ca/conduct-research/ethics-compliance/human-research-ethics/conjoint-health-research-ethics-board-chreh>)

In completing course requirements, students must not undertake any human subjects research without discussing their plans with the instructor, to determine if ethics approval is required. Some courses will include assignments that involve conducting research with human participants; in these cases, the instructor will have applied for and received ethics approval for the course assignment. The instructor will discuss the ethical requirements for the assignment with the students.

For further information see E.5 Ethics of Human Studies

<https://calendar.ucalgary.ca/pages/627ed88eb4b041b7a2e8155effac350>

Instructor Intellectual Property

Course materials created by instructors (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed or copied without the explicit consent of the instructor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

Freedom of Information and Protection of Privacy

Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary. For more information, please see: <https://www.ucalgary.ca/hr/work-compensation/working-ucalgary/freedom-information-and-privacy-act>

Copyright Legislation

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (<https://www.ucalgary.ca/legal-services/university-policies-procedures/acceptable-use-material-protected-copyright-policy>) and requirements of the copyright act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy <https://www.ucalgary.ca/legal-services/university-policies-procedures/student-non-academic-misconduct-policy>.

Sexual and Gender-Based Violence Policy

The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's sexual violence policy guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances. Please see the policy available at <https://www.ucalgary.ca/legal-services/university-policies-procedures/sexual-and-gender-based-violence-policy>

Other Important Information

Please visit the Registrar's website at: <https://www.ucalgary.ca/registrar/registration/course-outlines> for additional important information on the following:

- Wellness and Mental Health Resources
- Student Success
- Student Ombuds Office
- Student Union (SU) Information
- Graduate Students' Association (GSA) Information
- Emergency Evacuation/Assembly Points
- Safewalk

The Freedom of Information Protection of Privacy Act prevents instructors from placing assignments or examinations in a public place for pickup and prevents students from access to exams or assignments other than their own. Therefore, students and instructors may use one of the following options: return/collect assignments during class time or during instructors' office hours, students provide instructors with a self-addressed stamped envelope, or submit/return assignments as electronic files attached to private e-mail messages.

For additional resources including, but not limited to, those aimed at wellness and mental health, student success or to connect with the Student Ombuds Office, please visit

<https://www.ucalgary.ca/registrar/registration/course-outlines>

Education Students Association (ESA) President for the academic year is Claire Gillis, esa@ucalgary.ca.

Werklund SU Representative is Tracy Dinh, educrep@su.ucalgary.ca.