

*Erin Spring***EDUC 460.05/.14 : Spécialisation I (Français élémentaire/secondaire)
Winter / Hiver 2025**

Dates du cours : 13 janvier au 14 mars 2025
Jour/Heure des rencontres : le lundi et le vendredi 2h à 3h50
Format et lieu : en présentiel

Pas de cours lundi 17 février et vendredi 21 février (Reading Week)

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.

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

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).

COURSE DESCRIPTION:

Veuillez noter que ce cours est en français. Nous nous attendons à ce que toutes vos contributions soient en français.

The intent of the Specialization I Seminar is to introduce students to the concepts, theory, and design planning related to teaching within the specialization of *French*. 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 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 to begin to examine curriculum shifts in the province.

LEARNER OUTCOMES:

Over the course of the semester, students will:

1. Develop a foundational understanding of the nature of discourse in the discipline, as related to teaching and learning, including specialized language, concepts, and terminology;
2. Understand teacher as designer of learning and assessment plans and use of the resources available for designing learning and assessment.
3. Explore and apply 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.

4. Successfully design short-term learning and assessment plans to deepen understanding of key ideas/concepts within the discipline.

LEARNING TASKS OVERVIEW

LEARNING TASK	DESCRIPTION OF LEARNING TASK	GROUP / INDIVIDUAL	WEIGHT	DUE DATE
Lesson plan critique/analysis	Students will collaborate in pairs or small groups to find and analyze an existing lesson plan according to criteria discussed in class and focusing on effective language/content teaching for the French Immersion or FSL context. The purpose will be to explore what makes an effective lesson plan.	Group (all group members will receive the same grade for the assignment)	30%	vendredi 31 janvier 2025
Design of language/content integration sequence	Students will propose and explain a teaching sequence (part of a lesson plan) to illustrate mastery of the elements necessary to present a new concept to students at the beginning of a sequence of lessons (hook, activation of prior knowledge, and showing how integrating language and content and including a questioning sequence). This activity will allow students to understand the design process at a deeper level.	Individual	30%	vendredi 14 février 2025
Design of short-term learning and assessment plan (lesson plan)	Design of a lesson plan including formative assessment strategies (and discussion of proposed summative assessment plan for the sequence of which this lesson plan is part). This activity will give students experience in preparing lesson plans as they move into Field II.	Individual	40 %	vendredi 14 mars 2025

**Please note that all assignments are expected to be the original work of the student and students are not to employ text generation software (for example, ChatGPT).*

LIVRES RECOMMANDÉS:

Lyster, R. (2016). *Vers une approche intégrée en immersion*. Les éditions CEC.

Arnett, K. & Bourgoïn, R. (2018). *Accès au succès : vers une pédagogie plus inclusive en langue seconde*. Pearson Canada.

LECTURE REQUISE : VOICI LES LIENS POUR LE **READING LIST TOOL** (ÉLÉMENTAIRE ET SECONDAIRE ONT LES MÊMES DOCUMENTS)

EDUC 460.05 - *Elementary*

https://ucalgary.alma.exlibrisgroup.com/leganto/public/01UCALG_INST/lists/24296213360004336?auth=SAML

EDUC 460.14 - *Secondary*

https://ucalgary.alma.exlibrisgroup.com/leganto/public/01UCALG_INST/lists/24296213360004336?auth=SAML

HORAIRE:

Semaine 1: 13 et 17 janvier 2025

Thème: Apprendre le français – quels sont les enjeux?

- Comment est-ce que les apprenants apprennent le français?
- Quels sont nos buts pour nos élèves?
- Quels sont les buts des élèves, des parents?
- Quels sont les défis pour l'immersion? et pour FSL/Core French/Français de base?

À lire:

1. Cummins, J. (2014). Rethinking pedagogical assumptions in Canadian French Immersion programs. *Journal of Immersion and Content-based language teaching*. 2, 1, 3-22.
https://ucalgary.alma.exlibrisgroup.com/leganto/public/01UCALG_INST/citation/24296213410004336?auth=SAML
2. CPF: Rapports de Canadian Parents for French 2017, 2018, 2019
Voici leur site pour télécharger les documents : <https://cpf.ca/en/state-of-fsl-education-in-canada/>
3. Canadian Parents for French : *Building Linguistic Security: Be Brave, Speak French!*
https://cpf.ca/wp-content/uploads/CPF_2020_LinguisticSecurityBrief_EN_v9_EMAIL-1.pdf

Semaine 2: 20 et 24 janvier 2025

Thème : Intégrer langue et contenu pour réussir l'apprentissage

Genesee, F. (1995). Integrating Language and Content: Lessons from Immersion. National Center for Research on Cultural Diversity and Second Language Learning.

<http://repositories.cdlib.org/cgi/viewcontent.cgi?article=1107&context=crede>

Lyster, R. (2015). Using form-focused tasks to integrate language across the Immersion curriculum. *System*, 54, pp. 4-13. <https://www.sciencedirect.com.ezproxy.lib.ucalgary.ca/science/article/pii/S0346251X14001651>

La langue au cœur du Programme d'immersion française (2016). Le gouvernement du Manitoba.

https://www.edu.gov.mb.ca/m12/frpub/me/langue_coeur/docs/document_complet.pdf

Semaine 3: 27 et 31 janvier 2025

Thème: Le développement du langage oral

- Comment créer un contexte qui favorise l'emploi du français par les élèves?
- Comment aider les élèves à développer leurs habiletés langagières? [La boucle de la littérature et l'approche neurolinguistique - ANL]
- Le développement du langage oral : découvrir des stratégies utiles (le questionnement et l'échafaudage)

À lire :

Netten, J. & Germain, C. (2012). A new paradigm for the learning of a second or foreign language: The neurolinguistic approach. *Neuroeducation*, 1(1), 85-114.

<https://www.neuroeducationjournal.org/1024046/neuroed20120101-85>

Semaine 4: 3 et 7 février 2025 (Travail no. 1 à rendre 31 janvier)

Thème : Explorer l'enseignement des matières en Immersion (maths, science, études sociales, FLA); les approches pour enseigner en FSL/Core French/Français de base

Exploration des enjeux pour enseigner les matières en Immersion; recherche de ressources dans la bibliothèque et sur internet.

Pour FSL/Français de base : sources/sites à annoncer

Pour l'Immersion, consultez ce site :

<https://sites.google.com/erlc.ca/immersion-francaise/ressources-gr-m-9/ressources-1>

Semaine 5: 10 et 14 février 2025

Thème: Vers le plan de leçon

1. **Stratégies d'enseignement** (<https://www.learnalberta.ca/content/ieptlibrary>) + autres ressources
2. **Création du plan de leçon**

À lire : Grant Wiggins, Understanding by Design

https://www.ascd.org/ASCD/pdf/siteASCD/publications/UbD_WhitePaper0312.pdf

Pour approfondir vos connaissances, regardez les deux vidéos de Wiggins sur You-tube

<https://www.youtube.com/watch?v=4isSHf3SBuQ>

<https://www.youtube.com/watch?v=vgNODvvsxgM>

Semaine 6 : READING WEEK (no classes)**Semaine 7: 24 et 28 février 2025 (Travail no. 2 à rendre 14 février)**

Thème : Assessment / L'évaluation en classe de langue/immersion

Comment développer un plan d'évaluation qui correspond aux objectifs choisis

À consulter :

- i. ACPI Référentiel – oral
- ii. ACPI Référentiel – écrit
(il faut devenir membre d'ACPI pour avoir accès à ces deux documents – infos à suivre)
- iii. Common Framework of Reference : <https://www.coe.int/en/web/common-european-framework-reference-languages/level-descriptions>
- iv. Alberta Assessment Consortium → self-directed PD resources → rubrics
[Use your UofC credentials]

Regarder deux vidéos YouTube : Denis Cousineau (Implémenter le Common Framework of Reference)

<https://www.youtube.com/user/PearsonCanadaSchool/search?query=Denis%20Cousineau%20>

https://www.youtube.com/watch?v=Tmv_gGGdenQ

Semaine 8 : 3 et 7 mars 2025

Invitée le 3 mars: Représentante du Languages Team du Calgary Board of Education

Thème La différenciation : Accès au français pour tous les élèves

À lire:

Arnett, K. (2013). *Languages for all: how to support and challenge students in a second language classroom*. Chapter 4 pp. 80-108.

https://ucalgary.alma.exlibrisgroup.com/leganto/public/01UCALG_INST/citation/24296213660004336?auth=SAML

Genesee, Fred. (2007). French Immersion and At-Risk Students: a review of research evidence. *The Canadian Modern Language Review*, Volume 63, Number 5 (August), pp.654-687. DOI: 10.1353/cml.2008.0004

<https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ufh&AN=47784802&site=ehost-live>

À consulter:

Familiarisez-vous avec le document suivant :

Alberta Learning. (2010). *Making a difference: Meeting diverse learning needs with differentiated instruction*. Retrieved from: <https://open.alberta.ca/publications/9780778586012>

À regarder:

Fred Genesee Immersion for ALL: The Suitability of Immersion for ALL students

<https://www.youtube.com/watch?v=vbSuttErRIE&t=19s>

Semaine 9 : 10 mars et 14 mars 2025 (Travail no. 3 Plan de leçon à rendre 14 mars)

Travailler plan de leçon

Lier théorie et pratique avant Field II

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 **three** required Learning Tasks for this course. You must complete and receive a passing grade in all assignments to pass the course.

1. LEARNING TASK 1: CRITIQUE AND ANALYSIS OF LESSON PLAN (GROUP TASK) 30%

Due: January 31, 2025

CRITERIA FOR ASSESSMENT OF LEARNING TASK 1:

You will work with a partner or in a group of three to find a lesson plan for the teaching of French or for teaching content in French, and follow a list of criteria that will be provided in D2L to analyze the lesson plan. You will be required to back up your analysis points with references to the course readings. All group members will receive the same grade for this assignment.

A rubric based on these criteria will be posted in D2L.

2. LEARNING TASK 2 : INDIVIDUAL TASK 30%

Due: February 14, 2025

You will design a teaching sequence (part of a lesson plan) to illustrate your mastery of the elements necessary to present a new concept to students at the beginning of a lesson or lesson sequence, **integrating language and content** (for FSL, you will focus on introducing the language necessary to manipulate the new theme). Following the class discussion and a model of how to achieve a successful sequence, you will choose a grade and theme according to the Program of Studies, you will propose a plan for introducing the new theme (including hook, activation of prior knowledge and a questioning sequence), and suggestions for ensuring that students can develop their French language skills while practicing and mastering the new material. You will explain in detail how your proposed plan responds to the theory regarding integrating language and content.

Assessment criteria and rubric (we will discuss length and format requirements in class)

A/A-

Teaching sequence: the sequence will present the new material gradually while allowing students to interact and to be active participants. The sequence will include questioning that will allow student participation for gradual uncovering of their prior knowledge. The sequence will have an engaging hook and will keep students involved.

Integration of language and content: the sequence will reveal your thought process about integrating language into the content – you will find an elegant way to present the language that students will need to manipulate the content (be able to discover and talk about the content), without resorting to teaching a grammar point explicitly, or providing lists of vocabulary. Your accompanying explanation of how and why you have integrated language into content is clear and well-grounded in the literature.

B+/B

Teaching sequence: the sequence is well-ordered, although is more teacher-centered and therefore could include more student involvement. The questioning allows for the uncovering of student knowledge, although may be inconsistent and rushed. The hook is predictable and risks not being engaging for all students.

Integration of language and content: the sequence reveals some understanding of the importance of including language in the content presentation but could use polishing in terms of the integration. Explanation is on the right track but needs to be better explained and more grounded in the literature.

B-/C+

Teaching sequence: the sequence reveals a lack of understanding of how to communicate content to students and how to involve students in the process.

Integration of language and content: your suggested teaching sequence does not show an understanding that content delivery should include language support. While you may refer to the readings, your discussion reveals a lack of clear

understanding of the principles.

3. LEARNING TASK 3: Design of short-term learning plan (**lesson plan**) and assessment plan (**Individual Task**) **40%**

Due: March 14, 2025

Working **individually**, you will create a lesson plan containing the elements as detailed in the template that will be provided, and you will follow the template as appropriate.

CRITERIA FOR ASSESSMENT OF LEARNING TASK 3

You will focus especially on

- (1) choice of appropriate objectives from Program of Studies for BOTH content and language,
- (2) elaboration of an assessment plan that addresses the objectives,
- (3) a clear demonstration of your understanding of either the development of literacy via the literacy loop, OR the integration of language and content,
- (4) a clear and organized sequence of activities to realize your objectives.

Assessment rubric will be posted in D2L

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

Notez que vous allez écrire et soumettre tous vos travaux en français.

All written assignments 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>

LATE SUBMISSIONS

All late submissions of assignments must be discussed with the instructor prior to the due date. 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 after the last day of the course 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

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

PLEASE NOTE THAT both A and A+ are equivalent to a 4.0 GPA value. A grade of A+ will be awarded for exceptional work.

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://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Student-Accommodation-Policy.pdf>. 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: [ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Accommodation-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 based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to their Instructor.

Academic Misconduct

For information on academic misconduct and its consequences, please see the University of Calgary Calendar at <http://www.ucalgary.ca/pubs/calendar/current/k.html>

Attendance/ Prolonged Absence

Students may be asked to provide supporting documentation for an exemption/special request. This may include, but is not limited to, a prolonged absence from a course where participation is required, a missed course assessment, a deferred examination, or an appeal. Students are encouraged to submit documentation that will support their situation. Supporting documentation may be dependent on the reason noted in their personal statement/explanation provided to explain their situation. This could be medical certificate/documentation, references, police reports, invitation letter, third party letter of support or a statutory declaration etc. The decision to provide supporting documentation that best suits the situation is at the discretion of the student.

Falsification of any supporting documentation will be taken very seriously and may result in disciplinary action through the Academic Discipline regulations or the Student Non-Academic Misconduct policy.

<https://www.ucalgary.ca/pubs/calendar/current/n-1.html>

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.