

*Erin Spring***EDUC 535.03: Spec II Elementary English Language Arts
FALL 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 Battle River Territory (Districts 5 and 6).

Class Dates: Sept 3 to Oct 22

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

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

COURSE DESCRIPTION:

The intent of Specialization II is to deepen your understanding of the practical aspects of teaching within the specialization and to connect this practice with specific theoretical concepts. While this second specialization course focuses more on practical knowledge, you will also refine your knowledge of discourse and theory within the discipline and develop a deeper understanding of ways to enact this theory in a classroom context. You will additionally become familiar with any relevant Ministry documents associated with the Alberta Curriculum and draw on practical classroom observation from the field experience to participate in meaningful discussion and to connect these observations with a vision for your own teaching. The emphasis of the course is on designing for student learning (subject-specific; assessment to strengthen student learning and improve instruction; and designing for inclusion, differentiation, and inquiry).

This Elementary Language Arts course focuses on possibilities for opening spaces for a complexity of language and literacy practices in classrooms. As teachers in the 21st century we are facing many new pedagogical challenges, including a rapidly diversifying student population of highly diverse multilingual and multicultural learners, and the integration and inclusion of children with a wide spectrum of learning needs. We will consider the ways that teachers are ethically obligated to children's language, literacy engagements, creativity and learning. We will explore a wide range of children's literature, from picture books to poetry, novels, non-

fiction, and a variety of media, and ways of using these materials within the Language Arts, across curriculum disciplines, and with diverse groups of children. We will explore ways of writing with children. Readings, discussions and assignments will include: practice(s) in literacy instruction; assessing and addressing diverse language and learning needs; providing children with language support and materials which are interesting, appropriate and challenging; the role of play in children's learning and development; emergent literacy; the ecology of language; family and community literacies; addressing the literacy needs of ESL and special needs children; and current and emerging philosophical developments and practices in the field. Reconciliation and Indigenous ways of knowing are a particular and important topic of study in this course.

Throughout the course we will also be engaged in exploring and experiencing literate practices in our own lives as teachers. You will have the opportunity to engage in the kinds of literacy and learning experiences you might provide for children in your class, paying particular attention to the six strands of the Language Arts curriculum (not just reading and writing). You will be asked to reflect on your own literacy and schooling experiences and on how these relate to your current understandings of your role as a teacher. Assignments focus on planning for literacy engagement and learning, for using children's literature to provoke and engage children's intelligence and creativity, and on interpreting and addressing the curriculum requirements.

LEARNER OUTCOMES:

- 1) Further develop a deeper conceptual understanding of the historical, socio-cultural, political contexts of the *discipline of Language Arts*, and relate this to curriculum planning.
- 2) Identify the *key learning perspectives* (as outlined in the front matter of the Programs of Study) and *intentions* (learning objectives) across the ELA Program of Study.
- 3) Successfully apply theoretical and cultural knowledge about children's learning to the design of a longer-term learning and assessment plan.

COURSE DESIGN AND DELIVERY: This course will be delivered face-to-face on campus with possible engagement in a D2L environment. Please bring a computing device (tablet, computer, phone) that is internet enabled to every class.

REQUIRED RESOURCES:

Available at the U of C bookstore or however you prefer to get your books

Browne, A. (2000). *Voices in the park*. London, UK: Corgi/Random House Publishers.

Hesse, K. (1998). *The music of dolphins*. New York, NY: Apple Classics/Scholastic.

Snyder, T., & Krug, N. (2021). *On tyranny: 20 lessons from the 20th century (graphic version)*; illustrated by Nora Krug. Ten Speed Press.

ADDITIONAL RESOURCES:

UN Convention on the Rights of the Child

<https://www.unicef.org/child-rights-convention>

Learn Alberta (2023). Alberta Program of Study: English Language Arts and Literature

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

Alberta Education. (2023) – Teaching Quality Standard (TQS)

<https://open.alberta.ca/publications/teaching-quality-standard>

Alberta Professional Learning Consortium (2025). *See the FMNI links for documents

<https://empoweringthespirit.ca/from-alberta-education/>

Alberta Education - Professional Practice Standards/Applying Foundation Knowledge (FNMI)

<https://www.alberta.ca/professional-practice-standards>

<https://www.alberta.ca/indigenous-education>

Alberta Education. (2011). *English as a Second Language Proficiency Benchmarks*. Retrieved from:

<http://www.learnalberta.ca/content/eslapb/>

Alberta Learning. (2010). *Making a difference: Meeting diverse learning needs with differentiated instruction*. (255 pages) Retrieved from: https://education.alberta.ca/media/384968/makingadifference_2010.pdf

Friesen, S. (2009). What did you do in school today? Teaching effectiveness: A framework and rubric. Toronto: Canadian Education Association. (11 pages) Retrieved from: <http://www.galileo.org/cea-2009-wdydist-teaching.pdf>

NAEYC (nd). Developmentally appropriate practices (NAEYC)

https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/dap-statement_0.pdf

NAEYC (nd). 10 effective dap teaching strategies https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/topics/inforgraphic_DAP_2%202.pdf

LEARNING PROJECTS OVERVIEW

LEARNING PROJECT	DESCRIPTION OF LEARNING PROJECT	GROUP / INDIVIDUAL	WEIGHT	DUE DATE
Novel Reading Groups	GROUP project with Individual Assessment *Experience reading (as readers) <i>The Music of Dolphins</i> in small groups while inclining our minds towards the ELA Program of Study and the possibilities of children's collective reading/learning experiences.	Individual reflection on the group project will be assessed.	20%	Oct. 1

	*Create a prototype group response project reflecting the 6 ELA strands to share with our class *Individual reflection on process/learning			
Personal Statement: What are the Language Arts for?	Based on course materials, collaborative in-class learning, and the P of S, create/design/write your emergent statement on the question: What are the Language Arts for?	Individual	40%	Oct 15
Learning and Assessment Plan	Design a learning and assessment plan for the grade level/ELA topic of your choosing.	Individual	40%	Oct 22

ASSESSMENT:

- Grades will be calculated using the University of Calgary letter grade system as outlined in the rubric in this document.
- Learning and practicing *assessing learning* is a fundamental part of this course embedded across all classes and assignments. These *practices* will be highly collaborative, practical, and inquiry based. They will enable us to engage in self-assessment and reflection about our own learning so that we might practice/experience how to engage in this type of assessment with children.
- The focus is on how we can develop skills, wisdom, and discernment to assess learning rather than “products”.
- This course is focused on depth education, not mastery education. We will explore together what it means to assess for depth learning.
- We are learning by doing, experiencing and creating, not through performing “tasks”

WEEKLY COURSE SCHEDULE:
NOTE: CHANGES TO SCHEDULE:

- Changes to the schedule may occur to meet the emerging needs and dynamics of the participants in the course.

NOTE: WHERE TO FIND READINGS:

- Links for readings can be found in Leganto in our D2L shell AND in the detailed weekly reading list below the detailed assignment descriptions. The reading is long. Do not fear! This is a selection to inspire us and for you to continue consult for assignments, after this course is complete, for other courses and into your teaching career.

Date	Topic	Readings and learning activities	Due Dates
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Sept 3	Welcome and introduction to course Political cultures and contexts of ELA and schooling: Reading Circle Exploring diverse children's literature Engaging children in the 6 strands of ELA	BRING to class: 1) Required novel: <i>The Music of Dolphins</i> 2) Required text: <i>On tyranny: 20 lessons from the 20th century</i> (Snyder) PRE-READING: 1) Hays, K (2025). <i>A Brutal Beginning: Orienting Ourselves to Shock and Awe</i>	
Sept 10	Political cultures and contexts of ELA and schooling: Reading Circle Exploring diverse children's literature Engaging children in the 6 strands of ELA	READ prior to class 2) Required chapters from <i>The Music of Dolphins</i> 3) Required selected reading(s) from Week 2 list below (not everyone will read the same readings). 4) Schwanenflugel, P. J. & Knapp, N. F. (February 28, 2017). <i>Three myths about reading levels</i> . 5) Required chapter from <i>On Tyranny</i> (different chapters will be assigned to different groups)	
Sept 17	What are the Language Arts for? Reading Circle Readers' Theatre Engaging children in the 6 strands of ELA Children's writing/spelling Engaging children in the 6 strands of ELA	READ prior to class 1) Required chapters from <i>The Music of Dolphins</i> 2) Giroux, H. A. & Greene, M. (1996). 3) Greene, M. (1988). 4) Seidel, J. (2014) 5) Listen to: CBC/Radio Canada. (n.d.). <i>The Current with Matt Galloway. Why isn't enough spelled enuf: The Absurdity of English Spelling</i> . 6) Aukerman, M., & Chambers Schuldt, L. (2021). 7) Optional reading(s) from the Week 3 list below	

Sept 24	Indigenous Reconciliation and Decolonizing the Language Arts Indigenous children's literature Work on Music of Dolphins book project Engaging children in the 6 strands of ELA	Bring: <i>Voices in the Park</i> GUEST @ 10:00 am Immersive arts performance/experience with Dr. Melanie Kloetzel and Sandra Lamouche (Faculty of Arts/Dance) <i>Just Breathe, Okâwîmâwaskiy - A Learning Lab</i> READ prior to class <ol style="list-style-type: none"> 1) Carleton, S. (Sept. 26, 2022) 2) Chambers, C. (2006) 3) Donald, D. (2013). 4) Tait, L. (2016). 5) Learn Alberta (n.d.). <i>Walking together: First Nations, Metis, and Inuit perspectives in curriculum.</i> 6) Required selected reading(s) from the Week 3 list below ACCESS during class: Werklund School of Education (nd). <i>Books to build on: Indigenous literatures for learning.</i>	
Oct 1	Decolonizing Language Arts continued Engaging children in the 6 strands of ELA	<ol style="list-style-type: none"> 1) Duchscher, T. M. (2018) 2) Shipley, T. (2020) 3) Required selected reading(s) from the Week 3 list below 	DUE: *Individual reflective paper on Book Groups project due
Oct 8	Sharing Book Group projects and reflections TBA (responsive to the needs of our learning community)	<ol style="list-style-type: none"> 1) Cavoukian, R. (2008, June). 2) Rechild (2001) <p>*p.6 A quest for the possible & (unpaged) Introduction to the exhibit 'The Hundred Languages of Children'.</p> 3) O'Donnell, D. (2018). 	DUE: *Group book projects (ungraded)

Oct 15	TBA (responsive to the needs of our learning community)	Readings TBA	DUE: What are the Language Arts for?
Oct 22	Closing in a Good Way TBA (responsive to the needs of our learning community)	Readings TBA	DUE: Learning and Assessment Plan

LEARNING PROJECTS AND ASSESSMENT

Regarding the use of AI:

- In keeping with the learning goals of this course, it matters to learn to use AI wisely and ethically. We will collaboratively discuss how we might choose to use (or not use) AI to support our learning and teaching.
- If AI is used, this must be disclosed in writing and academically cited in APA

There are **three required** learning projects for this course:

LEARNING PROJECT 1: Novel Reading Groups and Individual Reflection

DUE: Individual: Oct 1

Group projects will be shared on Oct 8

During the first three classes we will engage in small group novel studies reading Karen Hesse's novel *The Music of Dolphins*. We will:

PART A: Experiential and collaborative group project – not “graded”

- Experience the novel together as readers
- Explore the themes of the novel in relation to children's language learning, development, and schooling (this will support you also in Learning Project #2)
- Incline our teacher minds to thinking/learning about how to support children in collaborative/shared reading projects and processes
- Create a prototype classroom group project based on our reading/experience and the ELA Program of Study and share these with the class

PART B: Individual reflection on process/learning

Compose/create a 4-6 page double spaced narrative essay reflecting on your own process/learning/thinking and growth *as a teacher* throughout the group novel reading and project creation.

Questions and parameters for these reflections will be collaboratively designed as we work through the novel reading (see criteria for assessment below).

Depth education/learning is messy, challenging, in-process work. The purpose of this assignment is to attempt to slow down and reflect on what we have learned, how we know we have learned it, to say it for ourselves and to communicate that to others.

CRITERIA FOR ASSESSMENT OF LEARNING PROJECT 1

The group part of this project is ungraded and will be collaboratively assessed within our classroom community through sharing our projects and learning.

The individual part of this project is “graded” through self-assessment and collaboration with the instructor.

We will practice summative and formative assessment practices during our learning process. This involves collaborative, meta-cognitive/learning about assessment. The following document (as well as others) will guide our assessment design:

Friesen, S. (2009). *What did you do in school today? Teaching effectiveness: A framework and rubric*. Canadian Education Association. Retrieved from <https://www.edcan.ca/articles/what-did-you-do-in-school-today-teaching-effectiveness-a-framework-and-rubric/>

Thus, we will design the assessment criteria together, with an eye/mind towards what it is like to design these kinds of learning and assessment activities for/with children. The purpose of working through this together is to engage in the challenges and complexities of anti-colonial and decolonizing English Language Arts assessment for diverse learners. What is good work and how do we know? How do we discern what was learned? (rather than merely what was produced?). What counts as evidence of learning? What information do we gain as teachers from children’s (and our own) work and how do we use this information to plan for day-to-day learning and growth? What kinds of documentation might we use to share with parents, children and administration? How do we engage children in assessment of their own learning and work? Etc.

LEARNING PROJECT 2: Personal Statement: What are the Language Arts for? (and what are schools for?)

Due: Oct 15

Based on course materials, collaborative in-class learning, and the ELA Program of Study, create/design/write an emergent statement on the question: What are the Language Arts for?

This is an emergent project, one that you will continue to develop for your whole teaching career. You should work on this statement throughout the course, and we will discuss it in every class, drawing one another’s attention to important questions, themes, and documents.

*Note: This statement is not about personal “beliefs” about education or learning. It is about developing an ethical stance for being and learning in the world(s) with children; a stance that acknowledges the messy, conflicted, cultural spaces and histories of schools and schooling, of curriculum politics, of what research tells us about children’s learning, and of our obligations as teachers to do no harm to children or the world, and to create life-serving and healing spaces in these complex times.

This project can be in any expressive mode including essay, zine creation, podcast, video, etc. Examples will be discussed in class.

CRITERIA FOR ASSESSMENT OF LEARNING PROJECT 2

Assessment will be collaborative between the student and instructor.

As with Learning Project 1, assessment criteria and practices will be designed both collaboratively and individually with an eye to how we might design projects like this for and with children. This *feels messy* because it *is messy*. It is the opposite of “giving the teacher what the teacher wants” or of students trying to guess what the teacher wants. If we are focused on deep learning, part of our practice is to discern how and what we are learning, if our work is good, what there is next to do, and how we can say this to ourselves and others. Children are capable of participating in this process. To do that well, it matters to first practice it for ourselves and unlearn some of the educational habits we have absorbed through a lifetime of being “schooled”.

LEARNING PROJECT #3: LEARNING AND ASSESSMENT PLAN

DUE: OCT 22

Design an ELA learning and assessment plan for an ELA grade(s) and topic(s) of your choice.

*Practical examples, materials, and topics for inspiration will be shared during our classes. Guidance will be given as we explore diverse learning materials for children and resources for teachers.

Minimally, your plan should focus on the following and be illustrative of key aspects of theory introduced in the course.

1. Designing a plan for learning and an assessment to foster deep understanding of a key disciplinary concept and/or competency or competencies in the English Language Arts.
2. Including a rationale for the learning plan, as supported by the ELA document and what we have learned in class.
3. Discussion of practicalities of enacting this learning and assessment plan: fitting it into a larger context/concept, integration of effective formative assessment strategies for scaffolding and adapting to the needs of diverse learners, etc.
4. Align plan with the TQS.
5. Engage learners in all or most of the 6 strands of the Language Arts even if the primary focus is on one strand.
6. Summative assessment strategies (how will you know what children have learned and if they have met the learning objectives?)

****You may use any style or template for your plan that makes sense for you and your project. The following is a suggested path for organizing your thinking/planning/presenting:**

a. Topic(s): The theme/title/topic of your learning plan.

b. Clear reference to ELA program of study learning outcomes for your chosen grade level(s)

- c. **Rationale** – A paragraph explanation of the purpose/rationale. Imagine you are explaining this to the principal or parents. Connect it with the program of study front matter and the TQS. *This is a place to think about the connection to your personal statement (project #2)
- d. **Learning Outcomes** – describe the learning outcomes. (include the program of study reference)
- e. **List of 4-6 possible teacher directed “lessons”**. This does not need to be exhaustive as lessons should be emergent and based on the assessed needs of the children from day to day. Lesson plans are not required. List/describe the learner outcomes for each lesson and what students will be doing (this is where you are thinking about scaffolding children’s learning and giving them the skills and knowledge they need to accomplish a project and meet the overall learning objectives). What kinds of activities will children do to demonstrate and document their learning along the way? Or how will a larger project be divided into smaller steps? Examples will be discussed in class for how to approach this step as each person’s will be different depending on the topic/grade/project chosen
- f. **Key Instructional Practices and Assessment linked to step “e”** – Details about the main methods for teaching, learning and possible assessment practices. This is specifically about how you will teach the content. Will the students work as a whole class, in groups, or individually? How will you transition into different activities? How will you scaffold activities? How will materials be used? How will you discern and document student learning to inform and support your teaching. How long will it take?
- g. **List of Sources** – sources consulted in preparation of the unit should be listed. This is where you can draw on the reading list from the course or go beyond it. Ask your instructor for recommendations! Present a reference page in APA format.
- h. **List of Materials** – List materials needed for the children’s learning and work and your teaching
- j. **Learner Differentiation/Explanation of how the unit plan addresses all students’ needs** - Demonstrate how your plan addresses the interests and needs of a range of students. Show how you will teach inclusively and in an anti-colonial manner, address the TQS and goals of EDIA.
- h. **Anything else** unique to your teaching needs, children’s learning needs, your topic, or your imagined context.

CRITERIA FOR ASSESSMENT OF LEARNING PROJECT #3

Assessment will be collaboratively designed. Our design will engage in collaborative, meta-cognitive/learning about assessment that will support you in your field experiences and in being able to independently self-assess your own learning and planning as a teacher. You will have opportunities to share your project as you design it to get feedback and ideas from peers and instructor.

The following document, along with the TQS, will guide our collaborative assessment design and your self-assessment:

Friesen, S. (2009). *What did you do in school today? Teaching effectiveness: A framework and rubric*. Canadian Education Association. Retrieved from <https://www.edcan.ca/articles/what-did-you-do-in-school-today-teaching-effectiveness-a-framework-and-rubric/>

DETAILED WEEKLY LIST OF READINGS AND LINKS

WEEK 1 READINGS:

Hays, K. (2025). *A brutal beginning: orienting ourselves amid the shock and awe*.
<https://organizingmythoughts.org/a-brutal-beginning-orienting-ourselves-amid-the-shock-and-awe/>

WEEK 2 READINGS: (TO BE SELECTED FROM)

Anderson, J., Campbell, B., Richard, N., & Callaghan, T.D. (2025, June 24). *Alberta youth have the right to school library books that reflect their lives, including sexuality*. The Conversation. <https://theconversation.com/alberta-youth-have-the-right-to-school-library-books-that-reflect-their-lives-including-sexuality-258265>

Brett McKay, L. J. I. R. (2025, July 11). *Alberta used lists of America's most banned books and a controversial database to identify "inappropriate" material in schools*. Investigative Journalism Foundation. <https://theijf.org/alberta-used-lists-of-americas-most-banned-books-and-a-controversial-database-to-identify-inappropriate-material-in-schools>

Brooks, R. (2025, July 1). *Taking a stand against book bans: How psychologists are fighting censorship to keep culturally diverse books available to everyone*. American Psychological Association. <https://www.apa.org/monitor/2025/07-08/fighting-book-bans-censorship>

Editors, T. (2024, November 19). *Book bans harm kids*. Scientific American.
<https://www.scientificamerican.com/article/book-bans-harm-kids/>

Canadian Publishers Council. (2025, June 3). *Statement from the Canadian publishing industry on the Alberta government's "ensuring age-appropriate books in school libraries" initiative*. <https://pubcouncil.ca/statement-from-the-canadian-publishing-industry-on-the-alberta-governments-ensuring-age-appropriate-books-in-school-libraries-initiative/>

CBC/Radio Canada. (2025, June 4). *What's at stake if Alberta removes certain books from its school libraries?* | CBC arts. CBC news. <https://www.cbc.ca/arts/commotion/what-s-at-stake-if-alberta-removes-certain-books-from-its-school-libraries-1.7552220>

Cockcroft, M. (2024, Dec. 13). *School Boards tied up by book bans face harassment, struggle to address other issues*. School Library Journal.
<https://www.slj.com/story/School-Boards-Tied-Up-By-Book-Bans-face-harassment-Struggle-Address-Other-Issues>
Available in LCR: <https://research-ebsco-com.ezproxy.lib.ucalgary.ca/linkprocessor/plink?id=6461bab0-46ad-3e98-ad07-eb7e59ba70bc>

MacDonald, D. (2025, June 30). *Association of Canadian Publishers responds to U.S. Supreme Court decision limiting access to inclusive children's Books - Association of Canadian Publishers*. Association of Canadian Publishers. <https://publishers.ca/response-us-supreme-court-decision/>

MacLean's. (n.d.). *How This LGBTQ Kids' Book Ended Up at the U.S. Supreme Court*.
<https://www.youtube.com/watch?v=O2rp4Bd-bqI>

Patel, N. (2025, July 14). *WGA Board response to goa ministerial order: Standards for the selection, availability, and access of School Library Materials*. Writers Guild of Alberta. <https://writersguild.ca/wga-board-response-to-goa-ministerial-order-standards-for-the-selection-availability-and-access-of-school-library-materials/>

Schwanenflugel, P. J. & Knapp, N. F. (February 28, 2017). Three myths about reading levels. *Psychology Today*. <https://www.psychologytoday.com/ca/blog/reading-minds/201702/three-myths-about-reading-levels>.

Stevenson, R. (2025, May 6). *How my LGBTQ kids' book ended up at the U.S. Supreme Court*. Macleans. <https://macleans.ca/society/how-my-lgbtq-kids-book-ended-up-at-the-u-s-supreme-court/>

Staff. (2024, Nov. 1). *PEN America reports nearly 200 percent rise in Book bans last school year; launches searchable database*. School Library Journal. <https://www.slj.com/story/newsfeatures/PEN-America-Reports-nearly-200-Percent-Rise-Book-Bans-Last-School-Year-Launches-Searchable-Database>

Wells, I. (2025, July 3). *Alberta's book Ban is a blatant act of cultural vandalism*. The Walrus. <https://thewalrus.ca/albertas-book-ban-is-a-blatant-act-of-cultural-vandalism/>

WEEK 3

Aukerman, M., & Chambers Schuldt, L. (2021). What matters most? toward a robust and socially just science of reading. *Reading Research Quarterly*, 56(S1). <https://doi.org/10.1002/rrq.406>

Aukerman, M. (2021, April 30). Opinion: Too much missing in Alberta's draft language arts curriculum. *Edmonton Journal*. <https://edmontonjournal.com/opinion/columnists/opinion-too-much-missing-in-albertas-draft-language-arts-curriculum>

CBC/Radio Canada. (n.d.). *The Current with Matt Galloway. Why isn't enough spelled enuf: The Absurdity of English Spelling*. <https://www.cbc.ca/listen/live-radio/1-63-the-current/clip/16141016-why-isnt-enough-spelled-enuf-the-absurdity-english>

Giroux, H. A. & Greene, M. (1996). Educational visions: What are schools for and what should we be doing in the name of education? In J. L. Kincheloe & S. R. Steinberg (Eds), *Thirteen questions: Reframing education's conversation* (295-313). New York, NY: Peter Lang. https://ucalgary.alma.exlibrisgroup.com/leganto/public/01UCALG_INST/citation/25868344650004336?auth=SAML

Greene, M. (1988). Research currents: What are the Language Arts for? *Language Arts*, 65 (5), 474-481. <https://www-jstor-forg.ezproxy.lib.ucalgary.ca/stable/41411412>

Lenters, K. (2018). Multimodal becoming: Literacy in and beyond the classroom. *The Reading Teacher*, 71(6), 643-649. 10.1002/trtr.1701 <https://ila-onlinelibrary-wiley-com.ezproxy.lib.ucalgary.ca/doi/full/10.1002/trtr.1701>

Lenters, K. (2016). Riding the Lines and Overwriting in the Margins: Affect and Multimodal Literacy Practices. *Journal of Literacy Research*, 48(3), 280-316. <https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/full/10.1177/1086296X16658982>

Seidel, J. (2014). A Curriculum for Miracles. *Counterpoints* (New York, N.Y.), 452, 7–13.

https://ucalgary.primo.exlibrisgroup.com/permalink/01UCALG_INST/15o3ob6/cdi_jstor_primary_42982351

WEEK 4 AND 5

Abley, M. (1998). Outrunning the sun. In B. Moon & D. Obe (Eds.), *Taking risks: Literary journalism from the edge* (pp. 283-309). Banff Centre Press.

https://ucalgary.alma.exlibrisgroup.com/leganto/public/01UCALG_INST/citation/25867803280004336?auth=SAML

Assembly of First Nations. (n.d.). *Languages and culture*. <https://www.afn.ca/policy-sectors/languages-and-culture/>

Battiste, M.A. (2013). *Decolonizing education: Nourishing the learning spirit*. Saskatoon SK: Purich Publishing Limited.

<https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=5652479>

Battiste, M. (1998). Enabling the autumn seed: Toward a decolonized approach to Aboriginal knowledge, language, and education. *Canadian Journal of Native Education*, 22(1).

<https://doi.org/10.14288/cjne.v22i1.195792>

<https://ezproxy.lib.ucalgary.ca/login?url=https://www-proquest-com.ezproxy.lib.ucalgary.ca/scholarly-journals/enabling-autumn-seed-toward-decolonized-approach/docview/230302956/se-2?accountid=9838>

Brake, J. (2021, July/Aug). "Built on a foundation of white supremacy". *Briarpatch*, 50(4), 14-19.

<https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=rch&AN=151115232&site=ehost-live>

Chambers, C. (2006). "The land is the best teacher I have ever had": Places as pedagogy for precarious times. *Journal of Curriculum Theorizing*, 22(3),

<https://link.gale.com/apps/doc/A159508001/AONE?u=ucalgary&sid=googleScholar&xid=4c87f871>

Carleton, S. (Sept. 26, 2022). Reckoning with the history of public schooling and settler colonialism. *The Conversation*.

<https://theconversation.com/reckoning-with-the-history-of-public-schooling-and-settler-colonialism-190386>

Also available in LCR: <https://ezproxy.lib.ucalgary.ca/login?url=https://www-proquest-com.ezproxy.lib.ucalgary.ca/wire-feeds/reckoning-with-history-public-schooling-settler/docview/2719042775/se-2?accountid=9838>

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- From the online document, read:
p. 6: "A Quest for the Possible", by Loris Malaguzzi
p. (unpaged part): "Introduction to the exhibit 'The Hundred Languages of

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Optional: Listen to the CBC interview with Darren O’Donnell (We will watch the video in class).
<https://www.cbc.ca/radio/thecurrent/the-current-for-april-3-2018-1.4602682/would-you-let-a-10-year-old-cut-your-hair-artist-argues-we-should-give-kids-more-control-1.4600505>

WEEK 7 AND 8 (READINGS TBA)

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Note: The Bromley article is also available in Doucette Library in the following book:

Bromley, K. (2010). Nine things every teacher should know about vocabulary development. In M. Cappello and B. Moss (Eds.), *Contemporary readings in literacy education*. Los Angeles, CA: Sage.

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**Read the piece “Discourse on the logic of language” pp. 56-59

Jordan, J. (1988). Nobody mean more to me than you and the future life of Willie Jordan. *Harvard Educational Review*, 58(3), 363-374. <https://meridian-allenpress-com.ezproxy.lib.ucalgary.ca/her/article/58/3/363/31519/Nobody-Mean-More-to-Me-Than-You-And-the-Future>

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Kendrick, M., McKay, R., & Mutonyi, H. (2009). Making the invisible visible: Assessing the visual as spaces of learning. In A. Burke & R. F. Hammett (Eds.), *Assessing new literacies: Perspectives from the classroom* (55-75). New

York, NY: Peter Lang.

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MacPherson, S. (2003). TESOL for biolinguistic sustainability: The ecology of English as Lingua Mundi. *TESL Canada Journal*. 20 (2). 1-22. doi:<https://doi.org/10.18806/tesl.v20i2.945>.

Access at: <https://teslcanadajournal.ca/index.php/tesl/article/view/945/764>

Deresiewicz, W. (2005, January 9). You talkin' to me? (Review of the book *The Stories of English*). *The New York Times*.

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Rosenblatt, L. (1980). What facts does this poem teach you? *Language Arts*. 57 (4), 386-394.

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Dehaene, S. (2009). *Reading in the brain: The science and evolution of a human invention*. New York, NY: Viking. *Print copy available in LCR:*

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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:

<https://calendar.ucalgary.ca/pages/2c2d1ce47b8c4d008aec9cc3da49876e>

MISSING OR LATE SUBMISSIONS

All late submissions of assignments must be discussed with the instructor **prior to the due date**. A deferral of up to 30 days may be granted at the discretion of the Associate Dean of Undergraduate Programs prior to the end of the course with accompanying written evidence. Instructors can add penalties for late assignments here. <https://calendar.ucalgary.ca/pages/jyekfh6xwhoHwxcetCi1>

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-cfreb>) or the Conjoint Health Research Ethics Board (<https://research.ucalgary.ca/conduct-research/ethics-compliance/human-research-ethics/conjoint-health-research-ethics-board-chreb>)

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/627ed88eb4b041b7a2e8155effac3501>

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/legal-services/access-information-privacy>

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 Tracy Dinh, esa@ucalgary.ca.

Werklund SU Representative is Siena Yee, educrep@su.ucalgary.ca.