Erin Spring

EDUC 535.02: Elementary English Language Learners
Fall 2024

Course Dates: September 2 – October 24, 2025

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 the Specialization Seminar II is to deepen students' 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, students will also refine their knowledge of discourse and theory within the discipline and develop a deeper understanding of ways to enact this theory in a classroom context. Students 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 their 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).

LEARNER OUTCOMES:

Over the course of the semester, students will

1. Further develop a deeper conceptual understanding of the historical, socio-cultural, political contexts of the discipline, and relate this to curriculum planning in the specialization areas.
2. Identify and critique the key learning perspectives (as outlined in the front matter of the Programs of Study) and intentions (learning objectives) across the units in a grade from the Alberta Programs of Study.
3. Successfully apply theoretical knowledge to the design of a longer-term unit and assessment plan.

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

REQUIRED RESOURCES:

Coelho, E. (2016). *Adding English: A guide to teaching in multilingual classrooms* (2nd ed.)*.* University of Toronto Press. https://www.chapters.indigo.ca/en-ca/books/adding-english-a-guide-to/9781487520496-item.html
https://www.amazon.ca/Adding-English-Teaching-Multilingual-Classrooms/dp/1487520492/ref=sr_1_1?crid=PNYBMWO5Z94S

Please note: The first edition (Coelho, 2004) is available in the university's e-book collection:
https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=3385986

Larsen-Freeman, D. & Anderson, M. (2011). *Techniques and principles in language learning* (3rd ed.). Oxford University Press. BookShelf ; Google Play ; Kobo ; Amazon Kindle ; iBooks ; ebooks.com

Translanguaging Guides
https://www.cuny-nysieb.org/translanguaging-resources/translanguaging-guides/

ADDITIONAL READINGS (in the order they appear in the course)

McLaughlin, B. (1992). *Myths and misconceptions about second language learning: What every teacher needs to unlearn* (Educational Practice Report: 5). Santa Cruz, CA: National Center for Research on Cultural Diversity and Second Language Learning. https://eric.ed.gov/?id=ED352806

Translanguaging and the Writing of Bilingual Learners
https://www-tandfonline-com.ezproxy.lib.ucalgary.ca/doi/full/10.1080/15235882.2014.893270

Naqvi, R., McKeough, A., Thorne, K., & Pfitscher, C. (2013). Dual-language books as an emergent-literacy resource: Culturally and linguistically responsive teaching and learning. *Journal of Early Childhood Literacy*, *13*(4), 501–528. https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/full/10.1177/1468798412442886

Alberta Education Programs of Study https://www.alberta.ca/programs-of-study.aspx#jumplinks-2

Learn Alberta – Organizing for Instruction.
https://www.learnalberta.ca/content/eslapb/organizing_for_instruction.html

Culturally sustaining Disciplinary Literacy for bi/Multilingual Learners: Creating a Translanguaging Social Studies Classroom
https://ila-onlinelibrary-wiley-com.ezproxy.lib.ucalgary.ca/doi/full/10.1002/jaal.1129

Coelho, E. (2009). Teaching in the quadrants: A framework for teaching and learning academic language for school success. In Kjørven, B.-K. Ringen & A. Gagné (eds.). T*eacher diversity in diverse schools: Challenges and opportunities for teacher educatio*n. Oplandske Bokforlag. 172-182.
https://www.academia.edu/5834612/Teaching_in_the_Quadr_ants_A_fr_amework_for_teaching_and_learning_academic_language_for_school_success

Guo, Y. (2012). Exploring linguistic, cultural, and religious diversity in Canadian schools: Preservice teachers' learning from immigrant parents. *Journal of Contemporary Issues in Education, 7*(1), 4-23.
https://journals.library.ualberta.ca/jcie/index.php/jcie/article/view/18078/14239

Lee, K. (2016). Using collaborative strategic reading with refugee English language learners in an academic bridging program. *TESL Canada Journal, 33*(10), 97-108. https://doi.org/10.18806/tesl.v33i0.1248

ESL Guide to Implementation K-9 (2007)
https://files.eric.ed.gov/fulltext/ED502914.pdf
This document provides teachers in Alberta a list of learning strategies they should be aware of and/or encourage their students to utilize (Appendix 4, p.165), as well as a list and samples of Graphic Organizers (Appendix 5, p. 169)

An overview of a unit plan (teaching spiders) using the knowledge framework to teach thinking skills and linguistic structures in a content-based instruction (see p. 80)

Teaching Effectiveness Framework and Rubric - https://www.galileo.org/cea-2009-wdydist-teaching.pdf

Principles of curriculum design
1. Wiggins, G., & McTighe. J. (2005). Understanding by design (2nd ed.). Alexandria, VA: Association for Supervision and Curriculum Development. https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=3002118

2. Dalton-Puffer, C. (2011). Content-and-language integrated learning: From practice to principles? Annual Review of Applied Linguistics, 31, 182-204.
https://www-cambridge-org.ezproxy.lib.ucalgary.ca/core/services/aop-cambridge-core/content/view/E16B42F2B04D6D8B9A12617D6CFE58A4/S0267190511000092a.pdf

Story Books Canada - https://storybookscanada.ca/

Brisk teaching AI
Brisk Teaching - Free AI for Teachers

LEARNING TASKS OVERVIEW

LEARNING TASK	DESCRIPTION OF LEARNING TASK	GROUP / INDIVIDUAL	WEIGHT	DUE DATE
Learning Task 1	Language Teaching Method Project – 2 parts	Group	40%	Wed, Sep 17th (*Teaching demo day as assigned during class)
Learning Task 2	Design a Unit and Assessment Plan	Individual	40%	Fri, Oct 17th
Learning Task 3	Exploratory Paper	Individual	20%	Fri, Oct 24th

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WEEKLY COURSE SCHEDULE:

Dates	Topics	Readings and Tasks	Tasks and Due Dates
Week 1 Sept 2	•Welcome & Introductions •Overview of course	Sharing experiences from Field II and identifying the big issues for ELLs. Where are we with regards to ELL learners and what do we need to do to move forward? Adding English – Ch 1 - 2 *Group sign-up of language teaching method McLaughlin, B. (1992). *Myths and misconceptions about second language learning: What every teacher needs to unlearn* (Educational Practice Report: 5). Santa Cruz, CA: National Center for Research on Cultural Diversity and Second Language Learning. https://eric.ed.gov/?id=ED352806	Consider your own experiences learning a language. How does this inform the way that you teach? What do you believe about language, literacy and learning?
Week 2 Sept 8	• Understanding Second Language Acquisition	Adding English – Ch 8 https://www.cuny-nysieb.org/translanguaging-resources/translanguaging-guides/ https://ila-onlinelibrary-wiley-com.ezproxy.lib.ucalgary.ca/doi/full/10.1002/jaal.1129 Translanguaging and the Writing of Bilingual Learners https://www-tandfonline-com.ezproxy.lib.ucalgary.ca/doi/full/10.1080/15235882.2014.893270 Naqvi, R., McKeough, A., Thorne, K., & Pfitscher, C. (2013). Dual-language books as an emergent-literacy resource: Culturally and linguistically responsive teaching and learning. *Journal of Early Childhood Literacy*, *13*(4), 501–528. https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/full/10.1177/1468798412442886	What is the concept of Translanguaging? How is this similar or different to how we approached learning in the past? What might this look like in your content specialization?

| Week 3

Sept 15 | • Communicative Competence | Adding English - Ch 6

Larsen-Freeman (Ch2*): The Grammar-Translation Method (Group 1)
Larsen-Freeman (Ch4*): The Audio-Lingual Method (Group 2)

https://www-tandfonline-com.ezproxy.lib.ucalgary.ca/doi/full/10.1080/15235882.2014.893270

Alberta Education Programs of Study
https://www.alberta.ca/programs-of-study.aspx#jumplinks-2

Learn Alberta – Organizing for Instruction.
https://www.learnalberta.ca/content/eslapb/organizing_for_instruction.html | **Learning Task 1:
DUE: Sept 19th 2024**

Consider what it means to be competent in communication? How does this connect to language and literacy from a mutli-literacy perspective? How does this connect to the Alberta Education program of studies and the learning outcomes? |
| Week 4

Sept 22 | • How English Works

• Identify and critique the key learning perspectives and intentions in the Alberta Programs of Study | Adding English – Chs 3 - 7 (except 6)

*Connecting to the AB Programs of Study: students will consult the AB POS for their area of specialization

Alberta Education Programs of Study
https://www.alberta.ca/programs-of-study.aspx#jumplinks-2

Larsen-Freeman (Ch8*): Total Physical Response (Group 3)
Larsen-Freeman (Ch9*): Communicative Language Teaching (Group 4)

Culturally sustaining Disciplinary Literacy for bi/Multilingual Learners: Creating a Translanguaging Social Studies Classroom
https://ila-onlinelibrary-wiley-com.ezproxy.lib.ucalgary.ca/doi/full/10.1002/jaal.1129 | Why is English considered one of the most complicated languages in the world? What are the concerns that impact development? Consider common "errors" you see in ESL learners and how this informs the process? |

| Week 5

Sept 29 | • Integrating Language and Content Instruction | Adding English – Ch 12

Larsen-Freeman (Ch10*): Content-based Instruction (Group 5)

Larsen-Freeman (Ch11*): Task-based Language Teaching (Group 6)
Understanding by Design (UbD)

Lee, K. (2016). Using collaborative strategic reading with refugee English language learners in an academic bridging program. *TESL Canada Journal, 33*(10), 97-108.
https://doi.org/10.18806/tesl.v33i0.1248

Coelho, E. (2009). Teaching in the quadrants: A framework for teaching and learning academic language for school success. In Kjørven, B.-K. Ringen & A. Gagné (eds.). T*eacher diversity in diverse schools: Challenges and opportunities for teacher educatio*n. Oplandske Bokforlag. 172-182.
https://www.academia.edu/5834612/Teaching_in_the_Quadr_ants_A_fr_amework_for_teaching_and_1earning_academic_language_for_school_success
Guo, Y. (2012). Exploring linguistic, cultural, and religious diversity in Canadian schools: Preservice teachers' learning from immigrant parents. *Journal of Contemporary Issues in Education, 7*(1), 4-23.
https://journals.library.ualberta.ca/jcie/index.php/jcie/article/view/18078/14239 | How do we create lessons that are authentic and meaningful? Consider carefully how we access content when faced with a language barrier? What resource do we have to enhance understanding of disciplinary literacy? |
| Week 6
Oct 6 | • Designing a Unit and Assessment Plan | Adding English – Ch 13

Alberta ESL Proficiency Benchmarks, Kindergarten, Grades 1-3, Grades 4-6, Grades 7-9, and Grades 10-12 (2010) at
https://www.learnalberta.ca/content/eslapb/
(see writing samples and videos of students engaging in content learning with teacher commentary on proficiency levels and benchmark analysis)

Salmon, K. & Ettrich, M. (2012). Alberta K-12 ESL Proficiency Benchmarks. *TESL Canada Journal, 29*(SI6), 180–197.
https://doi.org/10.18806/tesl.v29i0.1116
https://files.eric.ed.gov/fulltext/EJ989909.pdf | **Draft** of Unit Plan due Oct 10th – please be prepared to share with a peer (hardcopy or electronic) |

		ESL Guide to Implementation K-9 (2007) https://www.cmef.ca/wp-content/themes/cmef/pdf/ESLGuidetoImplementation.pdf This document provides teachers in Alberta a list of learning strategies they should be aware of and/or encourage their students to utilize (Appendix 4, p.165), as well as a list and samples of Graphic Organizers (Appendix 5, p. 169)	
Week 7 Oct 13	• Designing a Unit and Assessment Plan	Adding English – Ch 10 Larsen-Freeman (Ch12*): The Political Dimension/Participatory Approach (Group 7) Larsen-Freeman (Ch13*): Learning Strategy/Cooperative Learning/Multiple Intelligences (Group 8) Teaching Effectiveness Framework and Rubric - https://www.galileo.org/cea-2009-wdydist-teaching.pdf Story Books Canada - https://storybookscanada.ca/ Principles of curriculum design 1. Wiggins, G., & McTighe. J. (2005). Understanding by design (2nd ed.). Alexandria, VA: Association for Supervision and Curriculum Development. https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=3002118 2. Dalton-Puffer, C. (2011). Content-and-language integrated learning: From practice to principles? Annual Review of Applied Linguistics, 31, 182-204. https://www-cambridge-org.ezproxy.lib.ucalgary.ca/core/services/aop-cambridge-core/content/view/E16B42F2B04D6D8B9A12617D6CFE58A4/S0267190511000092a.pdf Story Books Canada - https://storybookscanada.ca/	**Learning Task 2: DUE Fri, Oct. 17th**

Week 8 Oct 20	• AI implications and how we can use technology as a tool to support learners? Consider any ethical implications. • Course Wrap-Up	Brisk Teaching - Free AI for Teachers	**Learning Task 3: DUE Fri, Oct 24th**

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.

1. **LEARNING TASK 1: Language Teaching Method - DUE: Wednesday, September 18th/2024**

This is a two-part group learning task.

Part 1: Language Teaching Method Document
Create a 3-page document illustrating, describing, critiquing the language teaching method that you signed up for. Reference sources in correct APA format. Post it to D2L. This is due September 21, 2022.

Part 2: Teaching a Mini Lesson to Demonstrate a Language Teaching Method
Teach an original mini lesson to demonstrate a language teaching method to the class demonstrating the language teaching method you have signed up for. Each group will sign up for a specific day on the first day of class.

CRITERIA FOR ASSESSMENT OF LEARNING TASK 1

Part 1: Language Teaching Method Document

1. Meaningfulness to teachers teaching ELLs.
2. Critique of language teaching method.
3. Quality and completeness of the document.
4. Overall presentation of the document.

Part 2: Teaching a Mini Lesson to Demonstrate a Language Teaching Method

1. Collaboration and synthesis of ideas
2. Demonstration of language teaching method.
3. Techniques and activities appropriate to the method.
3. Match students' language needs to lesson topic.

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Learning Task 1 Rubric- Language Teaching Method (considers both Part 1 and Part 2)

	F	D+ - D-	C+ - C-	B+ - B-	A+ - A-
Articulates a clear and focused understanding that illustrates, describes, and critiques the language teaching method. The method explored is meaningful to teachers teaching ELL.	Poor ability to articulate a clear, and focused understanding. Flow is logical and evident. Relevancy is understood and the evidence supports the argument in an exemplary manner	Poor ability to articulate a clear, and focused understanding. Flow is logical and evident. Relevancy is understood and the evidence supports the argument in an exemplary manner	Satisfactory ability to articulate a clear, and focused understanding. Flow is logical and evident. Relevancy is understood and the evidence supports the argument in an exemplary manner.	Proficient ability to articulate a clear, and focused understanding. Flow is logical and evident. Relevancy is understood and the evidence supports the argument in an exemplary manner	Exemplary ability to articulate a clear, and focused understanding. Flow is logical and evident. Relevancy is understood and the evidence supports the argument in an exemplary manner.
Relevant evidence from the readings to support the inquiry and demonstrates an understanding of the issues in teaching. ELL. Critique of language learning method is evident	Poor evidence from the readings to support inquiry. Little or no support is provided and there is no evidence from the readings to support the assignment	Emerging evidence from the readings to support the inquiry. A basic understanding of the readings is presented and connected to the main ideas presented	Satisfactory evidence from the readings to support the inquiry. A satisfactory understanding of the readings is presented and connected to the main ideas presented	Proficient evidence from the readings to support the inquiry. The readings are used to support the position presented and add depth to the assignment	Exemplary evidence from the readings to support the inquiry. Details are well chosen and enhance the paper adding depth and detail to the assignment.
Well-organized demonstration of the language learning method. Demonstration of the language teaching method aligns with the critique and can support professional development in cross-curricular application. Student language needs are aligned with the lesson topic.	Poor evidence of emerging understanding. It is unclear if the concepts related to the teaching of discipline are understood Findings are not well organized and present a minimal understanding of the teaching method.	Emerging evidence of understanding. A baseline has been established to verify the understanding of the concepts related to the teaching of the discipline. Findings are organized and present an emerging understanding of the teaching method.	Satisfactory evidence of understanding. It is clear. Satisfactory understanding of the emerging concepts related to discipline is evident. Findings are organized and present a strong understanding of the teaching method.	Proficient evidence of understanding. A clear understanding of the emerging concepts related to discipline is evident. Findings are well organized and present a strong understanding of the teaching method.	Exemplary evidence of understanding of concepts is presented. A solid foundation for the key concepts and ideas is clearly established. Findings are well organized and present an exemplary understanding of the teaching method.

Appropriate mode of expression in a clear, sophisticated, and accurate manner	Poor mode of expression. Writing/presentation is unclear with structural and grammatical errors. Referral to the writing center is recommended.	Emerging skills in expression Errors are presentation and some understanding of concepts is impeded by presentation skills.	Satisfactory mode of expression. Minor errors in writing/presentation and grammar are present but does not impede the main ideas presented.	Proficient mode of expression. Errors are not present, and the main ideas are presented in a clear and sophisticated manner.	Exemplary mode of expression. Errors are not present, and use of language is exemplary. Ideas are clear, sophisticated, and engaging.
Peer reviewed references and APA clarity	No peer revies and significant errors in APA	Less than 2 peer reviewed references and errors in APA citation	Three -5 peer reviewed references and no errors in APA citation	Five or more peer reviewed references and minor errors in APA citations	Five or more peer reviewed references and no errors in APA citation

Note: A and A+ are both worth 4.0. A+ is given at the instructor's professional discretion based on work of rare and exemplary quality.

2. LEARNING TASK 2: Design a Unit and Assessment Plan Due: Friday, October 18ᵗʰ 2024

For this assignment, students will individually design a unit learning plan, illustrative of key aspects of theory introduced in the course. Please refer to the Teaching Effectiveness Framework and Rubric and the 5 key strategies of formative assessment (Leahy et al., 2005) as lenses. Retrieved from: https://www.galileo.org/cea-2009-wdydist-teaching.pdf

* We will have a designated peer review time of your draft Unit and Assessment Plan during class on Oct 9th

1. Design a unit-plan for learning and assessment plan to sponsor deep understanding of a key disciplinary concept and/or competency.
2. Including a rationale for the learning plan, as supported by theory and discipline.
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.

CRITERIA FOR ASSESSMENT OF LEARNING TASK 2

A. *Unit Title, Subject Area, and Topic* – The theme of your unit. This should be developed in consultation with your instructor and should be clearly and specifically titled.

B. *Reference to Alberta Education Curriculum or standards as it applies to your discipline/unit.* Identify how your unit fits within the Alberta Curriculum. Provide an explanation if it doesn't fit explicitly.

C. *Grade Level* – The grade in which the subject is taught.

D. *Unit Rationale* – Provide a paragraph explanation where the value of the unit is presented. This rationale should support your choice to create a full unit on this topic.

E. ***Learning Outcomes*** – Describe the learning outcomes for the overall unit (longer term). In your lesson plan, describe the learning outcomes or goals for that specific lesson (shorter term). One or more of these may overlap. Five or six learning outcomes should define what the students should know/be able to do by the end of the unit and lesson.

F. ***Key Instructional Practices Procedures*** – Details about the main methods for teaching through the unit. 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?

G. ***List of Sources*** – All sources consulted in preparation of the unit should be listed. Note: multiple sources are expected. Present a reference page in APA format.

H. ***List of Materials*** – List all materials needed to teach the unit that are not readily available to the teacher every day. Be specific!

I. ***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. For example, how will you address students with special needs? English language learners? Gifted students? Students who excel at group work or at independent time?

J. ***Creativity and Innovation*** - Detail how your unit will include a variety of teaching methods, with specific reference to creative teaching that engages all students.
Include discussion of your inclusion of technology in the curriculum and ways to include interdisciplinarity.

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Assessment for Learning Task 2: Unit Plan

	A, A+	B+, A-	B-, B	C+ or less
Design is focused on building understanding Help develop strong learning tasks that focus students on issues, questions and problems central to the discipline.	Demonstrates an exceptional understanding of: i) How students learn, ii) Disciplinary core concepts and connections, and iii) Curricular outcomes. Skillfully designs strong inquiry-based learning tasks that focus student inquiry on issues, questions, and problems that are: central to the discipline, connected to students' lives, and connected to the world outside of school.	Demonstrates a clear understanding of: i) How students learn, ii) Disciplinary core concepts and connections, and iii) Curricular outcomes. Designs inquiry-based learning tasks that focus student inquiry on issues, questions, and problems central to the discipline.	Demonstrates a general understanding of curricular outcomes and sometimes incorporates them into inquiry-based learning (i.e. project-based, problem-based, or design-based)	Demonstrates a limited understanding of curricular outcomes. Learning tasks are not inquiry based.
Design is informed by disciplinary knowledge Making meaningful connections to ways of thinking about the discipline, and in alignment with the Programs of Study in your disciplinary area	Designs learning experiences that engage the students in the distinct ways of thinking about and acting in the world that characterize the particular discipline specialization—that is, the ways, embodied in the discipline, of making meaningful connections and building deep understanding.	Designs learning experiences that are organized around disciplinary ideas and core concepts. Requires students to make connections between existing and new ideas to build understanding.	Designs learning activities that are organized around subject matter. Requires students to make some connections between existing and new ideas to build understanding.	Selects activities that emphasize subject matter acquisition that deal with acquiring information, facts, and formulae.
Authentic and engaged learning Learning is meaningful and relevant to students and to the broader community, and that are of real concern and central to the discipline.	The work students undertake requires them to engage in productive collaboration with each other, with the discipline, and with other experts around authentic problems, issues, questions, or ideas that are of real concern and are central to the discipline, to the students, and to the broader community outside of school.	The work students undertake requires them to engage in productive collaboration with each other, with the discipline, and with other experts around matters that are central to the discipline and to the broader community outside of school.	The work students undertake has some connection to the world outside the classroom.	The work students undertake requires them to acquire and recall static, inert facts.

Work fosters deep understanding	The work students undertake fosters strong habits of mind and innovation and creativity. Students are routinely asked to: i) Formulate plausible, coherent working theories, ii) Formulate well reasoned judgment and conclusions based on evidence and with an examination of different viewpoints, iii) Analyze assumptions, iv) Discuss how things might be otherwise, (i.e. supposition), v) Thoroughly examine implications, vi) Consider ambiguities, vii) Work across a variety of contexts, and Make connections between and among concepts	The work students undertake fosters disciplined habits of mind. Students are asked to: i) Formulate plausible solutions, ii) Articulate assumptions, iii) Formulate reasoned judgment and conclusions based on evidence, and Consider implications that reach beyond the immediate situation.	The work students undertake requires that they demonstrate industrial habits of mind that present conclusions relative to each other, with simplistic solutions, and a cursory examination of implications.	The work students undertake builds habits of mind that emphasize group think by requiring a simplistic solution and/or absolute conclusion attributed to an external authority with no consideration of implications.
ELL learning Addresses the diversity and range of students' needs (must include minimum five ELL strategies).	Includes or designs ELL strategies related to topic with high degree of understanding Includes clear language outcomes ELL strategies are effective and high-quality	Includes or designs ELL strategies related to topic with good understanding Includes mostly clear language outcomes ELL strategies are mostly effective and high-quality	Includes or designs ELL strategies related to topic with some understanding Includes somewhat clear language outcomes ELL strategies are somewhat effective	Fails to include ELL strategies related to topic Fails to include language outcomes ELL strategies are ineffective

Assessment is comprehensive Assessment of learning provides a comprehensive and holistic picture of student learning and competencies.	Assessment is integral to learning and woven into the day-to-day fabric of teaching and learning. The teacher uses a wide range of ongoing formative assessments to inform instructional decisions and to improve practice. Assessment of learning provides an accurate, comprehensive, defensible picture of student learning and of student competencies at the time the grade is awarded. Teacher and student work together to determine and gather a variety of assessment data from observations, conversations, and artifacts that provide a rich variety of evidence of learning including written assignments, student reflections, portfolios, digital images of student work, and audio and video recordings.	Assessment is both summative and formative. The teacher uses a limited number of formative assessments to improve learning and inform instructional decisions. Assessment of learning provides an accurate, defensible picture of student learning and competencies. The teacher uses a variety of assessment data including observations, conversations, and artifacts that provide for a wide range evidence of learning including written assignments, student reflections, portfolios, digital images of student work, and audio and video recordings.	Assessment is primarily summative informed by some formative data (i.e. assessment activities built into the learning process). The teacher occasionally uses a formative assessment instrument to improve learning and guide planning decisions. Assessment of learning provides a general picture of student learning and competencies. Teacher uses a limited number of sources as assessment data. These sources include tests, paper and pencil artifacts, and the occasional technology presentation.	Assessment is exclusively summative (i.e. tests or assignments after learning has occurred). The teacher is unaware of ways to use formative assessment to improve learning or to inform teaching practices. Assessment provides a limited picture of student learning. Teacher relies on one source of assessment data that appears primarily in the form of pencil and paper tests emphasizing recall.

3. LEARNING TASK 3: Paper - Due: Friday, October 25, 2023

Imagine you had a friend or relative who was thinking about teaching ELLs. Write a paper (5-7 pages double-spaced, APA 7) telling them what you have learned in this class about teaching ELLs. Be sure to include topics that affected you most in this class. You can use "I" in your paper.

CRITERIA FOR ASSESSMENT OF LEARNING TASK 3

Your paper should:

- Articulate original thoughts and ideas related to your future teaching; connect your original thoughts to your future teaching
- Draw upon relevant evidence from the course and your own learning and teaching experiences; connect evidence to your future teaching (e.g. do not summarize the readings; use the readings to support what you have learned about teaching ELLs and why)
- Demonstrate understanding of concepts and theories related to teaching ELLs and what it means for ELLs; connect to your future teaching

- Be clear and accurate
- Include at least 3 peer reviewed references in addition to the required textbooks; cited in APA 7; 5-7 pages double-spaced with 12-point font.

You may also want to draw upon:

- Class Discussions
- Readings from this course and previous courses
- Observations made during your field experience

Assessment Rubric for Learning Task 3: Final Paper

	A, A+	B+, A-	B-, B	C+ or less
Original thoughts and ideas related to future teaching	Demonstrates an exceptional ability to articulate original thoughts and ideas related to future teaching	Demonstrates an ability to articulate original thoughts and ideas related to future teaching	Demonstrates an ability to articulate original thoughts and ideas, and somewhat relates to future teaching	Demonstrates difficulty articulating original thoughts and ideas and does not always relate them to future teaching
Draws upon relevant evidence from the course and own learning and teaching experiences; connects evidence to future teaching	Demonstrates an exceptional ability to draw upon varied relevant evidence from the course (eg. articles, class discussions), own learning, and teaching experiences; connects evidence to future teaching	Relates evidence from the course (eg. evidence is varied but could be more varied), own learning, and teaching experiences and connects to future teaching	Draws upon relevant evidence from the course but the evidence does not sufficiently support the paper. Reference to own learning and teaching experiences are also insufficient. Limited connection to future teaching	Demonstrates difficulty relating evidence from the course, own learning, and teaching experiences and does not make connections to future teaching
Demonstrates understanding of concepts and theories related to teaching ELLs and what it means for ELLS; connects to future teaching	Demonstrates exceptional evidence of understanding of the concepts and theories related to teaching ELLs; presents a strong discussion about what the concepts mean for ELLs; always connects to future teaching	Demonstrates clear understanding of the concepts and theories related to teaching ELLs; briefly discusses what the concepts mean for ELLs; makes connections to future teaching	Demonstrates some understanding of concepts and theories related to teaching ELLs; showed evidence of understanding of what the concepts mean for ELLs; limited connections to future teaching	Demonstrates little understanding of concepts and theories related to teaching ELLs; does not make connections to ELLs or to future teaching

	A, A+	B+, A-	B-, B	C+ or less
Scholarly writing; references	Writing is very scholarly in style and tone, with consistent use of APA standards	Writing is mostly scholarly in style and tone, and follows APA standards with a few errors or omissions	Writing is mostly scholarly in style and tone but there are a few instances where the writing is not scholarly, and follows APA standards with some errors or omissions	Writing is not scholarly in nature; APA standards are not followed

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

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. 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.

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.

Please note that group work promotes active learning and helps develop critical thinking, communication, and decision-making skills. These are important and necessary attributes in your roles as future educators. "Coming together is a beginning, staying together is progress, and working together is success" (Henry Ford).

USE OF AI TO SUPPORT LEARNING

Generative AI: Course participants are invited to use artificial intelligence tools, including generative AI, to gather information, review concepts, and/or to help produce assignments. However, (1) it is the student's responsibility to inform the instructor in writing of the intention to use such technology in advance of its use; (2) the student is ultimately accountable for the work they submit; and (3) any content generated or supported by an artificial intelligence tool must be cited appropriately. If students are using AI to accommodate for diverse learning needs, please consult with the instructor to determine best application to support process and authenticity of experience. We will be exploring how AI can be utilized to support diversity and inclusion in the course specifically as a tool for learning.

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

Students in the B.Ed. program must have an overall GPA of 2.5 in the semester to continue in the program without repeating courses.

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-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 Tracy Dinh, esa@ucalgary.ca.

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