EDUC 535.05/.14 Spécialisation II (Français)
Été 2025

Erin Spring

Dates du cours :   du 7 au 18 juillet 2025
Jour/Heure des rencontres :   lundi au vendredi 13h à 15h50

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.

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 Seminar 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).

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 in person on campus.

REQUIRED RESOURCES: Required readings are listed in the weekly schedule.

RECOMMENDED RESOURCES (AVAILABLE THROUGH LIBRARY)

Lyster, R. (2016). *Vers une approche intégrée en immersion*. Les Éditions CEC.
Lyster, R. (2016). *Vers une approche intégrée en immersion*. Les Éditions CEC.
Arnett, K. and Bourgoin, R. (2018). *Accès au succès*. Pearson Canada Ltd.

LEARNING TASKS OVERVIEW

LEARNING TASK	DESCRIPTION OF LEARNING TASK	GROUP / INDIVIDUAL	WEIGHT	DUE DATE
1.Reflection on Field II learning + action plan	Structured reflection on Field II experiences; creation of action plan for Year 2 and beyond **(en français)**	Individual	30%	jeudi 10 juillet 2025
2. Theory to practice - presentation	Students will choose one topic to be approved by Instructor and will share their understanding of the theory to classroom practice links via Powerpoint/Prezi etc. and including interactive elements **(en français)**	Teams of 2 or 3	30%	Présentations jeudi 17 juillet 2025
3.Design of unit plan and assessment plan	For this assignment, students will design a unit learning plan and assessment plan that demonstrate a solid understanding of the theoretical aspects presented in the course, and of the vision necessary in planning a unit. **(en français)**	Individual	40%	dimanche 20 juillet 2025

ALL 3 LEARNING TASKS MUST BE SUBMITTED IN ORDER TO PASS THIS COURSE.

CONSULTEZ LE LIEN « READING TOOL » POUR ACCÉDER À TOUS LES ARTICLES
HTTPS://UCALGARY.ALMA.EXLIBRISGROUP.COM/LEGANTO/PUBLIC/01UCALG_INST/LISTS/25622902420004336?AUTH=SAML

HORAIRE:

Jour 1 (lundi 7 juillet)
Thème : Réflexions

1. Field II : exploration des enjeux en salle de classe; identifier vos buts pour développer votre pratique d'enseignement
2. Notre identité en tant qu'enseignant/e et locuteur natif/non-natif de français : la sécurité/insécurité linguistique – pour nous les enseignants et pour nos élèves

À lire :
Roy, S. (2020). *French Immersion Ideologies in Canada*. Lanham: Lexington Books.
Pages 115-123 et pages 151-158.
https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=6209392

Ruest, C. & Wernicke, M. (2021). Une perspective interculturelle pour une identité professionnelle positive des enseignant.e.s d'immersion. *Le journal de l'immersion* (ACPI), 43, 2, 13-15. https://ucalgary.alma.exlibrisgroup.com/leganto/public/01UCALG_INST/citation/25622902450004336?auth=SAML

Jours 2 et 3 (mardi 8 et mercredi 9 juillet)
Thème : L'intégration langue et contenu en Immersion et dans d'autres contextes (FSL et Francophone)

Intégrer langue et contenu dans notre enseignement: lire les articles et regarder les vidéos pour pouvoir contribuer aux discussions en classe.

Vidéos: Roy Lyster video (Second Language Research Forum, Columbia University, NY, 2016) on integrating language/content

Watch Parts 1 and 2
https://www.youtube.com/watch?v=ZRIuzjuPU6U (start at 4:45)
https://www.youtube.com/watch?v=60VQHsnhFpc

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

Cammarata, L. & Tedick, D.J. (2012). Balancing content and language in instruction: The experience of immersion teachers. *The Modern Language Journal*, 96 (2), 251-269.
https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/41684072
https://onlinelibrary-wiley-com.ezproxy.lib.ucalgary.ca/doi/full/10.1111/j.1540-4781.2012.01330.x

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

Jours 4, 5 (jeudi 10, vendredi 11 juillet)
Thème: le langage oral en salle de classe

Une exploration de nos options pour cibler le développement du langage oral de nos élèves, et ce dans le cadre de la littératie intégrée; **l'approche neurolinguistique** et comment l'adapter pour le contexte immersif.

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

Présentation, pratique, planification

Jour 6 (lundi 14 juillet)

Thème : Soutenir nos élèves en Immersion

- Créer un contexte qui encourage la participation active
- Translanguaging : comment l'implémenter?
- Faciliter l'accès au français pour tous les élèves
- Interactions avec parents : comment clarifier notre approche pédagogique

À lire :

1. Lyster, R. (2019). Translanguaging in Immersion: Cognitive support or social prestige? *The Canadian Modern Language Review*, 75, 4 (November). Pp 340-352. http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=ufh&AN=140275666&site=ehost-live

   https://muse-jhu-edu.ezproxy.lib.ucalgary.ca/article/744618

2. MacIntyre, P., Z. Dörnyei, R. Clément & K. Noels (2013). Conceptualizing Willingness to Communicate in a L2 : A Situational Model of L2 Confidence and Affiliation. *The Modern Language Journal*, vol 82, no. 4 (Winter 1998), pp. 545 -562. https://onlinelibrary-wiley-com.ezproxy.lib.ucalgary.ca/doi/abs/10.1111/j.1540-4781.1998.tb05543.x

   https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/330224

À consulter (available through library)

Arnett, K. and Bourgoin, R. (2018). *Accès au succès.* North York: Pearson Canada Ltd.

À regarder: Video Fred Genesee.

Immersion for ALL: The Suitability of Immersion for ALL students
https://www.youtube.com/watch?v=vbSuttErRIE&t=19s

Tâche à faire en classe (en consultation avec vos paires)

Chers parents …

Nous allons travailler ensemble pour préparer des commentaires qui vont répondre aux questions des parents des élèves en Immersion. Consultez les articles et livres suggérés, ainsi que des vidéos accessibles sur you-tube et examinez vos sources avec un œil critique (vous allez écrire en anglais pour pouvoir communiquer avec les parents).

- *Goals of French Immersion*
- *Success in French*
- *Success in English*
- *Success in content areas*
- *Should I remove my child from Fr Imm if they are having problems?*
- *How can I provide literacy/numeracy support at home?*
- *Should we use Google translate or other AI tools to help our child?*

Jour 7 (mardi 15 juillet)
Thème: Vers le plan d'unité : planifier / échafauder avec intention

Pour aborder la planification du plan d'unité, nous allons examiner l'échafaudage dans le contexte d'un plan de leçon et aussi à travers plusieurs leçons (séquence / plan d'unité). Focus sur le nouveau curriculum de l'Alberta (élémentaire) et comment planifier avec les nouvelles attentes.

À lire :
1. Cammarata, Laurent, and Ebrary, Inc. *Content-based Foreign Language Teaching: Curriculum and Pedagogy for Developing Advanced Thinking and Literacy Skills*. 2016. (Ch 6 Cammarata, L. Foreign Language Education and the Development of Inquiry-Driven Language Programs: Key Challenges and Curricular Planning Strategies pp. 123-143.) https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=4426543&ppg=138 *E-book license permits only one online user at a time; download chapter ahead of schedule to avoid access issues

2. Tedick, D., & Lyster, R. (2020) Scaffolding language development in immersion and dual language classrooms. London: Routledge.
E-book available in LCR, multiple user license:
https://www-taylorfrancis-com.ezproxy.lib.ucalgary.ca/chapters/mono/10.4324/9780429428319-13/module-lesson-instructional-design-diane-tedick-roy-lyster

3. Torres, C. & K. Rao. (2019). UDL for language learners. CAST Professional Publishing. Chapter 2 (pp. 10-19). PDF will be posted in D2L.
https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=7391025 E-book license permits only one online user at a time; download chapter ahead of schedule to avoid access issues

4. Ressources pour Immersion (M à 9)
sites.google.com/erlc.ca/immersion-francaise/ressources-gr-m-9

Jour 8 (mercredi 16 juillet)
Thèmes :
- Intégrer *assessment* dans l'enseignement (évaluation formative et sommative)
- Consultation des documents liés au nouveau curriculum (sites *Learn Alberta* et *Alberta Assessment Consortium*) pour planifier *assessment* et pour comprendre le processus de calibration
- Travailler plan d'unité

Jour 9 (jeudi 17 juillet)
- LT2 présentations
- Travailler Plan d'unité

Jour 10 (vendredi 18 juillet)

- Consultations plan d'unité
- Conclusion : conseils pour Field III/IV

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
NOTE: FOR ALL LEARNING TASKS, A/A+ ARE BOTH 4.0; AN A+ WILL BE AWARDED FOR EXCEPTIONAL WORK BASED ON THE INSTRUCTOR'S PROFESSIONAL JUDGEMENT.
Please note that all assignments are expected to be the original work of the student and the use of text generation software (for example, ChatGPT) is strongly discouraged.

There are **three** required Learning Tasks for this course (tous les travaux seront écrits en français)

1. **LEARNING TASK 1: Reflection on Field II Experience (30%) (Due: Thursday July 10, 2025)**
   Part I: Students will prepare a structured reflection on Field II experiences. Topics to explore are:
   (i)   **Teaching in Immersion, FSL or Francophone context** – challenges and lessons learned
   (ii)   **Classroom management** – what were your challenges?
   (iii) **Differentiation** – what did you learn about differentiating to support students in Field II?
   (iv)   **Assessment** – what experiences did you have in learning about assessment?

   Part II: Students will create an action plan for Year 2 linking back to your learning from Year 1. You should identify goals and justify your selection of these goals, and provide a plan for what you will do to address these goals.

   CRITERIA FOR ASSESSMENT OF LEARNING TASK 1
   Criteria: Reflections should include an exploration of the four topics listed above, showing a thoughtful examination of experiences, including specific anecdotes where useful to illustrate your learning. You should link Field II experiences with your learning from Year 1 courses, including references to readings that stood out for you. In the action plan, you will identify areas that you plan to focus on during Field III and IV, with a justification (why these areas?) and your plan for developing these areas (how will you delve deeper? how can you develop your skills?). This will be a written submission, but need not be written as an academic paper, but rather as a professional document (use headings, subheadings).

   A rubric will be provided in D2L and discussed in class.

2. **LEARNING TASK 2: Interactive multimodal presentation (30%) SMALL GROUP ASSIGNMENT Please note that all members of the group will receive the same grade for this assignment.**

   Presentations Thursday 17 July, 2025

   Presentations will be done in class and Powerpoint will be shared with the class.
   Choose one of the following topics, and prepare a thorough presentation as if you were presenting

to professional colleagues, making clear the theory to practice connections for the theme. You may rework concepts presented in class, but you should add your insights from your teaching in Field II (or other teaching) to make the concepts clear. Include an activity to engage and inspire your classmates.

a) Comment échafauder les concepts dans la planification : pourquoi c'est important ? comment le faire ?
b) Intégrer langue et contenu : pourquoi ? comment ? (exemples concrets)
c) Encourager le développement du langage oral : importance et stratégies
d) L'inclusion en Immersion : quels sont les enjeux ? quelles sont les possibilités pour assurer le succès pour tous les élèves ?

CRITERIA FOR ASSESSMENT OF LEARNING TASK 2

Criteria: Your presentation will provide a thorough treatment of the chosen theme, discussing the research we have explored and making connections to practice, with practical examples. You will provide an engaging presentation using Powerpoint, Prezi or another platform, and you will include an interactive element (discussion, activity, reflection etc.) that involves your classmates and encourages their participation.

A rubric will be provided in D2L and discussed in class.

3. **LEARNING TASK 3:** Design of unit plan and assessment plan **(Individual) (40%)**
   Due Sunday July 20, 2025

   For this assignment, students will design a unit learning plan and assessment plan that demonstrate a solid understanding of the theoretical aspects presented in the course, and of the vision necessary in planning a unit of several weeks' duration. A template will be provided.

CRITERIA FOR ASSESSMENT OF LEARNING TASK 3 UNIT PLAN DESIGN

Criteria: Following the template that will be provided, your unit plan will provide the essential questions, Curriculum or Program of Studies objectives, assessment plan, and an outline of the lessons in the unit (not full lesson plans). Your unit plan should build deep understanding of the content while showing how you will integrate appropriate language into the content (intégration langue/contenu). You will scaffold the lessons throughout the unit so that you build understanding through authentic and engaged learning. You will provide a detailed assessment plan (of formative assessment throughout, as well as an outline with assessment criteria and rubric for the final project or presentation).

Rubric for LT3 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

All written assignments (including, to a lesser extent, written exam responses) will be assessed at least partly on writing skills. Assignments in this course must be presented in French. 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.** Depending on circumstances, the instructor will provide a guideline for a revised grade. 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.

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/627ed88eb4b041b7a2e8155effac350

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

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

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

Sexual and Gender-Based Violence Policy
The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's sexual violence policy guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear

response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances. Please see the policy available at https://www.ucalgary.ca/legal-services/university-policies-procedures/sexual-and-gender-based-violence-policy

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

•   Wellness and Mental Health Resources

•   Student Success

•   Student Ombuds Office

•   Student Union (SU) Information

•   Graduate Students' Association (GSA) Information

•   Emergency Evacuation/Assembly Points

•   Safewalk

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

For additional resources including, but not limited to, those aimed at wellness and mental health, student success or to connect with the Student Ombuds Office, please visit https://www.ucalgary.ca/registrar/registration/course-outlines

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

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