UNIVERSITY OF CALGARY

Erin Spring

EDUC 568: Supporting English Language Learners
Winter 2025

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

Term dates: January 13 - February 12, 2025
Instructor Office Hours: by appointment
Zoom classes: Wednesdays, Mountain Standard Time (MST) (see section table for times)

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

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

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

COURSE DESCRIPTION:

Students will deepen their theoretical understanding and pedagogical knowledge in working with learners whose first language is one other than English from kindergarten to grade 12.

LEARNER OUTCOMES:

Over the course of the semester, students will:

1. Assess student progress using the Alberta EAL Benchmarks.
2. Demonstrate the ability to (re)design a lesson to support the needs of English Language Learners in K-12 classrooms.

Note: the terms English as a Second Language (ESL), English as an Additional Language (EAL), and English Language Learning/Learners (ELL) are sometimes used interchangeably, yet each is contested. We use the term ELL in this course, but refer to the other terms when the original sources use them (e.g., Alberta ESL Benchmarks are now Alberta EAL Benchmarks 2.0)

COURSE DESIGN AND DELIVERY: To ensure maximum accessibility to all topics for all students, this course will be held online. This course meets synchronously once per week for two hours. Please expect to engage significantly in asynchronous work of approximately 5 hours per week.

REQUIRED RESOURCES: There are no required textbooks for this course. Readings will be accessible through the library.ucalgary.ca website or posted in D2L (with copyright permission).

RESOURCE LIST:

Alberta Education. (2022). *Draft Alberta K–12 English as an additional language (EAL) proficiency benchmarks (Benchmarks 2.0)* http://www.learnalberta.ca/content/eslapb/

Barwell, R. (2009). Mathematical word problems and bilingual learners in England. In R. Barwell (Ed.), *Multilingualism in the mathematics classroom: Global perspectives* (pp. 63–77). Multilingual Matters. https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=543897&ppg=75

Bautista, N., & Castenada, M. (2011). Teaching science to ELLs part 1: Key strategies every science teacher should know. *The Science Teacher, (March),* 35–40. https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=59777981&site=ehost-live

de Sousa, E. B. C. (2019). Five tips for engaging multilingual children in conversation. *YC Young Children*, *74*(2), 24–31. https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=136170482&site=ehost-live

Dressler, R. (2014). Exploring linguistic identity in young multilingual learners. *TESL Canada Journal*, *32*(1), 42–52. https://doi.org/10.18806/tesl.v32i1.1198

Kapoyannis, T. (2021). The name jar project: Supporting preservice teachers in working with English Language Learners. *Language and Literacy*, *23*(3), 45–65. https://www-erudit-org.ezproxy.lib.ucalgary.ca/en/journals/langlit/2021-v23-n3-langlit06547/1083784ar/

Lammers, J. C., Magnifico, A. M., & Wang, A. (2022). Playful multiliteracies: Fan-based literacies' role in English Language Arts pedagogy. *Journal of Adolescent and Adult Literacy*, *66*(2), 80–90. 10.1002/jaal.1253 https://ila-onlinelibrary-wiley-com.ezproxy.lib.ucalgary.ca/doi/full/10.1002/jaal.1253

Lou, Y. (2020). Teaching disciplinary literacy to adolescent English language learners: Vocabulary development and reading within the disciplines. *TESL Canada Journal*, *37*(1), 63–75. https://doi.org/10.18806/tesl.v37i1.1329

Moses, A. (2020). Fostering content knowledge: Meaningful integration in the primary grades. *YC Young Children*, *75*(4), 11–14. https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=145510443&site=ehost-live

Tedick, D.J. & Lyster, R. (2020). *Scaffolding language development in immersion and dual language classrooms*. Taylor & Francis. https://www-taylorfrancis-com.ezproxy.lib.ucalgary.ca/books/mono/10.4324/9780429428319/scaffolding-language-development-immersion-dual-language-classrooms-diane-tedick-roy-lyster

Yang, S. (2022). Biography writing encourages bilingual adolescent's heritage language learning and passing down of family stories. *Journal of Adolescent and Adult Literacy, 65*(6), 529–534. 10.1002/jaal.1228 https://ila-onlinelibrary-wiley-com.ezproxy.lib.ucalgary.ca/doi/full/10.1002/jaal.1228

LEARNING TASKS OVERVIEW

LEARNING TASK	DESCRIPTION OF LEARNING TASK	GROUP / INDIVIDUAL	WEIGHT	DUE DATE
1. Alberta EAL Benchmark 2.0 Assessment	Part A: Students will prepare PLC notes on 2 ELL videos (posted in D2L). Students will participate actively in PLC Discussions Part B: Assessment of ELL student	Individual	20%(Part A) 40% (Part B)	Part A due : Jan 29, 2025 – Before Class Part B due: Jan 31, 2025- 11:59 p.m.
2. Lesson Plan Re-design	Students will re-design a previous lesson from Field III to plan for and differentiate instruction for English Language Learners.	Individual	40%	Feb 12, 2024 11:59p.m

Note: Academic integrity plays a vital role in this class, and all assignments are expected to be the original work of the student. Submitting work generated by AI is considered plagiarism.

WEEKLY COURSE SCHEDULE:

Week	Topic	Readings and Tasks	Due Dates

Week #1 Jan 13- 17th Asynchronous work (D2L)	Introduction to EAL teaching and EAL Benchmarks	Read through course outline and start exploring the resources Alberta Education (2022) Do Tasks in D2L Discussion Board	
Jan 15 Synchronous work (Zoom)	Introduction to course Introduction to EAL teaching in Alberta EAL Benchmarks 2.0 overview		
Week #2 Jan 20-24 2025 Asynchronous work (D2L)	EAL Benchmarks 2.0 and preparing for LT1	Using Alberta Education (2022), review EAL Benchmarks 2.0 and the resources to support Do Tasks in D2L Discussion Board	
Zoom Synchronous work Jan 22,2025	EAL benchmarks Assessment and the EAL Benchmarks Language Strands Speaking and Listening		
Week #3 Jan 27-31, 2025 Asynchronous work (D2L)	PLC Discussions- Assessment – EAL Benchmarks 2.0 Assessment Practices and Lesson Plan Design	Before class: Watch videos for two ELL students being assessed (either 2 Elementary or 2 Secondary-level) Write notes on what you observe using the EAL Benchmarks 2.0 as your guide Language Strands : Reading and Writing Post chosen lesson plan from Field III for LT 1 to Discussion Board (*Before* version) Read through posted **Before** versions of three classmates and provide feedback on ways to differentite lesson for ELLs	**LT 1 Part A**: Notes for class uploaded to Dropbox before 9 am -Jan 29, 2025 **LT 1 Part B:** Uploaded to Dropbox in D2L by Jan 31st **2025**

Zoom (Synchronous Work) Jan 29	PLC EAL Benchmarks Discussions Assesment Practices and Lesson Plan Design		
Week #4 Feb 3- 7th, 2025 Asynchronous work (D2L)	Differentiation and EAL Content-Based Language Teaching	Read one of - Barwell (2009) Math example Bautista & Castenada, (2011) Science example Lammers, et al., (2022) ELA example Read Alberta Education (2022) p. 15-17; 28-30 Do Tasks in D2L Discussion Board Readings as Assigned By Instructor Use of Benchmark 2.0 to target in the redesign including suggested texts or resources.	
Zoom (Synchronous Work) Feb 5, 2025	Differentiating Instruction for ELLS and Lesson Plan Design		
Week #5 Feb 10-12, 2025 Asynchronous work (D2L)	ELL identities as multilingual learners	Read one of: Dressler (2014) Kapoyannis (2021) (Elementary examples) Lou (2020) Yang (2022) (Secondary examples) Do Tasks in D2L Discussion Board Do one identity task and post in D2L	
Zoom (Feb 12), 2025	Multilingual Learners Implications for Field Experience Wrapping Up the Course		

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 2 required Learning Tasks for this course.

LEARNING TASK 1 Alberta EAL Benchmark 2.0 Assessment (60%)

Part A (20%) due Jan 29, 2025 9:00 am (into D2L Dropbox);
Part B 40%) DUE: Jan 31, 2025 by 11:59 pm (into D2L Dropbox)

Students will participate in an ELL student's assessment using the Alberta EAL Benchmarks 2.0 (Alberta Education, 2022). First, they will prepare notes while watching the videos from two elementary students or two secondary students (from videos posted in D2L). They will submit those notes to the D2L Dropbox as Part A. Then, during Zoom class, they will be assigned by the instructor to a Professional Learning Community (PLC) discussion group to discuss one of those two students in a breakout room. Using their initial notes and notes they made during the breakout room discussion, informed by their learning from the course, they will complete an assessment of their assigned student (Part B). The format for the assessment will be discussed in the Zoom class

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

LEARNING TASK 2: RE-DESIGN of LESSON PLAN TO SUPPORT ELLS

Re-design of previous lesson from Field III to to demonstate understanding of supporting the linguistic and cultural needs of English Language Learners in K-12 classrooms.

Students will choose a lesson they taught in Field 3 and redesign it to demonstrate their understanding of of how to differentiate instruction to meet the needs of English Language Learners. As a prelude to the lesson plan, students will provide a description of the class including the ELL students within it. If the Field 3 class did not have ELL students, students should plan for a class that includes five ELL students who are all at the same Benchmark level (level TBD by student).

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

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 actively participate in the asynchronous activities and will not be absent from Zoom sessions except with documented instances of personal or family illness or for religious requirements, ideally communicated to your instructor in advance.

- *Engagement in Class Discussion* and Group Tasks

Another reason for the importance of attendance and participation in every class is that the course involves working with other students to share ideas and thinking. **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. Students within the same group may be assigned different grades, at the instructor's professional discretion.

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

In general, late submissions are not permitted. In the case of emergency or exigent circumstances, accommodations are ideally discussed with the instructor **prior to the due date.** Students may be required to provide written documentation of extenuating circumstances (e.g. statutory declaration, doctor's note, note from the University of Calgary Wellness Centre, obituary notice). A deferral of up to 30 days may be granted at the discretion of the Associate Dean of Undergraduate Programs with accompanying written evidence.

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

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.

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 their own. Therefore, students and instructors may use one of the following options: return/collect assignments during class time or during instructors' office hours, students provide instructors with a self-addressed stamped envelope, or submit/return assignments as electronic files attached to private e-mail messages.

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

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

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