EDUC 460.21 Specialization I – K-12- English Language Arts
Summer 2020

Instructor	Email
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Class Dates: July 6, 2020 to August 12, 2020
Zoom Seminars: 9:00 – 10:30 am MST: July 8, July 22, August 6 [optional]

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 online appointment only

COURSE DESCRIPTION:
The intent of the Specialization I course to introduce students to the concepts, theory, and design planning related to teaching within the specializations of Elementary English Language Arts. Theory, as connected to an understanding of practical classroom experiences, will particularly inform the course curriculum and will be explored through course readings, analysis of teaching/learning artifacts, and through the design of discipline-based learning and assessment plans. Topics in teaching and learning will include teaching inclusively and addressing the needs of diverse learners, effective integration of technology, and discipline-based inquiry. Assignments will present the opportunity for students to develop an understanding of short-term instructional design and to begin to examine curriculum shifts in the province.

LEARNER OUTCOMES:
Students will be knowledgeable about:
1) Developing a foundational understanding of the nature of discourse in the discipline, as related to teaching and learning, including specialized language, concepts, and terminology;

2) Exploring and applying introductory theory related to the teaching of the discipline with an emphasis on designing discipline-based tasks and assessment processes and creating an adaptive classroom learning environment to better meet the needs of today's diverse learners.

3) Understanding teacher as designer of learning and assessment plans and use of the resources available for designing learning and assessment.

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

COURSE DESIGN AND DELIVERY: This course will be delivered online with Zoom Seminars.

REQUIRED RESOURCES:

Alberta Education Program of Studies ELA K-19

> Available: https://education.alberta.ca/media/160402/ela-pos-k-9.pdf

Tompkins, G. E., Bright, R. M., & Winsor, P. J. T. (2017). *Language and literacy: Content and teaching strategies*, (7th Canadian Ed.).
> Available on Kindle: https://www.amazon.ca/Language-Literacy-Teaching-Strategies-Canadian-ebook/dp/B07Z6BMGPW/ref=sr_1_1?keywords=Language+and+literacy%3A+Content+and+teaching+strategies&qid=1589476523&s=digital-text&sr=1-1

> BookShelf (by VitalSource)* rental only: https://www.vitalsource.com/en-ca/products/language-and-literacy-gail-e-tompkins-robin-m-v9780134433882

Note: This resource, *Language and Literacy: Content and Teaching Strategies* provides a useful resource to teachers as they face the complexities of literacy instruction in today's classrooms. For pre-service teachers who will work with students in kindergarten through grade 8 classrooms, this text offers a consistent model of instruction that will help them become knowledgeable about language learning and guide the many instructional decisions they will make. This seventh Canadian edition features updated Canadian research and Canadian content, including culturally diverse Canadian literature. This edition offers new ideas for differentiating instruction to meet the needs of every student.

Wiggins, G. J. & McTighe, J. (2005). Understanding by design (2nd Edition)
> Available: https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=3002118

ADDITIONAL RESOURCES:

Allington, R.L. & Gabriel, R.E. (2012). Every child, every day. Educational Leadership, 69(6), 10-15.
> http://www.ascd.org/publications/educational-leadership/mar12/vol69/num06/Every-Child,-Every-Day.aspx

Alberta Education. (2016). *The guiding framework for the design and development of kindergarten to grade 12 provincial curriculum* (Programs of study). https://education.alberta.ca/media/3575996/curriculum-development-guiding-framework.pdf

Alberta Education. (2016). *Competencies: Descriptions, indicators, and examples*.
> https://education.alberta.ca/competencies/descriptions-indicators/

Alberta Education. (2011). *English as a second language proficiency benchmarks*.
> http://www.learnalberta.ca/content/eslapb/

Alberta Education. (2000). *Programs of study*. Elementary english language arts.
> https://education.alberta.ca/media/160360/ela-pos-k-9.pdf

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

Alberta Education. (2007). *Primary programs framework- Curriculum integration: Making Connections.*
https://education.alberta.ca/media/563581/guidingprinc_curr2007.pdf

Alberta Education Teaching Quality Standard https://education.alberta.ca/media/3739620/standardsdoc-tqs-_fa-web-2018-01-17.pdf

First Steps in Literacy (2013). Map of Development: Reading.
https://assets.pearsonschool.com/asset_mgr/current/201340/0135012783_fsil_rmod.pdf

First Steps in Literacy (2013). Map of Development: Writing.
https://assets.pearsonschool.com/asset_mgr/current/201340/0132083329_fsil_wmod.pdf

First Steps in Literacy Resource Book: Reading
https://assets.pearsonschool.com/asset_mgr/current/201340/0135012813_fsil_rrb.pdf

First Steps in Literacy Resource Book: Writing.
https://assets.pearsonschool.com/asset_mgr/current/201340/0132083337_fsil_wrb.pdf

Fountas, I., & Pinnell, G. S. (2018). Every child, every classroom, every day: From vision to action in literacy learning. *The Reading Teacher, 72*(1), 7-19 https://ila-onlinelibrary-wiley-com.ezproxy.lib.ucalgary.ca/doi/full/10.1002/trtr.1718

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

Hattie, J., Zierer, K. (2017). *10 Mindframes for visible learning: Teaching for success* (1st Ed.). London. Routledge.

Inspiring Education (2010): https://www.oecd.org/site/eduilebanff/48763522.pdf

Jocius, R., & Shealy, S. (2017). Critical book clubs: Reimagining literature reading and response. *The Reading Teacher, 71*(6), 691-702. https://ila-onlinelibrary-wiley-com.ezproxy.lib.ucalgary.ca/doi/full/10.1002/trtr.1655

Kersten-Parrish, S., Dellacqua, A.K. (2018). Three graphic nonfiction series that excite and educate. *The Reading Teacher,*71(5), 627-633. https://ila-onlinelibrary-wiley-com.ezproxy.lib.ucalgary.ca/doi/full/10.1002/trtr.1683

Leahy, S., Lyon, C., Thompson, M., & William, D. (2005). Classroom assessment: Minute by minute and day by day. http://www.ascd.org/publications/educational-leadership/nov05/vol63/num03/Classroom-Assessment@-Minute-by-Minute,-Day-by-Day.aspx

Lewis, K. (2017). Lessons learned: Applying principles of reading recovery in the classroom. *The Reading Teacher*, 71(6), 727-734. https://ila-onlinelibrary-wiley-com.ezproxy.lib.ucalgary.ca/doi/full/10.1002/trtr.1663

Martens, P., Martens, R., Doyle, M.H., Loomis, J., Fuhrman, L., Stout, R., & Soper, E. (2017). Painting writing, writing painting: Thinking, seeing, and problem solving through story. *The Reading Teacher, 71*(6), 669-679 https://ila- onlinelibrary-wiley-com.ezproxy.lib.ucalgary.ca/doi/full/10.1002/trtr.1668

LEARNING TASKS OVERVIEW

LEARNING TASK	DESCRIPTION OF LEARNING TASK	GROUP / INDIVIDUAL	WEIGHT	DUE DATE
Learning Task 1	Group Inquiry Presentation	Group	30%	July 24
Learning Task 2	Evolving Understanding of the Discipline	Individual	30%	July 31
Learning Task 3	Short-term Learning and Assessment Plan Lesson Plans	Individual	40%	August 12

WEEKLY COURSE SCHEDULE:

Date	Topic	Readings and Tasks	Due Dates
Week 1 July 8	Introduction to the Course: Learning and the Language Arts What does it mean to be a Teacher of Elementary Language Arts? How do teachers support their students as readers and writers of narrative texts?	Pre-amble [optional] Read Tompkins Chapters 1 and 2 Review of Course Outline. Introduction to LT2 Read Tompkins Chapter 6 Blog Response to Tompkins Chapter 6 Introduction to LT1 Presentation of Topics for LT1 Organize for LT1 Start work on LT1	**Zoom Seminar 1 July 8 9:00 – 10:30 am MST:**
Week 2 July 13	How do teachers support their students as readers and writers of expository texts?	LT2: Read Tompkins Chapter 7 Blog Response to Tompkins Chapter 7 Work on LT1	
Week 3 July 20	How do teachers support their students in their emerging literacy?	LT2: Read Tompkins, Chapter 3 Blog Response to Tompkins, Chapter 3 Work on LT1 Introduction to LT3 Organize for LT3	**July 22 Zoom Seminar 2 9:00 – 10:30 am MST** **July 24 LT1 Due**
Week 4 July 27	Teachers as Designers of Learning	LT2: Blog Response to any two of the LT1 Presentations in Discussions Post LT3 Design Foundational Elements: UBD [Jigsaw	**July 31 LT2 Self - Assessment Due**

		Protocol] Please review: Alberta Education Program of Studies ELA K-9, 10-12 Alberta Education Teaching Quality Standard Work on LT3	
Week 5 Aug/ 3	Teachers as Designers of Learning	Work on LT3	
Week 6 Aug. 10 - 12	Teachers as Designers of Learning	Work on LT3	**August 12 LT3 Due**

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.

LEARNING TASK 1: Group Inquiry Presentation - DUE: July 24

For this Task, participants will come to a deeper understanding of teaching English Language Arts through developing and presenting an inquiry topic based on a key question within the ELA specialization discipline.

Your inquiry should connect to class discussions and readings and should also be connected to the development of your lesson plan [LT3].

You will present your work as a Professional Development workshop for teachers, framed within the 5 E's Instructional Model. The 5 E's Instructional Model is based on the constructivist approach to learning and provides a model for how this strategy can be implemented for authentic, design-based and inquiry-focused learning experiences. Each of the 5 E's describes a phase of learning: Engage, Explore, Explain, Elaborate, and Evaluate.

LT1 topics/questions and further explanations will be presented to you in the LT1 PP on D2L Content and at the July 8 Zoom Seminar.

CRITERIA FOR ASSESSMENT OF LEARNING TASK 1

Criteria	A to A+ Meets all and exceeds some requirements	A- to B+ Meets all requirements	B to B- Meets most requirements.	Does not meet requirements.
Clarity of Expression	Strong organization of ideas that are logically presented according to the 5Es. Evidence of high audience interest and engagement with the work.	Organization of ideas that are presented according to the 5Es. Evidence of some audience interest and engagement with the work.	Ideas are not organized or presented according to the 5Es. Little evidence of audience interest and engagement with the work.	Ideas are not presented. Limited clarity of ideas. No addressing of the 5Es No audience interest and engagement with the work.
Critique & Critical Analysis	Well-developed depth of understanding of the topic shown through credible and respected referenced connections between theory and practice. Careful and critical analysis of the topic through the 5Es, including specialized language, concepts, and terminology with implications for practice in diverse classrooms.	Sufficient depth of understanding of the topic shown through limited referenced connections between theory and practice. Some analysis of the topic through the 5Es, including specialized language, concepts, and terminology with implications for practice in diverse classrooms.	Little depth of understanding of the topic with minimum referenced connections between theory and practice. Little analysis of the topic through the 5Es, with little or no specialized language, concepts, and terminology and with no implications for practice in diverse classrooms	Minimal understanding of the topic and no connections made between theory and practice. Superficial analysis of the topic.

Presentation	Presentation was creative and aesthetically appealing, had a polished delivery, addressed the Essential Question and provided an excellent overview of the topic.	Presentation was appealing, effectively delivered, addressed the Essential Question and provided a detailed overview of the topic.	Presentation satisfactorily met the required expectations and presented a neutral perspective.	Presentation did not meet the required standard.
	Images/Audio/Text strongly illustrated a concept, created a distinct atmosphere/tone and/or added rich meaning to the work.	Images/Audio/Text illustrated a concept, created a distinct atmosphere/tone and/or added meaning to the work.	Images/Audio/ Text were used to support a concept and added to the atmosphere/tone of the work.	Little or no attempt to use images/audio/text to create an atmosphere/tone in the work.

LEARNING TASK 2: Evolving Understanding of the Discipline – DUE: July 31

The purpose of this assignment is to provide a response to the following question: How has your conceptualization of teaching Elementary English Language Arts changed, been modified, or reinforced? Your response will be in the form of an academic blog.

Academic blogs are an opportunity for you to interact with your colleagues and demonstrate that you have been actively reading and listening. They provide an opportunity for you to focus in detail on an interesting topic related to class discussion or readings and integrate your personal experiences with what is being read and discussed.

Your blogs must be persuasive, that is, you should take a personal stance on the question and explain your response, using relevant and varied evidence.

You will post one blog a week for Weeks 1-4 and respond to one blog a week for Weeks 1-4.

Your Blog must include significant insights from:
  ✦ Professional discussions
  ✦ Course readings and resources
  ✦ Classroom observations [If you have had the opportunity to be in classrooms]

LT2 Weekly topics/questions for blogs and further explanations will be presented to you in the LT2 PP on D2L Content and at the July 8 Zoom Seminar.

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CRITERIA FOR ASSESSMENT OF LEARNING TASK 2

Criteria	A to A+ Meets all and exceeds some requirements	A- to B+ Meets all requirements	B to B- Meets most requirements	C Does not meet requirements
Articulates a clear, insightful and persuasive response	Blog and responses are very clearly communicated, insightful and persuasive. The focus is strongly maintained for the purpose, audience, task.	Blog and responses are clearly communicated, insightful and persuasive The focus is maintained for the purpose, audience and task.	Blog and responses are adequately communicated, insightful and persuasive. The focus is insufficiently sustained for the purpose, audience, and task.	Blog and responses are unclear and not clearly developed for the purpose, audience and task.
Relevant evidence from the readings to support the response	Demonstrates skillful use of relevant, high quality, credible, sources to develop ideas that are appropriate for the discipline.	Demonstrates consistent use of relevant, credible, resources to support ideas that are situated within the discipline.	Demonstrates an attempt to use relevant and/or credible sources to support ideas that are appropriate for the discipline.	Does not use relevant and/or credible sources to support ideas.
Evidence of a growing understanding of concepts related to the teaching of the discipline	Uses highly appropriate, relevant and compelling evidence throughout the work.	Uses limited appropriate, and relevant evidence through most of the work.	Uses little evidence	Uses no evidence

Appropriate mode of expression in a clear, sophisticated and accurate manner	Uses subject-specific language that skillfully communicates meaning to readers with clarity and fluency and is virtually error free.	Uses straightforward language that generally conveys meaning to readers with clarity and with few errors.	Uses language that generally conveys meaning to readers, although writing may include some errors.	Writing is unclear and contains numerous errors.
Peer reviewed references and APA clarity	Reference page contains more than three references Follows APA7 guidelines	Reference page contains three references. Follows most APA7 guidelines.	Reference page contains one or two references. Does not follow APA7 guidelines.	Reference page contains no references.

LEARNING TASK 3: SHORT-TERM LEARNING AND ASSESSMENT PLAN DUE: August 12

The purpose of this assignment is to design a short-term learning and assessment plan using the Werklund UBD Lesson Plan template [in D2L] and informed by UBD readings. Your lesson plan will clearly demonstrate your vision for the lesson and make clear the comprehensive vision you have in order to achieve objectives that promote deep understanding of a key concept or competency. Your plan will include grade level, objectives (connections to the Programs of Study), instructional strategies, inclusion and differentiation strategies, formative assessment strategies and technology.

LT3 further explanations will be presented to you in the LT3 PP on D2L Content and at the July 22 Zoom Seminar.

Criteria for Assessment of Learning Task 3

Criteria	A to A+ Meets all and exceeds some requirements	A- to B+ Meets all requirements	B to B- Meets most requirements	C Does not meet requirements
Curricular Outcomes	Appropriate links to the PoS for chosen level; clear understanding of curricular outcomes, are represented in lesson plan.	Some links to PoS for chosen level are appropriate; some PoS curricular outcomes are represented in lesson plan.	Links to PoS for chosen level not clear or appropriate; curricular outcomes present, but not clearly articulated; little effort to integrate.	Few if any links provided between PoS and lesson elements; curricular outcomes not present.

Instructional Delivery	Plan well Informed by disciplinary knowledge and essential question[s]	Good evidence of disciplinary knowledge and essential question[s].	Some evidence of disciplinary knowledge. No essential question[s].	Little evidence of disciplinary knowledge.
	Lesson highly engaging, rich, authentic to the world of the child and inquiry based.	Lesson somewhat engaging, rich, authentic to the world of the child and inquiry based.	Lesson not engaging, rich, authentic to the world of the child or inquiry based.	Lesson unengaging Lesson is not student centered
	Lesson is clearly student centered	Lesson is somewhat student centered	Lesson is student centered	
	Lesson is very clear, well ordered, easy to envision how the lesson will unfold	Lesson is clear, well ordered, easy to envision how the lesson will unfold	Lesson is somewhat clear, and well ordered	Lesson is not clear.
	All design elements included	Some design elements included	Few design elements included	No design elements i
Design **Deep** **Understanding**	Design foundational elements read, posted and clearly evident in the lesson	Design foundational elements read, posted and evident in the lesson	Design foundational elements read, and posted, not evident in the lesson	No Design foundational elements
	Lesson design is highly effective for encouraging deep understanding of Outcomes by students.	Lesson design provides good opportunities to encourage deep understanding of Outcomes by students.	Lesson design provides some opportunities to encourage understanding of Outcomes by students	Absence of evidence of attempt to encourage deep understanding by students.

Assessment	Uses a variety of **ef**fective formative assessments for learning that are aligned with Outcomes and that guide instructional practice.	Uses some formative assessments for learning that are aligned with Outcomes and that guide instructional practice.	Some attempt made to include appropriate assessment opportunities; shows lack of understanding of what constitutes effective assessment.	Assessment lacking; no understanding shown of importance of appropriate and effective assessment; clear lack of direction for students.

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 (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.

ISSUES WITH GROUP TASKS
With respect to group work, if your group is having difficulty collaborating effectively, please contact the instructor immediately. If a group is unable to collaborate effectively or discuss course materials online in a timely manner, the instructor may re-assign members to different groups or assign individual work for completion.

GRADING

Grade	GPA Value	%	Description per U of C Calendar
A+	4.0	95-100	Outstanding
A	4.0	90-94	Excellent – Superior performance showing comprehensive understanding of the subject matter
A-	3.7	85-89	
B+	3.3	80-84	
B	3.0	75-79	Good - clearly above average performance with knowledge of subject matter generally complete
B-	2.7	70-74	
C+	2.3	65-69	
C	2.0	60-64	Satisfactory - basic understanding of the subject matter
C-	1.7	55-59	
D+	1.3	52-54	Minimal pass - Marginal performance
D	1.0	50-51	
F	0.0	49 and lower	Fail - Unsatisfactory performance

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
Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/. Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor. The full policy on Student Accommodations is available at
http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf.

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 2019 – 2020 academic year is Jonah Secreti, jonah.secreti@ucalgary.ca, esa@ucalgary.ca.

Werklund SU Representative is Naomi Shaw, educrep@su.ucalgary.ca.