

**EDUC 460.21: Specialization I – K-12 English Language Arts
Summer 2022**

Section	Instructor	Time	Location	Email
S01	Brittany Harker Martin	9:00AM – 11:50AM	EDC 351	bhmartin@ucalgary.ca

Class Dates: July 10th to July 21st, 2023 (Specific dates: July 10, 11, 12, 13, 14, 17, 18, 19, 20, 21)

Monday – Friday 9:00AM – 11:50AM

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 (after class, or if that does not work we can find a time that does).

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

COURSE DESCRIPTION:

The intent of the Specialization I course is to introduce students to the concepts, theory, and design planning related to teaching within the specializations of Elementary and Secondary 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 literacy rich environments, 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 will 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, 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 face-to-face on campus with possible engagement in a D2L environment.

REQUIRED RESOURCES:

Tompkins, G. E., Bright, R. M., & Winsor, P. J. T. (2018). *Language and literacy: Content and teaching strategies*, (7th Canadian Ed.).

[BookShelf\(VitalSource\)](#) ; [Amazon Kindle](#)

Alberta Education Program of Study ELA K-9 <https://education.alberta.ca/media/160402/ela-pos-k-9.pdf>

Alberta Education Program of Study ELA 10-12 <https://education.alberta.ca/media/160418/ela-pos-10-12.pdf>

ADDITIONAL RESOURCES:

Alberta's Kindergarten to Grade 6 Curriculum <https://curriculum.learnalberta.ca/>

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

LEARNING TASKS OVERVIEW

LEARNING TASK (LT)	DESCRIPTION OF LEARNING TASK	GROUP / INDIVIDUAL	WEIGHT	DUE DATE
Learning Task 1	Weekly Writer's Log	Individual	15% 15%	July 14 July 21
Learning Task 2	Collective Creation Presentation	Group	30%	July 21
Learning Task 3	Lesson Plan & Rubric	Individual	40%	July 28

WEEKLY COURSE SCHEDULE:

Date	Topic	Readings and Tasks	Due Dates
WEEK 1			
Monday, July 10	Understanding Learning, Literacy and Language Arts How Children Learn	Read: Tompkins, Bright, & Winsor (2018) Chapter 1 Writer's Log begins	
Tuesday, July 11	Promising pedagogies for Teaching ELA: Creating Language-Rich Classrooms	Read: Tompkins, Bright, & Winsor (2018) Chapter 2 Writer's Workshop begins	
Wednesday, July 12	Engaging Young Readers and Writers: Exploring Emergent Literacy	Read: Tompkins, Bright, & Winsor (2018) Chapter 3 Socially Empowered Learning	
Thursday, July 13	Listening and Speaking in the Classroom through a Variety of Lenses	Read: Tompkins, Bright, & Winsor (2018) Chapter 4 Making Learning Visible	
Friday, July 14	Reading and Writing Processes and the Relationship Between	Read: Tompkins, Bright, & Winsor (2018) Chapter 5 Get your game on – Creation Stations	LT1 Due Writer's Log (week 1)
WEEK 2			
Monday, July 17	The Enchantment of Narrative Text Entertainment & Inquiry	Read: Tompkins, Bright, & Winsor (2018) Chapter 6 Group Inquiry Workshops	
Tuesday, July 18	The Power of Expository Text – Writing to Inform Meaningful Rubrics	Read: Tompkins, Bright, & Winsor (2018) Chapter 7 Group Inquiry Workshops	
Wednesday, July 19	The Wonderful World of Words Effective Lesson Planning	Read: Tompkins, Bright, & Winsor (2018) Chapter 8 Group Inquiry Workshops	
Thursday, July 20	Visuality and Integrating the Fine Arts – Representing & Responding	Read: Tompkins, Bright, & Winsor (2018) Chapter 9 & 10 Group Inquiry Workshops	
Friday, July 21	Pulling It All Together – Performing Language Arts and Creating a Celebration of Learning	Read: Tompkins, Bright, & Winsor (2018) Chapter 11 Inquiry Performances – Celebration of Learning	LT1 Due (week 2) LT2 Due Performance
Friday, July 28			LT3 Due

LEARNING TASKS AND ASSESSMENT

There are **THREE** required Learning Tasks for this course (Two during, and one a week after the last class).

1. LEARNING TASK 1: Writer's Log– DUE: **July 14th & July 21st**

The purpose of this assignment is for you to use writing as a tool for learning, sense-making, and meta-cognition by recording promising practices, engaging in a variety of thought routines, and responding to prompts and provocations across the course. Your Writer's Log also serves as a commonplace record for future reference of how you learned in, about, and through Language Arts. Specific details regarding quality, quantity and other expectations will be discussed in class. All response entries are required to receive an A (in addition to meeting the other requisite criteria).

CRITERIA FOR ASSESSMENT OF LEARNING TASK 1

The criteria for assessment includes demonstrating:

- Willingness to use writing to record and respond meaningfully to prompts;
- Ability to think in and represent coherent ideas through writing;
- Application of a consistent logic or structure to organize content in a way it is easily accessed.

CRITERIA FOR ASSESSMENT WRITER'S LOG	No 0	SOMEWHAT C + (10)	MOSTLY B+ (12)	YES A (13.5)	A+ 15
Demonstrates willingness to record and respond meaningfully to every prompt; ability to think in and represent ideas through writing; and consistent logic or structure that organizes content in a way it is easily accessed.					Wow! Wow! Wow! Wow!

** A+ is reserved for students who also demonstrate proficient use of language in a way that I find myself consistently saying "wow!" This may be in terms of insight, structure, artistry, or a combination, but has nothing to do with being neat and tidy.*

2. LEARNING TASK 2: Collective Creation Presentation - DUE: **July 21st**

The purpose of this assignment is for you to collaborate with colleagues to ponder an inquiry question together and represent your collective answer through Language Arts. Working with an assigned group, you will write and stage a literary work (based on a variety of formats) that represents your shared perspectives. Through a series of in-class activities, your group will use Language Arts to: explore and reveal self-knowledge; generate shared knowledge; express understandings; and engage audience. Presentation time will be dependent on class size (TBD).

- Please note that although there is dedicated class time in the schedule for group work, additional time will likely be required outside of class.

CRITERIA FOR ASSESSMENT OF LEARNING TASK 3

The criteria for assessment includes:

- Connects to and informs the topic of inquiry
- Presentation represents group members' personal perspectives and makes learning visible
- Performance is well-planned, well-rehearsed, and engaging

Detailed instructions and assessment rubric will be discussed in class then posted on D2L.

3. LEARNING TASK 3: Lesson Plan & Rubric - DUE: July 28th

The purpose of this assignment is for you to reflect on and engage in learning design that describes teacher strategies and student activities (including appropriate differentiation) in a way that creates conditions for acquisition and assessment of learning outcomes for a specific grade's ELA program of study.

Specific topic and requisite planning templates will be discussed in class then posted on D2L.

CRITERIA FOR ASSESSMENT OF LEARNING TASK 3

The criteria for assessment includes:

- Identifies appropriate learner outcomes from POS and summarizes them in terms of what *students will be able to* do as a result of the planned activities; 10%
- Plans and adequately describes appropriate teacher strategies and student activities that clearly connect to each learner outcome; 40%
- Rubric specifically includes ways to assess acquisition of all identified POS learner outcomes; 30%
- Overall plan is logical, cohesive, professional and adheres to format requirements including accommodations for ELL, ADHD, and gifted 20%
 - Accommodations planning will require getting to know the student profiles and spending time reviewing Part 2 of Making A Difference (Alberta Education, 2010). Supporting accommodation suggestions with the source and page numbers is required.

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.

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 prior to the end of the course with accompanying written evidence. Unexcused late submissions may be docked 10% per day, up to seven days after the due date (after which they will not be accepted). Please approach the instructor prior to the deadline if alternative timelines are required.

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

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](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 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 Claire Gillis, esa@ucalgary.ca.

Werklund SU Representative is Elsa Stokes, educrep@su.ucalgary.ca.