

**EDUC 460.03: Specialization I Elementary English Language Arts  
Winter, 2023**

<b>Section</b>	<b>Instructor</b>	<b>Time</b>	<b>Location</b>	<b>Email</b>
S01	Mr. Harrison M. Campbell	2:00 – 3:50	EDC 255	<a href="mailto:harrison.campbell@ucalgary.ca">harrison.campbell@ucalgary.ca</a>

**Class Dates:** Monday, January 9<sup>th</sup> – Friday, March 10<sup>th</sup> 2023 (Monday & Friday 2:00 – 3:50 PM)

**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 – can occur in person or via Zoom (details to come in class)

**Email:** Please note that students are required to use a University of Calgary (@ucalgary.ca) email address for all correspondence.

**COURSE DESCRIPTION:**

The intent of the Specialization I Seminar is 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:

- 1) Develop a foundational understanding of the nature of discourse in the discipline, as related to teaching and learning, including specialized language, concepts, and terminology.
- 2) Understand teacher as designer of learning and assessment plans and use of the resources available for designing learning and assessment.
- 3) Explore and apply 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.
- 4) Successfully design 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. However, the use of D2L will primarily consist of the creation of a repository for instructional materials/resources. Important announcements related to the course and its content will also be posted on D2L and shared via UCalgary email, please check both regularly during the course.

**REQUIRED COURSE TEXTBOOK (FREELY ACCESSIBLE THROUGH THE UCALGARY LIBRARY)**

Mallett, M. (2020). *Choosing and Using Fiction and Non-Fiction 3-11: A Comprehensive Guide for Teachers and Student Teachers*. Routledge.

<https://www-taylorfrancis-com.ezproxy.lib.ucalgary.ca/books/edit/10.4324/9781315144559/choosing-using-fiction-non-fiction-3-11-margaret-mallett>

**REQUIRED RESOURCES (LISTED IN THE ORDER WHICH THEY APPEAR IN THE WEEKLY SCHEDULE):**

International Literacy Association. (2020, August 14). *Literacy Teaching in Turbulent Times* [Video]. YouTube.  
[https://www.youtube.com/watch?v=sq5Dr\\_GIU4A](https://www.youtube.com/watch?v=sq5Dr_GIU4A)

Alberta Education. (2000). *English Language Arts: Kindergarten to Grade 9* [Program of Studies].  
<https://education.alberta.ca/media/160360/ela-pos-k-9.pdf>

Mallett, M. (2020). Chapter 4: Picturebooks. In P. Goodwin & D. Mallett (Eds.), *Choosing and Using Fiction and Non-Fiction 3-11: A Comprehensive Guide for Teachers and Student Teachers*. (pp. 24-47). Routledge.

Arizpe, & Styles, M. (2015). *Picturebooks and metaliteracy: children talking about how they read pictures*. In *Children Reading Pictures* (pp. 204–216). Routledge.  
<https://www-taylorfrancis-com.ezproxy.lib.ucalgary.ca/chapters/edit/10.4324/9781315683911-8/picturebooks-metaliteracy-evelyn-arizpe-morag-styles-margaret-mackey-helen-bromley-kathy-coulthard-kate-noble>

Nikolajeva, M. (2013). Picture books and Emotional Literacy. *The Reading Teacher*, 67(4), 249–254.  
<https://ila-onlinelibrary-wiley-com.ezproxy.lib.ucalgary.ca/doi/full/10.1002/trtr.1229>

Daly, N. (2018). Linguistic Landscapes of Bilingual Picturebooks in the White Ravens Catalogue. *The New Review of Children's Literature and Librarianship*, 24(2), 97–113. 10.1080/13614541.2018.1535780 <https://www-tandfonline-com.ezproxy.lib.ucalgary.ca/doi/full/10.1080/13614541.2018.1535780>

Mallett, M. (2020). Chapter 12: Reading in a Wider World. In P. Goodwin & D. Mallett (Eds.), *Choosing and Using Fiction and Non-Fiction 3-11: A Comprehensive Guide for Teachers and Student Teachers*. (pp. 144-159). Routledge.

Aukerman, A., Grovet, K., & Belfatti, M. (2019). Race, Ideology, and Cultural Representation in Raz-Kids. *Language Arts*, 96(5), 286–299. <https://library-ncete-org.ezproxy.lib.ucalgary.ca/journals/la/issues/v96-5/30092>

Ryan, C. L. (2021). Reading the K-8 Rainbow: A Virtual, LGBTQ-Inclusive Children's Literature Book Club for Elementary and Middle School Teachers. *Journal of Children's Literature*, 47(1), 145–148.  
<https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=149982988&site=ehost-live>

Enriquez, G., Cunningham, K. E., Dawes, E. T., Gilberto, L. P., & Jiménez, L. M. (2019). Family Stories and Diverse Children's Literature. *Language Arts*, 97(1), 42–50. <https://library-ncete-org.ezproxy.lib.ucalgary.ca/journals/la/issues/v97-1/30237>

- Heath, S. B. (1982). What no bedtime story means: Narrative skills at home and school. *Language in Society*, 11(1), 49–76. <https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/4167291>
- Burnett, C., & Merchant, G. (2020). Literacy-as-event: Accounting for relationality in literacy research. *Discourse*, 41(1), 45–56. <https://www-tandfonline-com.ezproxy.lib.ucalgary.ca/doi/full/10.1080/01596306.2018.1460318>  
<https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=141411997&site=ehost-live>
- Mallett, M. (2020). Chapter 7: Longer Stories and Children's Novels an Introduction. In P. Goodwin & D. Mallett (Eds.), *Choosing and Using Fiction and Non-Fiction 3-11: A Comprehensive Guide for Teachers and Student Teachers*. (pp. 106-108). Routledge.
- Wargo, K. (2020). A Conceptual Framework for Authentic Writing Assignments: Academic and Everyday Meet. *Journal of Adolescent & Adult Literacy*, 63(5), 539–547. <https://ila-onlinelibrary-wiley-com.ezproxy.lib.ucalgary.ca/doi/full/10.1002/jaal.1022>
- Wright, C. Z., & Dunsmuir, S. (2019). The Effect of Storytelling at School on Children's Oral and Written Language Abilities and Self-Perception. *Reading & Writing Quarterly*, 35(2), 137–153. 10.1080/10573569.2018.1521757  
<https://www-tandfonline-com.ezproxy.lib.ucalgary.ca/doi/full/10.1080/10573569.2018.1521757>
- Isbell, R., Sobol, J., Lindauer, L., & Lowrance, A. (2004). The effects of storytelling and story reading on the oral language complexity and story comprehension of young children. *Early Childhood Education Journal*, 32(4), 157–163. <https://link-springer-com.ezproxy.lib.ucalgary.ca/article/10.1023/B:ECEJ.0000048967.94189.a3>
- Mallett, M. (2020). Chapter 6: Genre Fiction, Popular Culture Texts and Formats and Media. In P. Goodwin & D. Mallett (Eds.), *Choosing and Using Fiction and Non-Fiction 3-11: A Comprehensive Guide for Teachers and Student Teachers*. (pp. 76-105). Routledge.
- Yoon, S., H. (2018). "The Imperial March" toward Early Literacy: Locating Popular Culture in a Kindergarten Classroom. *Language Arts*, 95(3), 171–181. <https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/44809954>
- Dyson, A. (2018). From Superman Play to Singing the Blues: On the Trail of Child Writing and Popular Culture. *Language Arts*, 96(1), 37–46. <https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/26779031>
- Brownell, C. (2018). Creative Language Play(giarism) in the Elementary English Language Arts Classroom. *Language Arts*, 95(4), 218–228. <https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/44809961>
- Mallett, M. (2020). Chapter 8: Animal Stories. In P. Goodwin & D. Mallett (Eds.), *Choosing and Using Fiction and Non-Fiction 3-11: A Comprehensive Guide for Teachers and Student Teachers*. (pp. 110-114). Routledge.
- Harde, R. (2021). "He called their namesakes, the animals, from each direction": Kinship and Animals in Indigenous Children's Literature. *Children's Literature Association Quarterly*, 46(3), 230–243. 10.1353/chq.2021.0034  
<https://muse-jhu-edu.ezproxy.lib.ucalgary.ca/article/840213>
- Burke, A., Snow, J. & Egan-Kiigemagi, C. (2019). Children's literature as a vehicle for Indigenous diversity awareness and inclusion in the classroom. *Education in the North*, 26(2), 66–81.  
<https://www.abdn.ac.uk/education/research/eitn/journal/592>
- Wilfrid Laurier University Press. (2020, July 2). *Literatures, Communities, and Learning Book Launch: Conversations with Indigenous Writers* [Video]. YouTube. <https://www.youtube.com/watch?v=qKQH83MVtMw>

Mallett, M. (2020). Chapter 5: Traditional Tales: Folk and Fairytales, Myths, Creation Stories, and Legends. In P. Goodwin & D. Mallett (Eds.), *Choosing and Using Fiction and Non-Fiction 3-11: A Comprehensive Guide for Teachers and Student Teachers*. (pp. 48-75). Routledge.

Chandra, C., Muhammad, H., Ari, S., & Annisa K. (2021). The Role of Imaginative Fairy Tales in Reading Literacy. *Journal Basicedu*, 5(6), 5386–5396. <https://jbasic.org/index.php/basicedu/article/view/1516>

Lenters, K. & Winters, K.-L. (2013). Fracturing Writing Spaces: Multimodal Storytelling Ignites Process Writing. *The Reading Teacher*, 67(3), 227–237. 10.1002/TRTR.1210 <https://ila-onlinelibrary-wiley-com.ezproxy.lib.ucalgary.ca/doi/full/10.1002/TRTR.1210>

Lenters, K., & Smith, C. (2018). Assembling improv and collaborative story building in language arts class. *The Reading Teacher*, 72(2), 179–189. [https://ucalgary.primo.exlibrisgroup.com/permalink/01UCALG\\_INST/15o3ob6/cdi\\_proquest\\_journals\\_2095715196](https://ucalgary.primo.exlibrisgroup.com/permalink/01UCALG_INST/15o3ob6/cdi_proquest_journals_2095715196)

Reynolds, Rush, L. S., Lampi, J. P., & Holschuh, J. P. (2020). English Disciplinary Literacy: Enhancing Students’ Literary Interpretive Moves. *Journal of Adolescent & Adult Literacy*, 64(2), 201–209. <https://ila-onlinelibrary-wiley-com.ezproxy.lib.ucalgary.ca/doi/full/10.1002/jaal.1066>

### LEARNING TASKS OVERVIEW

LEARNING TASK	GROUP / INDIVIDUAL	WEIGHT	DUE DATE
Daily In-Class Seminars – First Word	Partners	30%	Ongoing
Language Arts Lesson Plan	Individual	30%	January 30 <sup>th</sup>
Language Arts Short Term Learning & Assessment Plan	Individual	40%	March 10 <sup>th</sup>

### WEEKLY COURSE SCHEDULE:

Date	Topic	Readings and Tasks	Due Dates
Monday, January 9 <sup>th</sup>	Introduction: Language Arts for the Here and Now	International Literacy Association. (2020, August 14). <i>Literacy Teaching in Turbulent Times</i> [Video]. YouTube. <a href="https://www.youtube.com/watch?v=sq5Dr_G1U4A">https://www.youtube.com/watch?v=sq5Dr_G1U4A</a>  Alberta Education. (2000). <i>English Language Arts: Kindergarten to Grade 9</i> [Program of Studies]. <a href="https://education.alberta.ca/media/160360/ela-pos-k-9.pdf">https://education.alberta.ca/media/160360/ela-pos-k-9.pdf</a>	
Friday, January 13 <sup>th</sup>	Introduction to Children’s Literature: The Use of Picture Books in Elementary Classrooms	Mallett, M. (2020). Chapter 4: Picturebooks. In P. Goodwin & D. Mallett (Eds.), <i>Choosing and Using Fiction and Non-Fiction 3-11: A Comprehensive Guide for Teachers and Student Teachers</i> . (pp. 24-47). Routledge.	Daily In-Class Seminars – First Word Presentations

		<p>Arizpe, &amp; Styles, M. (2015). <i>Picturebooks and metaliteracy: children talking about how they read pictures</i>. In <i>Children Reading Pictures</i> (pp. 204–216). Routledge. <a href="https://doi.org/10.4324/9780203005156-21">https://doi.org/10.4324/9780203005156-21</a></p>	
Monday, January 16 <sup>th</sup>	Bilingual Picture Books & Building Emotional Literacy	<p>Nikolajeva, M. (2013). Picture books and Emotional Literacy. <i>The Reading Teacher</i>, 67(4), 249–254. <a href="https://doi.org/10.1002/trtr.1229">https://doi.org/10.1002/trtr.1229</a></p> <p>Daly, N. (2018). Linguistic Landscapes of Bilingual Picturebooks in the White Ravens Catalogue. <i>The New Review of Children's Literature and Librarianship</i>, 24(2), 97–113. <a href="https://doi.org/10.1080/13614541.2018.1535780">https://doi.org/10.1080/13614541.2018.1535780</a></p>	Daily In-Class Seminars – First Word Presentations
Friday, January 20 <sup>th</sup>	Introduction to Critical Literacy in Elementary Classrooms	<p>Mallett, M. (2020). Chapter 12: Reading in a Wider World. In P. Goodwin &amp; D. Mallett (Eds.), <i>Choosing and Using Fiction and Non-Fiction 3-11: A Comprehensive Guide for Teachers and Student Teachers</i>. (pp. 144-159).</p> <p>Aukerman, A., Grovet, K., &amp; Belfatti, M. (2019). Race, Ideology, and Cultural Representation in Raz-Kids. <i>Language Arts</i>, 96(5), 286–299.</p>	<p>Daily In-Class Seminars – First Word Presentations</p> <p><b>Language Arts Lesson Plan Check-In</b></p>
Monday, January 23 <sup>rd</sup>	Discussions About Diverse Children’s Literature in Elementary Classrooms	<p>Ryan, C. L. (2021). Reading the K-8 Rainbow: A Virtual, LGBTQ-Inclusive Children’s Literature Book Club for Elementary and Middle School Teachers. <i>Journal of Children’s Literature</i>, 47(1), 145–148.</p> <p>Enriquez, G., Cunningham, K. E., Dawes, E. T., Gilberto, L. P., &amp; Jiménez, L. M. (2019). Family Stories and Diverse Children’s Literature. <i>Language Arts</i>, 97(1), 42–50.</p>	Daily In-Class Seminars – First Word Presentations
Friday, January 27 <sup>th</sup>	Seeing Literacy-as-Event Within Elementary Classrooms	<p>Heath, S. B. (1982). What no bedtime story means: Narrative skills at home and school. <i>Language in Society</i>, 11(1), 49–76.</p> <p>Burnett, C., &amp; Merchant, G. (2020). Literacy-as-event: Accounting for relationality in literacy research. <i>Discourse</i>, 41(1), 45–56.</p>	Daily In-Class Seminars – First Word Presentations
Monday, January 30 <sup>th</sup>	Frameworks for Authentic Storytelling and Writing in Elementary Classrooms	<p>Mallett, M. (2020). Chapter 7: Longer Stories and Children's Novels an Introduction. In P. Goodwin &amp; D. Mallett (Eds.), <i>Choosing and Using Fiction and Non-Fiction 3-11: A Comprehensive Guide for Teachers and Student Teachers</i>. (pp. 106-108). Routledge.</p>	<p>Daily In-Class Seminars – First Word Presentations</p> <p><b>Language Arts Lesson Plan DUE @11 :59 PM (MST)</b></p>

		Wargo, K. (2020). A Conceptual Framework for Authentic Writing Assignments: Academic and Everyday Meet. <i>Journal of Adolescent &amp; Adult Literacy</i> , 63(5), 539–547.	
Friday, February 3 <sup>rd</sup>	Storytelling and the Impact on Oral and Written Language	Wright, C. Z., & Dunsmuir, S. (2019). The Effect of Storytelling at School on Children’s Oral and Written Language Abilities and Self-Perception. <i>Reading &amp; Writing Quarterly</i> , 35(2), 137–153. <a href="https://doi.org/10.1080/10573569.2018.1521757">https://doi.org/10.1080/10573569.2018.1521757</a>  Isbell, R., Sobol, J., Lindauer, L., & Lowrance, A. (2004). The effects of storytelling and story reading on the oral language complexity and story comprehension of young children. <i>Early Childhood Education Journal</i> , 32(4), 157–163.	Daily In-Class Seminars – First Word Presentations
Monday, February 6 <sup>th</sup>	Popular Culture in Elementary Classrooms	Mallett, M. (2020). Chapter 6: Genre Fiction, Popular Culture Texts and Formats and Media. In P. Goodwin & D. Mallett (Eds.), <i>Choosing and Using Fiction and Non-Fiction 3-11: A Comprehensive Guide for Teachers and Student Teachers</i> . (pp. 76-105). Routledge.  Yoon, S., H. (2018). "The Imperial March" toward Early Literacy: Locating Popular Culture in a Kindergarten Classroom. <i>Language Arts</i> , 95(3), 171–181.	Daily In-Class Seminars – First Word Presentations
Friday, February 10 <sup>th</sup>	Merging Popular Culture with Creative Play in Classrooms	Dyson, A. (2018). From Superman Play to Singing the Blues: On the Trail of Child Writing and Popular Culture. <i>Language Arts</i> , 96(1), 37–46. Brownell, C. (2018). Creative Language Play(giarism) in the Elementary English Language Arts Classroom. <i>Language Arts</i> , 95(4), 218–228.	Daily In-Class Seminars – First Word Presentations
Monday, February 13 <sup>th</sup>	Indigenous Children’s Literature: Using Animal Stories in the Elementary Classroom	Mallett, M. (2020). Chapter 8: Animal Stories. In P. Goodwin & D. Mallett (Eds.), <i>Choosing and Using Fiction and Non-Fiction 3-11: A Comprehensive Guide for Teachers and Student Teachers</i> . (pp. 110-114). Routledge.  Harde. R. (2021). “He called their namesakes, the animals, from each direction”: Kinship and Animals in Indigenous Children’s Literature. <i>Children’s Literature Association Quarterly</i> , 46(3), 230–243. <a href="https://doi.org/10.1353/chq.2021.0034">https://doi.org/10.1353/chq.2021.0034</a>	Daily In-Class Seminars – First Word Presentations
Friday, February 17 <sup>th</sup>	Indigenous Writers & Additional Indigenous Children’s Literature	Burke, A., Snow, J. & Egan-Kiigemagi, C. (2019). Children’s literature as a vehicle for Indigenous diversity awareness and inclusion in the classroom. <i>Education in the North</i> , 26(2), 66–81.	Daily In-Class Seminars – First Word Presentations

		<p>Wilfrid Laurier University Press. (2020, July 2). <i>Literatures, Communities, and Learning Book Launch: Conversations with Indigenous Writers</i> [Video]. YouTube.  <a href="https://www.youtube.com/watch?v=qKQH83MVtMw">https://www.youtube.com/watch?v=qKQH83MVtMw</a></p>	<p><b>Language Arts Short Term Learning &amp; Assessment Plan Check-In</b></p>
February 19 <sup>th</sup> – 25 <sup>th</sup>	<b>No Classes</b>	<b>Winter Reading Break</b>	<b>No Classes</b>
Monday, February 27 <sup>th</sup>	The Use of Fairytales, Myths, Creation Stories, and Legends in Elementary Classrooms	<p>Mallett, M. (2020). Chapter 5: Traditional Tales: Folk and Fairytales, Myths, Creation Stories, and Legends. In P. Goodwin &amp; D. Mallett (Eds.), <i>Choosing and Using Fiction and Non-Fiction 3-11: A Comprehensive Guide for Teachers and Student Teachers</i>. (pp. 48-75). Routledge.</p> <p>Chandra, C., Muhammad, H., Ari, S., &amp; Annisa K. (2021). The Role of Imaginative Fairy Tales in Reading Literacy. <i>Journal Basicedu</i>, 5(6), 5386–5396.  <a href="https://doi.org/10.31004/basicedu.v5i6.1516">https://doi.org/10.31004/basicedu.v5i6.1516</a></p>	Daily In-Class Seminars – First Word Presentations
Friday, March 3 <sup>rd</sup>	Arts-Based and Theatrical Literacies in Elementary Classrooms	<p>Lenters, K. &amp; Winters, K.-L. (2013). Fracturing Writing Spaces: Multimodal Storytelling Ignites Process Writing. <i>The Reading Teacher</i>, 67(3), 227–237.  <a href="https://doi.org/10.1002/TRTR.1210">https://doi.org/10.1002/TRTR.1210</a></p> <p>Lenters, K., &amp; Smith, C. (2018). Assembling improv and collaborative story building in language arts class. <i>The Reading Teacher</i>, 72(2), 179–189.</p>	Daily In-Class Seminars – First Word Presentations
Monday March 6 <sup>th</sup>	Revisiting: Language Arts for the Here and Now	<p>International Literacy Association. (2020, August 14). <i>Literacy Teaching in Turbulent Times</i> [Video]. YouTube.  <a href="https://www.youtube.com/watch?v=sq5Dr_G1U4A">https://www.youtube.com/watch?v=sq5Dr_G1U4A</a></p> <p>Alberta Education. (2000). <i>English Language Arts: Kindergarten to Grade 9</i> [Program of Studies].  <a href="https://education.alberta.ca/media/160360/ela-pos-k-9.pdf">https://education.alberta.ca/media/160360/ela-pos-k-9.pdf</a></p>	
Friday, March 10 <sup>th</sup>	Final Presentations and Course Wrap Up	<p><b>No Additional Readings</b></p> <p><b>Language Arts Short Term Learning &amp; Assessment Presentations</b></p>	<p><b>Language Arts Short Term Learning &amp; Assessment Plan DUE @11:59PM (MST)</b></p>

**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 3 required Learning Tasks for this course.

### LEARNING TASK 1: Daily In-Class Seminars DUE: Ongoing (as per sign up), (30% of Final Grade)

Requirements: 2 Inquiry Questions Used in Conjunction with a Classroom Discussion & Activity

Each student is expected to complete one first word throughout the semester. On the day of your First Word, you will hand in a hard copy of your discussion questions, along with a 1–2 page summary (Times New Roman, Double Spaced, APA 7 Formatting) detailing how you planned to provide a lively discussion. Only one submission per partner/group (put both names on it please).

Working with a partner you will choose a topic area and reading from the syllabus. Working together, you will be responsible for the creation of two discussion questions that arise from the topic area and your chosen reading. These questions will then be presented to the class in the form of an activity that both partners will facilitate – you must facilitate the class for at least 30 minutes (to a maximum of 45 minutes). You are required to choose interactive modalities that engage the class beyond a lecture style. Please contact the instructor if you have questions, concerns, or require any support beyond the planning.

**Please Note:** Your discussion questions should not ask the class to describe what happened in the reading (descriptive questions), but should instead ask the class to think about the issues at stake, extrapolate from the article possible practical situations related to the issue, or to deeply engage with the author’s point of view (analytical questions). Other than that caveat, what you ask is completely up to you.

The approach you take to your discussion questions is completely up to you. You may pose one question at a time, offer the two questions at once, offer an interpretation that ties them together, offer individual reactions to each question, disagree with other members on your team, divide the class up into different groups, etc. However, please be very careful not to spend too much time answering your own questions. You want to facilitate discussion from your classmates and focus your attention on running the activity and discussion.

### CRITERIA FOR ASSESSMENT OF LEARNING TASK ONE

Task: Identify a **key theme/takeaway** from the reading by generating **two (2) discussion questions and one (1) interactive activity**. Conduct a **30-45 minute activity** with the class that goes beyond a lecture style.

**Please Note:** This assignment is pass/fail and must be completed in full to receive the 30% for this learning task. Support will be provided in exceptional circumstances, however, incomplete assignments will result in a 0.

Criterion	Qualities of Exemplary Work	Complete/Incomplete	Comments
Preparation	Reviews questions with the instructor the day prior to the class (minimum).		
Content	The focus of the reading is clear (summary is concise)  Students explore multiple perspectives  Clear connections to		



	literacy theories, pedagogies, and practices		
Discussion/Debate Methods	<p>Uses varied teaching practices to engage peers with the content</p> <p>The discussion is guided, balanced (all voices heard), and summarized by facilitators</p> <p>Activities make use of interactive modalities that engage the class beyond a lecture style</p>		
Discussion Questions & Connections to Literature	<p>Questions asked are analytical, thought-provoking, and understandable</p> <p>Facilitators refer directly to the readings &amp; encourage peers to reference readings directly in responses</p>		
Facilitation Skills	<p>Facilitators demonstrate:</p> <p>Eye contact</p> <p>Active listening</p> <p>Paraphrasing</p> <p>Summarizing</p> <p>Encouragement of full participation from the class</p>		

## **LEARNING TASK 2: Language Arts Lesson Plan Project DUE: Monday, January 30<sup>th</sup> @ 11:59 PM (MST)**

Working individually, you will create a lesson plan of 30 to 50-minutes (depending on the grade level you select) that reflects outcomes from the English Language Arts Program of Studies. You will create one lesson plan for this assignment and then you will expand upon this lesson in the upcoming *Language Arts Short Term Learning & Assessment Plan* learning task. You will be expected to draw upon class discussions, readings, and resources when creating your lesson. On Friday, January 20<sup>th</sup> you will all share your lessons (thus far) during a check-in activity – this will be a great opportunity to receive feedback from me as well as your peers.

Please include the following elements in your lesson plan:

- Clear learning outcomes that promote an understanding of a key concept, skill, or competency in elementary English Language Arts (Be careful not to overload your lessons with outcomes!)
  - A lesson title and topic
  - Program of Studies objectives (both a general outcome and specific learner outcome)
  - Knowledge and skill objectives for the students
  - The grade level of the lesson
  - A detailed description of the learning experience activity and instructional strategies
  - Options for student inclusion/differentiation

- A list of all required resources and materials (cited at the end of the lesson using APA 7<sup>th</sup> edition)
- A fully developed timeline detailing the timing of the lesson for both students and teachers
- Inclusion of all formative and summative assessment strategies that link to your lesson plan objectives and the Alberta Program of Studies
  - Note: The learning activity may be formative or summative

A UDL Template for your lesson will be provided on D2L, however, this can act as a good checklist.

### CRITERIA FOR ASSESSMENT OF LEARNING TASK TWO

Level  Criteria	Exceeds Expectations  (A+, A, or A-)	Meets Expectations  (B+, B, or B-)	Revise and Resubmit  (C+ or Lower)
<b>Lesson Plan Elements</b>	Lesson plan elements were all included.	Lesson plan elements were mostly included.	Lesson plan elements were only partially included.
<b>Content Standards: GLOs, SOs &amp; SLOs</b>	The lesson plan identifies clear and connected PoS outcomes.  The number of outcomes is completely reasonable and/or attainable.	The lesson plan mostly demonstrates clear and connected PoS learning outcomes.  The number of outcomes is mostly reasonable and/or attainable.	The lesson plan does not satisfactorily identify clear and connected PoS learning outcomes.  The number of outcomes is neither reasonable and/or attainable.
<b>Knowledge and Skill Objectives</b>	Knowledge and skill objectives are clearly stated and connect to each other.	Knowledge and skill objectives are mostly clearly stated and connect to each other.	Knowledge and skill objectives are not clearly stated and/or do not connect to each other.
<b>Instructional Practices/Learning Experiences</b>	The procedures/learning experiences demonstrate meaningful content, creativity, and effective use of time.	The procedures/learning experiences demonstrate satisfactory content, creativity, and use of time.	The procedures/learning experiences do not satisfactorily demonstrate meaningful content, creativity, and effective use of time.
<b>Differentiation</b>	The lesson incorporates a variety of teaching strategies to engage all learners in the classroom.	The lesson incorporates some teaching strategies to engage learners in the classroom.	The lesson does not incorporate different teaching strategies or does not adequately describe these strategies.
<b>Materials/Resources</b>	The lesson incorporates a variety of materials and resources available for students.	The lesson incorporates some materials and resources available for students.	The lesson does not satisfactorily incorporate resources and materials for students.
<b>Formative Assessment Strategies</b>	Assessment strategies are clear and reflect the lesson objectives.	Assessment strategies are mostly clear and reflect most of the lesson objectives.	Assessment strategies are vague and do not satisfactorily reflect the lesson objectives.

**LEARNING TASK 3: Language Arts Short Term Learning & Assessment Plan DUE: Friday, March 10<sup>th</sup> @ 11:59 PM (MST)**

Having created a lesson plan in the previous learning task, you are now asked to work *individually* to design a short-term learning and assessment plan that puts into practice the key aspects of theory introduced in this course. You must inform me of the topic/unit you hope to explore within your short-term learning and assessment plan by Friday, February 3<sup>rd</sup>. On Friday, February 17<sup>th</sup> you will all share your short-term learning and assessment plans (thus far) during a check-in activity – this will be a great opportunity to receive feedback.

**Part One: The Learning Plan** - The learning plan *must* include:

**Title, Grade Level, and Big Idea** – Clearly articulate the context of the short-term plan within the Alberta Program of Studies, including the title and grade level. Also, clearly articulate the big idea, vision, or theme the short-term plan seeks to leave students with through this curricular engagement.

**Guiding Question(s)** – Identify one or more well-crafted question(s) guiding the short-term learning. Provide a context for the selection of the questions. A short-term plan lasts 2-4 weeks so aiming for 2-3 questions is ideal.

**Learning Outcomes** – The short-term plan must identify and address one or more outcomes from each domain within the Alberta Program of Studies (i.e., Knowledge & Understanding, and Skills & Processes). In addition, the short-term plan must include the key ideas from the Alberta Program of Studies this learning engages. It should be clear what the students should know, be able to do, and appreciate more deeply by the end of the learning.

**Lesson Plan Sequence (3 Full Lessons with Supplemental Activities Planned)** – Each lesson supports the next, working toward mastery of the short-term plan's learning outcomes. Learning events engage students and challenge them to reflect, rethink and refine their work/ideas/understandings. Students must have opportunities to self-evaluate. Three lessons (one of which can be taken from your Learning Task Two assignment) must be included in full detail. These lessons should exist in sequence with one another. Some additional learning activities or follow up learning should also be included around the lessons. These can be written as assignments, readings, or additional evaluations/check-in's details to be provided in class.

**List of Sources** - List all sources consulted in the preparation of the short-term plan. Multiple sources are expected. Present a reference page in APA 7 format. Formatting will impact assessment – aim for between 10 – 15 sources.

**List of Materials** – Provide a list of all materials needed to teach the entire short-term plan, including materials in both the fully developed lessons as well as materials needed for all supplemental and supporting learning.

**Part Two: The Assessment Plan** - The assessment plan *must* include:

**Short-Term Plan Rationale** - Provide a rationale on your personal vision for language arts education and how this specific short-term plan reflects that vision (250-500 words).

**Key Instructional Practices and Creativity** – Detail the main methods for teaching throughout the short-term plan (500-750 words).

Specify the following within this section:

- How will your chosen materials be effectively used?
- How will students engage with the content you provide?

- How will you transition into different activities (both during lessons and between lessons)?
- How will you scaffold activities for students who need additional support?

Make specific reference to the literature explored in this class (and where relevant, previous classes) around teaching for understanding, engaging in disciplinary processes, and inquiry.

**Learner Differentiation/Teaching Inclusively Statement** - Include a written description (500-750 words) explaining how your short-term plan addresses the interests and needs of all students. For example, how will you address: students with special needs, English-as-additional language learners, gifted students, and students who excel at group work or during independent time? Be sure to consider as many different types of diverse learners as possible – ideas for this section will also be discussed in class.

**Assessment Plan** – Provide a clearly articulated assessment plan (750-1000 words) that details your requirements to ensure that students apply what you want them to learn in ways that show deep understanding. Consider the following prompts:

- How will you know that students understand what it is you are trying to teach them?
- How will you adapt your teaching based on formative assessment data collected during lessons?
- What will you accept as evidence that students understand what was taught to them?
- How does your chosen assessment demonstrate a deep understanding of your curricular outcomes?
- Will you allow for a model of assessment that teaches to mastery? What does this look like for you?

**Assessment Practices** – Discuss the practicalities of your short-term plan in relation to the ways it has built in effective formative-assessment strategies including formative feedback loops and a summative performance of understanding (750-1000 words). Include assessment from the lessons and supplemental activities.

### **CRITERIA FOR ASSESSMENT OF LEARNING TASK 3 (A rubric based on these criteria will be on D2L)**

Some of the criteria used to design the finalized rubric will include the following:

- A skillfully designed short-term learning and assessment plan that engages students on issues and problems central to language arts, connecting to their lives, and the world outside of school.
- The short-term plan explores significant ideas and themes that are powerfully articulated through the resources, activities and assessments used in the learning and assessment plans.
- The questions guiding the short-term plan are thought-provoking and intellectually engaging and will initiate discussion and debate. The question(s) clearly call for higher-order thinking, such as analysis, inference, evaluation, and prediction. Question(s) cannot be effectively answered by recall alone.
- The short-term plan clearly defines a range of skill/processes, values/attitudes, knowledge/understanding outcomes that are directly linked to the Alberta's Program of Studies. The learning and assessment plans engage students and clearly define what they need to be able to do.
- Desired knowledge/skills/values, big ideas/enduring understandings are strongly linked to performance task/s requiring students to apply knowledge to show deep understanding.
- A variety of formative (and summative) assessments are woven into the short-term plan to strengthen student understanding and inform instructional decision-making.

## 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 concerns 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 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, in 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 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, a 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.

## 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 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/procedures. 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 accommodation because of a disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations: Students with Disabilities: [ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Accommodation-for-Students-with-Disabilities-Procedure.pdf](http://ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Accommodation-for-Students-with-Disabilities-Procedure.pdf).

Students needing 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 a medical certificate/documentation, references, police reports, invitation letter, third party letter of support, 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 Kevin Dang,**  
[esa@ucalgary.ca](mailto:esa@ucalgary.ca).

**Werklund SU Representative is Dhwani Joshi, [educrep@su.ucalgary.ca](mailto:educrep@su.ucalgary.ca).**