

EDUC 460: Spécialisation I (Français)
Summer/Été, 2020

Instructor: Dr. Katherine Mueller
Courriel: kmueller@ucalgary.ca

Dates du cours : 6 juillet au 12 août 2020
Format : ONLINE (D2L, Zoom)
Dates des sessions Zoom : les 7 juillet, 21 juillet, 5 août de 9h à 10h30 (+ sessions à négocier au besoin)

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

COURSE DESCRIPTION:

Veillez noter que ce cours est en français. Nous nous attendons à ce que toutes vos contributions soient en français.

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 *French Second Language*, *French Immersion* and *Francophone school* contexts. 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:

Over the course of the semester, 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 online (D2L and ZOOM)

LEARNING TASKS OVERVIEW

LEARNING TASK	DESCRIPTION OF LEARNING TASK	GROUP / INDIVIDUAL	WEIGHT	DUE DATE
Participation in online learning environment	Regular and meaningful contributions to D2L discussions, small tasks as described in weekly plan, feedback to peers as required	Individual	25%	ongoing
Teaching sequence design	Design of a teaching sequence to illustrate language/content integration (in preparation for creation of lesson plan)	Partners/ Small group	20%	21 juillet (pendant session ZOOM)
PowerPoint Presentation	Creation and presentation of 2-3 PowerPoint slides. Goal is to present a convincing case for enhancing literacy (oral, reading, writing) in French Immersion using the literacy loop.	Individual	20%	5 août (pendant session ZOOM)
Lesson Plan	Creation of a lesson plan containing crucial elements	Individual	35%	12 août

HORAIRE:
Semaine 1: du 6 juillet au 10 juillet (ZOOM 7 juillet, 9h à 10h30)
Thème: Apprendre le français – quels sont les enjeux? (Discussion dans D2L)

- Comment est-ce que les apprenants apprennent le français?
- Quels sont nos buts pour nos élèves?
- Quels sont les buts des élèves, des parents?
- C'est quoi la salle de classe Immersion? – comment créer un contexte qui favorise l'apprentissage du français?
- Comment aborder l'enseignement dans la «nouvelle réalité» à cause du coronavirus? (Zoom : discussion avec des enseignants qui ont eu de l'expérience à enseigner online cette année)
- Quels sont les défis pour l'immersion?

À lire:

1. Cummins, J. (2014). Rethinking pedagogical assumptions in Canadian French Immersion programs. *Journal of Immersion and Content-based language teaching*. 2, 1, 3-22. **PDF will be posted in D2L**
2. Genesee, F. (1995). Integrating Language and Content: Lessons from Immersion. National Center for Research on Cultural Diversity and Second Language Learning.
<http://repositories.cdlib.org/cgi/viewcontent.cgi?article=1107&context=crede>
3. CPF: Rapports de Canadian Parents for French 2017 et 2019 (lire en anglais ou en français)
2019 English <https://cpf.ca/en/files/State-of-FSL-Education-Report-2019-web.pdf>
2019 French <https://cpf.ca/en/files/State-of-FSL-Education-Report-2019-FR.pdf>
2017 English <https://cpf.ca/en/files/State-of-FSL-Education-Report-2017-Final-Web.pdf>
2017 French <https://cpf.ca/en/files/State-of-FSL-Education-Report-2017-FR-Final-Web.pdf>

Tâches pour cette semaine :

1. préparez une liste de vos questions sur l'enseignement en immersion et sur l'apprentissage du français du point de vue de l'enseignant, de l'élève, des parents → affichez dans D2L par **mardi soir 7 juillet**
2. avec un partenaire, choisissez une des questions et déclenchez une discussion dans D2L – chaque équipe va mener la discussion sur leur question

Semaine 2: du 13 juillet au 17 juillet (session Zoom supplémentaire à annoncer pour discuter du développement du langage oral)**Thème: La salle de classe immersion ou FSL et le développement du langage**

Questions d'exploration

1. À quoi ressemble la salle de classe immersion (ou la salle de classe FSL) idéale? **Tâche** : faites une recherche sur internet, médias sociaux et ailleurs pour présenter votre vision des éléments d'une salle de classe immersion ou FSL qui prime l'apprentissage du français. Affichez ce que vous trouvez dans D2L et ajoutez des photos! Expliquez l'importance, la valeur de chaque trait/élément. Discussion dans D2L.
2. Comment aider les élèves à développer leur langue?
 - La boucle de la littératie – Powerpoint dans D2L
 - Le développement du langage oral : quelles sont les stratégies?
 - Stratégies de Lyster : le questionnement et l'étayage
 - **Learning Task 2 : Séquence au sein d'un plan de leçon : présenter du nouveau contenu tout en travaillant la langue.** Pour ce travail, il s'agit de présenter une séquence que vous allez présenter avec un partenaire pendant la session Zoom le 21 juillet [amorce, questionnement, nouveau matériel, échaffaudage, intégration de l'oral]

À lire :

1. La langue au cœur du Programme d'immersion française (2016). Le gouvernement du Manitoba.
https://www.edu.gov.mb.ca/m12/frpub/me/langue_coeur/docs/document_complet.pdf
2. Livre fortement recommandé (à acheter si possible)
Lyster, R. (2016). *Vers une approche intégrée en immersion*. Anjou : Les éditions CEC.

Ce livre est une ressource indispensable à tous les enseignants en immersion : si vous désirez, commander le livre chez CEC. Voici le lien :

https://www.editionscec.com/ca_fr/vers-une-approche-integree-en-immersion.html

3. Lyster, R. (2015). Using form-focused tasks to integrate language across the Immersion curriculum. *System*, 54, pp. 4-13. <https://www.sciencedirect.com.ezproxy.lib.ucalgary.ca/science/article/pii/S0346251X14001651>
4. Netten, J. & Germain, C. (2012). A new paradigm for the learning of a second or foreign language: The neurolinguistic approach. *Neuroeducation*, 1(1), 85-114.
<https://www.neuroeducationjournal.org/1024046/neuroed20120101-85>

Tâches pour cette semaine:

- Examinez le Powerpoint sur l'ANL et la boucle de la littératie et participez à la discussion sur D2L, et/ou pendant la session Zoom supplémentaire
- Discutez en petits groupes comment vous envisagez l'emploi de la boucle / de l'ANL en immersion : y a-t-il des possibilités dans ce contexte? Affichez vos idées dans D2L.

Semaine 3: du 20 juillet au 24 juillet (ZOOM 21 juillet, 9h à 10h30)**Thème: Vers le plan de leçon**

1. Le gabarit de plan de leçon : éléments nécessaires – examiner des plans de leçon (affichés dans D2L) et commenter dans D2L

À lire : Grant Wiggins, Understanding by Design

https://www.ascd.org/ASCD/pdf/siteASCD/publications/UbD_WhitePaper0312.pdf

Pour approfondir vos connaissances, regardez les deux vidéos de Wiggins sur You-tube

<https://www.youtube.com/watch?v=4isSHf3SBuQ>

<https://www.youtube.com/watch?v=vgnODvvsxgM>

2. Comment développer un plan d'évaluation qui correspond aux objectifs choisis

À consulter :

i. ACPI Référentiel – écrit : <https://www.acpi.ca/ressources/referentiel-ecrit>

ii. ACPI Référentiel – oral : <https://www.acpi.ca/ressources/referentiel-de-competences-orales>

iii. Common Framework of Reference : <https://www.coe.int/en/web/common-european-framework-reference-languages/level-descriptions>

iv. Alberta Assessment Consortium → self-directed PD resources → rubrics
[Username : teachers, Password: master]

Regarder deux vidéos YouTube : Denis Cousineau (Implémenter le Common Framework of Reference)

https://www.youtube.com/results?search_query=CEFR+Denis+Cousineau

https://www.youtube.com/watch?v=Tmv_qGGdenQ

Lire l'article suivant :

Warner Read, S., & Placido, K. (2012). Bringing formative assessment to life in the language classroom. *Language Educator*, 7(4), 50–53. **PDF will be posted in D2L**

Tâche pour cette semaine : travail (tous les membres de la classe) dans D2L

Vous allez proposer des idées d'évaluation (formative et sommative) d'après les référentiels ci-dessus – avec des explications - pour une activité proposée par le prof dans D2L. Vous allez commenter les contributions de vos paires.

Semaine 4: du 27 juillet au 31 juillet**Thème: Accès au français pour tous les élèves / La différenciation****À lire:**

Arnett, K.& Mady, C. (2017). Core or Immersion? Canadian French-Second-Language Teacher Candidates' Perceptions and Experiences of the Best and Worst Program Options for Students with Learning Difficulties and for English Language Learners. **Exceptionality Education International**, v. 27, n. 1, p. 17–37, 2017.
<http://search.ebscohost.com.ezproxy.lib.ucalgary.ca/login.aspx?direct=true&db=ehh&AN=122431124&site=ehost-live>.

Genesee, Fred. (2007). French Immersion and At-Risk Students: a review of research evidence. *The Canadian Modern Language Review*, Volume 63, Number 5 (August), pp.654-687. DOI: 10.1353/cml.2008.0004
<http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=ufh&AN=47784802&site=ehost-live>

À consulter:

Familiarisez-vous avec le document suivant :

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

À regarder:

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

Tâche pour cette semaine :

Vous allez trouver dans D2L une définition de **chameleon activities**, d'après le travail de Katy Arnett dans son livre *Languages for all* (2012). Lisez mon document d'explication, et consultez toutes les ressources ci-dessus. Vous allez trouver dans D2L une liste de défis auxquels vos élèves pourraient faire face. Vous allez proposer (chacun dans son propre thread dans D2L) des suggestions pour soutenir les élèves. Dans la discussion, vous allez commenter les suggestions de vos paires.

Semaine 5: du 3 août au 7 août**Session ZOOM 5 août, 9h à 10h30**

1. Présentations PowerPoint + posez des questions à vos paires
2. Proposez idée pour plan de leçon

Travail durant la semaine :

1. Travailler plan de leçon
2. Consulter avec prof – session individuelle pour feedback

Semaine 6: du 10 août au 12 août

Finir plan de leçon : à remettre 12 août dans D2L Dropbox

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 **four** required Learning Tasks for this course.

1. LEARNING TASK 1: Participation in online learning environment: ONGOING (25%)
CRITERIA FOR ASSESSMENT OF LEARNING TASK 1:

Grade	Requirements
A/A-	To achieve a grade of A/A-, students are required to (1) attend all scheduled ZOOM sessions; (2) demonstrate that you are completing all required reading, video viewings and tasks by your active participation in D2L discussions and by your participation in scheduled tasks; (3) regularly and actively respond to questions and discussions in D2L; and (4) provide feedback to peers as requested in the D2L threads.
B+/B	Attended ZOOM sessions as required; participation reveals that required readings, video viewings and tasks were incomplete or were completed with little effort; sporadic or incomplete participation in D2L discussions and scheduled tasks; some effort shown in D2L discussions, some attempts made to provide feedback to peers
B- or lower	Did not attend ZOOM sessions; no evidence that required readings, video viewings and tasks were completed; little or no participation in D2L discussions and scheduled tasks; little or no engagement with peers/prof in D2L discussions; feedback not provided to peers as required

2. LEARNING TASK 2: Teaching Sequence Design (20%) Due July 21 (during ZOOM session)

With a partner or in a group of 3 (depending on class numbers), you will work together to design a teaching sequence (part of a lesson plan) to illustrate your mastery of the elements necessary to present a new concept to students, **integrating language and content**. Following the class discussion and a model of how to achieve a successful sequence, you will choose a grade and theme according to the Program of Studies, you will create a hook, a questioning sequence to activate students' prior knowledge, a plan for presenting the new material, and suggestions for ensuring that students can develop their French language skills while practicing and mastering the new material.

CRITERIA FOR ASSESSMENT OF LEARNING TASK 2

Assessment rubric will be co-created with students and will be posted in D2L.

3. LEARNING TASK 3: PowerPoint Presentation (20%) Due August 5 (during ZOOM session)

Working **individually**, you will prepare and present 2-3 PowerPoint slides during the August 5 ZOOM session. The goal is to present a convincing case for enhancing literacy (oral, reading, writing) in French Immersion using the literacy loop.

CRITERIA FOR ASSESSMENT OF LEARNING TASK 3

A/A- The PPT slides are clear and present a thorough and well-constructed argument for using the literacy loop. Accompanying explanation shows mastery of the elements and a clear understanding of how the literacy loop can fit into the French Immersion context.

B+/B The PPT slides show evidence of some understanding of the literacy loop, and an emerging understanding of the importance of integrating the elements into the French Immersion literacy context. The accompanying explanation reveals an incomplete understanding of how the literacy loop works, and how it can benefit language development in French Immersion.

B- OR BELOW The PPT slides do not show evidence of a clear understanding of the literacy loop, nor the importance of integrating the elements into the French Immersion literacy context. The accompanying explanation reveals a lack of understanding of the topic.

4. LEARNING TASK 4: Lesson Plan Design (35%) Due August 12

Working **individually**, you will create a lesson plan containing the crucial elements as detailed in the template and associated documents.

CRITERIA FOR ASSESSMENT OF LEARNING TASK 4

Assessment rubric will be co-created with students and will be posted in D2L.

THE EXPECTATION OF EXCELLENCE IN PROFESSIONAL WORK

Please review the Academic Calendar carefully. It describes the program and provides detailed schedules and important dates. It contains information on expectations for student work and professional conduct. In addition, procedures are described regarding concern about student performance in the program. Please pay especially careful attention to details and descriptions in the following topic areas:

- *The Importance of Attendance and Participation in Every Class*

As this is a professional program, experiences are designed with the expectation that all members will be fully involved in all classes and in all coursework experiences. As you are a member of a learning community your contribution is vital and highly valued, just as it will be when you take on the professional responsibilities of being a teacher. We expect that you will not be absent from class with the exception of documented instances of personal or family illness or for religious requirements.

- *Engagement in Class Discussion and Inquiry*

Another reason for the importance of attendance and participation in every class is that the course involves working with fellow students to share ideas and thinking. For example, each class you will work with a small group to engage fellow students in discussions on work being considered in class. You will also help other groups by providing ideas for scholarly inquiry in assignments. If you find that you are experiencing difficulties as a group collaborating, please inform the instructor.

EXPECTATIONS FOR WRITING

Notez que vous allez préparer tous vos travaux en langue française.

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, 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.