EDUC 460.05/14 : Spécialisation I (Français élémentaire / secondaire)
Winter/Hiver 2022

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

Dates du cours : 10 janvier 2022 au 11 mars 2022
Format : virtuel
Dates / Heures : Zoom : le lundi et le vendredi 15h à 16h50 (3h à 4h50) (liens affichés dans D2L)
Consultation : courriel / Zoom

Pas de cours 21 et 25 février (Reading Week)

COURSE DESCRIPTION:
Veuillez 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 Seminar is to introduce students to the concepts, theory, and design planning related to teaching within the specialization of discipline. 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. Understanding teacher as designer of learning and assessment plans and use of the resources available for designing learning and assessment.

3. 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.

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

LIVRES FORTEMENT RECOMMANDÉS (DISPONIBLES AU BOOKSTORE UofC)


### Learning Tasks Overview

<table>
<thead>
<tr>
<th>Learning Task</th>
<th>Description of Learning Task</th>
<th>Group / Individual</th>
<th>Weight</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson plan critique/analysis</td>
<td>Small groups will collaborate to find and analyze an existing lesson plan according to criteria discussed in class and focusing on effective language/content teaching</td>
<td>Group</td>
<td>30%</td>
<td>31 janvier 2022</td>
</tr>
<tr>
<td>Design of language/content integration sequence</td>
<td>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 and including a questioning sequence</td>
<td>Individual</td>
<td>30%</td>
<td>14 février 2022</td>
</tr>
<tr>
<td>Design of short-term learning and assessment plan (lesson plan)</td>
<td>Design of a lesson plan including assessment strategies (and discussion of overall assessment plan for the context of this lesson plan)</td>
<td>Individual</td>
<td>40%</td>
<td>11 mars 2022</td>
</tr>
</tbody>
</table>

### Horaire:

**Voici les liens pour le Reading List Tool (Elémentaire et Secondaire ont les mêmes documents) – Shortcut to Reading Links**

**EDUC 460.05 - Elementary**  

**EDUC 460.14 - Secondary**  

**Semaine 1: 10 janvier et 14 janvier 2022**

**Thème: Apprendre le français – quels sont les enjeux?**

- Comment est-ce que les apprenants apprennent le français?
- Quels sont nos buts pour nos élèves?
- Quels sont les buts des élèves, des parents?
- Comment aborder l’enseignement en format mixte (face-à-face et en ligne)
- Quels sont les défis pour l’immersion?

**À lire:**

http://repositories.cdlib.org/cgi/viewcontent.cgi?article=1107&context=crede
3. CPF: Rapports de Canadian Parents for French 2017, 2018, 2019


Semaine 2: 17 et 21 janvier 2022

Thème: Le développement du langage oral
Questions d’exploration
   • Comment créer un contexte qui favorise l’apprentissage du français?
   • Comment aider les élèves à développer leurs habiletés langagières? [La boucle de la littératie et l’approche neurolinguistique ANL]
   • Le développement du langage oral : découvrir des stratégies utiles (le questionnement et l’échaffaudage)

À lire :

   https://www.neuroeducationjournal.org/1024046/neuroed20120101-85

Semaine 3: 24 et 28 janvier 2022

Thème : Intégrer langue et contenu pour réussir l’apprentissage

1. Livre fortement recommandé (disponible dans la librairie UofC)


Semaine 4: 31 janvier au 4 février 2022 (Travail no. 1 à rendre 31 janvier)
Thème : Explorer l’enseignement des matières en Immersion (maths, science, études sociales, FLA)

Exploration des enjeux pour enseigner les matières en Immersion; recherche de ressources dans la bibliothèque et sur internet.
Consultez ce site :
https://sites.google.com/erlc.ca/immersion-francaise/ressources-gr-m-9/ressources-1
Semaine 5: 7 et 11 février 2022
Thème: Vers le plan de leçon

1. Stratégies d’enseignement (https://www.learnalberta.ca/content/ieptlibrary) + autres ressources
2. Création du plan de leçon

À lire: Grant Wiggins, Understanding by Design

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=vgNODvvsgxM

Semaine 6: 14 et 18 février (LT2 à rendre 14 février)
Thème: Assessment / L’évaluation en classe de langue/immersion

Comment développer un plan d’évaluation qui correspond aux objectifs choisis

À consulter :
i. ACPI Référentiel – oral
ii. ACPI Référentiel – écrit
   (il faut devenir membre d’ACPI pour avoir accès à ces deux documents – infos à suivre)
iv. Alberta Assessment Consortium → self-directed PD resources → rubrics
   [Username : teachers, Password: master]

Regarder deux vidéos YouTube : Denis Cousineau (Implémente le Common Framework of Reference)
https://www.youtube.com/user/PearsonCanadaSchool/search?query=Denis%20Cousineau%20
https://www.youtube.com/watch?v=Tmv_qGGdenQ

Lire l’article suivant :

Semaine 7 : READING WEEK (no classes)

Semaine 8 : 28 février et 4 mars

Thème La différenciation : Accès au français pour tous les élèves

À lire:


À consulter:
Familiarisez-vous avec le document suivant :

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

Semaine 9 : 7 mars et 11 mars (LT3 Plan de leçon à rendre 11 mars)
Travailler plan de leçon
Lier théorie et pratique avant Field II

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.

1. LEARNING TASK 1: CRITIQUE AND ANALYSIS OF LESSON PLAN (GROUP TASK) 30%
   Due: January 31, 2022

   CRITERIA FOR ASSESSMENT OF LEARNING TASK 1:
   You will work with a partner or in a group of three to find a lesson plan for the teaching of French or for teaching content in French, and follow a list of criteria that will be provided in D2L to analyze the lesson plan. You will be required to back up your analysis points with references to the course readings.
   A rubric based on these criteria will be posted in D2L.

2. LEARNING TASK 2: INDIVIDUAL TASK 30%
   Due: February 14, 2022

   You will 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.

Assessment criteria and rubric (we will discuss length and format requirements in class)

**A/A-**
**Teaching sequence:** the sequence will present the new material gradually while allowing students to interact and to be active participants. The sequence will include questioning that will allow student participation for gradual uncovering of their prior knowledge. The sequence will have an engaging hook and will keep students involved.
**Integration of language and content:** the sequence will reveal your thought process about integrating language into the content – you will find an elegant way to present the language that students will need to manipulate the content (be able to discover and talk about the content), without resorting to teaching a grammar point explicitly, or providing lists of vocabulary.

**B+/B**
**Teaching sequence:** the sequence is well-ordered, although is more teacher-centered and leaves room for more student involvement. The questioning allows for the uncovering of student knowledge, although may be inconsistent and rushed. The hook is predictable and risks not being engaging for all students.
**Integration of language and content:** the sequence reveals some understanding of the importance of including language in the content presentation but could use polishing in terms of the integration.

**B-/C+**
**Teaching sequence:** the sequence reveals a lack of understanding of how to communicate content to students and how to involve students in the process.
**Integration of language and content:** your suggested teaching sequence does not show an understanding that content delivery should include language support. While you may refer to the readings, your discussion reveals a lack of clear understanding of the principles.

3. **LEARNING TASK 3:** Design of short-term learning plan (**lesson plan**) and assessment plan (**Individual Task**) 40%

**Due:** March 11, 2022

Working **individually**, you will create a lesson plan containing the elements as detailed in the template that will be provided, and you will follow the template as appropriate.

**Criteria for assessment of learning task 2**
You will focus especially on
(1) choice of appropriate objectives from Program of Studies for BOTH content and language,
(2) elaboration of an assessment plan that addresses the objectives,
(3) a clear demonstration of your understanding of either the development of literacy via the literacy loop, OR the integration of language and content,
(4) a clear and organized sequence of activities to realize your objectives.

Assessment rubric 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 afficher et soumettre tous vos travaux en français.

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](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 after the last day of the course 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

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

PLEASE NOTE THAT both A and A+ are equivalent to a 4.0 GPA value. A grade of A+ will be awarded for exceptional work.

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](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](http://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](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 Kyle Corry, esa@ucalgary.ca.

Werklund SU Representative is Dwani Joshi, educrep@su.ucalgary.ca.