EDUC 460 (sections 10 & 18): Specialization I Second Languages - Winter 2023

Name: Roswita Dressler, PhD.  
Email: rahdress@ucalgary.ca

Class dates: M F 9:00-10:50 am Classroom: SS12
Term dates: Jan 9, 2023-Mar 10, 2023
Term Break: February 19-25, 2023
Instructor Office Hours: by appointment

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.

Course Overview

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 Second Languages. 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. Learning Tasks 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.

COURSE DESIGN AND DELIVERY: The course will be taught in person on-campus classes. Asynchronous learning is supported in D2L.

Learning Objectives:

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.

There are no required textbooks for this course.
Readings

Alberta Education. (2022). Draft Alberta K–12 English as an additional language (EAL) proficiency benchmarks (Benchmarks 2.0) http://www.learnalberta.ca/content/eslabp/


Arnett, K. (2013). Languages for all: How to support and challenge students in a second language classroom. Pearson. [Chapter 4 Posted in D2L]


**Other readings may be assigned as needed.**
### Learning Tasks Overview

<table>
<thead>
<tr>
<th><strong>Learning Task</strong></th>
<th><strong>Group / Individual</strong></th>
<th><strong>Weight</strong></th>
<th><strong>Due Date</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>LT1 Analysis of a Lesson and Assessment Plan</td>
<td>Pairs</td>
<td>30%</td>
<td>January 27, 2023</td>
</tr>
</tbody>
</table>
| LT2 Creation of Short-term Learning and Assessment Plan | Individual | 40% | Part A: February 13, 2023  
Part B: March 3, 2023 |
| LT3 Portfolio: Conceptual Understanding of Second Language Teaching | Individual | 30% | Curated evidence due: March 10, 2023 |

### Schedule of Weekly Activities and Readings

<table>
<thead>
<tr>
<th><strong>Week #</strong></th>
<th><strong>Topics/Themes</strong></th>
<th><strong>Readings and Learning Tasks</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Week of Jan. 9-13, 2023</td>
<td></td>
</tr>
</tbody>
</table>
| Monday Jan 9 | Introductions  
Explanation of course; learning task overview; formation of pairs for LT 1 Linguistic Identity (Portfolio option) | No pre-reading required |
| Friday Jan 13 | Language learning and teaching theories  
| 2         | Week of Jan. 16-20, 2023 |  |
| Monday Jan 16 | Second Language Teaching in Alberta  
Second Language Learners (Portfolio option) | Read one of:  
Dressler (2018) or  
Naqvi, Schmidt, & Krickhan (2014)  
Zhang & Guo (2017) |
| Friday Jan 20 | Exploration of Programs of Study  
EAL Benchmarks 2.0 (Portfolio option) | Bring - (electronically) subject-specific Alberta Learning. Programs of Study |
<p>| 3         | Week of Jan. 23-27, 2023 |  |
| Monday Jan 23 | Introduction to the Neurolinguistic Approach (NLA) and the Literacy Loop (combined with Dr. Mueller’s class – meet in EDC 287) | Read: Netten &amp; Germain (2009) or Dressler &amp; Mueller (2022) |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Reading Material</th>
<th>Note</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friday Jan 27</td>
<td>Inclusion &amp; Differentiation (Portfolio option)</td>
<td>Read: Mady &amp; Rose (2015)</td>
<td><strong>Learning Task 1 due in D2L Dropbox Due by 11:59pm:</strong> Friday, January 27, 2023</td>
</tr>
<tr>
<td>Monday Jan 30</td>
<td>Lesson Planning</td>
<td>Bring (electronically) Friesen (2009); Mctighe &amp; Wiggins (2012)</td>
<td></td>
</tr>
<tr>
<td>Friday Feb 3</td>
<td>Assessment in L2 Teaching (Portfolio option)</td>
<td>Read: Warner Read &amp; Placido (2012)</td>
<td></td>
</tr>
<tr>
<td>Monday Feb 6</td>
<td>NLA practice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Friday Feb 10</td>
<td>Linguistic Security (Portfolio option)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monday Feb 13</td>
<td>Students lead oral sequence of literacy loop</td>
<td><strong>Learning Task 2 Part A</strong> to be done in class (based on sign up)</td>
<td></td>
</tr>
<tr>
<td>Friday Feb 17</td>
<td>Students lead oral sequence of literacy loop</td>
<td><strong>Learning Task 2 Part A</strong> to be done in class (based on sign up)</td>
<td></td>
</tr>
<tr>
<td>Friday Mar 3</td>
<td>Formative assessment in second language teaching; Corrective Feedback</td>
<td><strong>Learning Task 2 Part B due</strong></td>
<td>Friday, March 3, 2023</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Upload to D2L Dropbox Due by 11:59pm</td>
<td></td>
</tr>
<tr>
<td>Monday Mar 6</td>
<td>Being a new teacher (Portfolio option)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Friday Mar 10</td>
<td>Tips for Field 2</td>
<td><strong>Learning Task 3 due</strong></td>
<td>Friday, March 10, 2023</td>
</tr>
</tbody>
</table>

**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.

1. Learning Task 1: Learning Task Critique (30%) – DUE: January 27, 2023

For this Learning Task, pairs of students will analyze a learning task from a list provided by the instructor. The purpose will be to foster professional learning conversations and build knowledge about the features of well-designed discipline-based learning and assessment plans. Students will provide a four–six-page critical review of the learning design and assessment plan, by addressing the following questions. Your final product will be in essay form using the headings Critique and Grounding in Theory (not question and answer).

Criteria:

Critique

General and specific objectives/outcomes (refer to Program of Studies to support your claims):
• To what year/level of the Alberta program of studies do they correspond?
• To what degree are the stated objectives appropriate for the lesson?

Organization of the lesson plan (refer to class readings to support your claims):
• To what degree is all the necessary information there to enable the teacher to teach the lesson?
• To what extent does the lesson flow (in other words, are the steps logical and do they make sense?)
• How do the steps of the lesson facilitate meeting the objectives?
• What aspects of the lesson could be improved and how?

Assessment:

• What evidence of formative and summative assessment is there?
• If not evident, what is implied and what would you recommend?
• If evident, how does the assessment correspond to the objectives of the lesson?
• Can you make suggestions for improvement?

Grounding in Theory

• Using the theory behind the Literacy Loop, how well does this lesson align and how could it be modified to take that theory into account?
• Referring to the five principles in Friesen (2009) OR the six facets of understanding from Mctighe & Wiggins (2012), how well does the lesson align and how could it be improved or adapted to better meet these?

Assessment Rubric for Learning Task 1 to be found in D2L under Content - Rubrics
2. Learning Task 2: Creation of Short-term Learning and Assessment Plan (40%) – DUE March 3, 2023

For this task, students may work collaboratively, but must submit individual assignments. Each student will design a short-term learning and assessment plan. The plan will be comprised of two parts:

Part A: A lesson of an introductory question and answer sequence (e.g., how are you? I am fine/sad/great – as assigned) in the language of their specialization following the steps of the oral modeling sequence of the neurolinguistic approach (http://roswitadressler.com/?p=427). Plan, practice and present the oral sequence in class on either February 13 or 17. Part A results in a completion grade.

Part B: A learning and assessment plan of an introductory question and answer sequence taught to your chosen age group following the literacy loop. The plan should follow the template provided by the instructor and demonstrate appropriate objectives, a clear tie to the Program of Studies for the level and language you will be teaching in Field 2, options for inclusion/differentiation, and formative assessment strategies that link to your objectives. You will be asked to justify your decision-making processes around creating the lesson plan by recording the reasons for the choices that you have made, how this lesson plan fits into the broader context of a unit as described in the Programs of Study, and the intended results of creating the lesson in the manner in which you have done. Justify the pedagogical choices you have made by adding references to the class readings.

Assessment Rubric for Learning Task 2 to be found in D2L under Content - Rubrics

3. Learning Task 3: Portfolio: Conceptual Understanding of Second Language Teaching (30%) – ongoing, curated evidence DUE March 10, 2023

For this learning task, you will curate your learning across the course. You will put together a portfolio of your responses and tasks to topics covered in class: Assessment in L2 Teaching, Language, Inclusion and Differentiation, EAL Benchmarks 2.0, Second Language Learners, Linguistic Identity, Linguistic Security and Being a New Teacher. Each response will be informed by the class readings and additional research you have discovered.

Assessment Rubric for Learning Task 3 to be found in D2L under Content - Rubrics
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 actively participate in the classes and will not be absent without documented instances of personal or family illness or for religious requirements ideally communicated to your instructor in advance.

- **Engagement in Class Discussion and Group Tasks**

  Another reason for the importance of active participation in every class is that the course involves working with fellow students to share ideas and thinking. For example, 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. **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.

**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](http://www.ucalgary.ca/pubs/calendar/current/e-2.html)

**LATE SUBMISSIONS**

In general, late submissions are not permitted. In the case of emergency or exigent circumstances, accommodations are ideally 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.
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></td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td>80-84</td>
<td></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></td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
<td>65-69</td>
<td></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></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></td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
<td>49 and lower</td>
<td>Fail - Unsatisfactory performance</td>
</tr>
</tbody>
</table>

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 academic year is Kevin Dang, esa@ucalgary.ca.

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