AB

EDUC 460.10 & 460.18: Specialization I Second Languages (Elementary & Secondary) Winter, 2024

Term dates: Jan 8, 2024-Mar 8, 2024

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.

Instructor Office Hours: By appointment only

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

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.

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

REQUIRED RESOURCES: (There are no required textbooks for this course.)

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

Alberta Learning. (various years) *Programs of Study*. https://www.alberta.ca/programs-of-study.aspx

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

Arnett, K. (2013). *Languages for all: How to support and challenge students in a second language classroom.* Pearson. [Chapter 4] https://ucalgary.alma.exlibrisgroup.com/leganto/public/01UCALG_INST/citation/21143972580004336?auth=SAML

Arnett, K., & Bourgoin, R. (2018). *Access for success: Making inclusion work for language learners*. Pearson. [Chapter 2] https://ucalgary.alma.exlibrisgroup.com/leganto/public/01UCALG_INST/citation/21143991520004336?auth=SAML

Dressler, R., & Mueller, K. (2022). Pedagogical strategies to foster target language use: A nexus analysis. *Canadian Modern Language Review, 77*(4), 75–90. 10.3138/cmlr-2020-0084 / https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ufh&AN=155053737&site=ehost-live

Dressler, R., & Mueller, K. (2020). Strategies for purposeful oral language use in the second language classroom. *Réflexions, 39*(2), 15–17. http://hdl.handle.net/1880/113053

Friesen, S. (2009). *What did you do in school today? Teaching effectiveness: A framework and rubric.* Canadian Education Association. https://www.galileo.org/cea-2009-wdydist-teaching.pdf

Institute for Innovation in Second Language Education. (2016). *New teacher handbook: Surviving and thriving in the second language classroom.* Canadian Association of Second Language Teachers. *https://www.caslt.org/en/boutique-en/new-teacher-handbook-en*

Kapoyannis, T. (2019). Literacy engagement in multilingual and multicultural learning spaces. *TESL Canada Journal*, *36*(2), 1–25. https://teslcanadajournal.ca/index.php/tesl/article/view/1329

Kapoyannis, T. (2021). The name jar project: Supporting preservice teachers in working with English Language Learners. *Language and Literacy*, *23*(3), 45–65. https://doi.org/10.20360/langandlit29510

Lightbown, P., & Spada, N. (2013). *How languages are learned.* Oxford University Press. [Chapter 4] https://ucalgary.alma.exlibrisgroup.com/leganto/public/01UCALG_INST/citation/21144050240004336?auth=SAML

Mady, C., & Rose, K. (2015). *Enhancing learning: Strategies for inclusion*. Canadian Association of Second Language Teachers. *https://www.caslt.org/en/boutique-en/enhancing-learning*

Martinez, G. (2003). Classroom-based dialect awareness in heritage language instruction: A critical applied linguistic approach. *Heritage Language Journal*, *1*(1), 44–57. https://www.international.ucla.edu/ccs/article/3621

Mctighe, J., & Wiggins, G. (2012). Understanding by design framework™ introduction: What is UbD™ framework? http://www.ascd.org/ASCD/pdf/siteASCD/publications/UbD_WhitePaper0312.pdf

Naqvi, R., Schmidt, E., & Krickhan, M. (2014). Evolving 50-50% bilingual pedagogy in Alberta: What does the research say? *Frontiers in Psychology*, *5*(June), 1–8. https://doi.org/10.3389/fpsyg.2014.00413 https://www.frontiersin.org/articles/10.3389/fpsyg.2014.00413/full

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

O'Brien, M. G. (2017). *Literature review on the impact of second-language learning*. https://legacy.teachers.ab.ca/SiteCollectionDocuments/ATA/Publications/Specialist-Councils/SLIC-21%20Impact%20of%20Second%20Language%20Learning.pdf

Sun, M. (2016). Peer collaboration in an English/Chinese bilingual program in Western Canada. *Canadian Modern Language Review*, *72*(4), 423–453. 10.3138/cmlr.3362 https://muse-jhu-edu.ezproxy.lib.ucalgary.ca/pub/50/article/641799 https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ufh&AN=119929383&site=ehost-live

Warner Read, S., & Placido, K. (2012). Bringing formative assessment to life in the language classroom. *Language Educator*, *7*(4), 50–53. https://ucalgary.alma.exlibrisgroup.com/leganto/public/01UCALG_INST/citation/21144094150004336?auth=SAML

Zhang, Y., & Guo, Y. (2017). Exceeding boundaries: Chinese children's playful use of languages in their literacy practices in a Mandarin–English bilingual program. *International Journal of Bilingual Education and Bilingualism*, *20*(1), 52–68. 10.1080/13670050.2015.1037713 https://www-tandfonline-com.ezproxy.lib.ucalgary.ca/doi/full/10.1080/13670050.2015.1037713

ADDITIONAL RESOURCES: Other readings may be assigned as needed.

LEARNING TASKS OVERVIEW

LEARNING TASK	DESCRIPTION OF LEARNING TASK	GROUP / INDIVIDUAL	WEIGHT	DUE DATE
LT1	Analysis of a Lesson and Assessment Plan (focus on effective language/content teaching)	Group	30%	January 26, 2024
LT2	Design a Short-term Learning & Assessment Plan Part A: Oral sequence (completion grade) Part B: Learning and Assessment Plan (Focus on integration of language and content)	Individual	40%	Part A: February 12, 2024 Part B: March 1, 2024
LT3	Portfolio: Conceptual Understanding of Second Language Teaching	Individual	30%	March 8, 2024

WEEKLY COURSE SCHEDULE

DATE	TOPIC/THEMES	READINGS AND LEARNING TASKS	DUE DATES
Monday Jan 8	Introductions Explanation of course; learning task overview; formation of pairs for LT 1 Linguistic Identity (Portfolio option)	No pre-reading required	
Friday Jan 12	Language learning and teaching theories Language (Portfolio option)	Lightbown & Spada (2013) O'Brien (2017)	
Monday Jan 15	Second Language Teaching in Alberta Second Language Learners (Portfolio option)	Dressler (2018) OR Naqvi, Schmidt, & Krickhan (2014) OR Zhang & Guo (2017)	
Friday Jan 19	Exploration of Programs of Study EAL Benchmarks 2.0 (Portfolio option)	Subject-specific Alberta Learning. *Programs of Study*	
Monday Jan 22	Introduction to the Neurolinguistic Approach (NLA) and the Literacy Loop	Netten & Germain (2009) or Dressler & Mueller (2022)	
Friday Jan 26	Inclusion & Differentiation (Portfolio option)	Mady & Rose (2015)	**LT 1 due in D2L Dropbox by 11:59pm:** Friday, January 26, 2024
Monday Jan 29	Lesson Planning	Friesen (2009); Mctighe & Wiggins (2012)	
Friday Feb 2	Assessment in L2 Teaching Rubric co-construction	Warner Read & Placido (2012)	
Monday Feb 05	NLA practice Review of criteria for LT 2 Parts A & B	In class work (Reading by interest/area)	
Friday Feb 09	Linguistic Security (Portfolio option)	In class work (Reading by interest/area)	
Monday Feb 12	Students lead oral sequence of literacy loop	In class work	**LT 2 Part A due** in class

Friday Feb 16	Students lead oral sequence of literacy loop Debrief - LT 2 Part A	In class work	**LT 2 Part A due** in class
Week 7	Feb 19-25, 2024	**NO CLASSES**	
Monday Feb 26	Conceptual Understanding of Second Language Teaching Learning & assessment plans	Peer Feedback session on LT 2 Part B Case review	
Friday Mar 01	Formative assessment in second language teaching; Corrective Feedback	In class work: Portfolio prep Case review	**LT 2 Part B due** in D2L Dropbox, Friday, March 01, 2024 **by 11:59pm**
Monday Mar 04	Being a new teacher (Portfolio option)	In class work: Portfolio prep/review	
Friday Mar 08	Tips for Field 2 Teacher FAQ	Round off	**LT 3 due Friday**, March 08, 2024

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: Analysis of a Lesson and Assessment Plan (30%) - DUE: Jan 26, 2024

For this Learning Task, pairs of students will analyze a learning task selected from a list provided by 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 4-6-page critical review of the learning design and assessment plan, by addressing the questions below. The final product will be in essay form using the headings **Critique** and **Grounding in Theory**.

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

LEARNING TASK 2: Creation of Short-term Learning & Assessment Plan (2 parts) – DUE: Feb 12, 2024

CRITERIA FOR ASSESSMENT OF LEARNING TASK 2

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 12 or 16. 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/outcomes 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

LEARNING TASK 3: Portfolio: Conceptual Understanding of Second Language Teaching (30%) –DUE March 08, 2024

For this learning task, you will curate your learning across the course. You will compile 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 carry out. Instructions on how to submit will be given in class.

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 your presence in all classes.

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 in a collaborating group, please inform the instructor for a timely solution.

EXPECTATIONS FOR WRITING

All written assignments (including, to a lesser extent, written exam responses) will be assessed at least partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Sources used in research papers must be properly documented. If you need help with your writing, you may use the writing support services in the Learning Commons. For further information, please refer to the official online University of Calgary Calendar, Academic Regulations, E. Course Information, E.2: Writing Across the Curriculum: http://www.ucalgary.ca/pubs/calendar/current/e-2.html

LATE SUBMISSIONS

In general, late submissions are not permitted as institutional requirements/deadlines must be met. All possible late submissions of assignments must be discussed with the instructor **prior to the due date.** Students may be required to provide written documentation of extenuating circumstances (e.g. statutory declaration, doctor's note, note from the University of Calgary Wellness Centre, obituary notice). A deferral of up to 30 days may be granted at the discretion of the Associate Dean of Undergraduate Programs prior to the end of the course with accompanying written evidence.

GRADING

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

Students in the B.Ed. program must have an overall GPA of 2.5 in the semester to continue in the program without repeating courses.

Academic Accommodation

It is the student's responsibility to request academic accommodations according to the University policies and procedures listed below. The student accommodation policy can be found at: https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Student-Accommodation-Policy.pdf. Students needing an accommodation because of a disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities: ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Accommodation-for-Students-with-Disabilities-Procedure.pdf. Students needing an accommodation in relation to their coursework based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to their Instructor.

Academic Misconduct

For information on academic misconduct and its consequences, please see the University of Calgary Calendar at http://www.ucalgary.ca/pubs/calendar/current/k.html

Attendance/ Prolonged Absence

Students may be asked to provide supporting documentation for an exemption/special request. This may include, but is not limited to, a prolonged absence from a course where participation is required, a missed course assessment, a deferred examination, or an appeal. Students are encouraged to submit documentation that will support their situation. Supporting documentation may be dependent on the reason noted in their personal statement/explanation provided to explain their situation. This could be medical certificate/documentation, references, police reports, invitation letter, third party letter of support or a statutory declaration etc. The decision to provide supporting documentation that best suits the situation is at the discretion of the student.

Falsification of any supporting documentation will be taken very seriously and may result in disciplinary action through the Academic Discipline regulations or the Student Non-Academic Misconduct policy.

https://www.ucalgary.ca/pubs/calendar/current/n-1.html

The Freedom of Information Protection of Privacy Act prevents instructors from placing assignments or examinations in a public place for pickup and prevents students from access to exams or assignments other than their own. Therefore, students and instructors may use one of the following options: return/collect assignments during class time or during instructors' office hours, students provide instructors with a self-addressed stamped envelope, or submit/return assignments as electronic files attached to private e-mail messages.

For additional resources including, but not limited to, those aimed at wellness and mental health, student success or to connect with the Student Ombuds Office, please visit https://www.ucalgary.ca/registrar/registration/course-outlines

Education Students Association (ESA) President for the academic year is Claire Gillis, esa@ucalgary.ca.

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