Instructor: Dr. Catherine Burwell  
Email: cburwell@ucalgary.ca  
Office: EDT 716  
Office Hours: After class or by appointment  
Class Meeting Day/Time: Monday and Friday, 12:30 – 2:20  
Room Number: EDC 171

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 English Language Arts. Theory as connected to an understanding of practical classroom experiences will inform the course curriculum and will be explored through course readings, analysis of teaching 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.

Secondary English Language Arts I will inquire into the complex dimensions of becoming literate in the 21st century. The role of literature, language, technology, media and the arts will be explored. Students will have the opportunity to make connections between curriculum, classroom practices, and theories of literacy and language learning. Particular attention will be paid to teaching language arts in classrooms where students arrive with diverse strengths, experiences and identities. We will consider, for example, the role of culturally relevant approaches to English Language Arts, the needs of English language learners, and the call for education that addresses decolonization and reconciliation between Indigenous and non-Indigenous peoples.

The seminar format of this course will combine hands-on workshops, critical conversations and individual and group projects. Seminars will take the following structure:

- Workshop activities (e.g., reader’s theatre, literature circles, writing workshops)
- Discussions of pedagogical content knowledge using a selection of readings and media texts
- Individual and group design tasks (e.g., designing learning and assessment plans)
LEARNING INTENTIONS

Over the course of the semester, students will:

1) Develop a foundational understanding of the nature of discourse in the English language arts, as related to teaching and learning, including specialized language, concepts, and terminology;

2) Understand the teacher as a designer of learning and assessment plans, and become knowledgeable about the resources available for designing learning and assessment;

3) Explore and apply introductory theory related to the teaching of the English language arts with an emphasis on designing discipline-based tasks and assessment processes and on creating classroom learning environments to better meet the needs of today’s diverse learners; and

4) Successfully design short-term learning and assessment plans to deepen their understanding of key concepts within the English language arts.

EXPECTATION OF EXCELLENCE IN PROFESSIONAL WORK

Please review the Schedule of Weekly Activities and Readings 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. With respect to group work and projects, if there are difficulties collaborating, please contact the instructor.

Engagement in Collaborative Knowledge building: 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 week 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 and feedback as you analyze and design learning plans together.

In order to be successful in this class, you are required to engage with all of the readings, attend class regularly, participate fully in knowledge building through class discussions and activities, and complete all assignments.
REQUIRED TEXTS

Our resources in this course weave together academic articles on the teaching of ELA, Alberta policy documents and programs of study, practical curriculum design materials, and literary texts. You will be required to read:


One or two of the novels from the list provided on the next page, in preparation for your final assignment. Please note that *Inside Out & Back Again* and *The Crossover* are meant to be read together, as are *Anya’s Ghost* and *This One Summer*. All other novels will be read on their own. (Novels are available in bookstores and libraries)
<table>
<thead>
<tr>
<th>Day</th>
<th>Reading</th>
<th>Activities and assignments</th>
</tr>
</thead>
</table>
Review course outline  
Discussion: Why study English?  
Reading groups: Form groups and arrange reading schedule |
| January 10 | Why study English?                                                      |                                                                 |
Activity: Program of study jigsaw  
Review: Assignment 1 |
| January 14 | What counts as English?                                                 |                                                                 |
Workshop: Transmediation |
<p>| January 17 | Changing English, changing technologies                                 |                                                                 |
| January 21 | Changing English, changing demographics                                 |                                                                 |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Activity/Workshop</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friday January 28</td>
<td>Talk, talk, talk</td>
<td>Barnes, D. (2010). <em>Why talk is important.</em> English teaching: Practice and critique, 9(2), 7-10.</td>
<td>Due at beginning of class: Assignment 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Part 1 of your reading group book complete</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Discussion: UbD and lesson planning</td>
<td>Review: Assignment 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Part 1 of your reading group book complete</td>
<td>Reading groups: Discuss Part 1 of your book</td>
</tr>
<tr>
<td>Friday February 18</td>
<td>Writing, voice and identity</td>
<td></td>
<td>Due: Assignment 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Discussion: Writing and the vexed question of voice</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Workshop: Aesthetic copying</td>
</tr>
</tbody>
</table>
### COURSE ASSIGNMENTS

Summative assessment in the seminar will consist of the following three assignments:

1) **Why study English? Imagining our teaching selves (individual)**
   
   - **Due**: January 28
   - **Marks**: 30%

2) **Analysis of a learning design and assessment plan (partner)**
   
   - **Due**: February 18
   - **Marks**: 30%

3) **Creation of short-term learning and assessment plan (individual, with group input)**
   
   - **Due**: March 11
   - **Marks**: 40%
ASSIGNMENT 1: WHY STUDY ENGLISH?

In her article “From the boundaries: Rhetoric and knowledge in secondary English classrooms,” Sarah Golsby-Smith begins by recounting a conversation with a student who demands “Why should we study English?” In “The trouble with English,” Allan Luke asks “what counts as English?” and responds by suggesting that English educators must explore multiple avenues for providing “more equitable access to the social construction, distribution, and critical uses of discourse, text, and practice.” And in “Relation encounters with Indigenous literatures,” Aubrey Hanson poses important questions about the role of Indigenous literatures in drawing readers “into a sense of relationship with and responsibility to Indigenous communities.” Each of these questions reveals English as a category to be troubled, a discipline in need of re-thinking.

In this assignment, I would like you to respond to one of the questions below as way of reflecting thoughtfully on the English language arts. Your response may take a number of forms. It could be a conventional academic essay, an imagined Socratic dialogue between a teacher and student, an illustrated story, an animation, a short video or a podcast. However, all responses must be persuasive – that is, you must fashion a personal stand on the question, and then set out to prove your interpretation using relevant and varied evidence.

Why study English?
What counts as English?
What does it mean to teach a text responsibly?

All responses must refer to at least 2 of the following sources:

- Alberta Education Programs of Study

You may also want to draw upon:

- Small group and class discussions
- Readings from this course and previous courses
- Texts (poems, short stories, films, novels, videos, comics) that were part of your own English education
- Observations made during your field experience
Assignment 1 is due at the beginning of class on January 28. If your assignment is written, please bring a hard copy with you to class. If it is a multimedia project, please place a copy of the project or a link to the text in the dropbox on D2L.

Criteria for Assignment 1

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Meets all and exceeds some requirements for Scholarly Performance (A- to A+)</th>
<th>Meets requirements for Scholarly Performance (B- to B+)</th>
<th>Does not meet requirements for Scholarly Performance (C+ or less)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Articulates an argument</td>
<td>Response articulates a very clear, insightful and persuasive argument</td>
<td>Response articulates a clear and persuasive argument</td>
<td>Response is not coherent; does not present an argument or point of view on the question</td>
</tr>
<tr>
<td>Provides relevant evidence</td>
<td>Response uses relevant and varied evidence from readings and resources to support argument</td>
<td>Response uses mostly relevant evidence from readings and resources to support argument</td>
<td>Response is unsupported; does not draw on evidence from the readings and resources to support argument</td>
</tr>
<tr>
<td>Demonstrates conceptual understanding</td>
<td>Response demonstrates an excellent beginning understanding of the concepts and theories related to the teaching of ELA</td>
<td>Response demonstrates a good beginning understanding of the concepts and theories related to the teaching of ELA</td>
<td>Response demonstrates a very limited understanding of the concepts and theories related to the teaching of ELA</td>
</tr>
<tr>
<td>Uses medium of communication effectively</td>
<td>Response is expressed in the most appropriate medium for argument; uses the affordances of the medium thoughtfully and creatively</td>
<td>Response is expressed in an appropriate medium for argument; uses the affordances of the medium well</td>
<td>Response is not expressed through an appropriate medium and/or use of the medium is not effective in communicating argument</td>
</tr>
</tbody>
</table>

ASSIGNMENT 2: ANALYSIS OF A LEARNING DESIGN AND ASSESSMENT PLAN

Working in pairs, students will analyze a learning design and assessment plan that they have found online. The design may be a single lesson, a series of lessons or a full unit. The purpose of the assignment will be to:

- build knowledge about the features of well-designed, discipline-based learning and assessment plans
- develop the capacity to adapt learning materials for classroom use
- apply learning from *The Teacher Effectiveness Framework* and *Understanding by Design*
- prepare you for creating your own learning designs in Assignment 3
Students will provide a 4-6 page critical review of the learning design and assessment plan, by addressing each of the following headings:

1. **Introduction**
   
   Write a very brief description of the learning design. Include details pertaining to the length of the lesson or unit, the central texts it employs, the performances or tasks on which students will be evaluated, and the main activities. Also provide a short explanation of why you selected this particular learning design to analyze. Please provide the URL to the lesson plan here if you are using an online resource.

2. **Alignment with program of studies**
   
   Explain how the learning design aligns with the Alberta Education ELA Program of Studies. Refer to both the introduction and specific outcomes in either the K-9 or 10-12 documents.

3. **Analysis**
   
   Provide an analysis of the learning design by employing some of the pedagogical concepts outlined in *The Teacher Effectiveness Framework* and *Understanding by Design*. Your analysis should examine how this learning design works: what are its central goals in terms of student learning? What ideas, topics or questions is it structured around? How will students be assessed? And what exactly will students do? Your analysis should also include some reflection on the effectiveness of the learning design by commenting on its strengths and weaknesses.

   In your analysis should answer 6-8 of the following questions:
   
   - What are the “big ideas” that structure the learning design? How relevant are these to students? (UbD)
   - What questions foster inquiry, understanding, and transfer of learning? How thought-provoking are these questions? (UbD)
   - What key knowledge and skills will students acquire as a result of this unit? What will students be able to do as a result of such knowledge and skills? (UbD)
   - Are the assessment tasks clearly focused on improving student learning? (TEF)
   - Through what performance tasks will students demonstrate their understanding? How authentic are these tasks? (UbD)
   - Are there meaningful opportunities for students to reflect upon and self-assess their learning? (UbD)
   - Are the learning activities relevant to students’ lives and connected to the world they live in? (TEF)
   - Do the learning activities draw upon students’ prior knowledge? (UbD)
   - Do the learning activities provide students with opportunities to rethink and revise their work and understandings? (UbD)
Can the learning design be differentiated to suit the varied needs, interests and abilities of learners? How? (UbD)

Does the learning and assessment plan require students to engage in problems, questions, issues or ideas that are of central concern to the discipline or to the broader community outside of school? (TEF)

Does the learning plan draw on any of the concepts or theories you have encountered in this or other classes (e.g., transmediation, multimodality, visual literacy, multiliteracies, culturally relevant pedagogy)?

4. Recommendations

Suggest how you would strengthen the learning design. You might refer to is goals, assessment evidence, learning activities, authenticity and/or overall coherence.

Your analysis is due at the beginning of class on Friday, February 18. Please provide a hard copy of your assignment. If you are analyzing an online learning design, remember to provide the URL in the introduction. If you are using a resource from a book or other non-digital source, please provide photocopies of relevant materials.

Criteria for Assignment 2

<table>
<thead>
<tr>
<th>Rubric - Assignment 2 Criteria</th>
<th>Meets all and exceeds some requirements for Scholarly Performance (A- to A+)</th>
<th>Meets requirements for Scholarly Performance (B- to B+)</th>
<th>Does not meet requirements for Scholarly Performance (C+ or less)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explains alignment of learning design with Programs of Study</td>
<td>Clearly and knowledgably explains alignment of learning design with Programs of Study</td>
<td>Clearly explains alignment of learning design with Programs of Study</td>
<td>Explanation of alignment of learning design with Programs of Study is unclear and/or inaccurate</td>
</tr>
<tr>
<td>Demonstrates understanding of the learning plan</td>
<td>Demonstrates an excellent understanding of the various elements of the learning plan</td>
<td>Demonstrates a competent understanding of the various elements of the learning plan</td>
<td>Demonstrates some difficulty in understanding the various elements of the learning plan</td>
</tr>
<tr>
<td>Demonstrates an understanding of design concepts applies them appropriately to the learning design</td>
<td>Demonstrates an excellent understanding of the concepts introduced in Understanding by Design and Teaching Effectiveness Framework and applies them insightfully to the learning design</td>
<td>Demonstrates a competent understanding of the concepts introduced in Understanding by Design and Teaching Effectiveness Framework and applies them appropriately to the learning design</td>
<td>Demonstrates difficulty understanding the concepts introduced in Understanding by Design and Teaching Effectiveness Framework, and/or applies them inappropriately to the learning design</td>
</tr>
</tbody>
</table>
Provides critiques and recommendations for improving the learning design | Provides insightful critiques and recommendations for improving the learning design | Provides adequate critiques and recommendations for improving the learning design | Critiques and recommendations for improving the learning design are not adequately developed

Analysis is clear and organized; sources are cited in APA | Analysis is very clearly written and well-organized; all sources are correctly cited in APA | Analysis is clearly articulated and organized; most sources are cited in APA | Demonstrates difficulty in articulating and organizing ideas; sources are not cited in APA

**ASSIGNMENT 3: CREATION OF SHORT-TERM LEARNING AND ASSESSMENT PLAN**

For this assignment, students will produce a short-term learning and assessment plan based on the novel they have read with their studio group. While students are required to submit individual lesson plans, I will ask that each group also produce a very brief description or outline of a unit plan for their novel. After that, each student will “zoom in” on one 80-minute class within the unit (or two/three lessons of 40 minutes for Junior High classes). Although your lesson plans will be individually assessed, you are encouraged to work with your studio group members to generate ideas and review one another’s drafts.

Each student will hand in a planning package that includes the following:

1. **Skeleton/descriptive unit plan (group):**

   In order to provide a context for the single lesson you are focusing on, please give a brief outline of the unit as a whole. This part of the assignment should be completed as a group, and each student will hand in the same unit plan. There are three possible ways for you to undertake this portion of the assignment. You may also combine these approaches if you like.

   a. Provide a calendar with very brief, one-line descriptions of what will happen each day.

      OR

   b. Use the Understanding by Design template introduced in class to give an outline of your unit plan.

      OR

   c. Write a 250-300 word description of the main elements of your unit plan.
2. Lesson and assessment plan (individual):

You may structure and format your lesson plan in the way that seems most effective to you, but please ensure you include the following elements in each plan:

- Title for the plan
- Intended grade
- Materials required: Provide a complete list of all the materials required for the lesson. If students are required to bring materials or technology, please note this too.
- Goals or objectives: Explain the goals/objectives of the lesson plan using the Programs of Study. (You may wish to paraphrase these objectives in your own words.) You should go beyond the front pages of the Programs of Study and begin to delve into some of the specific objectives later in the document.
- Assessment: Provide a detailed explanation of what authentic tasks students will be asked to perform. Explain how you will assess whether the learning objectives have been met through these tasks. Keep in mind the importance of formative assessment.
- Learning activities: Provide a detailed explanation of the learning activities that will lead to the desired results. Ensure that the sequence of the activities is clear and easy to follow.
- Options for inclusion/differentiation: Describe at least one way you will differentiate the content, process, or learning environment to accommodate the needs of diverse learners.
- Rationale: In providing a rationale for your pedagogical choices, you have two options:

  Begin your lesson plan with a 250-300 word explanation of your design and the reason for your choices. You may feel free to refer to group discussions, the group unit plan, and your own ideas about the significance of the language arts as articulated in Learning Task 1. Please refer to at least two of our course readings in your rationale.

Criteria for assessment of Learning Task 2

- Does your rationale or set of annotations demonstrate a strong understanding of course concepts and the role they play in planning?
- Does your plan communicate a strong understanding of curricular outcomes and make appropriate links to the Programs of Study?
- Is your lesson plan informed by disciplinary knowledge? Is it engaging, student-centred and inquiry-based? Are all parts of the lesson plan well-integrated?
- Is your lesson plan communicated clearly, so it that it is easy to envision how the lesson will unfold?
- Is your lesson plan effective in encouraging students to form deep understandings of content objectives?
- Are appropriate assessment strategies (including formative assessment) integrated into the lesson?
- Does the lesson plan include appropriate and well-integrated options for inclusion and differentiation?

We will review the assignment and its assessment during class, and a rubric using these criteria will be made available on D2L. Please hand in your assignment to the dropbox in D2L by Friday, March 11.
THE EXPECTATION OF EXCELLENCE IN PROFESSIONAL WORK (PART 2)

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, 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

<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
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 Kyle Corry, esa@ucalgary.ca.

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