

**EDUC 460.05/.14: Spécialisation I (Français)
Winter/Hiver 2021**

Instructor: Dr. Katherine Mueller
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Dates du cours : 11 janvier 2021 au 12 mars 2021
Format : **ONLINE** (D2L, Zoom)
Dates des sessions Zoom : les lundis 11 janvier, 25 janvier, 8 février, 1 mars (12h30 à 2h)
Sessions supplémentaires à confirmer : lundi 18 janvier et une autre session le vendredi avant Reading Week ou le lundi après, dépendant de l'horaire de notre invitée

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 Seminar is to introduce students to the concepts, theory, and design planning related to teaching within the specializations of Early Childhood Education. 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)

LIVRES OBLIGATOIRES (DISPONIBLES À LA LIBRAIRIE UOFC)

Arnett, K. & Bourgoin, R. (2018). *Accès au succès : vers une pédagogie plus inclusive en langue seconde*. Toronto: Pearson Canada.

Lyster, R. (2016). *Vers une approche intégrée en immersion*. Anjou : Les Éditions CEC.

LEARNING TASKS OVERVIEW

LEARNING TASK	DESCRIPTION OF LEARNING TASK	GROUP / INDIVIDUAL	WEIGHT	DUE DATE
Lesson plan critique/analysis	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	Group	30%	5 February 2021
Design of short - term learning and assessment plan (lesson plan)	Design of a lesson plan including assessment strategies (and discussion of overall assessment plan for the context of this lesson plan)	Individual	40%	5 March 2021
Engagement with online learning environment	Curated evidence of weekly engagement in online learning environment, including D2L posts, tasks, presentations during Zoom sessions (include tasks marked with *)	Individual	30 %	12 March 2021

HORAIRE: (ITEMS MARKED WITH A RED ASTERISK * WILL BE INCLUDED IN LEARNING TASK 3: SEE DESCRIPTION OF LEARNING TASK 3 FOLLOWING THE WEEKLY SCHEDULE)

Semaine 1: du 11 au 15 janvier (Zoom lundi 11 janvier : introduction au cours, discussion)

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:

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>

4. Canadian Parents for French : *Building Linguistic Security: Be Brave, Speak French!*

https://cpf.ca/en/files/CPF_2020_AdvocacyBrief.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
2. avec un partenaire, choisissez une des questions et déclenchez une discussion dans D2L (à vérifier avec prof) – chaque équipe va mener la discussion sur leur question

Semaine 2: 18 au 22 janvier (session Zoom supplémentaire lundi 18 janvier pour discuter du développement du langage oral)

Thème: La salle de classe immersion ou FSL et le développement du langage oral

Questions d'exploration

1. À quoi ressemble la salle de classe immersion (ou la salle de classe FSL ou francophone) idéale? C'est quoi la salle de classe de langue? – comment créer un contexte qui favorise l'apprentissage du français?
2. * **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.
3. Comment aider les élèves à développer leurs habiletés langagières? – thèmes à explorer pendant Zoom supplémentaire)
 - La boucle de la littératie – Powerpoint dans D2L
 - Le développement du langage oral : découvrir des stratégies utiles
 - Stratégies de Lyster (voir référence pour livre dans Semaine 3 ci-dessous): le questionnement et l'étayage

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. 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:

- Participez à la session Zoom supplémentaire
- * Discussion dans D2L : comment envisagez-vous l'emploi de la boucle / de l'ANL en immersion : y a-t-il des possibilités dans ce contexte? Affichez vos idées dans D2L dans le format qui vous convient.

Semaine 3: du 25 au 29 janvier

(ZOOM 25 janvier : discuter de l'intégration langue/contenu)

Thème : Intégrer langue et contenu pour réussir l'apprentissage

1. Livre fortement recommandé (disponible dans la librairie UofC)
Lyster, R. (2016). *Vers une approche intégrée en immersion*. Anjou : Les éditions CEC.
2. 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>

Tâche pour cette semaine :

*Proposez dans D2L une représentation graphique de votre vision pour intégrer langue et contenu (et pourquoi) – jamboard, mindmap etc

Semaine 4: du 1 au 5 février**Thème: Vers le plan de leçon (Travail no. 1 à rendre 5 février : analyse du plan de leçon)**

1. Stratégies d'enseignement : explorer le site learnalberta.ca/content/ieptlibrary
2. 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=vgNODvvsgxM>

Aucun travail dans D2L cette semaine : vous allez travailler votre analyse du plan de leçon.

Semaine 5: du 8 au 12 février (Zoom lundi 8 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 : <http://www.karsenti.ca/pdf/scholar/PED-karsenti-14-2007.pdf>
- ii. ACPI Référentiel – écrit (il faut devenir membre d'ACPI pour avoir accès au document – infos à suivre)
- 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 :

*Vous allez proposer dans D2L 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 6: Reading Week (samedi 13 février au dimanche 21 février)

Semaine 7 : du 22 au 26 février

Thème La différenciation : Accès au français pour tous les élèves

Invitée (à confirmer) : Dr. Katy Arnett (par Zoom)

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 :

1. Vous allez consulter le livre *Accès au succès* pour faire dans des petits groupes un résumé d'un chapitre (au choix du prof) – à présenter pendant la session Zoom lundi 1 mars.
2. *Vous allez créer un **chameleon activity**, d'après le travail de Katy Arnett dans son livre *Languages for all* (2012) (explications fournies au cas où vous ne trouverez pas le livre à la bibliothèque) et en consultant le livre *Accès au succès*.

Semaine 8: du 1 mars au 5 mars (ZOOM lundi 1 mars)**Travail durant la semaine :**

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

Semaine 9: du 8 au 12 mars

Conclusion : 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 30% (GROUP TASK)**
Due: 5 February 2021

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 point with references to the course readings. A rubric based on these criteria will be posted in D2L.

2. **LEARNING TASK 2: Design of short-term learning plan (lesson plan) and assessment plan (Individual Task) 30% Due: 5 March 2021**

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

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

3. LEARNING TASK 3: Curated evidence of work done to engage with course material (Individual submission) 30% Due: 12 March 2021

You will prepare a collection of your work from D2L and during the Zooms during the course. Items marked with a red asterisk * in the course outline will be included: you must include all 5 items in your collection, which you will post as a single document in D2L.

Each item will be marked out of 6 points for a total of 30.

Criteria – specific criteria will be discussed throughout the course when each item is assigned. Your work should show evidence of connection to the themes proposed for that item, and you should include reference to the theoretical work as necessary.

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>

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

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>

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 Jonah Secreti, jonah.secreti@ucalgary.ca, esa@ucalgary.ca.

Werklund SU Representative is Naomi Shaw, educrep@su.ucalgary.ca.