UNIVERSITY OF CALGARY

EDUC 460 (sections 10 & 18): Specialization I Second Languages - Winter 2021

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Mandatory Zoom sessions: Monday 12:30pm-2:00pm Jan 11, Jan 25, Feb 8, Mar 1, 2021
Spanish Virtual Exchange Mandatory Zoom sessions: Monday 12:30pm-2:00pm Feb 1, Feb 22
Term dates: Jan 11, 2021-Mar 12, 2021
Term Break: February 14-20. 2021
Instructor Zoom Office Hours: by appointment
Graduate Teaching Assistant: Lili Jardine

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 consist of synchronous and asynchronous learning. Synchronous sessions are by Zoom and scheduled by the UPE office. Asynchronous learning is primarily through 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.

This online course is conceptualized as a project-based learning course with three modules. There are no required textbooks for this course, but rather readings have been selected to support the themes of each module. Details of activities to support each module will be posted weekly in the D2L Discussion board. Each module culminates in a related learning task.

Module 1: Second Language Teaching in Alberta

Alberta Education. (2011). *English as a Second Language Proficiency Benchmarks.*
http://www.learnalberta.ca/content/eslapb/

Alberta Learning. (various years) *Programs of Study.* https://education.alberta.ca

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

Dressler, R. (2018). Canadian bilingual program teachers' understanding of immersion pedagogy: A nexus analysis of an early years classroom. *Canadian Modern Language Review*, *74*(1), 176–195. https://doi.org/10.3138/cmlr.3407
http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=ufh&AN=128156795&site=ehost-live

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

Lightbown, P. & Spada, N. (2013). *How languages are learned.* Oxford, UK: Oxford University Press. [Chapter 4 Posted in D2L]

Mctighe, J., & Wiggins, G. (2012). Understanding by design framework^{TM} introduction: What is UbD^{TM} 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

O'Brien, M. G. (2017). *Literature review on the impact of second-language learning.* https://www.caslt.org/files/media/news/Lit-review-Impact-L2-Learning.pdf

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*, *0050*(October 2015), 1–17. https://doi.org/10.1080/13670050.2015.1037713
https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/13670050.2015.1037713

Module 2: Lesson Planning Using the Neurolinguistic Approach and the Literacy Loop

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., & Bourgoin, R. (2018). *Access for success: Making inclusion work for language learners*. Pearson Canada. *Chapter 2 posted in D2L.*

Leahy, S., Lyon, C., Thompson, M., & Wiliam, D. (2005). Classroom assessment: Minute by minute, day by day. *Educational Leadership*, *63*(3), 18–24. Retrieved from
http://www.ascd.org/publications/educational-leadership/nov05/vol63/num03/Classroom-Assessment@-Minute-by-Minute,-Day-by-Day.aspx

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

Warner Read, S., & Placido, K. (2012). Bringing formative assessment to life in the language classroom. *Language Educator*, *7*(4), 50–53. *PDF posted in D2L*

Module 3: Virtual Exchange

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. (copyright permission pending)
https://www.caslt.org/en/boutique-en/new-teacher-handbook-en

Mady, C., & Rose, K. (2015). *Enhancing learning: Strategies for inclusion*. Canadian Association of Second Language Teachers. (copyright permission pending)
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

O'Dowd, R. (2020). A transnational model of virtual exchange for global citizenship education. *Language Teaching*, *53*(4), 477–490. https://doi.org/10.1017/S0261444819000077
https://www-cambridge-org.ezproxy.lib.ucalgary.ca/core/journals/language-teaching/article/transnational-model-of-virtual-exchange-for-global-citizenship-education/3C9CCB2AA8B68BB77EB2F42778D68619

OTHER READINGS MAY BE ASSIGNED AS NEEDED.

LEARNING TASKS OVERVIEW

LEARNING TASK	GROUP / INDIVIDUAL	WEIGHT	DUE DATE
LT1 (culmination of Module 1): Analysis of a Lesson and Assessment Plan	Group	30%	February 5, 2021
LT2 (culmination of Module 2): Creation of Short-term Learning and Assessment Plan Part A: Video of oral sequence (completion grade) Part B: Learning and Assessment Plan	Individual	40%	Part A: February 26, 2021 Part B: March 5, 2021
LT3 (culmination of Module 3): Portfolio: Conceptual Understanding of Second Language Teaching	Individual	30%	Curated evidence due: March 12, 2021

Virtual Exchange (for Learning Task 3)

The assistance of a Graduate Student Teaching Assistant is funded by a Virtual Exchange Grant from University of Calgary International.

Those students specializing in Spanish will be paired with students from Universidad Camilo José Cela. The virtual exchange will include two scheduled Virtual Exchange Zooms and require students to connect with their assigned partners twice in addition. An explanation of the details of this Virtual Exchange and suggestions for discussion topics will be provided.

Those students specializing in languages other than Spanish will be encouraged to participate in the Incoming TAB English Support service learning opportunity or another opportunity arranged under consultation with Dr. Dressler.

Learning from the Virtual Exchange will be documented and curated for submission as the LT 3 portfolio.

Schedule of Weekly Activities and Readings

	Topics/Themes	Readings and Learning Tasks
1.	Week of Jan. 11-15, 2021	
Zoom Mon Jan 11 12:30 – 2pm	Introductions Explanation of course; project-based learning; modules, learning task overview Introduction to Module 1: Second Language Teaching in Alberta	Students will be asked to divide up the readings associated with Module 1 among the members of their group and create a shared repository to document their learning from each reading.
2.	Week of Jan. 18-22, 2021	
	Module 1 continued: Exploration of Programs of Study	Students will continue with their group discussion of readings and work toward LT 1.
3.	Week of Jan. 25-29, 2021	
Zoom Mon Jan 25 12:30 – 2pm	Introduction to Module 2: Lesson Planning Using the Neurolinguistic Approach and the Literacy Loop	Students will work on the Module 2 readings and activities while continuing work on LT 1 with their group.
4.	Week of Feb 1-5, 2021	
Spanish Virtual Exchange Zoom Mon Feb 1 12:30-2pm	Introduction to Module 3: Virtual Exchange (non-Spanish specialists: alternate introduction TBA)	**Learning Task 1 due:** Friday, February 5, 2020 **LT 1 due in D2L Dropbox Due by 11:59pm** Students will work on the Module 2 readings and activities while finishing up work on LT 1 with their group.
5.	Week of Feb 8-12, 2021	
Zoom Mon Feb 8 12:30 – 2pm	Module 2: Review of criteria for LT 2 Parts A & B Formative assessment in second language teaching; Corrective Feedback	
6.	Week of Feb 15-19, 2021 **NO CLASSES**	**Family Day and Reading Week**

7.	Week of Feb 22-26, 2021	
Spanish Virtual Exchange Zoom Mon Feb 22 12:30-2pm	Virtual Exchange session in Spanish (non-Spanish specialists: alternate activity TBA)	**Learning Task 2 Part A due** Friday 26, 2021 **Upload link to D2L Dropbox** **Due by 11:59pm**
8	Week of March 1-5, 2021	
Zoom Mon Mar 1 12:30 – 2pm	Debrief of LT 2 Part A; last minute questions for LT 2 Part B Everything you ever wanted to know about being a second language teacher. Tips for Field 2	**Learning Task 2 Part B due** Friday, March 5, 2021 **Upload to D2L Dropbox** **Due by 11:59pm**
9.	Week of March 8-12, 2021	
	Consolidation of learning	**Learning Task 3 due** Friday, March 12, 2021

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: February 5, 2021**

For this Learning Task, groups of students (3-4) 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 **plus** a one-page summary document of their collaboration as a group based on their group's norming contract.

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 5, 2021**

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) 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 do a Zoom recording of yourself teaching the lesson to 2-3 other people (classmates or friends). Submit a link to the video and a short self-evaluation to the D2L Dropbox for 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 5, 2021**

For this learning task, you will curate your learning across the Virtual Exchange part of the course. You will put together a portfolio of D2L discussion board responses and multimodal responses, including at least one with your Virtual Exchange partner. Each response will focus on a different aspect of second language teaching, informed by the class readings and additional research you have discovered.

Since the nature of the Virtual Exchange will vary among students, the criteria and assessment plan for the portfolio will be co-constructed with students during week 4.

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 asynchronous activities and will not be absent from Zoom sessions with 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

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

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

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 2020 – 2021 academic year is Jonah Secreti, jonah.secreti@ucalgary.ca, esa@ucalgary.ca.

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