EDUC 535.05/.14   Spécialisation II (Français)
Automne 2023

**Instructor:**   Dr. Katherine Mueller
**Bureau :**   EdT 1028
**Courriel:**   [kmueller@ucalgary.ca](mailto:kmueller@ucalgary.ca)   Contactez-moi par courriel pour discuter de vos questions ou pour arranger un Zoom personnel.

**Dates du cours :**                  **5 septembre au 27 octobre, 2023**
**Jour/Heure des rencontres :**  **le mercredi 12h à 3h50**
**Format et lieu :**                  en présentiel **EdC 357**

**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.

**Email:** Students are required to use their @ucalgary.ca email address for all communications related to their participation in Werklund School of Education courses.

COURSE DESCRIPTION:
*Veuillez noter que ce cours est en français. Nous nous attendons à ce que toutes vos contributions soient en français.*
The intent of the Specialization Seminar II is to deepen your understanding of the practical aspects of teaching within the specialization and to connect this practice with specific theoretical concepts. While this second specialization course focuses more on practical knowledge, you will also refine your knowledge of discourse and theory within the discipline and develop a deeper understanding of ways to enact this theory in a classroom context. You will additionally become familiar with any relevant Ministry documents associated with the Alberta Curriculum and draw on practical classroom observation from the field experience to participate in meaningful discussion and to connect these observations with a vision for your own teaching. The emphasis of the course is on designing for student learning (subject-specific; assessment to strengthen student learning and improve instruction; and designing for inclusion, differentiation, and inquiry).

LEARNER OUTCOMES:
Over the course of the semester, students will:
1) Further develop a deeper conceptual understanding of the historical, socio-cultural, political contexts of the *discipline*, and relate this to curriculum planning in the specialization areas;

2) Identify and critique the *key learning perspectives* (as outlined in the front matter of the Programs of Study) and *intentions* (learning objectives) across the units in a grade from the Alberta Programs of Study;

3) Successfully apply theoretical knowledge to the design of a longer-term unit and assessment plan.

COURSE DESIGN AND DELIVERY: This course will be delivered in person on campus.

**REQUIRED RESOURCES:** ARE LISTED IN THE WEEKLY SCHEDULE BELOW

**RECOMMENDED RESOURCES (AVAILABLE THROUGH BOOKSTORE; VALUABLE ADDITIONS TO YOUR PROFESSIONAL LIBRARY)**

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

2. 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 |
|---|---|---|---|---|
| 1.Reflection on Field II learning + action plan | Structured reflection on Field II experiences; creation of action plan for Year 2 and beyond | Individual | 30% | 20 septembre 2023 (mercredi) |
| 2. Team project: Creation of presentation to show and share your understanding of how students learn French in the Immersion or Français de base classroom | With a partner, students will create a presentation to inform an audience of parents about learning French. You will explore how we teach and how students learn in French Immersion (or in FSL/Français de base). You will create a project/presentation in any form you choose (video, Powerpoint/Prezi, podcast, multimedia) to share your deep understanding of the principles of French Immersion or Core French teaching and learning. | Group | 30% | 18 octobre 2023 (mercredi) |
| 3.Design of unit plan and assessment plan | For this assignment, students will design a unit learning plan and assessment plan that demonstrate a solid understanding of the theoretical aspects presented in the course, and of the vision necessary in planning a unit. | Individual | 40% | 27 octobre 2023 (vendredi) |

CONSULTEZ LE LIEN « READING TOOL » POUR ACCÉDER À TOUS LES ARTICLES
HTTPS://UCALGARY.ALMA.EXLIBRISGROUP.COM/LEGANTO/PUBLIC/01UCALG_INST/LISTS/18571001780004336?AUTH=SAML

HORAIRE:
## Semaine 1:  6 septembre
**Thème:  Intégration langue/contenu en classe de langue : la planification en Immersion**

**Tâches** pour Semaines 1 et 2:  lectures et discussion

Integrating language and content:  read, watch videos and be prepared to discuss in class.
Vidéos:  Roy Lyster video (Second Language Research Forum, Columbia University, NY, 2016) on integrating language/content
>    Watch Parts 1 and 2
>    https://www.youtube.com/watch?v=ZRIuzjuPU6U  (start at 4:45)
>    https://www.youtube.com/watch?v=60VQHsnhFpc

Refer to Lyster book *Vers une approche intégrée* and to the following articles as you prepare your contributions to class discussions.

Cammarata, L. & Tedick, D.J. (2012). Balancing content and language in instruction: The experience of immersion teachers. *The Modern Language Journal*, 96 (2), 251-269.
https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/41684072
https://onlinelibrary-wiley-com.ezproxy.lib.ucalgary.ca/doi/full/10.1111/j.1540-4781.2012.01330.x

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

## Semaine 2:  13 septembre
**Thème:  Suite à la semaine 1**

## Semaine 3 : 20 septembre
**Thème: Créer un contexte qui donne accès à la langue pour tous les élèves**
**[Tâche no. 1 à remettre dans Dropbox 20 septembre 11h59 pm]**

**À lire:**
1. Lyster, R. (2019). Translanguaging in Immersion: Cognitive support or social prestige? *The Canadian Modern Language Review*, 75, 4 (November). Pp 340-352.
http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=ufh&AN=140275666&site=ehost-live

https://muse-jhu-edu.ezproxy.lib.ucalgary.ca/article/744618

2. 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

3. MacIntyre, P., Z. Dörnyei, R. Clément & K. Noels (2013). Conceptualizing Willingness to Communicate in a L2 : A Situational Model of L2 Confidence and Affiliation. *The Modern Language Journal*, vol 82, no. 4 (Winter 1998), pp. 545 -562. https://onlinelibrary-wiley-com.ezproxy.lib.ucalgary.ca/doi/abs/10.1111/j.1540-4781.1998.tb05543.x

https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/330224

**À consulter:**
Arnett, K. and Bourgoin, R. (2018). *Accès au succès.* North York: Pearson Canada Ltd.

**À regarder:** Video Fred Genesee Immersion for ALL: The Suitability of Immersion for ALL students
https://www.youtube.com/watch?v=vbSuttErRIE&t=19s

**Tâches**

*Chers parents . . . .* Vous allez travailler en groupes en classe pour préparer des commentaires qui vont répondre aux questions des parents des élèves en Immersion. Consultez les articles et livres suggérés, ainsi que des vidéos accessibles sur you-tube et examinez vos sources avec un œil critique (vous allez écrire en anglais pour pouvoir communiquer avec les parents).

- *Goals of French Immersion*
- *Success in French*
- *Success in English*
- *Success in content areas*
- *Should I remove my child from Fr Imm if they are having problems*?
- *How can I provide literacy/numeracy support at home?*
- *Should we use Google translate to help*?

# Semaine 4 : 27 septembre
**Thème:** **Planifier / Échafauder avec intention**

**À lire :**

1. Cammarata, Laurent, and Ebrary, Inc. *Content-based Foreign Language Teaching: Curriculum and Pedagogy for Developing Advanced Thinking and Literacy Skills*. 2016. (Ch 6 Cammarata, L. Foreign Language Education and the Development of Inquiry-Driven Language Programs: Key Challenges and Curricular Planning Strategies pp. 123-143.) https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=4426543&ppg=138 *E-book license permits only one online user at a time; per day, a user may print to PDF up to 75 pages

2. Tedick, D., & Lyster, R. (2020) Scaffolding language development in immersion and dual language classrooms. London: Routledge.
   E-book available in LCR, multiple user license:
   https://www-taylorfrancis-com.ezproxy.lib.ucalgary.ca/chapters/mono/10.4324/9780429428319-13/module-lesson-instructional-design-diane-tedick-roy-lyster

3. Bourgoin, R., & Le Bouthillier, J. (2021). Task-based language learning and beginning language learners: examining classroom-based small group learning in Grade 1 French Immersion. *Canadian Journal of Applied Linguistics*, 24, 2, 70-98. https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=151077681&site=ehost-live

4. Pour FSL (action-oriented approach) : http://www.edugains.ca/resourcesFSL/PDF/AGuideToReflectivePractice/Module3_ActionOrientedApproach_English.pdf

   https://www.omlta.org/wp-content/uploads/2015/04/B15-Developing-Action-Oriented-Tasks-for-Primary-and-Junior-Core-French-Presentation-Handout.pdf

5. Pour Immersion : **sites.google.com/erlc.ca/immersion-francaise/ressources-gr-m-9**

**Deux tâches:**
1. Cette semaine, vous allez partager quelques ressources que vous avez découvertes : faites la connexion avec votre expérience pendant Field II et parlez de l'utilité des ressources ainsi que vos idées pour les exploiter.
2. Commencez à travailler sur l'esquisse de votre plan d'unité (LT4) avec le gabarit fourni (vous pouvez faire des changements au gabarit pour mieux répondre à vos besoins).

# Semaine 5 : 4 octobre
**Thème:  Intégrer** *assessment* **dans l'enseignement (évaluation formative et sommative)**

**À consulter:**
i. ACPI Référentiel – écrit
ii. ACPI Référentiel – oral
   **(Pour i et ii, il faut être membre de ACPI pour y avoir accès)**
iii. Common Framework of Reference : https://www.coe.int/en/web/common-european-framework-reference-languages/level-descriptions  (à télécharger du site)
iv. Niveaux de compétence linguistique canadiens : https://www.canada.ca/content/dam/ircc/migration/ircc/francais/pdf/pub/competence-linguistique.pdf
v. Alberta Assessment Consortium → self-directed PD resources → rubrics www.aac.ab.ca    Username : teachers,  PW : master

**À lire :**
1. Piccardo, E. (2013). (Re) conceptualiser l'enseignement d'une langue seconde à l'aide d'outils d'évaluations: comment les enseignants canadiens perçoivent le CECR. *Canadian Modern Language Review*, *69*(4), 386–414. http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=ufh&AN=91672848&site=ehost-live

   https://muse-jhu-edu.ezproxy.lib.ucalgary.ca/article/525074

2. Rehner, K. (2018). Les pratiques pédagogiques des enseignants-correcteurs du DELF: une perspective pancanadienne
https://www.acpi.ca/wp-content/uploads/2018/04/Rehner-Report-2018-final-mars-2018_FR_final.pdf

3. Bournot-Trites, M., Friesen, L., Ruest, C., Zumbo, B. (2020). A made-in-Canada second language framework for K-12 education: Another case where no prophet is accepted in their own land. *Canadian Journal of Applied Linguistics*, 23, 2, 141-167.  https://doi.org/10.37213/cjal.2020.30434.

**Tâches** à faire cette semaine :
Discussions en classe.
Votre plan d'unité :  quels sont vos défis en ce qui concerne la/les rubrique/s, l'évaluation formative?

# Semaine 6 :  11 octobre
**Thème :   Réflexion sur notre identité en tant qu'enseignant(e)s et locuteur natifs/non-natifs de français**

**À lire** :

Roy, S. (2020). *French Immersion Ideologies in Canada*. Lanham: Lexington Books.
Pages 115-123 et pages 151-158.
https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=6209392

Ruest, C. & Wernicke, M. (2021). Une perspective interculturelle pour une identité professionnelle positive des enseignant.e.s d'immersion. *Le journal de l'immersion* (ACPI), 43, 2, 13-15.
**PDF de l'article dans READING TOOL**

Discussion/partage

# Semaine 7 : 18  octobre
**Tâche: (**LT 2 à remettre)
Présentations LT2 + discussion

# Semaine 8 :  25 octobre
Conclusion
Travail et consultation plan d'unité (LT3) (à remettre 27 octobre)

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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
NOTE: FOR ALL LEARNING TASKS, A/A+ ARE BOTH 4.0; AN A+ WILL BE AWARDED FOR EXCEPTIONAL WORK BASED ON THE INSTRUCTOR'S PROFESSIONAL JUDGEMENT.

There are **three** required Learning Tasks for this course.

1. **LEARNING TASK 1: Reflection on Field II Experience (30%) (Due into Dropbox 20 septembre, 2023)**
   **Part I:** Students will prepare a structured reflection on Field II experiences. Topics to explore are:
   (i)     **Teaching in Immersion** – challenges and lessons learned
   (ii)    **Classroom management** – what were your challenges?
   (iii)   **Differentiation** – what did you learn about differentiating to support students in Field II?
   (iv)    **Assessment** – what experiences did you have in learning about assessment?

   **Part II**:  Students will create an action plan for Year 2 linking back to your learning from Year 1.

   **CRITERIA FOR ASSESSMENT OF LEARNING TASK 1**
   Criteria:  Reflections should include an exploration of the four topics listed above, showing a thoughtful examination of experiences, including specific anecdotes where useful to illustrate your learning. You should link Field II experiences with your learning from Year 1 courses, including references to readings that stood out for you. In the action plan, you will identify areas that you plan to focus on during Field III and IV, with a justification (why these areas?) and your plan for developing these areas (how will you delve deeper? how can you develop your skills?). This will be a written submission, but need not be written as an academic paper, but rather as a professional document (use headings, subheadings).
   A rubric will be provided in D2L and discussed in class.

2. **LEARNING TASK 2:  Group project: Multimedia presentation (30%) Due 18 octobre, 2023**
   How do students learn French in the Immersion/FSL(Français de base) classroom?
   Presentations will be done in class and submitted into Dropbox.

   With a partner, students will create a presentation to inform parents/students about how students learn French and what it means to teach and learn in French Immersion (or in FSL/Français de base). What are the critical   aspects? What does research say about how we can help students to achieve success? How does this happen daily in the classroom? You will create a project/presentation in any form you choose (video, Powerpoint/Prezi, podcast, multimedia) to present your understanding of the stakes of French Immersion or FSL/ Français de base teaching. You should include references to the theory we have studied in both Specialization courses and show how the theory comes to life in the classroom. Include your learning from your Field II experiences.

   **CRITERA FOR ASSESSMENT OF LEARNING TASK 2**
   Criteria: The presentation will provide a well-organized and thorough introduction to how students learn French in the classroom in either French Immersion or FSL(Français de base) contexts, with a focus on how teachers support students and create an environment to promote language learning. Each facet will be backed up with a reference to the theory/research (in clear language geared to parent/student audience). The mode of presentation (video, Powerpoint, podcast etc) should be engaging; all group members should contribute to the presentation equally.
   A rubric will be posted in D2L.

3. **LEARNING TASK 3:** Design of unit plan and assessment plan **(Individual) (40%) Due 27 octobre, 2023**
   For this assignment, students will design a unit learning plan and assessment plan that demonstrate a solid understanding of the theoretical aspects presented in the course, and of the vision necessary in planning a unit. A template will be provided.

### CRITERIA FOR ASSESSMENT OF LEARNING TASK 3 UNIT PLAN DESIGN

Criteria: Following the template that will be provided, your unit plan will provide the essential questions, Program of Studies objectives, assessment plan, and an outline of the lessons in the unit (not full lesson plans). Your unit plan should build deep understanding of the content while showing how you will integrate appropriate language into the content (intégration langue/contenu). You will scaffold the lessons throughout the unit so that you build understanding through authentic and engaged learning. You will provide a detailed assessment plan (of formative assessment throughout, as well as an outline with assessment criteria and rubric for the final project or presentation).

Rubric for LT3 will be posted in D2L.

### 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

All written assignments will be assessed at least partly on writing skills. ==Notez que vous allez préparer tous vos travaux en langue française.== 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

| 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 academic year is Claire Gillis, esa@ucalgary.ca.

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