EDUC 535: Specialization II Language Arts
Summer, 2022
EDUC 535.03: Elementary
EDUC 535.12: Secondary
EDUC 535.21: K-12 Community-Based Pathway

<table>
<thead>
<tr>
<th>Section</th>
<th>Instructor</th>
<th>Time</th>
<th>Location</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>S01</td>
<td>Mr. Harrison M. Campbell</td>
<td>1:00 – 3:50</td>
<td>EDC 351</td>
<td><a href="mailto:harrison.campbell@ucalgary.ca">harrison.campbell@ucalgary.ca</a></td>
</tr>
</tbody>
</table>

Class Dates: Monday, July 11th – Friday, July 22nd 2022 (Monday – Friday 1:00 – 3:50 PM)

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.

Office Hours: By appointment only via Zoom (links to be set up at the time of booking appointments)

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

COURSE DESCRIPTION:

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:

Students will:

1) Further develop a deeper conceptual understanding of the historical, socio-cultural, and political contexts of the discipline of Language Arts, and relate this to curriculum planning in the specialization area;

2) Identify, apply and critique the key learning perspectives (as outlined in the front matter of the Programs of Study) and 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 face-to-face on campus with possible engagement in a D2L environment. However, the use of D2L will primarily consist of the creation of a repository for instructional materials and activities within the D2L shell. Important announcements related to the course and its content will also be posted on D2L and shared via UCalgary email, please check both regularly during the course.

REQUIRED RESOURCES (LISTED IN THE ORDER WHICH THEY APPEAR IN THE WEEKLY SCHEDULE):


**LEARNING TASKS OVERVIEW**

<table>
<thead>
<tr>
<th>LEARNING TASK</th>
<th>GROUP / INDIVIDUAL</th>
<th>WEIGHT</th>
<th>DUE DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daily In-Class Seminars – First Word</td>
<td>Partners</td>
<td>30%</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Language Arts Research Project</td>
<td>Group</td>
<td>30%</td>
<td>July 15th</td>
</tr>
<tr>
<td>Unit Plan Assignment</td>
<td>Individual</td>
<td>40%</td>
<td>July 29th</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Readings and Tasks</td>
<td>Due Dates</td>
</tr>
<tr>
<td>------------------</td>
<td>-----------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>-----------</td>
</tr>
</tbody>
</table>
Enriquez, G., & Cunningham, K. E., Dawes, E. | Daily In-Class Seminars – First Word Presentations |
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Source</th>
<th>Type</th>
<th>Notes</th>
</tr>
</thead>
</table>
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: Daily In-Class Seminars DUE: Ongoing (as per sign up), (30% of Final Grade)**

Requirements: 3 Inquiry Questions Used in Conjunction with a Classroom Discussion & Activity

Each student is expected to complete one first word throughout the semester. On the day of your First Word, you will hand in a hard copy of your discussion questions, along with a 1–2 page summary (Times New Roman, Double Spaced, APA 7 Formatting) detailing how you planned to provide a lively discussion. Only one submission per partner/group (put both names on it please).

Working with a partner you will choose a topic area and reading from the syllabus. Working together, you will be responsible for the creation of three discussion questions that arise from the topic area and your chosen reading. These questions will then be presented to the class in the form of an activity that both partners will facilitate – you must facilitate the class for at least 30 minutes. You are required to choose interactive modalities that engage the class beyond a lecture style. Please contact the instructor if you have questions, concerns, or require any support beyond the planning.

Please Note: Your discussion questions should not ask the class to describe what happened in the reading (descriptive questions), but should instead ask the class to think about the issues at stake, extrapolate from the article possible practical situations related to the issue, or to deeply engage with the author’s point of view (analytical questions). Other than that caveat, what you ask is completely up to you.
Additionally, you are also responsible for offering an initial position to your questions to begin the discussion. The approach you take in offering this position and your discussion questions is completely up to you. You may pose one question at a time, offer the three questions at once, offer an interpretation that ties them together, offer individual reactions to each question, disagree with other members on your team, divide the class up into different groups, etc. However, please be very careful not to spend too much time answering your own questions. You want to facilitate discussion from your classmates and focus your attention on running the activity and discussion.

**CRITERIA FOR ASSESSMENT OF LEARNING TASK 1**

Task: Identify a key theme from the reading by generating three (3) discussion questions. Conduct a 30-minute discussion/activity (minimum) with the class.

**Please Note:** This assignment is pass/fail and must be completed in full to receive the 30% for this learning task. Support will be provided in exceptional circumstances, however, incomplete assignments will result in a 0.

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Qualities of Exemplary Work</th>
<th>Complete/Incomplete</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preparation</td>
<td>Reviews questions with the instructor the day prior to the class.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Content</td>
<td>The focus of the reading is clear (summary is concise)</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>Students explore multiple perspectives</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Clear connections to literacy theories, pedagogies, and practices</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discussion/Debate Methods</td>
<td>Uses varied teaching practices to engage peers with the content</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>The discussion is guided, balanced (all voices heard), and summarized by facilitators</td>
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<td></td>
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<tr>
<td></td>
<td>Activities make use of interactive modalities that engage the class beyond a lecture style</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discussion Questions &amp; Connections to Literature</td>
<td>Questions asked are analytical, thought-provoking, and understandable</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Facilitators refer directly to the readings &amp; encourage peers to reference readings directly in responses</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Facilitation Skills | Facilitators demonstrate:
---|---
Eye contact | 
Active listening | 
Paraphrasing | 
Summarizing | 
Encouragement of full participation from the class |

2. **LEARNING TASK 2: Language Arts Research Project** DUE: Friday, July 15\(^{\text{th}}\) @ 6:00 PM

For this assignment, students will work in groups of 3-4 to develop a topic of inquiry/key question related to teaching and learning in Language Arts. This question should emerge from your shared areas of interest and may be connected to the development of your unit plan (Learning Task #3).

Ideally, this inquiry project should help you progress towards the unit plan through the investigation of a related component. Working with your group, you will investigate this topic through research into relevant resources. You may also draw on readings and resources from previous courses, as well as your own educational experiences and discussions with others.

Your first step will be to formulate an inquiry question that you would like to answer through your research. The findings of your inquiry will be shared in a 4-5 page written document (Times New Roman, Double Spaced, APA 7 Formatting). On Friday, July 15\(^{\text{th}}\), all groups will present the findings of their inquiry to the class in a 10-minute presentation. The presentations will be followed by 10 minutes of class discussion, to be facilitated by group members.

Your written project (20%) should include the following elements:

- An overarching inquiry question
- A brief rationale for your question
- A 4-5 page presentation of your findings
- A list of resources (cited using APA 7) that you used in the development of the document

Your presentation (10%) should include the following elements:

- A well-timed presentation presenting the findings of the inquiry in a clear, concise, and engaging way
- Two or three well-formulated discussion questions
- An expertly guided dialogue with your peers

**CRITERIA FOR ASSESSMENT OF LEARNING TASK 2** (A rubric based on these criteria will be on D2L)

The written portion of the inquiry project will be assessed on the following criteria:

- A clear and focused inquiry question that is relevant to the teaching of LA
- A rationale that demonstrates an understanding of issues in the teaching of LA
- Well-organized findings that are effective in answering the inquiry question
- Specific references to the resources used/the use of relevant resources and correct citations

The presentation will be assessed on the following criteria:

- A well-timed presentation presenting the findings of the inquiry in a clear & engaging way
• Discussion questions that are relevant to the topic and ask participants to draw on their knowledge of and experience with LA teaching and learning
• An effort to encourage relevant discussion through facilitation

3. LEARNING TASK 3: Unit Plan Assignment DUE: Friday, July 29th @ 6:00 PM

Having created a short-term learning plan in ELA Specialization I, you are now asked to work individually to design a longer-term unit plan that puts into practice key aspects of theory introduced in this course.

You may base your unit plan on one of the following:
• A pairing of a canonical text and a contemporary text (as described in the work of Dallacqua & Sheahan, Day 4)
• An arts-based student-centered ELA inquiry (as described in Lenters & Campbell, Day 9)
• A contemporary text created within the last 10 years (this may include a novel, collection of short stories, book of poetry, graphic novel, film, or videogame)

Part One: The Plan - The unit plan must include:

Unit Title, Grade Level, and Big Idea – Clearly articulate the context of the unit within the Alberta Program of Studies, including the unit title and grade level. Also, clearly articulate the big idea, vision, or theme the unit seeks to leave students with through this curricular engagement.

Guiding Question(s) – Identify one or more well-crafted question(s) guiding the unit of study. Provide a context for the selection of the questions.

Learning Outcomes – The unit must identify and address one or more outcomes from each domain within the Alberta Program of Studies (i.e., Knowledge & Understanding, and Skills & Processes). In addition, the unit must include the key ideas from the Alberta Program of Studies this unit engages. It should be clear what the students should know, be able to do, and appreciate more deeply by the end of the unit.

Assessment Plan – Provide a clearly articulated Assessment Performance Task that requires students to apply what you want them to learn in ways that show deep understanding.
• How will you know they understand what it is you are trying to teach them?
• How will you adapt your teaching based on formative assessments?
• What will you accept as evidence that students understand what was taught to them?

Lesson Plan Sequence – Each lesson supports the next, working toward mastery of the unit’s learning outcomes. Learning events engage students and challenge them to reflect, rethink and refine their work/ideas/understandings. Students have opportunities to self-evaluate.

List of Sources - List all sources consulted in the preparation of the unit. Multiple sources are expected. Present a reference page in APA 7 format. Formatting will impact assessment – aim for between 15 – 20 sources.

List of Materials – Provide a list of all materials needed to teach the unit, including materials that may not be readily available to the teacher in a regular classroom setting.

Part Two: Rationale and Reflections - The written portion of the unit plan must include:
Unit Plan Rationale - Provide a rationale on your personal vision for language arts education and how this unit reflects that vision (150-200 words).

Key Instructional Practices and Creativity – Detail the main methods for teaching throughout the unit (150-200 words).
Specify how you will teach the topic:
- How will materials be effectively used?
- How will students engage?
- How will you transition into different activities?
- How will you scaffold activities?

Make specific reference to the literature explored in this class (and where relevant, previous classes) around teaching for understanding, engaging in disciplinary processes, and inquiry.

Learner Differentiation/Teaching Inclusively - Include a written description (150-200 words) explaining how your unit plan addresses the interests and needs of all students. For example, how will you address: students with special needs, English-as-a-second-language learners, gifted students, and students who excel at group work or during independent time?

Assessment Practices – Discuss the practicalities of your unit plan in relation to the ways it has built in effective formative-assessment strategies including formative feedback loops and a summative performance of understanding (150-200 words).

Criteria for Assessment of Learning Task 3 (A rubric based on these criteria will be on D2L)

- A skillfully designed inquiry-based learning plan focusing students on issues and problems central to language arts, connecting to their lives, and the world outside of school.

- Explores significant ideas and themes that are powerfully articulated through the resources, activities and assessments used in the unit.

- The question guiding the unit is thought-provoking and intellectually engaging and will initiate discussion and debate. The question(s) clearly call for higher-order thinking, such as analysis, inference, evaluation, and prediction. Question(s) cannot be effectively answered by recall alone.

- Clearly defines a range of skill/processes, values/attitudes, knowledge/understanding outcomes that are directly linked to the Alberta’s Program of Studies. The unit engages students and clearly defines what they need to be able to do.
- Desired knowledge/skills/values, big ideas/enduring understandings are strongly linked to performance task/s requiring students to apply knowledge to show deep understanding.

- A variety of formative assessments are woven into the unit to strengthen student understanding and inform instructional decision-making.

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 concerns 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 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, in 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. 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](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, a note from the University of Calgary Wellness Centre, obituary notice). A deferral of up to 30 days may be granted at the discretion of the Associate Dean of Undergraduate Programs prior to the end of the course with accompanying written evidence.

**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 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>Good - clearly above-average performance with knowledge of subject matter generally complete</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>75-79</td>
<td></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/procedures. The student accommodation policy can be found at: [https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Student-Accommodation-Policy.pdf](https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Student-Accommodation-Policy.pdf).

Students needing accommodation because of a disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations: Students with Disabilities: [ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Accommodation-for-Students-with-Disabilities-Procedure.pdf](http://ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Accommodation-for-Students-with-Disabilities-Procedure.pdf).

Students needing 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](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 a medical certificate/documentation, references, police reports, invitation letter, third party letter of support, 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 Kevin Dang, esa@ucalgary.ca.

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