

**EDUC 535.03/.12/.21: Specialization II English Language Arts
Summer, 2021**

Section	Instructor	Time	Location	Email
S01	Dr. Elizabeth McNeilly	See below	Online	elizabeth.mcneilly@ucalgary.ca

Class Dates: July 5, 2020 to August 11, 2021

Zoom sessions link <https://ucalgary.zoom.us/j/96794955052>

Tuesday/Thursday in July from 1-2:30pm

July 6, 8, 13, 15, 20, 22, 27, 29; August work will be asynchronous.

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

COURSE DESCRIPTION:

The intent of the English Language Arts 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. This second specialization course will 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 and critical thinking (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, you will:

- 1) Further develop a deeper conceptual understanding of the historical, socio-cultural, political contexts of the *discipline of English Language Arts*, and relate this to curriculum planning in the specialization area;
- 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 via Zoom class meetings with engagement in a D2L environment.

REQUIRED RESOURCES:

For the greatest benefit during this accelerated summer course, please either pre-read or begin reading these resources before class begins.

1. **All students:** Alberta Education Program of Study for English Language Arts. Retrieved from: <https://education.alberta.ca/topic-search?searchMode=3>
2. **All students:** Wiggins, G. P., & McTighe, J. (2005). *Understanding by design* (Expanded 2nd ed.). Alexandria, VA: Association for Supervision and Curriculum Development. Please download a free copy through U of C's library:
E-book Central: <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=3002118>
EBSCOHOST:
<http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=133964&site=ehost-live>

You will also choose from the following articles (see course schedule):

- Aukerman, M., K. Grovet, & M. Belfatti. (2019). Race, ideology, and cultural representation in Raz-Kids." *Language Arts*, 95(5), 286–99. <https://library-ncte-org.ezproxy.lib.ucalgary.ca/journals/la/issues/v96-5>
- Barker, L. M. (2016). Under discussion: Teaching listening and speaking. *English Journal*, 106(1), 76–79. <https://library-ncte-org.ezproxy.lib.ucalgary.ca/journals/ej/issues/v106-1/28749>
- Beers, K. Word recognition: What's after "Sound it out"? (ch. 11). *When kids can't read, what teachers can do: A guide for teachers 6-12*. Portsmouth, NH: Heinemann. (Available on D2L)
- Berger, J. (2001, March). A systematic approach to grammar instruction. *Voices from the Middle*, 8(3), 43–49. <http://www.ncte.org.ezproxy.lib.ucalgary.ca/library/NCTEFiles/Resources/Journals/VM/0083-march01/VM0083Systematic.pdf>
- Carillo, Ellen. (2017) How Students Read: Some Thoughts on Why This Matters. *English Journal*, 106(5), 34–39. http://www.ncte.org.ezproxy.lib.ucalgary.ca/library/NCTEFiles/Resources/Journals/EJ/1065_may2017/EJ1065How.pdf
- Christensen, L. (2011, March). Finding voice: Learning about language and power. *Voices from the Middle*, 18(3), 9–17. <http://www.ncte.org.ezproxy.lib.ucalgary.ca/library/NCTEFiles/Resources/Journals/VM/0183-mar2011/VM0183Finding.pdf>
- Derman-Sparks, L. (2013). Guide for selecting anti-bias children's books. *Social justice books: A teaching for change project*. <https://socialjusticebooks.org/guide-for-selecting-anti-bias-childrens-books/>
- Friesen, S. (2009, May). 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>
- Goodman, Y. M. (2011). Sixty years of language arts education: Looking back in order to look forward. *English Journal*, 101(1), 17–25. <http://www.ncte.org/library/nctefiles/resources/journals/ej/1011-sep2011/ej1011sixty.pdf>
- Goodwin, B. (2014, April). Teach critical thinking to teach writing. *Educational Leadership*, 78–80. <http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=95379324&site=ehost-live>

- Johnson, Koss, and Martinez (2017). Through the sliding glass door: #Empowerthereader. *The Reading Teacher*, 71(5), 569–577. <https://ila-onlinelibrary-wiley-com.ezproxy.lib.ucalgary.ca/doi/pdfdirect/10.1002/trtr.1659>
- Kern, D. (2016). Teaching “real books” versus graphic novels in the classroom. *NERA* 51(2), 121-122. <http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=119105195&site=ehost-live>
- King, T. (1992). Borders. *World Literature Today*, 66(2), 269. <http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=rch&AN=9610214100&site=ehost-live>
- Leahy, Siobhan, Lyon, Christine, Thompson, Marnie, & William, Dylan. (2005). Classroom assessment: Minute by minute, day by day. *Educational Leadership*, 63(3), 18. <https://web-b-ebscohost-com.ezproxy.lib.ucalgary.ca/ehost/pdfviewer/pdfviewer?vid=1&sid=fb0f82cb-f3d2-4a6d-ae2-276bb310779e%40sessionmgr101>
- Managing difficult conversations. *Center for innovative teaching and learning*. <https://citl.indiana.edu/teaching-resources/diversity-inclusion/managing-difficult-classroom-discussions/>
- Morrell, E. (2012). 21st-Century Literacies, Critical Media Pedagogies, and Language Arts. *The Reading Teacher*, 66(4), 300-302. <http://www.jstor.org.ezproxy.lib.ucalgary.ca/stable/23321310>
- Pytash, K., Testa, E., Geise, K., & Kovalchick, C. (2007, December). Guide on the side: Collaboratively writing and revising with students. *Voices from the Middle*, 25(2), 24-27. http://www.ncte.org.ezproxy.lib.ucalgary.ca/library/NCTEFiles/Resources/Journals/VM/0253_dec2017/VM0252Guide.pdf
- Schuldt, L. (2018, September/October). Meaningful moments: How to make oral feedback more personal. *Literacy Today*. <https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=rch&AN=131827249&site=ehost-live>
- Sewell, W. C., & Denton, S. (2011). Multimodal literacies in the secondary English classroom. *English Journal*, 61-65. <http://www.jstor.org.ezproxy.lib.ucalgary.ca/stable/23047804>
- Wang, E., Matsumura, L. C., & Correnti, R. (2016). Making a CASE: Improving use of text evidence in students’ writing. *The Reading Teacher*, 70(4), 479–484. <https://doi-org.ezproxy.lib.ucalgary.ca/10.1002/trtr.1524>
- Wilson, Beth. (2014). Teach the how: Critical lenses and critical literacy. *English Journal*, 103(4), 68–75. <https://library-ncte-org.ezproxy.lib.ucalgary.ca/journals/ej/issues/v103-4>

ADDITIONAL RESOURCES:

Books:

- Tompkins, B., Bright, R., & Winsor, P. (2017). *Language and literacy: Content and teaching strategies* (7th ed.). Pearson.
- Tompkins, G. E. (2018). *Literacy for the 21st century: A balanced approach* (7th ed.). Pearson.
- Gallagher, K. (2004). *Deeper reading: Comprehending challenging texts*. Stenhouse Publishers. <https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=375980&site=ehost-live>
- Gallagher, K. (2006). *Teaching adolescent writers*. Stenhouse Publishers. <https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=348175&site=ehost-live>

Websites:

- Deepening knowledge: Resources for and about Aboriginal Education. OISE, University of Toronto. https://www.oise.utoronto.ca/deepeningknowledge/Teacher_Resources/Curriculum_Resources_%28by_subjects%29/Language_Arts_%7C_English/index.html

Gonzales, J. (2015). The big list of class discussion strategies. *Cult of pedagogy*.

<https://www.cultofpedagogy.com/speaking-listening-techniques/>

Literary criticism: Questions for a variety of approaches. *Baltimore County Public Schools*.

[https://herefordhs.bcps.org/UserFiles/Servers/Server_3705599/File/Academics/English/Literary Criticism Generic questions.pdf](https://herefordhs.bcps.org/UserFiles/Servers/Server_3705599/File/Academics/English/Literary%20Criticism%20Generic%20questions.pdf)

Lund, M. & Smith, K. Literary criticism primer: A guide to the critical approaches to literature. *Baltimore County Public Schools*.

https://herefordhs.bcps.org/UserFiles/Servers/Server_3705599/File/Academics/English/New%20Lit%20Crit%20Primer.pdf

Learning first peoples classroom resources. *First Nations Education Steering Committee*. Retrieved from

<http://www.fnesc.ca/learningfirstpeoples/>

LEARNING TASKS OVERVIEW

LEARNING TASK	DESCRIPTION OF LEARNING TASK	GROUP / INDIVIDUAL	WEIGHT	DUE DATE
LT1: Group Inquiry Treasure Trove	This task addresses a “problem of practice” within the ELA discipline. Students will explore the topic and then share what they have learned with resources with the class using a pre-recorded PowerPoint or similar presentation.	Group	30%	July 20 th
LT2: Philosophy of Teaching	Each week on D2L, students will have the opportunity to discuss the readings, LT1, Spec I ELA, and lived experience that ultimately build toward their philosophy of teaching English language arts.	Individual	30%	August 1 st
LT3: Design a Unit Plan	For this task, students will design a unit plan using Wiggins & McTighe’s Backwards Design. The unit plan will include the unit plan template provided, assessments, and a sample calendar.	Group/ Individual	40%	Part 1: July 30 th Part 2: August 11 th

WEEKLY COURSE SCHEDULE:

Each week, you will complete a **Knowledge-building** activity, **Application** exercise, and **Collaborative feedback**.

Course Schedule

DATE	TOPICS	READING AND TASKS	DUE DATE
Week 1 July 4 th -10 th Zoom session: July 6 th ,	THEME: Reading ▪ Developing a deeper conceptual understanding of the historical, social – cultural and political	Knowledge Building: ➤ <i>Understanding by Design</i> : Wiggins and McTighe, ch. 5-7. Choose 2: ➤ Beers, K. Word recognition: What’s after “Sound it out”? (ch. 11). ➤ Carillo, Ellen. (2017) <i>How Students Read</i> : Some	

<p>1:00-2:30</p> <p>Zoom session: July 8th, 1:00-2:30</p>	<p>contexts of the discipline.</p> <ul style="list-style-type: none"> ▪ What is discipline-based inquiry and how do we enact key principles in our practice? ▪ What strategies work for students who are reluctant readers? ▪ How do we create assessment criteria that will be helpful to both our students and ourselves as an evaluator of student learning? 	<p>Thoughts on Why This Matters.</p> <ul style="list-style-type: none"> ➤ Johnson, Koss, and Martinez (2017). Through the sliding glass door: #Empowerthereader. ➤ Kern, D. (2016). Teaching “real books” versus graphic novels in the classroom. ➤ Sewell, W. C., & Denton, S. (2011). Multimodal literacies in the secondary English classroom. <p>Application:</p> <ul style="list-style-type: none"> ➤ During the first Zoom meeting, we will consider the historical context of ELA development in Canada and theories of learning. We will particularly focus on elements of reading development. In the second Zoom meeting, students will meet in groups to tackle a “problem of practice” or question of inquiry. Begin the research portion of LT1 Group Inquiry Project. <p>Collaborative feedback:</p> <ul style="list-style-type: none"> ➤ D2L Discussion Question: In developing your own philosophy of teaching reading in the English Language Arts classroom, what theoretical approaches, values, procedures, methods, and examples (your own or within the classroom) resonate with you? 	
<p>Week 2 July 11th-17th</p> <p>Zoom session: July 13th, 1:00-2:30</p> <p>Zoom session: July 15th, 1:00-2:30</p>	<p>THEME: Writing</p> <ul style="list-style-type: none"> ▪ In what ways is the planning process similar to the writing process? ▪ How do we map out short- and long-term learning and assessment plans? ▪ There are so many approaches to teaching reading and writing—how do you choose? ▪ How do you run writing workshops effectively? 	<p>Knowledge building:</p> <ul style="list-style-type: none"> ➤ <i>Understanding by Design</i>: Wiggins and McTighe, ch. 9-10 <p>Choose 2:</p> <ul style="list-style-type: none"> ➤ Berger, J. (2001, March). A systematic approach to grammar instruction. ➤ Christensen, L. (2011, March). Finding voice: Learning about language and power. ➤ Goodwin, B. (2014, April). Teach critical thinking to teach writing. ➤ Pytash, K., Testa, E., Geise, K., & Kovalchick, C. (2007, December). Guide on the side: Collaboratively writing and revising with students. ➤ Wang, E., Matsumura, L. C., & Correnti, R. (2016). Making a CASE: Improving use of text evidence in students’ writing. <p>Application:</p> <ul style="list-style-type: none"> ➤ During one Zoom meeting, we will discuss elements of teaching writing, especially developing voice. During the other Zoom, 	

		<p>students will meet in their Inquiry groups and will begin tackling the solutions or resources phases of the project. This project will be shared in a pre-recorded PowerPoint presentation (or similar format). Presentations should be approximately 10 minutes.</p> <p>Collaborative feedback:</p> <ul style="list-style-type: none"> ➤ D2L Discussion Question: In developing your own philosophy of teaching writing in the English Language Arts classroom, what theoretical approaches, values, procedures, methods, and examples (your own or within the classroom) resonate with you? 	
<p>Week 3 July 18th-24th</p> <p>Zoom session: July 20th, 1:00-2:30</p> <p>Zoom session: July 22nd, 1:00-2:30</p>	<p>THEME: Listening & Speaking</p> <ul style="list-style-type: none"> ▪ What should be expected of students in the speaking of English language arts? Should all students learn to speak publicly? ▪ How do we develop active listening rather than passive listening? How can it be fairly assessed? ▪ How do we <i>engage</i> our students with the discipline of language arts on a deeper level? ▪ How do we design tasks that are relevant to students' lives? How does ELA become meaningful to the reluctant reader or writer? 	<p>ELA Elementary:</p> <p>Knowledge building:</p> <ul style="list-style-type: none"> ➤ <i>Understanding by Design</i>: Wiggins and McTighe, ch. 11 (key chapter) <p>Choose 2:</p> <ul style="list-style-type: none"> ➤ Barker, L. M. (2016). Under discussion: Teaching listening and speaking. ➤ Schuldt, L. (2018, September/October). Meaningful moments: How to make oral feedback more personal. ➤ <i>Managing difficult conversations. Center for innovative teaching and learning.</i> ➤ Leahy, Siobhan, Lyon, Christine, Thompson, Marnie, & William, Dylan. (2005). Classroom assessment: Minute by minute, day by day. <p>Application:</p> <ul style="list-style-type: none"> ➤ We will turn toward creating a unit plan. Begin brainstorming ideas for a grade that you would love to teach. Look to the Program of Studies for direction. <p>Collaborative feedback:</p> <ul style="list-style-type: none"> ➤ D2L Discussion Question: In developing your own philosophy of teaching listening and speaking in the English Language Arts classroom, what theoretical approaches, values, procedures, methods, and examples (your own or within the classroom) resonate with you? 	<p>LT1 Due July 20th; Present on July 20/22.</p>
<p>Week 4 July 25th-31st</p>	<p>THEME: Representation and Critical Reading</p> <ul style="list-style-type: none"> ▪ How do we develop 	<p>ELA Elementary:</p> <p>Knowledge building:</p> <ul style="list-style-type: none"> ➤ <i>Understanding by Design</i>: Wiggins and 	<p>LT2 Due: August 1st</p> <p>(LT3 Part</p>

	<p>critical reading skills? What are some critical approaches we can employ, such as using critical lenses?</p> <ul style="list-style-type: none"> ▪ Diversity in the ELA classroom. How do we encourage all voices? ▪ How can we become welcoming ELA teachers of indigenous students and indigenous content? ▪ How can we avoid teaching indigenous perspectives in ways that are superficial and ultimately seen through Euro-western lenses? 	<p>McTighe, ch. 8.</p> <ul style="list-style-type: none"> ➤ King, T. (1992). Borders. <p>Choose 2:</p> <ul style="list-style-type: none"> ➤ Aukerman, M., K. Grovet, & M. Belfatti. (2019). Race, ideology, and cultural representation in Raz-Kids.” ➤ Derman-Sparks, L. (2013). Guide for selecting anti-bias children’s books. ➤ Wilson, Beth. (2014). Teach the How: Critical Lenses and Critical Literacy. <p>Application:</p> <ul style="list-style-type: none"> ➤ Apply what you have learned from Wiggins & McTighe and either Tompkins or Gallagher to your unit plan. <p>Collaborative feedback:</p> <ul style="list-style-type: none"> ➤ D2L Discussion Question: In developing your own philosophy of teaching of diversity and critical thought in the English Language Arts classroom, what theoretical approaches, values, procedures, methods, and examples (your own or within the classroom) resonate with you? 	<p>1 Due: July 30th</p>
<p>Aug 1st-11th</p>	<ul style="list-style-type: none"> ▪ Continue work on your unit plans. ▪ Meetings with instructor can be arrange on request. 	<p>All:</p> <p>Application:</p> <ul style="list-style-type: none"> ➤ Work on your Unit Plans this week. ➤ Submit your unit plan to the Dropbox on D2L. 	<p>LT3 Due August 11th</p>

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 four required Learning Tasks for this course.

LEARNING TASK 1: Group Inquiry Treasure Trove - DUE: July 20th

For this assignment, students will develop a topic of inquiry/key question to be explored within the ELA discipline. This question should emerge from class discussion and readings and your experiences in Field II. Small groups will investigate this topic through research into resources within the discipline and through group discussion of personal experiences and observations. Findings of the inquiry project will be shared electronically via a “Treasure Trove” digital folder to be uploaded on D2L on the date due. This folder should include a pre-recorded PowerPoint or similar presentation explains the overarching question of inquiry, why it is of importance, and

quality findings and resources for your fellow preservice teacher. *Note that no “paper” is to be submitted;* rather, this is a presentation of the issue and some resources you can share. In the treasure trove, you may include text, visuals, media, and links. (Be aware that any videos may need to be shared via a link, rather than through direct uploading onto D2L). Be creative in the development of this treasure trove; this should be a “go to” for your preservice teacher colleagues. Required elements of this project include:

1. Overarching question of inquiry
2. Quality of findings/responses, as well as questions and concerns that remain.
3. Professionalism of presentation and resources used in the project completion and ways to find them. (This should be presented as a reference page)

Grading Criteria for Assignment 1

Group inquiry projects will be assessed on the following criteria:

1. Quality and meaningfulness of research question and resources used in investigation
 - Clarity of presentation of the inquiry question
 - Fullness of rationale for the question
 - Meaningfulness to pre-service teachers within the discipline
 - Significance and relevance of resources; correct citation
2. Overall Presentation of findings
 - Organization, clarity, and succinctness of digital folder
 - Specificity of references made to resources
 - Effectiveness of writing to convey the brainstorming and key findings of the group
 - Strength of summary of findings
3. Digital folder design elements used in representation of group inquiry question and findings
 - Effectiveness of visuals in depicting issues raised in inquiry
 - Clear, relevant, and striking use of visuals and/or technology and media
 - Connectedness between inquiry question, supporting text, and use of visual content

CRITERIA FOR ASSESSMENT OF LEARNING TASK 1

Assignment 1 Rubric

Criteria	Expert (4)	Practitioner (3)	Apprentice (2)	Novice (1)
Quality of inquiry question and rationale for the meaningfulness to pre-service teachers. (30%)	The inquiry question is excellent and very clear. There is a full rationale of its meaningfulness to pre-service teachers.	The inquiry question is good and clear. There is supporting rationale of its meaningfulness to pre-service teachers	The inquiry question is somewhat unclear and needs refinement. The rationale of its meaningful to pre-service teachers is vague.	The inquiry question is unclear. The rationale of its meaningfulness to pre-service teachers is very vague.
Quality of resources shared and their connectedness to the inquiry question (20%)	Exceptional resources addressing issues raised in inquiry and connectedness to the inquiry question	Excellent resources addressing issues raised in inquiry and connectedness to the inquiry question	Acceptable resources addressing issues raised in inquiry and connectedness to the inquiry question	Missing or insufficient resources addressing issues raised in inquiry and connectedness to the inquiry question
Professionalism of presentation, word choice, graphics, citations and references in APA format (10%)	Superior presentation of findings, organized, clear, succinct, and convincing; APA references were obtainable and correctly cited.	Excellent presentation of findings; mostly organized, clear, succinct, and convincing; APA references were	Good presentation of findings; mostly organized, clear, succinct, and convincing but was lacking (see comments); APA references were	Presentation of findings was unclear; either disorganized, unclear, verbose, or unconvincing; APA references were vague or unobtainable.

		obtainable correctly cited.	mostly obtainable and correctly cited.	
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LEARNING TASK 2: Philosophy of Teaching – DUE: August 1st

Each week for four weeks, you will be asked a guiding question in D2L that will prompt your thinking around your own values and approaches to teaching English language arts. You are expected to post once and then respond to at least two other posts. Use this as a time to explore your philosophy of guiding and stimulating learning in the classroom. At the end of the fourth week, you will be asked to write your own 500-1000 word philosophy of teaching English language arts that reflects the four areas of discussed in D2L and any other element to your discipline that is meaningful to you. You will then need to submit this to the digital drop box. You may also consider adding this directly to your professional e-portfolio.

CRITERIA FOR ASSESSMENT OF LEARNING TASK 2
Assignment 2 Rubric

Criteria	Expert (4)	Practitioner (3)	Apprentice (2)	Novice (1)
Depth of response to D2L questions and response to another student	Responses demonstrate depth of understanding, connecting ideas, initiating ideas and analyzing them within a collaborative discussion.	Responses demonstrate depth of understanding, the ability to consider new ideas and analyze within a collaborative discussion.	Responses demonstrate some depth of understanding, the ability to consider new ideas but reacts to the conversation without offering anything new.	Responses lack depth of understanding and they appear to mirror what others have said.
Philosophy of teaching is meaningful and demonstrates an understanding of the elements of teaching.	Demonstrates a deep understanding of the elements of teaching ELA, providing a convincing rationale for theoretical approaches to teaching and how they manifest in the classroom.	Demonstrates an understanding of the elements of teaching ELA, providing a rationale for theoretical approaches to teaching and how they manifest in the classroom.	Demonstrates an understanding of the elements of teaching ELA; connections between theoretical approaches to teaching and how they manifest in the classroom is acceptable but could develop.	Understanding of the elements of teaching ELA is superficial; lack of rationale for theoretical approaches to teaching connecting to the classroom.
Direct and indirect references to the class materials and materials found through research.	Exceptional ability to include resources addressing concepts discussed. Refers to ideas in other chapters and makes connections.	Good ability to include resources addressing concepts discussed.	Acceptable ability to include resources addressing concepts discussed.	Missing or insufficient resources.
Professionalism of discussion through diction, UofC online etiquette, references in APA format	Very high level of professionalism throughout and includes APA 7 for references shared.	Excellent level of professionalism throughout and includes APA 7 for references shared.	Good level of professionalism throughout; missing APA	Unprofessional and missing APA.

LEARNING TASK 3: DESIGN A UNIT PLAN – DUE: August 7th

Having now progressed through stages one and two of the *Understanding by Design* framework, you are now asked to work within a group for Part 1 and individually for Part 2 to design a six-day (5-6 one hour classes) unit plan that illustrates, as it enacts, key aspects of theory introduced in this course. The learning design and the theoretical framework supporting it will be posted online for analysis and “feed forward” suggestions from members of the class using the lenses of the *Teaching Effectiveness Framework and Rubric* (Friesen, 2009, pp. 7-12) and the 5 key strategies of formative assessment (Leahy et al., 2005). Please upload your unit plan to D2L.

Criteria for Assignment 3***Part One – Group Work***

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 and enduring understanding the unit seeks to leave students with through this curricular engagement.
- ***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.
- ***Essential Question(s)*** – Identify one or more well-crafted essential question(s) guiding the unit of study. Provide a context for the selection of the essential questions.
- ***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?
- ***List of Sources*** - List all sources consulted in preparation of the unit. Multiple sources are expected. Present a reference page in APA format.

Part Two – Individual Work

The unit plan must include:

- ***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.
- ***Calendar*** – Include a unit plan calendar that visually demonstrates how the unit will flow from day to day. Include main lesson activities and include 3 points of assessment.
- ***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.

The written portion of the unit plan must include:

- ***Unit plan rationale*** - Provide a rationale on your personal vision for English language arts education and how this unit reflects the 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 class 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 at independent time?
- **Assessment Practices** – Discuss 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).

Assessment Criteria for Assignment 3

- A skillfully designed, strong, inquiry-based learning plan focusing students on issues and problems central to English language arts, connecting to their lives, and the world outside of school.
- Explores big ideas/enduring understandings offering clear and succinctly articulated powerful insights that students will remember and apply to their lives.
- 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.
- The essential 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.
- 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 in throughout the unit to strengthen student understanding and informs instructional decision-making.

CRITERIA FOR ASSESSMENT OF LEARNING TASK 3

Assignment 3 Rubric

Lesson plan sequence/outcomes: To what extent does each lesson build upon the next? Does each lesson refer back to the Essential Question?				
	1	2	3	4
Program of Studies Foundations, Essential Question(s), Unit Plan Outcomes	Weak foundation supported with too many or too few unit plan outcomes. Essential question(s) is weak.	Fairly strong foundation supported with too many or too few unit plan outcomes. Essential question(s) is weak.	Fairly strong foundation supported with appropriate unit plan outcomes. Essential question(s) is overarching, compelling, and open-ended.	Strong foundation supported with appropriate unit plan outcomes. Essential question(s) is overarching, compelling, and open-ended.

Summative Assessment	Summative assessment is not clearly described nor clearly connected to the unit outcomes and competencies. Formative assessment weakly prepares students.	Summative assessment is not clearly described and/or not clearly connected to the unit outcomes and competencies. Formative assessment inconsistently prepares students for the summative assessment.	Summative assessment is described and connected to the unit outcomes and competencies. Formative assessment inconsistently prepares students for the summative assessment.	Summative assessment is clearly described and clearly connected to the unit outcomes and competencies. Formative assessment prepares students for the summative assessment.
Evidence of the Big Idea and Essential Question woven throughout the unit	Few or no lessons centre around the big idea/essential question/s/key learning intentions during the unit.	Some lessons centre around the big idea/essential question/s/key learning intentions over the course of the unit.	Most lessons centre around the big idea/essential question/s/key learning intentions over the course of the unit.	All lessons ultimately centre around the big idea/essential question/s/key learning intentions over the course of the unit.
Sequencing and Transitions	Unclear sequence of concepts taught that ultimately lead to the final assessment(s). No transitions between activities evident.	Somewhat clear sequence of concepts taught that ultimately lead to the final assessment(s). Transitions between activities is evident but weak or missing	Mostly clear sequence of concepts taught that ultimately lead to the final assessment(s). Transitions between activities evident unclear at times.	Clear sequence of concepts taught that ultimately lead to the final assessment(s). Transitions between activities evident.
Formative Assessment	Formative assessment is mostly not evident in lessons.	Formative assessment is missing in some lessons. This in/formal assessment irregularly guides the teacher and student toward mastery of the material.	Formative assessment is evident in most lessons. This in/formal assessment guides the teacher and student toward mastery of the material.	Formative assessment is evident in every lesson. This in/formal assessment clearly guides the teacher and student toward mastery of the material.
Calendar of Activities	Calendar is unrealistic and is missing assessments.	Calendar shows an unrealistic timeline but includes activities and three points of assessment.	Calendar is generally organized and demonstrates flow with activities laid out and three points of assessment.	Calendar is organized and demonstrates the flow of the unit with activities clearly laid out with three points of assessment.
Scaffolding	Relatively no evidence of scaffolding in the lesson using a variety of sources.	Implicit evidence of scaffolding in the lesson using a variety of sources.	Some evidence of scaffolding in the lesson using a variety of sources.	Strong evidence of scaffolding in the lessons using a variety of sources.
Lesson Resources	Relatively no resources are weaved throughout the lessons.	Only a few resources are weaved throughout the lessons.	Some rich and authentic resources are weaved throughout the lessons.	A variety of rich and authentic resources are weaved throughout the lessons.
Learner Differentiation	There is no evidence of a variety of teaching methods used to engage all students.	A limited variety of teaching methods are used to engage all students. Inclusion of technology, FNMI, multicultural, and inter-	A variety of inclusive learning strategies are incorporated into the design to address the learning interests and needs of all students. Inclusion of technology,	A variety of effective and inclusive learning strategies are incorporated into the design to address the learning interests and needs of all students.

		disciplinary activities are restricted.	FNMI, multicultural, and inter- disciplinary activities are evident.	Inclusion of technology, FNMI, multicultural, and inter- disciplinary activities are highly evident.
Resources consulted for unit plan and Citations	Sources and materials not stated or unclear. Improperly referenced.	Sources consulted are referenced. Materials identified.	Appropriate sources consulted and referenced (APA). Some unit specific materials identified	A variety of appropriate sources consulted and accurately referenced (APA). Appropriate unit specific materials identified.
Written Portion: To what extent does the unit plan description expound on how it addresses the needs of diverse students and the richness of English Language Arts?				
	2	4	6	8
Unit Plan Rationale	Provides a weak rationale, not addressing all the items in the prompt. (150-200 words)	Provides a weak rationale on how the Program front matter, along with specific course readings and classroom activities shaped the design of this unit. (around 350 words)	Provides an adequate rationale on how the Program front matter, along with specific course readings and classroom activities shaped the design of this unit. (around 350 words)	Provides a detailed and compelling rationale on how the Program front matter, along with specific course readings and classroom activities shaped the design of this unit. (around 350 words)
Learner Differentiation/ Explanation of how the unit plan addresses all students' needs	Provides a weak description of how this unit plan addresses a range of student cognitive, emotional, social, personal, and cultural needs (150-200 words)	Provides a description of how this unit plan addresses a only some of the diverse students within a classroom. (150-200 words)	Provides an adequate description of how this unit plan addresses a range of student cognitive, emotional, social, personal, and cultural needs (150-200 words)	Provides a strong description of how this unit plan addresses a range of student cognitive, emotional, social, personal, and cultural needs (150-200 words)
Learner Assessment	Provides unconvincing evidence of how effective formative-assessment strategies have been thoughtfully built into the unit plan (150-200 words)	Provides some evidence of how effective formative-assessment strategies have been thoughtfully built into the unit plan to inform the teacher, identity gaps, work toward mastery of the material. (150-200 words)	Provides modest evidence of how effective formative-assessment strategies have been thoughtfully built into the unit plan to inform the teacher, identity gaps, work toward mastery of the material. (150-200 words)	Provides strong evidence of how effective formative-assessment strategies have been thoughtfully built into the unit plan to inform the teacher, identity gaps, work toward mastery of the material. (150-200 words)
Key Instructional Practices and Creativity	Provides an unconvincing account of how you will use materials and creativity to engage students. Makes no reference to the literature explored in class. (150-200 words)	Provides a general account of how you will use materials and creativity to engage students. Explains how to scaffold activities. Makes superficial or no reference to the literature explored in class. (150-200 words)	Provides a fairly detailed account of how you will use materials and creativity to engage students. Explains how to scaffold activities. Makes cursory use of the references explored in class through readings, research or presentations. (150-200 words)	Provides a detailed account of how you will use materials and creativity to engage students. Explains how to scaffold activities. Makes use of the references explored in class through readings, research or presentations. (150-200 words)

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 (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

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 Kyle Corry,
esa@ucalgary.ca.

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