

**EDUC 535.03/.12/.21: Specialization II K-12 Language Arts
Summer, 2023**

Section	Instructor	Time	Location	Email
S01	Dr. Kimberley Holmes	M-F 1:00 – 3:50	EDC 287	kaholmes@ucalgary.ca

Class Dates: Monday, July 10th – Friday, July 21st, 2023

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 TEXT

Leggo C. & Holmes K. (2021) The Spaces in Between—A poetic duo-ethno-graphical exploration. Dio Press, NY, NY.
[Uof C Bookstore](#) ; [Chapters Indigo](#)

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

Integral Teacher, Integral Students, Integral Classroom: Applying Integral Theory to Education – Sean Esbjorn-Hargens

http://www.integralesforum.org/fileadmin/user_upload/STARTER_KIT/Inhaltliches/Texte/EN/I-I%20Material/Integral_Education_Esbjorn.pdf

International Literacy Association. (2020, August 14). *Literacy Teaching in Turbulent Times* [Video]. YouTube.

https://www.youtube.com/watch?v=sq5Dr_G1U4A

Mirra, N. (2020). A Quality of Imagination: Young People Show Us “What’s Next” in ELA. *Voices from the Middle*, 27(4), 9–11. <https://library-ncte-org.ezproxy.lib.ucalgary.ca/journals/vm/issues/v27-4/30696>

Association of Alberta Deans of Education. (2022, May 10). *Language Arts*. Alberta Curriculum Analysis. <https://alberta-curriculum-analysis.ca/language-arts-2/>

Alberta Education. (2000). *English Language Arts: Kindergarten to Grade 9* [Program of Studies].

<https://education.alberta.ca/media/160360/ela-pos-k-9.pdf>

Alberta Education. (2003). *English Language Arts: 10, 20, 30* [Program of Studies].

<https://education.alberta.ca/media/160418/ela-pos-10-12.pdf>

Professional Learning Supports. (2014, February 20). *Allan Luke: Critical Thinking and Critical Literacy* [Video]. Vimeo.

<https://vimeo.com/87212871>

Aukerman, A., Grovet, K., & Belfatti, M. (2019). Race, Ideology, and Cultural Representation in Raz-Kids. *Language Arts*, 96(5), 286–299. <https://library-ncte-org.ezproxy.lib.ucalgary.ca/journals/la/issues/v96-5/30092>

<https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/26779070>

Vasquez, V.M., Janks, H. & Comber, B. (2019). Critical literacy as a way of being and doing. *Language Arts*, 96(5), 300–311. <https://library-ncte-org.ezproxy.lib.ucalgary.ca/journals/la/issues/v96-5/30093>

<https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/26779071>

Hattan, C., & Lupo, S. M. (2020). Rethinking the role of knowledge in the literacy classroom. *Reading Research Quarterly*, 0(0), 1– 16. <https://ila-onlinelibrary-wiley-com.ezproxy.lib.ucalgary.ca/doi/full/10.1002/rrq.350>

<https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=145892265&site=ehost-live>

Enriquez, G., & Cunningham, K. E., Dawes, E. T., & Cappiello, M. A. (2019). Children’s Literature to Support Critical Literacies Engagement. *Language Arts*, 96(5), 325–334.

<https://library-ncte-org.ezproxy.lib.ucalgary.ca/journals/la/issues/v96-5/30096>

<https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/26779074>

Dallacqua, & Sheahan, A. (2020). Making Space: Complicating a Canonical Text Through Critical, Multimodal Work in a Secondary Language Arts Classroom. *Journal of Adolescent & Adult Literacy*, 64(1), 67–77. <https://ila-onlinelibrary-wiley-com.ezproxy.lib.ucalgary.ca/doi/full/10.1002/jaal.1063>

Heath, S. B. (1982). What no bedtime story means: Narrative skills at home and school. *Language in Society*, 11(1), 49–76. <https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/4167291>

Burnett, C., & Merchant, G. (2020). Literacy-as-event: Accounting for relationality in literacy research. *Discourse*, 41(1), 45–56. <https://www-tandfonline-com.ezproxy.lib.ucalgary.ca/doi/full/10.1080/01596306.2018.1460318>

<https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=141411997&site=ehost-live>

- Gee, J. P. (2015). The new literacy studies. In J. Rowsell & K. Pahl (Eds.), *The Routledge handbook of literacy studies* (pp. 35–48). Routledge. <https://www-taylorfrancis-com.ezproxy.lib.ucalgary.ca/chapters/edit/10.4324/9781315717647-11/new-literacy-studies>
- Wargo, K. (2020). A Conceptual Framework for Authentic Writing Assignments: Academic and Everyday Meet. *Journal of Adolescent & Adult Literacy*, 63(5), 539–547. <https://ila-onlinelibrary-wiley-com.ezproxy.lib.ucalgary.ca/doi/full/10.1002/jaal.1022>
- Leander, K., & Boldt, G. (2013). Rereading “A pedagogy of multiliteracies” *Journal of Literacy Research*, 45(1), 22–46. <https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/full/10.1177/1086296X12468587>
- Cazden, C., Cope, B., Kalantzis, M., Luke, A., Luke, C., & Nakata, M. (1996). A pedagogy of multiliteracies: Designing social futures. *Harvard Educational Review*, 66(1), 60–92. <https://meridian-allenpress-com.ezproxy.lib.ucalgary.ca/her/article/66/1/60/31673/A-Pedagogy-of-Multiliteracies-Designing-Social>
- Wilfrid Laurier University Press. (2020, July 2). *Literatures, Communities, and Learning Book Launch: Conversations with Indigenous Writers* [Video]. YouTube. <https://www.youtube.com/watch?v=qKQH83MvtMw>
- Werklund School of Education. (2022, July 16). *Books to Build On: Indigenous Literatures for Learning*. Werklund School of Education Teaching and Learning. <https://werklund.ucalgary.ca/teaching-learning/indigenous-literatures-learning>
- Lenters, K., & Smith, C. (2018). Assembling improv and collaborative story building in language arts class. *The Reading Teacher*, 72(2), 179–189. https://ucalgary.primo.exlibrisgroup.com/permalink/01UCALG_INST/15o3ob6/cdi_proquest_journals_2095715196
- Campbell, H. (2021). Finding what's real by making believe: Performing student literacy experiences. *The English Journal*, 110(3), 61–67. <https://library-ncte-org.ezproxy.lib.ucalgary.ca/journals/ej/issues/v110-3/31069>
- Reynolds, Rush, L. S., Lampi, J. P., & Holschuh, J. P. (2020). English Disciplinary Literacy: Enhancing Students' Literary Interpretive Moves. *Journal of Adolescent & Adult Literacy*, 64(2), 201–209. <https://ila-onlinelibrary-wiley-com.ezproxy.lib.ucalgary.ca/doi/full/10.1002/jaal.1066>
- Garcia, A. (2018). The Politics of Reading, Agency, and Participation. *Journal of Adolescent & Adult Literacy*, 61(6), 701–703. <https://ila-onlinelibrary-wiley-com.ezproxy.lib.ucalgary.ca/doi/full/10.1002/jaal.746>
<https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/26632895>

SUGGESTED SUPPLEMENTARY TEXTS

These are all choices on the recommended list of resources and what you will often find in schools. This will help you prepare to develop you unit plan. These are only suggested, and you are free to choose your own text and resources).

READING LIST

1. Wonder – RJ Palacio (grade 4/5)
2. The Bone Marrow Thieves- Cherie Dimaline (7-9)
3. THE KITE RUNNER – KHALED HOSSEINI (11/12)
4. Indian Horse- Richard Wagamese (10-12) <https://canadacommons-ca.ezproxy.lib.ucalgary.ca/artifacts/1875216/indian-horse/2624157/>
5. The Handmaiden's Tale (12)

PRE-VIEWING LIST (FILM STUDY IS REQUIRED IN THE PROGRAM OF STUDY)

1. Stand by Me <https://streaming-acf-film-com.ezproxy.lib.ucalgary.ca/audiocine/play/A38DEC228A86F5F6>
2. Jojo Rabbit <https://media3-criterionpic-com.ezproxy.lib.ucalgary.ca/htbin/wwform/006?T=F032398>
3. Life is Beautiful <https://media3-criterionpic-com.ezproxy.lib.ucalgary.ca/htbin/wwform/006?T=AL006896>
4. American Beauty <https://media3-criterionpic-com.ezproxy.lib.ucalgary.ca/htbin/wwform/006?T=100182>

LEARNING TASKS OVERVIEW

LEARNING TASK	GROUP / INDIVIDUAL	WEIGHT	DUE DATE
LT1: Language Arts Research Project	Group	30%	July 14th
LT2: Reflexive Inquiry/Life Writing Explorations	Individual or partners	30%	July 21st
LT 3: Unit Plan Assignment	Individual	40%	July 24th

WEEKLY COURSE SCHEDULE:

Date	Topic	Readings and Tasks	Tasks and Due Dates
Monday, July 10 th	-Review of why study English -Introduction to Life Writing and Reflexive Inquiry -Explorations of language Arts for the here and now	International Literacy Association. (2020, August 14). <i>Literacy Teaching in Turbulent Times</i> [Video]. YouTube. https://www.youtube.com/watch?v=sq5Dr_G1U4A (Elementary & Secondary) Mirra, N. (2020). A Quality of Imagination: Young People Show Us “What’s Next” in ELA. <i>Voices from the Middle</i> , 27(4), 9–11. (Elementary & Secondary)	Reflection piece—becoming the teacher. Review Tasks and establish working groups for LT 1 and life writing/reflexive inquiry pairing. (LT 2). Please email groups/partners to instructor this week.
Tuesday, July 11 th	Conversations About Curriculum: Language Arts Across K-12 Schools	Association of Alberta Deans of Education. (2022, May 10). <i>Language Arts</i> . Alberta Curriculum Analysis. https://alberta-curriculum-analysis.ca/language-arts-2/ (Elementary & Secondary) Alberta Education. (2000). <i>English Language Arts: Kindergarten to Grade 9</i> [Program of Studies]. https://education.alberta.ca/media/160360/ela-pos-k-9.pdf (Elementary Only) Alberta Education. (2003). <i>English Language Arts: 10, 20, 30</i> [Program of Studies]. https://education.alberta.ca/media/160418/ela-pos-10-12.pdf (Secondary Only)	Essential questions overview and the concept of backwards design for building thematically based units of study. Begin considering the big questions for the unit plan.

Wednesday, July 12 th	Introduction to Critical Literacy in the Elementary & Secondary Classroom - Conversations about Curriculum as Lived experience	Professional Learning Supports. (2014, February 20). <i>Allan Luke: Critical Thinking and Critical Literacy</i> [Video]. Vimeo. https://vimeo.com/87212871 (Elementary & Secondary) Aukerman, A., Grovet, K., & Belfatti, M. (2019). Race, Ideology, and Cultural Representation in Raz-Kids. <i>Language Arts</i> , 96(5), 286–299. (Elementary Only) Vasquez, V.M., Janks, H. & Comber, B. (2019). Critical literacy as a way of being and doing. <i>Language Arts</i> , 96(5), 300-311. (Secondary Only)	Discussion groups and exploration of curriculum as lived human experience.
Thursday, July 13 th	Critical Literacy Through Children’s Literature & Multimodal Classroom Projects Thematic units and exploration of text	Hattan, C., & Lupo, S. M. (2020). Rethinking the role of knowledge in the literacy classroom. <i>Reading Research Quarterly</i> , 0(0), 1– 16. (Elementary & Secondary) Enriquez, G., & Cunningham, K. E., Dawes, E. T., & Cappiello, M. A. (2019). Children’s Literature to Support Critical Literacies Engagement. <i>Language Arts</i> , 96(5), 325-334. (Elementary Only) Dallacqua, & Sheahan, A. (2020). Making Space: Complicating a Canonical Text Through Critical, Multimodal Work in a Secondary Language Arts Classroom. <i>Journal of Adolescent & Adult Literacy</i> , 64(1), 67–77. (Secondary Only)	Mind mapping key concepts and initial draft of thematic plan.
Friday, July 14 th	Seeing Literacy-as- Event Within the Language Arts Classroom	Heath, S. B. (1982). What no bedtime story means: Narrative skills at home and school. <i>Language in Society</i> , 11(1), 49–76. (Elementary Only) Burnett, C., & Merchant, G. (2020). Literacy-as-event: Accounting for relationality in literacy research. <i>Discourse</i> , 41(1), 45–56. (Secondary Only)	Keep working on draft unit plans LT2-Language Arts research project due date
Monday, July 17 th	New Literacies Pedagogies Alberta Program of Studies, recommend resources and the 6 strands	Gee, J. P. (2015). The new literacy studies. In J. Rowsell & K. Pahl (Eds.), <i>The Routledge handbook of literacy studies</i> (pp. 35–48). Routledge. (Elementary Only) Wargo, K. (2020). A Conceptual Framework for Authentic Writing Assignments: Academic and Everyday Meet. <i>Journal of Adolescent & Adult Literacy</i> , 63(5), 539–547. (Secondary Only)	Bring a copy of lesson planning for peer review and feedback
Tuesday, July 18 th	Multiliteracies Pedagogies	Leander, K., & Boldt, G. (2013). Rereading “A pedagogy of multiliteracies” <i>Journal of Literacy</i>	Lesson plan incorporating UDL

	Universal Design for Learning and the Personalization of Student Learning	<i>Research</i> , 45(1), 22–46. (Elementary Only) Cazden, C., Cope, B., Kalantzis, M., Luke, A., Luke, C., & Nakata, M. (1996). A pedagogy of multiliteracies: Designing social futures. <i>Harvard Educational Review</i> , 66(1), 60–92. (Secondary Only)	concepts. Continue with unit planning
Wednesday, July 19 th	Teaching Indigenous Literature Within Language Arts Classrooms	Wilfrid Laurier University Press. (2020, July 2). <i>Literatures, Communities, and Learning Book Launch: Conversations with Indigenous Writers</i> [Video]. YouTube. https://www.youtube.com/watch?v=qKQH83M_VtMw (Elementary & Secondary) Werklund School of Education. (2022, July 16). <i>Books to Build On: Indigenous Literatures for Learning</i> . Werklund School of Education Teaching and Learning. https://werklund.ucalgary.ca/teaching-learning/indigenous-literatures-learning (Elementary & Secondary)	Consideration of Indigenous frameworks and holistic learning
Thursday, July 20 st	Authentic assessment Engagement and Relevancy Arts-Based and Theatrical Literacies	Lenters, K., & Smith, C. (2018). Assembling improv and collaborative story building in language arts class. <i>The Reading Teacher</i> , 72(2), 179–189. (Elementary Only) Campbell, H. (2021). Finding what's real by making believe: Performing student literacy experiences. <i>The English Journal</i> , 110(3), 61–67. (Secondary Only)	Considerations of what we want to accomplish with our students and how we can create authentic and meaningful experiences that impact human life.
Friday, July 21 nd	Reflections on the Journey: Reading, writing and all that jazz	Reynolds, Rush, L. S., Lampi, J. P., & Holschuh, J. P. (2020). English Disciplinary Literacy: Enhancing Students' Literary Interpretive Moves. <i>Journal of Adolescent & Adult Literacy</i> , 64(2), 201–209. (Elementary & Secondary) Garcia, A. (2018). The Politics of Reading, Agency, and Participation. <i>Journal of Adolescent & Adult Literacy</i> , 61(6), 701–703. (Elementary & Secondary)	Course closing and considerations for teaching, learning and well-being. LT1- Life writing/Reflexive Inquiry DUE Friday July 21 LT3- Unit Plan assignment due July 24th

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. Each one will focus on a key component of becoming a professional educator. Teaching consists of reflection and contemplation, research and understanding of data,

and authentic and effective task design. The learning tasks are designed to reflect the process you will undertake in your classroom and should be utilized as you move into the field. Our work is relevant and meaningful to real life application as we move between theory and professional practice. Below are specific details regarding each task. **A rubric for each of these tasks will be provided in d2l and reviewed in class. Please refer to the rubric to ensure you are meeting the requirements for the task and understand the key learning outcomes.**

1. LEARNING TASK 1: Language Arts Research Project DUE: Friday, July 15th

KEY FOCUS: TEACHER AS A RESEARCHER AND LIFELONG LEARNER
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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. You will receive a group mark for this task. 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 15th, 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 10-minute presentation that presents your findings 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 1

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

2. LEARNING TASK 2: Reflexive Inquiry/Life Writing Explorations -groups of 2 or 3. Due: Friday July 21st

KEY FOCUS: TEACHER AS A REFLECTIVE/REFLEXIVE PRACTITIONER
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Individually or partners

In this task you will practice the skills of reflection and reflexive inquiry. This task may be completed individually or with a partner. If you choose to work with a partner, you will receive the same grade as the work will be collaborative. We will be using the text, “The Spaces in Between” to guide us through this process. As English teachers we must practice our craft and through this task we will be reading, writing, representing, and exploring idea with others. For this task you will engage in an internal and external inquiry considering both your lived experiences in education and the concepts and theories explored in class. Your inquiry will emerge from class discussions and reading focusing on building your understanding of the curriculum of English Language arts through both a personal and professional inquiry into learning, living and being in the English classroom.

There are two key considerations with regards to this task reflection and reflexivity. Reflection is an inward process where we consider our own lived experiences and how those experiences impact who we are and how we teach. This is our way of being in the world. Reflexivity is a term that emerged as a way to approach interpretation. It is learning to notice what was not previously noticeable as we understand new ways of knowing and being beyond our personal framework. It is something we learn over time and a critical skill for working in a humanities classroom as we explore this complex process of becoming fully human within our educational environments. (Cohen, 2015)

You will begin by establishing your own position. Who are you and why do you want to be a teacher of English? What brought you to this space and place? Consider how we understand ourselves and understand our place in the world individually and in relation to Others. Then you will consider your own lived experience with regard to course content and ideologies around teaching English. Consider the following framework as a guide.

- What led me to that perception? How is it informed by my own positionality in the world?
- How do I know that? Are there things I need to unlearn before new knowledge can emerge?
- Why does this matter when teaching English?

As we attempt to answer these questions we undergo a study of Self along with the other materials, objects, or unities of analysis. Parker Palmer (1998) reflects “we teach who we are” so it is critical we understand our ways of being in the world and how that impacts our understanding of pedagogy. As teachers, who are in

positions of power and roles of authority, we deeply *influence* our students, not so much by the words that we speak, but by our presence, manner of being, and by our actions. (Hesson Bai, 2015). Hence it is critical we explore our inner landscapes with careful consideration of the environments and learning communities that we are tightly interconnected with. Teaching is not an isolated process but a holistic one that helps us understand and nourish both the individual and the collective whole.

This task can be completed using any form of prose or art arts-based inquiry. Remember the study ELA is considered a literary art form. I encourage you to use multiple ways to explore and express your understanding. This can be completed individually or in partners as a dialogue. You are required to make a minimum of 5 reflections but can make more if you feel it is beneficial to your professional growth. It is key to focus on process in contrast to final product as we deepen our understanding of the study of English as lived human experience. More detail will be provided face to face and daily suggestions for reflection will be discussed and explored in class. It is critical you attend all classes as we focus on developing a shared understanding of curriculum, teaching, learning and being in our roles as English educators.

3. LEARNING TASK 3: Unit Plan Assignment DUE: Monday July 24th

KEY FOCUS: TEACHER AS INSTRUCTIONAL DESIGNER AND BRAIN ARCHITECT

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)
- Your own individual design approved by the instructor.

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.

Essential 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 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>

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

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

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>.

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](https://www.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>

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 Claire Gillis, esa@ucalgary.ca.

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