

**EDUC 535.03: Specialization in Elementary English Language Arts  
Fall 2024**

AB

Class Dates: **September 3 – October 25, 2024**

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

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

**COURSE DESCRIPTION:***Course Overview*

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).

*Section-Specific Description*

This class is about how to make elementary language arts teaching meaningful. We will consider students, texts, genres, and assessment, through an exploration of writing instruction and writing's connection to a rich and engaging literacy environment for elementary-aged students.

**LEARNER OUTCOMES:**

Students will be knowledgeable about:

- 1) Further develop a deeper conceptual understanding of the historical, socio-cultural, political contexts of the *discipline of 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 in person, on campus.

**REQUIRED RESOURCES:**

We will be working back and forth between two First Steps companion texts for a number of readings, in-class activities and learning tasks and then move to a number of articles for the remainder of the semester.

*First Steps in Literacy Resource Book: Writing*. Retrieved from:

[https://ucalgary.alma.exlibrisgroup.com/leganto/public/01UCALG\\_INST/citation/23006881450004336?auth=SAML](https://ucalgary.alma.exlibrisgroup.com/leganto/public/01UCALG_INST/citation/23006881450004336?auth=SAML)

*[Note: This volume is organized primarily by the functions of writing, i.e., writing to: entertain; recount; describe; socialize; explain; instruct; persuade; inquire]*

*First Steps in Literacy (2013). Map of Development: Writing*. Retrieved from:

[https://www.arpdcresources.ca/resources/first\\_steps\\_in\\_literacy/documents/writing-map-of-development.pdf](https://www.arpdcresources.ca/resources/first_steps_in_literacy/documents/writing-map-of-development.pdf)

*[Note: This volume is organized primarily by the developmental stages of learning to write: Role play; Experimental; Early; Transitional; Conventional; Proficient; Accomplished]*

Various articles available online and in our Leganto repository in our D2L course shell. See weekly course schedule below for details.

**ADDITIONAL RESOURCES:**

Alberta's K-6 Curriculum. <https://curriculum.learnalberta.ca/curriculum/en/c/laneng2>

*First Steps in Literacy (2013). Writing Course Book*. Retrieved from:

[https://www.arpdcresources.ca/resources/first\\_steps\\_in\\_literacy/documents/writing-course-book.pdf](https://www.arpdcresources.ca/resources/first_steps_in_literacy/documents/writing-course-book.pdf)

Filewych, K. (2017). *How Do I Get Them to Write? Explore the reading-writing connection using freewriting and mentor texts to motivate and empower students*. Markham, ON: Pembroke Publishers.

<https://canadacommons-ca.ezproxy.lib.ucalgary.ca/artifacts/1878638/how-do-i-get-them-to-write/2628280/>

Tompkins, G., et al. (2018). *Language and literacy: Content and Teaching Strategies*. Toronto: Pearson.

*E-book available for purchase or rent in [BookShelf\(VitalSource\)](#) and [Amazon Kindle](#). App available in Apple and Android devices*

**LEARNING TASKS OVERVIEW**

LEARNING TASK	DESCRIPTION OF LEARNING TASK	GROUP / INDIVIDUAL	WEIGHT	DUE DATE
Title 1	Writing Assessment for Instructional Planning	Pairs	40%	September 21
Title 2	Structured Learning Portfolio	Individual	20%	Ongoing – final due October 18
Title 3	Writing Process Unit Plan	Individual	40%	October 25

**WEEKLY COURSE SCHEDULE:**

Date	Topic	Readings and Tasks (Readings to be completed prior to class)	Due Dates
Week of Sept 3	Introduction to EDUC 535  Introduction to Writing Instruction  Prep for LT#1 & 2	Goldstein, D. (2017). Why Kids Can't Write. <a href="https://www.nytimes.com/2017/08/02/education/edlife/writing-education-grammar-students-children.html">https://www.nytimes.com/2017/08/02/education/edlife/writing-education-grammar-students-children.html</a> <i>Also available in LCR:</i> <a href="https://search-proquest-com.ezproxy.lib.ucalgary.ca/docview/1925083598/fulltext/7ACEE5A14E37498APQ/1?accountid=9838">https://search-proquest-com.ezproxy.lib.ucalgary.ca/docview/1925083598/fulltext/7ACEE5A14E37498APQ/1?accountid=9838</a>  First Steps Writing <b>Resource Book</b> : Writing. pp. 1-27	
Week of Sept 9	Initial Writing Assessment  Writing Phase: Experimental Writers  Text Forms: - Entertain - Recount  Q's re. LT#1 & 2	First Steps Writing <b>Map of Development</b> , pp. vi-vii, 87, 133, 184  First Steps Writing <b>Map of Development</b> , pp 86- 131. <i>[Note: You may skim the "Involving Students" sections as you read pp. 86-13, but do pay attention, as you will be drawing on these for all of your Learning Tasks]</i>	
Week of Sept 16	Writing Phase: Early Writers  Text Forms: - Describe - Socialize - Explain	First Steps Writing <b>Map of Development</b> , pp. 132-182. <i>[Note: same as above for "Involving Students" sections]</i>	<b>LT#1:</b> Due Sept 21
Week of Sept 23	Writing Phase: Transitional Writers  Text Forms: - Instruct - Persuade - Inquire  Prep for LT#3	First Steps Writing <b>Map of Development</b> , pp. 183-226. <i>[Note: same as above for "Involving Students" sections]</i>	
Week of Sept 30	Diverse Learners	Podcast: <a href="https://www.cbc.ca/radio/ideas/a-continent-of-stories-slaying-the-dragons-of-hate-with-words-1.5452560">https://www.cbc.ca/radio/ideas/a-continent-of-stories-slaying-the-dragons-of-hate-with-words-1.5452560</a>  <b>Skim read:</b> Lee, A.Y., & Handsfield, L. (2018). Code-Meshing and Writing Instruction in Multilingual Classrooms. <i>The Reading Teacher</i> , 72(2), 159-168. <a href="https://ila-onlinelibrary-wiley-com.ezproxy.lib.ucalgary.ca/doi/full/10.1002/trtr.1688">https://ila-onlinelibrary-wiley-com.ezproxy.lib.ucalgary.ca/doi/full/10.1002/trtr.1688</a>  Zapata, A. & Laman, T.T. (2016). "I want to show how beautiful my languages are." <i>Language Arts</i> , 93(5), 366-378. <a href="https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/44809858">https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/44809858</a>	

<b>Week of Oct 7</b>	Exploring Mentor Texts and Bilingual Picture Books for Writing Instruction	Read or Listen: <a href="https://choiceliteracy.com/article/ralph-fletcher-on-mentor-texts-podcast/">https://choiceliteracy.com/article/ralph-fletcher-on-mentor-texts-podcast/</a>  Zapata, A., et al (2015). Bilingual picture book making in the elementary classroom. <i>Language Arts</i> , 92(5), 343-358. <a href="https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/24577591">https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/24577591</a>	
<b>Week of Oct 14</b>	Spelling, Printing, and Handwriting	First Steps Writing <b>Resource Book</b> : Writing. pp. 160-182.  Roessingh, H. (2019). Why cursive handwriting needs to make a comeback. <a href="https://theconversation.com/why-cursive-handwriting-needs-to-make-a-school-comeback-121645">https://theconversation.com/why-cursive-handwriting-needs-to-make-a-school-comeback-121645</a>  Roessingh, H. (2024). Teaching cursive handwriting to young children. <a href="https://theconversation.com/teaching-cursive-handwriting-to-young-children-heres-how-they-learn-and-resources-for-instruction-222243">https://theconversation.com/teaching-cursive-handwriting-to-young-children-heres-how-they-learn-and-resources-for-instruction-222243</a>  (Optional: You may also review, Tompkins, G., et al. (2018). <i>Language and literacy: Content and Teaching Strategies</i> . Toronto: Pearson, pp. 322-327.)	<b>LT#2:</b> Due October 18
<b>Week of Oct 21</b>	ELA Programming	In class, we will examine some different approaches to ELA program-design and work collaboratively to design classroom spaces for optimal ELA instruction.\	<b>LT#3:</b> Due October 25

**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. (When page lengths are given below, they are double-spaced, with 12-point font, and normal (2.54 cm) margins.)*

### 1. LEARNING TASK 1: Writing Assessment for Instructional Planning - DUE: September 21

For this learning task, you will be working in pairs with a piece of children's writing. The aim of the assignment is for you to 1) assess the child's writing to determine their approximate developmental writing phase; and 2) plan an instructional activity for the child to provide a personalized scaffold for their learning. You will be working with the First Steps Writing Map of Development to conduct your analysis and your instructional activity must include all four aspects of the Gradual Release of Responsibility Model (i.e., Modelled, Shared, Guided, and Independent writing opportunities, see pp. 7-22 of FS Writing Resource Book). The idea for the instructional activity may be taken from the First Steps materials or elsewhere but sources must be cited and the set of activities must form a cohesive overall instructional plan, tailored to the child's individual needs, as determined by your analysis.

**Note:** If you have a child in your life who is willing to share a piece of their writing with you (and whose parent also agrees), you may use them as a resource. If not, I have writing samples for you to work with.

#### CRITERIA FOR ASSESSMENT OF LEARNING TASK 1

Please submit a single PDF that:

- Includes the actual writing sample (a photo or scan)
- Accurately analyzes the child's developmental phase using the First Steps developmental indicators
  - o Create a checklist from the indicators and include your completed checklist with the assignment
- Includes a detailed narrative description of your analysis (about 2-3 pages)
  - o that appropriately utilizes the language of the First Steps developmental indicators
  - o and addresses:
    - what the child's writing demonstrates they are able to do,
    - what they know about writing, as revealed in the writing sample and their talk
    - and discusses appropriate, general kinds of activities that would be helpful for scaffolding their learning
  - o provides a brief critique of what the First Steps developmental indicators do not/cannot make apparent about the child's composing (i.e., what do you still wonder about the child and their writing that the indicators did not help you to learn?)
- Provides an instructional activity specifically tailored to the child's developmental phase (for this part of the learning task, I recommend using First Steps)
  - o Includes an opening paragraph that discusses how the activity (which most likely will take place over more than one lesson, and possibly even several ) forms a cohesive instructional approach that will scaffold this particular child's learning according to the analysis you have conducted
  - o The first part of the activity clearly incorporates Modelled Writing; the second, Shared Writing; the third, Guided Writing; and the fourth, Independent writing
    - Each of the 4 aspects of the activity provides a clear description that connects it to the developmental indicators you are attempting to address
    - Each provides the steps you would use to engage the child in the activity
    - The activity description and engagement steps should be about 2-3 paragraphs
  - o Cites the source for the activity
- Includes a final section that discusses how you will assess the child's progress as your work through the instructional sequence with them

## 2. LEARNING TASK 2: Structured Learning Portfolio – DUE: October 18

The learning portfolio will give you an opportunity to guide your weekly learning and reflect back on it. Each week in class, you will complete activities related to a particular topic. You are responsible for keeping and collecting artefacts associated with your participation in these activities. Components of the portfolio include: 1) a selection of your writing artefacts; 2) a reflective essay; and 3) a self-assessment. See guidelines for each of these below.

### 1. Artefacts for each week as follows:

For week 1:

One example of the analysis work you undertook in class

For weeks 2-6:

1. One example of a text form with which you experimented (for a total of 5)

And, for each of weeks 1, 5 & 6:

Detailed responses to a question posed by the instructor with regard to the article(s) read that week.

### 2. Reflective Essay

The reflective essay will be about 2-3 pages in length and meaningfully discuss your learning in relation to the various artefacts you have included in the portfolio. Questions you could consider with regard to your learning: What do you now know about learners at particular phases of writing development? What have you learned about the various kinds of writing children need to learn to produce? What have you learned about teaching writing through the gradual release of responsibility model? What new ideas do you have about process writing? What do you now understand about the reading-writing connection? (Please note, you will not be able to cover all of these questions, nor is it expected that you will! Also, they are just a guide, so please consider any questions you consider relevant and meaningful.)

### 3. Self-assessment

1. Provide a brief reflection and evaluation of your participation in each of our weekly classes. Ask yourself: To what extent did you do the readings and assigned tasks on time and contribute to the learning community? What might you have done differently? What are the key take-aways for you from this class. (This part should be about 1 page in length.)
2. Give yourself a grade. In light of your preparation, participation, reflection, etc., what grade would you give yourself for your structured reflection portfolio and overall contribution as a learner to this class? You should give yourself an A grade if, and **only if** you had excellent attendance (or otherwise compensated for missing class), prepared for each class by completing all of the week's readings in advance, read at least 90% of course readings carefully and in full, engaged deeply with the readings and class activities, and worked as hard as you could to make your classwork and structured portfolio the best they could be.

### CRITERIA FOR ASSESSMENT OF LEARNING TASK 2

Set up your portfolio as follows and save in a single PDF: cover page; writing artefacts from class activities; a reflective essay; a self-assessment of your learning.

- Completeness – all components have been included in the portfolio (i.e., specified samples and responses for week 1-6; the reflective essay; your self-assessment)
- Accurate use of course concepts and terminology, including evidence of engagement with course readings
- Substantive, high-quality entries that indicate creative, original thinking and a willingness to reflect deeply
- Editing and organization
- The quality of your work based on your self-assessment



### 3. LEARNING TASK 3: Writing Process Unit Plan – DUE: October 25

For this final learning task, you will design a unit plan for a group of learners from a developmental phase typically seen at the Elementary level (Experimental, Early, Transitional, or Conventional). The purpose of the assignment is for you to think carefully about how to design instruction with a group of learners with their developmental needs in mind. (In reality, a whole class will have learners from a range of developmental phases. For this reason, your unit will only be designed for a subset of a whole class, in order to allow you to focus on one developmental phase.)

- 1) You will create and describe a hypothetical group of learners. You will then select a Guiding Question and Learning Outcomes for the unit, as set out in *Alberta's K-6 Curriculum*. Next, you will select a particular text form (texts to: entertain, recount, describe, socialize, explain, instruct, persuade, or inquire) that addresses this purpose,
- 2) Design a connected set of learning experiences (lessons) and describe them. The trajectory of these learning experiences will follow the Gradual Release of Responsibility Model (see p. 30-37 of FS Writing Resource Book). We will discuss formatting of the unit plan in class.
- 3) Once the unit plan is written, you will construct a conceptual map (diagram) that will provide an overview, at a glance, of the various components of the unit, as outlined in the criteria below.

#### CRITERIA FOR ASSESSMENT OF LEARNING TASK 3

1. INTRODUCTION: PURPOSE FOR UNIT, RATIONALE FOR TEXT FORM, AND LEARNER DESCRIPTION (1 – 2 PAGES)
  - A vivid narrative description of the group of learners is provided (You may also plan with a real group in mind, if you wish to design this unit for Field 3 and have a clear idea of that class' main developmental phase).
    - The description of the hypothetical/real group includes clear identification of the group's primary developmental phase, using the language of the *First Steps* developmental indicators.
  - A clear purpose connected to a curricular Guiding Question for the unit is stated
  - Objectives from the *Alberta K-6 Curriculum* that support and inform the purpose are provided
  - Text form to be introduced is clearly identified
  - A strong rationale for selecting the text form is provided
2. THE UNIT PLAN
  - Includes a detailed narrative description of the creative way you will introduce the unit to engage the students' interest
  - Provides a minimum of 8 lesson ideas and articulates how you will utilize the Gradual Release of Responsibility Model throughout the unit (about one paragraph for each of the lesson ideas).
  - All lesson ideas are well-connected to each other and appropriate to the developmental phase
  - All lesson ideas are cited to indicate where you found the idea.
3. CONCEPTUAL MAP (1 PAGE DIAGRAM)
  - The conceptual map of the unit provides a coherent overview of the learning objectives, resources and materials, location(s), learning activities, and assessment protocol
  - The conceptual map visually demonstrates the ways in which the 8 lesson ideas follow the Gradual Release of Responsibility model and the writing process.

### 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>

### GENERATIVE AI

Please note that all assignments are expected to be the original work of the student and students are not to employ generative AI (e.g., ChatGPT).

### 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 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 online in a timely manner, the instructor may re-assign members to different groups or assign individual work for completion.



**GRADING**

<b>Grade</b>	<b>GPA Value</b>	<b>%</b>	<b>Description per U of C Calendar</b>
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 and procedures listed below. 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 an accommodation because of a disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for 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 an 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 medical certificate/documentation, references, police reports, invitation letter, third party letter of support or a statutory declaration etc. The decision to provide supporting documentation that best suits the situation is at the discretion of the student.

Falsification of any supporting documentation will be taken very seriously and may result in disciplinary action through the Academic Discipline regulations or the Student Non-Academic Misconduct policy.

<https://www.ucalgary.ca/pubs/calendar/current/n-1.html>

**The Freedom of Information Protection of Privacy Act** prevents instructors from placing assignments or examinations in a public place for pickup and prevents students from access to exams or assignments other than their own. Therefore, students and instructors may use one of the following options: return/collect assignments during class time or during instructors' office hours, students provide instructors with a self-addressed stamped envelope, or submit/return assignments as electronic files attached to private e-mail messages.

**For additional resources including, but not limited to, those aimed at wellness and mental health, student success or to connect with the Student Ombuds Office, please visit**

<https://www.ucalgary.ca/registrar/registration/course-outlines>

**Education Students Association (ESA)** President for the academic year is Claire Gillis, [esa@ucalgary.ca](mailto:esa@ucalgary.ca).

**Werklund SU Representative** is Tracy Dinh, [educrep@su.ucalgary.ca](mailto:educrep@su.ucalgary.ca).