

**EDUC 535.04/535.13: Specialization II – Elementary & Secondary Fine & Performing Arts****Fall, 2021**

<b>Instructor: Dr. Brittany Harker Martin</b>	<b>OnLine (Zoom &amp; D2L)</b>	<b>bhmartin@ucalgary.ca</b>
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Class Dates: September 7 – October 29 (see below for weekly schedule) \* **First class September 8<sup>th</sup>**.

This on-line course has regularly scheduled, synchronous Zoom sessions and the expectation that you will be actively engaged in your learning between sessions, including readings, “discussion” on D2L, and work on assigned learning tasks. Please expect to spend at minimum 6-8 hours per week on coursework, plus learning tasks.

**Zoom Sessions: Mondays and Wednesdays, 9:30am – 10:50am.** You require a computer with a camera, microphone and speakers. (Using smart phones is discouraged as multimedia presentations may be difficult to see on a small screen). Please test equipment prior to the first day of class. Headsets are encouraged for optimal experience, but not required.

**Friday Flextime:** Friday classes are asynchronous (not live). You can use the scheduled time, or allocate the same amount of time later in the day at a time that works best for you. This does not mean Friday activities are optional – it just means we will not meet live in Zoom, and you can choose when to engage in your coursework.

**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 (I have a very flexible schedule on weekdays between 9:00am – 5:00pm and am happy to work with your schedule to meet via Zoom).

**Email:** Students are required to use a University of Calgary (@ucalgary.ca) email address for all correspondence. Email sent after 5:00pm will be responded to the next business day, as will email sent on weekends (and I extend the same courtesy to you☺).

**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:**

Over the course of the semester, students will:

- 1) Further develop a deeper conceptual understanding of the historical, socio-cultural, political contexts of the *discipline of Arts Education*, and relate this to curriculum planning in the specialization areas;
- 2) Identify and critique the *key learning perspectives* (as outlined in the front matter of the Programs of Study) and *intentions* (learning objectives) across the units in a grade from the Alberta Programs of Studies;
- 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 completely online, Fall 2021: synchronously through scheduled Zoom sessions, and asynchronously via posted slides, videos, links, assigned readings, groupwork, and interactions on D2L.

**REQUIRED RESOURCES:**

- **Please download and use often: Alberta Education Program of Study (for your discipline)**  
<https://education.alberta.ca/topic-search/?searchMode=3>
- **Week 2 Reading:**  
Greene, M. (1995). Imagination, Breakthroughs and the Unexpected. In M. Greene, *Releasing the Imagination* (p. 17–31). San Francisco, CA: JOSSEY-BASS. **Posted On D2L**
- **Week 3 Reading:**  
Hanley, B. (2003). Policy Issues in Arts Assessment in Canada: “Let's Get Real”. *Arts Education Policy Review*, 105(1), 33-38. <https://search-proquest-com.ezproxy.lib.ucalgary.ca/docview/211026478/fulltextPDF/393B18A739AE472EPQ/1?accountid=9838>
- **Week 4 Reading: Read ONE of the following, based on your area of specialization:**
  - **Art:**
    - Irwin, R.L., Chalmers, F.G., Grauer, K., Kindler, A.M., & MacGregor, R. N. (1996). Art education policy in Canada. *Arts Education Policy Review*, 97(6), 15-22. <https://search-proquest-com.ezproxy.lib.ucalgary.ca/docview/211014762/fulltextPDF/59580B15931441D5PQ/1?accountid=9838>
  - **Dance:**
    - Francis-Murray, N., Taschuk, H., & Willoughby, H. (2006). The status of dance as a high school subject in Canada: Teachers' voices of challenge and celebration. *Physical & Health Education Journal*, 72(3), 26. <https://search-proquest-com.ezproxy.lib.ucalgary.ca/docview/214322800/fulltextPDF/7BA9251DF2F94EE4PQ/1?accountid=9838>  
<http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=s3h&AN=23722352&site=ehost-live>
  - **Drama:**
    - Carter, M. (2014). Drama and theatre education in Canada: A snapshot. *McGill Journal of Education/Revue des sciences de l'éducation de McGill*, 49(1), 237-245. <https://www.erudit.org/en/journals/mje/1900-v1-n1-mje01467/1025780ar/abstract/>
  - **Music:**
    - Kratus, J. (2007). Music education at the tipping point. *Music educators journal*, 94(2), 42-48. <https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/abs/10.1177/002743210709400209>

**(ADDITIONAL RESOURCES: MAY BE POSTED ON D2L DURING THE COURSE, WITH EMAIL NOTIFICATION)**

LEARNING TASK	DESCRIPTION OF LEARNING TASK	GROUP / INDIVIDUAL	WEIGHT	DUE DATE
On-line Discussion Board on D2L	4 Discussion Board posts and online conversation in response to others	Individual	40%	See dates below
Knowing Your Program of Studies	Communicating Curricula - Infomercial	Group	30%	Week 5
Unit Plan	Individual Unit Plan in area of specialization Submit PDF in D2L Dropbox	Individual	30%	Oct 29

**WEEKLY COURSE SCHEDULE:**

Date	Topic	Readings and Tasks	Due Dates
Week 1 Sept 6-10	Welcome & Introductions (D2L)	Review course outline, expectations & learning tasks No reading this week <b>*First Class Sept 8<sup>th</sup></b> <b>LT1.1 DB Post &amp; Discussion</b>	<b>Zoom</b> <b>8<sup>th</sup></b> 9:30-10:50
Week 2 Sept 13-17	The role of the arts in society	Reading: Imagination, Breakthroughs and the Unexpected, Greene (1995) Chapter 2 <b>LT1.2 - DB Post &amp; Discussion</b>	<b>Zooms</b> <b>13<sup>th</sup> &amp; 15<sup>th</sup></b> 9:30-10:50
Week 3 Sept 20-24	Arts and assessment -co-creating rubrics	Reading: Policy Issues in Arts Assessment in Canada, Hanley (2003) <b>LT1.3 - DB Post &amp; Discussion</b>	<b>Zooms</b> <b>20<sup>th</sup> &amp; 22<sup>nd</sup></b> 9:30-10:50
Week 4 Sept 27-Oct 1	Policy in your discipline -meet your groups	Reading: Choose <b>one</b> article from the reading list, related to your discipline <b>LT1.4 - DB Post &amp; Discussion</b>	<b>Zooms</b> <b>27<sup>th</sup> &amp; 29<sup>th</sup></b> 9:30-10:50
Week 5 Oct 4 - 8	Programs of study -start planning your unit	No reading this week <b>LT2 - Infomercial Post Wed, View Fri</b>	<b>Zooms</b> <b>4<sup>th</sup> &amp; 6<sup>th</sup></b> 9:30-10:50
Week 6 Oct 11 - 15	Unit Planning - revising the plan	Unit planning workshops • No Zoom Monday (Holiday)	<b>Zoom</b> <b>13<sup>th</sup></b> 9:30-10:50
Week 7 Oct 18-22	Unit Planning - refining the plan	Unit planning and formative feedback Peer assessment and revisions	<b>Zooms</b> <b>18<sup>th</sup> &amp; 20<sup>th</sup></b> 9:30-10:50
Week 8 Oct 25-29	Submission	Unit planning workshops <b>LT3 - Submit Unit Plan PDF, D2L Dropbox</b>	<b>TBD</b>

**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.

*Note: Different programs of study use different terms for learner outcomes, including goals/outcomes/objectives, etc. For this course, these terms may be used interchangeably in reference to what the learner will be able to know or do as a result of the teaching.*

## LEARNING TASKS AND ASSESSMENT

There are THREE required Learning Tasks for this course.

### 1. LEARNING TASK 1: On-line Discussion Board - DUE: Weekly x 4

For the first four weeks, you are responsible to post a response to a provocation provided by the professor, then view peer posts (as assigned) and engage in discussion.

- **4 Posts:** There are four discussion posts scheduled in consecutive weeks, each worth 10%. Provocations will be shared on Mondays and your post will be due the following Wednesday, by midnight. **Late posts will not be assessed, and receive a zero.**
- **Discussion:** On Thursday/Friday, you are required to respond to peers (as assigned) and engage in discussion about the provocation in relation to coursework and their post. All discussion activity will conclude Friday by 5:00pm – content posted after this will not be assessed.

#### CRITERIA FOR ASSESSMENT OF LEARNING TASK 1

- The post is related to the provocation \_\_\_/1
- The post shows authentic reflection on and response to the provocation \_\_\_/3
- The post shows insight and provokes discussion \_\_\_/1
- The discussion is initiated on Thursday \_\_\_/1
- The discussion connects meaningfully to peer posts \_\_\_/3
- The discussion demonstrates insight and thought leadership \_\_\_/1

### 2. LEARNING TASK 2: Knowing Your Program of Studies – DUE: Week 5 (Post Wed, View Fri)

As an arts specialist, it is essential that you are well-familiar with the Program of Studies (POS) for your discipline, including being able to 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 Studies. In this group-based task, you will work with other students in your discipline to **create an educational video for parents** to teach them all about the POS for one grade/level, including: info from the front matter, how the POS is organized, the kinds of activities students will engage in, and how you will use the POS in relation to program delivery.

- **Length: 4-5 minutes (max)**
- **MP4 format** (use video to add emotive narrative, visuals, graphics, animation, acting, music, etc).
- **Post on D2L Discussion Board** (not drop box)
- **Incorporate multimedia** to engage learners through digital technology. Think of it as an infomercial: be enthusiastic, creative and convince us that you really know your POS inside and out.

#### CRITERIA FOR ASSESSMENT OF LEARNING TASK 2

- Demonstrates knowledge of POS structure and content \_\_\_/40
- Engages viewers/learners through effective multimedia techniques \_\_\_/40
- Explores a topic for critique with suggestions for improvement \_\_\_/20

### 3. LEARNING TASK 3: Individual Unit Plan – DUE: October 29

For this assignment, you will work individually to design 5 - 55 minute lesson plans, specific to your area of specialization, as a unit. These lessons should illustrate enactment of concepts and strategies introduced in the course and others. Each lesson should clearly articulate a learner statement of what the learners *will be able to* know or do if the lesson is effective.

Note: It is important that you acknowledge that projects in the arts require class time for student work; however, studio time should not be a full lesson plan. If class time is required between lessons to complete work, simply indicate this at the end of the lesson plan (ie. “Requires 2 classes of additional studio time to complete”).

*Format: Cover page; 5 lesson plans; Assessment Plan; References; Appendices (optional, not assessed).*

Your individual unit plan should include the following:

1. Cover Page: Unit title, Your Name (first/last), Specialization, Target Grade Level (POS), Course Name, Date Submitted.
2. Five Lesson Plans (use template provided- Times New Roman 10, single spaced), includes: Learner Statement; POS Outcome(s); Time-based sections of student and teacher activities (Introduction – Main/Body – Reflection/Close); Assessment (formative and summative); and Accommodation, as needed (based on student profiles to be shared).
3. Assessment Plan: In 1-2 pages, describe your plan for formative feedback within the five lessons, and provide the grading criteria and evaluation rubric for summative feedback based on learner outcomes (critical), including student accommodation.
4. References: List relevant sources consulted in preparation, cited within the plans, or resources to be used while teaching. Please use APA.

### CRITERIA FOR ASSESSMENT OF LEARNING TASK 3

Individual unit plans will be assessed on the following criteria:

1. Overall Plan: You design learning that builds and deepens understanding through a logical, engaging, unified plan, with the assigned format, relevant tasks and assessment – 25%
2. Lesson Plans: You design authentic and engaging lessons that are informed by the disciplinary knowledge and programs of study with activities that are meaningful and relevant to students and the discipline – 50%
3. Assessment Plan: You design assessment that provides a comprehensive and holistic picture of all students’ learning and competencies (including 3 different ways to differentiate learning) - 25%

\* Specific details will be provided on the planning process, student needs for accommodation, and the assigned format – upcycling old plans is discouraged.

## 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 – Including Zoom*

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 (including Zoom sessions) with the exception of documented instances of personal or family illness or for religious requirements.

- *Engagement in Class Discussion and Inquiry – Including On-Line Discussion Board*

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, you will post regularly on the Discussion Board in D2L and engage fellow students in discussions. You will also help other groups by providing ideas for scholarly inquiry in assignments. Dynamic interaction is an essential part of the Discussion Board experience, and posting on time is not only important, but essential in order for the experience to be reciprocal (posting late is like speaking to a wall). **Late posts without prior notice or approved reason will not be graded, and receive a zero.**

## 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. *Please see note on late posts for discussion board (above).*

## 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. In cases where students have missed meetings or deadlines, individual learning tasks may be assigned.

**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/](http://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](mailto:esa@ucalgary.ca).

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