

**EDUC 535.05/14: Spécialisation II (Français)
Summer 2023**

Professeure: Sylvie Monette
Courriel : sylvie.monette@ucalgary.ca
Dates du cours: 10 juillet au 21 juillet 2023
Heures du cours: lundi au vendredi 13h00 à 15h50
Salle de rencontre: EDC 353
Rencontres : sur rendez-vous

Course Overview

Veillez noter que ce cours est en français. Nous nous attendons à ce que vous prépariez tous vos travaux en français.

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).

Extended Course Overview

Notably, you will also draw from the classroom observations of your previous field experiences in ways designed to support more full and meaningful participation in course discussions. The aim is to bring previous experiences into a working vision for your own teaching. In sum, the emphasis of the course is to offer guided opportunities in designing learning experiences and developing associated materials that are both authentic and appropriate—that is, experiences and materials that are: subject-specific, consistent with evidence- and performance-based assessment, designed with inclusion and differentiation in mind, true to inquiry-based practices, and supportive of intended student outcomes in ways that continue to strengthen learning, both student and teacher alike.

Learning Outcomes

Over the course of the semester, students will

- Further develop a deeper conceptual understanding of the historical, socio-cultural, political contexts of the *discipline*, and relate this to curriculum planning in the specialization areas;
- 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;
- Successfully apply theoretical knowledge to the design of a longer-term unit and assessment plan.

Livre **fortement recommandé mais non obligatoire pour le cours** et à garder comme ressource professionnelle :

- *ACPI (2017). L'immersion en français au Canada. Guide pratique d'enseignement.* Montréal : Chenelière Education. 3^{ième} édition.

Travaux:

	<i>Tâche</i>	<i>Contexte</i>	<i>% de note finale</i>	<i>Date de remise</i>
<i>Travail no. 1</i>	<i>Inquiry project</i>	<i>Groupe</i>	<i>40%</i>	<i>14 juillet 2023</i>
<i>Travail no. 2</i>	<i>Design Unit and Assessment Plan</i>	<i>Individuel</i>	<i>40%</i>	<i>20 juillet 2023</i>
<i>Travail no. 3</i>	<i>Multimodal Response</i>	<i>Individuel</i>	<i>20%</i>	<i>28 juillet 2023</i>

Travail no. 1: Group Inquiry Project (40%) À remettre: vendredi 14 juillet 2023

For this assignment, students will work in small groups to develop a topic of inquiry/key question to be explored within the discipline. This question should emerge from your Field II experiences and your reading and should serve to deepen your understanding. Small groups will investigate a chosen topic through research into resources within the discipline and through group discussion of personal experiences and observations. **Further details and a rubric will be provided in class.**

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

Summary of Grading Based on Above Criteria

An **A+ to A** project will present a significant research question with a clear rationale and exceptional explication of findings that are organized, well written, and supported.

An **A- to B+** project will be guided by a good research question with a supporting rationale and generally well written and developed findings that are paired with research support and some examples.

A **B to C+** project may present a roughly sketched research question in need of some refinement, a somewhat developed rationale, and findings that are lacking in some clarity, development, and/or examples.

Travail no. 2: Design a Unit and Assessment Plan (40%) À remettre le 20 juillet 2023

For this assignment, students will design a unit learning plan, illustrative of key aspects of theory introduced in the course. The learning design and the theoretical framework supporting it will be shared with classmates for “feedforward” suggestions using the following resources:

Teaching Effectiveness Framework and Rubric <http://www.galileo.org/cea-2009-wdydist-teaching.pdf>

Five key strategies for effective formative assessment

https://media.ride.ri.gov/PD/FA/Formative_Assessment_Module_3_Lesson_3/story_content/external_files/Five_Key_Strategies_for_Effective_Formative_Assessment.pdf

Goals of this assignment:

1. To design a unit plan for learning and assessment plan to sponsor deep understanding of a key disciplinary concept and/or competency.
2. To include a rationale for the learning plan, as supported by theory and discipline.
3. To discuss practicalities of enacting this learning and assessment plan: fitting it into a larger context/concept, integration of effective formative assessment strategies for scaffolding and adapting to the needs of diverse learners.

Checklist of specific items for your unit plan:

- A. Unit Title, Subject Area, and Topic** – *The theme of your unit.* This should be developed in consultation with your instructor and should be clearly and specifically titled.
- B. Reference to Alberta Education Curriculum or standards**, as it applies to your discipline/unit. Identify how your unit fits within the Alberta Curriculum. Provide an explanation if it doesn't fit explicitly.
- C. Grade Level** – *The grade in which the subject is taught*
- D. Unit Rationale** – *Provide a paragraph explanation where the value of the unit is presented.* This rationale should support your choice to create a full unit on this topic.
- E. Learning Outcomes** – describe the learning outcomes for the overall unit (longer term). In your lesson plan, describe the learning outcomes or goals for that specific lesson (shorter term). One or more of these may overlap. Five or six learning outcomes should define what the students should know/be able to do by the end of the unit and lesson.
- F. Key Instructional Practices Procedures** – *Details about the main methods for teaching through the unit.* This is specifically about how you will teach the content. Will the students work as a whole class, in groups, or individually? How will you transition into different activities? How will you scaffold activities? How will materials be used?, etc.
- G. List of Sources** – *All sources consulted in preparation of the unit should be listed. Note: multiple sources are expected.* Present a reference page in APA format.
- H. List of Materials** – *List all materials needed to teach the unit that are not readily available to the teacher every day.* Be specific!
- J. Learner Differentiation/Explanation of how the unit plan addresses all students' needs**
Demonstrate how your plan addresses the interests and needs of a range of students. Show how you will teach inclusively. For example, how will you address students with special needs? English language learners? Gifted students? Students who excel at group work or at independent time?
- K. Creativity and Innovation** *Detail how your unit will include a variety of teaching methods, with specific reference to creative teaching that engages all students.* Include discussion of your inclusion of technology in the curriculum and ways to include interdisciplinarity.

Critères d'évaluation pour Travail no. 2

(Nous allons collaborer pour déterminer les critères d'évaluation pour ce travail.)

	Emergent	Satisfactory	Good	Outstanding
Build and deepen understanding				
Informed by disciplinary knowledge/Programs of Study				
Authentic and engaged learning				
Balanced assessment				
Differentiated learning				

Travail no. 3: Evolving Conceptual Understanding of the Discipline (20%)

À remettre le 28 juillet 2023

MULTIMODAL RESPONSE TO THE FOLLOWING QUESTION

How has your conceptualization of teaching in French contexts changed?

The purpose of the assignment is for you to respond to the above question as way of reflecting thoughtfully on the pedagogical content knowledge in your subject area. Your response may take a number of forms. It could be a conventional academic essay, an imagined Socratic dialogue between a teacher and student, an illustrated story, an animation, a short video or a podcast. However, all responses must be persuasive – that is, you must fashion a personal stand on the question(s), and then set out to prove your interpretation using ***relevant and varied evidence***.

All responses must show that you have consulted the relevant and recent resources provided for our area, as well as the Alberta Education Programs of Study.

You may also want to draw upon:

- Discussions with your peers and teaching colleagues
- Readings from this course and previous courses
- Observations made during your field experience

Assessment Criteria

Your response should

- Articulate a clear, insightful and persuasive argument
- Draw upon relevant evidence from the readings to support the argument
- Demonstrate an emerging understanding of concepts and theories related to the teaching of the discipline
- Use an appropriate mode of expression in a way that is sophisticated, clear and accurate.
- Include at least 2 peer reviewed references, cited in APA 6.

Horaires (Été 2023)

Thèmes	Lectures et travaux
Lundi 10 juillet	<p>Thèmes :</p> <ul style="list-style-type: none"> • Partage des expériences en stage II • L'enseignement du français en Alberta (à lire : ACPI L'immersion en français au Canada, chapitres 1 et 2 • Vers le bilinguisme et la compétence langagière : Quels sont nos buts en tant que professeurs d'immersion, dans des contextes francophones, ou de français langue seconde? Qui sont nos apprenants? <p>À lire :</p> <ul style="list-style-type: none"> • ACPI L'immersion en français au Canada (Chapitre 5) • Cavanagh M., Cammarata L. (2015) Enseigner en immersion française et en milieu francophonie minoritaire canadien (pp 1 à 13) <p>https://www.ualberta.ca/fr/campus-saint-jean/media-library/about-us/publications/professeurs/cavanaghcammaratacrshj2015.pdf</p> <ul style="list-style-type: none"> • L'éducation en français en Alberta <p>https://www.alberta.ca/fr-CA/french-language-education-in-alberta.aspx</p>
Mardi 11 juillet	<p>Travailler à fond les composantes de la compétence langagière – l'intégration des compétences</p> <ul style="list-style-type: none"> • Oral • Lecture • Écriture <p>À lire : ACPI L'immersion en français au Canada (Chapitres 6, 7, 8)</p> <p>À lire : L'approche par compétence: définition, étapes et principes (2022)</p> <p>https://www.bienenseigner.com/approche-par-competece/#:~:text=Dans%20l'approche%20par%20comp%C3%A9tence,qu'il%20devienne%20plus%20comp%C3%A9tent.</p>
Mercredi 12 juillet et jeudi 13 juillet	<p>Enseigner la langue par moyen du contenu:</p> <p>À lire :</p> <ul style="list-style-type: none"> • ACPI : L'immersion en français au Canada (Chapitre 11) • Genesee, F. (1995). Integrating Language and Content: Lessons From Immersion. National h for Research on Cultural Diversity and Second Language Learning. <p>https://escholarship.org/uc/item/61c8k7kh</p> <ul style="list-style-type: none"> • Puffer, C. (2011). Content-and-language integrated learning: From practice to principles? <p><i>Annual Review of Applied Linguistics</i>, 31, 182-204.</p> <p>https://doi-org.ezproxy.lib.ucalgary.ca/10.1017/S0267190511000092</p>
Vendredi 14 juillet	<p>Planification des unités: développer un gabarit</p> <p>À lire: Understanding by Design Framework Introduction (McTighe & Wiggins)</p> <p>https://www.ascd.org/ASCD/pdf/siteASCD/publications/UbD_WhitePaper0312.pdf</p>

	TRAVAIL no. 1 à remettre vendredi 14 juillet
Lundi 17 juillet	Survol des approches <ul style="list-style-type: none"> • Approche intégrée (langue et contenu) • Approche neurolinguistique (la boucle de la littératie) • Le rôle du translanguaging <p>Comment planifier les unités en travaillant ces approches?</p> <p>vidéos: https://dref.mb.ca/videos </p>
Mardi 18 juillet et Mercredi 19 juillet	L'évaluation / Assessment <ul style="list-style-type: none"> • Formative, sommative, rubriques • Présentation de tests standardisés spécialisés ou pour les enseignants • ACPI L'immersion en français au Canada (Chapitres 9 et 10) <p>À lire : Cousineau D. Mieux évaluer en FLS (2014) http://delf-dalf.ambafrance-ca.org/wp-content/uploads/2014/04/encadrer_et_evaluer_le_fls.pdf </p> <p>Center for Advanced Research on Language Acquisition. (2014). Create a Standards-Based Performance Assessment Unit Step-by-Step. Available online at: http://www.carla.umn.edu/assessment/vac/CreateUnit/p_1.html </p>
Jeudi 20 juillet	Appuyer tous les élèves / Comprendre les besoins des élèves : la différenciation À lire : <ul style="list-style-type: none"> • ACPI : L'immersion en français au Canada Chapitres 3 et 4 • L'inclusion en immersion (2012) https://education.alberta.ca/media/482329/diversiteimm.pdf <p>À voir :</p> <ul style="list-style-type: none"> • Leadership & inclusion à l'école/ Edmonton Regional Learning Consortium https://www.youtube.com/playlist?list=PL6P1FySUGEPSfo-5exQuMjYN_82_JGyL9
Vendredi 21 juillet	TRAVAIL no. 2 à remettre jeudi 20 juillet Survol des grandes idées Promouvoir et soutenir le français : <ul style="list-style-type: none"> • ACPI: A Reflective Guide for French Immersion Leaders – extraits à discuter • ACPI L'immersion en français au Canada Chapitres 12 et 13 • Le journal de l'immersion (2018) (ACPI) Rapport final : consultation pancanadienne, vol 40, . 2 Printemps. https://www.acpi.ca/wp-content/uploads/2020/05/Vol40_n1_Printemps_2018_final_fr_web-1.pdf
	TRAVAIL no. 3 à remettre vendredi 28 juillet

Grading scheme

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 BEd must have an overall GPA of 2.5 in the semester to continue in the program without repeating courses.

It is strongly recommended that students complete and submit each assignment on or before the day it is due. Late work will be accepted without penalty only if special arrangements are made with the instructor prior to the assignment due date. Students must pass each assignment in order to successfully complete the course. Writing proficiency will be considered in the assessment of the assignments.

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.

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