EDUC 535: Spécialisation II (Français)
Summer/Été, 2020

AB

Instructor: Dr. Katherine Mueller
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Dates du cours : 6 juillet au 12 août 2020
Format : ONLINE (D2L, Zoom)
Dates des sessions Zoom : les 7 juillet, 21 juillet, 5 août de 1h30 à 3h (+ sessions à négocier au besoin)

Last Day to Add/Drop/Swap: Due to the non-standard dates associated with this program, please check your Student Centre for the important dates pertaining to your section.

Pre-requisite: Due to the multiple pathways in the Bachelor of Education, please consult Undergraduate Programs in Education for questions related to pre-requisite courses.

Office Hours: By appointment only

COURSE DESCRIPTION:

Veuillez noter que ce cours est en français. Nous nous attendons à ce que toutes vos contributions soient en français.

The intent of the Specialization Seminar II is to deepen students' 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, students will also refine their knowledge of discourse and theory within the discipline and develop a deeper understanding of ways to enact this theory in a classroom context. Students 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 their 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 project).

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*, 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 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 online (D2L and ZOOM)

LEARNING TASKS OVERVIEW

LEARNING TASK	DESCRIPTION OF LEARNING TASK	GROUP / INDIVIDUAL	WEIGHT	DUE DATE
Participation in online learning environment	D2L discussions, small tasks, sequence planning, feedback to peers	Individual	25%	continu (ongoing)
Planning of teaching sequence to integrate content/language	Prepare and present planning sequence for introduction of new material in lesson: amorce, questionnement, le nouveau contenu, interaction, travail, évaluation	Group	20%	21juillet (à presenter pendant session Zoom)
Research and PowerPoint : comment enseigner à l'ère de la pandémie	Consultation with practicing teachers (Zoom session) and research will lead to the creation of strategies for teaching online; students will present PowerPoint slides with their findings	Individual	15%	5 août (pendant session Zoom)
Design of unit plan and assessment plan	For this assignment, students will design a unit learning plan and assessment plan that demonstrate a solid understanding of the theoretical aspects presented in the course, and of the vision necessary in planning a unit.	Individual	40%	12 août dans D2L Dropbox

HORAIRE:

Semaine 1: **6 juillet au 10 juillet** (**ZOOM 7 juillet 1h30 à 3h**)
Thème: Intégration langue/contenu en classe de langue

Tâches pour cette semaine:

1. Integrating language and content: read, watch videos and respond to discussions in D2L
   Vidéos: Roy Lyster video (Second Language Research Forum, Columbia University, NY, 2016) on integrating language/content
   > Watch Parts 1 and 2
   > https://www.youtube.com/watch?v=ZRIuzjuPU6U (start at 4:45)
   > https://www.youtube.com/watch?v=60VQHsnhFpc

   Refer to Lyster book *Vers une approche intégrée en Immersion* (purchased last summer) and to the following articles as you prepare your discussion contributions (See D2L thread for questions/themes)

   Cammarata, L. & Tedick, D.J. (2012). Balancing content and language in instruction: The experience of immersion teachers. *The Modern Language Journal*, 96 (2), 251-269.
   https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/41684072
   https://onlinelibrary-wiley-com.ezproxy.lib.ucalgary.ca/doi/full/10.1111/j.1540-4781.2012.01330.x

Genesee, F. (1995). Integrating Language and Content: Lessons from Immersion. National Center for Research on Cultural Diversity and Second Language Learning.
http://repositories.cdlib.org/cgi/viewcontent.cgi?article=1107&context=crede

2. Content-based Instruction: do module from **CARLA (Center for Advanced Research in Language Acquisition) / CobaLTT (Content-based language teaching with technology)**

Watch Video: http://carla.umn.edu/cobaltt/modules/curriculum/ta_form.html
[Diane Tedick: Analyzing texts for content-based instruction]
Read these three articles (public links to the articles are embedded in above link) and do accompanying comprehension activities; **participate** in discussion on D2L
i.   Met, M. "Teaching Content Through a Second Language" (1994). In Genesee, F. (ed.) *Educating Second Language Children: The Whole Child, the Whole Curriculum, the Whole Community. Cambridge University Press*; pp. 159-167. [part1]
     http://carla.umn.edu/cobaltt/modules/strategies/met1994_2/teaching.pdf
ii. Stoller, F. *"Content-Based Instruction: A Shell for Language Teaching or a Framework for Strategic Language and Content Learning?"* (2002). TESOL: Plenary Address, Salt Lake City, UT. http://carla.umn.edu/cobaltt/modules/strategies/stoller2002/stoller.pdf
iii. Stoller, F.L., & Grabe, W. (1997). "A Six T's approach to Content-Based Instruction." In Snow, M.A. & Brinton, D.M. (eds.). *The Content-Based Classroom: Perspectives on Integrating Language and Content* (pp. 78-94). NY: Addison Wesley Longman Publishing Company.
     http://carla.umn.edu/cobaltt/modules/curriculum/stoller_grabe1997/6ts.pdf

3. Choose focus of your unit plan for this course (Learning Task 4). Select grade level, unit theme, start thinking about PoS objectives. Post in D2L your preliminary ideas for integrating language and content focus.

Semaine 2: du 13 juillet au 17 juillet
Thème: Différenciation en classe de langue

   À lire:
1. Lyster, R. (2019). Translanguaging in Immersion: Cognitive support or social prestige? *The Canadian Modern Language Review*, 75, 4 (November). Pp 340-352.
   http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=ufh&AN=140275666&site=ehost-live

   https://muse-jhu-edu.ezproxy.lib.ucalgary.ca/article/744618

2. Genesee, Fred. (2007). French Immersion and At-Risk Students: a review of research evidence. *The Canadian Modern Language Review*, Volume 63, Number 5 (August), pp.654-687. *DOI: 10.1353/cml.2008.0004*
   http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=ufh&AN=47784802&site=ehost-live

3. MacIntyre, P., Z. Dörnyei, R. Clément & K. Noels (2013). Conceptualizing Willingness to Communicate in a L2 : A Situational Model of L2 Confidence and Affiliation. *The Modern Language Journal*, vol 82, no. 4 (Winter 1998), pp. 545 -562. https://onlinelibrary-wiley-com.ezproxy.lib.ucalgary.ca/doi/abs/10.1111/j.1540-4781.1998.tb05543.x

https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/330224

4. Arnett, K.; Mady, C. Core or Immersion? Canadian French-Second-Language Teacher Candidates' Perceptions and Experiences of the Best and Worst Program Options for Students with Learning Difficulties and for English Language Learners. **Exceptionality Education International**, v. 27, n. 1, p. 17–37, 2017. http://search.ebscohost.com.ezproxy.lib.ucalgary.ca/login.aspx?direct=true&db=ehh&AN=122431124&site=ehost-live

À consulter:
- Arnett, Katy and Bourgoin, Renée. *Accès au succès* (vous l'avez acheté l'été dernier pour EDUC 465)

À regarder: Video Fred Genesee Immersion for ALL: The Suitability of Immersion for ALL students https://www.youtube.com/watch?v=vbSuttErRIE&t=19s

Tâches
1. À l'aide des ressources ci-dessus, répondez aux questions dans D2L sur ce thème : comment envisagez-vous intégrer tous les élèves dans les activités de tous les jours s'ils ont des difficultés avec l'expression, l'attention, le comportement?

2. *Chers parents . . . .* Vous allez préparer des commentaires qui vont répondre aux questions des parents des élèves en Immersion (thèmes ci-dessous). Consultez les articles et livres suggérés, ainsi que des vidéos accessibles sur you-tube (mais soyez critiques!)
- *Les buts de l'immersion*
- *La réussite en français*
- *La réussite en anglais*
- *La réussite dans les autres matières*
- *Should I remove my child from Fr Imm if they are having problems*?
- *How can I provide literacy/numeracy support at home?*
- *Should we use Google translate to help*?

Semaine 3: du 20 juillet au 24 juillet (ZOOM 21 juillet 1h30 à 3h)
Thème: Planifier / Échaffauder avec intention

À lire :
1. Cammarata, Laurent, and Ebrary, Inc. *Content-based Foreign Language Teaching : Curriculum and Pedagogy for Developing Advanced Thinking and Literacy Skills.* 2016. (Ch 6 Cammarata, L. Foreign Language Education and the Development of Inquiry-Driven Language Programs: Key

Challenges and Curricular Planning Strategies pp. 123-143.) https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=4426543&ppg=138

2. Tedick , D. & Lyster, R. (2020) Scaffolding language development in immersion and dual language classrooms – pages à annoncer (e-book will be available through UofC library)

3. Pour FSL (action-oriented approach) :
http://www.edugains.ca/resourcesFSL/PDF/AGuideToReflectivePractice/Module3_ActionOrientedApproach_English.pdf

https://www.omlta.org/wp-content/uploads/2015/04/B15-Developing-Action-Oriented-Tasks-for-Primary-and-Junior-Core-French-Presentation-Handout.pdf

4. Pour Immersion :
Répertoire de sites, ressources (ACPI): https://www.acpi.ca/documents/outils/repertoire-acpi/repertoire_nov_10.pdf
+ follow up on useful resources/sites from this document

Deux tâches :

1. Learning Task 2 : Pratique en planification (partenaires) : Préparez votre présentation d'un nouveau thème en salle de classe (choisissez un niveau et une matière que vous aurez en commun)
i.   Choisissez un thème à enseigner (par exemple, en sciences pour 4ᵉ année) → consulter programme d'études pour les objectifs + présenter les objectifs en langage abordable pour les élèves.
ii.   Préparez le parcours pédagogique (pas plan de leçon officiel, mais les étapes de présentation) : amorce, questionnement, le nouveau contenu, interaction, travail, évaluation – penser à l'échaffaudage de concepts → **Comment allez-vous primer le développement du langage oral?**
iii.   Présenter votre plan pendant la session Zoom 21 juillet

2. Commencez à travailler sur l'esquisse de votre plan d'unité (LT4) avec le gabarit fourni (vous pouvez faire des changements au gabarit pour mieux répondre à vos besoins) – afficher dans D2L pour la rétroaction du prof et de vos collègues.

Semaine 4: du 27 juillet au 31 juillet
Thème: Évaluation/Assessment

À consulter:
i.   ACPI Référentiel – écrit :   https://www.acpi.ca/ressources/referentiel-ecrit
ii.   ACPI Référentiel – oral : https://www.acpi.ca/ressources/referentiel-de-competences-orales
iii.   Common Framework of Reference : https://www.coe.int/en/web/common-european-framework-reference-languages/level-descriptions
iv.   Alberta Assessment Consortium → self-directed PD resources → rubrics
www.aac.ab.ca   Username : teachers, PW : master

À regarder:
Deux vidéos sur l'implémentation du Common Framework of Reference (Denis Cousineau)
https://www.youtube.com/results?search_query=CEFR+Denis+Cousineau
https://www.youtube.com/watch?v=Tmv_qGGdenQ

À lire :
1. Piccardo, E. (2013). (Re) conceptualiser l'enseignement d'une langue seconde à l'aide d'outils d'évaluations: comment les enseignants canadiens perçoivent le CECR. *Canadian Modern Language Review*, *69*(4), 386–414.
   http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=ufh&AN=91672848&site=ehost-live

   https://muse-jhu-edu.ezproxy.lib.ucalgary.ca/article/525074

2. Rehner, K. (2018). Les pratiques pédagogiques des enseignants-correcteurs du DELF: une perspective pancanadienne
   https://www.acpi.ca/documents/documents/Rehner_Report_2018_final_mars_2018_FR_final.pdf

Tâches à faire cette semaine :
1. Répondez aux questions dans D2L
2. Proposer dans D2L le plan d'évaluation pour votre unité; discuter avec vos collègues vos défis en ce qui concerne la/les rubrique/s, l'évaluation formative (d'après les questions affichées dans D2L)

Semaine 5: du 3 août au 7 août (ZOOM 5 août 1h30 à 3h)

Tâches:
1. Travailler plan d'unité et plan d'évaluation
2. Vous aurez à afficher votre travail aux « check-ins » dans D2L et consulter avec vos collègues.
3. **ZOOM 5 août** : présenter PowerPoint slide re : online teaching strategies

Semaine 6: du 10 août au 12 août
Tâche :
Finir et remettre plan d'unité

CHANGES TO SCHEDULE:
Please note that changes to the schedule may occur to meet the emerging needs and dynamics of the participants in the course.

LEARNING TASKS AND ASSESSMENT
There are **four** required Learning Tasks for this course.

1. **LEARNING TASK 1: Participation in online learning environment: ONGOING (25%)**

    D2L discussions, small tasks, sequence planning, feedback to peers

    CRITERIA FOR ASSESSMENT OF LEARNING TASK 1:

Grade	Requirements
A/A-	To achieve a grade of A/A-, students are required to (1) attend all scheduled ZOOM sessions; (2) demonstrate that you are completing all required reading, video viewings and tasks by your active participation in D2L discussions and by your participation in scheduled tasks; (3) regularly and actively respond to questions and discussions in D2L; and (4) provide feedback to peers as requested in the D2L threads.
B+/B	Attended ZOOM sessions as required; participation reveals that required readings, video viewings and tasks were incomplete or were completed with little effort; sporadic or incomplete participation in D2L discussions and scheduled tasks; some effort shown in D2L discussions, some attempts made to provide feedback to peers
B- or lower	Did not attend ZOOM sessions; no evidence that required readings, video viewings and tasks were completed; little or no participation in D2L discussions and scheduled tasks; little or no engagement with peers/prof in D2L discussions; feedback not provided to peers as required

2. **LEARNING TASK 2: Planning of teaching sequence integrating language/content (Groupe) 20%**
    Assignment will be presented during the July 21 ZOOM session.
    Prepare and present planning sequence for introduction of new material in lesson: amorce, questionnement, le nouveau contenu, interaction, tâches, évaluation

    CRITERIA FOR ASSESSMENT OF LEARNING TASK 2: *Specifics will be discussed during first Zoom session.*
    To achieve an **A/A-** for this assignment, your teaching sequence should be well-ordered, including the elements as outlined above (hook, activation of prior knowledge through questioning, presentation and manipulation of new content, interaction opportunities, tasks, assessment). Your work will show a clear progression from first steps by the teacher, with a gradual move towards student-centered engagement. Attention will be given to the integration of language and content as you progress through the lesson steps. Presentation during ZOOM session will demonstrate confident mastery of your plan.
    A grade of **B+ or lower** will indicate that all elements (as above) are not present and/or that the sequence has weaknesses that will not lead to optimal learning by your students. Your sequence may also show too much focus on a pre-prepared script or on a teacher-centered approach. Your sequence may show a lack of attention to language/content integration. Your presentation will reveal a lack of mastery of the flow of your lesson.

3. **LEARNING TASK 3: Research project and PowerPoint : comment enseigner à l'ère de la pandémie (15%) (Individual)**
    Consultation with practicing teachers (Zoom session) and research will lead to the creation of strategies for online teaching for French Immersion or FSL context; students will present PowerPoint slides with their findings during the July 21 class ZOOM session.

CRITERIA FOR ASSESSMENT OF LEARNING TASK 3:
We will work together to prepare the assessment criteria for this assignment; rubric will be posted in D2L.

4. **LEARNING TASK 4:** Design of unit plan and assessment plan **(Individual) (40%)**
Goals of this assignment:
To design a unit plan for learning and assessment plan to sponsor deep understanding of a key disciplinary concept and/or competency in the FSL or French Immersion context.
To include a rationale for the learning plan, as supported by theory and discipline.
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.

CRITERIA FOR ASSESSMENT OF LEARNING TASK 4
Assessment rubric will be co-created with students and will be posted in D2L.

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 will be assessed at least partly on writing skills. Notez que vous allez préparer tous vos travaux en langue française. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Sources used in research papers must be properly documented. If you need help with your writing, you may use the writing support services in the Learning Commons. For further information, please refer to the official online University of Calgary Calendar, Academic

Regulations, E. Course Information, E.2: Writing Across the Curriculum:
http://www.ucalgary.ca/pubs/calendar/current/e-2.html

LATE SUBMISSIONS

All late submissions of assignments must be discussed with the instructor **prior to the due date.** Students may be required to provide written documentation of extenuating circumstances (e.g. statutory declaration, doctor's note, note from the University of Calgary Wellness Centre, obituary notice). A deferral of up to 30 days may be granted at the discretion of the Associate Dean of Undergraduate Programs with accompanying written evidence.

ISSUES WITH GROUP TASKS

With respect to group work, if your group is having difficulty collaborating effectively, please contact the instructor immediately. If a group is unable to collaborate effectively or discuss course materials online in a timely manner, the instructor may re-assign members to different groups or assign individual work for completion.

GRADING

Grade	GPA Value	%	Description per U of C Calendar
A+	4.0	95-100	Outstanding
A	4.0	90-94	Excellent – Superior performance showing comprehensive understanding of the subject matter
A-	3.7	85-89	
B+	3.3	80-84	
B	3.0	75-79	Good - clearly above average performance with knowledge of subject matter generally complete
B-	2.7	70-74	
C+	2.3	65-69	
C	2.0	60-64	Satisfactory - basic understanding of the subject matter
C-	1.7	55-59	
D+	1.3	52-54	Minimal pass - Marginal performance
D	1.0	50-51	
F	0.0	49 and lower	Fail - Unsatisfactory performance

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

Academic Accommodation
Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/. Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor. The full policy on Student Accommodations is available at
http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf.

Academic Misconduct
For information on academic misconduct and its consequences, please see the University of Calgary Calendar at http://www.ucalgary.ca/pubs/calendar/current/k.html

Attendance/ Prolonged Absence
Students may be asked to provide supporting documentation for an exemption/special request. This may include, but is not limited to, a prolonged absence from a course where participation is required, a missed course assessment, a deferred examination, or an appeal. Students are encouraged to submit documentation that will support their situation. Supporting documentation may be dependent on the reason noted in their personal statement/explanation provided to explain their situation. This could be medical certificate/documentation, references, police reports, invitation letter, third party letter of support or a statutory declaration etc. The decision to provide supporting documentation that best suits the situation is at the discretion of the student.

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

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

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

For additional resources including, but not limited to, those aimed at wellness and mental health, student success or to connect with the Student Ombuds Office, please visit https://www.ucalgary.ca/registrar/registration/course-outlines

Education Students Association (ESA) President for the 2019 – 2020 academic year is Jonah Secreti, jonah.secreti@ucalgary.ca, esa@ucalgary.ca.

Werklund SU Representative is Naomi Shaw, educrep@su.ucalgary.ca.