

**EDUC 535.05/.14: Spécialisation II (Français)
Summer/Été 2021**

Instructor: Dr. Katherine Mueller
Courriel: kmueller@ucalgary.ca

Contactez-moi par courriel pour discuter de vos questions ou pour arranger un Zoom personnel.

Dates du cours : 5 juillet au 11 août 2020
Format : ONLINE (D2L, Zoom)
Dates des sessions Zoom : les mardis et jeudis en juillet : 6, 8, 13, 15, 20, 22, 27, 29 de **1h à 2h30**

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.

COURSE DESCRIPTION:

Veillez 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 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*, 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
1. Reflection on Field II learning + action plan	Structured reflection on Field II experiences; creation of action plan for Year 2 and beyond	Individual	30%	20 juillet
2. Team project: Creation of presentation to show and share your understanding of how students learn French in the Immersion/Core classroom	With a partner, students will create a presentation to inform an audience of parents/students about learning French. You will explore how we teach and how students learn in French Immersion (or in FSL/Core). You will create a project/presentation in any form you choose (video, Powerpoint/Prezi, podcast, multimedia) to share your deep understanding of the principles of French Immersion or Core French teaching and learning.	Group	30%	5 août
3. 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%	11 août

HORAIRE:
Semaine 1: 5 juillet au 9 juillet (ZOOM 6 et 8 juillet 1h à 2h30)
Thème: Intégration langue/contenu en classe de langue
Tâches pour cette semaine:

- 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=ZRluzjuPU6U> (start at 4:45)

<https://www.youtube.com/watch?v=60VQHsnhFpc>

Refer to Lyster book *Vers une approche intégrée* (purchased last summer) and to the following articles as you prepare your contributions to discussion during Thursday's Zoom

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 also embedded in above link) and do the comprehension activities in the CARLA link; **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 3). Select grade level, unit theme, start thinking about PoS objectives. Post in D2L your preliminary ideas for integrating language and content focus. Discussions during Zoom will focus on unit planning and building content knowledge while integrating language.

Semaine 2: du 12 juillet au 16 juillet (ZOOM 13 et 15 juillet de 1h à 2h30)

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, K. and Bourgoin, R. *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 en français, l'attention, le comportement?
2. *Chers parents* Vous allez préparer des commentaires qui vont répondre aux questions des parents des élèves en Immersion. Consultez les articles et livres suggérés, ainsi que des vidéos accessibles sur you-tube et examinez vos sources avec un œil critique.
 - *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 19 juillet au 23 juillet (ZOOM 20 et 22 juillet 1h à 2h30)

Travail no. 1 : Réflexion – à remettre dans Dropbox le 20 juillet

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 *E-book license permits only one online user at a time; per day, a user may print to PDF up to 75 pages

2. Tedick, D. & Lyster, R. (2020) Scaffolding language development in immersion and dual language classrooms. London: Routledge.
E-book available in LCR, multiple user license:
<https://www-taylorfrancis-com.ezproxy.lib.ucalgary.ca/chapters/mono/10.4324/9780429428319-13/module-lesson-instructional-design-diane-tedick-roy-lyster>
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 :
sites.google.com/erlc.ca/immersion-francaise/ressources-gr-m-9

Deux tâches:

1. Pendant le Zoom jeudi 22 juillet, présentez quelques ressources que vous avez découvertes : faites la connexion avec votre expérience pendant Field II et parlez de l'utilité des ressources ainsi que vos idées pour les exploiter.
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 26 juillet au 30 juillet (ZOOM 27 et 29 juillet 1h à 2h30)

Thème: Évaluation/Assessment

À consulter:

- i. ACPI Référentiel – écrit
- ii. ACPI Référentiel – oral

(Pour i et ii, il faut devenir membre de ACPI pour y avoir accès : à discuter)

- iii. Common Framework of Reference : <https://www.coe.int/en/web/common-european-framework-reference-languages/level-descriptions> (à télécharger du site)
- iv. Niveaux de compétence linguistique canadiens :
<https://www.canada.ca/content/dam/ircc/migration/ircc/francais/pdf/pub/competence-linguistique.pdf>
- v. Alberta Assessment Consortium → self-directed PD resources → rubrics
www.aac.ab.ca Username : teachers, PW : master

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/wp-content/uploads/2018/04/Rehner-Report-2018-final-mars-2018_FR_final.pdf

Tâches à faire cette semaine :

1. Discussions pendant les sessions Zoom
2. Proposer dans D2L le plan d'évaluation pour votre unité; (soyez spécifiques) discuter avec vos collègues vos défis en ce qui concerne la/les rubrique/s, l'évaluation formative

Semaine 5: du 2 août au 6 août

Travail no. 2 à remettre 5 août dans Dropbox et à afficher dans D2L

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.

Semaine 6: du 9 août au 11 août

Travail no. 3 (plan d'unité) à remettre 11 août

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

NOTE: FOR ALL LEARNING TASKS, A/A+ ARE BOTH 4.0; AN A+ WILL BE AWARDED FOR EXCEPTIONAL WORK BASED ON THE INSTRUCTOR'S PROFESSIONAL JUDGEMENT.

There are **three** required Learning Tasks for this course.

1. **LEARNING TASK 1: Reflection on Field II Experience (30%) (Due into Dropbox July 20, 2021)**
Part I: Students will prepare a structured reflection on Field II experiences. Topics to explore are:
 - (i) **Teaching in Immersion** – challenges and lessons learned
 - (ii) **Classroom management** – what were your challenges?
 - (iii) **Differentiation** – what did you learn about differentiating to support students in Field II?
 - (iv) **Assessment** – what experiences did you have in learning about assessment?

Part II: Students will create an action plan for Year 2 linking back to your learning from Year 1.

CRITERIA FOR ASSESSMENT OF LEARNING TASK 1

Criteria: Reflections should include an exploration of the four topics listed above, showing a thoughtful examination of experiences, including specific anecdotes where useful to illustrate your learning. You should link Field II experiences with your learning from Year 1 courses, including references to readings that stood out for you. In the action plan, you will identify areas that you plan to focus on during Field III and IV, with a justification (why these areas?) and your plan for developing these areas (how will you delve deeper? how can you develop your skills?). This will be a written submission, but need not be written as an academic paper, but rather as a professional document (use headings, subheadings). A rubric will be provided in D2L and discussed during the first Zoom session.

2. LEARNING TASK 2: Group project: Multimedia presentation (30%) Due August 4, 2021

How do students learn French in the Immersion/Core classroom?

Presentations will be posted to D2L thread and submitted into Dropbox.

With a partner, students will create a presentation to inform parents/students about how students learn French and what it means to teach and learn in French Immersion (or in FSL/Core). What are the critical aspects? What does research say about how we can help students to achieve success? How does this happen daily in the classroom? You will create a project/presentation in any form you choose (video, Powerpoint/Prezi, podcast, multimedia) to present your understanding of the stakes of French Immersion or Core French teaching. You should include references to the theory we have studied in both Specialization courses and show how the theory comes to life in the classroom. Include your learning from your Field II experiences.

CRITERIA FOR ASSESSMENT OF LEARNING TASK 2

Criteria: The presentation will provide a well-organized and thorough introduction to how students learn French in the classroom in either French Immersion or Core French contexts, with a focus on how teachers support students and create an environment to promote language learning. Each facet will be backed up with a reference to the theory/research (in clear language geared to parent/student audience). The mode of presentation (video, Powerpoint, podcast etc) should be engaging; all group members should contribute to the presentation equally. A rubric will be posted in D2L.

3. LEARNING TASK 3: Design of unit plan and assessment plan (Individual) (40%) Due August 11, 2021

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. A template will be provided.

CRITERIA FOR ASSESSMENT OF LEARNING TASK 3 UNIT PLAN DESIGN

Criteria: Following the template that will be provided, your unit plan will provide the essential questions, Program of Studies objectives, assessment plan, and an outline of the lessons in the unit (not full lesson plans). Your unit plan should build deep understanding of the content while showing how you will integrate appropriate language into the content (intégration langue/contenu). You will scaffold the lessons throughout the unit so that you build understanding through authentic and engaged learning. You will provide a detailed assessment plan (of formative assessment throughout, as well as an outline with assessment criteria and rubric for the final project or presentation). Rubric for LT3 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 academic year is Kyle Corry,
esa@ucalgary.ca.

Werklund SU Representative is Dwani Joshi, educrep@su.ucalgary.ca.