AB

EDUC 535.03/.12/.21: Specialization II English Language Arts
Summer, 2020

Section	Instructor	Time	Location	Email
S01	Elizabeth McNeilly	See below	Online	Elizabeth.mcneilly@ucalgary.ca

Class Dates: July 6-August 12, 2020

    Zoom sessions:
    Session 1 – July 7, 1:00-2:30, https://ucalgary.zoom.us/j/97962124198
    Session 2 – July 21, 1:00-2:30, https://ucalgary.zoom.us/j/98043952674
    Session 3 – August 5, 1:00-2:30, https://ucalgary.zoom.us/j/97805177530

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:

The intent of the Social Studies 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, you will:

1) Further develop a deeper conceptual understanding of the historical, socio-cultural, political contexts of the *discipline of English 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 face-to-face on campus with possible engagement in a D2L environment.

REQUIRED RESOURCES:

All readings/videos are listed by Elementary, Secondary, or both. <u>If your program certifies you for K-12, please choose the age range you are most interested in teaching</u>. For the greatest benefit during this accelerated summer course, please either pre-read or begin reading these resources before class begins.

1. **<u>All students</u>**: Alberta Education Program of Study for English Language Arts. Retrieved from: https://education.alberta.ca/topic-search?searchMode=3
2. **<u>All students</u>**: Wiggins, G. P., & McTighe, J. (2005). *Understanding by design* (Expanded 2nd ed.). Alexandria, VA: Association for Supervision and Curriculum Development. Please download a free copy through U of C's library:
   E-book Central: https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=3002118
   EBSCOHOST:
   http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=133964&site=ehost-live
3. **<u>Elementary only</u>**: Tompkins, G. E. (2018). *Literacy for the 21st century: A balanced approach* (7th ed.). Columbus, OH: Pearson. *Available for rental $30 at: https://www.vitalsource.com/en-ca/products/literacy-for-the-21st-century-gail-e-tompkins-v9780134090290
4. **<u>Secondary only</u>**: Gallagher, K. (2004). *Deeper reading: Comprehending challenging texts*. Portsmouth, NH: Stenhouse Publishers. Will be available as an e-book from UoC's library closer to course start date.
5. **<u>Secondary only</u>**: Gallagher, K. (2006). *Teaching adolescent writers*. Portsmouth, NH: Stenhouse Publishers. Will be available as an e-book from UoC's library closer to course start date.
6. **<u>All students</u>**: Articles on the Additional Resources list may be substituted if the need arises.

ADDITIONAL RESOURCES:

Academic journal articles:

Aukerman, M., K. Grovet, & M. Belfatti. (2019). "Race, Ideology, and Cultural Representation in Raz-Kids." Language Arts, 95, no. 5: 286–99. Retrieved from https://library-ncte-org.ezproxy.lib.ucalgary.ca/journals/la/issues/v96-5

Barker, L. M. (2016). Under discussion: Teaching listening and speaking. *English Journal, 106*(1), 76–79. http://www.ncte.org.ezproxy.lib.ucalgary.ca/library/NCTEFiles/Resources/Journals/EJ/1051-sep2015/EJ1051Under.pdf

Beers, K. Word recognition: What's after "Sound it out"? (ch. 11). *When kids can't read, what teachers can do: A guide for teachers 6-12*. Porthsmouth, NH: Heinemann. (Available on D2L)

Berger, J. (2001, March). A systematic approach to grammar instruction. *Voices from the Middle, 8*(3), 43-49. http://www.ncte.org.ezproxy.lib.ucalgary.ca/library/NCTEFiles/Resources/Journals/VM/0083-march01/VM0083Systematic.pdf

Carillo, Ellen. (2017) How Students Read: Some Thoughts on Why This Matters. *English Journal, 106*(5), 34-39.
http://www.ncte.org.ezproxy.lib.ucalgary.ca/library/NCTEFiles/Resources/Journals/EJ/1065_may2017/EJ1065How.pdf

Christensen, L. (2011, March). Finding voice: Learning about language and power. *Voices from the Middle, 18*(3), 9-17.
http://www.ncte.org.ezproxy.lib.ucalgary.ca/library/NCTEFiles/Resources/Journals/VM/0183-mar2011/VM0183Finding.pdf

Goodman, Y. M. (2011). Sixty years of language arts education: Looking back in order to look forward. *English Journal*, 101(1), 17–25.
http://www.ncte.org/library/nctefiles/resources/journals/ej/1011-sep2011/ej1011sixty.pdf

Goodwin, B. (2014, April). Teach critical thinking to teach writing. Educational Leadership, 78-80.
http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=95379324&site=ehost-live

Kern, D. (2016). Teaching "real books" versus graphic novels in the classroom. *NERA 51*(2), 121-122. Retrieved
from http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=119105195&site=ehost-live

King, T. (1992). Borders. *World Literature Today, 66*(2), 269.
http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=rch&AN=9610214100&site=ehost-live

Kosnik, C., Menna, L., Dharamshi, P., & Miyata, C. (2017). So how do you teach literacy in teacher education? Literacy/English teacher educators' goals and pedagogies. *Australian Journal of Language and Literacy, The*, *40*(1),
59. https://link.gale.com/apps/doc/A491310663/AONE?u=ucalgary&sid=AONE&xid=262cac9e

Morrell, E. (2012). 21st-Century Literacies, Critical Media Pedagogies, and Language Arts. *The Reading Teacher*, *66*(4), 300-302. http://www.jstor.org.ezproxy.lib.ucalgary.ca/stable/23321310

Pytash, K., Testa, E., Geise, K., & Kovalchick, C. (2007, December). Guide on the side: Collaboratively writing and revising with students. *Voices from the Middle, 25*(2), 24-27.
http://www.ncte.org.ezproxy.lib.ucalgary.ca/library/NCTEFiles/Resources/Journals/VM/0253_dec2017/VM0252Guide.pdf

Sewell, W. C., & Denton, S. (2011). Multimodal literacies in the secondary English classroom. *English Journal*, 61-65. http://www.jstor.org.ezproxy.lib.ucalgary.ca/stable/23047804

Shoffner, Melanie, Luciana C. de Oliveira, and Angus Ryan. "Multiliteracies in the secondary English classroom: Becoming literate in the 21st century." *English Teaching* 9.3 (2010): 75
http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=57236164&site=ehost-live

Wang, E., Matsumura, L. C., & Correnti, R. (2016). Making a CASE: Improving use of text evidence in students' writing. *The Reading Teacher*, *70*(4), 479–484. https://doi-org.ezproxy.lib.ucalgary.ca/10.1002/trtr.1524

Websites:

Deepening knowledge: Resources for and about aboriginal. OISE, Univerity of Toronto. Retrived from
https://www.oise.utoronto.ca/deepeningknowledge/Teacher_Resources/Curriculum_Resources_%28by_subjects%29/Language_Arts_%7C_English/index.html

Derman-Sparks, L. (2013). Guide for selecting anti-bias children's books. *Social justice books: A teaching for change project*. Retrieved from https://socialjusticebooks.org/guide-for-selecting-anti-bias-childrens-books/

Gonzales, J. (2015). The big list of class discussion strategies. *Cult of pedagogy*. Retrieved from https://www.cultofpedagogy.com/speaking-listening-techniques/

Literary criticism: Questions for a variety of approaches. *Baltimore County Public Schools*. Retrieved from https://herefordhs.bcps.org/UserFiles/Servers/Server_3705599/File/Academics/English/Literary_Criticism_Generic_questions.pdf

Lund, M. & Smith, K. Literary criticism primer: A guide to the critical approaches to literature. *Baltimore County Public Schools*. Retrieved from https://herefordhs.bcps.org/UserFiles/Servers/Server_3705599/File/Academics/English/New%20Lit%20Crit%20Primer.pdf

Managing difficult conversations. *Center for innovative teaching and learning*. Retrieved from https://citl.indiana.edu/teaching-resources/diversity-inclusion/managing-difficult-classroom-discussions/

Learning first peoples classroom resources. *First Nations Education Steering Committee*. Retrieved from http://www.fnesc.ca/learningfirstpeoples/

Schwanenflugel, P. J. & Knapp, N. F. (February 28, 2017). Three myths about reading levels. Psychology Today. Retrieved from https://www.psychologytoday.com/ca/blog/reading-minds/201702/three-myths-about-reading-levels

LEARNING TASKS OVERVIEW

LEARNING TASK	DESCRIPTION OF LEARNING TASK	GROUP / INDIVIDUAL	WEIGHT	DUE DATE
LT1: Group Inquiry Project	This task addresses a topic of inquiry, "often a problem of practice," within the ELA discipline. Students will explore the topic and then share what they have learned with resources with the class using a pre-recorded PowerPoint or similar presentation.	Group	30%	July 20st
LT2: Collaborative Discussion	Each week, students will have the opportunity to discuss the readings in their D2L discussions.	Individual	10%	August 2nd
LT3: Design a Unit Plan	For this task, students will design a unit plan using Wiggins & McTighe's Backwards Design. The unit plan will include the unit plan template provided, assessments, and a sample calendar.	Individual	40%	August 7th
LT4: Evolving Conceptual Understanding of the Discipline	In a multimodal medium, such as a podcast, students will share their reflections on how they have grown in the categories of knowledge building, application, and collaborative feedback.	Individual	20%	August 12th

WEEKLY COURSE SCHEDULE:

Each week, you will complete a Knowledge-building activity, Application exercise, and Collaborative feedback.

Course Schedule

DATE	TOPICS	READING AND TASKS	DUE DATE
Week 1 July 6th-10th **Zoom session:** July 7th, 1:00-2:30	▪ Overview of the course and review of why study—and teach!—English language arts. ▪ Developing a deeper conceptual understanding of the historical, social – cultural and political contexts of the discipline. ▪ Introduction to Learning Task 1 (LT1) ▪ Explore the Alberta Education website and Programs of Study, form groups, and begin brainstorming ideas for LT1. ▪ How do we create assessment criteria that will be helpful to both our students and ourselves as an evaluator of student learning? ▪ What is discipline-based inquiry and how do we enact key principles in our practice?	**ELA Elementary:** Knowledge Building: ➢ *Understanding by Design:* Wiggins and McTighe, ch. 5-7 ➢ Tompkins, ch. 1-3. Application: ➢ During the Zoom meeting, students will meet in groups to tackle a "problem of practice" or question of inquiry. Begin the research portion of LT1 Group Inquiry Project. Collaborative feedback: ➢ D2L Discussion Question 1 (due Wed): From your own experience in school, how have teachers missed the mark by misunderstanding how to assess understandings? How could you do it better? Write and respond. ➢ D2L Discussion Question 2 (due Fri): Which Principal in Tompkins ch.1 resonated most with you, and why? In ch. 2, what are the benefits of using a portfolio for teaching writing? Write and respond. **ELA Secondary:** Knowledge Building: ➢ *Understanding by Design:* Wiggins and McTighe, ch. 5-7 ➢ Gallagher, *Deeper Reading*, ch. 1-5. Application: ➢ During the Zoom meeting, students will meet in groups to tackle a "problem of practice" or question of inquiry. Begin the research portion of LT1 Group Inquiry Project. Collaborative feedback: ➢ D2L Discussion Question 1 (due Wed): From your own experience in school, how have teachers missed the mark by misunderstanding how to assess understandings? Write and respond. ➢ D2L Discussion Question 2 (due Fri): Which principals and strategies resonated with you the	

		most for motivation *and* for deeper comprehension?	
Week 2 July 13th-17th	▪ In what ways is the planning process similar to the writing process? ▪ How do we map out short- and long-term learning and assessment plans? ▪ What strategies work for students who are reluctant readers? ▪ Work with group members on LT1.	**ELA Elementary:** Knowledge building: ➢ *Understanding by Design:* Wiggins and McTighe, ch. 9-10 ➢ Tompkins Chapters 4-6. Application: ➢ During the Zoom meeting, students will meet in their Inquiry groups and will begin tackling the solutions or resources phases of the project. This project will be shared in a pre-recorded PowerPoint presentation (or similar format). Presentations should be approximately 5 minutes. Collaborative feedback: ➢ D2L Discussion Question 1 (due Wed): You may receive some pressure for "coverage" when teaching. What are your thoughts on this? Write and respond. ➢ D2L Discussion Question 2 (due Fri): You have a young boy in your class who can't seem to read like the others. What can you do? **ELA Secondary:** Knowledge building: ➢ *Understanding by Design:* Wiggins and McTighe, ch. 9-10 ➢ Gallagher, *Deeper Reading*, ch. 6-10. Application: ➢ During the Zoom meeting, students will meet in their Inquiry groups and will begin tackling the solutions or resources phases of the project. This project will be shared in a pre-recorded PowerPoint presentation (or similar format). Presentations should be approximately 5 minutes. Collaborative feedback: ➢ D2L Discussion Question 1 (due Wed): You may receive some pressure for "coverage" when teaching. What are your thoughts on this? Write and respond.	

		➢ D2L Discussion Question 2 (due Fri): Collaboration is a skill that needs to be taught. How will you use collaboration to deepen reading comprehension in your class? (And what are the pitfalls to avoid?)	
Week 3 July 20th-24th **Zoom session:** July 21, 1:00-2:30	- How do we develop critical reading skills? What are some critical approaches we can employ, such as using critical lenses? - How do we *engage* our students with the discipline of language arts on a deeper level? - How do we design tasks that are relevant to students' lives? How does ELA become meaningful to the reluctant reader or writer?	**ELA Elementary:** Knowledge building: ➢ *Understanding by Design:* Wiggins and McTighe, ch. 11 (key chapter) ➢ Tompkins Chapters 7-9. Application: ➢ Students will be sharing some of the greatest problems of practice in ELA and will be providing resources for you. Take note! ➢ We will turn toward creating a unit plan. Begin brainstorming ideas for a particular grade that you would love to teach. Look to the Program of Studies for direction. Collaborative feedback: ➢ D2L Discussion Question 1 (due Wed): Choose one of the Unavoidable dilemmas in design and discuss how it is important for a new teacher to think the concept through. ➢ D2L Discussion Question 2 (due Fri): Tell me about non-fiction. When I hear the acronym ELA, I think stories. Where does non-fiction fit into ELA? **ELA Secondary:** Knowledge building: ➢ *Understanding by Design:* Wiggins and McTighe, 11 (key chapter) ➢ Gallagher, *Teaching Adolescent Writers*, ch. 1-5. Application: ➢ Students will be sharing some of the greatest problems of practice in ELA and will be providing resources for you. Take note! ➢ We will turn toward creating a unit plan. Begin brainstorming ideas for a particular grade that you would love to teach. Look to the Program of Studies for direction. Collaborative feedback:	**LT1 Due July 20th; present on July 21st.**

		➢ D2L Discussion Question 1 (due Wed): Choose one of the Unavoidable dilemmas in design and discuss how it is important for a new teacher to think the concept through. ➢ D2L Discussion Question 2 (due Fri): A lot of students really hate writing. ☹ How can we change this?	
Week 4 July 27th-31st	▪ There are so many approaches to teaching reading and writing—how do you chose? ▪ How do you run writing workshops effectively? ▪ How do you plan for the year? How do you make a year-long curriculum?	**ELA Elementary:** Knowledge building: ➢ *Understanding by Design:* Wiggins and McTighe, ch. 8. ➢ Tompkins Chapters 10-11. Application: ➢ Apply what you have learned from Wiggins & McTigue and either Tompkins or Gallagher to your unit plan. Collaborative feedback: ➢ D2L Discussion Question 1 (due Wed): How can you create a rubric that ensures that students are developing their higher order thinking skills and not basic recall or explanation? ➢ D2L Discussion Question 2 (due Fri): What kinds of units are you excited to teach? What is one worry you might have in doing it well the first time? How will you address this? **ELA Secondary:** Knowledge building: ➢ *Understanding by Design:* Wiggins and McTighe, ch. 8. ➢ Gallagher, *Teaching Adolescent Writers*, ch. 6-10. Application: ➢ Apply what you have learned from Wiggins & McTigue and either Tompkins or Gallagher to your unit plan. Collaborative feedback: ➢ D2L Discussion Question 1 (due Wed): How can you create a rubric that ensures that students are developing their higher order thinking skills and not basic recall or explanation?	**LT2 Due:** **August 2nd**

		➢ D2L Discussion Question 2 (due Fri): What is one strategy that you are excited to use in a writing unit or writing portion of a unit? What will be one challenge to your unit plan and how will you try to resolve it?	
Week 5 August 3rd-7th **Zoom session:** August 5, 1:00-2:30	▪ Diversity in the ELA classroom. How do we encourage all voices? ▪ How can we become welcoming ELA teachers of Indigenous students and Indigenous content? ▪ How can we avoid teaching Aboriginal perspectives in ways that are superficial and ultimately seen through Euro-western lenses? ▪ What is our relationship with Aboriginal peoples and how might this intersect with our own personal identities? ▪ Students share their Unit plans with each other.	**All:** Knowledge building: ➢ We will read an indigenous short story in class and, if time permits, have a sharing circle to share our impressions. Application: ➢ Work on your Unit Plans this week. ➢ Submit your unit plan to the Dropbox on D2L. ➢ Apply your reflection skills to writing and performing a reflexive podcast. Collaborative feedback: ➢ None	**LT3 Due** **August 7th;** **Share ideas** **August 5th** **(informal).**
(Short) Week 6 August 10th-12th	▪ Teachers are reflexive learners. What have you learned over the course of this class?	**All:** Knowledge building: ➢ None Application: ➢ Work on your Reflexive Podcast. ➢ Submit your Reflexive Podcast to the Dropbox on D2L. Collaborative feedback: ➢ None	**LT4 Due** **August 12th**

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.

LEARNING TASK 1: Group Inquiry Project - DUE: July 20th

For this assignment, students will develop a topic of inquiry/key question to be explored within the SELA discipline. This question should emerge from class discussion and readings and should be connected to the development of your final longer-term unit plan (Learning Task #2). This inquiry project should help you progress towards the unit plan through investigation of a related component. Small groups will investigate this topic through research into resources within the discipline and through group discussion of personal experiences and observations. Findings of the inquiry project will be shared electronically via a digital folder to be uploaded on D2L on the date due. This folder can include text, visuals, media, and links. (Be aware that any videos may need to be shared via a link, rather than through direct uploading onto D2L). Be creative in the development of this folder. Required elements of this project include:

1. Overarching question of inquiry
2. Quality of findings/responses, as well as questions and concerns that remain.
3. Professionalism of presentation and resources used in the project completion and ways to find them. (This should be presented as a reference page)

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
3. Digital folder design elements used in representation of group inquiry question and findings
   • Effectiveness of visuals in depicting issues raised in inquiry
   • Clear, relevant, and striking use of visuals and/or technology and media
   • Connectedness between inquiry question, supporting text, and use of visual content

CRITERIA FOR ASSESSMENT OF LEARNING TASK 1

Assignment 1 Rubric

Criteria	Expert (4)	Practitioner (3)	Apprentice (2)	Novice (1)
Quality of inquiry question and rationale for the meaningfulness to pre-service teachers. (30%)	The inquiry question is excellent and very clear. There is a full rationale of its	The inquiry question is good and clear. There is supporting rationale of its	The inquiry question is somewhat unclear and needs refinement. The rationale of its	The inquiry question is unclear. The rationale of its meaningfulness

	meaningfulness to pre-service teachers.	meaningfulness to pre-service teachers	meaningful to pre-service teachers is vague.	to pre-service teachers is very vague.
Quality of resources shared and their connectedness to the inquiry question (20%)	Exceptional resources addressing issues raised in inquiry and connectedness to the inquiry question	Excellent resources addressing issues raised in inquiry and connectedness to the inquiry question	Acceptable resources addressing issues raised in inquiry and connectedness to the inquiry question	Missing or insufficient resources addressing issues raised in inquiry and connectedness to the inquiry question
Professionalism of presentation, word choice, graphics, citations and references in APA format (10%)	Superior presentation of findings, organized, clear, succinct, and convincing; APA references were obtainable and correctly cited.	Excellent presentation of findings; mostly organized, clear, succinct, and convincing; APA references were obtainable correctly cited.	Good presentation of findings; mostly organized, clear, succinct, and convincing but was lacking (see comments); APA references were mostly obtainable and correctly cited.	Presentation of findings was unclear; either disorganized, unclear, verbose, or unconvincing; APA references were vague or unobtainable.

LEARNING TASK 2: Collaborative Discussion – DUE: August 2nd

Twice a week for four weeks, students will be asked to read and then respond to prompts on D2L. Each student should respond to the prompt by either Wednesday (regarding unit-planning) or Friday (regarding ELA). Students are then asked to respond to another student by Friday (unit-planning) and Sunday (ELA). Responses should demonstrate a thorough understanding of the readings and with references to them.

CRITERIA FOR ASSESSMENT OF LEARNING TASK 2

Assignment 2 Rubric

Criteria	Expert (4)	Practitioner (3)	Apprentice (2)	Novice (1)
Depth of response to D2L questions and response to another student	Responses demonstrate depth of understanding, connecting ideas, initiating ideas and analyzing them within a collaborative discussion.	Responses demonstrate depth of understanding, the ability to consider new ideas and analyze within a collaborative discussion.	Responses demonstrate some depth of understanding, the ability to consider new ideas but reacts to the conversation without offering anything new.	Responses lack depth of understanding and they appear to mirror what others have said.
Direct and indirect references to the class materials and materials found through research.	Exceptional ability to include resources addressing concepts discussed. Refers to ideas in other chapters and makes connections.	Good ability to include resources addressing concepts discussed.	Acceptable ability to include resources addressing concepts discussed.	Missing or insufficient resources.
Professionalism of discussion through diction, UofC online etiquette, references in APA format	Very high level of professionalism throughout and includes APA 7 for references shared.	Excellent level of professionalism throughout and includes APA 7 for references shared.	Good level of professionalism throughout; missing APA	Unprofessional and missing APA.

LEARNING TASK 3: DESIGN A UNIT PLAN – DUE: August 7th

Having now progressed through stages one and two of the Understanding by Design framework, you are now asked to work individually to design a six-day (5-6 one hour classes) unit plan that illustrates, as it enacts, key aspects of theory introduced in this course. The learning design and the theoretical framework supporting it will be posted online for analysis and "feed forward" suggestions from members of the class using the lenses of the *Teaching Effectiveness Framework and Rubric* (Friesen, 2009, pp. 7-12) and the 5 key strategies of formative assessment (Leahy et al., 2005). Please upload your unit plan to D2L.

Criteria for Assignment 3

Part One - The unit plan must include:

- ***Unit Title, Grade Level, and Big Idea*** – Clearly articulate the context of the unit within the Alberta Program of Studies, including the unit title and grade level. Also, clearly articulate the big idea and enduring understanding the unit seeks to leave students with through this curricular engagement.

- ***Learning Outcomes*** – The unit must identify and address one or more outcomes from each domain within the Alberta Program of Studies (i.e., Knowledge & Understanding, and Skills & Processes). In addition, the unit must include the key ideas from the Alberta Program of Studies this unit engages. It should be clear what the students should know, be able to do, and appreciate more deeply by the end of the unit.

- ***Essential Question(s)*** – Identify one or more well-crafted essential question(s) guiding the unit of study. Provide a context for the selection of the essential questions.

- ***Assessment Plan*** – Provide a clearly articulated Assessment Performance Task that requires students to apply what you want them to learn in ways that show deep understanding. How will you know they understand what it is you are trying to teach them? How will you adapt your teaching based on formative assessments? What will you accept as evidence that students understand what was taught to them?

- ***Lesson Plan Sequence*** – Each lesson supports the next, working toward mastery of the unit's learning outcomes. Learning events engage students and challenge them to reflect, rethink and refine their work/ideas/understandings. Students have opportunities to self-evaluate.

- ***Calendar*** – Include a unit plan calendar that visually demonstrates how the unit will flow from day to day. Include main lesson activities and include 3 points of assessment.

- ***List of Sources*** - List all sources consulted in preparation of the unit. Multiple sources are expected. Present a reference page in APA format.

- ***List of Materials*** – Provide a list of all materials needed to teach the unit, including materials that may not be readily available to the teacher in a regular classroom setting.

Part Two- The written portion of the unit plan must include:

- ***Unit plan rationale*** - Provide a rationale on your personal vision for English language arts education and how this unit reflects the vision (150-200 words).

- *Key Instructional Practices and Creativity* – Detail the main methods for teaching throughout the unit (150-200 words). Specify how you will teach the topic. How will materials be effectively used? How will students engage? How will you transition into different activities? How will you scaffold activities? Make specific reference to the literature explored in class around teaching for understanding, engaging in disciplinary processes, and inquiry.

- *Learner Differentiation/ Teaching Inclusively* - Include a written description (150-200 words) explaining how your unit plan addresses the interests and needs of all students'. For example, how will you address: students with special needs, English-as-a-second-language learners, gifted students, and students who excel at group work or at independent time?

- *Assessment Practices* – Discuss practicalities of your unit plan in relation to the ways it has built in effective formative-assessment strategies including formative feedback loops and a summative performance of understanding (150-200 words).

Assessment Criteria for Assignment 3

• A skillfully designed, strong, inquiry-based learning plan focusing students on issues and problems central to English language arts, connecting to their lives, and the world outside of school.

• Explores big ideas/enduring understandings offering clear and succinctly articulated powerful insights that students will remember and apply to their lives.

• Clearly defines a range of skill/processes, values/attitudes, knowledge/understanding outcomes that are directly linked to the Alberta's Program of Studies. The unit engages students and clearly defines what they need to be able to do.

• The essential question guiding the unit is thought provoking and intellectually engaging and will initiate discussion and debate. The question(s) clearly call for higher-order thinking, such as analysis, inference, evaluation, and prediction. Question(s) cannot be effectively answered by recall alone.

• Desired knowledge/skills/values, big ideas/enduring understandings are strongly linked to performance task/s requiring students to apply knowledge to show deep understanding.

• A variety of formative assessments are woven in throughout the unit to strengthen student understanding and informs instructional decision-making.

CRITERIA FOR ASSESSMENT OF LEARNING TASK 3

Assignment 3 Rubric

Lesson plan sequence/outcomes: To what extent does each lesson build upon the next? Does each lesson refer back to the Essential Question?				
	1	**2**	**3**	**4**
Program of Studies Foundations, Essential Question(s), Unit Plan Outcomes	Weak foundation supported with too many or too few unit plan outcomes. Essential question(s) is weak.	Fairly strong foundation supported with too many or too few unit plan outcomes. Essential question(s) is weak.	Fairly strong foundation supported with appropriate unit plan outcomes. Essential question(s) is overarching, compelling, and open-ended.	Strong foundation supported with appropriate unit plan outcomes. Essential question(s) is overarching, compelling, and open-ended.

Summative Assessment	Summative assessment is not clearly described nor clearly connected to the unit outcomes and competencies. Formative assessment weakly prepares students.	Summative assessment is not clearly described and/or not clearly connected to the unit outcomes and competencies. Formative assessment inconsistently prepares students for the summative assessment.	Summative assessment is described and connected to the unit outcomes and competencies. Formative assessment inconsistently prepares students for the summative assessment.	Summative assessment is clearly described and clearly connected to the unit outcomes and competencies. Formative assessment prepares students for the summative assessment.
Evidence of the Big Idea and Essential Question woven throughout the unit	Few or no lessons centre around the big idea/essential question/s/key learning intentions during the unit.	Some lessons centre around the big idea/essential question/s/key learning intentions over the course of the unit.	Most lessons centre around the big idea/essential question/s/key learning intentions over the course of the unit.	All lessons ultimately centre around the big idea/essential question/s/key learning intentions over the course of the unit.
Sequencing and Transitions	Unclear sequence of concepts taught that ultimately lead to the final assessment(s). No transitions between activities evident.	Somewhat clear sequence of concepts taught that ultimately lead to the final assessment(s). Transitions between activities evident weak of missing	Mostly clear sequence of concepts taught that ultimately lead to the final assessment(s). Transitions between activities evident unclear at times.	Clear sequence of concepts taught that ultimately lead to the final assessment(s). Transitions between activities evident.
Formative Assessment	Formative assessment is mostly not evident in lessons.	Formative assessment is missing in some lessons. This in/formal assessment irregularly guides the teacher and student toward mastery of the material.	Formative assessment is evident in most lessons. This in/formal assessment guides the teacher and student toward mastery of the material.	Formative assessment is evident in every lesson. This in/formal assessment clearly guides the teacher and student toward mastery of the material.
Calendar of Activities	Calendar is unrealistic and is missing assessments.	Calendar shows an unrealistic timeline but includes activities and three points of assessment.	Calendar is generally organized and demonstrates flow with activities laid out and three points of assessment.	Calendar is organized and demonstrates the flow of the unit with activities clearly laid out with three points of assessment.
Scaffolding	Relatively no evidence of scaffolding in the lesson using a variety of sources.	Implicit evidence of scaffolding in the lesson using a variety of sources.	Some evidence of scaffolding in the lesson using a variety of sources.	Strong evidence of scaffolding in the lessons using a variety of sources.
Lesson Resources	Relatively no resources are weaved throughout the lessons.	Only a few resources are weaved throughout the lessons.	Some rich and authentic resources are weaved throughout the lessons.	A variety of rich and authentic resources are weaved throughout the lessons.
Learner Differentiation	There is no evidence of a variety of teaching methods used to engage all students.	A limited variety of teaching methods are used to engage all students. Inclusion of technology, FNMI, multicultural, and inter-disciplinary activities are restricted.	A variety of inclusive learning strategies are incorporated into the design to address the learning interests and needs of all students. Inclusion of technology, FNMI, multicultural,	A variety of effective and inclusive learning strategies are incorporated into the design to address the learning interests and needs of all students. Inclusion of

			and inter- disciplinary activities are evident.	technology, FNMI, multicultural, and inter- disciplinary activities are highly evident.
Resources consulted for unit plan and Citations	Sources and materials not stated or unclear. Improperly referenced.	Sources consulted are referenced. Materials identified.	Appropriate sources consulted and referenced (APA). Some unit specific materials identified	A variety of appropriate sources consulted and accurately referenced (APA). Appropriate unit specific materials identified.

Written Portion: To what extent does the unit plan description expound on how it addresses the needs of diverse students and the richness of English Language Arts?

	2	4	6	8
Unit Plan Rationale	Provides a weak rationale, not addressing all the items in the prompt. (150-200 words)	Provides a weak rationale on how the Program front matter, along with specific course readings and classroom activities shaped the design of this unit. (around 350 words)	Provides an adequate rationale on how the Program front matter, along with specific course readings and classroom activities shaped the design of this unit. (around 350 words)	Provides a detailed and compelling rationale on how the Program front matter, along with specific course readings and classroom activities shaped the design of this unit. (around 350 words)
Learner Differentiation/ Explanation of how the unit plan addresses all students' needs	Provides a weak description of how this unit plan addresses a range of student cognitive, emotional, social, personal, and cultural needs (150-200 words)	Provides a description of how this unit plan addresses a only some of the diverse students within a classroom. (150-200 words)	Provides an adequate description of how this unit plan addresses a range of student cognitive, emotional, social, personal, and cultural needs (150-200 words)	Provides a strong description of how this unit plan addresses a range of student cognitive, emotional, social, personal, and cultural needs (150-200 words)
Learner Assessment	Provides unconvincing evidence of how effective formative-assessment strategies have been thoughtfully built into the unit plan (150-200 words)	Provides some evidence of how effective formative-assessment strategies have been thoughtfully built into the unit plan to inform the teacher, identity gaps, work toward mastery of the material. (150-200 words)	Provides modest evidence of how effective formative-assessment strategies have been thoughtfully built into the unit plan to inform the teacher, identity gaps, work toward mastery of the material. (150-200 words)	Provides strong evidence of how effective formative-assessment strategies have been thoughtfully built into the unit plan to inform the teacher, identity gaps, work toward mastery of the material. (150-200 words)
Key Instructional Practices and Creativity	Provides an unconvincing account of how you will use materials and creativity to engage students. Makes no reference to the literature explored in class. (150-200 words)	Provides a general account of how you will use materials and creativity to engage students. Explains how to scaffold activities. Makes superficial or no reference to the literature explored in class. (150-200 words)	Provides a fairly detailed account of how you will use materials and creativity to engage students. Explains how to scaffold activities. Makes cursory use of the references explored in class through readings, research or presentations. (150-200 words)	Provides a detailed account of how you will use materials and creativity to engage students. Explains how to scaffold activities. Makes use of the references explored in class through readings, research or presentations. (150-200 words)

LEARNING TASK 4: Evolving Conceptual Understanding of the Discipline – DUE: August 12th
MULTIMODAL RESPONSE TO THE FOLLOWING QUESTION
How has your conceptualization of the teaching of Secondary English Language Arts changed?

The purpose of the assignment is for you to respond to the above question as a 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 refer to at least two of the following sources:
- 2 references to the readings or academic journals to be selected by the student
- 2 resources (any format) to be selected by the student and approved by the instructor
- Alberta Education Programs of Study

You may also want to draw upon:
- Discussions in your inquiry groups
- Readings from this course and previous courses
- Observations made during your field experience

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 references to the readings or an academic journal and cited in APA 7.

CRITERIA FOR ASSESSMENT OF LEARNING TASK 4

Assignment 4 Rubric

Criteria	Expert	Practitioner	Apprentice	Novice
Articulates a clear, insightful and persuasive argument	Excellent ability to articulate a clear, insightful and persuasive argument. Flow is logical and evident. Relevancy is understood and the evidence supports the argument in an exemplary manner.	Good ability to articulate a clear, insightful and persuasive argument. Flow is evident and relevancy stated clearly. The argument is supported well.	Acceptable ability to articulate a clear, insightful and persuasive argument. Flow generally works well but is impeded at some parts. Relevancy is generally clear.	Poor ability to articulate a clear, insightful and persuasive argument. Flow is illogical and ideas difficult to follow. Reader is not convinced of the relevancy of the topic.
Relevant evidence from the readings to support the argument	Excellent evidence from the readings to support the argument. Details are well chosen and enhance the paper adding depth and detail to the assignment.	Good evidence from the readings to support the argument. The readings are used to support the position presented and add depth to the assignment.	Acceptable evidence from the readings to support the argument. A basic understanding of the readings is presented and connected to the main ideas presented.	Poor evidence from the readings to support the argument. Little or no support is provided and there is no evidence from the readings to support the assignment.
Evidence of emerging understanding of concepts related to	Excellent evidence of understanding of concepts is presented.	Good evidence of understanding. It is clear that an	Acceptable evidence of understanding. A baseline has been	Poor evidence of emerging understanding. It is

the teaching of the discipline	A strong foundation for the key concepts and ideas is clearly established.	understanding of the emerging concepts related to the discipline is evident.	established to verify the understanding of the concepts related to the teaching of the discipline.	unclear the concepts related to the teaching of the discipline are understood.
Peer reviewed references and APA clarity **Add Feedback**	5 or more peer reviewed references and no errors in APA citation.	5 or more peer reviewed references and minor errors in APA citations.	3 -5 peer reviewed references and no errors in APA citation.	Less than 2 peer reviewed references and errors in APA citation.

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

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 Jonah Secreti, jonah.secreti@ucalgary.ca, esa@ucalgary.ca.

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