AB

EDUC 535.10 & 535.18: Specialization II – Second Languages (Elementary & Secondary)
Fall 2023

Section	Instructor	Time	Location	Email
S01	Abigail Williams	Wednesdays 8:00-11:50 am	EDC 351	abigail.williams@ucalgary.ca

Course Dates: September 5-October 27, 2023

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

Email: Students are required to use a University of Calgary (@ucalgary.ca) email address for all correspondence.

COURSE DESCRIPTION:

The intent of the Specialization Seminar II is to deepen your understanding of the practical aspects of teaching within the specialization and to connect this practice with specific theoretical concepts. While this second specialization course focuses more on practical knowledge, you will also refine your knowledge of discourse and theory within the discipline and develop a deeper understanding of ways to enact this theory in a classroom context. You will additionally become familiar with any relevant Ministry documents associated with the Alberta Curriculum and draw on practical classroom observation from the field experience to participate in meaningful discussion and to connect these observations with a vision for your own teaching. The emphasis of the course is on designing for student learning (subject-specific; assessment to strengthen student learning and improve instruction; and designing for inclusion, differentiation, and inquiry).

LEARNER OUTCOMES:

Over the course of the semester, students will:
1) Further develop a deeper conceptual understanding of the historical, socio-cultural, political contexts of the *discipline of second language teaching*, 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 Studies;

3) Successfully apply theoretical knowledge to the design of a longer-term unit and assessment plan.

COURSE DESIGN AND DELIVERY: This course will be delivered in person on campus with some engagement in a D2L environment.

REQUIRED RESOURCES: There are no required textbooks for this course. Readings will be accessible through the library.ucalgary.ca website or posted in D2L (with copyright permission).

RESOURCE LIST:

Anya, U., & Randolph Jr., L. J. (2019). Diversifying language educators and learners. *The Language Educator*, *14*(4), 23–27. https://actfl.org/uploads/files/general/TLE_OctNov19_Article.pdf

Barwell, R. (2009). Mathematical word problems and bilingual learners in England. In R. Barwell (Ed.), *Multilingualism in the mathematics classroom: Global perspectives* (pp. 63–77). Multilingual Matters. https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=543897&ppg=75

Bautista, N., & Castenada, M. (2011). Teaching science to ELLs part 1: Key strategies every science teacher should know. *The Science Teacher, (March),* 35–40. https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/24148089

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 or https://onlinelibrary-wiley-com.ezproxy.lib.ucalgary.ca/doi/full/10.1111/j.1540-4781.2012.01330.x

Community of Inquiry. (n.d.). *CoI framework.* https://coi.athabascau.ca/coi-model/

Cummins, J. (2019). The emergence of translanguaging pedagogy: A dialogue between theory and practice. *Journal of Multilingual Education Research, 9*(13), 19-36. https://eric.ed.gov/?id=EJ1310558 or https://research.library.fordham.edu/jmer/vol9/iss1/13/

Dressler, R. & Mueller, K. (2022). Pedagogical strategies to foster target language use: A nexus analysis. *Canadian Modern Language Review, 77*(4), 75–90. https://doi.org/10.3138/cmlr-2020-0084 https://muse-jhu-edu.ezproxy.lib.ucalgary.ca/article/847610

Dressler, R., Raedler, B., Dimitrov, K., Dressler, A., & Krause, G. (2020). Project-based learning in the advanced German class. In G. Beckett & T. Slater (Eds.), G*lobal perspectives on project-based language learning, teaching, and assessment: Key approaches, technology tools, and frameworks* (pp. 69–84)*.* London: Routledge. http://hdl.handle.net/1880/113124
https://www-taylorfrancis-com.ezproxy.lib.ucalgary.ca/chapters/edit/10.4324/9780429435096-4/project-based-learning-advanced-german-class-roswita-dressler-bernadette-raedler-kristina-dimitrov-anja-dressler-garrett-krause

Stoller, F. (2006). Establishing a theoretical foundation for project-based learning in second and foreign language contexts. In G. Beckett & P. C. Miller (Eds.), *Project-based second and foreign language education: Past, present, and future* (pp. 19–40). Information Age Publishing. https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=3315315&ppg=35

Tedick, D.J. (2016, January 19). *Analyzing texts for content-based instruction.* [Video]. YouTube. https://www.youtube.com/watch?v=VQHTEXRzeYU&t=787s

Tedick, D.J. & Lyster, R. (2020). *Scaffolding language development in immersion and dual language classrooms*. Taylor & Francis. https://www-taylorfrancis-com.ezproxy.lib.ucalgary.ca/books/mono/10.4324/9780429428319/scaffolding-language-development-immersion-dual-language-classrooms-diane-tedick-roy-lyster

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%	Sept. 22, 2023
2. Multimodal Parent Night presentation	Students will create a presentation to inform an audience of parents about learning a second language in the L2 or Bilingual Program context. Include information on how we teach and how students learn in the chosen context. Multimodal submissions (video, PowerPoint/Prezi, podcast, multimedia) are expected. Share deep understanding of the principles of second language teaching and learning.	Partner or Group of 3	30%	Oct. 20, 2023
2. Design of unit plan and assessment plan	Students will design a unit learning plan and assessment plan that demonstrate a solid understanding of the theoretical aspects presented in the course.	Individual	40%	Oct. 27, 2023

WEEKLY COURSE SCHEDULE:

Week	Topic	Readings and Tasks	Due Dates
1. Sept. 5 - 8	Introduction to course Review of Field II and NLA Introduction to the Community of Inquiry Framework	Read through course outline. Dressler & Mueller (2021) (required) Garrison (2009) (optional)	
2. Sept. 11-15	Introduction to the Content-based Language Teaching (CBLT) and the Contextualization – Awareness – Practice Autonomy (CAPA) Model	Tedick & Lyster (2020) Chapter 3 (optional – background knowledge) Chapter 4 (required – CAPA Model explained)	Choose CBLT idea for unit plan Sept. 15
3. Sept. 18-22	Review of Project-based learning (PBL)	Stoller (2006) theoretical foundations for PBL OR Dressler (2020) practical application of PBL	LT 1 due to D2L Dropbox by 11:59 pm Sept. 22

4. Sept. 25-29	CBLT examples Supporting in-class learning with interactive web tools	Barwell (2009) Math example Cammarata & Tedick (2012) LA example Bautista & Castenada, (2011) Science example	Discussion on D2L Sept. 29
5. Oct. 2-6	Reading comprehension in L2 Selecting resources	Tedick & Lyster (2020) Chapter 9 Watch Tedick (2016) video Form to complete: https://carla.umn.edu/cobaltt/modules/curriculum/ta_form.html	Post description, link, or copy of text & completed analysis form for unit plan Oct. 6
6. Oct. 10-13 (university closed Oct 9)	Summative Assessment Oral and written corrective feedback	Tedick & Lyster (2020) Chapter 6	
7. Oct. 16-20	Communicating the big ideas about second language teaching	Multimodal Parent Night presentations during class or in D2L (group choice)	LT 2 presented in class or submitted to D2L Dropbox (& Discussion Board) by 1 pm Oct. 20
8. Oct. 23-27	Critical considerations for L2 teaching and learning	Anya & Randoph (2019) Cummins (2019)	LT 3 due to D2L Dropbox by 11:59 pm Oct. 27

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 3 required Learning Tasks for this course.

1. **LEARNING TASK 1: Reflection on Field II Experience (30%) Due: by 11:59 pm Sept. 22, 2023 (into D2L Dropbox)**

Part I: Students will prepare a structured reflection on Field II experiences (4-6 pages, double-spaced). Topics to explore are:
(i) **Second Language Teaching** – (challenges and lessons learned)
(ii) **Classroom management** – (what were your successes and 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 learning from Year 1 (1 page, double-spaced).

CRITERIA FOR ASSESSMENT OF LEARNING TASK 1

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 in class.

2. **LEARNING TASK 2: Multimodal Parent Night presentation (30%) – DUE: by 1:00pm Oct. 20, 2023 (into D2L Dropbox)**

Topic: How do students learn a second language in the L2 or Bilingual classroom? (choose only 1 context) Presentations will be submitted into Dropbox.

With a partner or in a group of 3, students will create a presentation to inform parents/students about how students learn a second language and what it means to teach and learn in the L2 or Bilingual context. 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 multimodal presentation (video, Powerpoint/Prezi, podcast, multimedia) to present your understanding to an audience at a parent night at school. 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. May include your learning from your Field II experiences. Groups may choose to present in class or submit to the D2L Dropbox and Discussion board. The finished product will be 10-15 minutes.

CRITERIA FOR ASSESSMENT OF LEARNING TASK 2

The presentation will provide a well-organized and thorough introduction to how students learn a second language in the L2 or Bilingual classroom, 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 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 provided in D2L and discussed in class.

3. **LEARNING TASK 3:** Design of unit plan and assessment plan **(40%) – DUE: by 11:59 pm Oct. 27, 2023 (into D2L Dropbox)**

Using the template provided, students will design a unit learning plan and assessment plan (with supporting interactive web tools, if necessary) that demonstrate a solid understanding of the theoretical aspects presented in the course.

CRITERIA FOR ASSESSMENT OF LEARNING TASK 3

Following the template that will be provided in D2L under Content, 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 (CBLT). 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).
A rubric will be provided in D2L and discussed in class.

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 actively participate in the asynchronous activities and will not be absent from Zoom sessions except with documented instances of personal or family illness or for religious requirements, ideally communicated to your instructor in advance.

- *Engagement in Class Discussion and Group Tasks*

Another reason for the importance of attendance and participation in every class is that the course involves working with other students to share ideas and thinking. **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. Students within the same group may be assigned different grades, at the instructor's professional discretion.

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.

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.

Note: A and A+ are both worth 4.0. A+ is given at the instructor's professional discretion based on work of rare and exemplary quality.

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: Claire Gillis, esa@ucalgary.ca.

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