

**EDUC 535.03: Specialization in Elementary English Language Arts
Fall 2020**

Section	Instructor	Time	Location	Email
S01	Kim Lenters	11:00-12:30	Online	k.lenters@ucalgary.ca

Class Dates: **September 8 – October 30, 2020.**

Each week there will be a learning module for you to complete. You will self-pace to complete each module by week's end (Friday of each week). Additionally, we will have 4 Zoom sessions.

Zoom sessions (participation mandatory):

Monday, **September 14**, 2020, 11:00-12:30

Monday, **September 28**, 2020, 11:00-12:30

Monday, **October 5**, 2020, 11:00-12:30

Monday, **October 26**, 2020, 11:00-12:30

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:*Course Overview*

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).

Section-Specific Description

This class is about how to make elementary language arts teaching meaningful. We will consider students, texts, genres, and assessment, through an exploration of writing instruction and writing's connection to a rich and engaging literacy environment for elementary-aged students.

LEARNER OUTCOMES:

Students will be knowledgeable about:

- 1) Further develop a deeper conceptual understanding of the historical, socio-cultural, political contexts of the *discipline of 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 online through the D2L environment, in addition to 4 scheduled Zoom sessions. There will be modules for you to complete each week, in addition to our scheduled Zoom sessions. All instructional materials and activities will be located in D2L. You will self-pace to complete each module by week's end (Friday of each week).

REQUIRED RESOURCES:

We will be working back and forth between two First Steps companion texts for a number of readings, in-class activities and learning tasks:

First Steps in Literacy Resource Book: Writing. Retrieved from:

https://assets.pearsonschool.com/asset_mgr/current/201340/0132083337_fsil_wrb.pdf

[Note: This volume is organized primarily by the functions of writing, i.e., writing to: entertain; recount; describe; socialize; explain; instruct; persuade; inquire]

First Steps in Literacy (2013). Map of Development: Writing. Retrieved from:

https://assets.pearsonschool.com/asset_mgr/current/201340/0132083329_fsil_wmod.pdf

[Note: This volume is organized primarily by the developmental stages of learning to write: Role play; Experimental; Early; Transitional; Conventional; Proficient; Accomplished]

Various articles available online and through TDFL. See weekly course schedule below.

ADDITIONAL RESOURCES:

Alberta Education Program of Studies ELA K-19. <https://education.alberta.ca/media/160402/ela-pos-k-9.pdf>

First Steps in Literacy (2013). Writing Course Book. Retrieved from:

https://assets.pearsonschool.com/asset_mgr/current/201343/0132072815_fsil_writing_cb.pdf

First Steps in Literacy (2013). Map of Development: Reading. Retrieved from:

https://assets.pearsonschool.com/asset_mgr/current/201340/0135012783_fsil_rmod.pdf

First Steps in Literacy Resource Book: Reading. Retrieved from:

https://assets.pearsonschool.com/asset_mgr/current/201340/0135012813_fsil_rrb.pdf

Filewych, K. (2017). *How Do I Get Them to Write? Explore the reading-writing connection using freewriting and mentor texts to motivate and empower students.* Markham, ON: Pembroke Publishers.

<https://www-deslibris-ca.ezproxy.lib.ucalgary.ca/ID/452984>

Tompkins, G., et al. (2018). *Language and literacy: Content and Teaching Strategies.* Toronto: Pearson.
E-book available for rent in [BookShelf\(VitalSource\)](#); App available in Apple and Android devices

LEARNING TASKS OVERVIEW

LEARNING TASK	DESCRIPTION OF LEARNING TASK	GROUP / INDIVIDUAL	WEIGHT	DUE DATE
Title 1	Writing Assessment for Instructional Planning	Pairs	40%	September 25
Title 2	Structured Learning Portfolio	Individual	20%	Ongoing – final due October 21
Title 3	Writing Process Unit Plan	Individual	40%	October 30

WEEKLY COURSE SCHEDULE:

Date	Topic	Readings and Tasks (see D2L for specific tasks)	Due Dates
Week of Sept 8	Introduction to EDUC 535 Introduction to Writing Instruction Preparation for LT#1 & 2	Goldstein, D. (2017). Why Kids Can't Write. https://www.nytimes.com/2017/08/02/education/edlife/writing-education-grammar-students-children.html <i>Also available in LCR:</i> https://search-proquest-com.ezproxy.lib.ucalgary.ca/docview/1925083598/fulltext/7ACEE5A14E37498APQ/1?accountid=9838 First Steps Writing Resource Book : Writing. pp. 1-27 <i>See D2L for this week's learning tasks.</i>	
Week of Sept 14	Initial Writing Assessment Writing Phase: Experimental Writers Text Forms: - Entertain - Recount Q's re. LT#1 & 2	<i>Please read these prior to Zoom session:</i> First Steps Writing Map of Development , pp. vi-vii, 87, 133, 184 First Steps Writing Map of Development , pp 86- 131. <i>[Note: You may skim the "Involving Students" sections as you read pp. 86-13, but do pay attention, as you will be drawing on these for all of your Learning Tasks]</i> <i>See D2L for this week's learning tasks.</i>	Zoom: Monday, Sept 14, 11:00-12:30 (link will be sent via email)
Week of Sept 21	Writing Phase: Early Writers Text Forms: - Describe - Socialize - Explain	First Steps Writing Map of Development , pp. 132-182. <i>[Note: same as above for "Involving Students" sections]</i> <i>See D2L for this week's learning tasks.</i>	LT#1: Due Sept 25
Week of Sept 28	Writing Phase: Transitional Writers Text Forms: - Instruct - Persuade - Inquire Preparation for LT#3	<i>Please read prior to Zoom session:</i> First Steps Writing Map of Development , pp. 183-226. <i>[Note: same as above for "Involving Students" sections]</i> <i>See D2L for this week's learning tasks.</i>	Zoom: Monday, Sept 28, 11:00-12:30 (link will be sent via email)

Week of Oct 5	Diverse Learners	<p>Please listen to this podcast prior to Zoom session: https://www.cbc.ca/radio/ideas/a-continent-of-stories-slaying-the-dragons-of-hate-with-words-1.5452560</p> <p>Additional optional readings: Lee, A.Y., & Handsfield, L. (2018). Code-Meshing and Writing Instruction in Multilingual Classrooms. <i>The Reading Teacher</i>, 72(2), 159-168. https://ila-onlinelibrary-wiley-com.ezproxy.lib.ucalgary.ca/doi/full/10.1002/trtr.1688</p> <p>Zapata, A. & Laman, T.T. (2016). “I want to show how beautiful my languages are.” <i>Language Arts</i>, 93(5), 366-378. https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/44809858</p> <p>See D2L for this week’s learning tasks.</p>	<p>Zoom: Monday, Oct 5, 11:00-12:30 (link will be sent via email)</p>
Week of Oct 13	Exploring Mentor Texts and Bilingual Picture Books for Writing Instruction	<p>Choice Literacy (n.d.). Ralph Fletcher on Mentor Texts (podcast) Read or Listen: https://choiceliteracy.com/article/ralph-fletcher-on-mentor-texts-podcast/</p> <p>Gil Teach (n.d.). 14 Questions for Examining Mentor Texts http://gilteach.com/2017/03/12/14-questions-for-examining-mentor-texts-of-any-kind/</p> <p>Zapata, A., et al (2015). Bilingual picture book making in the elementary classroom. <i>Language Arts</i>, 92(5), 343-358. https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/24577591</p> <p>See D2L for this week’s learning tasks.</p>	
Week of Oct 19	Spelling, Printing, and Handwriting	<p>First Steps Writing Resource Book: Writing. pp. 160-182.</p> <p>Roessingh, H. (2019). Why cursive handwriting needs to make a comeback. https://theconversation.com/why-cursive-handwriting-needs-to-make-a-school-comeback-121645</p> <p>(Optional: You may also review, Tompkins, G., et al. (2018). <i>Language and literacy: Content and Teaching Strategies</i>. Toronto: Pearson, pp. 322-327.)</p> <p>See D2L for this week’s learning tasks.</p>	<p>LT#2: Due October 21</p>
Week of Oct 26	Topic(s) of your choice	<p>Our Zoom session will focus on a topic the class has mutually agreed upon.</p> <p>This week’s learning task: finishing your individual Unit Plans</p>	<p>Zoom: Monday, Oct 26, 11:00-12:30 (link will be sent via email)</p> <p>LT#3: Due October 30</p>

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. (When page lengths are given below, they are double-spaced, with 12-point font, and normal (2.54 cm) margins.)

1. LEARNING TASK 1: Writing Assessment for Instructional Planning - DUE: September 25, 2020

For this learning task, you will be working in pairs with a piece of children's writing and a video, in which the child is discussing the piece of writing. The aim of the assignment is for you to assess the writing and the child's response to it to determine their approximate developmental writing phase. Following your analysis, you will plan a set of 4 instructional activities for the child to scaffold their learning. You will be working with the First Steps writing map of development to conduct your analysis and your 4 instructional activities must fall into the categories of Modelled, Shared, Guided, and Independent writing (see pp. 7-22 of FS Writing Resource Book). The instructional activities may be taken from the First Steps materials or elsewhere but sources must be cited and the activities must form a cohesive overall instructional plan, tailored to the child's individual needs, as determined by your analysis.

Note: If you have a child in your life who is willing to share a piece of their writing and discuss it with you (and whose parent also agrees), you may use them as a resource. If not, I have 4 writing samples with videos of children discussing their writing that you may work with.

CRITERIA FOR ASSESSMENT OF LEARNING TASK 1

- Includes of the actual writing sample (a photo or scan) and a written transcript of the child's talk about the writing
- Accurately analyses the child's developmental phase using the First Steps developmental checklists
 - o Be sure to include the completed checklist
- Includes a detailed narrative description of your analysis (about 2-3 pages)
 - o that appropriately utilizes the language of the First Steps developmental indicators
 - o and addresses:
 - what the child's writing demonstrates they are able to do,
 - what they know about writing, as revealed in the writing sample and their talk
 - and discusses appropriate, general kinds of activities that would be helpful for scaffolding their learning
 - o provides a brief critique of what the First Steps developmental indicators do not/cannot make apparent about the child's composing (i.e., what do you still wonder about the child and their writing that the indicators did not help you to learn?)
- Provides a set of 4 appropriate instructional activities tailored to the child's developmental phase
 - o Includes an opening paragraph that discusses how the 4 activities are linked to form a cohesive instructional approach that will scaffold this particular child's learning according to the analysis you have conducted
 - o The first activity is a Modelled Writing activity; the second, Shared Writing; the third, Guided Writing; and the fourth, Independent writing
 - Each of the 4 activities provides a clear description that connects it to the developmental indicators you are attempting to address
 - Each provides the steps you would use to engage the child in the activity
 - Each activity description and engagement steps should be about 2 paragraphs
 - o Cites the source for each activity
 - o Includes a final paragraph that discusses how you will assess the child's progress as your work through the set of 4 activities with them

2. LEARNING TASK 2: Structured Learning Portfolio – DUE: October 21

The learning portfolio will give you an opportunity to guide your weekly learning and reflect back on it. Each week you will complete activities related to a particular topic. You will post these activities in D2L, as part of your studio group's discussion. At the end of the semester, you will gather a selection of these D2L entries (guidelines below), provide a reflective essay, and a self-assessment.

Please set up your portfolio as follows: a cover page; D2L entries for weeks 2-6 (as listed below and labelled according to week); a reflective essay; an assessment of your learning (as outlined below).

1. D2L entries for each week as follows:

For each of weeks 2-4:

1. One example of the analysis work you undertook with the writing samples provided
2. One example of a text form with which you experimented

For each of weeks 5-6:

Detailed responses to 2 questions posed by the instructor with regard to the peer-reviewed article(s) read that week

2. Reflective Essay

The reflective essay will be about 2-3 pages in length and meaningfully discuss your learning in relation to the various D2L entries you have included in the portfolio. Questions you could consider with regard to your learning: What do you now know about learners at particular phases of writing development? What have you learned about the various kinds of writing children need to learn to produce? What have you learned about teaching writing through the gradual release of responsibility model? What new ideas do you have about process writing? What do you now understand about the reading-writing connection? (Please note, you will not be able to cover all of these questions, nor is it expected that you will! Also, they are just a guide, so please consider any questions you consider relevant and meaningful.)

3. Self-assessment

1. Provide a brief reflection on your participation in each of the weekly modules, including your level of preparation for the Zoom sessions and your engagement in your studio group's threaded discussions. Ask yourself: To what extent did you do the readings and assigned tasks on time and contribute to the learning community? What might you have done differently? What are the key take-aways for you from this class. (This part should be about 1 page in length.)
2. Give yourself a grade. In light of your preparation, participation, reflection, etc., what grade would you give yourself for your structured reflection portfolio and overall contribution as a learner to this class? You should give yourself an A grade if, and **only if** you had excellent attendance at the Zoom sessions (or otherwise compensated for missing the session), prepared for each Zoom session by completing all of the week's readings in advance, read at least 90% of course readings carefully and in full, engaged deeply with the readings and class activities, and worked as hard as you could to make your classwork and structured portfolio the best they could be.

CRITERIA FOR ASSESSMENT OF LEARNING TASK 2

- Completeness – all components have been included in the portfolio (i.e., specified samples and responses for week 2-6; the reflective essay; your self-assessment)
- Accurate use of course concepts and terminology, including evidence of engagement with course readings
- Substantive, high-quality entries that indicate creative, original thinking and a willingness to reflect deeply
- Editing and organization
- The quality of your work based on your self-assessment

3. LEARNING TASK 3: Writing Process Unit Plan – DUE: October 30, 2020

For this final learning task, you will design a unit plan for a group of learners from a developmental phase typically seen at the Elementary level (Experimental, Early, Transitional, or Conventional). The purpose of the assignment is for you to think carefully about how to design instruction with a group of learners with their developmental needs in mind. (In reality, a whole class will have learners from a range of developmental phases. For this reason, your unit will only be designed for a subset of a whole class, in order to allow you to focus on one developmental phase.)

You will first select a purpose for the unit, as set out in the Alberta Program of Studies. You will then select a particular text form (texts to: entertain, recount, describe, socialize, explain, instruct, persuade, or inquire) that addresses this purpose and design a connected set of learning experiences (lessons). The trajectory of these learning experiences will follow the Gradual Release of Responsibility Model (see p. 30-37 of FS Writing Resource Book) and will incorporate the full spectrum of the writing process (Planning, Drafting, Refining, Publishing).

CRITERIA FOR ASSESSMENT OF LEARNING TASK 3

- PURPOSE FOR UNIT AND RATIONALE FOR TEXT FORM
 - A clear purpose for the unit is stated
 - Objectives from the Program of Studies that support and inform the purpose are provided
 - Text form to be introduced is clearly identified
 - A strong rationale for selecting the text form is provided
- LEARNERS
 - A vivid narrative description of the hypothetical group as writers is provided (You may also plan with a real group in mind, if you wish to design this unit for Field 3 and have a clear idea of their developmental phase)
 - The description includes clear identification of the developmental phase for the group, using the language of the developmental indicators
- THE UNIT PLAN
 - Includes a detailed narrative description of the creative way you will introduce the unit to engage the students' interest
 - Provides a minimum of 8 lesson ideas and articulates how you will utilize the Gradual Release of Responsibility Model (about one paragraph each) and involve students in the writing process (Planning, Drafting, Refining, Publishing).
 - Includes 2 detailed lesson plans
 - Each lesson plan will follow the WSE lesson plan template provided
 - Includes how you will thoughtfully engage students in aspects of the writing process (Your 2 detailed lesson plans may be drawn from the 8 lesson ideas above).
 - All lesson ideas and detailed lesson plans are appropriate to the developmental phase
 - All lesson ideas are cited to indicate where you found the idea.
- CONCEPTUAL MAP
 - A one-page conceptual map of the unit provides a coherent overview of the learning objectives, resources and materials, location(s), learning activities, and assessment protocol
 - The conceptual map visually demonstrates the ways in which the 8 learning activities follow the Gradual Release of Responsibility model and the writing process.

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 the Zoom sessions with the exception of documented instances of personal or family illness or for religious requirements. We also expect that each weekly instructional module will be completed on a weekly basis. Each new module will be posted on a Friday, thus the work for that module must be completed by the following Friday.

- *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.