

EDUC 535.04/535.13: Specialization II – Elementary & Secondary Fine & Performing Arts

Fall, 2020

Instructor: Dr. Brittany Harker Martin	OnLine (Zoom & D2L)	bhmartin@ucalgary.ca
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Class Dates: September 8 – October 30th (see below for live session schedule)

This on-line course has **four, live Zoom sessions** and the expectation that students will be actively engaged in your learning between sessions, including readings, “discussion” on D2L, and work on assigned learning tasks. Please expect to spend at minimum 6-8 hours per week on coursework, plus learning tasks.

4 Zoom Sessions: September 14, September 28, October 5, October 26 – 11:00am – 12:30pm. For Zoom sessions you require a computer with a camera, microphone and speakers. (Using smart phones is discouraged as multimedia presentations may be difficult to see on a small screen). Please test equipment prior to the first day of class. Headsets are encouraged for optimal experience, but not required.

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 (I have a very flexible schedule on weekdays between 9:00am – 5:00pm and am happy to work with your schedule to meet via Zoom or chat over the phone). Email sent after 5:00pm will be responded to the next business day, as will email sent on weekends (and I extend the same courtesy to you☺).

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

LEARNER OUTCOMES:

Students will be knowledgeable about:

- 1) a conceptual understanding of the historical, socio-cultural, political contexts of the *discipline*, and relate this to curriculum planning in the specialization areas;
- 2) 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) the design of a longer-term unit and assessment plan.

COURSE DESIGN AND DELIVERY: Due to the Covid-19 protocols, this course will be delivered completely online, Fall 2020: synchronously through scheduled Zoom sessions, and asynchronously via posted slides, videos, links, assigned readings, groupwork, and interactions on D2L.

REQUIRED RESOURCES:

• **Week 2: Imagination, Breakthroughs and the Unexpected**

Greene, M. (1995). Imagination, Breakthroughs and the Unexpected. In M. Greene, *Releasing the Imagination* (p. 17–31). San Francisco, CA: JOSSEY-BASS. Posted On D2L

• **Week 3: Creating the Dance and Dancing Creatively**

Martin, B.H., Snook, B., & Buck, R. (2018). Creating the Dance and Dancing Creatively: Exploring the Liminal Space of Choreography for Emergence, *Journal of the Canadian Association for Curriculum Studies*, Vol 16 (1), 162-174. <https://jcacs.journals.yorku.ca/index.php/jcacs/article/view/40369/36371>

• **Week 4: Read ONE of the following, based on your area of specialization:**

○ **Art: Art education policy in Canada**

- Irwin, R.L., Chalmers, F.G., Grauer, K., Kindler, A.M., & MacGregor, R. N. (1996). Art education policy in Canada. *Arts Education Policy Review*, 97(6), 15-22. <https://search-proquest-com.ezproxy.lib.ucalgary.ca/docview/211014762/fulltextPDF/59580B15931441D5PQ/1?accountid=9838>

○ **Dance: The status of dance as a high school subject in Canada: Teachers' voices of challenge and celebration**

- Francis-Murray, N., Taschuk, H., & Willoughby, H. (2006). The status of dance as a high school subject in Canada: Teachers' voices of challenge and celebration. *Physical & Health Education Journal*, 72(3), 26. <https://search-proquest-com.ezproxy.lib.ucalgary.ca/docview/214322800/fulltextPDF/7BA9251DF2F94EE4PQ/1?accountid=9838>
<http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=s3h&AN=23722352&site=ehost-live>

○ **Drama: Drama and theatre education in Canada: A snapshot**

- Carter, M. (2014). Drama and theatre education in Canada: A snapshot. *McGill Journal of Education/Revue des sciences de l'éducation de McGill*, 49(1), 237-245. <https://www.erudit.org/en/journals/mje/1900-v1-n1-mje01467/1025780ar/abstract/>

○ **Music: Music education at the tipping point.**

- Kratus, J. (2007). Music education at the tipping point. *Music educators journal*, 94(2), 42-48. <https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/abs/10.1177/002743210709400209>

• **Week 5: Policy Issues in Arts Assessment in Canada: “Let’s Get Real”**

Hanley, B. (2003). Policy Issues in Arts Assessment in Canada: “Let's Get Real”. *Arts Education Policy Review*, 105(1), 33-38. <https://search-proquest-com.ezproxy.lib.ucalgary.ca/docview/211026478/fulltextPDF/393B18A739AE472EPQ/1?accountid=9838>

- **Please download and use often: Alberta Education (2015) *Program of Study (for your discipline)*** <https://education.alberta.ca/fine-arts-10-12/programs-of-study/>

(ADDITIONAL RESOURCES: MAY BE POSTED ON D2L DURING THE COURSE, WITH EMAIL NOTIFICATION)

LEARNING TASKS OVERVIEW

LEARNING TASK	DESCRIPTION OF LEARNING TASK	% OF FINAL GRADE	GROUPING & FORMAT
Learning Task 1	On-line “Discussion” Board Creative response post on D2L	50%	Individual 5 Discussion Board Posts
Learning Task 2	Knowing Your Program of Studies Communicating curricula infomercial	20%	Group Due live Oct. 5 Submit 1 per group in D2L Dropbox
Learning Task 3	Individual Unit Plan	30%	Individual Submit PDF in D2L Dropbox Oct 26

WEEKLY COURSE SCHEDULE:

Schedule of weekly activities/readings (topics and activities subject to change with notice based on learner needs)

Date	Topic	Readings and Tasks	Due Dates
Week 1 Sept 8-11	Welcome & Introductions (D2L)	Review course outline & learning tasks No formal class or learning tasks this week	
Week 2 Sept 14-18	Noticing/wondering Curiosity/ disruption Playing / pondering	Imagination, Breakthroughs and the Unexpected Greene (1995) Chapter 2 ***On-line Discussion Begins “Discussion” Post & Conversations #1	Zoom Sept. 14 11-12:30 Wed-Fri
Week 3 Sept 21-25	Planning with the end in mind – balancing learning design with emergence	Creating the Dance and Dancing Creatively Martin, Snook & Buck (2018) “Discussion” Post & Conversations #2	Wed-Fri
Week 4 Sept 28-Oct 2	Policy in your discipline	Read one article from the list, related to your discipline – be prepared to discuss at live session. “Discussion” Post & Conversations #3	Zoom Sept. 28 11-12:30 Wed-Fri
Week 5 Oct 5 – 9	Assessment, Differentiation & Accommodations and Making Learning Visible	Policy Issues in Arts Assessment in Canada Hanley (2003) “Discussion” Post & Conversations #4	Zoom Oct 5 11-12:30 Wed-Fri
Week 6 Oct 12 – 16	Unit Planning	Unit planning and feedback time “Discussion” Post & Conversations #5 -last one!	Oct 12 11-12:30 Wed-Fri
Week 7 Oct 19-23	Unit Planning	Unit planning and feedback time Peer assessment and revisions	Oct 19 11-12:30
Week 8 Oct 26		Final live session together	Zoom Oct. 26 11-12:30

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.

Note: Different programs of study use different terms for learner outcomes, including goals/outcomes/objectives, etc. For this course, these terms may be used interchangeably in reference to what the learner will be able to know or do as a result of the teaching.

LEARNING TASKS AND ASSESSMENT

There are THREE required Learning Tasks for this course.

1. LEARNING TASK 1: On-line “Discussion” Board - DUE: Weekly x 5 (see schedule)

Creative responses and discussion on D2L: Guided by the philosophy that the arts can be used, “not just as activities that enhance learning, but also as the primary medium through which students process, acquire, and represent knowledge (Martin, 2016, p. 116), the “discussion” for this course will be partly arts-based (meaning we will explore concepts and represent our ideas through different artistic processes). For the first five weeks, you will be responsible to post a creative work (photo, video, text, etc. as instructed), based on a provocation in the D2L Discussion Board. You will then view peer posts (as assigned) and engage in discussion about the provocation and both of your responses.

- **5 Posts:** There are five “discussion” posts scheduled in the first five weeks, each worth 10%. Provocations will open Tuesday by noon on D2L and your post will be due the following Wednesday, by 5:00pm. Late posts will not be accepted.
- **Discussion:** On Thursday, you are also required to respond to a peer (to be assigned) and engage in discussion about the provocation and both of your responses. All discussion activity will conclude Friday by 5:00pm – after which content will not be assessed.

CRITERIA FOR ASSESSMENT OF LEARNING TASK 1

- The post adheres to assigned format and is related to the provocation ___/4
- The post shows artistic ability, aesthetic appeal or insight ___/1
- The discussion is initiated on Thursday ___/2
- The discussion shows authentic connection, engagement and consideration ___/3

2. LEARNING TASK 2: Knowing Your Program of Studies – DUE: October 5

Communicating curricula infomercial: As an arts specialist, it is essential that you are well-familiar with the Program of Studies (POS) for your discipline. In this group-based task, you will work with other students in your discipline to create an educational video for parents that teaches them all about the POS, including front matter, how it is organized, and how a teacher can use the POS in relation to their program delivery (what kinds of things will students learn and why does that matter?)

- Your video should be between 4-5 minutes, in mp4 format and highlight multimedia talents to engage learners through digital technology. Think of it as an infomercial – be enthusiastic and sell us your program! Use multimedia effects and images to convince us that you really know this program of studies inside and out.

CRITERIA FOR ASSESSMENT OF LEARNING TASK 2

(To be posted on D2L and discussed in Zoom session)

3. LEARNING TASK 3: Individual Unit Plan – DUE: October 26

For this assignment, you will work individually to design 5 - 75 minute lesson plans, specific to your area of specialization, as a unit. These lessons should illustrate enactment of concepts and strategies introduced in the course and others. Each lesson should clearly articulate a learner statement of what the learners *will be able to* know or do and how they will do it, in detail (step by step, planned by the minute). It should also include prompts for reflection and metacognition of the process. Following the lesson plans, include a plan for assessment, with rubric(s) for assessment.

Note: It is important that you acknowledge that projects in the arts require class time for student work; however, studio time should not be a full lesson plan. If class time is required between lessons to complete work, simply indicate this at the end of the lesson plan (ie. “Requires 2 classes of additional studio time to complete”).

Format: 10-15 pages max. (incl. References); Cover page with first & last name; Times New Roman 10; single-spaced, stapled; Appendices may be added to provide support material for the unit but will not be evaluated nor required.

Your individual unit plan should include the following:

1. Cover Page: Include Unit title, Your Name (first/last), Specialization, Target Grade Level, Course Name, Date Submitted.
2. Five Lesson Plans: Individual lesson plans should not be longer than 2 pages and should include: Learner Statement; POS Outcome(s); Time-based sections (Introduction – Main/Body – Reflection/Close); Materials/Resources; Assessment (formative or summative); and Accommodation plan for differentiation – based on student profiles discussed in class/zoom, that clearly demonstrates how you will meet the diverse needs and provide an inclusive classroom.
3. Assessment Plan In 1-2 pages, describe your plan for formative feedback within the five lessons, and provide the grading criteria and evaluation rubric for summative feedback based on learner outcomes (critical), including student accommodation.
4. References: List relevant sources consulted in preparation, cited within the plans, or resources to be used while teaching. Please use APA.

CRITERIA FOR ASSESSMENT OF LEARNING TASK 3

Individual unit plans will be assessed on the following criteria:

1. Overall Plan: You design learning that builds and deepens understanding through a logical, engaging, unified plan with strong learning tasks – 20%
2. Lesson Plans: You design authentic and engaging lessons that are informed by the disciplinary knowledge and programs of study with activities that are meaningful and relevant to students, and that are of real concern and central to the discipline – 50%
3. Assessment Plan: You design assessment that provides a comprehensive and holistic picture of all students’ learning and competencies (including 3 different ways to differentiate learning (to be discussed in class), one of which is for ELL – 10%
4. Presentation: Overall presentation of plan (organization, logic, proper format, style) – 20%

* Specific details will be provided student needs for accommodation and the assigned format.

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 – Including Zoom*

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 (including Zoom sessions) with the exception of documented instances of personal or family illness or for religious requirements.

- *Engagement in Class Discussion and Inquiry – Including On-Line Discussion Board*

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 week you will post on the Discussion Board in D2L and engage fellow students in discussions. You will also help other groups by providing ideas for scholarly inquiry in assignments. Dynamic interaction is an essential part of the Discussion Board experience, and posting on time is not only important, but essential in order for the experience to be reciprocal (posting late is like speaking to a wall). Late posts without prior notice or documented and acceptable reason will not be graded, and receive a zero.

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. **Dynamic interaction is an essential part of the Discussion Board experience, and posting on time is not only important, but essential in order for the experience to be reciprocal (posting late is like speaking to a wall). Late posts without prior notice or documented and acceptable reason will not be graded, and receive a zero.**

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. In cases where students have missed meetings or deadlines, individual learning tasks may be assigned.

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.