EDUC 535.10/.18: Specialization II – Elementary and Secondary Second Languages
Fall, 2020

Section	Instructor	Time	Location	Email
S01	Daniela Fontenelle-Tereshchuk, PhD	11:00 am – 12:30 pm Sept. 14, 28 Oct. 5, 26	Online ZOOM & D2L	daniela.tereshchuk@ucalgary.ca

Class Dates: September 8 to October 30, 2020

Office Hours: By email-appointment only

Last Day to Add/Drop/Swap: Due to the non-standard dates associated with this program, please check your Student Centre for the important dates pertaining to your section.

Pre-requisite: Due to the multiple pathways in the Bachelor of Education, please consult Undergraduate Programs in Education for questions related to pre-requisite courses.

Course Description

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).

Learning Outcomes

Over the course of the semester, students will

1) Further develop a deeper conceptual understanding of the historical, socio-cultural, political contexts of the *discipline*, and relate this to curriculum planning in the specialization areas;

2) Identify and critique the *key learning perspectives* (as outlined in the front matter of the Programs of Study) and *intentions* (learning objectives) across the units in a grade from the Alberta Programs of Study;

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

COURSE DESIGN AND DELIVERY: This course will be delivered in the online environment using both D2L and Zoom.

Required Textbook (*book available for purchase at bookstore*)

Arnett, K. & Bourgoin, R. (2018). *Access for success: Making inclusion work for language learners*.
North York: Pearson.
You may also order online from the following:
Pearson Canada ; Chapters Indigo

Recommended Textbook

Wiggins, G., & McTighe. J. (2005). *Understanding by design* (2nd ed.). Alexandria, VA: Association for
Supervision and Curriculum Development
https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=3002118

Ricci, M.C. (2014). *Mindsets in the Classroom: Building a Culture of Success and Student Achievement
in Schools.* Waco, TX: Prufrock Press.
E-book options; Apps available in Android and Apple
Amazon Kindle ; Kobo ; Google Play Books

WEEKLY WORK SCHEDULE (topics and activities subject to change)

Topics/Themes	Readings and Assignments
Weeks of Sept. 9 - 11 • Welcome & Introduction • Developing a deeper conceptual understanding of the historical, socio-cultural, political contexts of the *discipline*.	Sharing experiences from Field II and identifying the big issues for Second Language Learners **Exploring what it means to *teach* a second language** Reading: McLaughlin, B. (1992). *Myths and misconceptions about second language learning: What every teacher needs to unlearn* (Educational Practice Report: 5). Santa Cruz, CA: National Center for Research on Cultural Diversity and Second Language Learning https://eric.ed.gov/?id=ED352806
Week of Sept. 14 – 18 ***ZOOM Meeting Monday - Sept, 14 11 am – 12:30 pm** • Developing a deeper conceptual understanding of the historical, socio-cultural, political contexts of the *discipline*.	**What does it mean to *learn* a second language?** **L1**: Literature Review on the Impact of Second-Language Learning (CASLT) https://www.caslt.org/files/media/news/Lit-review-Impact-L2-Learning.pdf **L2**: Roessingh, H. (2006). BICS-CALP: An introduction for some, a review for others. *TESL Canada Journal, 23*(2), 91-96. http://eric.ed.gov/?id=EJ925445 L1 - students will select two articles from the literature review for deeper study and discussion.

Week of Sept. 21 - 25 • Developing a deeper conceptual understanding of the historical, socio-cultural, political contexts of the *discipline*,	**Assignment 1- Due: Friday September 25, 2020 (40%)** **Deeper exploration of who our language learners are, what their needs are and how we can support them; Elementary and Secondary grades.** Required reading (book available for purchase at bookstore) Arnett, K. & Bourgoin, R. (2018). *Access for success: Making inclusion work for language learners*. North York: Pearson. (selected sections as announced in class) [this book will be on Reserve in the library] Recommended reading Ricci, M.C. (2014). *Mindsets in the Classroom: Building a Culture of Success and Student Achievement in Schools.* Waco, TX: Prufrock Press.
Week of Sept. 28 – Oct. 2 ***ZOOM Meeting Monday - Sept, 28 11 am – 12:30 pm** • Identify and critique the key learning perspectives and intentions in the Alberta Programs of Study	*Connecting to the AB Programs of Study: students will consult the AB POS for their area of specialization **Principles of curriculum design** **L1**.Wiggins, G., & McTighe. J. (2005). *Understanding by design* (2nd ed.). Alexandria, VA: Association for Supervision and Curriculum Development. [this book will be on reserve in the library] https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=3002118# **L2**.Dalton-Puffer, C. (2011). Content-and-language integrated learning: From practice to principles? *Annual Review of Applied Linguistics*, 31, 182-204. https://doi-org.ezproxy.lib.ucalgary.ca/10.1017/S0267190511000092 Alberta Education International Languages programs: https://education.alberta.ca/international-languages-k-6/programs-of-study/ https://education.alberta.ca/international-languages-7-9/programs-of-study/ https://education.alberta.ca/international-languages-10-12/programs-of-study/
Week of Oct. 5 - 09 ***ZOOM Meeting Monday - Oct, 5 11 am – 12:30 pm** • Designing a Unit and Assessment Plan	**Unit planning** Genesee, F. (1995). Integrating Language and Content: Lessons From Immersion. National Center for Research on Cultural Diversity and Second Language Learning. This document is available online at: http://repositories.cdlib.org/cgi/viewcontent.cgi?article=1107&context=crede
Week of Oct. 12 - 16 **(NO CLASS MON Oct 12:Thanksgiving)**	**Assessment** Chapter 7: Classroom Assessment (2011). Alberta Education, Alberta, Canada.

• Designing a Unit and Assessment Plan	Available online at: https://open.alberta.ca/dataset/0ee7e5de-98a2-4f75-8882-e0ff0735bba8/resource/31a4f048-7a75-4831-ae4b-3d8218243761/download/hgerlc3ych7.pdf SPAN: Alberta Spanish Proficiency Benchmarks, Elementary and Secondary grades (2007) at https://open.alberta.ca/dataset?tags=spanish+benchmarks https://open.alberta.ca/publications/spanish-benchmarks-grades-6-9-12-nine-year-language-and-culture-program 2.Center for Advanced Research on Language Acquisition. (2014). Create a Standards-Based Performance Assessment Unit Step-by-Step. Available online at: http://www.carla.umn.edu/assessment/vac/CreateUnit/p_1.html
Week of Oct. 19 - 23 • Designing a Unit and Assessment Plan	Specific strategies for delivering language instruction Readings will be assigned from Arnett & Bourgoin book. **Assignment 2 – Due: Wednesday, October 21, 2020 (40%)**
Week of Oct. 26 – 30 ***ZOOM Meeting Monday - Oct, 26 11 am – 12:30 pm** Final week of classes • Applying the Big Ideas that underpin the overarching learning objectives in a discipline	Specific strategies for delivering language instruction Readings will be assigned from Arnett & Bourgoin book. **Assignment 3 – Due: Friday, October 30, 2020 (20%)**

Assignments

ASSIGNMENT NUMBER	DESCRIPTION OF ASSIGNMENT	PERCENTAGE OF FINAL GRADE
Assignment #1	Working group; Inquiry project (group mark)	40%
Assignment #2	Design a Unit and Assessment Plan (individual mark)	40%
Assignment #3	Evolving Conceptual Understanding of the Discipline (individual mark)	20%

I. Assignment 1: Group Inquiry Project (40%) Due: Friday, September 25, 2020

For this assignment, students will develop a topic of inquiry/key question to be explored within the discipline. This question should emerge from class discussion and readings and should be connected to the development of your final longer-term unit plan (Assignment 3). 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. Text and visual presentation of findings/responses, as well as questions and concerns that remain.

3. List of 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

Summary of Grading Based on Above Criteria

An *A+ to A* project will present a significant research question with a clear rationale and exceptional explication of findings that are organized, well written, and supported. The digital folder will employ engaging and clearly connected visuals.

An *A- to B+* project will be guided by a good research question with a supporting rationale and generally well written and developed findings that are paired with research support and some examples. The digital folder will include mainly relevant and strong visuals.

A *B to C+* project may present a roughly sketched research question in need of some refinement, a somewhat developed rationale, and findings that are lacking in some clarity, development,

and/or examples. The digital folder will include many images and files but may not be complete or may hold examples that are not connected to the project.

II. Assignment 2: Design a Unit and Assessment Plan Due: Wednesday, October 21, 2020 (40%)

For this assignment, students will work individually to design a unit learning plan, illustrative of key aspects of theory introduced in the course. The learning design and the theoretical framework supporting it will be discussed for analysis and by "feedforward" suggestions from members of the class using the *Teaching Effectiveness Framework and Rubric* and the 5 key strategies of formative assessment (Leahy et al) as lenses.

1. Designing a unit-plan for learning and assessment plan to sponsor deep understanding of a key disciplinary concept and/or competency.

2. Including a rationale for the learning plan, as supported by theory and discipline.

3. Discussion of practicalities of enacting this learning and assessment plan: fitting it into a larger context/concept, integration of effective formative assessment strategies for scaffolding and adapting to the needs of diverse learners.

Grading Criteria for Assignment Two, Unit Plan/Checklist of specific items for your unit plan folder:

A. **Unit Title, Subject Area, and Topic** – *The theme of your unit.* This should be developed in consultation with your instructor and should be clearly and specifically titled.

B. **Reference to Alberta Education Curriculum or standards**, *as it applies to your discipline/unit.* Identify how your unit fits within the Alberta Curriculum. Provide an explanation if it doesn't fit explicitly.

C. **Grade Level –** *The grade in which the subject is taught*

D. **Unit Rationale –** *Provide a paragraph explanation where the value of the unit is presented.* This rationale should support your choice to create a full unit on this topic.

E. **Learning Outcomes –** describe the learning outcomes for the overall unit (longer term). In your lesson plan, describe the learning outcomes or goals for that specific lesson (shorter term). One or more of these may overlap. Five or six learning outcomes should define what the students should know/be able to do by the end of the unit and lesson.

F. **Key Instructional Practices Procedures –** *Details about the main methods for teaching through the unit.* This is specifically about how you will teach the content. Will the students work as a whole class, in groups, or individually? How will you transition into different activities? How will you scaffold activities? How will materials be used? etc.

G. **List of Sources** – *All sources consulted in preparation of the unit should be listed. Note: multiple sources are expected.* Present a reference page in APA format.

H. List of Materials – *List all materials needed to teach the unit that are not readily available to the teacher every day.* Be specific!

J. Learner Differentiation/Explanation of how the unit plan addresses all students' needs *Demonstrate how your plan addresses the interests and needs of a range of students.* Show how you will teach inclusively. For example, how will you address students with special needs? English language learners? Gifted students? Students who excel at group work or at independent time?

K. Creativity and Innovation *Detail how your unit will include a variety of teaching methods, with specific reference to creative teaching that engages all students.* Include discussion of your inclusion of technology in the curriculum and ways to include interdisciplinarity.

Assessment Criteria for Assignment Two
In collaboration with your peers and instructor, you will develop the assessment criteria based on the five key themes:

	Emergent	Satisfactory	Good	Outstanding
Build and deepen understanding Help develop strong learning tasks that focus students on issues, questions and problems central to the discipline.				
Informed by disciplinary knowledge/Programs of Study Makings meaningful connections to ways of thinking about the discipline, and in alignment with the Programs of Study in your disciplinary area.				
Authentic and engaged learning Learning is meaningful and relevant to students and to the broader community, and that are of real concern and central to the discipline.				
Balanced assessment Assessment of learning provides a comprehensive and holistic picture of student learning and competencies.				

| Differentiated learning

Addresses the diversity and range of students' needs (must include three ways in which your plan addresses the diverse needs of students, one of which must include ELL strategies or integration).				

III. Assignment Three: Evolving Conceptual Understanding of the Discipline
Due Friday, October 30, 2020 (20%)

MULTIMODAL RESPONSE TO THE FOLLOWING QUESTION
How has your conceptualization of the teaching of Second Languages changed?

The purpose of the assignment is for you to respond to the above question as way of reflecting thoughtfully on the pedagogical content knowledge in your subject area. Your response may take several 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:
- [insert five articles within your specialization that provides some conceptual understanding]
- 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 peers reviewed references and cited in APA 6.

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 online 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 online class meetings 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 meeting is that the course involves working with fellow students to share ideas and thinking. For example, each week you will work with to engage fellow students in discussions on work being considered in class and share your insights on the D2L weekly discussion board. You will also help other groups by providing ideas for scholarly inquiry in assignments. If you find that you are experiencing difficulties during this process, please inform the instructor.

In order to be successful in this class, you are required to do all of the readings, attend online class meetings regularly, participate in discussions and activities, and complete all assignments. **Students also must pass each assignment in order to successfully complete the course**.

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. Writing proficiency will be considered in the assessment of the assignments.

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. It is strongly recommended that students complete and submit each assignment on or before the day it is due. Late assignments will be subject to a penalty of -10%. Late work will be accepted without penalty only if special arrangements are made with the instructor prior to the assignment due date.

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 scheme

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 BEd 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.