

EDUC 460.05/.14 : Spécialisation I (Français élémentaire/secondaire)
Winter / Hiver 2026*Erin Spring***Instructor:****Courriel:** Contactez-moi par courriel pour discuter de vos questions ou pour arranger une rencontre**Dates du cours :** 12 janvier au 13 mars 2026**Jour/Heure des rencontres :****Format et lieu :****Pas de cours lundi 16 février et vendredi 20 février (Reading Week)**

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

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

The University of Calgary, located in the heart of Southern Alberta, both acknowledges and pays tribute to the traditional territories of the peoples of Treaty 7, which include the Blackfoot Confederacy (comprised of the Siksika, the Piikani, and the Kainai First Nations), the Tsuut'ina First Nation, and the Stoney Nakoda (including Chiniki, Bears paw, and Goodstoney First Nations). The city of Calgary is also home to the Métis Nation within Alberta (including Nose Hill Métis District 5 and Elbow Métis District 6).

COURSE DESCRIPTION:

Veuillez noter que ce cours se tiendra en français. Nous nous attendons à ce que toutes vos contributions soient en français.

The intent of the Specialization I Seminar is to introduce students to the concepts, theory, and design planning related to teaching within the specialization of *French*. Theory as connected to an understanding of practical classroom experiences will particularly inform the course curriculum and will be explored through course readings, analysis of teaching/learning artifacts, and through the design of discipline-based learning and assessment plans. Topics in teaching and learning will include teaching inclusively and addressing the needs of diverse learners, effective integration of technology, and discipline-based inquiry. Assignments will present the opportunity for students to develop an understanding of short-term instructional design and to begin to examine curriculum shifts in the province.

LEARNER OUTCOMES:

Students will be knowledgeable about:

1. The nature of discourse in the discipline of French pedagogy, as related to teaching and learning, including specialized language, concepts, and terminology;
2. How the teacher acts as designer of learning and assessment plans and use of the resources available for designing learning and assessment.
3. Exploring and applying introductory theory related to the teaching of French and teaching in a French Immersion context, with an emphasis on designing discipline-based tasks and assessment processes and creating an adaptive classroom learning environment to better meet the needs of today's diverse learners.
4. Successfully designing short-term learning and assessment plans to deepen understanding of key ideas/concepts within the discipline.

COURSE DESIGN AND DELIVERY: This course will be delivered face-to-face on campus with possible engagement in a D2L environment. Students will require access to a computing device that contains current software and hardware capable of running D2L. If you do not own a personal device, there are computers available for student use in the Doucette library and the Taylor Family Digital Library.

LIVRES RECOMMANDÉS: (BOOKS AVAILABLE THROUGH THE LIBRARY OR CONSULT INSTRUCTOR)

Lyster, R. (2016). *Vers une approche intégrée en immersion*. Les éditions CEC.

Arnett, K. & Bourgoïn, R. (2018). *Accès au succès : vers une pédagogie plus inclusive en langue seconde*. Pearson Canada.

LECTURE REQUISE : VOICI LES LIENS POUR LE **READING LIST TOOL** (ÉLÉMENTAIRE ET SECONDAIRE ONT LES MÊMES DOCUMENTS)

EDUC 460.05 - Elementary

https://ucalgary.alma.exlibrisgroup.com/leganto/public/01UCALG_INST/lists/27080397260004336?auth=SAML

EDUC 460.14 - Secondary

https://ucalgary.alma.exlibrisgroup.com/leganto/public/01UCALG_INST/lists/27080397260004336?auth=SAML

LEARNING TASKS OVERVIEW

LEARNING TASK	DESCRIPTION OF LEARNING TASK	GROUP / INDIVIDUAL	WEIGHT	DUE DATE
Lesson plan critique/analysis	Students will collaborate in pairs or small groups to find and analyze an existing lesson plan according to criteria discussed in class and focusing on effective language/content teaching for the French Immersion or FSL context.	Group (all group members will receive the same grade for the assignment)	30%	vendredi 30 janvier 2026

	The purpose will be to explore what makes an effective lesson plan.			
Design of language/content integration sequence	Students will propose and explain a teaching sequence (part of a lesson plan) to illustrate mastery of the elements necessary to present a new concept to students at the beginning of a sequence of lessons (hook, activation of prior knowledge, and showing how integrating language and content and including a questioning sequence). This activity will allow students to understand the design process at a deeper level.	Individual	30%	vendredi 13 février 2026
Design of short-term learning and assessment plan (lesson plan)	Design of a lesson plan including formative assessment strategies (and discussion of proposed summative assessment plan for the sequence of which this lesson plan is part). This activity will give students experience in preparing lesson plans as they move into Field II.	Individual	40 %	vendredi 13 mars 2026

GRADE WILL BE CALCULATED BY AVERAGING THE 3 LEARNING TASK GRADES. You must complete and receive a passing grade in all assignments to pass the course.

HORAIRE:

Semaine 1: 12 et 16 janvier 2026

Thème: Apprendre le français – quels sont les enjeux?

- Comment est-ce que les apprenants apprennent le français?
- Quels sont nos buts pour nos élèves?
- Quels sont les buts des élèves, des parents?
- Quels sont les défis pour l’immersion? **et** pour FSL/Core French/Français de base?

À lire:

1. Cummins, J. (2014). Rethinking pedagogical assumptions in Canadian French Immersion programs. *Journal of Immersion and Content-based language teaching*. 2, 1, 3-22.
2. CPF: Rapports de Canadian Parents for French 2017, 2018, 2019
Voici leur site pour télécharger les documents : <https://cpf.ca/en/state-of-fsl-education-in-canada/>
https://ucalgary.alma.exlibrisgroup.com/leganto/public/01UCALG_INST/citation/27080397320004336?auth=SAML
3. Canadian Parents for French : *Building Linguistic Security: Be Brave, Speak French!*

https://cpf.ca/wp-content/uploads/CPF_2020_LinguisticSecurityBrief_EN_v9_EMAIL-1.pdf
https://ucalgary.alma.exlibrisgroup.com/leganto/public/01UCALG_INST/citation/27080397330004336?auth=SAML

Semaine 2: 19 et 23 janvier 2026

Thème : Intégrer langue et contenu pour réussir l'apprentissage

Genesee, F. (1995). Integrating Language and Content: Lessons from Immersion. National Center for Research on Cultural Diversity and Second Language Learning.

<http://repositories.cdlib.org/cgi/viewcontent.cgi?article=1107&context=crede>

Lyster, R. (2015). Using form-focused tasks to integrate language across the Immersion curriculum.

System, 54, pp. 4-13. [https://www.sciencedirect-](https://www.sciencedirect.com.ezproxy.lib.ucalgary.ca/science/article/pii/S0346251X14001651)

[com.ezproxy.lib.ucalgary.ca/science/article/pii/S0346251X14001651](https://www.sciencedirect.com.ezproxy.lib.ucalgary.ca/science/article/pii/S0346251X14001651)

La langue au cœur du Programme d'immersion française (2016). Le gouvernement du Manitoba.

https://www.edu.gov.mb.ca/m12/frpub/me/langue_coeur/docs/document_complet.pdf

Semaine 3: 26 et 30 janvier 2026 (Travail no. 1 à rendre 30 janvier)

Thème: Le développement du langage oral

- Comment créer un contexte qui favorise l'emploi du français par les élèves?
- Comment aider les élèves à développer leurs habiletés langagières? [La boucle de la littératie et l'approche neurolinguistique - ANL]
- Le développement du langage oral : découvrir des stratégies utiles (le questionnement et l'échafaudage)

À lire :

Netten, J. & Germain, C. (2012). A new paradigm for the learning of a second or foreign language: The neurolinguistic approach. *Neuroeducation*, 1(1), 85-114.

<https://www.neuroeducationjournal.org/1024046/neuroed20120101-85>

Semaine 4: 2 et 6 février 2026

Thème : Explorer l'enseignement des matières en Immersion (maths, science, études sociales, FLA); les approches pour enseigner en FSL/Core French/Français de base

Exploration des enjeux pour enseigner les matières en Immersion; recherche de ressources dans la bibliothèque et sur internet.

L'instructeur va fournir des ressources pour FSL et pour Immersion

Semaine 5: 9 et 13 février 2026 (Travail no. 2 à rendre 13 février)

Thème: Vers le plan de leçon

1. Stratégies d'enseignement (<https://www.learnalberta.ca/content/ieptlibrary>) + autres ressources
2. Création du plan de leçon

À lire : Grant Wiggins, Understanding by Design

https://www.ascd.org/ASCD/pdf/siteASCD/publications/UbD_WhitePaper0312.pdf

Pour approfondir vos connaissances, regardez les deux vidéos de Wiggins sur You-tube

<https://www.youtube.com/watch?v=4isSHf3SBuQ>

<https://www.youtube.com/watch?v=vgNODvvsxgM>

Semaine 6 : READING WEEK (no classes)

Semaine 7: 23 et 27 février 2026

Thème : Assessment / L'évaluation en classe de langue/immersion

Comment développer un plan d'évaluation qui correspond aux objectifs choisis

Curriculum Immersion : <https://curriculum.learnalberta.ca/home/fr>

Curriculum FSL : <https://curriculum.learnalberta.ca>

À consulter :

- i. ACPI Référentiel – oral
- ii. ACPI Référentiel – écrit
(il faut devenir membre d'ACPI pour avoir accès à ces deux documents – infos à suivre)
- iii. Common Framework of Reference : <https://www.coe.int/en/web/common-european-framework-reference-languages/level-descriptions>
- iv. Alberta Assessment Consortium → self-directed PD resources → rubrics
[Use your UofC credentials]

Semaine 8 : 2 et 6 mars 2026

Thème La différenciation : Accès au français pour tous les élèves

À lire:

Arnett, K. (2013). *Languages for all: how to support and challenge students in a second language classroom*. Chapter 4 pp. 80-108.

Genesee, Fred. (2007). French Immersion and At-Risk Students: a review of research evidence. *The Canadian Modern Language Review*, Volume 63, Number 5 (August), pp.654-687. DOI: 10.1353/cml.2008.0004

<http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=ufh&AN=47784802&site=ehost-live>

À consulter:

Familiarisez-vous avec le document suivant :

Alberta Learning. (2010). *Making a difference: Meeting diverse learning needs with differentiated instruction*. Retrieved from: https://education.alberta.ca/media/384968/makingadifference_2010.pdf

À regarder:

Fred Genesee Immersion for ALL: The Suitability of Immersion for ALL students
<https://www.youtube.com/watch?v=vbSuttErRIE&t=19s>

Semaine 9 : 9 mars et 13 mars 2026 (Travail no. 3 Plan de leçon à rendre 13 mars)

Travailler plan de leçon

Lier théorie et pratique avant Field II

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 **three** required Learning Tasks for this course.

1. **LEARNING TASK 1: CRITIQUE AND ANALYSIS OF LESSON PLAN (GROUP TASK) 30%**
Due: January 30, 2026

CRITERIA FOR ASSESSMENT OF LEARNING TASK 1:

You will work with a partner or in a group of three to find a lesson plan for the teaching of French or for teaching content in French, and follow a list of criteria that will be provided in D2L to analyze the lesson plan. You will be required to back up your analysis points with references to the course readings. All group members will receive the same grade for this assignment. A rubric based on these criteria will be posted in D2L.

2. **LEARNING TASK 2 : INDIVIDUAL TASK 30%**
Due: February 13, 2026

You will design a teaching sequence (part of a lesson plan – **for the introduction to the first lesson of the unit**) to illustrate your mastery of the elements necessary to present a new concept to students at the beginning of a lesson sequence, **integrating language and content** (for FSL, you will focus on introducing the language necessary to manipulate the new theme). Following the class discussion and a model of how to achieve a successful sequence, you will choose a grade and theme according to the Curriculum, you will propose a plan for introducing the new theme (including hook, activation of prior knowledge and a questioning sequence), and suggestions for ensuring that students can develop their French language skills while practicing and mastering the new material. You will explain in detail how your proposed plan responds to the theory regarding integrating language and content.

Assessment criteria and rubric (we will discuss length and format requirements in class)

A/A-

Teaching sequence: the sequence will present the new material gradually while allowing students to interact and to be active participants. The sequence will include questioning that will allow student participation for gradual uncovering of their prior knowledge. The sequence will have an engaging hook and will keep students involved.

Integration of language and content: the sequence will reveal your thought process about integrating language into the content – you will find an elegant way to present the language that students will need to manipulate the content (be able to discover and talk about the content), without resorting to teaching a grammar point explicitly, or providing lists of vocabulary. Your accompanying explanation of how and why you have integrated language into content is clear and well-grounded in the literature.

B+/B

Teaching sequence: the sequence is well-ordered, although is more teacher-centered and therefore could include more student involvement. The questioning allows for the uncovering of student knowledge, although may be inconsistent and rushed. The hook is predictable and risks not being engaging for all students.

Integration of language and content: the sequence reveals some understanding of the importance of including language in the content presentation but could use polishing in terms of the integration. Explanation is on the right track but needs to be better explained and more grounded in the literature.

B-/C+

Teaching sequence: the sequence reveals a lack of understanding of how to communicate content to students and how to involve students in the process.

Integration of language and content: your suggested teaching sequence does not show an understanding that content delivery should include language support. While you may refer to the readings, your discussion reveals a lack of clear understanding of the principles.

3. **LEARNING TASK 3:** Design of short-term learning plan (**lesson plan or short series of lesson plans**) and assessment plan (**Individual Task**) **40%**

Due: March 13, 2026

Working **individually**, you will create a lesson plan (or a short series of lessons) containing the elements as detailed in the template that will be provided, and you will follow the template as appropriate.

CRITERIA FOR ASSESSMENT OF LEARNING TASK 3

You will focus especially on

- (1) choice of appropriate objectives from the curriculum for BOTH content and language,
- (2) elaboration of an assessment plan that addresses the objectives,
- (3) a clear demonstration of your understanding of either the development of literacy via the literacy loop, OR the integration of language and content,
- (4) a clear and organized sequence of activities to realize your objectives.

Assessment rubric will be posted in D2L

PLEASE NOTE THAT ALL ASSIGNMENTS ARE EXPECTED TO BE THE ORIGINAL WORK OF THE STUDENT AND STUDENTS MAY ONLY USE GENERATIVE AI (GAI) TOOLS FOR WORD PROCESSING FUNCTIONS, SUCH AS GRAMMAR AND SPELL CHECKING (E.G. GRAMMARLY, COPILOT). IT IS NOT REQUIRED TO DOCUMENT THE USE OF THE ABOVE GAI FOR THE PURPOSES DESCRIBED. IF YOU HAVE QUESTIONS ABOUT A SPECIFIC USE OF OTHER GAI TOOLS, PLEASE CONTACT YOUR INSTRUCTOR.

Please review the Academic Calendar carefully. It describes the program and provides detailed schedules and important dates. It contains information on expectations for student work and professional conduct. In addition, procedures are described regarding concern about student performance in the program. Please pay especially careful attention to details and descriptions in the following topic areas:

- *The Importance of Attendance and Participation in Every Class*

As this is a professional program, experiences are designed with the expectation that all members will be fully involved in all classes and in all coursework experiences. As you are a member of a learning community your contribution is vital and highly valued, just as it will be when you take on the professional responsibilities of being a teacher. We expect that you will not be absent from class with the exception of documented instances of personal or family illness or for religious requirements.

- *Engagement in Class Discussion and Inquiry*

Another reason for the importance of attendance and participation in every class is that the course involves working with fellow students to share ideas and thinking. For example, each class you will work with a small group to engage fellow students in discussions on work being considered in class. You will also help other groups by providing ideas for scholarly inquiry in assignments. If you find that you are experiencing difficulties as a group collaborating, please inform the instructor.

EXPECTATIONS FOR WRITING

Please note that all written assignments for this course must be submitted in French. 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: <https://calendar.ucalgary.ca/pages/2c2d1ce47b8c4d008aec9cc3da49876e>

LATE SUBMISSIONS

All late submissions of assignments must be discussed with the instructor **prior to the due date**. A deferral of up to 30 days may be granted at the discretion of the Associate Dean of Undergraduate Programs prior to the end of the course 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: <https://calendar.ucalgary.ca/pages/fc4adb8643f84441ab32300237b80df1>

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

Academic Misconduct

Academic Misconduct refers to student behavior which compromises proper assessment of a student's academic activities and includes cheating; fabrication; falsification; plagiarism; unauthorized assistance; failure to comply with an instructor's expectations regarding conduct required of students completing academic assessments in their courses; and failure to comply with exam regulations applied by the Registrar.

For information on the Student Academic Misconduct Policy and Procedure please visit:

<https://www.ucalgary.ca/legal-services/university-policies-procedures/student-academic-misconduct-policy>

<https://www.ucalgary.ca/legal-services/university-policies-procedures/student-non-academic-misconduct-policy>

Additional information is available on the Academic Integrity Website at: <https://ucalgary.ca/student-services/student-success/learning/academic-integrity>

Academic Accommodation

It is the student's responsibility to request academic accommodations according to the University policies and procedures listed below. The student accommodation policy can be found at: <https://ucalgary.ca/student-services/access/prospective-students/academic-accommodations> .

Students needing an accommodation because of a disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities: <https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Accommodation-for-Students-with-Disabilities-Procedure.pdf>

Students needing an accommodation in relation to their coursework or to fulfill requirements for a graduate degree based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to the

designated contact person in their faculty. The course outline should clearly list the appropriate Faculty contact person(s) and their contact details. For further information see E.1 C. Course Policies and Procedures

<https://calendar.ucalgary.ca/pages/a89ecbf758841b5983c4b67746e7846>

Research Ethics

Students are advised that any research with human participants – including any interviewing (even with friends and family), opinion polling, or unobtrusive observation – must have the approval of the Conjoint Faculties Research Ethics Board (<https://research.ucalgary.ca/conduct-research/ethics-compliance/human-research-ethics/conjoint-faculties-research-ethics-board-cfreb>) or the Conjoint Health Research Ethics Board (<https://research.ucalgary.ca/conduct-research/ethics-compliance/human-research-ethics/conjoint-health-research-ethics-board-chreb>)

In completing course requirements, students must not undertake any human subjects research without discussing their plans with the instructor, to determine if ethics approval is required. Some courses will include assignments that involve conducting research with human participants; in these cases, the instructor will have applied for and received ethics approval for the course assignment. The instructor will discuss the ethical requirements for the assignment with the students.

For further information see E.5 Ethics of Human Studies

<https://calendar.ucalgary.ca/pages/627ed88eb4b041b7a2e8155effac3501>

Instructor Intellectual Property

Course materials created by instructors (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed or copied without the explicit consent of the instructor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

Access and Privacy Office (Formerly) Freedom Of Information and Protection of Privacy

Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary. For more information, please see: <https://www.ucalgary.ca/legal-services/access-information-privacy>

Copyright Legislation

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (<https://www.ucalgary.ca/legal-services/university-policies-procedures/acceptable-use-material-protected-copyright-policy>) and requirements of the copyright act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy <https://www.ucalgary.ca/legal-services/university-policies-procedures/student-non-academic-misconduct-policy>.

Sexual and Gender-Based Violence Policy

The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's sexual violence policy guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances. Please see the policy available at <https://www.ucalgary.ca/legal-services/university-policies-procedures/sexual-and-gender-based-violence-policy>

Other Important Information

Please visit the Registrar's website at: <https://www.ucalgary.ca/registrar/registration/course-outlines> for additional important information on the following:

- Wellness and Mental Health Resources
- Student Success
- Student Ombuds Office
- Student Union (SU) Information
- Graduate Students' Association (GSA) Information
- Emergency Evacuation/Assembly Points
- Safewalk

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 Tracy Dinh, esa@ucalgary.ca.

Werklund SU Representative is Siena Yee, educrep@su.ucalgary.ca.