

**EDUC 460.21: Specialization I – K-12 English Language Arts  
Summer 2024**

AB

**Class Dates:** July 8<sup>th</sup> to July 19<sup>st</sup>, 2024 (Specific dates: July 8, 9, 10, 11, 12, 15, 16, 17, 18, 19)

Monday – Friday 9:00AM – 11:50AM

**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 (after class, or if that does not work we can find a time that does).

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

**COURSE DESCRIPTION:**

The intent of the Specialization I course is to introduce students to the concepts, theory, and design planning related to teaching within the specializations of Elementary and Secondary English Language Arts. 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 literacy rich environments, 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 will examine curriculum shifts in the province.

**LEARNER OUTCOMES:**

Students will be knowledgeable about:

- 1) Developing a foundational understanding of the nature of discourse in the discipline, as related to teaching and learning, including specialized language, concepts, and terminology;
- 2) Exploring and applying introductory theory related to the teaching of the discipline 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;
- 3) Understanding teacher as designer of learning and assessment, and use of the resources available for designing learning and assessment; and
- 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.

**REQUIRED RESOURCES:**

Tompkins, G. E., Bright, R. M., & Winsor, P. J. T. (2018). *Language and literacy: Content and teaching strategies*, (7<sup>th</sup> Canadian Ed.).

[BookShelf\(VitalSource\)](#) ; [Amazon Kindle](#)

- There is a Leganto list for this course in D2L under “My Tools”, or you may use this link:

[https://ucalgary.alma.exlibrisgroup.com/leganto/public/01UCALG\\_INST/lists/22818257330004336?auth=SAML](https://ucalgary.alma.exlibrisgroup.com/leganto/public/01UCALG_INST/lists/22818257330004336?auth=SAML)

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

Alberta Education Program of Study ELA 10-12 <https://education.alberta.ca/media/160418/ela-pos-10-12.pdf>

**ADDITIONAL RESOURCES:**

Alberta’s Kindergarten to Grade 6 Curriculum <https://curriculum.learnalberta.ca/>

Alberta Education. (2010). *Making a difference: Meeting diverse learning needs with differentiated instruction*.

[https://education.alberta.ca/media/384968/makingadifference\\_2010.pdf](https://education.alberta.ca/media/384968/makingadifference_2010.pdf)

**LEARNING TASKS OVERVIEW**

LEARNING TASK (LT)	DESCRIPTION OF LEARNING TASK	GROUP / INDIVIDUAL	WEIGHT	DUE DATE
Learning Task 1	<b>Weekly Writer’s Journal Submission (2)</b>	Individual	15% 15%	July 12 July 19
Learning Task 2	<b>Collective Creation Presentation</b>	Group	40%	July 19
Learning Task 3	<b>Lesson Plan &amp; Rubric</b>	Individual	30%	July 19-26

**WEEKLY COURSE SCHEDULE:**

Date	Topic	Readings and Tasks	Due Dates
<b>WEEK 1:</b> Developing a foundational understanding of the nature of discourse in the discipline, as related to teaching and learning, including specialized language, concepts, and terminology; and exploring and applying introductory theory related to the teaching of the discipline 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.			
Monday	Understanding Learning, Literacy and Language	Read: Tompkins, Bright, & Winsor (2018) Chapter 1 Read Aloud: <i>Ish</i> by Peter H. Reynolds  Writer's Journal begins	
Tuesday	How Children Learn	Read: Tompkins, Bright, & Winsor (2018) Chapter 2 Shared Reading: The Six Language Arts (pg. 24-25) Popular Unit Structures: Resource, Theme, Inquiry	
Wednesday	Engaging Young Readers and Writers: Exploring Emergent Literacy	Read: Tompkins, Bright, & Winsor (2018) Chapter 3	
Thursday	Listening and Speaking in the Classroom through a Variety of Lenses	Read: Tompkins, Bright, & Winsor (2018) Chapter 4	
Friday	Reading and Writing Processes and the Relationship Between Discuss LT2	Read: Tompkins, Bright, & Winsor (2018) Chapter 5	LT1 Due (week 1)
<b>WEEK 2:</b> Understanding teacher as designer of learning and assessment, and use of the resources available for designing learning and assessment; and successfully designing short-term learning and assessment plans to deepen understanding of key ideas/concepts within the discipline.			
Monday	Narrative Text Poetry Inquiry Processes	Read: Tompkins, Bright, & Winsor (2018) Chapter 6  Group Inquiry Workshops	
Tuesday	The Power of Expository Text – Writing to Inform  Meaningful Rubrics	Read: Tompkins, Bright, & Winsor (2018) Chapter 7  Group Inquiry Workshops	
Wednesday	Wonderful Words  Effective Lesson Planning & LT3 Templates	Read: Tompkins, Bright, & Winsor (2018) Chapter 8  Group Inquiry Workshops	
Thursday	Visuality and Integrating the Fine Arts – Socially Empowered Learning Forms of Representation	Read: Tompkins, Bright, & Winsor (2018) Chapter 9 & 10  Group Inquiry Workshops	
Friday	Pulling It All Together – Performing Language Arts and Creating a Celebration of Learning	Read: Tompkins, Bright, & Winsor (2018) Chapter 11  Inquiry Performances – Celebration of Learning	LT1 Due (week 2) LT2 Due (Live!)
Friday, July 19-26		<i>You may submit any time during this period</i>	LT3 Due Drop Box

**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 (Two during, and one a week after the last class).

**1. LEARNING TASK 1: Writer’s Journal      DUE: July 12<sup>th</sup> & July 19<sup>th</sup>**

The purpose of this assignment is for you to use writing as a tool for learning, sense-making, and meta-cognition by recording your inner thoughts and reactions, noting promising practices, engaging in a variety of thought routines, and responding to prompts and provocations across the course. Your Writer’s Journal also serves as a commonplace record for future reference of how you learned in, about, and through Language Arts. Specific details regarding quality, quantity and other expectations will be discussed in class. All response entries are required to receive an A (in addition to meeting the other requisite criteria).

**CRITERIA FOR ASSESSMENT OF LEARNING TASK 1**

The criteria for assessment includes demonstrating:

- Willingness to use writing to record and respond meaningfully to prompts;

CRITERIA FOR ASSESSMENT WRITERS JOURNAL	No	SOME	MOST	YES	A+
Demonstrates willingness to record and respond meaningfully to every prompt.	0	C+ (10)	B+ (12)	A (13.5)	15

*\* A+ is reserved for students with an A average who also completed every, single entry (meaning they were present for every provocation and writing experience. Exceptions may be requested for excused absences).*

**2. LEARNING TASK 2: Collective Creation Presentation - DUE: July 19<sup>th</sup>**

The purpose of this assignment is for you to collaborate with colleagues to ponder an inquiry question together and represent your collective answer through Language Arts. Working with an assigned group, you will write and stage a literary work (based on a variety of formats) that represents your shared perspectives. Through a series of in-class activities, your group will use Language Arts to: explore and reveal self-knowledge; generate shared knowledge; express understandings; and engage audience. Presentation time will be dependent on class size (TBD).

- Please note that although there is dedicated class time in the schedule for group work, additional time will likely be required outside of class.

**CRITERIA FOR ASSESSMENT OF LEARNING TASK 2**

The criteria for assessment includes:

- Connects to and informs the topic of inquiry (presents)
- Presentation represents group members’ personal perspectives and makes learning visible
- Performance is well-planned, well-rehearsed, and engaging

*Detailed instructions and assessment rubric will be discussed in class then posted on D2L.*

**3. LEARNING TASK 3: Lesson Plan & Rubric - DUE: July 19<sup>th</sup> - 26<sup>th</sup>**

The purpose of this assignment is for you to reflect on and engage in learning design that describes teacher strategies and student activities (including appropriate differentiation) in a way that creates conditions for acquisition and assessment of learning outcomes for a specific grade’s ELA program of study.

*Specific topic and requisite planning templates will be discussed in class then posted on D2L.*

### CRITERIA FOR ASSESSMENT OF LEARNING TASK 3

The criteria for assessment includes:

- Identifies appropriate learner outcomes from POS and summarizes them in terms of what *students will be able to* do as a result of the planned activities; 10%
- Plan follows class template and adequately describes appropriate teacher strategies and student activities that clearly connect to each learner outcome; 40%
- Rubric follows class template and specifically includes ways to assess acquisition of all identified POS learner outcomes; 30%
- Overall plan is logical, cohesive, professional and adheres to format requirements including assigned templates provided in D2L, page count, and accommodations for an ELL, ADHD, and gifted student 20%
  - Accommodations planning will require getting to know the student profiles (provided in class) and spending time reviewing Part 2 of Making A Difference (Alberta Education, 2010). Supporting accommodation suggestions with the source and page numbers is required.
  - Max 6 pages including: Cover Page (1). Explanatory Page (1 max). Lesson Plan pages (2 max). Rubric (1 max), References / Endnotes (1).

### 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 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 classmates by providing ideas for scholarly inquiry in assignments.

***\*Please note that all assignments are expected to be the original work of the student and students are not to employ text generation software or text-to-image models (for example, ChatGPT).***

### EXPECTATIONS FOR WRITING

All assignments 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. Assignments submitted after the due date without prior approval will be docked 10% per day late.** 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

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://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Student-Accommodation-Policy.pdf>. 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: [ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Accommodation-for-Students-with-Disabilities-Procedure.pdf](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 based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to their Instructor.

#### 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 Claire Gillis, [esa@ucalgary.ca](mailto:esa@ucalgary.ca).

**Werklund SU Representative** is TBA, [educrep@su.ucalgary.ca](mailto:educrep@su.ucalgary.ca).