

EDUC 535.05/.14 Spécialisation II (Français)  
Été 2024

Dates du cours : du 8 au 19 juillet 2024  
Jour/Heure des rencontres lundi au vendredi 12h à 15h50

**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:**

*Veillez noter que ce cours est en français. Nous nous attendons à ce que toutes vos contributions soient en français.*

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).

**LEARNER 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 person on campus.

**REQUIRED RESOURCES:** Required readings are listed in the weekly schedule.

**RECOMMENDED RESOURCES (AVAILABLE THROUGH BOOKSTORE - VALUABLE ADDITIONS TO YOUR PROFESSIONAL LIBRARY)**

Lyster, R. (2016). *Vers une approche intégrée en immersion*. Les Éditions CEC.  
 Arnett, K. and Bourgoïn, R. (2018). *Accès au succès*. Pearson Canada Ltd.

**LEARNING TASKS OVERVIEW**

LEARNING TASK	DESCRIPTION OF LEARNING TASK	GROUP / INDIVIDUAL	WEIGHT	DUE DATE
1. Reflection on Field II learning + action plan	Structured reflection on Field II experiences; creation of action plan for Year 2 and beyond	Individual	30%	jeudi 11 juillet
2. Theory to practice - presentation	Students will choose one topic to be approved by Instructor and will share their understanding of the theory to classroom practice links via Powerpoint/Prezi etc. and including interactive elements	Individual	30%	Présentations jeudi 18 juillet
3. Design of unit plan and assessment plan	For this assignment, students will design a unit learning plan and assessment plan that demonstrate a solid understanding of the theoretical aspects presented in the course, and of the vision necessary in planning a unit.	Individual	40%	dimanche 21 juillet

CONSULTEZ LE LIEN « READING TOOL » POUR ACCÉDER À TOUS LES ARTICLES

[HTTPS://UCALGARY.ALMA.EXLIBRISGROUP.COM/LEGANTO/PUBLIC/01UCALG\\_INST/LISTS/22741022450004336?AUTH=SAML](https://ucalgary.alma.exlibrisgroup.com/leganto/public/01UCALG_INST/LISTS/22741022450004336?AUTH=SAML)

**HORAIRE:**
**Jour 1 (lundi 8 juillet)**
**Thème : Réflexions**

1. Field II : exploration des enjeux en salle de classe; identifier vos buts pour développer votre pratique d'enseignement
2. Notre identité en tant qu'enseignant/e et locuteur natif/non-natif de français : la sécurité/insécurité linguistique – pour nous les enseignants et pour nos élèves

**À lire :**

Roy, S. (2020). *French Immersion Ideologies in Canada*. Lanham: Lexington Books.  
 Pages 115-123 et pages 151-158.

<https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=6209392>

Ruest, C. & Wernicke, M. (2021). Une perspective interculturelle pour une identité professionnelle positive des enseignant.e.s d'immersion. *Le journal de l'immersion* (ACPI), 43, 2, 13-15.

[https://ucalgary.alma.exlibrisgroup.com/leganto/public/01UCALG\\_INST/citation/22741067760004336?auth=SAML](https://ucalgary.alma.exlibrisgroup.com/leganto/public/01UCALG_INST/citation/22741067760004336?auth=SAML)

## **Jours 2 et 3 (mardi 9 et mercredi 10 juillet)**

**Thème : L'intégration langue et contenu en Immersion**

Integrating language and content: read, watch videos and be prepared to discuss in class.

Vidéos: Roy Lyster video (Second Language Research Forum, Columbia University, NY, 2016) on integrating language/content

Watch Parts 1 and 2

<https://www.youtube.com/watch?v=ZRluzjuPU6U> (start at 4:45)

<https://www.youtube.com/watch?v=60VQHsnhFpc>

Refer to Lyster book *Vers une approche intégrée* and to the following articles as you prepare your contributions to class discussions.

Cammarata, L. & Tedick, D.J. (2012). Balancing content and language in instruction: The experience of immersion teachers. *The Modern Language Journal*, 96 (2), 251-269.

<https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/41684072>

<https://onlinelibrary-wiley-com.ezproxy.lib.ucalgary.ca/doi/full/10.1111/j.1540-4781.2012.01330.x>

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>

## **Jours 4, 5 (jeudi 11, vendredi 12 juillet)**

**Thème: Primer le langage oral en salle de classe**

Une exploration de nos options pour cibler le développement du langage oral de nos élèves, et ce dans le cadre de la littératie intégrée; **l'approche neurolinguistique** et comment l'adapter pour le contexte immersif.

Présentation, pratique, planification

## **Jour 6 (lundi 15 juillet)**

**Thème : Soutenir nos élèves en Immersion**

- Créer un contexte qui encourage la participation active
- Translanguaging : comment l'implémenter?
- Faciliter l'accès au français pour tous les élèves
- Interactions avec parents : comment clarifier notre approche pédagogique

**À lire :**

1. Lyster, R. (2019). Translanguaging in Immersion: Cognitive support or social prestige? *The Canadian Modern Language Review*, 75, 4 (November). Pp 340-352.  
<http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=ufh&AN=140275666&site=ehost-live>  
<https://muse-jhu-edu.ezproxy.lib.ucalgary.ca/article/744618>
2. MacIntyre, P., Z. Dörnyei, R. Clément & K. Noels (2013). Conceptualizing Willingness to Communicate in a L2 : A Situational Model of L2 Confidence and Affiliation. *The Modern Language Journal*, vol 82, no. 4 (Winter 1998), pp. 545 -562. <https://onlinelibrary-wiley-com.ezproxy.lib.ucalgary.ca/doi/abs/10.1111/j.1540-4781.1998.tb05543.x>  
<https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/330224>

**À consulter:**

Arnett, K. and Bourgoin, R. (2018). *Accès au succès*. North York: Pearson Canada Ltd.

**À regarder:** Video Fred Genesee Immersion for ALL: The Suitability of Immersion for ALL students

<https://www.youtube.com/watch?v=vbSuttErRIE&t=19s>

**Tâches**

*Chers parents ...*

Nous allons travailler ensemble pour préparer des commentaires qui vont répondre aux questions des parents des élèves en Immersion. Consultez les articles et livres suggérés, ainsi que des vidéos accessibles sur you-tube et examinez vos sources avec un œil critique (vous allez écrire en anglais pour pouvoir communiquer avec les parents).

- *Goals of French Immersion*
- *Success in French*
- *Success in English*
- *Success in content areas*
- *Should I remove my child from Fr Imm if they are having problems?*
- *How can I provide literacy/numeracy support at home?*
- *Should we use Google translate or other tools to help our child?*

**Jour 7 (mardi 16 juillet)**

**Thème: Vers le plan d'unité : planifier / échafauder avec intention**

Pour aborder la planification du plan d'unité, nous allons examiner l'échafaudage dans le contexte d'un plan de leçon et aussi à travers plusieurs leçons (séquence / plan d'unité).

**À lire :**

1. Cammarata, Laurent, and Ebrary, Inc. *Content-based Foreign Language Teaching: Curriculum and Pedagogy for Developing Advanced Thinking and Literacy Skills*. 2016. (Ch 6 Cammarata, L. Foreign Language Education and the Development of Inquiry-Driven Language Programs: Key

Challenges and Curricular Planning Strategies pp. 123-143.) <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=4426543&ppg=138> \*E-book license permits only one online user at a time; per day, a user may print to PDF up to 75 pages

2. Tedick, D., & Lyster, R. (2020) Scaffolding language development in immersion and dual language classrooms. London: Routledge.  
E-book available in LCR, multiple user license:  
<https://www-taylorfrancis-com.ezproxy.lib.ucalgary.ca/chapters/mono/10.4324/9780429428319-13/module-lesson-instructional-design-diane-tedick-roy-lyster>
3. **Pour section .05 (élémentaire)**  
Bourgoin, R., & Le Bouthillier, J. (2021). Task-based language learning and beginning language learners: examining classroom-based small group learning in Grade 1 French Immersion. *Canadian Journal of Applied Linguistics*, 24, 2, 70-98.  
<https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=151077681&site=ehost-live>
4. Pour Immersion :  
[sites.google.com/erlc.ca/immersion-francaise/ressources-gr-m-9](https://sites.google.com/erlc.ca/immersion-francaise/ressources-gr-m-9)

## Jour 8 (mercredi 17 juillet)

Thèmes :

- Intégrer *assessment* dans l'enseignement (évaluation formative et sommative)
- Travailler plan d'unité

### À consulter:

- i. ACPI Référentiel – écrit
- ii. ACPI Référentiel – oral  
(Pour i et ii, il faut être membre de ACPI pour y avoir accès)
- iii. Common Framework of Reference : <https://www.coe.int/en/web/common-european-framework-reference-languages/level-descriptions> (à télécharger du site)
- iv. Alberta Assessment Consortium <https://aac.ab.ca/>
- v. Alberta Program of Studies (“old” curriculum for 7-12; “new” curriculum for K-6)  
<https://www.alberta.ca/programs-of-study>

## Jour 9 (jeudi 18 juillet)

- LT2 présentations
- Travailler Plan d'unité

## Jour 10 (vendredi 19 juillet)

- Consultations plan d'unité
- Conclusion : conseils pour Field III/IV

**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**

**NOTE: FOR ALL LEARNING TASKS, A/A+ ARE BOTH 4.0; AN A+ WILL BE AWARDED FOR EXCEPTIONAL WORK BASED ON THE INSTRUCTOR'S PROFESSIONAL JUDGEMENT.**

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

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

**1. LEARNING TASK 1: Reflection on Field II Experience (30%) (Due: Thursday July 11, 2024)**

**Part I:** Students will prepare a structured reflection on Field II experiences. Topics to explore are:

- (i) **Teaching in Immersion** – challenges and lessons learned
- (ii) **Classroom management** – what were your challenges?
- (iii) **Differentiation** – what did you learn about differentiating to support students in Field II?
- (iv) **Assessment** – what experiences did you have in learning about assessment?

**Part II:** Students will create an action plan for Year 2 linking back to your learning from Year 1. You should identify goals and justify your selection of these goals, and provide a plan for what you will do to address these goals.

**CRITERIA FOR ASSESSMENT OF LEARNING TASK 1**

Criteria: Reflections should include an exploration of the four topics listed above, showing a thoughtful examination of experiences, including specific anecdotes where useful to illustrate your learning. You should link Field II experiences with your learning from Year 1 courses, including references to readings that stood out for you. In the action plan, you will identify areas that you plan to focus on during Field III and IV, with a justification (why these areas?) and your plan for developing these areas (how will you delve deeper? how can you develop your skills?). This will be a written submission, but need not be written as an academic paper, but rather as a professional document (use headings, subheadings).

A rubric will be provided in D2L and discussed in class.

**2. LEARNING TASK 2: Interactive multimodal presentation (30%)  
Presentations Thursday 18 July, 2024**

Presentations will be done in class and Powerpoint will be shared with the class.

Choose one of the following topics, and prepare a thorough presentation as if you were presenting to staff colleagues, making clear the theory to practice connections for the theme. You may rework concepts presented in class, but you should add your insights from your teaching in Field II (or

other teaching) to make the concepts clear. Include an activity to engage and inspire your classmates.

- a) Échafauder les concepts dans la planification : quelle est la valeur ? comment le faire ?
- b) Intégrer langue et contenu : pourquoi ? comment ? (exemples concrets)
- c) Encourager le développement du langage oral : importance et stratégies
- d) L'inclusion en Immersion : quels sont les enjeux ? quelles sont les possibilités pour assurer le succès pour tous les élèves ?

#### **CRITERIA FOR ASSESSMENT OF LEARNING TASK 2**

Criteria: Your presentation will provide a thorough treatment of the chosen theme, discussing the research we have explored and making connections to practice, with practical examples. You will provide an engaging presentation using Powerpoint, Prezi or another platform, and you will include an interactive element (discussion, activity, reflection etc.) that involves your classmates and encourages their participation.

A rubric will be provided in D2L and discussed in class.

### **3. LEARNING TASK 3: Design of unit plan and assessment plan (Individual) (40%) Due Sunday July 21, 2024**

For this assignment, students will design a unit learning plan and assessment plan that demonstrate a solid understanding of the theoretical aspects presented in the course, and of the vision necessary in planning a unit. A template will be provided.

#### **CRITERIA FOR ASSESSMENT OF LEARNING TASK 3 UNIT PLAN DESIGN**

Criteria: Following the template that will be provided, your unit plan will provide the essential questions, Program of Studies objectives, assessment plan, and an outline of the lessons in the unit (not full lesson plans). Your unit plan should build deep understanding of the content while showing how you will integrate appropriate language into the content (intégration langue/contenu). You will scaffold the lessons throughout the unit so that you build understanding through authentic and engaged learning. You will provide a detailed assessment plan (of formative assessment throughout, as well as an outline with assessment criteria and rubric for the final project or presentation).

Rubric for LT3 will be posted in D2L.



### 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 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 will be assessed at least partly on writing skills. **Notez que vous allez préparer tous vos travaux en langue française.** 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**

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](http://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).