ED-LTCY 440

Part 1: Course Information

Type of foundation course: CID
Delivery Format: face to face

Part 2: Syllabus Statement

Boise State’s Foundations Program provides undergraduates with a broad-based education that spans the entire university experience. ED-LTCY 440: Content Area Language Arts: K-8 satisfies three units of the Foundation Program’s Communication in the Discipline requirement. It supports the following University Learning Outcomes, along with a variety of other course-specific goals.

1. Write effectively in multiple contexts for a variety of audiences.
2. Communicate effectively as a speaker and listener.

ED-LTCY 440: Content Area Language Arts: K-8 is designed to provide students with knowledge, strategies, and tools for developing comprehension, vocabulary and writing in content areas. This course helps to achieve the goals of the Foundations program by focusing on the following course learning outcomes. After successful completion of this course, you will be able to:

- use your understanding of historical and current research related to literacy to accelerate and scaffold students’ literacy development.
- design and develop complex, holistic literacy activities and instruction that integrate numerous strategies for communicating and understanding information.
- articulate the importance and value for the use of various instructional strategies and techniques and be able to demonstrate these within a variety of contexts.

Part 3: Design for Accessibility

ED-LTCY 440: Content Area Language Arts: K-8: Universal design is an inherent part of this course, as a primary goal is for enabling pre-service educators with tools for making instruction accessible to all students. The use of assistive technologies, such as text-to-speech software or voice-recognition, and learning platforms (e.g., Blackboard or Google docs) are encouraged. Additionally, overhead computer screen projection will be used to increase lecture efficiency. Interactive on-line classroom activities include investigating both Readability and ISAT web sites with the portable laptop computers will be employed. Students are encouraged to consider websites when thinking about readability and references for lessons plans. Whenever available, videos chosen for use in the course will be those that have been close-captioned by the content producer to provide access to students who are deaf or hard of hearing. Additional time on tests, during oral examinations, or other accommodations will be provided to students as needed per the policies of the Disability Resource center.

Certified for approval 8-31-2011

Foundational Studies Program, Director Date
# Part 4: Evidence of Quality Course Design and Alignment with Foundation ULOs

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<th>Foundation ULO Criteria and Notions of Exemplary Work</th>
<th>Course Learning Outcomes</th>
<th>Assessment Methods Used</th>
<th>Planned Teaching &amp; Learning Activities/Pedagogy</th>
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| **Write effectively**                                 | Standard 1: Knowledge of Subject Matter –  
K4 – The teacher knows a variety of research-based instructional strategies to enhance student comprehension of narrative, expository, and technical information.  
K5 – The teacher understands strategies for developing and extending vocabulary in narrative, expository and technical information, encompassing, but not limited to wide reading, direct vocabulary instruction, and systematic word analysis.  
K6 – The teacher understands the relationships between reading, writing, speaking, listening, and viewing. | K4 – Class strategy activities, exam, integrated lesson sequence  
K5 – Class vocab. activities, exam, integrated lesson sequence  
K6 – ISAT, DWA activity and discussion, exam | Instructional strategy presentations where information related to each strategy is researched using a variety of resources and shared, demonstrated, and explained with an authentic audience (i.e., K-8 students, K-8 educators) using a variety of appropriate tools (e.g., smart board, powerpoint, lesson plans, unit plans, the state/core standards, websites/blogs). Additionally, students will construct written artifacts which communicate strategies and their use with parents and the public (e.g., “literacy nights,” letters/emails home, webpages, etc.) |
| **Communicate effectively**                           | Standard 1: Knowledge of Subject Matter  
P3 – The teacher articulates and demonstrates a variety of research-based instructional strategies to enhance student comprehension of narrative, expository, and technical information. | P3 –Integrated lesson sequence, exam | Curriculum presentation to mock “school board” informing of curricular changes needed; integrated lesson sequence presented and defended based upon research, the data that describes and supports the need for the changes being proposed. |
| Write effectively | **Standard 2: Knowledge of Human Development and Learning**  
|                  | K1 – The teacher knows historical and current research as it relates to reading. |
|                  | Stages of literacy development will be analyzed to understand the historical contexts of these views, the impact of these on classroom instruction then, and to determine if there is any lasting impact of these in today’s classrooms and practice. Students will analyze classroom and individual profiles of students as a Professional Learning Community (PLC) to determine where a child developmentally is and determine pathways for instruction. Pathways for instruction will be communicated in a variety of written methods (e.g., meeting agenda, formal letter, memo, e-mail, powerpoint of research, etc.). |

| Communicate effectively | **Standard 3: Modifying Instruction for Individual Needs**  
|                        | K2 – The teacher understands methods for accelerating and scaffolding the students’ development of reading strategies. |
|                        | Students will analyze a variety of texts both expository and narrative for readability, to determine what facilitates students’ access to material, and to determine options for scaffolding and supporting the needs of all learners within the classroom. Students will meet as a Professional Learning Community (PLC) team to communicate understandings of text readability and means for scaffolding and supporting learners. Each PLC will create a set of meeting minutes that delineates what was discussed and the modifications they will make as an instructional team. |

| Write effectively | **Standard 4: Multiple Instructional Strategies**  
|                  | P1 – The teacher incorporates literacy instruction into all academic content areas in ways that engage each student. |
|                  | Students will develop a written unit of content area study based upon the Idaho Elementary State Standards/Common Core Standards incorporating multiple resources that have been critically evaluated for suitability for the intended audience. Instruction will be differentiated to address the varied student needs that exist within a typical classroom. The unit created will be text-based with seamless integration of content and literacy skill/strategies based on best practices in literacy instruction. The unit of instruction and lessons within it will be shared with colleagues for feedback and revision. |
Boise State University
Foundational Studies Review Committee: Course Application Evaluation Form
Fall 2011

Course Information

Course Title: ED-LTCY 440: Content Area Language Arts K-8
Number of Credits: 3

Type of Foundational Studies Course (choose one)

☐ DLS (Disciplinary Lens– Social Science) ☐ DLL (Disciplinary Lens– Lit and Humanities)
☐ DLV (Disciplinary Lens– Visual and Performing Arts) ☐ DLM (Disciplinary Lens– Math
☐ DLN (Disciplinary Lens– Natural, Physical and Applied Science)
x CID (Communication in the Discipline) ☐ FF (Finishing Foundations)

Review Committee Checklist

☐ X_ Syllabus Statement - statement introduces the student to the purpose and role of the course in the Foundational Studies Program curriculum.
☐ X_ An appropriate number of Course Learning Outcomes are specified for the course and are clearly designed to support the Foundational Studies Program ULOs.
☐ X_ Course Learning Outcomes are appropriately designed for level of the course and address both content mastery and skill-based outcomes.
_ X_ The types and numbers of assessments planned for the course are appropriate for measuring the content or skills being assessed
_ X_ Course learning activities are likely to promote the achievement of the stated outcomes
☐ X_ Course design and materials have considered best practices for accessibility to course materials and ideas by all students (e.g., alternatives to auditory and visual content)

Feedback from Review Committee:

Good proposal.