Boise State University
Foundational Studies Program Course Application Form
Due to the Foundational Studies Program by August 19, 2011

After the Foundational Studies Program has approved a course, departments will continue through the regular departmental and college procedures. The approved course should be submitted to the University Curriculum Committee by October 1, 2011.

Instructions:
1. Complete one form per course.
2. Attach this Foundational Studies Course Application Form to the back of the University Curriculum Committee “Request for Curriculum Action” form. Both forms should be submitted to the Foundational Studies Program Office by August 19, 2011.

Part 1. Course Information

<table>
<thead>
<tr>
<th>Course Number and Title:</th>
<th>ED-Ltcy 444 Content Literacy for Secondary Students</th>
</tr>
</thead>
</table>

Type of Foundational Studies Course - (choose one):

- [ ] DLS (Disciplinary Lens – Social Science)
- [ ] DLL (Disciplinary Lens – Literature and Humanities)
- [ ] DLM (Disciplinary Lens – Mathematics)
- [ ] DLN (Disciplinary Lens – Natural, Physical and Applied Sciences) Includes Lab [ ] Y [ ] N
- [ ] DLV (Disciplinary Lens – Visual and Performing Arts)
- [X] CID (Communication in the Discipline)
Part II. Syllabus Statement

In the space below, include the syllabus statement for this course which will appear on the first page of the syllabus for each section of this course. (Template and examples are appended to this application form – click here for bookmark to examples)

Boise State’s Foundational Studies Program provides undergraduates with a broad-based education that spans the entire university experience. ED-LTCY 444: Content Literacy for Secondary Students satisfies three units of the Foundational Studies 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 444: Content Literacy for Secondary Students designed to integrate course content with the opportunity to develop communication skills important in the field of secondary education. This course provides students with knowledge, strategies, and tools for developing comprehension, vocabulary, writing and study strategies 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 written and verbal communication effectively to work within school settings. This includes communication with students, with other professionals (e.g. teachers, administrators, support specialists), families, and other community members. This communication will include a specific focus on developing effective instructional delivery, planning, and communication (both verbal and written) with students.
- 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 III. Design for Accessibility

In the space below, briefly describe plans for providing access to course materials and activities (or equivalent alternatives) to all students in adherence with the Americans with Disabilities Act. Although these plans may vary from instructor to instructor, the descriptions provided below should be representative of intended departmental and instructor practices. (See example statements appended to this form.)

ED-LTCY 444: Content Literacy for Secondary Students: 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. All posted pdf reading assignments and other course documents will be checked for readability by a screen reader. (The department will ask Academic Technologies to help with a review of these electronic materials.) 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 with hearing impairment. PowerPoint presentations used in class lectures, insofar as they contain graphs or other visual representations of content, will be verbally described to students on an as-needed basis. We will add textual descriptions accessible by screen readers to images used on the course web site. Extra time on tests, oral examinations, or other accommodations will be provided to students as needed per the policies of the Disability Resource Center.

ED-LTCY 444: Content Literacy for Secondary Students: Hybrid sections will include narrated lectures combining PowerPoint presentations with the instructor’s voice. Instructors will be encouraged to provide PowerPoint files with a textual transcript of the lecture in the notes section of each slide. Images used in the Blackboard site will have appropriate textual descriptions that can be read by screen reader software. In all sections, students will be able to submit assignments in a variety of formats, including written papers and podcasts. Extra time on tests and other accommodations will be provided to students as needed per the policies of the Disability Resource Center.

Part IV. Additional Justification (optional)

If the brief justification provided to the University Curriculum Committee in the proposal to accompany the “Request for Curriculum Action” is not sufficient to make the case for including the course in the Foundational Studies Program, additional (optional) narrative can be added here.

Content Literacy is a logical choice for such a designation as it examines in detail the language arts as they are employed for teaching and learning in disciplinary (or content subject) areas. As a required course for secondary education certification, it offers an intensive look at reading/writing/speaking/listening/viewing from both the learner and the teacher points of view. This year is a particularly good year to reexamine the course since we need to do so in light of the new Common Core Standards that will be guiding secondary education. The Common Core Standards will focus not only on skilled reading/writing/numeracy but also on critical inquiry and innovation.

Part V. Evidence of Quality Course Design

Please use the table below (column headings for this table should not be changed) to provide evidence that the course has been carefully designed and is clearly aligned with Foundational Studies Program desired ULOs. All sections of the course should share similar student learning outcomes. Teaching and Learning Activities and Assessment Methods may vary from instructor to instructor. Please use the table to report representative strategies that may be used. Assessment activities used for reporting to the Foundational Studies Program should be consistent across different sections of the course.
Boise State University
Foundational Studies Course
Fall 2011

Course Number and Title: ED-LTCY 444-Content Literacy for Secondary Students*

Course Design Table

<table>
<thead>
<tr>
<th>Foundational Studies ULO Criteria and Notions of Exemplary Work</th>
<th>Course Learning Outcomes “By the end of this course, each student should be able to...”</th>
<th>Assessment Method: Evidence of Student Learning</th>
<th>Planned Teaching and Learning Activities/Pedagogy</th>
</tr>
</thead>
<tbody>
<tr>
<td>These are drawn from the appropriate rubric for the ULO supported by the course.</td>
<td>All learning outcomes are listed.</td>
<td>How will the outcomes be assessed in the course? (Note key assessments to be used for reporting student learning outcomes.)</td>
<td>What kind of activities will be used to support students’ success on the planned assessments?</td>
</tr>
</tbody>
</table>

* By agreement with the Foundational Studies Program, the course design table will be completed prior to Summer 2012.

Electronically signed by Vicki Stiehe,
Director, Foundational Studies Program
Boise State University

Foundational Studies Program Director Signature  Date