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 department and college procedures. The approved course should be submitted to the University Curriculum Committee by October 1, 2011.

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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 I. Course Information

Course Number and Title: ED-LTCY 440: Content Area Language Arts: K-8

Type of Foundational Studies Course – (Choose One):
[ ] DLS (Disciplinary Lens – Social Science)
[ ] DLL (Disciplinary Lens – Literature and Humanities)
[ ] DLV (Disciplinary Lens – Visual and Performing Arts)
[ ] DLM (Disciplinary Lens – Mathematics)
[ ] DLN (Disciplinary Lens – Natural, Physical, and Applied Sciences)
   Includes Lab: [ ] Yes [ ] No
[ ] CID (Communication in the Discipline)
[ ] FF (Finishing Foundations)

Delivery Format(s) – (Check all that apply):
[ ] Face to Face
[ ] Fully Online
[ ] Hybrid
[ ] Concurrent Enrollment
[ ] Other (briefly describe):
Part II. Syllabus Statement

Boise State's Foundational Studies Program provides undergraduates with a broad-based education that spans the entire university experience. ED-LTCY 440 satisfies 3 credits of the Foundational Studies Program's Communication in the Discipline requirements. It supports the following University Learning Outcomes, along with a variety of other course-specific goals.

ULO 1. Write effectively in multiple contexts for a variety of audiences
ULO 2. Communicate effectively in speech, both 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 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 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.
Part IV. 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.

Please see below.
# Course Design Table

<table>
<thead>
<tr>
<th>Foundation ULO 1 &amp; 2</th>
<th>Foundation ULO 1 &amp; 2 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 &amp; Learning Activities / Pedagogy</th>
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</table>
| **ULO 1.1-1.6: Write effectively** | * Focuses narrowly on a clear purpose  
* Adopts an appropriate voice, tone, and level of formality  
* Uses the text conventions of writing in a field professionally  
* Evaluates and synthesizes ideas from sources well; documents sources according to disciplinary conventions  
* Improves across a series of drafts that are the result of drafting, revising, and editing in response to feedback  
* Controls mechanical features such as syntax, grammar, and punctuation | **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.) |

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**Boise State University**  
**Foundational Studies Course**  
**Spring 2014**  
**Course Number and Title:** ED-LTCY 440: Content Area Language Arts: K-8
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* Controls mechanical features such as syntax, grammar, and punctuation | Standard 2: Knowledge of Human Development and Learning  
* K1 – The teacher knows historical and current research as it relates to reading. | K1 – Written responses, class discussion, individual and classroom scenarios | 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.). |
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<td>Standard 4: Multiple Instructional Strategies</td>
<td>P1 – Written response and discussion, integrated lessons sequence</td>
<td>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.</td>
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<td>* Adopts an appropriate voice, tone, and level of formality</td>
<td>* P1 – The teacher incorporates literacy instruction into all academic content areas in ways that engage each student.</td>
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| ULO 2.1-2.5: Communicate Effectively as Speaker and Listener | *Focuses on a compelling central message that is precisely stated, appropriately repeated, memorable, and strongly supported  
* Offers a variety of supporting materials that are relevant to the central message, appropriate to the occasion, and in a variety of appropriate media (oral, written, media-supported) and establish the speaker’s credibility and authority  
* Uses an organizational pattern that is clear and consistently observable and makes content cohesive in creative ways  
* Makes imaginative, memorable, and compelling language choices with a tone appropriate to the audience and occasion  
* Uses compelling and appropriate delivery techniques (posture, vocal expressiveness, audience interaction) so that the speaker appears prepared, polished, and confident  
* Responds with critical understanding of oral communication of ideas | 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. |
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* Responds with critical understanding of oral communication of ideas | Standard 3: Modifying Instruction for Individual Needs  
* K2 – The teacher understands methods for accelerating and scaffolding the students’ development of reading strategies. | K2 - Written response and discussion, exam, readability assignment | 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. |