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 346: Children’s Literature

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
[x] CID (Communication in the Discipline)
[ ] FF (Finishing Foundations)

Delivery Format(s) – (Check all that apply):
[x] 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 346 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 346 Children’s Literature is designed to integrate course content with the opportunity to develop communication skills important in the field of teacher education. 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 to describe a wide range of children’s literature;
- Write and implement lesson plans for the use of children’s literature in the classroom;
- Select and implement effective strategies for the reading aloud and discussion of literature with school-age children.

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 346: Children’s Literature: 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. PowerPoints 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. Extra time on tests, oral examinations, or other accommodations, such as providing a note-taker, will be made available 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 Criteria</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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</thead>
<tbody>
<tr>
<td>ULO 1.1-1.6: Write effectively</td>
<td>Focuses narrowly on a clear purpose</td>
<td>Students will write effective lesson plans (for using children’s literature) for a variety of audiences including peers, mentor teachers and administrators, as well as the course instructor and themselves</td>
<td>Using exemplary [past] models, students &amp; professor will develop a rubric for assessment that includes criteria deemed effective for the writing piece</td>
<td>Instructor modeling and use of exemplary written models</td>
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<td>Adopts an appropriate voice, tone, and level of formality</td>
<td>Written lesson plans will be assessed for conventions and effectiveness of professional writing in education, as well as principles of effective teaching. Writing criteria include purpose, organization, clarity, tone, and mechanics.</td>
<td>Review and critique of lesson plan samples</td>
<td>Peer &amp; instructor feedback during drafting phase</td>
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<td>Uses the text conventions of writing in a field professionally</td>
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<td>Evaluates and synthesizes ideas from sources well; documents sources according to disciplinary conventions</td>
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<td>Improves across series of drafts that are the result of drafting, revising, and editing in response to feedback</td>
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<td>Controls mechanical features such as syntax, grammar, and punctuation</td>
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<td>ULO 2.1-2.6: Communicate Effectively a Speaker and Listener</td>
<td>*Focuses on compelling central message that is precisely stated, appropriately repeated, memorable, and strongly supported. Offers 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.</td>
<td>Students will effectively present an appropriate read aloud lesson to a class of elementary education peers and to a class of elementary students. Students will participate in and effectively lead small group literature discussions.</td>
<td>Students will videotape their read aloud lessons and share their videos for peer and instructor response. The first video will be used primarily as a rough draft to guide further instruction; the final video will be used to assess this ULO. Students will self-evaluate their presentations; class responses will be guided by a rubric. Listening will be assessed both in the videos—noting evidence of the students responding to their students—and also in their listening to peer and instructor feedback. * Students will prepare for literature discussions by generating open ended questions that support, develop, and encourage higher order thinking skills (as opposed to literal kinds of questions) and high participant engagement.</td>
<td>Class instruction will include techniques for effective (vs. ineffective) oral presentation of children’s literature. Viewing and critiquing of effective read aloud lessons using Teachertube and other educational video resources. Using in-class developed rubric to provide immediate feedback after reading aloud to course peers. Course readings will include articles and a textbook that contain “best practices” for literature discussion techniques. Viewing and critiquing of effective literature discussion circles using educational video resources from the Annenberg Foundation, Teachertube, et al. and other. Using in-class developed rubric to provide immediate feedback to group members after participating in or leading a literature discussion (via self-check and group-check).</td>
</tr>
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