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.

Table of Contents (Click title to go to that section)

Instructions: ................................................................................................................................. 1
Part I. Course Information ........................................................................................................... 1
Part II. Syllabus Statement .......................................................................................................... 2
Part III. Design for Accessibility .................................................................................................. 2
Part IV. Evidence of Quality Course Design .............................................................................. 3
Course Design Table .................................................................................................................. 4

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: ENGL 381: English Teaching: Writing, Reading, and Language

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. ENGL 381 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

ENGL 381: English Teaching: Writing, Reading, and Language is designed to help achieve the goals of the Foundational Studies Program by focusing on the following course learning outcomes.

After successful completion of this course, you will be able to:

• Demonstrate that you can write effectively in multiple contexts and for a variety of audiences, such as teaching plans written for yourself and for other educators; teaching-related materials suitable for your students, their parents, other teachers, or school administrators.
• Demonstrate that you can communicate effectively in speech, both as speaker and listener, particularly as you work with your students (samples of which will be videotaped), but also in class discussion.

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.)

ENGL 381: English Teaching: Writing, Reading, and Language: Whenever necessitated by student needs, the course will be made accessible in adherence with the Americans with Disabilities Act. For example, all posted pdf reading assignments may be checked for readability by a screen reader. 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 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 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>
</tr>
</thead>
<tbody>
<tr>
<td>ULO 1.1: Write effectively: Purpose</td>
<td>Focuses narrowly on a clear purpose</td>
<td>Students will write effective lesson plans for a variety of audiences including peers, mentor teachers and administrators, as well as the course instructor and for themselves.</td>
<td>Written lesson plans will be assessed for conventions and effectiveness of professional writing in education, as well as principles of effective English teaching. Writing criteria include purpose, organization, clarity, tone, and mechanics.</td>
<td>Classroom instruction in approaches to lesson planning, review and critique of lesson plan samples, and peer and instructor response to drafts of lesson plans for the purpose of revision.</td>
</tr>
<tr>
<td>ULO 1.2: Write effectively: Voice</td>
<td>Adopts an appropriate voice, tone, and level of formality</td>
<td>Students will write effective supplemental materials for the lessons intended for use with secondary school students, such as assignment guidelines, examples, or exercises.</td>
<td>Teaching materials will be assessed for effectiveness of writing, as well as principles of effective English teaching. Writing criteria include developmentally appropriate language, purpose, organization, clarity, tone, and mechanics.</td>
<td>Classroom instruction in appropriate or effective classroom materials to support instruction, review and critique of materials samples, and peer and instructor response to drafts of classroom materials.</td>
</tr>
<tr>
<td>Foundation ULO 1 &amp; 2 Criteria</td>
<td>Foundation ULO 1 &amp; 2 Notions of Exemplary Work</td>
<td>Course Learning Outcomes: By the end of this course, each student should be able to…</td>
<td>Assessment Method: Evidence of Student Learning</td>
<td>Planned Teaching &amp; Learning Activities / Pedagogy</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>-----------------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
<td>-----------------------------------------------</td>
<td>-------------------------------------------------</td>
</tr>
<tr>
<td>ULO 2.1: Communicate effectively as speaker</td>
<td>Focuses on a compelling central message that is precisely stated, appropriately repeated, memorable, and strongly supported</td>
<td>Students will effectively plan and present a lesson to a secondary school English class.</td>
<td>Students will videotape selected lessons they give in their block II internships, and share their videos for peer and instructor response. Students will self-evaluate their presentations; class responses will be guided by a rubric.</td>
<td>Class instruction will include techniques for effective oral presentation of lessons. Students will videotape their teaching at least twice; 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. 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.</td>
</tr>
</tbody>
</table>

5-16-2013

Foundational Studies Program Director Signature

Date