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: ENGL 495 ENGLISH STUDENT TEACHING SEMINAR

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)
[x] FF (Finishing Foundations)

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

In addition to course-specific goals, ENGL 495 satisfies the Foundation Studies program’s Finishing Foundations required university learning outcomes for writing and oral communication. You will demonstrate that you can effectively:

1. Write 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; and self-reflections that show you are learning from your experiences.
2. Engage in critical inquiry by defining problems, gathering and evaluating evidence, and determining the adequacy of argumentative discourse.
3. Think creatively about complex problems in order to produce, evaluate, and implement innovative possible solutions, often as one member of a team.

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.)

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.
Part V. 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.

The Boise State Teacher Education Vision Statement contains the following statement which emphasizes the importance of fostering in student teachers-to-be the development of reflection: “Educators serve learners as reflective practitioners, scholars and artists, problem solvers, and partners.” Seminar discussions will be contextualized by the standards for new English teachers specified by the Idaho Department of Education and the National Council of Teachers of English (NCTE).

__________________________________________________________________________________

Foundational Studies Program Director Signature Date
Boise State University  
Foundational Studies Course  

Course Number and Title: **ENGL 495 ENGLISH STUDENT TEACHING SEMINAR**  

**Course Design Table**

<table>
<thead>
<tr>
<th>Foundation ULO Criteria</th>
<th>Foundation ULO 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><strong>ULO 1: Writing</strong></td>
<td></td>
<td>• Write effective teaching plans (written for oneself and for other educators).</td>
<td>• Lesson plans should be well-organized, clear, and professional in tone.</td>
<td>• How to plan and write lesson plans will be reviewed, with samples provided. Written lesson plans will be shared, discussed, and revised.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Create materials suitable for their secondary school students, parents, other teachers, or administrators.</td>
<td>• Teaching materials should be developmentally appropriate, purposeful, potentially engaging, and clear.</td>
<td>• Teaching materials to be used in lessons (visual aids, handouts, etc.) will be developed, shared, discussed, and where needed, revised.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Write self-reflections that show they are learning from their experiences.</td>
<td>• Reflections should articulate learning from experiences, both in specific instances and in general understandings.</td>
<td>• Students will compose reflections on their teaching experiences, sometimes in writing and sometimes orally; sometimes for the instructor and sometimes for peers/both. Ideas from reflections will be discussed.</td>
</tr>
<tr>
<td><strong>ULO 3: Critical Inquiry</strong></td>
<td>Engage in critical inquiry by defining problems, gathering and evaluating evidence, and determining the adequacy of argumentative discourse.</td>
<td>Identify challenges in their teaching and their students’ learning, and use student data to understand teaching issues and plan for improvements in instruction.</td>
<td>• Students will reflect on their teaching experiences, both in writing and orally, in part to identify specific classroom problems and gather student-based data to inform their understanding and further planning.</td>
<td>The instructor will model and scaffold critical inquiry of classroom teaching by guiding students through problem-framing and data selection as well as instruction on coding student-based data and using the data to reach conclusions about teaching and learning.</td>
</tr>
</tbody>
</table>

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<td>ULO 4a &amp; 4b: Innovation and Teamwork</td>
<td>Think creatively about complex problems in order to produce, evaluate, and implement innovative possible solutions, often as one member of a team.</td>
<td>Work together with other members of the seminar, as well as the instructor and the mentor secondary school teacher, to plan, implement, and evaluate innovative teaching approaches to address challenges they identify in their student teaching.</td>
<td>Students will share reflections and respond to peers’ reflections, working together to invent and test innovative teaching approaches that address specific challenges in their teaching.</td>
<td>The seminar will foster creative thinking, expose students to broad ranging options, and support group discussion and consideration of multiple viewpoints regarding the challenges of classroom teaching.</td>
</tr>
</tbody>
</table>