

English 111/111C—College Writing

Department: English

Course:

Credit: 3.0

Text:

Description:

Idaho Core Teacher Standards

Principle 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

K-1

The teacher understands the role of the discipline in preparing students for the global community of the future.

Assessment:

K-2

The teacher understands the relationship of disciplinary knowledge to other subject areas and to real-life situation.

Assessment:

K-6

The teacher understands basic technology operations and concepts.

Assessment:

Disposition

D-1

The teacher realizes that subject knowledge is not a fixed body of facts but is complex and ever evolving.

Assessment:

D-4

The teacher sees how the application of learning is useful in life.

Assessment:

D-5

The teacher recognizes the interconnectedness of the disciplines.

Assessment:

Performance

P-1

The teacher presents information that is accurate and relevant.

Assessment:

Idaho Standards for Language Arts Teachers

Principle 1: Knowledge of Subject Matter

Knowledge

K-9

The teacher knows that writing is an act of discovery and a form of inquiry, reflection, and expression.

Assessment:

K-11

The teacher understands elements of effective writing such as audience, purpose, organization, development, voice, coherence, emphasis, unity, style, and conventions of standard written language.

Assessment:

K-12

The teacher recognizes the student's need for authentic purposes, audiences, and forms of writing.

Assessment:

K-13

The teacher understands the appropriate use of primary and secondary sources in research processes.

Assessment:

Disposition

D-2

The teacher appreciates the skill of writing, including content, context, word choice, sentence structure, syntax, and transition.

Assessment:

Performance

P-1

The teacher integrates information from traditional, technical, and electronic sources for critical analysis and evaluation by students.

Assessment:

Principle 9: Professional Commitment and Responsibility

Performance

P-2

The teacher stimulates student enthusiasm for and appreciation of literature, writing, language, and literacy.

Assessment:

English 251—Fundamentals of Literary Interpretation

Department: English

Course:

Credit: 3.0

Text:

Description:

Idaho Core Teacher Standards

Principle 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

K-1

The teacher understands the role of the discipline in preparing students for the global community of the future.

Assessment:

K-2

The teacher understands concepts, assumptions, debates, processes of inquiry and ways of knowing that are central to the discipline taught.

Assessment:

K-3

The teacher understands how students' conceptual frameworks and misconceptions regarding an area of knowledge can influence their learning.

Assessment:

K-5

The teacher understands best practices for effective instruction.

Assessment:

Disposition

D-1

The teacher realizes that subject knowledge is not a fixed body of facts but is complex and ever evolving.

Assessment:

D-3

The teacher recognizes multiple perspectives and conveys to learners how knowledge is developed from the vantage of the learner.

Assessment:

D-4

The teacher sees how the application of learning is useful in life.

Assessment:

Performance**P-1**

The teacher presents information that is accurate and relevant.

Assessment:

P-6

The teacher develops and uses curricula that encourage students to recognize, question, and interpret ideas from diverse perspectives.

Assessment:

P-9

The teacher integrates content representing a diversity of cultures, ethnic backgrounds, family lifestyles, and disabilities.

Assessment:

Idaho Standards for Language Arts Teachers***Principle 1: Knowledge of Subject Matter*****Knowledge****K-1**

The teacher understands a variety of literary and nonliterary forms (e.g., novels, plays, poetry, essays, and technical writing).

Assessment:

K-2

The teacher understands how literature functions as artistic expression and as a reflection of human experience.

Assessment:

K-3

The teacher understands the nature and conventions of a wide variety of literary forms and genres, literary devices, and methods of literary analysis and criticism.

Assessment:

K-5

The teacher understands the social and historical implications of print and nonprint media.

Assessment:

Disposition

D-1

The teacher appreciates literature and is committed to conveying the passion and excitement of literature to students.

Assessment:

Performance**P-2**

The teacher helps students with their understanding of a variety of literary forms and genres.

Assessment:

P-3

The teacher presents social, cultural, and historical significance of a variety of texts, and connects literary texts to students' experiences.

Assessment:

Principle 4: Multiple Instructional Strategies**Knowledge****K-2**

The teacher is familiar with a variety of strategies for enabling students with a range of abilities to comprehend, respond to, and interpret what they read.

Assessment:

Disposition**D-2**

The teacher appreciates literary texts as sources of intellectual, emotional, and aesthetic experiences from which individual readers create meaning.

Assessment:

D-3

The teacher is sensitive to multicultural and global experiences in reading, writing, speaking, listening, and viewing.

Assessment:

Performance**P-2**

The teacher incorporates a variety of analytical and critical approaches in teaching literature.

Assessment:

P-7

The teacher engages students in discussion, interpretation, and evaluation of ideas whether presented in oral, written, or visual form.

Assessment:

Principle 9: Professional Commitment and Responsibility

Disposition

D-1

The teacher enjoys reading a wide variety of literary and nonliterary texts for personal and professional growth and satisfaction.

Assessment:

D-2

The teacher appreciates the power of words and literacy.

Assessment:

Performance

P-2

The teacher stimulates student enthusiasm for and appreciation of literature, writing, language, and literacy.

Assessment:

English 314—Advanced Writing/English and Humanities

Department: English

Course:

Credit: 3.0

Text:

Description:

Idaho Core Teacher Standards

Principle 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

K-1

The teacher understands the role of the discipline in preparing students for the global community of the future.

Assessment:

K-2

The teacher understands concepts, assumptions, debates, processes of inquiry and ways of knowing that are central to the discipline taught.

Assessment:

K-3

The teacher understands how students' conceptual frameworks and misconceptions regarding an area of knowledge can influence their learning.

Assessment:

K-5

The teacher understands best practices for effective instruction.

Assessment:

Disposition

D-1

The teacher realizes that subject knowledge is not a fixed body of facts but is complex and ever evolving.

Assessment:

D-3

The teacher recognizes multiple perspectives and conveys to learners how knowledge is developed from the vantage of the learner.

Assessment:

D-4

The teacher sees how the application of learning is useful in life.

Assessment:

Performance**P-1**

The teacher presents information that is accurate and relevant.

Assessment:

P-4

The teacher evaluates teaching resources and curriculum materials for their accuracy, comprehensiveness, and usefulness for representing particular ideas and concepts.

Assessment:

P-5

The teacher engages students in generating knowledge and testing hypotheses according to the methods of inquiry and standards of evidence used in the discipline.

Assessment:

P-6

The teacher develops and uses curricula that encourage students to recognize, question, and interpret ideas from diverse perspectives.

Assessment:

P-9

The teacher integrates content representing a diversity of cultures, ethnic backgrounds, family lifestyles, and disabilities.

Assessment:

P-10

The teacher demonstrates a sound understanding of technology operations and concepts.

Assessment:

Idaho Standards for Language Arts Teachers***Principle 1: Knowledge of Subject Matter*****Knowledge****K-3**

The teacher understands the nature and conventions of a wide variety of literary forms and genres, literary devices, and methods of literary analysis and criticism.

Assessment:

K-9

The teacher knows that writing is an act of discovery and a form of inquiry, reflection, and expression.

Assessment:

K-11

The teacher understands elements of effective writing such as audience, purpose, organization, development, voice, coherence, emphasis, unity, style, and conventions of standard written language.

Assessment:

K-12

The teacher recognizes the student's need for authentic purposes, audiences, and forms of writing.

Assessment:

K-13

The teacher understands the appropriate use of primary and secondary sources in research processes.

Assessment:

Disposition**D-2**

The teacher appreciates the skill of writing, including content, context, word choice, sentence structure, syntax, and transition.

Assessment:

Performance**P-1**

The teacher integrates information from traditional, technical, and electronic sources for critical analysis and evaluation by students.

Assessment:

P-4

The teacher demonstrates the writing process as recursive and developmental process.

Assessment:

P-8

The teacher reviews, interprets, and evaluates content presented by print and nonprint media.

Assessment:

Principle 4: Multiple Instructional Strategies**Performance****P-1**

The teacher effectively uses comprehension strategies (e.g., finding context clues,

decoding, using word analysis skills, recognizing main ideas, scanning, paraphrasing, summarizing, questioning, drawing conclusions, synthesizing, making inferences, and comparing and contrasting).

Assessment:

P-2

The teacher incorporates a variety of analytical and critical approaches in teaching literature.

Assessment:

P-4

The teacher sequences reading, writing, speaking, listening, viewing, and language study.

Assessment:

P-6

The teacher enriches and expands the students' language resources for different social and cultural settings.

Assessment:

P-8

The teacher provides opportunities for students to create authentic responses to cultural, societal, and business experiences.

Assessment:

Principle 9: Professional Commitment and Responsibility

Disposition

D-2

The teacher appreciates the power of words and literacy.

Assessment:

Performance

P-2

The teacher stimulates student enthusiasm for and appreciation of literature, writing, language, and literacy.

Assessment:

English 325—Theory and Practice of Language—Grammar and Usage

Department: English

Course:

Credit: 3.0

Text:

Description:

Idaho Core Teacher Standards

Principle 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

K-1

The teacher understands the role of the discipline in preparing students for the global community of the future.

Assessment:

K-2

The teacher understands concepts, assumptions, debates, processes of inquiry and ways of knowing that are central to the discipline taught.

Assessment:

Disposition

D-4

The teacher sees how the application of learning is useful in life.

Assessment:

Performance

P-1

The teacher presents information that is accurate and relevant.

Assessment:

Idaho Standards for Language Arts Teachers

Principle 1: Knowledge of Subject Matter

Knowledge

K-6

The teacher understands the history of the English language.

Assessment:

K-8

The teacher understands how children learn language, the basic sound structure of the English language, semantics and syntactics, and diagnostic tools and test data to improve student reading ability.

Assessment:

Disposition

D-2

The teacher appreciates the skill of writing, including content, context, word choice, sentence structure, syntax, and transition.

Assessment:

Principle 9: Professional Commitment and Responsibility

Disposition

D-2

The teacher appreciates the power of words and literacy.

Assessment:

Performance

P-2

The teacher stimulates student enthusiasm for and appreciation of literature, writing, language, and literacy.

Assessment:

English 331—British Literature—Medieval and Renaissance

Department: English

Course:

Credit: 3.0

Text:

Description:

Idaho Core Teacher Standards

Principle 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

K-1

The teacher understands the role of the discipline in preparing students for the global community of the future.

Assessment:

K-2

The teacher understands concepts, assumptions, debates, processes of inquiry and ways of knowing that are central to the discipline taught.

Assessment:

Disposition

D-1

The teacher realizes that subject knowledge is not a fixed body of facts but is complex and ever evolving.

Assessment:

Performance

P-1

The teacher presents information that is accurate and relevant.

Assessment:

P-6

The teacher develops and uses curricula that encourage students to recognize, question, and interpret ideas from diverse perspectives.

Assessment:

Idaho Standards for Language Arts Teachers

Principle 1: Knowledge of Subject Matter

Knowledge

K-1

The teacher understands a variety of literary and nonliterary forms (e.g., novels, plays, poetry, essays, and technical writing).

Assessment:

K-2

The teacher understands how literature functions as artistic expression and as a reflection of human experience.

Assessment:

K-4

The teacher understands how culture and history influence literature.

Assessment:

K-6

The teacher understands the history of the English language.

Assessment:

Disposition

D-1

The teacher appreciates literature and is committed to conveying the passion and excitement of literature to students.

Assessment:

Performance

P-2

The teacher helps students with their understanding of a variety of literary forms and genres.

Assessment:

P-3

The teacher presents social, cultural, and historical significance of a variety of texts, and connects literary texts to students' experiences.

Assessment:

Principle 4: Multiple Instructional Strategies

Knowledge

K-2

The teacher is familiar with a variety of strategies for enabling students with a range of abilities to comprehend, respond to, and interpret what they read.

Assessment:

Disposition

D-2

The teacher appreciates literary texts as sources of intellectual, emotional, and aesthetic experiences from which individual readers create meaning.

Assessment:

Performance**P-2**

The teacher incorporates a variety of analytical and critical approaches in teaching literature.

Assessment:

P-7

The teacher engages students in discussion, interpretation, and evaluation of ideas whether presented in oral, written, or visual form.

Assessment:

Principle 9: Professional Commitment and Responsibility**Disposition****D-1**

The teacher enjoys reading a wide variety of literary and nonliterary texts for personal and professional growth and satisfaction.

Assessment:

D-2

The teacher appreciates the power of words and literacy.

Assessment:

Performance**P-2**

The teacher stimulates student enthusiasm for and appreciation of literature, writing, language, and literacy.

Assessment:

English 332—British Literature—Neo-classic and Romantic

Department: English

Course:

Credit: 3.0

Text:

DescIdaho Core Teacher Standards

Principle 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

K-1

The teacher understands the role of the discipline in preparing students for the global community of the future.

Assessment:

K-2

The teacher understands concepts, assumptions, debates, processes of inquiry and ways of knowing that are central to the discipline taught.

Assessment:

Disposition

D-1

The teacher realizes that subject knowledge is not a fixed body of facts but is complex and ever evolving.

Assessment:

Performance

P-1

The teacher presents information that is accurate and relevant.

Assessment:

P-6

The teacher develops and uses curricula that encourage students to recognize, question, and interpret ideas from diverse perspectives.

Assessment:

Idaho Standards for Language Arts Teachers

Principle 1: Knowledge of Subject Matter

Knowledge

K-1

The teacher understands a variety of literary and nonliterary forms (e.g., novels, plays, poetry, essays, and technical writing).

Assessment:

K-2

The teacher understands how literature functions as artistic expression and as a reflection of human experience.

Assessment:

K-4

The teacher understands how culture and history influence literature.

Assessment:

K-6

The teacher understands the history of the English language.

Assessment:

Disposition

D-1

The teacher appreciates literature and is committed to conveying the passion and excitement of literature to students.

Assessment:

Performance

P-2

The teacher helps students with their understanding of a variety of literary forms and genres.

Assessment:

P-3

The teacher presents social, cultural, and historical significance of a variety of texts, and connects literary texts to students' experiences.

Assessment:

Principle 4: Multiple Instructional Strategies

Knowledge

K-2

The teacher is familiar with a variety of strategies for enabling students with a range of abilities to comprehend, respond to, and interpret what they read.

Assessment:

Disposition

D-2

The teacher appreciates literary texts as sources of intellectual, emotional, and aesthetic

experiences from which individual readers create meaning.

Assessment:

Performance

P-2

The teacher incorporates a variety of analytical and critical approaches in teaching literature.

Assessment:

P-7

The teacher engages students in discussion, interpretation, and evaluation of ideas whether presented in oral, written, or visual form.

Assessment:

Principle 9: Professional Commitment and Responsibility

Disposition

D-1

The teacher enjoys reading a wide variety of literary and nonliterary texts for personal and professional growth and satisfaction.

Assessment:

D-2

The teacher appreciates the power of words and literacy.

Assessment:

Performance

P-2

The teacher stimulates student enthusiasm for and appreciation of literature, writing, language, and literacy.

Assessment:

English 333—British Literature—Victorian and Modern

Department: English

Course:

Credit: 3.0

Text:

Description:

Idaho Core Teacher Standards

Principle 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

K-1

The teacher understands the role of the discipline in preparing students for the global community of the future.

Assessment:

K-2

The teacher understands concepts, assumptions, debates, processes of inquiry and ways of knowing that are central to the discipline taught.

Assessment:

Disposition

D-1

The teacher realizes that subject knowledge is not a fixed body of facts but is complex and ever evolving.

Assessment:

Performance

P-1

The teacher presents information that is accurate and relevant.

Assessment:

P-6

The teacher develops and uses curricula that encourage students to recognize, question, and interpret ideas from diverse perspectives.

Assessment:

Idaho Standards for Language Arts Teachers

Principle 1: Knowledge of Subject Matter

Knowledge

K-1

The teacher understands a variety of literary and nonliterary forms (e.g., novels, plays, poetry, essays, and technical writing).

Assessment:

K-2

The teacher understands how literature functions as artistic expression and as a reflection of human experience.

Assessment:

K-4

The teacher understands how culture and history influence literature.

Assessment:

K-6

The teacher understands the history of the English language.

Assessment:

Disposition

D-1

The teacher appreciates literature and is committed to conveying the passion and excitement of literature to students.

Assessment:

Performance

P-2

The teacher helps students with their understanding of a variety of literary forms and genres.

Assessment:

P-3

The teacher presents social, cultural, and historical significance of a variety of texts, and connects literary texts to students' experiences.

Assessment:

Principle 4: Multiple Instructional Strategies

Knowledge

K-2

The teacher is familiar with a variety of strategies for enabling students with a range of abilities to comprehend, respond to, and interpret what they read.

Assessment:

Disposition**D-2**

The teacher appreciates literary texts as sources of intellectual, emotional, and aesthetic experiences from which individual readers create meaning.

Assessment:

Performance**P-2**

The teacher incorporates a variety of analytical and critical approaches in teaching literature.

Assessment:

P-7

The teacher engages students in discussion, interpretation, and evaluation of ideas whether presented in oral, written, or visual form.

Assessment:

Principle 9: Professional Commitment and Responsibility**Disposition****D-1**

The teacher enjoys reading a wide variety of literary and nonliterary texts for personal and professional growth and satisfaction.

Assessment:

D-2

The teacher appreciates the power of words and literacy.

Assessment:

Performance**P-2**

The teacher stimulates student enthusiasm for and appreciation of literature, writing, language, and literacy.

Assessment:

English 334—American Literature—Colonial and Romantic

Department: English

Course:

Credit: 3.0

Text:

Description:

Idaho Core Teacher Standards

Principle 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

K-1

The teacher understands the role of the discipline in preparing students for the global community of the future.

Assessment:

K-2

The teacher understands concepts, assumptions, debates, processes of inquiry and ways of knowing that are central to the discipline taught.

Assessment:

Disposition

D-1

The teacher realizes that subject knowledge is not a fixed body of facts but is complex and ever evolving.

Assessment:

Performance

P-1

The teacher presents information that is accurate and relevant.

Assessment:

P-6

The teacher develops and uses curricula that encourage students to recognize, question, and interpret ideas from diverse perspectives.

Assessment:

Idaho Standards for Language Arts Teachers

Principle 1: Knowledge of Subject Matter

Knowledge

K-1

The teacher understands a variety of literary and nonliterary forms (e.g., novels, plays, poetry, essays, and technical writing).

Assessment:

K-2

The teacher understands how literature functions as artistic expression and as a reflection of human experience.

Assessment:

K-4

The teacher understands how culture and history influence literature.

Assessment:

K-6

The teacher understands the history of the English language.

Assessment:

Disposition

D-1

The teacher appreciates literature and is committed to conveying the passion and excitement of literature to students.

Assessment:

Performance

P-2

The teacher helps students with their understanding of a variety of literary forms and genres.

Assessment:

P-3

The teacher presents social, cultural, and historical significance of a variety of texts, and connects literary texts to students' experiences.

Assessment:

Principle 4: Multiple Instructional Strategies

Knowledge

K-2

The teacher is familiar with a variety of strategies for enabling students with a range of abilities to comprehend, respond to, and interpret what they read.

Assessment:

Disposition

D-2

The teacher appreciates literary texts as sources of intellectual, emotional, and aesthetic experiences from which individual readers create meaning.

Assessment:

Performance**P-2**

The teacher incorporates a variety of analytical and critical approaches in teaching literature.

Assessment:

P-7

The teacher engages students in discussion, interpretation, and evaluation of ideas whether presented in oral, written, or visual form.

Assessment:

Principle 9: Professional Commitment and Responsibility**Disposition****D-1**

The teacher enjoys reading a wide variety of literary and nonliterary texts for personal and professional growth and satisfaction.

Assessment:

D-2

The teacher appreciates the power of words and literacy.

Assessment:

Performance**P-2**

The teacher stimulates student enthusiasm for and appreciation of literature, writing, language, and literacy.

Assessment:

English 335—American Literature—Realistic and Modern

Department: English

Course:

Credit: 3.0

Text:

Description:

Idaho Core Teacher Standards

Principle 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

K-1

The teacher understands the role of the discipline in preparing students for the global community of the future.

Assessment:

K-2

The teacher understands concepts, assumptions, debates, processes of inquiry and ways of knowing that are central to the discipline taught.

Assessment:

Disposition

D-1

The teacher realizes that subject knowledge is not a fixed body of facts but is complex and ever evolving.

Assessment:

Performance

P-1

The teacher presents information that is accurate and relevant.

Assessment:

P-6

The teacher develops and uses curricula that encourage students to recognize, question, and interpret ideas from diverse perspectives.

Assessment:

Idaho Standards for Language Arts Teachers

Principle 1: Knowledge of Subject Matter

Knowledge

K-1

The teacher understands a variety of literary and nonliterary forms (e.g., novels, plays, poetry, essays, and technical writing).

Assessment:

K-2

The teacher understands how literature functions as artistic expression and as a reflection of human experience.

Assessment:

K-4

The teacher understands how culture and history influence literature.

Assessment:

K-6

The teacher understands the history of the English language.

Assessment:

Disposition

D-1

The teacher appreciates literature and is committed to conveying the passion and excitement of literature to students.

Assessment:

Performance

P-2

The teacher helps students with their understanding of a variety of literary forms and genres.

Assessment:

P-3

The teacher presents social, cultural, and historical significance of a variety of texts, and connects literary texts to students' experiences.

Assessment:

Principle 4: Multiple Instructional Strategies

Knowledge

K-2

The teacher is familiar with a variety of strategies for enabling students with a range of abilities to comprehend, respond to, and interpret what they read.

Assessment:

Disposition

D-2

The teacher appreciates literary texts as sources of intellectual, emotional, and aesthetic experiences from which individual readers create meaning.

Assessment:

Performance**P-2**

The teacher incorporates a variety of analytical and critical approaches in teaching literature.

Assessment:

P-7

The teacher engages students in discussion, interpretation, and evaluation of ideas whether presented in oral, written, or visual form.

Assessment:

Principle 9: Professional Commitment and Responsibility**Disposition****D-1**

The teacher enjoys reading a wide variety of literary and nonliterary texts for personal and professional growth and satisfaction.

Assessment:

D-2

The teacher appreciates the power of words and literacy.

Assessment:

Performance**P-2**

The teacher stimulates student enthusiasm for and appreciation of literature, writing, language, and literacy.

Assessment:

English 356—Young Adult Literature

Department: English

Course:

Credit: 3.0

Text:

Description:

Idaho Core Teacher Standards

Principle 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

K-1

The teacher understands the role of the discipline in preparing students for the global community of the future.

Assessment:

K-2

The teacher understands concepts, assumptions, debates, processes of inquiry and ways of knowing that are central to the discipline taught.

Assessment:

K-3

The teacher understands how students' conceptual frameworks and misconceptions regarding an area of knowledge can influence their learning.

Assessment:

Disposition

D-1

The teacher realizes that subject knowledge is not a fixed body of facts but is complex and ever evolving.

Assessment:

D-2

The teacher is committed to continuous learning to stay abreast of new ideas and perspectives in the field.

Assessment:

D-3

The teacher recognizes multiple perspectives and conveys to learners how knowledge is

developed from the vantage of the learner.

Assessment:

D-4

The teacher sees how the application of learning is useful in life.

Assessment:

Performance

P-1

The teacher presents information that is accurate and relevant.

Assessment:

P-6

The teacher develops and uses curricula that encourage students to recognize, question, and interpret ideas from diverse perspectives.

Assessment:

P-9

The teacher integrates content representing a diversity of cultures, ethnic backgrounds, family lifestyles, and disabilities.

Assessment:

Idaho Standards for Language Arts Teachers

Principle 1: Knowledge of Subject Matter

Knowledge

K-2

The teacher understands how literature functions as artistic expression and as a reflection of human experience.

Assessment:

Disposition

D-1

The teacher appreciates literature and is committed to conveying the passion and excitement of literature to students.

Assessment:

Performance

P-2

The teacher helps students with their understanding of a variety of literary forms and genres.

Assessment:

P-3

The teacher presents social, cultural, and historical significance of a variety of texts, and

connects literary texts to students' experiences.

Assessment:

Principle 4: Multiple Instructional Strategies

Disposition

D-2

The teacher appreciates literary texts as sources of intellectual, emotional, and aesthetic experiences from which individual readers create meaning.

Assessment:

Principle 9: Professional Commitment and Responsibility

Disposition

D-1

The teacher enjoys reading a wide variety of literary and nonliterary texts for personal and professional growth and satisfaction.

Assessment:

D-2

The teacher appreciates the power of words and literacy.

Assessment:

Performance

P-2

The teacher stimulates student enthusiasm for and appreciation of literature, writing, language, and literacy.

Assessment:

English 370R—Major Authors

Department: English

Course:

Credit: 3.0

Text:

Description:

Idaho Core Teacher Standards

Principle 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

K-1

The teacher understands the role of the discipline in preparing students for the global community of the future.

Assessment:

K-2

The teacher understands concepts, assumptions, debates, processes of inquiry and ways of knowing that are central to the discipline taught.

Assessment:

Performance

P-1

The teacher presents information that is accurate and relevant.

Assessment:

Idaho Standards for Language Arts Teachers

Principle 1: Knowledge of Subject Matter

Knowledge

K-4

The teacher understands how culture and history influence literature.

Assessment:

Disposition

D-1

The teacher appreciates literature and is committed to conveying the passion and excitement of literature to students.

Assessment:

Principle 9: Professional Commitment and Responsibility

Disposition

D-1

The teacher enjoys reading a wide variety of literary and nonliterary texts for personal and professional growth and satisfaction.

Assessment:

D-2

The teacher appreciates the power of words and literacy.

Assessment:

Performance

P-2

The teacher stimulates student enthusiasm for and appreciation of literature, writing, language, and literacy.

Assessment:

English 371R—Contemporary Authors

Department: English

Course:

Credit: 3.0

Text:

Description:

Idaho Core Teacher Standards

Principle 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

K-1

The teacher understands the role of the discipline in preparing students for the global community of the future.

Assessment:

K-2

The teacher understands concepts, assumptions, debates, processes of inquiry and ways of knowing that are central to the discipline taught.

Assessment:

Performance

P-1

The teacher presents information that is accurate and relevant.

Assessment:

Idaho Standards for Language Arts Teachers

Principle 1: Knowledge of Subject Matter

Knowledge

K-4

The teacher understands how culture and history influence literature.

Assessment:

Disposition

D-1

The teacher appreciates literature and is committed to conveying the passion and excitement of literature to students.

Assessment:

Principle 9: Professional Commitment and Responsibility

Disposition

D-1

The teacher enjoys reading a wide variety of literary and nonliterary texts for personal and professional growth and satisfaction.

Assessment:

D-2

The teacher appreciates the power of words and literacy.

Assessment:

Performance

P-2

The teacher stimulates student enthusiasm for and appreciation of literature, writing, language, and literacy.

Assessment:

English 372R—Regional Authors

Department: English

Course:

Credit: 3.0

Text:

Description:

Idaho Core Teacher Standards

Principle 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

K-1

The teacher understands the role of the discipline in preparing students for the global community of the future.

Assessment:

K-2

The teacher understands concepts, assumptions, debates, processes of inquiry and ways of knowing that are central to the discipline taught.

Assessment:

Performance

P-1

The teacher presents information that is accurate and relevant.

Assessment:

Idaho Standards for Language Arts Teachers

Principle 1: Knowledge of Subject Matter

Knowledge

K-4

The teacher understands how culture and history influence literature.

Assessment:

Disposition

D-1

The teacher appreciates literature and is committed to conveying the passion and excitement of literature to students.

Assessment:

Principle 9: Professional Commitment and Responsibility

Disposition

D-1

The teacher enjoys reading a wide variety of literary and nonliterary texts for personal and professional growth and satisfaction.

Assessment:

D-2

The teacher appreciates the power of words and literacy.

Assessment:

Performance

P-2

The teacher stimulates student enthusiasm for and appreciation of literature, writing, language, and literacy.

Assessment:

English 373--Shakespeare

Department: English

Course:

Credit: 3.0

Text:

Description:

Idaho Core Teacher Standards

Principle 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

K-1

The teacher understands the role of the discipline in preparing students for the global community of the future.

Assessment:

K-2

The teacher understands concepts, assumptions, debates, processes of inquiry and ways of knowing that are central to the discipline taught.

Assessment:

Performance

P-1

The teacher presents information that is accurate and relevant.

Assessment:

Idaho Standards for Language Arts Teachers

Principle 1: Knowledge of Subject Matter

Knowledge

K-4

The teacher understands how culture and history influence literature.

Assessment:

Disposition

D-1

The teacher appreciates literature and is committed to conveying the passion and excitement of literature to students.

Assessment:

Principle 9: Professional Commitment and Responsibility

Disposition

D-1

The teacher enjoys reading a wide variety of literary and nonliterary texts for personal and professional growth and satisfaction.

Assessment:

D-2

The teacher appreciates the power of words and literacy.

Assessment:

Performance

P-2

The teacher stimulates student enthusiasm for and appreciation of literature, writing, language, and literacy.

Assessment:

English 430—Teaching English in Secondary Schools

Department: English

Course:

Credit: 3.0

Text:

Description:

Idaho Core Teacher Standards

Principle 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

K-1

The teacher understands the role of the discipline in preparing students for the global community of the future.

Assessment:

K-2

The teacher understands concepts, assumptions, debates, processes of inquiry and ways of knowing that are central to the discipline taught.

Assessment:

K-3

The teacher understands how students' conceptual frameworks and misconceptions regarding an area of knowledge can influence their learning.

Assessment:

K-4

The teacher understands the relationship of disciplinary knowledge to other subject areas and to real-life situations.

Assessment:

K-5

The teacher understands best practices for effective instruction.

Assessment:

Disposition

D-1

The teacher realizes that subject knowledge is not a fixed body of facts but is complex and ever evolving.

Assessment:

D-2

The teacher is committed to continuous learning to stay abreast of new ideas and perspectives in the field.

Assessment:

D-3

The teacher recognizes multiple perspectives and conveys to learners how knowledge is developed from the vantage of the learner.

Assessment:

D-4

The teacher sees how the application of learning is useful in life.

Assessment:

D-5

The teacher recognizes the interconnectedness of the disciplines.

Assessment:

Performance**P-1**

The teacher presents information that is accurate and relevant.

Assessment:

P-2

The teacher effectively uses multiple modalities and explanations of disciplinary concepts that capture key ideas, links them to students' prior learning, and makes connections to everyday life and the global community.

Assessment:

P-3

The teacher presents differing viewpoints, theories, ways of knowing, and methods of inquiry in his or her teaching of subject matter.

Assessment:

P-4

The teacher evaluates teaching resources and curriculum materials for their accuracy, comprehensiveness, and usefulness for representing particular ideas and concepts.

Assessment:

P-6

The teacher develops and uses curricula that encourage students to recognize, question, and interpret ideas from diverse perspectives.

Assessment:

P-8

As an individual and a member of a team, the teacher selects and creates learning

opportunities that are appropriate for curriculum goals, relevant to students, and based on principles of effective instruction.

Assessment:

Idaho Standards for Language Arts Teachers

Principle 1: Knowledge of Subject Matter

Knowledge

K-1

The teacher understands a variety of literary and nonliterary forms (e.g., novels, plays, poetry, essays, and technical writing).

Assessment:

K-7

The teacher understands that reading, writing, speaking, listening, viewing, and language study are interrelated.

Assessment:

Disposition

D-4

The teacher is sensitive to the connections between the components of the language arts curriculum.

Assessment:

Performance

P-3

The teacher presents social, cultural, and historical significance of a variety of texts, and connects literary texts to students' experiences.

Assessment:

P-5

The teacher integrates reading, writing, speaking, listening viewing, and language study.

Assessment:

Principle 8: Assessment of Student Learning

Knowledge

K-1

The teacher knows methods of assessing students' written and oral communication skills (e.g., holistic, analytic, and primary trait scoring; portfolios; and rubrics).

Assessment:

Disposition

D-1

The teacher appreciates the limitations of using a single assessment tool, such as a

standardized achievement score, to evaluate students' language arts performance or potential.

Assessment:

Performance

P-1

The teacher constructs and uses a variety of formal and informal assessments for reading, writing, speaking, listening, and viewing (e.g., portfolios of student work, projects, student self-assessment, peer assessment, journals, rubrics, reading response logs, reflective writing, student/teacher-developed guidelines, exhibitions, dramatic presentations, writing folders, and the Idaho State Direct Writing Assessment).

Assessment:

Principle 9: Professional Commitment and Responsibility

Performance

P-1

The teacher engages in reading and writing for professional growth and satisfaction.

Assessment:

P-2

The teacher stimulates student enthusiasm for and appreciation of literature, writing, language, and literacy.

Assessment:

English 450—Writing and Reading Processes

Department: English

Course:

Credit: 3.0

Text:

Description:

Idaho Core Teacher Standards

Principle 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

K-1

The teacher understands the role of the discipline in preparing students for the global community of the future.

Assessment:

K-2

The teacher understands concepts, assumptions, debates, processes of inquiry and ways of knowing that are central to the discipline taught.

Assessment:

K-3

The teacher understands how students' conceptual frameworks and misconceptions regarding an area of knowledge can influence their learning.

Assessment:

K-4

The teacher understands the relationship of disciplinary knowledge to other subject areas and to real-life situations.

Assessment:

K-5

The teacher understands best practices for effective instruction.

Assessment:

Disposition

D-1

The teacher realizes that subject knowledge is not a fixed body of facts but is complex and ever evolving.

Assessment:

D-2

The teacher is committed to continuous learning to stay abreast of new ideas and perspectives in the field.

Assessment:

D-3

The teacher recognizes multiple perspectives and conveys to learners how knowledge is developed from the vantage of the learner.

Assessment:

D-4

The teacher sees how the application of learning is useful in life.

Assessment:

D-5

The teacher recognizes the interconnectedness of the disciplines.

Assessment:

Performance**P-1**

The teacher presents information that is accurate and relevant.

Assessment:

P-2

The teacher effectively uses multiple modalities and explanations of disciplinary concepts that capture key ideas, links them to students' prior learning, and makes connections to everyday life and the global community.

Assessment:

P-3

The teacher presents differing viewpoints, theories, ways of knowing, and methods of inquiry in his or her teaching of subject matter.

Assessment:

P-4

The teacher evaluates teaching resources and curriculum materials for their accuracy, comprehensiveness, and usefulness for representing particular ideas and concepts.

Assessment:

P-5

The teacher engages students in generating knowledge and testing hypotheses according to the methods of inquiry and standards of evidence used in the discipline.

Assessment:

P-6

The teacher develops and uses curricula that encourage students to recognize, question,

and interpret ideas from diverse perspectives.

Assessment:

Idaho Standards for Language Arts Teachers

Principle 1: Knowledge of Subject Matter

Knowledge

K-5

The teacher understands the social and historical implications of print and nonprint media.

Assessment:

K-7

The teacher understands that reading, writing, speaking, listening, viewing, and language study are interrelated.

Assessment:

K-8

The teacher understands how children learn language, the basic sound structure of the English language, semantics and syntactics, and diagnostic tools and test data to improve student reading ability.

Assessment:

K-9

The teacher knows that writing is an act of discovery and a form of inquiry, reflection, and expression.

Assessment:

K-11

The teacher understands elements of effective writing such as audience, purpose, organization, development, voice, coherence, emphasis, unity, style, and conventions of standard written language.

Assessment:

K-12

The teacher recognizes the student's need for authentic purposes, audiences, and forms of writing.

Assessment:

K-13

The teacher understands the appropriate use of primary and secondary sources in research processes.

Assessment:

Disposition

D-5

The teacher recognizes the importance of the reading process.

Assessment:

Performance

P-4

The teacher demonstrates the writing process as recursive and developmental process.

Assessment:

P-5

The teacher integrates reading, writing, speaking, listening viewing, and language study.

Assessment:

P-6

The teacher builds a reading, writing, listening, speaking, and viewing community in which students respond, interpret, and think critically.

Assessment:

P-7

The teacher uses teaching skills and knowledge congruent with current research on best reading practices.

Assessment:

Principle 2: Knowledge of Human Development and Learning

Knowledge

K-1

The teacher understands the process and stages of language growth and recognizes levels and signs of growth.

Assessment:

Disposition

D-1

The teacher appreciates individual variations in reading, writing, listening, viewing, and speaking.

Assessment:

Performance

P-1

The teacher identifies levels of development in reading, writing, listening, viewing, and speaking and monitors progress.

Assessment:

P-2

The teacher promotes growth in reading, writing listening, viewing, and speaking at all

levels.

Assessment:

Principle 4: Multiple Instructional Strategies

Knowledge

K-1

The teacher understands comprehension strategies.

Assessment:

Disposition

D-1

The teacher recognizes the significance of the range of reading levels within a single class and is committed to accommodating individual abilities.

Assessment:

Performance

P-1

The teacher effectively uses comprehension strategies (e.g., finding context clues, decoding, using word analysis skills, recognizing main ideas, scanning, paraphrasing, summarizing, questioning, drawing conclusions, synthesizing, making inferences, and comparing and contrasting).

Assessment:

P-3

The teacher monitors and adjusts strategies in response to individual literacy levels.

Assessment:

Principle 8: Assessment of Student Learning

Performance

P-1

The teacher constructs and uses a variety of formal and informal assessments for reading, writing, speaking, listening, and viewing (e.g., portfolios of student work, projects, student self-assessment, peer assessment, journals, rubrics, reading response logs, reflective writing, student/teacher-developed guidelines, exhibitions, dramatic presentations, writing folders, and the Idaho State Direct Writing Assessment).

Assessment:

Principle 9: Professional Commitment and Responsibility

Disposition

D-2

The teacher appreciates the power of words and literacy.

Assessment:

Performance

P-1

The teacher engages in reading and writing for professional growth and satisfaction.

Assessment:

P-2

The teacher stimulates student enthusiasm for and appreciation of literature, writing, language, and literacy.

Assessment:

English 495/495C—Senior Writing/Critical Thinking Seminar

Department: English

Course:

Credit: 3.0

Text:

Description:

Idaho Core Teacher Standards

Principle 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

K-1

The teacher understands the role of the discipline in preparing students for the global community of the future.

Assessment:

K-2

The teacher understands concepts, assumptions, debates, processes of inquiry and ways of knowing that are central to the discipline taught.

Assessment:

K-3

The teacher understands how students' conceptual frameworks and misconceptions regarding an area of knowledge can influence their learning.

Assessment:

K-4

The teacher understands the relationship of disciplinary knowledge to other subject areas and to real-life situations.

Assessment:

K-6

The teacher understands basic technology operations and concepts.

Assessment:

Disposition

D-1

The teacher realizes that subject knowledge is not a fixed body of facts but is complex and ever evolving.

Assessment:

D-2

The teacher is committed to continuous learning to stay abreast of new ideas and perspectives in the field.

Assessment:

D-3

The teacher recognizes multiple perspectives and conveys to learners how knowledge is developed from the vantage of the learner.

Assessment:

D-4

The teacher sees how the application of learning is useful in life.

Assessment:

D-5

The teacher recognizes the interconnectedness of the disciplines.

Assessment:

Performance**P-1**

The teacher presents information that is accurate and relevant.

Assessment:

P-2

The teacher effectively uses multiple modalities and explanations of disciplinary concepts that capture key ideas, links them to students' prior learning, and makes connections to everyday life and the global community.

Assessment:

P-3

The teacher presents differing viewpoints, theories, ways of knowing, and methods of inquiry in his or her teaching of subject matter.

Assessment:

P-5

The teacher engages students in generating knowledge and testing hypotheses according to the methods of inquiry and standards of evidence used in the discipline.

Assessment:

P-6

The teacher develops and uses curricula that encourage students to recognize, question, and interpret ideas from diverse perspectives.

Assessment:

P-7

The teacher creates and implements interdisciplinary learning opportunities that allow students to integrate knowledge, skills, and methods of inquiry.

Assessment:

P-10

The teacher demonstrates a sound understanding of technology operations and concepts.

Assessment:

P-11

The teacher models new technologies and integrates them into instruction.

Assessment:

Idaho Standards for Language Arts Teachers***Principle 1: Knowledge of Subject Matter*****Knowledge****K-5**

The teacher understands the social and historical implications of print and nonprint media.

Assessment:

K-9

The teacher knows that writing is an act of discovery and a form of inquiry, reflection, and expression.

Assessment:

K-11

The teacher understands elements of effective writing such as audience, purpose, organization, development, voice, coherence, emphasis, unity, style, and conventions of standard written language.

Assessment:

K-12

The teacher recognizes the student's need for authentic purposes, audiences, and forms of writing.

Assessment:

K-13

The teacher understands the appropriate use of primary and secondary sources in research processes.

Assessment:

Disposition**D-3**

The teacher recognizes the importance of a variety of print and nonprint media and their implications.

Assessment:

Performance**P-1**

The teacher integrates information from traditional, technical, and electronic sources for critical analysis and evaluation by students.

Assessment:

P-4

The teacher demonstrates the writing process as recursive and developmental process.

Assessment:

Principle 4: Multiple Instructional Strategies**Performance****P-5**

The teacher uses students' creations and responses as part of the instructional program.

Assessment:

P-7

The teacher engages students in discussion, interpretation, and evaluation of ideas whether presented in oral, written, or visual form.

Assessment:

P-8

The teacher provides opportunities for students to create authentic responses to cultural, societal, and business experiences.

Assessment:

Principle 9: Professional Commitment and Responsibility**Disposition****D-2**

The teacher appreciates the power of words and literacy.

Performance**P-1**

The teacher engages in reading and writing for professional growth and satisfaction.

Assessment:

P-2

The teacher stimulates student enthusiasm for and appreciation of literature, writing,

language, and literacy.

Assessment: