ED-LLC – Literacy, Language and Culture

Lower Division

ED-LLC 105 (ACAD 105) READING AND STUDY STRATEGIES (3-0-3)(F). Topics include five learning tools, memory, rationale for strategies. Strategies include reading textbooks, selecting key information from various types of text, note taking, preparing for tests, test taking, and written reflections. May be taken for ED-LLC or ACAD credit, but not both. (Pass/Fail.)

ED-LLC 117 TRANSITIONS: SURVIVING AND THRIVING IN COLLEGE (3-0-3)(F,S). Developed specifically for students returning to learning after an absence from formal education. Activities include brushing up on study strategies, along with workshops honoring past life experiences and integrating changing roles and identities as a student. Taught in a positive and encouraging environment in support of personal and academic success.

ED-LLC 120 (ACAD 120) COMPREHENSION OF TEXTBOOKS AND TEXT STRUCTURE (3-0-3)(F,S). Emphasizes comprehension, vocabulary, and study strategies based on the organizational patterns found in college textbook chapters, informational essays, and news magazine articles. Direct applications of strategies to the reading materials in students’ current university courses. May be taken for ED-LLC or ACAD credit, but not both.

ED-LLC 150 COE LIVING AND LEARNING COMMUNITY (1-0-1)(F/S). First Year and Second Year Education Residential College participants will explore aspects of success in education through direct connection a series of academic, community service, and team building activities. May be repeated for credit.

ED-LLC 200 CULTURAL DIVERSITY IN THE SCHOOL (2-3-3)(F,S)(DLS). An introduction to the forms of diversity most relevant to local schools. In addition to issues of race, gender, class, and sexual orientation, the course introduces students to the psychological, legal, and cultural foundations of bilingual education and English as a Second Language with a special emphasis on Mexican-American culture. Field experience component is required.

ED-LLC 203 FILM AND CONTEMPORARY ISSUES IN EDUCATION (3-0-3)(F,SU)(DLS). Opportunity to view, discuss, critique and analyze how important facets of contemporary issues impact education as represented (or misrepresented) in film. Topics are likely to include diverse and marginalized individuals, educational institutions creating a more socially just society, representation of students, teachers, community or teacher/student relationships, and identity or positioning in film.

ED- LLC 250 COE LIVING AND LEARNING COMMUNITY (1-0-1)(F/S). First Year and Second Year Education Residential College participants will explore aspects of success in education through direct connection a series of academic, community service, and team building activities. May be repeated for credit.

**Upper Division**

ED- LLC 300 FOUNDATIONS OF LINGUISTICS, LANGUAGE ACQUISITION, AND LANGUAGE PEDAGOGY (3-0-3)(S). Foundation of the components of language and language as a system. Understanding of language acquisition as applied to English learners including literacy development, language varieties, and the role of sociocultural and individual learner variables. Historical and current pedagogy of language for English learners in K-12 settings. PRE/COREQ: ED- LLC 200.

ED- LLC 302 DEVELOPING BILITERACY IN THE BILINGUAL CLASSROOM (3-0-3)(F/S). Overview of bilingual program models and approaches to teaching biliteracy within different models. Theories and research on the relationship of first and second language literacy development. Application of course content to lesson planning. Instruction is given in both English and Spanish. PRE/COREQ: ED- LLC 300. PREREQ: SPANISH 202 or SPANISH 203. PRE/COREQ: ED- LLC 340.

ED- LLC 303 TEACHING CONTENT IN THE BILINGUAL/ENL CLASSROOM (3-0-3)(S). Instructional strategies, techniques, and methods across the content areas for use in the elementary bilingual/ENL classroom. Application of ELD and state standards to lesson and unit plans that integrate content and language instruction. Focus on differentiation and instruction that embeds assessment and scaffolding. PREREQ: ED- LLC 300.

ED- LLC 305 SPANISH FOR THE BILINGUAL CLASSROOM (2-0-2)(S). A literature-based oral and written communication course for the extended opportunities in expressing and comprehending ideas in Spanish, as it relates to the context of the bilingual classroom. Students may be assigned to local public schools and/or community to gain practice in using the language of the local speech community. Course conducted in Spanish. PRE/COREQ: SPANISH 303.

ED- LLC 306 FIELD EXPERIENCE IN THE BILINGUAL OR ENL CLASSROOM (3-0-1)(S). A field placement in a bilingual education or English as a New Language class in a public school setting. Teacher candidate will support individual students or small groups under the guidance of a mentor teacher. PREREQ: ED- LLC 300.

ED- LLC 331 ASSESSMENT OF LEARNERS IN THE BILINGUAL CLASSROOM (3-0-3)(F). Issues of assessment for Bilingual and English language learners including purposes, advantages, and limitations of assessments, including accommodations. Understanding of state and national requirements for identification and exit from language support programs. Classroom-based assessments of content-area learning and language development. PREREQ: ED- LLC 300. PRE/COREQ: ED- LLC 302.
ED- LLC 340 IDAHO COMPREHENSIVE LITERACY (3-3-4)(F,S,SU). Provides pre-service teachers with knowledge and strategies involving children’s oral language, phonemic awareness, phonics, fluency, assessment and intervention, and the role these play in developing literacy with diverse students. Prepares pre-service teachers to meet part of the literacy requirements for an Idaho teaching credential. Includes a field-based experiential component of forty (40) hours.

ED- LLC 343 READING DIAGNOSIS AND INTERVENTION (3-3-4)(F,S,SU). A study of reading difficulties of elementary or secondary students with emphasis on diagnosis, as well as intervention materials and methods for teaching reading. After a period of classroom instruction students tutor an elementary or secondary student for approximately 20 sessions. PREREQ: ED- LLC 340 and ED- LLC 440.


ED- LLC 346 CHILDREN'S LITERATURE (3-0-3)(F,S,SU)(CID). Books and other resources designed for children are studied and evaluated in terms of literary theory, aesthetic appreciation, collection development and applications with children. Emphasis is placed on literature across the genres with all children in mind and the conventions of communication within the field.

ED- LLC 364 FIELD EXPERIENCE IN LITERACY (0-3-1)(F,SU). Literacy-related activities including a variety of skills in the area of reading, writing, and literacy assessment.

ED- LLC 400 CONSTRUCTING A PROFESSIONAL PORTFOLIO (1-0-1)(F,S)(FF). Designed to integrate course content and Professional Year experiences with the opportunity to develop communication skills important in the profession of education. This course helps to achieve the goals of the Foundations program. PREREQ: Admission to the Professional Year. COREQ: ED- LLC 461 or ED- LLC 462.


ED- LLC 444 CONTENT LITERACY FOR SECONDARY STUDENTS (3-0-3)(F,SU)(CID). Instructional materials in the various content subjects and instructional strategies to meet reading, writing, and study needs of all learners in today’s diverse society. Prepares pre-service teachers for Standard 2 of the Idaho Comprehensive Literacy Assessment. Introduces students to the conventions of communication within the field of teacher education. PREREQ: Admission to Professional Year for Secondary Majors. COREQ: Content methods course for the student’s declared major and ED-CIFS 401 or ED-SPED 365 or KINES 452.
ED- LLC 447 YOUNG ADULT LITERATURE (3-0-3)(S). Diverse perspectives in young adult literature, including issues in book selection. Intended for teachers, librarians, media generalists, and others working with young adults.

ED- LLC 448 PSYCOLINGUISTICS AND LITERACY (3-0-3)(SU). Studies psychological processes and strategies by which readers and writers construct and reconstruct the message of a text. Application of theoretical conclusions to teaching practices.

ED- LLC 460 PROFESSIONAL YEAR I (0-18-5)(F/S). Classroom placement focusing on activities related to planning and preparation of bilingual/ENL curriculum and instruction, and professional responsibilities. Teacher candidate will complete a minimum of 250 hours in the K-8 classroom and apply knowledge and skills from all professional education coursework, and participate in weekly seminars with their liaisons. (Pass/Fail). PREREQ: Admission to the Professional Year. COREQ: ED-CIFS 332.

ED- LLC 461 PROFESSIONAL YEAR II: TEACHING EXPERIENCE IN BILINGUAL /ENL EDUCATION (0-21-6)(F,S). Teaching experience in a bilingual/ESL classroom, including activities related to planning and preparation, classroom environments, curriculum and instruction in the bilingual/ENL classroom, and with the calendar of the assigned partnership school. Teacher candidate will complete a teaching experience consistent with the calendars of the assigned partnership schools. (Pass/Fail.) PREREQ: ED-CIFS 330, ED-CIFS 331, ED-CIFS 332, ED-CIFS 333, ED-CIFS 460, and ED–LLC 440. COREQ: ED-BLESL 462.

ED- LLC 462 PROFESSIONAL YEAR III: TEACHING EXPERIENCE IN BILINGUAL/ENL EDUCATION (0-21-6)(F,S). The concluding teaching experience in Professional Year for students pursuing an endorsement in Bilingual Education/ENL classroom, with a full-time teaching experience in a bilingual and/ENL classroom. Teacher candidate will complete a teaching experience consistent with the calendars of the assigned partnership schools. (Pass/Fail.) PREREQ: ED-CIFS 330, ED-CIFS 331, ED-CIFS 332, ED-CIFS 333, ED- LLC 460, and ED- LLC 440. COREQ: ED- LLC 461.