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 departmental and college procedures. The approved course should be submitted to the University Curriculum Committee by October 1, 2011.

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 1. Course Information

<table>
<thead>
<tr>
<th>Course Number and Title:</th>
<th>COMM 304 Perspectives of Communication</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type of Foundational Studies Course - (choose one):</td>
<td></td>
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<tr>
<td>[ ] DLS (Disciplinary Lens – Social Science)</td>
<td>[ ] DLL (Disciplinary Lens – Literature and Humanities)</td>
</tr>
<tr>
<td>[ ] DLM (Disciplinary Lens – Mathematics)</td>
<td>[ ] DLN (Disciplinary Lens – Natural, Physical and Applied Sciences)</td>
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<td>Includes Lab [ ] Y [ ] N</td>
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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.) Attach additional pages if needed.

COMM 304 satisfies three credits of the Communication in the Discipline requirement. It supports the following University Learning Outcomes, along with a variety of other course-specific goals aimed at ensuring familiarity with the assumptions used when studying concepts and using recommendations for communication:

1. Write well in multiple contexts for a variety of audiences.
2. Communicate well as speaker and listener.

COMM 304 is designed to integrate theoretical and practical understandings of “communication” through lectures on the discipline’s literature. It also employs face-to-face, Socratic-style engagements with students to draw out their “common sense” understandings of “communication” drawn from the cultures in which they live. Writing and presenting position papers result from these experiences, so that students can identify and critically assess assumptions about how communication works and the often-unstated assumptions about how we can “know” “communication.” This course helps to achieve the goals of CID courses by focusing on the following learning outcomes:

- After successful completion of this course, you will be able to: Use written and verbal communication to describe and explain popular and frequently used academic conceptions of communication.
- Articulate prevailing ways of thinking about and recommending definitions of “communication.”
- Identify relationships between your own assumptions about communication and assumptions made in the discipline.

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.) Attach additional pages if needed.

The department will continue its current successful practice of dealing with accessibility issues by working with students and the Disability Resource Center on a case-by-case basis. Depending on the nature of the case, means to accessibility might include (but is not restricted to): a scribe, text-to-voice software (i.e., screen readers), extra time on exams and in-class assignments, and individual meetings to give needed oral explanations (say, of written comments on an assignment).

Part IV. Evidence of Quality Course Design

See attached table.
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.

Electronically signed by Vicki Steha, Director, Foundational Studies Program  
Boise State University  
11/29/2011

Foundational Studies Program, Director  
Date

*Note: This proposal was not reviewed by a faculty committee. The course does appear to meet the learning outcomes and it has been evaluated against the criteria established for CID review.
# Course Design Table

<table>
<thead>
<tr>
<th>Foundational Studies ULO Criteria and Notions of Exemplary Work</th>
<th>Course Learning Outcomes</th>
<th>Assessment Method: Evidence of Student Learning</th>
<th>Planned Teaching and Learning Activities/ Pedagogy</th>
</tr>
</thead>
<tbody>
<tr>
<td>These are drawn from the appropriate rubric for the ULO supported by the course.</td>
<td>&quot;By the end of this course, each student should be able to...&quot;</td>
<td>How will the outcomes be assessed in the course? (Note key assessments to be used for reporting student learning outcomes.)</td>
<td>What kind of activities will be used to support students' success on the planned assessments?</td>
</tr>
</tbody>
</table>

**ULO 1**

**Write well**

Focuses narrowly on a clear purpose

Adopts an appropriate voice, tone, and level of formality

Uses the text and conventions of writing in a field professionally

Evaluates and synthesizes ideas from sources well; documents sources according to disciplinary conventions

Controls mechanical features such as syntax, grammar, punctuation

Implements across a series of drafts that are the

Produces analytical and critical writing which:

- is composed of grammatical and nuanced sentences,
- has a clear, to-the-point and professional style,
- has a clear purpose (such as defend or object to an argument),
- is organized appropriate to that purpose,
- makes use of, and properly cites, external sources as needed for that purpose,
- brings together and articulates others’ and the student’s own ideas to achieve that purpose.

Basis for the report to the Foundational Studies Program:

- a final paper of at least six pages, in which the student analyzes and critiques theory of communication for its philosophical assumptions/orientations,
- Other forms of assessment may include:
  - essay exams,
  - in-class writing,
  - short papers (1-3 pages),
  - contributions to Blackboard discussions.

Assessment may include:

May include:

- homework reading responses,
- in-class writing,
- marking sample essays using a rubric,
- Blackboard discussions,
- Blackboard links to online videos about critically analyzing mass communication,
- instructor feedback on written work,
- peer assessment of written work,
- individual student/instructor conferences.

May include:
<p>| ULO 2 | Communicate well as speaker | Orally communicate analytical ideas in a focused, organized and systematic manner. | Basis for the report to the Foundational Studies Program: | May include: instructor models of |</p>
<table>
<thead>
<tr>
<th>Focuses on a compelling central message that is precisely stated, appropriately repeated, memorable, and strongly supported</th>
<th>Offers a 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</th>
<th>Uses an organizational pattern that is clear and consistently observable and makes content cohesive in creative ways</th>
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<tbody>
<tr>
<td>Uses imaginative, memorable, and compelling language choices with a tone appropriate to the audience and occasion</td>
<td>Uses compelling and appropriate delivery techniques (posture, vocal expressiveness, audience interaction) so that speaker appears prepared, polished, and confident</td>
<td>Makes imaginative, memorable, and compelling language choices with a tone appropriate to the audience and occasion</td>
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</tbody>
</table>

**Communicate well as listener**

Responds with critical understanding of oral communication of ideas

| enganging fashion, using appropriate supporting materials (such as handouts and PowerPoint). Serve as discussion leader for part of a class period. | Direct and lead an in-class presentation/discussion of 10-20 minutes. Other forms of assessment may include: classroom discussion, in-class debates, short oral commentary on another student’s presentation, short presentation of in-class writing or a short paper. | presentations, Blackboard links to online sample presentations/discussions, classroom discussion, in-class debates, Q&A sessions, each one teach ones, informal commentary on another student’s presentations, informal presentation of in-class writing or a short paper, instructor feedback on presentation, peer assessment of presentation, individual student/instructor conferences |

**Communicate well as listener**

Responds with critical understanding of oral communication of ideas
<table>
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<tr>
<th><strong>non-ULO Course LO’s</strong></th>
<th><strong>Apply, in your thinking and writing, standard analytical skills such as analyzing concepts, drawing distinctions, offering counter-examples, reasoning reconstructing others’ arguments and assumptions.</strong></th>
<th><strong>Assessment may include:</strong></th>
<th><strong>Same as above on first page.</strong></th>
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<tr>
<td></td>
<td>a final paper of at least six pages, in which the student analyzes and critiques a mass communication phenomenon, essay exams, in-class writing, short papers (1-3 pages), contributions to Blackboard discussions.</td>
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