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: ANTH 314: Environmental Anthropology</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Type of Foundational Studies Course - (choose one):</strong></td>
</tr>
<tr>
<td>[ ] DLS (Disciplinary Lens – Social Science)</td>
</tr>
<tr>
<td>[ ] DLM (Disciplinary Lens – Mathematics)</td>
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<tr>
<td>Includes Lab [ ] Y [ ] N</td>
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<tr>
<td>[ ] FF (Finishing Foundations)</td>
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<tr>
<td><strong>Delivery Format(s) - (check all that apply):</strong></td>
</tr>
<tr>
<td>[ X ] Face to Face</td>
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<tr>
<td>[ ] Concurrent Enrollment</td>
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</tbody>
</table>
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.

Boise State’s Foundational Studies Program provides undergraduates with a broad-based education that spans the entire university experience. ANTH 314 satisfies 3 credits of the Foundational Studies Program 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

ANTH 314 is designed to: build upon the disciplinary material covered in ANTH 101, ANTH 102, ANTH 103, ANTH 200, and ANTH 201, as well as skills covered in ENG 101/102; introduce to students the holistic anthropological style of study of the relationships between people and their social and physical environments; and, address the major global dilemmas and debates facing human populations surrounding the “environment” including, population growth, sustainable development, human dimensions of environment change, the “tragedy of the commons,” and conservation and indigenous knowledge. Anthropology 314 includes a number of assignments that lead to a final written and oral project.

This course helps to 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:

- Compose an original research paper and research poster on a topic within Environmental Anthropology. A series of writing assignments (e.g., pathfinder, annotated bibliography, outline/abstract, paper draft, final paper, and poster) build on each other and will help you develop your writing skills within the discipline with regard to purpose, voice, conventions, sources, revision, and mechanics. Using the genres of research paper and research poster, you will also develop skills related to disciplinary writing for a variety of communication situations and strategies.

- Make an oral, in-class presentation of your research poster on a topic within Environmental Anthropology. A series of oral assignments (e.g., team debates on environmental dilemmas, individual summaries of progress on writing assignments, individual poster presentation) lead up to the poster presentation and will help you develop your oral communication skills in the discipline through focusing on a compelling central message that is precise, memorable, supported, and organized in creative ways and delivered appropriately. Oral assignments will be both faculty and peer reviewed. Peer review will enable you to develop skills as an effective listener, specifically regarding your critical understanding of orally communicated ideas.
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.

ANTH 314: Environmental Anthropology: All posted PDF reading assignments will be checked for readability by a screen reader. (The department will ask Academic Technologies to help with a review of these electronic materials.) 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. PowerPoint presentations 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. We will add textual descriptions accessible by screen readers to images used on the course web site. Extra time on tests, oral examinations, 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

Attach a separate document including a table like the one below. (A link to the Word template that allows rows to be adjusted as needed may be found at: Course Design Table. Column headings for this table should not be changed.) The purpose of the table is 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.

<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>
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.

Electronic Signature included on course application evaluation form below

________________________________________________________
Foundational Studies Program, Director                     Date
Boise State University

Foundational Studies Course

Fall 2011

ANTH 314: Environmental Anthropology

Course Number and Title:

**Course Design Table**

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<th>Course Learning Outcomes</th>
<th>Assessment Method: Evidence of Student Learning</th>
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<td><strong>ULO 1:</strong> Focuses narrowly on a clear purpose; Adopts an appropriate voice, tone, and level of formality; Uses the text conventions of writing in a field professionally; Evaluates and synthesizes ideas from sources well. Documents sources according to disciplinary conventions; Improves across a series of drafts that are the result of drafting, revising, and editing in response to feedback; Controls mechanical features such as syntax, grammar, punctuation; Uses genres appropriate to the discipline well; Responds well to the need of different rhetorical situations and audiences; Uses a wide variety of resources to located sources; Exploits a wide range of communication strategies appropriate to contexts; Addresses professional the expectations of disciplinary audiences.</td>
<td>&quot;By the end of this course, each student should be able to...&quot; Compose an original research paper on a topic within Environmental Anthropology</td>
<td>Student self-report survey on how students performed on assignments (pathfinder, final paper, poster, presentation); Faculty use of department rubric for final paper and poster covering criteria:  - Communication of knowledge/understanding of current findings and conclusions in an anthropological subject area;  - Effective written communication and ability to think critically;  - Use of research technologies and methods;  - Comparison and contrast of patterns of continuity and variability;  - Relevance of anthropological methods and theory to research and real-world problems;</td>
<td>Examples: Librarian lecture on use of library for pathfinder assignment and other writing assignments requiring research (in library); Reading and writing abstracts for Environmental Anthropology (in class); Lecture on outlining, drafting and redrafting (in class); Low stakes peer reviews of abstracts and outlines (in class); Lecture on use of American Anthropological Association Style Guide (based on the Chicago manual); Research day (in library).</td>
</tr>
</tbody>
</table>
| **ULO 2:** Focus on a compelling central message that is precise, memorable, supported, and organized in creative ways and delivered appropriately; Responds with critical understanding of oral communication. | Make an in-class oral presentation of the research poster. | Peer assessment of oral presentations covering content and delivery and presenter response to peer reviews. | **Examples:**

- Team debates on environmental dilemmas (representation and critique of contradictory perspectives);
- Individual oral updates on progress on writing assignments, individual poster presentation. |
Boise State University
Foundational Studies Review Committee: Course Application Evaluation Form
Fall 2011

Course Information

<table>
<thead>
<tr>
<th>Course Number and Title: ANTH 314 Environmental Anthropology</th>
<th>Number of Credits: 3</th>
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</table>

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 – Math)
- ☐ DLN (Disciplinary Lens – Natural, Physical and Applied Science)
- ☑ CID (Communication in the Discipline)
- ☐ FF (Finishing Foundations)

Review Committee Checklist

-X_ Syllabus Statement - statement introduces the student to the purpose and role of the course in the Foundational Studies Program curriculum.

-X_ An appropriate number of Course Learning Outcomes are specified for the course and are clearly designed to support the Foundational Studies Program ULOs.

-X_ Course Learning Outcomes are appropriately designed for level of the course and address both content mastery and skill-based outcomes.

-X_ The types and numbers of assessments planned for the course are appropriate for measuring the content or skills being assessed.

-X_ Course learning activities are likely to promote the achievement of the stated outcomes.

-X_ Course design and materials have considered best practices for accessibility to course materials and ideas by all students (e.g., alternatives to auditory and visual content).

Feedback from Review Committee:
ANTH 314 is well-equipped to support ULO 1 and ULO 2 of the Foundational Studies program. The assessments are appropriate and the activities during the course will enhance students’ writing and speaking skills. Particularly commendable are the connections made to previous coursework, allowing for integration of concepts learned to writing and oral assignments.

Feedback from Director, Foundational Studies Program:
I concur with the judgment of the review committee on the strengths of the course design.

The goal for a student self report survey is unclear to me – if its purpose is reflective, it is useful to the students’ sense of understanding their learning. However, it is indirect assessment data and perhaps could be removed from the assessment plan to save faculty time.
The assessment plan references a departmental rubric, which is an excellent feature. It is not clear if the criteria on the department rubric (as listed) are all assessable (the language of the criteria on the rubric itself would be needed to determine this). For example, “Effective written communication and ability to think critically” are vague. Suggest a careful review of the department rubric to ensure that it is designed to provide assessable criteria.

I have a concern about using only peer assessment of oral poster presentations as evidence of oral communication. It is recommended that a faculty component (e.g. check sheet with a rubric) be added to the student reviews to assess the presenters’ oral communication outcomes.

I note that the peer review process is an excellent way to demonstrate if the peers (as listeners) are demonstrating an understanding of oral communication by appropriately critiquing the speakers. A faculty summary sheet of the peer critique could provide another point of data to support oral communication outcomes.

Approval: Conditional approval pending a conversation with the department about the assessment plan.

9-2-2011: Met with John Ziker to clarify assessment details. Will revise the student survey to reflect the critical reflection it represents. The departmental rubric aligns with the ULOs and will easily map for program assessment.

Certified for approval. VS.

Electronically signed by Vicki Steha,
Director, Foundational Studies Program
Boise State University

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