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
Delivery Format(s) - (check all that apply):

[ ] Face to Face   [ ] Fully Online   [ ] 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.)

Boise State's Foundational Studies Program provides undergraduates with a broad-based education that spans the entire university experience. GEOS 242: Communications in the Earth Sciences satisfies three credits of the Foundational Studies Program's Communication in the Discipline requirement. It supports the following University Learning Outcomes, along with a variety of other course-specific goals:

1. Write effectively in multiple contexts for a variety of audiences.
2. Communicate effectively as speaker and listener.
3. Engage in effective critical inquiry by defining problems, gathering and evaluating evidence, and determining the adequacy of argumentative discourse.

GEOS 242: Communications in the Earth Sciences is designed to help 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:

- Use written and oral communication to convey concepts and ideas in Geosciences effectively in a variety of common professional formats (written abstracts, reports, and papers; oral presentation of posters).
- Distinguish between observations (data) and interpretations (ideas), and present them clearly in scientific communication
- Critically evaluate, edit, and revise drafts written by yourself and others to improve organization, logic, and clarity
- Search and engage existing scientific literature and appropriately cite such literature in your communications using commonly accepted methods of reference
- Communicate more clearly and accurately through improved organization, structure of paragraphs and sentences, grammar, and word choice.
- Listen effectively, analyze, discuss and respond thoughtfully to oral presentations of scientific material

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.)

GEOS 242: Communications in the Earth Sciences: 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, as needed.) 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. 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 “By the end of this course, each student should be able to…”</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>All learning outcomes are listed.</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

Electronic signature included on course application evaluation form below.
Boise State University
Foundational Studies Course
Fall 2011

Course Number and Title: GEOS 242: Communications in the Earth Sciences

<table>
<thead>
<tr>
<th>Foundational Studies ULO Criteria and Notions of Exemplary Work</th>
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<tr>
<td>These are drawn from the appropriate rubric for the ULO supported by the course.</td>
<td>“By the end of this course, each student should be able to...”</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>
<tr>
<td>All learning outcomes are listed.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Foundation ULO 1: Write Effectively</td>
<td>Use written communication to convey data and ideas in Geosciences effectively in a variety of common professional formats (abstracts, reports, and journal articles).</td>
<td>Quality of participation in the weekly in-class discussions and group analysis of example writing (sentences, passages, and paragraphs chosen to highlight different types of problems).</td>
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<tr>
<td>❖ Focuses narrowly on a clear purpose</td>
<td>Critically evaluate, edit, and revise drafts written by yourself and others to improve organization, logic, and clarity</td>
<td>Grading of weekly in-class assignments involving analysis and revision of example sentences, passages, abstracts, figures, and reports.</td>
<td></td>
</tr>
<tr>
<td>❖ Adopts an appropriate voice, tone, &amp; level of formality</td>
<td>Search and engage existing scientific literature and appropriately cite such literature in your communications using commonly accepted methods of reference</td>
<td>Assessment and evaluation of a comprehensive term report in terms of: 1) overall quality, 2) successful incorporation of feedback, and 3) improvement during progressive writing of a rough draft, revision, and final draft of the report.</td>
<td></td>
</tr>
<tr>
<td>❖ Uses the text conventions of writing in a field professionally</td>
<td>Communicate more clearly and accurately through improved organization, structure of paragraphs and sentences, grammar, and word choice.</td>
<td>Comparison of initial and final performance of individual students on a non-graded quiz covering course material given on the first day and last day of the class</td>
<td></td>
</tr>
<tr>
<td>❖ Evaluates &amp; synthesizes ideas from sources well; documents sources</td>
<td>Exploits wide range of communication strategies appropriate to contexts (including electronic ones)</td>
<td>Lecture format presentations covering report organization, paragraph and sentence structure, grammar, word choice, construction of figures and tables, methods of searching literature, etc.</td>
<td></td>
</tr>
<tr>
<td>❖ Improves across series of drafts that are the result of drafting, revising and editing in response to feedback</td>
<td>Write in multiple contexts</td>
<td>Weekly in-class discussions and group analysis of example writing problems and possible ways to fix them (sentences, passages, and paragraphs chosen to highlight different types of problems).</td>
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<td>❖ Controls mechanical features such as syntax, grammar</td>
<td></td>
<td>Weekly in-class assignments involving analysis and revision of example sentences, passages, abstracts, figures, and reports.</td>
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<tr>
<td>Write in multiple contexts</td>
<td></td>
<td>Assignments in which students are given a published work and asked to identify, distinguish, and critically evaluate: (1) the purpose of the paper, (2) data and observations, and (3) interpretations or ideas presented</td>
<td></td>
</tr>
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<td>❖ Uses genres appropriate to the discipline</td>
<td></td>
<td>Lectures format presentations focusing on report organization, paragraph and sentence structure, grammar, word choice, construction of figures and tables, methods of searching literature, etc.</td>
<td></td>
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<tr>
<td>❖ Responds well to the needs of different rhetorical situations</td>
<td></td>
<td>Weekly in-class assignments involving analysis and revision of example sentences, passages, abstracts, figures, and reports.</td>
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</tr>
<tr>
<td>❖ Uses wide variety of resources to locate sources</td>
<td></td>
<td>Assignments in which students are given a published work and asked to identify, distinguish, and critically evaluate: (1) the purpose of the paper, (2) data and observations, and (3) interpretations or ideas presented</td>
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<td>Exploits wide range of communication strategies appropriate to contexts (including electronic ones)</td>
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<td>Lectures format presentations focusing on report organization, paragraph and sentence structure, grammar, word choice, construction of figures and tables, methods of searching literature, etc.</td>
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<td>Write for a variety of audiences</td>
<td></td>
<td>Weekly in-class discussions and group analysis of example writing problems and possible ways to fix them (sentences, passages, and paragraphs chosen to highlight different types of problems).</td>
<td></td>
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<td>❖ Responds well to the needs of different audiences</td>
<td></td>
<td>Weekly in-class assignments involving analysis and revision of example sentences, passages, abstracts, figures, and reports.</td>
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<td>❖ Addresses professionally the expectations of disciplinary audiences</td>
<td></td>
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</table>
Foundation ULO 2:
Communicate effectively as speaker

- Focuses on a compelling central message that is precisely stated, appropriately repeated, memorable, and strongly supported
- Offers a variety of supporting materials that are relevant to the central message, appropriate to the occasion, and in a variety of appropriated media (oral, written, media-supported) and establish the speaker’s credibility and authority
- Uses an organization pattern that is clear and consistently observable and makes content cohesive in creative ways
- Makes imaginative, memorable, and compelling language choices with a tone appropriate to the audience and occasion
- Uses compelling and appropriate delivery techniques (posture, vocal expressiveness, audience interactions) so that speaker appears prepared polished and confident

Communicate effectively as listener

- Responds with critical understanding of oral communication of ideas

| Listen effectively, analyze, discuss and respond thoughtfully to oral presentation of scientific material |
| Use oral communication to convey concepts and ideas in Geosciences effectively (oral presentation of posters and discussion of journal articles). |
| Communicate more clearly and accurately through improved organization, grammar, and word choice. |
| Quality of participation in the weekly in-class discussions and group analysis of example writing (sentences, passages, and paragraphs chosen to highlight different types of problems and possible ways to fix them). |
| Grading of oral poster presentations |
| Feedback from student peer-reviewers on oral/poster presentations |

Weekly in-class discussions and group analysis of example writing problems and possible ways to fix them (sentences, passages, and paragraphs chosen to highlight different types of problems).

Assignments in which students are given a published work and asked to identify, distinguish, and critically evaluate: (1) the purpose of the paper, (2) data and observations, and (3) interpretations or ideas presented

Lecture format presentations covering report organization, paragraph and sentence structure, grammar, word choice, construction of figures and tables, methods of searching literature, etc.

Presentation, discussion, and analysis of successful, high-quality professional communications (published peer-reviewed papers and poster presentation materials).
Foundation ULO 3:
Engage in effective critical inquiry by defining problems, gathering and evaluating evidence, and determining the adequacy of argumentative discourse.

1) Articulating the Problem/Question/Issue
   - Clearly identifies and describes the problem
   - Explains how it fits within the discipline's sphere of inquiry
   - Describes multiple candidate approaches to addressing it.

2) Collecting and Organizing Evidence/Data/Reasons
   - Adheres to and clearly explains/justifies disciplinary best practices with respect to thoroughness and accuracy of data collection (examples: literature review, fieldwork, surveys, experimental procedures).

3) Evaluative Reasoning
   - Accurately diagnoses failures of reasoning and clearly distinguishes different grades of reasoning quality according to discipline-specific evaluative standards.

4) Demonstrative Reasoning
   - Makes effective use of evidence and principles to produce chains of reasoning that are of superior quality, as determined by discipline-specific evaluative standards.

Distinguish between observations (data) and interpretations (ideas), and present them clearly in scientific communication

Critically evaluate, edit, and revise drafts written by yourself and others to improve organization, logic, and clarity

Search and engage existing scientific literature and appropriately cite such literature in your communications using commonly accepted methods of reference

Communicate more clearly and accurately through improved organization, structure of paragraphs and sentences, grammar, and word choice.

Quality of participation in the weekly in-class discussions and group analysis of example writing (sentences, passages, and paragraphs chosen to highlight different types of problems and possible ways to fix them).

Grading of weekly in-class assignments involving analysis and revision of example sentences, passages, paragraphs, abstracts, figures, and reports.

Assessment and evaluation of a comprehensive term report in terms of: 1) overall quality, 2) successful incorporation of feedback, and 3) improvement during progressive writing of a rough draft, revision, and final draft of the report.

Evaluation of the quality of a student’s comments made as a peer reviewer of drafts and revisions of term reports written by other students

Weekly in-class discussions and group analysis of example writing problems and possible ways to fix them (sentences, passages, and paragraphs chosen to highlight different types of problems).

Weekly in-class assignments involving analysis and revision of example sentences, passages, paragraphs, abstracts, figures, and reports.

Assignments in which students are given a published work and asked to identify, distinguish, and critically evaluate: (1) the purpose of the paper, (2) data and observations, and (3) interpretations or ideas presented

Presentation, discussion, and analysis of successful, high-quality professional communications (published peer-reviewed papers and poster presentation materials)
Boise State University  
Foundational Studies Review Committee: Course Application Evaluation Form  
Fall 2011

**Course Information**: GEOS 242 CID

<table>
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<tr>
<th>Course Number and Title: GEOS 242 Communication in the Earth Sciences</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:**

Acceptable. No comments.

Certified as is for Foundational Studies Program by Sharon McGuire, September 1, 2011