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>HIST498: Senior Research Seminar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type of Foundational Studies Course - (choose one):</td>
<td></td>
</tr>
<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>
</tr>
<tr>
<td>[X] FF (Finishing Foundations)</td>
<td>[ ] CID (Communication in the Discipline)</td>
</tr>
<tr>
<td>[ ] Includes Lab</td>
<td>[ ] Y [ ] N</td>
</tr>
</tbody>
</table>

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.) Attach additional pages if needed.

Boise State’s Foundations Program provides undergraduates with a broad-based education that spans the entire university experience. HIST498: Senior Research Seminar satisfied three credits of the Foundation Program’s Finishing Foundations requirement. It supports University Learning Outcomes 1-4:

ULO 1: Write Effectively
ULO 2: Oral Communication
ULO 3: Critical Inquiry
ULO 4: Innovation and Teamwork

History 498 is the “capstone” seminar for history majors. In this class, the student’s main tasks will be to write a paper in which s/he examines a historical topic as historians do, using primary sources and the work of historians who have come before them as their guide. Students will also present and discuss the results of their
research and critique the work of others in the class.

Upon successful completion of this class, students will be able to:
1. Write and speak effectively about a historical topic.
2. Present a historical argument supported by evidence from primary and secondary sources.
3. Demonstrate knowledge and effective use of the conventions of historical writing and argument.
4. Develop and present an original historical argument based on independent interpretation of sources.
5. Evaluate and critique other historians’ arguments and conclusions.

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 statement from the Disability Resource Center will be incorporated into syllabi verbatim or in paraphrase: “Any student who feels s/he may need accommodations based on the impact of a disability should contact me privately to discuss your specific needs. You will also need to contact the Disability Resource Center at 208-426-1583 located in the Administration Building, room 114 to meet with a specialist and coordinate reasonable accommodations for any documented disability. For more information on BSU Disability Resource Center (DRC) see the web site at http://drc.boisestate.edu/”

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>Foundation ULO 1</th>
<th>Course Learning Outcomes</th>
<th>Assessment Method: Evidence of Student Learning</th>
<th>Planned Teaching and Learning Activities/Pedagogy In line with best practices in teaching and learning, activities might include, but are not limited to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criteria and Notions of Exemplary Work</td>
<td>“By the end of this course, each student should be able to...”</td>
<td>Students research and write a historical research paper over the course of the semester using the conventions of the historical craft.</td>
<td>Students will be required to present their work in a variety of ways. These can include written and oral presentations of their research findings at the following stages:</td>
</tr>
<tr>
<td>Write Effectively</td>
<td>- Write and speak effectively about historical topics</td>
<td>This assessment method is the same for all course learning outcomes.</td>
<td>- Topic/Bibliography</td>
</tr>
<tr>
<td>- Focuses narrowly on a clear purpose</td>
<td>- Present a historical argument supported by evidence from primary and secondary sources</td>
<td></td>
<td>- Research prospectus</td>
</tr>
<tr>
<td>- Adopts an appropriate voice, tone, &amp; level of formality</td>
<td>- Demonstrate knowledge and effective use of the conventions of historical writing</td>
<td></td>
<td>- Research Outlines</td>
</tr>
<tr>
<td>- Uses the text conventions of writing in a field professionally</td>
<td></td>
<td></td>
<td>- Initial Drafts</td>
</tr>
<tr>
<td>- Evaluates &amp; synthesizes ideas from sources well; documents sources</td>
<td></td>
<td></td>
<td>- Final Drafts</td>
</tr>
<tr>
<td>- Improves across series</td>
<td></td>
<td></td>
<td>Research and writing discussion groups also meet over the course of the semester.</td>
</tr>
</tbody>
</table>
of drafts that are the result of drafting, revising and editing in response to feedback
- Controls mechanical features such as syntax, grammar

### Write in multiple contexts
- Uses genres appropriate to the discipline well
- Responds well to the needs of different rhetorical situations
- Uses wide variety of resources to locate sources
- Exploits wide range of communication strategies appropriate to contexts (including electronic ones)
- Present a historical argument supported by evidence from primary and secondary sources
- Develop and present an original historical argument based on independent interpretation of sources.

See above.

Students will engage in a variety of types of writing - informal drafts and outlines and formal final papers.

### Write for a variety of audiences
- Responds well to the needs of different audiences
- Addresses professionally the expectations of disciplinary audiences
- Write and speak effectively about a historical topic.

See above.

Students will be exposed to a variety of interpretations through both primary and secondary sources and will need to represent them accurately. This exposes them to evaluating the intended audience of their sources and, therefore, to determining what kind of audience they themselves are or would like to write for.

Their presentations during the semester will range from informal peer-evaluation groups to formal presentations of their final paper, to both classmates and to the professor.

### Foundation ULO 2
**Criteria and Notions of Exemplary Work**

"By the end of this course, each student should be able to..."

Assessment Method: Evidence of Student Learning

Planned Teaching and Learning Activities/Pedagogy In line with best practices in teaching and learning, activities might include, but are not limited to:

**Communicate effectively as speaker**
- Focuses on a compelling central message that is precisely stated, appropriately repeated,
- Write and speak effectively about a historical topic.

As part of the research projects, students will present their thesis statements to the class and then respond to questions and comments from their classmates.

As part of learning the stages of history, activities can include

- Thesis presentations
- Artifact presentations
- Bibliography presentations
memorable, and strongly supported

Individual faculty may assign additional presentations and other exercises.

- Research presentations
- Discussion leadership
- Poster sessions

Research and writing discussion groups also meet over the course of the semester, providing students with an opportunity both to present their research and provide verbal feedback.

**Communicate effectively as listener**

- Responds with critical understanding of oral communication of ideas

Students will listen to the thesis presentations of their classmates and respond with feedback and questions.

Students will listen during both formal and informal presentations, both during class discussions and research group discussions, respond with feedback and questions.

<table>
<thead>
<tr>
<th><strong>Foundation ULO 3</strong></th>
<th><strong>Course Learning Outcomes</strong></th>
<th><strong>Assessment Method: Evidence of Student Learning</strong></th>
<th><strong>Planned Teaching and Learning Activities/Pedagogy In line with best practices in teaching and learning, activities might include, but are not limited to:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Criteria and Notions of Exemplary Work</strong></td>
<td><em>“By the end of this course, each student should be able to...”</em></td>
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<tr>
<td><strong>Critical Inquiry</strong></td>
<td></td>
<td>Students research and write a historical research paper over the course of the semester using the conventions of the historical craft.</td>
<td>Throughout the semester, students will engage in the process of writing a historical research paper. In so doing, they must engage in critical inquiry by evaluating the validity of secondary and primary sources, interpreting the evidence contained in those sources, and creating an original argument based on their own interpretation of that evidence. By situating their own interpretation within the context of the secondary literature, they are identifying problems in reasoning, evidence interpretation, and a priori assumptions. They are also required to marshal evidence to support their own conclusions, therefore they must make effective use of that evidence to demonstrate the logic of their argument.</td>
</tr>
<tr>
<td>- Clearly identifies and describes the problem; explains how it fits within the discipline's sphere of inquiry; describes multiple candidate approaches to addressing it.</td>
<td>- Present a historical argument supported by evidence from primary and secondary sources</td>
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<td></td>
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<tr>
<td>- 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).</td>
<td>- Demonstrate knowledge and effective use of the conventions of historical writing</td>
<td></td>
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<tr>
<td>- Accurately diagnoses failures of reasoning and clearly distinguishes different grades of reasoning quality according to discipline-specific evaluative standards.</td>
<td>- Develop and present an original historical argument based on independent interpretation of sources</td>
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<tr>
<td>- Makes effective use of evidence and principles to produce chains of</td>
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</tbody>
</table>
reasoning that are of superior quality, as determined by discipline-specific evaluative standards.

<table>
<thead>
<tr>
<th>Foundation ULO 4 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>
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<tbody>
<tr>
<td><strong>Innovation</strong> - Integrates alternate, divergent, or contradictory perspectives or ideas fully - Extends a novel or unique question, idea, format or product to create new knowledge or knowledge that crosses boundaries</td>
<td>Develop and present an original historical argument based on independent interpretation of sources</td>
<td>See above.</td>
<td>In line with best practices in teaching and learning, activities might include, but are not limited to: Students, through their research, will need to confront the secondary literature and carve out an original argument based on primary sources.</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

<table>
<thead>
<tr>
<th>Foundational Studies Program, Director</th>
<th>Date</th>
</tr>
</thead>
</table>
Course Information

Course Title: HIST 498  Number of Credits: 3

Type of Foundational Studies Course (choose one)

- [ ] DLS (Disciplinary Lens– Social Science)
- [ ] DLL (Disciplinary Lens– Lit 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:

Solid proposal—no suggestions.

Electronically signed by Vicki Stieha,
Director, Foundational Studies Program

CERTIFIED FOR APPROVAL 9--2011.