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 I. Course Information

... (Blank space for form completion) ...

Part II. Syllabus Statement

Boise State's Foundational Studies Program provides undergraduates with a broad-based education that spans the entire university experience. THEA230: Development of Theatre I 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.
THEA230: Development of Theatre I is designed to integrate the study of the history of theatre and dramatic literature (from the classical through neoclassical periods) with the opportunity to develop communication skills important in the field of Theatre Studies. 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:

1. Identify orally and in writing important movements and events in theatre history and in the history of dramatic literature.
2. Analyze orally and in writing the ways past societies have defined the nature and purpose of theatre
3. Compare orally and in writing historical production conditions to those at work today in order to gain a better understanding of contemporary theatre and drama practices and to make more informed aesthetic choices in your own artistic practice.
4. Form and defend your own aesthetic judgments orally and in writing; consider and evaluate the aesthetic judgments of others orally and in writing.

Part III. Design for Accessibility

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. Extra time on tests, oral examinations, or other accommodations will be provided to students as needed per the policies of the Disability Resource Center.

Electronically signed by Vicki S. Stehn, Director, Foundational Studies Program
Boise State University

CERTIFIED FOR APPROVAL 8-31-2011.

Part IV. Evidence of Quality Course Design

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.

<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>“By the end of this course, each student should be able to...”</td>
<td>Assessment Method: Evidence of Student Learning</td>
<td>Planned Teaching and Learning Activities/ Pedagogy</td>
<td></td>
</tr>
</tbody>
</table>
| **Focuses narrowly on a clear purpose/Focuses on a compelling central message that is precisely stated, appropriately repeated, memorable, and strongly supported** | **Identify, orally and in writing, important movements, styles and events in theatre history and in the history of dramatic literature.** | **A variety of the following will be used:**  
- Test questions: essay, short answer, and multiple choice  
- Chapter questionnaires or summaries  
- Concept papers  
- Audience education materials: program notes, lobby displays, education packets  
- Brief oral presentations  
- Discussion presentations  | **A variety of the following will be used:**  
- Class discussions: --facilitated full class discussions  
--break-out sessions in small groups  
--think-pair-share  
- Readings from theatre history textbook and anthology of dramatic literature  
- Video and multi-media examples  
- Live performance examples when available  |
| Adopts an appropriate voice, tone, and level of formality | **Implements across a series of drafts that are the result of drafting, revising and editing in response to feedback** | **Analyze, orally and in writing, the ways past societies have defined the nature and purpose of theatre in their culture** | **A variety of the following will be used:**  
- Test questions: essay and short answer  
- Scholarly article or performance review report  
- Journal entries that build to short paper or test essay  
- Discussion evaluation  |
| Improves across a series of drafts that are the result of drafting, revising and editing in response to feedback  
Uses genres appropriate to the discipline well  
Responds well to the needs of different rhetorical situations | | | **A variety of the following will be used:**  
- Class discussions: --facilitated full class discussions  
--break-out sessions in small groups  
--think-pair-share  
- Readings from theatre history textbook and anthology of dramatic literature  
- Video and multi-media examples  |
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.

Uses the text conventions of writing in a field professionally.

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.

Uses compelling and appropriate delivery techniques (posture, vocal expressiveness, audience interaction) so that speaker appears prepared, polished, and confident.

Compare, orally and in writing, historical production conditions to those at work today in order to gain a better understanding of contemporary theatre and drama practices and to make more informed aesthetic choices in your own artistic practice.

A variety of the following will be used:

- Research project—paper or poster format
- Research presentations
- Creative projects in which students approach dramatic texts from the point of view of a theatre artist

A variety of the following will be used:

- Class discussions:
  -- facilitated full class discussions
  -- break-out sessions in small groups
  -- think-pair-share
- Readings from theatre history textbook and anthology of dramatic literature
- Video and multi-media examples
- Scene readings/performances
- Live performance examples when available
- Interview assignments
| Form and defend individual aesthetic judgments orally and in writing; consider and evaluate the aesthetic judgments of others orally and in writing. | A variety of the following will be used:  
- Test questions: essay and short answer  
- Scholarly article or performance review report  
- Journal entries that build to short paper or test essay  
- Discussion evaluation | A variety of the following will be used:  
- Class discussions: --facilitated full class discussions --break-out sessions in small groups --think-pair-share  
- Readings from theatre history textbook and anthology of dramatic literature  
- Video and multi-media examples  
- Scene readings/performances  
- Live performance examples when available  
- Interview assignments |
Boise State University  
Foundational Studies Review Committee: Course Application Evaluation Form  
Fall 2011  

Course Information  

<table>
<thead>
<tr>
<th>Course Number and Title: THEA 230: Development of Theatre 1</th>
<th>Number of Credits: 3</th>
</tr>
</thead>
</table>

Type of Foundational Studies Course (choose one)  

- DLS (Disciplinary Lens – Social Science)  
- DLM (Disciplinary Lens – Math)  
- FF (Finishing Foundations)  
- DLL (Disciplinary Lens – Literature and Humanities)  
- DLN (Disciplinary Lens – Natural, Physical and Applied Science)  
- DLV (Disciplinary Lens – Visual and Performing Arts)  
- CID (Communication in the Discipline)  

Reviewer: David Rickels  

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:

This course appears well designed to develop students’ content mastery and skills pertaining to ULOs 1 and 2. The course offers a very complimentary balance between writing and oral communication while engaging students on the same material. Teaching strategies such as class discussions and journaling lead naturally into assessments such as oral presentations and research papers.

Feedback from FSP Director:

I concur with the review committee.