Boise State University
Foundations Course Application Form
Fall 2011

Instructions:
1. Complete one form per course
2. Attach this Foundations Course Application Form to the back of the departmental “Request for Curriculum Action” form for submission to the Foundations Program Office.

Part 1. Course Information

<table>
<thead>
<tr>
<th>Course Number and Title: <strong>THEA 101: Introduction to Theatre</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Type of Foundations Course - (choose one):</td>
</tr>
<tr>
<td>□ DLS (Disciplinary Lens – Social Science)</td>
</tr>
<tr>
<td>□ DLM (Disciplinary Lens – Math)</td>
</tr>
<tr>
<td>□ FF (Finishing Foundations)</td>
</tr>
<tr>
<td>□ DLL (Disciplinary Lens – Literature and Humanities)</td>
</tr>
<tr>
<td>□ DLN (Disciplinary Lens – Natural, Physical and Applied Science)</td>
</tr>
<tr>
<td>□ DLV (Disciplinary Lens – Visual and Performing Arts)</td>
</tr>
<tr>
<td>□ CID (Communication in the Discipline)</td>
</tr>
<tr>
<td>Delivery Format(s) - (Check all that apply):</td>
</tr>
<tr>
<td>□ XX Face to Face</td>
</tr>
<tr>
<td>□ XX Fully Online</td>
</tr>
<tr>
<td>□ Hybrid</td>
</tr>
<tr>
<td>□ Concurrent Enrollment</td>
</tr>
<tr>
<td>□ Other (briefly describe):</td>
</tr>
</tbody>
</table>

Part II. Syllabus Statement

In the space below, include the syllabus statement developed for this course, which will appear on the first page of the syllabus for each section of this course.

---

Boise State’s Foundations Program Foundational Studies Program provides undergraduates with a broad-based education that spans the entire university experience. THEA 101: Introduction to Theatre satisfies three units of the Foundation’s Disciplinary Lens-Visual and Performing Arts (DL-VPA) requirement. It supports the following University Learning Outcomes, along with a variety of other course-specific goals.

- Apply knowledge and methods characteristic of the visual and performing arts to explain and appreciate the significance of aesthetic products and creative activities.

THEA 101: Introduction to Theatre is designed to create discerning and appreciative audience members through experiencing live theatre, practicing performance criticism and studying theatre production processes, theatre history, and dramatic literature. After successful completion of this course you will be able to:
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)

THEA 101: All posted pdf materials will be checked for readability by a screen reader. Because many video clips use in this course have been compiled over several years and from a variety of sources, closed captioning may not be available for all materials. The department strong recommends that all deaf or hearing-impaired students have interpreters for class. The department makes every effort to arrange signers for one public performance of each production. Video clips can be made available to students outside of class. Because successful completion of the class is dependent on students actually seeing two live theater productions and interpreting the many visual components within these performances, the course is not appropriate for blind or severely vision-impaired students.

Part IV. Evidence of Quality Course Design and Alignment with Foundation ULOs

See attached rubric

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” seems insufficient to make the case for including of the course in the Foundations program, additional (optional) narrative can be included here.
<table>
<thead>
<tr>
<th>Foundation ULO 9</th>
<th>Course Learning Outcomes</th>
<th>Assessment Method: Evidence of Student Learning</th>
<th>Planned Teaching &amp; Learning Activities/Pedagogy</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>Faculty will use at least two of the following assessment types within the Content Knowledge Area</td>
<td>Faculty will use at least three of the following activities within the Content Knowledge Area. One of these must be reading 6-8 plays.</td>
</tr>
</tbody>
</table>
| Content Knowledge | Identify basic components of theatrical production and dramatic structure | 1. Lower level exam questions; 2. Class discussion | 1. a) Lecture  
2. a) Class discussion (options)  
   i) Facilitated full class discussion  
   ii) Breakout sessions with smaller groups of students  
   iii) Think-pair-share  
   iv) Brief oral or individual written responses to topic  
   g) Scene performances or readings |
| ❖ Clearly communicate variances between aesthetic forms, methods, and creative processes presented in this course | 1. Distinguish both the collaborative and individual efforts needed to create a theatrical performance.  |
| ❖ Describe detailed differences between visual/performance principles | 2. Identify basic components of theatrical production and dramatic structure  |
| | 2. a) Low to mid-level exam questions; 2. Creative project in which a student explores a role from the theatrical process; 2. Class discussion | | 2. a) Lecture  
2. b) Use multi-media examples  
2. c) Readings from textbook  
2. d) Class discussion (options)  
   i) Facilitated full class discussion  
   ii) Breakout sessions with smaller groups of students |
3. Recognize similarities, differences, and interrelationships between theatre and other art forms.

3. a) Lower level exam questions; b) class discussion

3. a) Lecture b) Use multi-media examples c) Readings from textbook d) Class discussion (options) i) Facilitated full class discussion ii) Breakout sessions with smaller groups of students iii) Think-pair-share iv) Brief oral or individual written responses to topic.

e) Guest speakers f) Complete a creative project

### Analytical Skills

- Analyze works presented in course for formal qualities and historical contexts
- perceives nuanced connections between art and its contexts

1. Evaluate the effectiveness of live theatrical performances.

   - Faculty will use all of these assessment types for Analytical Skills Area.

   - a) 6-8 pages of written reports evaluating two different theater productions

1. a) Lecture b) Use multi-media examples c) Readings from textbook d) Model analysis e) Practice exercises i) Peer review f) Class discussion (all options listed above) g) Scene performances or readings in class h) Attend two theater productions

   - Faculty will use at least three of these activities for Analytical Skills Area. One of these must be production attendance.
| Reasoning & Engagement | 2. Associate plays with the social and historical contexts in which they were written and performed. | 2. a) Low to mid-level exam questions. | 2. Lecture  
   a) Use multi-media examples  
   b) Readings from textbook  
   c) Read 6-8 plays  
   d) Class discussion (all options listed above) |
|------------------------|--------------------------------------------------------------------------------------------------|-----------------------------------------------|--------------------------------------------------------------------------------------------------|
| 1. Interpret components of theatrical productions and dramatic literature to identify main ideas. | 1. a) Higher level exam questions;  
   b) class discussion;  
   c) 6-8 pages of written reports on theatrical productions and play texts listed above | Faculty will use at least two of these assessment types within the Reasoning and Engagement Area. | Faculty will use at least three of these activities within the Reasoning and Engagement Area. |
| 2. Apply subjective experience to understanding theatrical performances and dramatic literature | 2. a) 6-8 pages of written reports listed above;  
   b) class discussion;  
   c) mid to high-level exam questions. | 1. a) Lecture  
   b) Use multi-media examples  
   c) Read 6-8 plays  
   d) Readings from textbook  
   e) Model analysis  
   f) Practice exercises  
   i) Peer review  
   g) Class discussion (all options listed above)  
   h) Scene performances in class  
   i) Attend two theater productions | 2. a) Read 6-8 plays  
   b) Model analysis  
   c) Class discussion (all options listed above)  
   d) Attend two theater productions |

**Reasoning & Engagement**

- Communicates skillfully and persuasively regarding the questions generated by the work of art in this course
- Develops insights independent of those offered in class/incorporates them into written & oral work
### Appreciative Skills

- provides detailed descriptions of artistic forms, ideas, or techniques that differ from one’s own preferences
- adeptly evaluates or explores artistic works that differ from one’s preferences

<table>
<thead>
<tr>
<th>Faculty will use at least one of these assessment types for Appreciative Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
</tr>
<tr>
<td>1.</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

Faculty will use at least three of these activities for Appreciative Skills.

| 1. | a) Lecture |
| | b) Use multi-media examples |
| | c) Read 6-8 plays |
| | d) Readings from textbook |
| | e) Model analysis |
| | f) Practice exercises |
| | i) Peer review |
| | g) Class discussion (all options listed above) |
| | h) Scene performances in class |
| | i) Attend two theater productions |
Boise State University
Foundational Studies Review Committee: Course Application Evaluation Form
Fall 2011

Course Information

<table>
<thead>
<tr>
<th>Course Number and Title: THEA 101 Introduction to Theatre</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)
- [ ] CID (Communication in the Discipline)
- [ ] DLV (Disciplinary Lens – Visual and Performing Arts)
- [ ] DLM (Disciplinary Lens – Math)

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:

- The Syllabus Statement references "Boise State's Foundations Program". This should be revised to "Foundational Studies Program".
- One of the specific outcomes listed under "Content Knowledge" is "Describe detailed differences between visual/performance principles". It is not clear what this means.
- On the Course Design Table, “class discussion” appears under both activities and assessment. How is a class discussion itself assessed? Is it simply the fact that the student participates or perhaps the amount of participation or the adjudged quality of participation?
- There is no explanation of what distinguishes low-level, mid-level, and high-level exam questions. As long as the department and instructors have a consistent understanding of these distinctions, this should be fine.
- Given the choices available in teaching activities, it is possible that lecture and the textbook could dominate. This isn't necessarily a concern, but it is something that the department and FSP should be aware of.
- In the committee's overall assessment, we find the proposal and prospective course to be consistent with the goals and standards of the FSP.

Feedback from the Foundational Studies Program Director
I note the variations for class discussion and encourage faculty to continue integrating active learning pedagogies such as those listed (Facilitated full class discussion, Breakout sessions with smaller groups of students, Think-pair-share, Brief oral or individual written responses to topic) as well as other active pedagogies.

Faculty development support may be available to facilitate the design of assessment questions (referenced above by the committee). Please contact me about options on this as we move forward.

Vicki Stieha