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 department and college procedures. The approved course should be submitted to the University Curriculum Committee by October 1, 2011.

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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

<table>
<thead>
<tr>
<th>Course Number and Title: LING 205: Language in Human Life</th>
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</thead>
<tbody>
<tr>
<td>Type of Foundational Studies Course – (Choose One):</td>
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<tr>
<td>[x] DLS (Disciplinary Lens – Social Science)</td>
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<tr>
<td>[ ] DLL (Disciplinary Lens – Literature and Humanities)</td>
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<tr>
<td>[ ] DLV (Disciplinary Lens – Visual and Performing Arts)</td>
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<td>[ ] DLM (Disciplinary Lens – Mathematics)</td>
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<td>[ ] DLN (Disciplinary Lens – Natural, Physical, and Applied Sciences)</td>
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<td>Includes Lab: [ ] Yes [ ] No</td>
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<tr>
<td>[ ] CID (Communication in the Discipline)</td>
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<td>[ ] FF (Finishing Foundations)</td>
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<td>Delivery Format(s) – (Check all that apply):</td>
</tr>
<tr>
<td>[x] Face to Face</td>
</tr>
<tr>
<td>[ ] Fully Online</td>
</tr>
<tr>
<td>[x] Hybrid</td>
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<tr>
<td>[ ] Concurrent Enrollment</td>
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<td>[ ] Other (briefly describe):</td>
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Part II. Syllabus Statement

Boise State's Foundational Studies Program provides undergraduates with a broad-based education that spans the entire university experience. LING 205 satisfies 3 credits of the Foundational Studies Program's Disciplinary Lens – Social Science requirements. It supports the following University Learning Outcomes, along with a variety of other course-specific goals.

ULO 11. Apply knowledge and the methods of inquiry characteristic of the social sciences to explain and evaluate human behavior and institutions.

LING 205: Language in Human Life is designed to help students understand the complex nature of language, its capacity for change, its natural diversity, and its fundamental role in our participation in social life. This course helps to achieve the goals of the Foundations program by focusing on the following course learning outcomes.

After successful completion of this course, you will be able to:

- Compare your previously held beliefs about language difference and language change to the positions that linguists usually take
- Identify several ways in which language and culture are related to each other.
- Demonstrate sympathy for the language issues faced by people from cultural groups different from the student’s own.
- Demonstrate an understanding that members of different cultures and/or communities see, interpret, and experience the world differently, have different language structures to express such differences, and have different language issues depending on which language community to which those people belong.
- Articulate several social factors in how and why languages vary.
- Take a complex stance, informed by perspectives in the field of linguistics, on linguistic issues that are often discussed (in news, political life, workplaces, casual conversations, etc.).
- Differentiate between prescriptive rules of grammar and the kinds of descriptive rules that linguists draw on.
- Identify evidence in everyday language of the complexity of linguistic structure.
- Explain to non-linguists what linguistics is.

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.)

LING 205: Language in Human Life: Accommodations will be provided to all students as needed per the policies of the Disability Resource Center. Whenever available, videos used in the course will have closed-captioning by the content producer to provide access to students with hearing impairment. Images used in the Blackboard site will have appropriate textual descriptions that can be read by screen reader software. In all sections, students will be able to submit assignments in a variety of formats,
including written papers and podcasts. Extra time on tests and other accommodations will also be provided to students as needed per DRC policies.

**Part IV. Evidence of Quality Course Design**

Please use the table below (column headings for this table should not be changed) 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.

Please see below.

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<table>
<thead>
<tr>
<th>Teaching and Learning Activities</th>
<th>Assessment Methods</th>
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Boise State University
Foundational Studies Course
Spring 2014

Course Number and Title: LING 205: Language in Human Life

Course Design Table
<table>
<thead>
<tr>
<th>Foundation ULO 11 Criteria</th>
<th>Foundation ULO 11 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 &amp; Learning Activities / Pedagogy</th>
</tr>
</thead>
</table>
| ULO 11.1: Understanding of individuals as members of a particular culture and/or community | * Demonstrates an understanding that members of different cultures and/or communities see, interpret, and experience the world differently.  
* Articulates his/her own place within own culture and examines cultural assumptions about people and the world. | * Compare his or her previously held beliefs about language differences and language change to the positions that linguists usually take.  
* Identify several ways in which language and culture are related to each other.  
* Demonstrate an understanding that members of different cultures and/or communities see, interpret, and experience the world differently, have different language structures to express such differences, and have different language issues depending on which language community to which those people belong. | * Service-learning journals with some guided reflection questions.  
* Essays and informal responses to assigned reading.  
* Self-assessment (beginning and end of course): beliefs about language variation and language change.  
* Group discussions leading to a group concept map (visual representation and then presentation to class) representing multiple relationships between language and culture.  
* Focused listing (or prose).  
* Essay question on test.  
* Reflective writing.  
* Self-assessment.  
* Discussion board posts.  
* Group presentations. | * Service-learning projects and then class discussions and journals.  
* Self-assessment (beginning and end of course): beliefs about language variation and language change.  
* Discussion of assigned reading.  
* Student-led discussions on selected topics.  
* Student-gathered news stories.  
* Group investigation: words that don’t translate from one language to another.  
* Think-Pair-Share about what the list of above words tells us.  
* Discussions of readings.  
* Perspective-taking role-plays or writing about problems and challenges.  
* Movies and literature (esp. having students read the writing of language-minority students)—discussion, analysis, writing that connects the text to students’ previous beliefs/experiences.  
* Service Learning projects.  
* Discussion board. |
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<tr>
<td>ULO 11.2: Understanding of historical and/or cultural forces</td>
<td>* Demonstrates an understanding of the historical and/or social forces that shape individuals and institutions * Analyzes the world views and/or philosophical assumptions of a given source * Draws connections between diverse perspectives</td>
<td>* Articulate several social factors in how and why languages vary. * Take a linguistically informed stance on linguistic issues that are often discussed (in news, political life, workplaces, casual conversations, etc.).</td>
<td>* Group presentation * One-minute summaries * “muddiest point” papers * Short papers * Create video presentation * Essay exam questions * Op-Ed pieces</td>
<td>* Keyword brainstorm * Assigned reading * Observation of everyday linguistic phenomena * Presentations on dialects * Investigations of news stories, Op-Ed pieces, web sites * Write Op-Ed pieces In-class debates</td>
</tr>
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| ULO 11.3: Reasoning, inquiry, and problem-solving | * Demonstrates an understanding of the theoretical framework that is behind various approaches to education | * Differentiate between prescriptive rules of grammar and the kinds of descriptive rules that linguists draw on.  
* Identify evidence in everyday language of the complexity of linguistic structure.  
* Explain to non-linguists what linguistics is. | * “Muddiest point” or one-minute summaries  
* Discussion board posts  
* Questionnaires about grammar (pre- and post-tests)  
* Data-gathering group projects  
* Self-assessment (beginning and end of course)  
* Exam question  
* Discussion board | * Think-Pair-Share  
* Assigned readings  
* Video clips  
* Lectures  
* Questionnaires about grammar  
* Data-gathering assignments (observation of casual speech, child language, plays on words, etc.)  
* Discussion board  
* Student-created surveys  
* Role plays  
* Reflective writing about previous views |
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<td>ULO 11.4: Responsibility, personal reflection</td>
<td>Consistently demonstrates, through personal reflection, a complex understanding of the importance of active, meaningful participation in a community</td>
<td>Demonstrate sympathy for the language issues faced by people from cultural groups different from the student’s own.</td>
<td>* Service-learning journals with some guided reflection questions * Self-assessment (beginning and end of course): beliefs about language variation and language change. * Participation—rubric will include an intercultural competence component * Service-learning evaluations from agencies</td>
<td>* Service learning projects * Group discussions of SL experiences * Role plays * Cross-cultural interviews * Class discussions of cultural differences * Presentations on linguistic variation</td>
</tr>
</tbody>
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5-16-2013

Foundational Studies Program Director Signature  Date