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

Course Number and Title: ANTH 314: Environmental Anthropology

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 – Mathematics)
[ ] DLN (Disciplinary Lens – Natural, Physical, and Applied Sciences)

   Includes Lab: [ ] Yes [ ] No

[x] CID (Communication in the Discipline)
[ ] FF (Finishing Foundations)

Delivery Format(s) – (Check all that apply):

[x] Face to Face
[ ] Fully Online
[ ] Hybrid
[ ] Concurrent Enrollment
[ ] Other (briefly describe):
Part II. Syllabus Statement

Boise State's Foundational Studies Program provides undergraduates with a broad-based education that spans the entire university experience. ANTH 314 satisfies 3 credits of the Foundational Studies Program's Communication in the Discipline requirements. It supports the following University Learning Outcomes, along with a variety of other course-specific goals.

ULO 1. Write effectively in multiple contexts for a variety of audiences
ULO 2. Communicate effectively in speech, both as a speaker and listener

ANTH 314: Environmental Anthropology is designed to build upon the disciplinary material covered in ANTH 101, ANTH 102, ANTH 103, ANTH 200, and ANTH 201, as well as skills covered in ENG 101/102; introduce to students the holistic anthropological style of study of the relationships between people and their social and physical environments; and, address the major global dilemmas and debates facing human populations surrounding the "environment" including, population growth, sustainable development, human dimensions of environment change, the "tragedy of the commons," and conservation and indigenous knowledge. Anthropology 314 includes a number of assignments that lead to a final written and oral project. 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:

- Compose an original research paper and research poster on a topic within Environmental Anthropology. A series of writing assignments (e.g., Pathfinder, annotated bibliography, outline/abstract, paper draft, final paper, and poster) build on each other and will help you develop your writing skills within the discipline with regard to purpose, voice, conventions, sources, revision, and mechanics. Using the genres of research paper and research poster, you will also develop skills related to disciplinary writing for a variety of communication situations and strategies.
- Make an oral, in-class presentation of your research poster on a topic within Environmental Anthropology. A series of oral assignments (e.g., team debates on environmental dilemmas, individual summaries of progress on writing assignments, individual poster presentation) lead up to the poster presentation and will help you develop your oral communication skills in the discipline through focusing on a compelling central message that is precise, memorable, supported, and organized in creative ways and delivered appropriately. Oral assignments will be both faculty and peer reviewed. Peer review will enable you to develop skills as an effective listener, specifically regarding your critical understanding of orally communicated Ideas.
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.)

ANTH 314: Environmental Anthropology: 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.) 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. 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. We will add textual descriptions accessible by screen readers to images used on the course web site. 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

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.
Boise State University
Foundational Studies Course
Spring 2014

Course Number and Title: ANTH 314: Environmental Anthropology

Course Design Table
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<th>Foundation ULO 1 &amp; 2 Criteria</th>
<th>Foundation ULO 1 &amp; 2 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>
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<td>ULO 1.1-1.11: Write Effectively, Write in Multiple Contexts, and Write for a Variety of Audiences</td>
<td>* Focuses narrowly on a clear purpose * Adopts an appropriate voice, tone, and level of formality * Uses the text conventions of writing in a field professionally * 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 * Controls mechanical features such as syntax, grammar, punctuation * Uses genres appropriate to the discipline well * Responds well to the need of different rhetorical situations and audiences * Uses a wide variety of resources to located sources * Exploits a wide range of communication strategies appropriate to contexts * Addresses professional the expectations of disciplinary audiences</td>
<td>Compose an original research paper on a topic within Environmental Anthropology</td>
<td>* Student self-report survey on how students performed on assignments (pathfinder, final paper, poster, presentation) * Faculty use of department rubric for final paper and poster covering criteria: * Communication of knowledge/ understanding of current findings and conclusions in an anthropological subject area * Effective written communication and ability to think critically * Use of research technologies and methods * Comparison and contrast of patterns of continuity and Variability * Relevance of anthropological methods and theory to research and real-world problems; Faculty assessment of leading assignments pathfinder (skim and grade), annotated bibliographies (skim and grade), abstract (brief focused response), outline (brief focused response), first draft writing assignments (brief focused response), poster drafts (brief focused response).</td>
<td>Examples: * Librarian lecture on use of library for pathfinder assignment and other writing assignments requiring research (In library); * Reading and writing abstracts for Environmental Anthropology (in class); * Lecture on outlining, drafting and redrafting (in class); * Low stakes peer reviews of abstracts and outlines (in class); * Lecture on use of American Anthropological Association Style Guide (based on the Chicago manual); * Research day (in library).</td>
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<td>ULO 2.1: Communicate effectively as speaker: Message</td>
<td>* Focus on a compelling central message that is precise, memorable, supported, and organized in creative ways and delivered appropriately</td>
<td>Make an in-class oral presentation of the research poster</td>
<td>Peer assessment of oral presentations covering content and delivery and presenter response to peer reviews</td>
<td>Examples: * Team debates on environmental dilemmas (representation and critique of contradictory perspectives) * Individual oral updates on progress on writing assignments, individual poster presentation</td>
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<td>ULO 2.6: Communicate effectively as listener</td>
<td>* Responds with critical understanding of oral communication</td>
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5-16-2013

Foundational Studies Program Director Signature Date