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: BAS 300: Communication in the Applied Sciences

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):
[ ] Face to Face
[ ] Fully Online
[x] 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. BAS 300 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

BAS 300: Communication in the Applied Sciences is designed to integrate a student’s technical knowledge with the knowledge, skills, and concepts critical to good communication. 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:

- Develop and change your communication style based off the audience
- Critically look at your technical discipline and develop and support ideas relevant to it.

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.)

BAS 300: Communication in the Applied Sciences: All posted pdf reading assignments will be checked for readability by a screen reader. 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. There will not be tests in the course, so testing accommodations should not be needed. However, 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.
### Course Design Table

<table>
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<tr>
<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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| ULO 1.1, 1.2, & 1.6: Write Effectively | * Focuses narrowly on a clear purpose  
* Adopts an appropriate voice, tone, and level of formality  
* Controls mechanical features such as syntax, grammar, punctuation | Appreciate and articulate how to change their written communication depending on the audience and message | Through different short writing examples for different audiences (business report, persuasive, business email, etc.) | * Look at different examples of writing for business purposes.  
* Discuss why it’s essential to know your audience and what your point is in writing and especially business.  
* Students will discuss instances where they have received or seen poorly written communication and why. |
| ULO 1.3 & 1.4: Write Effectively  
ULO 3: Critical Inquiry | * Use the text conventions of writing in a field professionally  
* Evaluates and synthesizes ideas from sources well; documents sources according to disciplinary conventions.  
* Critically read, analyze and interpret other people’s written work  
* Support conclusions/solutions using published literature. | Students will submit a short research paper that has a minimum of 3 references. This will be graded using a published matrix. | * Go over critical reading examples in class.  
* Go over APA bibliography style and what not to use as a reputable reference (i.e. Wikipedia) |
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<td>ULO 11.5: Write effectively: Revision</td>
<td>Improves across a series of drafts that are the result of drafting, revising and editing in response to feedback</td>
<td>Critically look at their own work and make improvements based off feedback.</td>
<td>Students will work on at least one revision based off of feedback from the instructor and/or another student</td>
<td>We will go over an example of writing in class and how it can be improved.</td>
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<tr>
<td>ULO 2.2: Communicate effectively as speaker: Support</td>
<td>Offers a variety of supporting materials that are relevant to the central message, appropriate to the occasion, and in a variety of appropriate media and establish the speaker’s credibility and authority</td>
<td>Utilize presentation aids that add to overall message and do not distract from it.</td>
<td>Give a short presentation using a supportive aid (can be PowerPoint, display, hand out, etc.)</td>
<td>Watch You-tube clips of good and bad presentation aids</td>
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<tr>
<td>ULO 2.3: Communicate effectively as speaker: Organization</td>
<td>Uses an organizational pattern that is clear and consistently observable and makes content cohesive in creative ways</td>
<td>Create an outline for a presentation that flows well</td>
<td>Require a turned in outline of the speech that is actually followed.</td>
<td>The class will go over what makes a good speech outline and why they are important. Go over examples.</td>
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<tr>
<td>ULO 2.6: Communicate effectively as listener ULO 3: Critical Thinking</td>
<td>Responds with critical understanding of oral communication of ideas</td>
<td>Critically and actively listen to others and proved thoughtful feedback</td>
<td>Each student must ask at least 1 relevant question per speech assignment</td>
<td>The class will discuss how to critically review what is presented and to develop further analysis or questions.</td>
</tr>
</tbody>
</table>

5-16-2013

Foundational Studies Program Director Signature

Date