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: CHEM 323: Advanced Synthesis Lab

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

Delivery Format(s) – (Check all that apply):
[ ] 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. CHEM 323 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

CHEM 323: Advanced Synthesis Lab is designed to help to achieve the goals of the Foundational Studies Program by focusing on the following course learning outcomes.

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.)

CHEM 323 Advanced Synthesis Lab: 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: CHEM 323: Advanced Synthesis Lab

Course Design Table
<table>
<thead>
<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>
</tr>
</thead>
<tbody>
<tr>
<td>ULO 1.1-1.6: Write Effectively</td>
<td>* Focuses narrowly on a clear purpose</td>
<td>* Prepare a journal-style laboratory report according to American Chemical Society (ACS) report conventions, which will include: following the text conventions of writing professionally in the chemical discipline including proper tense, syntax and grammar, as well as an appropriate voice, tone, &amp; level of formality; critically evaluating &amp; synthesizing data obtained from laboratory experiments properly documenting the citations according to the ACS Style Guide</td>
<td>* The Instructor will read and assess the content and quality of student reports for compliance with the ACS style of report writing as indicated in the CLOs</td>
<td>* Students will be provided with a variety writing samples from the chemical literature</td>
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<td></td>
<td>* Adopts an appropriate voice, tone, &amp; level of formality</td>
<td>* Prepare a draft report; make effective edits &amp; revisions in response to feedback</td>
<td>* The Instructor will provide feedback to the student reports and assess improvement [in response to feedback] over the course of the reports</td>
<td>* Students will be provided with viewing opportunities for a variety of journal articles by Chemists</td>
</tr>
<tr>
<td></td>
<td>* Uses the text conventions of writing in a field professionally</td>
<td>* Prepare a PowerPoint presentation [about an assigned journal article] for an audience of their peers, which will include: critically evaluating &amp; synthesizing ideas [from the journal article which is the focus of the presentation] and properly documenting all citations according to the ACS Style Guide; following the text conventions of writing for an oral presentation in the chemical discipline including proper tense, syntax and grammar, as well as an appropriate voice, tone, &amp; level of formality; properly using tables, graphs, schemes, and figures to present scientific data and strengthen their arguments.</td>
<td>* The Instructor will read and assess the content and quality of the student’s PowerPoint presentation as indicated in the CLOs</td>
<td>* Students will be directed to prepare a PowerPoint presentation that contain a variety and quality of sources that is appropriate to a professional presentation</td>
</tr>
<tr>
<td></td>
<td>* Evaluates &amp; synthesizes ideas from sources well; documents sources</td>
<td>* Controls mechanical features such as syntax, grammar</td>
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| ULO 1.7-1.10: Write in Multiple Contexts | * Uses genres appropriate to the discipline well  
* Responds well to the needs of different rhetorical situations  
* Uses wide variety of resources to locate sources  
* Exploits wide range of communication strategies appropriate to contexts (including electronic ones) | * Use a variety of appropriate resources to locate sources (such as the ACS portal, CASSI, SciFinder Scholar, etc.)  
* Exploit a range of communication strategies in the context of written (text, graphs, tables, figures, schemes, PowerPoint) and oral presentation methods | * The Instructor will assess whether the student used a variety of appropriate resources used to locate sources  
* The Instructor will read and assess the range and quality of the communication strategies used by the student in reports and the oral presentation | * Students will be provided with instruction and activities to locate appropriate sources  
* Students will be exposed to a variety of professional publication styles [through the variety of assigned journal articles]  
* Students will be directed to prepare reports and a PowerPoint presentation that contain a variety and quality of sources that is appropriate to a professional report/presentation |
| ULO 1.11: Write for a Variety of Audiences | * Responds well to the needs of different audiences  
* Addresses professionally the expectations of disciplinary audiences | Meet the expectations for writing (journal audience) or speaking (professional oral presentation) in the chemical disciplines | | |
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| ULO 2.1-2.5: Communicate Effectively as Speaker | * Focuses on a compelling central message that is precisely stated, appropriately repeated, memorable, and strongly supported  
* Offers a variety of supporting materials that are relevant to the central message, appropriate to the occasion, and in a variety of appropriated media (oral, written, media-supported) and establish the speaker’s credibility and authority  
* Uses an organization pattern that is clear and consistently observable and makes content cohesive in creative ways  
* Makes imaginative, memorable, and compelling language choices with a tone appropriate to the audience and occasion  
* Uses compelling and appropriate delivery techniques (posture, vocal expressiveness, audience interactions) so that speaker appears prepared polished and confident | * Accurately summarize and critique an article from the chemical literature in an oral presentation  
* Prepare and present a talk that follows professional conventions and formats of the chemical disciplines, including appropriate delivery techniques (posture, vocal expressiveness, audience interactions) so that speaker appears prepared polished and confident  
* Prepare a PowerPoint presentation that: has a strongly supported well-stated central message which will establish the speaker’s credibility and authority; uses of variety of supporting materials that are relevant to the central message, appropriate to the occasion, and in a variety of appropriate media; well-organized and cohesive in content; makes effective language choices with a tone appropriate to the audience and occasion | The Instructor will document and assess the presentation for the presence and quality the student’s: use of a strongly supported well-stated central message that which establishes the speaker’s credibility and authority; use of variety of supporting materials that are relevant to the central message, appropriate to the occasion, and in a variety of appropriate media; cohesiveness of content and good organization; effective language choices with a tone appropriate to the audience and occasion; appropriate delivery techniques so that speaker appears prepared, polished and confident | * Students will prepare and deliver a class presentation that accurately summarizes and critiques a journal article in the chemistry field.  
* Students will be provided with online viewing opportunities for a variety of professional presentations (videos or webinars) by Chemists |
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| ULO 2.6: Communicate Effectively as Listener | Responds with critical understanding of oral communication of ideas | Will be able to make an effective critical assessment of a peer's oral presentation | The Instructor will document and assess the quality of comments and questions in the student's peer-review | * Students will peer-review each class oral presentation  
* Students will be provided examples and guidelines for effective critical analysis |

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5-16-2013

Foundational Studies Program Director Signature  

Date