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: **CMGT 201: Construction Communication**

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. CMGT 201 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

CMGT 201: Construction Communications is designed to integrate course content with the opportunity to develop communication skills important in the construction industry. 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 effective written documents that are clear, concise, and compelling.
- Correctly use grammar, punctuation, and rhetoric.
- Apply basic editing skills to improve written communications.
- Demonstrate effective verbal communication skills that are appropriate for a variety of construction scenarios.
- Develop and deliver a persuasive oral presentation with effective organization, content, and visual aids.
- Exhibit ethical, professional, and civil behavior in both written and oral communications.
- Identify and utilize appropriate information to prepare effective written and oral communications.

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.)

CMGT 201: Construction Communications: 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.
Course Number and Title: CMGT 201: Construction Communications

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>
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<tbody>
<tr>
<td>ULO 1: Write Effectively; Write in Multiple Contexts; Write for a Variety of Audiences</td>
<td>* Focuses narrowly on a clear purpose&lt;br&gt;* Adopts an appropriate voice, tone, &amp; level of formality&lt;br&gt;* Uses the text conventions of writing in a field professionally&lt;br&gt;* Evaluates &amp; synthesizes ideas from sources well; documents sources&lt;br&gt;* Improves across series of drafts that are the result of drafting, revising and editing in response to feedback&lt;br&gt;* Controls mechanical features such as syntax, grammar&lt;br&gt;* Uses genres appropriate to the discipline well&lt;br&gt;* Responds well to the needs of different rhetorical situations&lt;br&gt;* Uses wide variety of resources to locate sources&lt;br&gt;* Exploits wide range of communication strategies appropriate to contexts (including electronic ones)&lt;br&gt;* Responds well to the needs of different audiences&lt;br&gt;* Addresses professionally the expectations of disciplinary audiences</td>
<td>Compose effective written documents that are clear, concise, and compelling.</td>
<td>Claim portfolio (including RFI and response, initial letter requesting change order, response to initial letter requesting change order, supplemental letter requesting change order, claim summary, other supporting documentation including field diary, meeting minutes)</td>
<td>* Editing exercise&lt;br&gt;* Draft letter, peer review, and revision&lt;br&gt;* Meeting activities, minutes&lt;br&gt;* Project activities, field diary&lt;br&gt;* On-line discussion board re: daily class summary&lt;br&gt;* PowerPoint draft, peer review, revision</td>
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<td>ULO 1.6: Write Effectively: Mechanics</td>
<td>* Controls mechanical features such as syntax, grammar</td>
<td>Correctly use grammar, punctuation, and rhetoric.</td>
<td>* Claim portfolio (including RFI and response, initial letter requesting change order, response to initial letter requesting change order, supplemental letter requesting change order, claim summary, other supporting documentation including field diary, meeting minutes)</td>
<td>* Editing exercise</td>
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<td>* Editing exercise</td>
<td>* Draft letter, peer review, and revision</td>
<td>* Meeting activities, minutes</td>
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<td>* On-line discussion board re: daily class summary</td>
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<td>ULO 1.5 &amp; 1.6: Write Effectively</td>
<td>* Improves across series of drafts that are the result of drafting, revising and editing in response to feedback</td>
<td>Apply basic editing skills to improve written communications.</td>
<td>* Claim portfolio (including RFI and response, initial letter requesting change order, response to initial letter requesting change order, supplemental letter requesting change order, claim summary, other supporting documentation including field diary, meeting minutes)</td>
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| **ULO 2.1-2.6: Communicate Effectively as Speaker and Listener** | * 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  
* Responds with critical understanding of oral communication of ideas | * Demonstrate effective verbal communication skills that are appropriate for a variety of construction scenarios.  
* Develop and deliver a persuasive oral presentation with effective organization, content, and visual aids. | * Claim presentation, negotiation  
* Presentation – response to request for proposal | * 5-minute presentation exercise  
* Role-play – deposition, trial examination and cross-examination  
* Meeting role-play  
* Negotiation exercise |
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* Adopts an appropriate voice, tone, & level of formality  
* Uses the text conventions of writing in a field professionally  
* Uses genres appropriate to the discipline well  
* Responds well to the needs of different rhetorical situations  
* Exploits wide range of communication strategies appropriate to contexts (including electronic ones)  
* Responds well to the needs of different audiences  
* Addresses professionally the expectations of disciplinary audiences | Exhibit ethical, professional, and civil behavior in both written and oral communications. | *Claim portfolio (including RFI and response, initial letter requesting change order, response to initial letter requesting change order, supplemental letter requesting change order, claim summary, other supporting documentation including field diary, meeting minutes)  
* Claim presentation  
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5-16-2013

__________________________  _______________________
Foundational Studies Program Director Signature Date