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: COMM 304: Perspectives of 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. COMM 304 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

COMM 304: Perspectives of Communication is designed to integrate theoretical and practical understandings of “communication” through lectures on the discipline’s literature. It also employs face-to-face, Socratic-style engagements with students to draw out their “common sense” understandings of “communication” drawn from the cultures in which they live. Writing and presenting position papers result from these experiences, so that students can identify and critically assess assumptions about how communication works and the often-unstated assumptions about how we can “know” “communication.” This course helps to achieve the goals of CID courses by focusing on the following learning outcomes.

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

- Use written and verbal communication to describe and explain popular and frequently used academic conceptions of communication.
- Articulate prevailing ways of thinking about and recommending definitions of “communication.”
- Identify relationships between your own assumptions about communication and assumptions made in the discipline.

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.)

COMM 304: Perspectives of Communication: The department will continue its current successful practice of dealing with accessibility issues by working with students and the Disability Resource Center on a case-by-case basis. Depending on the nature of the case, means to accessibility might include (but is not restricted to): a scribe, text-to-voice software (i.e., screen readers), extra time on exams and in-class assignments, and individual meetings to give needed oral explanations (say, of written comments on an assignment).
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: COMM 304: Perspectives in Communication

### 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><strong>ULO 1.1-1.4 &amp; 1.6: Write Effectively</strong></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 * Controls mechanical features such as syntax, grammar, and punctuation</td>
<td>Produce analytical and critical writing which: is composed of grammatical and efficient sentences; has a clear, to-the-point and professional style; has a clear purpose (such as defend or object to an argument); is organized appropriate to that purpose; makes use of, and properly cites, external sources as needed for that purpose; brings together and articulates others’ and the student’s own ideas to achieve that purpose</td>
<td>* Final paper of at least six pages, in which the student analyzes and critiques a theory of communication for its philosophical assumptions/orientations * Other forms of assessment may include: essay exams, in-class writing, short papers (1-3 pages), contributions to Blackboard discussions.</td>
<td>May include: * Homework reading responses * In-class writing * Marking sample essays using a rubric * Blackboard discussions * Blackboard links to on-line videos about critically analyzing mass communication * Instructor feedback on written work * Peer assessment of written work * Individual student/instructor conferences</td>
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<td>ULO 1.5: 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>Utilize the feedback of others and the multiple-drafts process to produce philosophical writing of the sort just described</td>
<td>Assessment may include: * Multiple drafts of the final paper</td>
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</tr>
<tr>
<td>ULO 1.7-1.10: Write in Multiple Contexts</td>
<td>* 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)</td>
<td>Produce critical and analytical writing of multiple types and lengths, such as short informal commentaries and long journal-style and/or research papers.</td>
<td>Assessment may include: * Final paper of at least six pages, in which the student analyzes and critiques a mass communication phenomenon * Essay exams * In-class writing * Short papers (1-3 pages) * Contributions to Blackboard discussions</td>
<td>May include: * Homework reading responses * In-class writing * Marking sample essays using a rubric * Blackboard discussions * Blackboard links to on-line videos about critically analyzing mass communication * Instructor feedback on written work * Peer assessment of written work * Individual student/instructor conferences</td>
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<td>ULO 1.11: Write for a Variety of Audiences</td>
<td>Notions of Exemplary Work</td>
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<td>* Responds well to the needs of different audiences</td>
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<td>* Addresses professionally the expectations of disciplinary audiences</td>
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<td>Produce critical and analytical writing, which has a clear sense of the intended audience and offers the level of background and sophistication appropriate to that audience.</td>
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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 appropriate media (oral, written, media-supported) and establish the speaker’s credibility and authority  
* Uses an organizational 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 interaction) so that the speaker appears prepared, polished, and confident | * Orally communicate analytical ideas in a focused, organized and engaging fashion, using appropriate supporting materials (such as handouts and PowerPoint)  
* Serve as discussion leader for part of a class period | * Direct and lead an in-class presentation/discussion of 10-20 minutes  
* Classroom discussion  
* In-class debates  
* Short oral commentary on another student’s presentation  
* Short presentation of in-class writing or a short paper | May include:  
* Instructor models of presentations  
* Blackboard links to on-line sample presentations/discussions  
* Classroom discussion  
* In-class debates  
* Q&A sessions  
* Each one teach ones  
* Informal commentary on another student’s presentation  
* Informal presentation of in-class writing or short paper  
* Instructor feedback on presentation  
* Peer assessment of presentation  
* Individual student/instructor conferences |
| ULO 2.6: Communicate Effectively as Listener | Responds with critical understanding of oral communication of ideas | | | |


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| Other course learning outcomes | Other course learning outcomes | * Apply, in your thinking and writing, standard analytic skills such as analyzing concepts, drawing distinctions, offering counter-examples, reasoning under an assumption and charitably reconstructing others’ arguments  

* Move on to upper-division work in philosophy | Assessment may include:  

* Final paper of at least six pages, in which the student analyzes and critiques a mass communication phenomenon  

* Essay exams  

* In-class writing  

* Short papers (1-3 pages)  

* Contributions to Blackboard discussions | May include:  

* Homework reading responses  

* In-class writing  

* Marking sample essays using a rubric  

* Blackboard discussions  

* Blackboard links to on-line videos about critically analyzing mass communication  

* Instructor feedback on written work  

* Peer assessment of written work  

* Individual student/instructor conferences |

5-16-2013

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Foundational Studies Program Director Signature  

Date