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: **ENGL 275: Methods of Literary Studies**

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. ENGL 275 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

*English 275: Methods of Literary Studies* is designed to integrate course content with the opportunity to develop communication skills important in the field of English Studies. 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:

- Demonstrate understanding of principal types of literature
- Demonstrate understanding of important literary concepts and of the basic terminology used to discuss poetry, prose, and drama
- Use both spoken and written language effectively in interpreting literary works and discussing their significance
- Analyze literature with attention to style and form as well as content
- Identify similarities and differences in the way different works of literature express ideas and values
- Demonstrate understanding of the methods of conducting literary research
- Use various critical strategies in responding to literature

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.)

*ENGL 275: Methods of Literary Studies*: This course is always taught in a face to face class setting. Instructors will be encouraged to use Blackboard for student accessibility. In addition to Blackboard, technology currently available to the university will be utilized as a way to make lessons transferable to students in and outside of class. This includes working with the Office of Disabilities Services as a way to support students who need extra assistance. Instructors will also add a paragraph in their syllabus that gives students information about the Disabilities Office. An example of such a paragraph is as follows:

*Accommodations for Students with Disabilities*: The Americans with Disabilities Act gives students the right to request academic accommodations for a disability. To request academic accommodations for a disability, contact the Office of Disabilities Services, Administration Building, Room 114. Their
phone is (208) 426-1583. Students are required to provide documentation of their disability and meet with a Disability Specialist prior to receiving accommodations. Information about a disability or health condition will be regarded as confidential. For further information see: [http://drc.boisestate.edu/](http://drc.boisestate.edu/). If your disability is such that it is not documented, I encourage you to speak to me and we can discuss alternative university resources available to you as a student.

**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: ENGL 275: Methods of Literary Studies

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>* Communication Skills: Ability to use both spoken and written language in interpreting literary works and discussing their significance.</td>
<td>* Group Presentations</td>
<td>* Peer Response to Presentations</td>
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<td>* Adopts an appropriate voice, tone, and level of formality</td>
<td>* Critical Thinking/Literary Skills: Ability to analyze literature with attention to style and form as well as content</td>
<td>* Final Formal Presentation</td>
<td>* Graded Response to Essays</td>
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<td>* Uses the text conventions of writing in a field professionally</td>
<td>* Knowledge of Literary Studies: An understanding of important literary concepts and of the basic terminology used to discuss poetry, prose, and drama.</td>
<td>* 2 Short Critical Essays</td>
<td>* Comments on Drafts in Progress</td>
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<td>* Evaluates and synthesizes ideas from sources well; documents sources according to disciplinary conventions</td>
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<td>* Final Researched Essay</td>
<td>* Small Group Writing Workshops</td>
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<td>* Improves across a series of drafts that are the result of drafting, revising, and editing in response to feedback</td>
<td></td>
<td>* Peer Response to Presentations, Graded Response to Essays, Comments on Drafts in Progress</td>
<td>* MLA format lecture/workshop, Q&amp;A with instructor regarding style/format/etc.</td>
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<td>* Controls mechanical features such as syntax, grammar, and punctuation</td>
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<td>Final Essay: 1st, 2nd, and final drafts will be evaluated using a rubric and comments from instructor and peers. Each essay will require research.</td>
<td>* Library presentation for research skills</td>
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<td>* Classroom work on research skills. Spend day in-class focused on student’s respective essays and research questions they may have that are specific to their writing.</td>
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<td>* Peer Revision (small group work)</td>
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<td>* Self-Assessment of paper (meta-narrative)</td>
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<td>* Short lectures</td>
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<td>* In-class Writing workshops</td>
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<td>Foundation ULO 1 &amp; 2 Criteria</td>
<td>Foundation ULO 1 &amp; 2 Notions of Exemplary Work</td>
<td>Course Learning Outcomes: By the end of this course, each student should be able to…</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) | * Knowledge of literary studies: A basic understanding of principal types of literature  
* Critical Thinking/Literary Skills: Ability to use various critical strategies in responding to literature. | * 2 Short Critical papers  
* Final Researched Essay  
* Group Presentation | * Class and small group discussions about various genres  
* The critical approaches the students will learn about throughout the semester will focus their attention on the different rhetorical situations a writer may employ in their writing, as well as what they can do as well with their writing.  
* Library research is required for two of the papers due in this class. Students must be able to show what the literary conversation is surrounding their topic.  
* Each of the essays and the presentations (group and individual) will expose the students to new methods of communicating—whether through the traditional essay format or Blackboard. In addition, the presentations will require students to be able to communicate their ideas through oral presentations. |
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| ULO 1.11: Write for a variety of audiences | * Responds well to the needs of different audiences  
* Addresses professionally the expectations of disciplinary audiences | Critical Thinking/Literary Skills: The ability to identify similarities and differences in the way different works of literature express ideas and values. | * In class reading responses  
* Blackboard Discussions  
* Take-home responses  
* Class discussions  
* Presentations  
* Formal papers  
* Formal presentations  
* Final Researched Essay | * Class lectures  
* Class discussions  
* Exposure to multiple perspectives in the course literature  
* Peer review to gain a wider perspective among members of the class  
* Students will be introduced to the disciplinary conversation during class discussions and small group work. Students will be expected to convey their knowledge of that conversation through written essays, presentations, peer response, and research. In this way, they will illustrate their knowledge of the expectations of the disciplinary audience. |
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<td>ULO 2.1-2.5: Communicate Effectively as Speaker</td>
<td>*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</td>
<td>* Communication Skills: Ability to use both spoken and written language in interpreting literary works and discussing their significance. * Critical Thinking/Literary Skills: Understanding of the methods of conducting literary research.</td>
<td>* Group Presentations * Final Panel Presentation * Peer Response to Presentations</td>
<td>The Final Essay and group presentation will be evaluated using a rubric and comments from instructor and peers. Each project will require research. * Peer Response to Presentations * Small Group Writing Workshops * In-class Writing workshops</td>
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| ULO 2.1-2.5: Communicate Effectively as Listener | Responds with critical understanding of oral communication of ideas | Communication Skills: Ability to use both spoken and written language in interpreting literary works and discussing their significance. | * In class small group reading discussions  
* Blackboard Discussions  
* Class discussions  
* Presentations  
* Formal presentations  
* Writing Workshops | * Class lectures  
* Class discussions  
* Exposure to multiple perspectives in the course literature  
* Peer review to gain a wider perspective among members of the class  
* Students will be introduced to the disciplinary conversation—to the work of authors and peers in the class. Students will be expected to convey their knowledge of that conversation through written essays, presentations, peer response, and research. In this way, they will illustrate their knowledge of what the expectations of the disciplinary audience are. To achieve this level of knowledge requires the student to communicate effectively as a listener. |

5-16-2013

Foundational Studies Program Director Signature

Date