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 304: Argument

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 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

ENGL 304: Argument is designed to integrate course content with the opportunity to develop communication skills important in the field of English, more specifically, the field of Rhetoric and Composition. 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:

- Understand the rhetorical roots of argument and how they influence strategies for argument today
- Understand the influence of gender, race, ethnicity, social class, sexual orientation, and religious identity on 1) beliefs about argument and what is/is not persuasive, 2) strategies for argument and persuasion, 3) dominant forms for presenting arguments
- Construct arguments for different written and oral contexts, using strategies appropriate to the audience, socio-cultural context, and community-accepted reasons, evidence, and assumptions
- Analyze orally and in writing the elements of argument used in published texts: claim, reason, evidence, warrant, acknowledgement and response
- Be able to articulate why a particular argument is effective or ineffective within a particular discourse community
- Demonstrate an understanding of ethos, pathos and logos in argument and persuasion
- Demonstrate an understanding of the ethics of argument.

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 304: Argument: Face-to-face sections: 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.

Online and hybrid sections: These will include narrated lectures combining PowerPoint presentations with the instructor’s voice. Instructors will be encouraged to provide PowerPoint files with a textual transcript of the lecture in the notes section of each slide. Images used in the Blackboard site will have appropriate textual descriptions that can be read by screen reader software. In all sections, students will be able to submit assignments in a variety of formats, including written papers and podcasts. Extra time on tests and 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: ENGL 304: Argument

**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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</table>
| ULO 1.1: Write effectively: Purpose | Focuses narrowly on a clear purpose | Construct arguments for different contexts, using strategies appropriate to the audience, socio-cultural context, and community-accepted reasons, evidence, and assumptions | * Final portfolio of writing  
* Reflective Essay in final portfolio that requires students to articulate their strategies in terms of audience, context, reasons, evidence, and assumptions | * Textbook and other supplemental readings  
* Oral and written analyses of published arguments (written and verbal)  
* Audience analyses  
* Analyses of targeted community values, emotional commitments  
* Blackboard posts |


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| ULO 1.2: Write Effectively: Voice | Adopts an appropriate voice, tone, and level of formality | * Construct arguments for different contexts, using strategies appropriate to the audience, socio-cultural context, and community-accepted reasons, evidence, and assumptions  
* Understand the influence of gender, race, ethnicity, social class, sexual orientation, and religious identity on 1) beliefs about argument and what is/is not persuasive, 2) strategies for argument and persuasion, 3) dominant forms for presenting arguments  
* Demonstrate an understanding of ethos, pathos and logos in argument and persuasion | * Final portfolio of writing  
* Reflective essay in final portfolio that requires students to articulate their argument strategies in terms of these two learning outcomes | * Textbook and other supplemental readings  
* Written and verbal analyses of examples of arguments as well as reflections on the craft of argument  
* Lectures  
* Blackboard posts |
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| ULO 1.3: Write Effectively: Conventions | Uses the text conventions of writing in a field professionally | * Construct arguments for different contexts, using strategies appropriate to the audience, socio-cultural context, and community-accepted reasons, evidence, and assumptions  
* Understand the influence of gender, race, ethnicity, social class, sexual orientation, and religious identity on 1) beliefs about argument and what is/is not persuasive, 2) strategies for argument and persuasion, 3) dominant forms for presenting arguments  
* Demonstrate an understanding of ethos, pathos and logos in argument and persuasion | * Final portfolio of writing  
* Reflective essay in final portfolio that requires students to articulate their argument strategies in terms of these two learning outcomes | * Textbook and other supplemental readings  
* Activities, exercises in textbooks focused on style and genre conventions  
* Written and verbal analyses of examples of arguments as well as reflections on the craft of argument  
* Lectures  
* Blackboard posts |
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<td>ULO 1.4: Write Effectively: Sources</td>
<td>Evaluates and synthesizes ideas from sources well; documents sources according to disciplinary conventions</td>
<td>* Construct arguments for different contexts, using strategies appropriate to the audience, socio-cultural context, and community-accepted reasons, evidence, and assumptions. Analyze the elements of argument used in published texts: claim, reason, evidence, warrant, acknowledgement and response. * Be able to articulate why a particular argument is effective or ineffective within a particular discourse community. * Demonstrate an understanding of ethos, pathos and logos in argument and persuasion. * Demonstrate an understanding of the ethics of argument.</td>
<td>* Final portfolio of writing * Reflective essay in final portfolio that requires students to articulate their argument strategies in terms of these learning outcomes</td>
<td>* Textbook and other supplemental readings * Class sessions on using library databases and other research tools * Activities, exercises in textbooks focused on style and genre conventions * Lectures and in-class work on integrating sources using academic conventions * Participation in class discussion * Blackboard posts * “Claim Game” in class * Informal writing assignments * Written and oral analyses of arguments in different contexts</td>
</tr>
</tbody>
</table>
| ULO 1.5: Write Effectively: Revision | Constructs arguments for different contexts, using strategies appropriate to the audience, socio-cultural context, and community-accepted reasons, evidence, and assumptions | * Bi-weekly essay drafts  
* Final portfolio of writing  
* Reflective essay in final portfolio that requires students to articulate the choices they made when revising | * Weekly & daily writing activities, revision activities  
* Group workshops on essay drafts  
* Group and/or individual conferences on essay drafts  
* Written feedback from instructor |
|---|---|---|---|
| **ULO1 & 2** | * Analyze the elements of argument used in published texts: claim, reason, evidence, warrant, acknowledgement and response  
* Demonstrate an understanding of ethos, pathos and logos in argument and persuasion  
* Demonstrate an understanding of the ethics of argument. | | |
| ULO 1.6: Write Effectively: Mechanics | Controls mechanical features such as syntax, grammar, and punctuation | * Construct arguments for different contexts, using strategies appropriate to the audience, socio-cultural context, and community-accepted reasons, evidence, and assumptions  
* Demonstrate an understanding of ethos, pathos and logos in argument and persuasion | * Workshops, conferences, written feedback  
* In-class activities on style  
* Strategies for editing on the sentence-level |
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| ULO 1.7: Write in multiple contexts: Genres | Uses genres appropriate to the discipline well | * Construct arguments for different contexts, using strategies appropriate to the audience, socio-cultural context, and community-accepted reasons, evidence, and assumptions  
* Understand the rhetorical roots of argument and how they influence strategies for argument today | Final portfolio of writing | * Textbook and other reading material  
* Lectures  
* Analyses of genres and argument strategies typically employed |
| ULO 1.8: Write in multiple contexts: Rhetorical Situation | Responds well to the needs of different rhetorical situations | * Construct arguments for different contexts, using strategies appropriate to the audience, socio-cultural context, and community-accepted reasons, evidence, and assumptions  
* Be able to articulate why a particular argument is effective or ineffective within a particular discourse community  
* Demonstrate an understanding of ethos, pathos and logos in argument and persuasion  
* Demonstrate an understanding of the ethics of argument. | * Final portfolio of writing  
* Reading responses/analyses  
* Reflective essay in portfolio that requires students to articulate the different rhetorical situations their essays are responding to and which strategies they are using as a result | * Written and oral analyses of arguments  
* Lectures  
* Textbook and other supplemental readings  
* Reading responses/analyses  
* Class discussion |
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| **ULO 2.1:** Communicate effectively as speaker: Message | Focuses on a compelling central message that is precisely stated, appropriately repeated, memorable, and strongly supported | Construct arguments for different contexts, using strategies appropriate to the audience, socio-cultural context, and community-accepted reasons, evidence, and assumptions | Oral presentation of an essay subject prior to writing essay draft | * Reading materials  
* Lecture  
* Analyses of written and oral arguments  
* Rehearsal of oral presentation |
| **ULO 2.2:** Communicate effectively as speaker: Support | 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 | * Analyze the elements of argument used in published texts: claim, reason, evidence, warrant, acknowledgement and response  
* Be able to articulate why a particular argument is effective or ineffective within a particular discourse community  
* Demonstrate an understanding of ethos, pathos and logos in argument and persuasion  
* Demonstrate an understanding of the ethics of argument. | Oral presentation of an essay subject prior to writing essay draft using supporting materials | * Reading materials  
* Lectures  
* Examples of effective oral presentations  
* Class discussions, class participation |
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| ULO 2.3: Communicate effectively as speaker: Organization | Uses an organizational pattern that is clear and consistently observable and makes content cohesive in creative ways | * Construct arguments for different contexts, using strategies appropriate to the audience, socio-cultural context, and community-accepted reasons, evidence, and assumptions  
* Understand the influence of gender, race, ethnicity, social class, sexual orientation, and religious identity on 1) beliefs about argument and what is/is not persuasive, 2) strategies for argument and persuasion, 3) dominant forms for presenting arguments  
* Demonstrate an understanding of ethos, pathos and logos in argument and persuasion | Oral presentation of an essay subject prior to writing essay draft | * Reading materials  
* Lecture  
* Analyses of organizational structures typically used in written arguments compared to structures used in oral arguments |
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<td>ULO 2.4: Communicate effectively as speaker: Language</td>
<td>Makes imaginative, memorable, and compelling language choices with a tone appropriate to the audience and occasion</td>
<td>* Construct arguments for different contexts, using strategies appropriate to the audience, socio-cultural context, and community-accepted reasons, evidence, and assumptions * Understand the influence of gender, race, ethnicity, social class, sexual orientation, and religious identity on 1) beliefs about argument and what is/is not persuasive, 2) strategies for argument and persuasion, 3) dominant forms for presenting arguments * Demonstrate an understanding of ethos, pathos and logos in argument and persuasion</td>
<td>Oral presentation of an essay subject prior to writing essay draft</td>
<td>* Reading materials on the subject * Lecture * Analyses of language choices in written and oral arguments</td>
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<td>ULO 2.5: Communicate effectively as speaker: Delivery</td>
<td>Uses compelling and appropriate delivery techniques (posture, vocal expressiveness, audience interaction) so that the speaker appears prepared, polished, and confident</td>
<td>Oral presentation of an essay subject prior to writing essay draft</td>
<td>* Lecture * Reading materials on subject * Practice and reflection on delivery</td>
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<td><strong>ULO 2.6:</strong> Communicate effectively as listener</td>
<td>Responds with critical understanding of oral communication of ideas</td>
<td>* Understand the influence of gender, race, ethnicity, social class, sexual orientation, and religious identity on 1) beliefs about argument and what is/is not persuasive, 2) strategies for argument and persuasion, 3) dominant forms for presenting arguments</td>
<td>Reflective analyses of students’ responses during class discussions, group conferences, and/or group workshops (self and others) in terms of this outcome</td>
<td>* Reading materials</td>
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<td></td>
<td>* Demonstrate an understanding of ethos, pathos and logos in argument and persuasion</td>
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5-16-2013

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**Foundational Studies Program Director Signature**

**Date**