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 312: Technical Communication Applications

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 312 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 312 Technical Communication Applications is designed to integrate course content with the opportunity to develop written and analytical skills important in the field of technical communication. 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:

- Identify genres of writing common in the workplace
- Work individually to create effective documents suitable for the workplace
- Deliver an effective oral presentation
- Work collaboratively to create effective documents suitable for the workplace

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 312: Technical Communication Applications: 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 sections 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 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: ENGL 312: Technical Communication Applications

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 &amp; 1.3: Write effectively</td>
<td>* Focuses narrowly on a clear purpose</td>
<td>Create a series of technical documents, each appropriate to a specific audience and purpose.</td>
<td>* Students submit a series of documents that are used by professional technical communicators. These genres include memos, informal reports, formal reports, proposals, and presentation slides.</td>
<td>* Class discusses the genres used by professional technical communicators.</td>
</tr>
<tr>
<td>ULO 1.7 &amp; 1.8: Write in multiple contexts</td>
<td>* Uses the text conventions of writing in a field professionally</td>
<td></td>
<td>* Key assessments: Rubrics for assessing students’ genre choices, knowledge of rhetorical situations, sense of purpose, and conventions.</td>
<td>* Class discusses the conventions followed by professional technical communicators.</td>
</tr>
<tr>
<td></td>
<td>* Uses genres appropriate to the discipline well</td>
<td></td>
<td></td>
<td>* Instructor brings to class sample documents for review.</td>
</tr>
<tr>
<td></td>
<td>* Responds well to the needs of different rhetorical situations</td>
<td></td>
<td></td>
<td>* Class discusses how each technical communication genre is appropriate for specific purposes.</td>
</tr>
</tbody>
</table>

* Instructor assigns several writing assignments requiring students to produce effective examples of technical communication genres.

* Instructors provide class time for discussion and revision of documents.
<table>
<thead>
<tr>
<th><strong>Foundation ULO 1 &amp; 2 Criteria</strong></th>
<th><strong>Foundation ULO 1 &amp; 2 - Notions of Exemplary Work</strong></th>
<th><strong>Course Learning Outcomes:</strong> By the end of this course, each student should be able to…</th>
<th><strong>Assessment Method:</strong> Evidence of Student Learning</th>
<th><strong>Planned Teaching &amp; Learning Activities / Pedagogy</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>ULO 2.1, 2.3, &amp; 2.5: Communicate effectively as speaker</td>
<td>* Focuses on a compelling central message that is precisely stated, appropriately repeated, memorable, and strongly supported</td>
<td>Deliver an effective oral presentation.</td>
<td>* Students prepare and deliver at least one oral presentation supplemented by handouts or slides. * Key assessments: Rubrics for assessing students’ message, organization, and delivery.</td>
<td>* Class discusses components of effective oral presentations, including message, organization, and delivery. * Students review effective oral presentations in class and online. * Instructor assigns each student to deliver at least one oral presentation.</td>
</tr>
</tbody>
</table>

5-16-2013

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**Foundational Studies Program Director Signature**

**Date**