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.

Table of Contents (Click title to go to that section)

Instructions: ................................................................................................................................. 1
Part I. Course Information: ........................................................................................................... 1
Part II. Syllabus Statement: ........................................................................................................... 2
Part III. Design for Accessibility: ................................................................................................. 2
Part IV. Evidence of Quality Course Design: ................................................................................. 2
Part V. Additional Justification (Optional): ..................................................................................... 3
Course Design Table.......................................................................................................................... 4

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 491 Final Portfolio in Creative Writing

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):
[x] Face to Face
[ ] Fully Online
[ ] Hybrid
[ ] Concurrent Enrollment
[ ] Other (briefly describe):
Part II. Syllabus Statement:

In the space below, include the syllabus statement for this course which will appear on the first page of the syllabus for each section of this course. (Template and examples are appended to this application form.)

Boise State's Foundational Studies Program provides undergraduates with a broad-based education that spans the entire university experience. ENGL 491: Final Portfolio in Creative Writing is a culminating experience that includes extensive revision of previously written work, creation of a creative writing portfolio to show potential employers or gain admission to graduate school, and presentation of work to the public through a research project, public reading, or submission for publication. The course satisfies one credit of the Foundational Studies Program's Writing in the Discipline requirement. It helps to achieve the goals of the Foundational Studies Program by focusing on five University Learning Outcomes: Critical thinking, Innovation, Teamwork, Writing, Speaking. Depending on the project, the Learning Outcomes of Visual/Performing Arts and Literature/Humanities may also be included. After successful completion of this course, you will be able to: 1. Write effectively in a chosen genre. 2. Communicate effectively as writer. Held concurrently with upper division workshop. PREREQ: Senior standing or PERM/INST.

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.)

All posted pdf reading assignments will be checked for readability by a screen reader. 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.
Part V. Additional Justification (Optional):

If the brief justification provided to the University Curriculum Committee in the proposal to accompany the “Request for Curriculum Action” is not sufficient to make the case for including the course in the Foundational Studies Program, additional (optional) narrative can be added here.

<table>
<thead>
<tr>
<th>No additional justification needed.</th>
</tr>
</thead>
</table>

______________________________  ______________________
Foundational Studies Program Director Signature  Date
Boise State University  
Foundational Studies Course  

Course Number and Title: **ENGL 491 Final Portfolio in Creative Writing**  

**Course Design Table**

<table>
<thead>
<tr>
<th>Foundation ULO Criteria</th>
<th>Foundation ULO 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: Writing</strong></td>
<td>Focus narrowly on a clear purpose.</td>
<td>Effectively analyze creative writing.</td>
<td>Written commentaries about creative writing.</td>
<td>Group discussion/work shopping.</td>
</tr>
</tbody>
</table>
| **ULO 1: Writing**      | Communicate effectively as a speaker: Focuses on a compelling message that is precisely stated, appropriately repeated, and strongly stated. | Effectively discuss creative writing.                                           | Evaluation of class participation.           | • In-class preparation for student presentations.  
|                         |                                         |                                                                                  |                                               | • Class discussions.                         |
| **ULO 1: Writing**      | • Improves across a series of drafts that are the result of drafting, revising, and editing in response to feedback.  
|                         | • Controls mechanical features such as syntax, grammar, and punctuation.  
|                         | • Adopts an appropriate voice, tone, and level of formality  
|                         | • Uses genres appropriate to the discipline well  
|                         | • Uses text conventions of writing in a field professionally. | Produce senior-level fiction, poetry or creative non-fiction.                   | Review of thesis portfolio by instructor.   | • Work shopping of thesis work in class.  
|                         |                                                                                   |                                                                                  |                                               | • Instructor conferences.                    |