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 498 Senior Year Literature Conference

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)
[x] FF (Finishing Foundations)

Delivery Format(s) – (Check all that apply):
[x] Face to Face
[ ] Fully Online
[x] 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 498: Senior Year Literature Conference satisfies one unit of the Foundation Program's Finishing Foundations (FF) requirement. It supports the following University Learning Outcomes, along with a variety of other course-specific goals.

1. Communicate effectively in speech, both as speaker and listener.
2. Communicate effectively in writing, both as writer and reader.
3. Engage in effective critical inquiry by defining problems, gathering and evaluating evidence, and determining the adequacy of argumentative discourse.
4. Think creatively about complex problems in order to produce, evaluate, and implement innovative possible solutions, often as one member of a team.

ENGL 498: Senior Year Literature Conference is designed to give literature students the opportunity to organize a conference and present their research in it. 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:

- Revise and condense a research paper appropriately for a ten-minute oral presentation
- Respond insightfully to peer presentations
- Effectively present a clear conference paper
- Work with other students to plan a place, time, and publicity for the literature conference
- Participate in the conference by presenting a paper and serving as a panel facilitator

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.)

Information for this course will be on a Blackboard website, including text that can be accessed with appropriate screen-reader software.

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.

The focused attention to a limited number of features within each of the three mandated ULO’s reflects the reality that this is a one-credit course. Other features of each ULO are addressed throughout the upper-division curriculum.

Foundational Studies Program Director Signature

Date
## 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>ULO 2: Communication</td>
<td>• Communicate effectively as a speaker (Organization and Delivery)</td>
<td>• Effectively present clear papers in conference panel.</td>
<td>• Trial run presentation of conference papers, with fellow student feedback.</td>
<td>• Workshops practicing oral delivery of papers, perhaps with video cameras for filmed feedback.</td>
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<tr>
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<td>• Communicate effectively as a listener</td>
<td>• Respond insightfully to main claims of papers.</td>
<td>• Actual oral presentation in real time at conference.</td>
<td>• Live peer &amp; faculty feedback in group setting.</td>
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<td>• Uses an organizational pattern that is clear &amp; consistently observable &amp; makes content cohesive in creative ways</td>
<td>• Raise substantive questions about the implications of the arguments in the papers.</td>
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<td>• Uses compelling &amp; appropriate delivery techniques (posture, vocal expressiveness, audience interaction) so that speaker appears prepared, polished, and confident.</td>
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<td></td>
<td>• Responds with critical understanding of oral communication of ideas</td>
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<td>ULO 3: Critical Inquiry</td>
<td>• Demonstrative Reasoning&lt;br&gt;• Makes effective use of evidence &amp; principles to produce chains of reasoning that are of superior quality, as determined by discipline-specific evaluative standards.</td>
<td>• Revise &amp; condense best research paper from upper level literature class for effective oral presentation in conference setting.&lt;br&gt;• Evaluate &amp; prioritize elements of argument to isolate crucial features, then organize into an outline.&lt;br&gt;• Conduct any appropriate or necessary new research.</td>
<td>• Formal outline (complete sentences) based on research paper.&lt;br&gt;• Using outline as guide, a conference paper based on a research paper will be shorter, more streamlined, and clear than the longer research paper.&lt;br&gt;• Annotated bibliography of all sources used in research paper.</td>
<td>• Peer workshop on making outlines, with written instructions or models. Extract main ideas from each paragraph in research paper from previous 300 or 400 level class. Use those concepts and examples to construct outline.&lt;br&gt;• Peer workshop using outline to cut down longer research paper to a paper for a 10-minute oral presentation.&lt;br&gt;• Peer workshop on annotated bibliography</td>
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<td>ULO 4b: Teamwork</td>
<td>• Contributes to Team Meetings&lt;br&gt;• Helps the team move forward by articulating the merits of alternative ideas of proposals.</td>
<td>• Work effectively with other students to plan a place &amp; time for literature conference.&lt;br&gt;• Publicize conference.&lt;br&gt;• Participate in conference by presenting a paper &amp; serving as panel facilitators.</td>
<td>• Use Blackboard website to map out who will do which planning tasks. Indicate on website how and when these tasks have been completed.&lt;br&gt;• Evaluate press releases, posters, e-mail form letters and other forms of publicity.</td>
<td>• In face to face class meeting, students sign up for planning &amp; publicity responsibilities regarding the culminating conference.&lt;br&gt;• Various student subcommittees will complete planning and publicity tasks.&lt;br&gt;• Faculty consult with students about what panel facilitators will do (introduce panelists, take notes on presentations for questions, field audience questions). Designate and coach a student MC</td>
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<td>ULO 4a: Innovation</td>
<td>Innovation Processes</td>
<td>• Demonstrate scholarly knowledge about chosen text</td>
<td>• Identify important current approaches to chosen literary text.</td>
<td>• Students practice comparing their thesis with the main claims of their scholarly sources.</td>
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<td>• Synthesize &amp; evaluate critical positions about topic</td>
<td>• Explain how different approaches contradict or complement each other.</td>
<td>• Write questions about the strengths and weaknesses associated with different critical approaches to literature.</td>
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<td>• Identify &amp; evaluate implications of critical positions</td>
<td>• Draw conclusions about the benefits &amp; drawbacks of those approaches.</td>
<td>• After papers are presented, discuss possible answers to those questions with one another in the conference sessions.</td>
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</table>