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 499 Capstone in Technical Communication

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
[x] 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 499 Capstone in Technical Communication satisfies three credits of the Foundational Studies Program's Finishing Foundations requirements. It supports the following University Learning Outcomes, along with a variety of other course-specific goals:

1. Write effectively in multiple contexts: Genres.
2. Write effectively in multiple contexts: Rhetorical situation.
3. Articulate problems/questions/issues.
4. Connect and organize evidence/data/reasoning.
5. Facilitate the contributions of team members.
6. Make individual contributions outside of team meetings.

ENGL 499 Capstone in Technical Communication 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:

Create a portfolio of technical documents that showcases your professional credentials.
Determine usability-test objectives by assessing the usability problems of a technical document.
Evaluate the results of a usability test by working effectively as part of a team.

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. (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 V. 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.

In usability testing, a testing team seeks to determine the effectiveness of a document by establishing inquiry questions and then devising test protocols that will reveal a reader's ability to perform a given task effectively and efficiently. Finally, the testing team analyzes the test data and presents a report that communicates the results. Consequently, having students participate in the assessment, preparation, and analysis of a usability test is an effective method for assessing students' knowledge of critical inquiry and their ability to function effectively as members of a team.

<table>
<thead>
<tr>
<th>Foundational Studies Program Director Signature</th>
<th>Date</th>
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</table>
## 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>
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<tr>
<td>• Write in multiple contexts: Genres</td>
<td>• Write in multiple contexts: Rhetorical situation</td>
<td>• Create a portfolio of technical documents that showcases the student’s professional credentials.</td>
<td>• Students submit a professional portfolio consisting of five samples that include appropriate genres, such as memos, reports, proposals, brochures, newsletters, websites, online help systems, instructions, and instructional media, chosen to respond to the needs of contemporary businesses and organizations.</td>
<td>• Class discusses the types of documents appropriate for professional portfolios.</td>
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<td>• Instructor brings to class sample portfolios for review.</td>
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<td>• Instructor assigns a memo that describes the documents students plan to include in their portfolios.</td>
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<td>• Students discuss their genre choices with the class.</td>
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<td>• Instructor assigns one- to two-page sample introductions that relate the strengths of each sample to employer needs.</td>
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<td>• Students bring to class each sample introduction for discussion and revision.</td>
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<td>• Key assessment: Rubric for assessing students’ genre choices and knowledge of rhetorical situations.</td>
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**ULO 3: Critical Inquiry**

• Articulate the problem/question/issue
• Connect and organize evidence/data/reasoning
• Determine usability-test objectives by assessing the usability problems of a technical document.
• Students submit a set of usability-test objectives for evaluating the usability of a print or online technical document.
• Key assessment: Rubric evaluating student usability-test objectives
• Instructor and students review the technical document to be tested.
• Students do the following:
• Identify the intended users of the document
• Determine the usability problems associated with the document
• Each student submits a set of usability-test objectives.
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<td>ULO 4b: Teamwork</td>
<td>• Facilitate the contributions of team members • Make individual contributions outside of team meetings</td>
<td>• Evaluate the results of a usability test by working effectively as part of a team.</td>
<td>• Students prepare, conduct, and evaluate a usability test of a print or online technical document. • Key assessment: Self and member collaborative evaluations submitted by team members</td>
<td>• Instructor and students discuss types of usability tests and related testing instruments. • Students do the following: • Agree upon an appropriate set of testing instruments based upon test objectives • Prepare usability testing materials • Schedule test participants • Conduct usability tests • Analyze test data • Present a report summarizing the team’s findings</td>
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