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.

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............................................... 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: KINES 201: Foundations of Kinesiology

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. KINES 201 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

*KINES 201: Foundations of Kinesiology* is designed to integrate course content with the opportunity to develop communication skills important in the field of Kinesiology. This course helps to achieve the goals of the Foundations program by focusing on the following learning outcomes.

After successful completion of this course, you will be able to:

- Describe the sub-disciplines within Kinesiology and begin to explain the connections between and amongst the sub-disciplines
- Identify major areas of study and career options in Kinesiology
- Use written and verbal communication to identify issues and topics of concern within Kinesiology, both historically and in the present

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.)

*KINES 201: Foundations of Kinesiology*: All posted pdf 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 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.
Boise State University
Foundational Studies Course
Spring 2014

Course Number and Title: KINES 201: Foundations of Kinesiology

## 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>
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<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 | * Describe the sub-disciplines within Kinesiology and begin to explain the connections between and amongst the sub-disciplines  
  * Identify major areas of study and career options in Kinesiology  
  * Use written and verbal communication to identify issues and topics of concern within Kinesiology, both historically and in the present | * Teacher to student: response/grading form  
  * Teacher review of informal writing to judge students’ comprehension | * Journal Review (Part I, II)  
  * Reading Responses  
  * Career Choice  
  * Sport Experience Interview  
  * In-class writing in response to activities and lectures  
  * Group History Project |
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| **ULO 1.2: Write effectively: Voice** | Adopts an appropriate voice, tone, and level of formality | * Describe the sub disciplines within Kinesiology and begin to explain the connections between and amongst the sub disciplines  
* Identify major areas of study and career options in Kinesiology  
* Use written and verbal communication to identify issues and topics of concern within Kinesiology, both historically and in the present | Teacher to student: response/grading form | * Journal Review (Part I, II)  
* Career Choice  
* Sport Experience Interview  
* Group History Project |
| **ULO 1.3: Write effectively: Conventions** | Uses the text conventions of writing in a field professionally | * Describe the sub disciplines within Kinesiology and begin to explain the connections between and amongst the sub disciplines  
* Identify major areas of study and career options in Kinesiology  
* Use written and verbal communication to identify issues and topics of concern within Kinesiology, both historically and in the present | Teacher to student: response/grading form | * Journal Review (Part I)  
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| ULO 1.4: Write effectively: Sources | Evaluates and synthesizes ideas from sources well; documents sources according to disciplinary conventions. | * Describe the sub disciplines within Kinesiology and begin to explain the connections between and amongst the sub disciplines  
* Identify major areas of study and career options in Kinesiology  
* Use written and verbal communication to identify issues and topics of concern within Kinesiology, both historically and in the present | Teacher to student: response/grading form | * Journal Review (Part I, II)  
* Reading Responses  
* Career Choice  
* Group History Project |
| ULO 1.5: Write effectively: Revision | Improves across a series of drafts that are the result of drafting, revising, and editing in response to feedback | * Describe the sub disciplines within Kinesiology and begin to explain the connections between and amongst the sub disciplines  
* Identify major areas of study and career options in Kinesiology  
* Use written and verbal communication to identify issues and topics of concern within Kinesiology, both historically and in the present | | Students will have opportunities to revise and resubmit select assignments throughout the semester, but on a voluntary basis |
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| **ULO 1.6: Write effectively: Mechanics** | Controls mechanical features such as syntax, grammar, and punctuation | * Describe the sub disciplines within Kinesiology and begin to explain the connections between and amongst the sub disciplines  
* Identify major areas of study and career options in Kinesiology  
* Use written and verbal communication to identify issues and topics of concern within Kinesiology, both historically and in the present | Teacher to student: response/grading form | * Journal Review (Part I)  
* Career Choice  
* Sport Experience Interview |
| **ULO 1.7 Write in multiple contexts: Genres** | Uses genres appropriate to the discipline well | * Describe the sub disciplines within Kinesiology and begin to explain the connections between and amongst the sub disciplines  
* Identify major areas of study and career options in Kinesiology  
* Use written and verbal communication to identify issues and topics of concern within Kinesiology, both historically and in the present | | |
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| ULO 1.8: Write in multiple contexts: Rhetorical Situation | Responds well to the needs of different rhetorical situations | * Describe the sub disciplines within Kinesiology and begin to explain the connections between and amongst the sub disciplines  
* Identify major areas of study and career options in Kinesiology  
* Use written and verbal communication to identify issues and topics of concern within Kinesiology, both historically and in the present | Teacher to student: response/grading form | Journal Review (Part II) |
| ULO 1.9: Write in multiple contexts: Research | Uses wide variety of resources to locate sources | * Describe the sub disciplines within Kinesiology and begin to explain the connections between and amongst the sub disciplines  
* Identify major areas of study and career options in Kinesiology  
* Use written and verbal communication to identify issues and topics of concern within Kinesiology, both historically and in the present | Teacher to student: response/grading form | Group History Project |
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| **ULO 1.10: Write in multiple contexts: Strategies** | Exploits a wide range of communication strategies appropriate to context (including electronic ones) | * Describe the sub disciplines within Kinesiology and begin to explain the connections between and amongst the sub disciplines  
* Identify major areas of study and career options in Kinesiology  
* Use written and verbal communication to identify issues and topics of concern within Kinesiology, both historically and in the present | Teacher to student: response/grading form | * Journal Review (Part II)  
* Group History Project |
| **ULO 1.11: Write for a variety of audiences** | * Responds well to the needs of different audiences  
* Addresses professionally the expectations of disciplinary audiences | * Describe the sub disciplines within Kinesiology and begin to explain the connections between and amongst the sub disciplines  
* Identify major areas of study and career options in Kinesiology  
* Use written and verbal communication to identify issues and topics of concern within Kinesiology, both historically and in the present | Teacher to student: response/grading form | * Journal Review (Part II)  
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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 | * Describe the sub disciplines within Kinesiology and begin to explain the connections between and amongst the sub disciplines  
* Identify major areas of study and career options in Kinesiology  
* Use written and verbal communication to identify issues and topics of concern within Kinesiology, both historically and in the present | * Peer assessment (audience)  
* Peer assessment (group)  
* Self report  
* Teacher response | * Group History Project  
* Advocacy Presentations |
| **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 | * Describe the sub disciplines within Kinesiology and begin to explain the connections between and amongst the sub disciplines  
* Identify major areas of study and career options in Kinesiology  
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| ULO 2.3: Communicate effectively as speaker: Organization | Uses an organization pattern that is clear and consistently observable and makes content cohesive in creative ways | * Describe the sub disciplines within Kinesiology and begin to explain the connections between and amongst the sub disciplines  
* Identify major areas of study and career options in Kinesiology  
* Use written and verbal communication to identify issues and topics of concern within Kinesiology, both historically and in the present | * Peer assessment (audience)  
* Peer assessment (group)  
* Self report  
* Teacher response | * Group History Project  
* Advocacy Presentations |
| ULO 2.4: Communicate effectively as speaker: Language | Makes imaginative, memorable, and compelling language choice with a tone appropriate to the audience and occasion | * Describe the sub disciplines within Kinesiology and begin to explain the connections between and amongst the sub disciplines  
* Identify major areas of study and career options in Kinesiology  
* Use written and verbal communication to identify issues and topics of concern within Kinesiology, both historically and in the present | * Peer assessment (audience)  
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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 speaker appears prepared, polished, and confident</td>
<td>* Describe the sub disciplines within Kinesiology and begin to explain the connections between and amongst the sub disciplines</td>
<td>* Peer assessment (audience)</td>
<td>* Group History Project * Advocacy Presentations</td>
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<td>ULO 2.6: Communicate effectively as speaker</td>
<td>Responds with critical understanding of oral communication of ideas</td>
<td></td>
<td>* Peer assessment (audience)</td>
<td>* Group History Project * Guest speakers * Advocacy Presentations</td>
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<td>* Describe the sub disciplines within Kinesiology and begin to explain the connections between and amongst the sub disciplines</td>
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5-16-2013

________________________________________________________________________

Foundational Studies Program Director Signature                                    Date
Brief description of Teaching and Learning Activities (alphabetical):

Advocacy Presentations: Students will be divided into small groups and assigned a topic or issue to research. Students will deliver oral presentations to educate and inform classmates of the advocacy issue.

Career Choice: Part I: students research professional development and career opportunities specific to their area of interest (e.g., professional organizations, conferences, job postings). Part II: students describe and discuss how kinesiology sub disciplines are connected to their own major/career area of interest.

Group History Project: a semester long project that explores the history of sport, physical education and recreation at Boise State and on a national/international level. Students work in groups of 4-6 people and are assigned a time period to research. Intermediary work includes short writing assignments and discussions concerning effective oral communication. The project culminates in a written paper and an oral presentation. The oral presentation is graded on a rubric generated in advance by the students.

Journal Review, Part I [Written Assignment]: Students select, read and write a 1-2 page summary of a professional research journal article related to their sub discipline/career interest; students respond to five specific questions about the article.

Journal Review, Part II [Written Assignment]: Students use the same journal article as in Part I, but this time, they communicate a summary of the research article for a particular audience (e.g., teachers, volunteer coaches, fitness instructors, Girl Scouts troop, parents, junior high school athletes, etc.) that they identify in advance. Students can select their own communication strategy.

Reading Responses: 4-6 one page reading responses in which students respond to posed questions about the readings.

Sport Experience Interview: Students will interview a male and female who attended high school during or prior to 1972 for the purpose of learning about the interviewees’ sport and physical activity opportunities and experiences.