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.................................................................................................. 2
Course Design Table........................................................................................................................................ 3

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: POLS 200: Introduction to Politics

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

[x] 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

Boise State's Foundational Studies Program provides undergraduates with a broad-based education that spans the entire university experience. POLS 200 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  
ULO 8. Apply knowledge and the methods of inquiry characteristic of the social sciences to explain and evaluate human behavior and institutions.

POLS 200: Introduction to Politics is designed to help to achieve the goals of the Foundational Studies Program by focusing on the following course learning outcomes.

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.)

POLS 200: Introduction to Politics: All posted pdf reading assignments will be checked for readability by a screen reader on as as-needed basis. (The department will ask Academic Technologies for assistance 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. PowerPoints 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.

Please see below.
## Boise State University
### Foundational Studies Course
#### Spring 2014

Course Number and Title: **POLS 200: Introduction to Politics**

### 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><strong>ULO 1.1-1.6: Write effectively</strong></td>
<td>* Focuses narrowly on a clear purpose</td>
<td>* Create an appropriate thesis statement</td>
<td>* Evaluation of thesis statement's clarity</td>
<td>* Creating theme for student paper</td>
</tr>
<tr>
<td></td>
<td>* Adopts an appropriate voice, tone, and level of formality</td>
<td>* Use an objective point of view</td>
<td>* Evaluation of perspective for appropriate objectivity via rubric</td>
<td>* Unit on appropriate language for professional publication</td>
</tr>
<tr>
<td></td>
<td>* Uses the text conventions of writing in a field professionally</td>
<td>* Write with professionally appropriate language &amp; APA styling</td>
<td>* Evaluation of use of language and format via rubric</td>
<td>* Unit on terminology particular to political science</td>
</tr>
<tr>
<td></td>
<td>* Evaluates and synthesizes ideas from sources well; documents sources according to disciplinary conventions</td>
<td>* Review extant literature appropriately &amp; using APA format</td>
<td>* Evaluation of literature coverage and incorporation into text via detailed rubric</td>
<td>* Unit on proper citation pattern in professional political science work</td>
</tr>
<tr>
<td></td>
<td>* Improves across a series of drafts that are the result of drafting, revising, and editing in response to feedback</td>
<td>* Appreciate the drafting process for writing political science research and see improvement in one's work</td>
<td>* Assignment of multiple drafts of paper and charting student's improvement across the drafts through detailed grading rubric</td>
<td>* Deadlines for the several required drafts of the student papers</td>
</tr>
<tr>
<td></td>
<td>* Controls mechanical features such as syntax, grammar, and punctuation</td>
<td>* Demonstrate mastery of mechanics of writing such as syntax, grammar &amp; punctuation</td>
<td>* Evaluation of syntax, grammar and punctuation via specified rubric</td>
<td>* Unit on grammar and appropriate use of syntax and punctuation</td>
</tr>
<tr>
<td>Foundation ULO 1 &amp; 2 Criteria</td>
<td>Foundation ULO 1 &amp; 2 Notions of Exemplary Work</td>
<td>Course Learning Outcomes: By the end of this course, each student should be able to…</td>
<td>Assessment Method: Evidence of Student Learning</td>
<td>Planned Teaching &amp; Learning Activities / Pedagogy</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>-----------------------------------------------</td>
<td>---------------------------------------------------------------------------------</td>
<td>-----------------------------------------------</td>
<td>------------------------------------------------</td>
</tr>
</tbody>
</table>
| ULO 1.7-1.10: Write in Multiple Contexts | * Use genres appropriate to the discipline well  
* Responds well to the needs of different rhetorical situations  
* Uses wide variety of resources to locate sources  
* Exploits wide range of communication strategies appropriate to contexts (including electronic ones) | * Apply political science genre conventions where appropriate  
* Understand the difference between opinion and factual argument  
* Become familiar with location of sources and utilization of them to inform writing  
* Incorporate graphical and tabular data from online sources if necessary | * Evaluation of genre application via detailed rubric  
* Evaluation of factual basis for arguments via detailed rubric  
* Evaluation of bibliographic conceptions via specified rubric  
* Evaluation of graphical & tabular data presentations from online sources where appropriate via rubric | * Unit on genres in political science writing  
* Unit on comparison & contrast of needs of audiences  
* Unit on bibliographical construction in political science research  
* Unit on correct presentation of graphical & tabular data |
| ULO 1.11: Write for a Variety of Audiences | * Responds well to the needs of different audiences  
* Addresses professionally the expectations of disciplinary audiences | * Provide sufficient clarity & complexity to render a clear argument to a wide audience  
* Write to a standard appropriate for communicating arguments to political science audiences | * Evaluation of clarity & complexity of argument via detailed grading rubric  
* Evaluation of degree to which student work addresses professional political science audiences | * Unit on appropriate material for general and specialist political science audiences  
* Unit on proper presentation of material to political science audiences |
<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><strong>ULO 2.1-2.5:</strong> Communicate Effectively as Speaker</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Focuses on a compelling central message that is precisely stated, appropriately repeated, memorable, and strongly supported
- 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
- Uses an organizational pattern that is clear and consistently observable and makes content cohesive in creative ways
- Makes imaginative, memorable, and compelling language choices with a tone appropriate to the audience and occasion
- Uses compelling and appropriate delivery techniques (posture, vocal expressiveness, audience interaction) so that the speaker appears prepared, polished, and confident

  - Enunciate a compelling central message that is precisely stated, appropriately repeated, memorable & strongly supported
  - Provide effective supporting materials that are relevant to the central message, appropriate to the occasion & in a variety of appropriate media (oral, written, media-supported) & establish the speaker’s credibility & authority
  - Organize presentational material in a manner that is clearly understandable to diverse audiences
  - Make appropriately compelling & memorable language choices and tone for the audience
  - Deliver the presentation in an appropriate manner (posture, vocal expressiveness, audience interaction) that will capture audience attention

  - Evaluation of student's presentation of central message
  - Evaluation of quality and use of supporting materials
  - Evaluation of organization of presentation materials
  - Evaluation of presentation language and tone choice of student
  - Evaluation of choice of presentation delivery techniques by the student

  - Formal presentation/poster session of: (a) research paper, (b) political science professional organization, or (c) law school/graduate school
  - Unit on use of supporting materials to central message
  - Unit on organization of presentation materials
  - Unit on presentation of language and choice of tone of remarks
  - Unit on presentation delivery techniques such as, but not limited to, posture, vocal expressiveness and audience interaction
<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 2.6: Communicate Effectively as Listener</td>
<td>Responds with critical understanding of oral communication of ideas</td>
<td>Develop listening skills that allow for critical understanding of the oral communication of ideas</td>
<td>Evaluation of listening skills that allow for critical understanding of the oral communication of ideas</td>
<td>Unit on appropriate listening skills that allow for critical understanding of the oral communication of ideas</td>
</tr>
</tbody>
</table>

**5-16-2013**

**Foundational Studies Program Director Signature**

**Date**