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: SPANISH 313: Advanced Spanish Conversation and Composition for Native Speakers

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. SPANISH 313 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 10. Apply knowledge and the methods of inquiry characteristic of literature and other humanities disciplines to interpret and produce texts expressive of the human condition.

SPANISH 313: Advanced Spanish Conversation and Composition for Native Speakers is designed to expand students’ ability in all four primary language skills: reading, writing, speaking and listening, with special emphasis on accuracy in the formal registers of spoken and written Spanish. 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:

• Generate adequately different types of writing in Spanish for different purposes following the format of the Modern Language Association and the writing requirements of each type of text
• Generate clear, stylized text in Spanish for a variety of audiences
• Understand and effectively communicate information and ideas in Spanish that pertain to a variety of audiences
• Apply standards of correct Spanish grammar, syntax and spelling in both written and oral Spanish
• Articulate clearly both in writing and orally their own culture, beliefs and values, while comparing and contrasting them with contemporary Spanish and Hispanic societies and customs

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.)

SPANISH 313: Advanced Spanish Conversation and Composition for Native Speakers: Every effort will be made to render all class materials accessible to all students. 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 disabilities. Students with documented disabilities may arrange for oral tests, extra time on tests, the provision of note-takers, ASL translators or other accommodations as per the policies of Boise State University’s Disability Resource Center. The DRC works with students and faculty to arrange reasonable accommodations and promote an environment that is free of both physical and attitudinal barriers.
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.
<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>
</table>
| ULO 1.1-1.6: Write effectively | Focuses narrowly on a clear purpose | Write effectively in Spanish with a clearly defined purpose. | Multiple drafts of varied writing assignments in Spanish | * Varied writing assignments in Spanish (commercial letter, opinion essay, literary essay, etc.).
* Feedback from professor on drafts of written assignments |
| ULO 1.2: Write effectively: Voice | Adopts an appropriate voice, tone, and level of formality | Adopt an appropriate voice, tone, and level of formality in Spanish. | Multiple drafts of varied writing assignments in Spanish | * Varied writing assignments in Spanish (commercial letter, opinion essay, literary essay, etc.).
* Feedback from professor on drafts of written assignments |
| ULO 1.6: Write effectively: Mechanics | Controls mechanical features such as syntax, grammar, and punctuation | Apply standards of correct Spanish grammar, syntax and spelling. | * Multiple drafts of varied writing assignments in Spanish
* Grammar quizzes. | * In-class exercises to improve linguistic skills in Spanish
* Feedback from professor on written assignments |
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</thead>
<tbody>
<tr>
<td><strong>ULO 2.1:</strong> Communicate effectively as speaker: Message</td>
<td>Focuses on a compelling central message that is precisely stated, appropriately repeated, memorable, and strongly supported</td>
<td>Precisely state in Spanish a compelling central message that is strongly supported.</td>
<td>* Oral Exam in Spanish * Oral group discussions in Spanish</td>
<td>* Group or partner activities in Spanish * Role plays in Spanish</td>
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<tr>
<td><strong>ULO 2.4:</strong> Communicate effectively as speaker: Language</td>
<td>Makes imaginative, memorable, and compelling language choices with a tone appropriate to the audience and occasion</td>
<td>Make imaginative, memorable, and compelling language choices in Spanish with a tone appropriate to the audience and occasion.</td>
<td>* Oral Exam in Spanish * Oral group discussions in Spanish</td>
<td>* Group or partner activities in Spanish * Role plays in Spanish</td>
</tr>
<tr>
<td><strong>ULO 2.6:</strong> Communicate Effectively as Listener</td>
<td>Responds with critical understanding of oral communication of ideas</td>
<td>Listen effectively and respond with critical understanding of oral communication and ideas in Spanish.</td>
<td>Oral group discussions in Spanish</td>
<td>* Listening comprehension exercises in Spanish * Class discussions in Spanish * Group and partner work in Spanish</td>
</tr>
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| ULO 10.4: Cultural, historical, conceptual, and linguistic awareness | Exhibits awareness of and sensitivity to human values by demonstrating knowledge and appreciation of cultural, historical, conceptual or linguistic differences. Able to explain one’s own cultural perspectives and make meaningful comparisons with the cultural perspectives of others | Compare and contrast in Spanish their own cultural, historical, conceptual and/or linguistic differences with those of other cultures. | Varied writing assignments in Spanish (letter, essays, etc.) | * Group or partner activities in Spanish  
* Role plays in Spanish  
* Class discussions in Spanish  
* Written reflections in Spanish on several topics |

5-16-2013

Foundational Studies Program Director Signature Date