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: THEA 230: Development of Theatre I

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. THEA 230 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

THEA230: Development of Theatre I is designed to integrate the study of the history of theatre and dramatic literature (from the classical through neoclassical periods) with the opportunity to develop communication skills important in the field of Theatre Studies. 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:

• Identify orally and in writing important movements and events in theatre history and in the history of dramatic literature.
• Analyze orally and in writing the ways past societies have defined the nature and purpose of theatre
• Compare orally and in writing historical production conditions to those at work today in order to gain a better understanding of contemporary theatre and drama practices and to make more informed aesthetic choices in your own artistic practice.
• Form and defend your own aesthetic judgments orally and in writing; consider and evaluate the aesthetic judgments of others orally and in writing.

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.)

THEA 230: Development of Theatre I: 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. 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: THEA 230: Development of Theatre I  

### 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>ULO 1.1-1.2: Write effectively</td>
<td>* Focuses narrowly on a clear purpose</td>
<td>Identify, orally and in writing, important movements, styles and events in theatre history and in the history of dramatic literature.</td>
<td>A variety of the following will be used:</td>
<td>A variety of the following will be used:</td>
</tr>
<tr>
<td>ULO 2.1: Communicate effectively as speaker: Message</td>
<td>* Adopt a clear purpose</td>
<td></td>
<td>* Test questions: essay, short answer, and multiple choice</td>
<td>* Class discussions: facilitated full class discussions; break-out sessions in small groups; think-pair-share</td>
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<tr>
<td>* Focuses on a compelling central message that is precisely stated, appropriately repeated, memorable, and strongly supported</td>
<td></td>
<td></td>
<td>* Concept papers</td>
<td>* Readings from theatre history textbook and anthology of dramatic literature</td>
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<tr>
<td>* Adopt an appropriate voice, tone, &amp; level of formality</td>
<td></td>
<td></td>
<td>* Audience education materials: program notes, lobby displays, education packets</td>
<td>* Video and multimedia examples</td>
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<td>* Brief oral presentations</td>
<td>* Live performance examples when available</td>
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<td></td>
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<td>* Discussion evaluation</td>
<td></td>
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<td>ULO 1.5: Write effectively: Revision</td>
<td>Analyze, orally and in writing, the ways past societies have defined the nature and purpose of theatre in their culture</td>
<td>A variety of the following will be used:</td>
<td>A variety of the following will be used:</td>
<td></td>
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<tr>
<td>ULO 1.7-1.8: Write in multiple contexts</td>
<td>* Improves across series of drafts that are the result of drafting, revising and editing in response to feedback</td>
<td>* Test questions: essay and short answer</td>
<td>* Class discussions: facilitated full class discussions; break-out sessions in small groups; think-pair-share</td>
<td></td>
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<td></td>
<td>* Uses genres appropriate to the discipline well</td>
<td>* Scholarly article or performance review report</td>
<td>* Readings from theatre history textbook and anthology of dramatic literature</td>
<td></td>
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<td></td>
<td>* Responds well to the needs of different rhetorical situations</td>
<td>* Journal entries that build to short paper or test essay</td>
<td>* Video and multimedia examples</td>
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<td></td>
<td>* Uses wide variety of resources to locate sources</td>
<td>* Discussion evaluation</td>
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<td></td>
<td>* Exploits wide range of communication strategies appropriate to contexts (including electronic ones)</td>
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| ULO 1.3-1.5: Write effectively | * Uses the text conventions of writing in a field professionally
* Evaluates & synthesizes ideas from sources well; documents sources according to disciplinary conventions
* Improves across series of drafts that are the result of drafting, revising and editing in response to feedback
* Offers a variety of supporting materials that are relevant to the central message, appropriate to the occasion, and in a variety of appropriated media (oral, written, media-supported) and establish the speaker’s credibility and authority
* Uses compelling and appropriate delivery techniques (posture, vocal expressiveness, audience interactions) so that speaker appears prepared polished and confident | Compare, orally and in writing, historical production conditions to those at work today in order to gain a better understanding of contemporary theatre and drama practices and to make more informed aesthetic choices in your own artistic practice | A variety of the following will be used:
* Research project—paper or poster format
* Research presentations
* Creative projects in which students approach dramatic texts from the point of view of a theatre artist | A variety of the following will be used:
* Class discussions: facilitated full class discussions; break-out sessions in small groups; think-pair-share
* Readings from theatre history textbook and anthology of dramatic literature
* Video and multimedia examples
* Scene readings/performances
* Live performance examples when available
* Interview assignments |
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|                                | Form and defend individual aesthetic judgments orally and in writing; consider and evaluate the aesthetic judgments of others orally and in writing. | A variety of the following will be used: * Test questions: essay and short answer  
* Scholarly article or performance review report  
* Journal entries that build to short paper or test essay  
* Discussion evaluation | A variety of the following will be used: * Class discussions: facilitated full class discussions; break-out sessions in small groups; think-pair-share  
* Readings from theatre history textbook and anthology of dramatic literature  
* Video and multimedia examples  
* Scene readings/performances  
* Live performance examples when available  
* Interview assignments |

5-16-2013

Foundational Studies Program Director Signature

Date