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......................................................................................................................... 3
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: ANTH 103 Introduction to Archaeology

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)
[x] DLN (Disciplinary Lens – Natural, Physical, and Applied Sciences)

   Includes Lab: [ ] Yes [x] No
[ ] CID (Communication in the Discipline)
[ ] FF (Finishing Foundations)

Delivery Format(s) – (Check all that apply):
[x] Face to Face
[x] 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. ANTH 103 satisfies 3 credits of the Foundational Studies Program's Disciplinary Lens – Natural, Physical and Applied Science requirements. It supports the following University Learning Outcomes, along with a variety of other course-specific goals.

ULO 8. Apply knowledge and methods characteristic of scientific inquiry to think critically about and solve theoretical and practical problems about physical structures and processes.

ANTH 103: Introduction to Archaeology is designed to provide an overview of the goals, methods, and discoveries involved in the human past. Archaeology is the study of the human past, using evidence from artifacts and archaeological features, in addition to environmental (biological and earth-science) information. This course reviews the basic scientific methods used to discover the human past and introduces ideas and theories that have been developed from archaeological discoveries. It provides the student with an understanding of how data is obtained and used to develop explanations. This course provides and introduction to the history of archaeology, the nature of the archaeological record, the techniques used to investigate the physical, biological, and behavioral adaptations of ancient humans, and an overview of current scientific theories about the human past. It provides opportunities to gain experience communicating about scientific discoveries in archaeology. 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:

- Apply knowledge and methods from the scientific study of the past to evaluate the archaeological record and environmental processes
- Prepare research questions that use the archaeological record to test ideas about past patterns and processes
- Link the methods of collecting archaeological data with explanations regarding human origins and social-behavioral and environmental change
- Evaluate data and patterns from maps, aerial images, charts, and graphs, and justify interpretations
- Use science-based reasoning to evaluate site location, age determination, environmental interactions, social organization and explanations about the past
- Identify natural resources used by humans and how they are linked to technological change
- Relate environments to past human activities and compare ways humans have had an impact on the environment
- Apply information obtained from research to communicate the significance of archaeological discoveries to the general public by relating archaeological discoveries to (as examples) heritage and nationalism, conservation, economic, and public policy
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.)

ANTH 103: Introduction to Archaeology: Extra time on tests, oral examinations, or other accommodations will be provided to students as needed per the policies of the Disability Resource Center. All posted PDF reading assignments will be checked for readability by a screen reader (Academic Technologies will be asked to assist with a review of these electronic materials). When available, videos chosen for use in the course will be those that have been close-captioned by the content producer, or links to the internet transcripts will be provided. PowerPoints used in class lectures, insofar as they contain graphs or other visual representation of content, will be verbally described to students on an as-needed basis.

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.
## Course Design Table

<table>
<thead>
<tr>
<th>Foundation ULO 8 Criteria</th>
<th>Foundation ULO 8 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 8.1: Process of Inquiry and Analysis in Response to Evidence or Observation | * Evaluates and summarizes a research question or testable hypothesis  
* Can appreciate utility of the use of a models to test evidence and observations  
* Can assess model’s ability to either confirm existing explanations or formulate new hypotheses | * Apply knowledge and methods form the scientific study of the past to evaluate the archaeological record  
* Summarize and evaluate research questions that use the archaeological record to test ideas about past patterns and processes. | * Quizzes and exams on specific topics (based on content in readings and lectures); objective or short essay | * In-class discussions using hypothetical and actual case studies in archaeology  
* Muddiest point analysis  
* Process-oriented guided inquiry learning (POGIL) exercises on specific topics. Content introduced and augmented by PowerPoint talks or lectures, online videos, use of internet resources. In-class and off-site group work. |
| ULO 8.2: Understanding of knowledge and inquiry | * Clearly understand the difference between evidence (data) and explanation (theory).  
* Understands the role of these kinds of arguments in building knowledge in the discipline | * Is able to connect evidence and explanation to build an argument | * Quizzes and exams, objective or short essay  
* Short report that summarizes evidence and interprets scientific data presented in charts, tables, and diagrams | * Projects providing experience in organizing data, creating and interpreting charts and graphs  
* Content and skills introducees and augmented by PowerPoint talks or lectures, online videos, use of internet resources  
* Use of case studies in-class and on-line to elucidate and reinforce content introduced in class. |
<table>
<thead>
<tr>
<th>Foundation ULO 8 Criteria</th>
<th>Foundation ULO 8 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 8.3: Communication of Scientific and/or Technological Understandings</td>
<td>* Produces well-organized written and oral communications about scientific and technological understandings</td>
<td>Apply information generated through archaeological research to communicate the significance of archeological discoveries to the general public</td>
<td>Short written and oral reports where archaeological information is interpreted (for example, taking a scientific paper and making a NPR style recording, YouTube video or news-article/blog). Evaluation based on rubric with criteria and standards</td>
<td>* In-class and online information using resources and different ways of communicating based on intended audiences</td>
</tr>
<tr>
<td></td>
<td>* Effectively uses scientific language, representational tools, and notation covered in the course</td>
<td></td>
<td></td>
<td>* Pair-share writing activity, Blackboard writings and recordings</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>* Content and skills introduced and augmented by PowerPoint talks or lectures, online videos, use of internet resources</td>
</tr>
<tr>
<td>ULO 8.4: Interactions of science and technology with humans and environment</td>
<td>* Can assess the potential connection of scientific and/or technological developments to humans and the environment and articulate the possible implications of these relationships</td>
<td>* Identify natural resources used by humans and how they are or have been linked to technological change</td>
<td>Quizzes and exams, objective or short essay</td>
<td>* In-class discussion</td>
</tr>
<tr>
<td></td>
<td></td>
<td>*Relate environments to past human activities and compare ways humans have had an impact on the environment</td>
<td></td>
<td>* Introduced and augmented by PowerPoint talks or lectures, online videos, use of internet resources</td>
</tr>
</tbody>
</table>

5-16-2013

Foundational Studies Program Director Signature

Date