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: ANTH 492 Senior Practicum – Portfolio

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:

In the space below, include the syllabus statement for this course which will appear on the first page of the syllabus for each section of this course. (Template and examples are appended to this application form.)

Boise State's Foundational Studies Program provides undergraduates with a broad-based education that spans the entire university experience. Anth 492 satisfies 1credit of the Foundational Studies Program Communication in 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 3. Engage in effective critical inquiry by defining problems, gathering and evaluating evidence, and determining the adequacy of argumentative discourse.

ULO 4. Think creatively about complex problems in order to produce, evaluate, and implement innovative possible solutions, often as one member of a team.

Anth 492 is designed to: build upon the disciplinary material covered in all required anthropology classes.
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:

- Write effectively in multiple contexts for a variety of audiences
- Create a portfolio that accentuates an individual's grasp of anthropological concepts and methods with maturity and critical acumen
- Assemble materials that represent a breadth of diversity of abilities within the four subfields of anthropology
- Develop an anthology of student work that represents the highest quality of research
- Communicate effectively in multiple contexts for a variety of audiences.
- Demonstrate the ability to communicate anthropological concepts and methods to audiences outside of the university community
- Critically evaluate and make constructive comments and suggestions for revisions as a member of a team

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 492: Senior Practicum - Portfolio: Class assignments and class activities will be verbally described to students on an as-needed basis. 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 table below.

Part V. Additional Justification (Optional):

If the brief justification provided to the University Curriculum Committee in the proposal to accompany the “Request for Curriculum Action” is not sufficient to make the case for including the course in the Foundational Studies Program, additional (optional) narrative can be added here.

<table>
<thead>
<tr>
<th>Foundational Studies Program Director Signature</th>
<th>Date</th>
</tr>
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</table>
Course Design Table

<table>
<thead>
<tr>
<th>Foundation CDW</th>
<th>Foundation ULO</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 Writing</td>
<td></td>
<td>Create a portfolio that accentuates the individual's grasp of anthropological concepts and methods with maturity and critical acumen.</td>
<td>Faculty use of department rubric for portfolio covering criteria: Communication of knowledge/understanding of current findings and conclusions in an anthropological subject area; Effective written communication and ability to think critically; Use of research technologies and methods; Comparison and contrast of patterns of continuity and variability; Relevance of anthropological methods and theory to research and real-world problems; Faculty assessment of leading assignments pathfinder (skim and grade), annotated bibliographies (skim and grade), abstract (brief focused response), outline (brief focused response), first draft writing assignments (brief focused response), poster drafts (brief focused response).</td>
<td>Examples: • Lecture on writing a CV • Write a CV</td>
</tr>
</tbody>
</table>

- Focuses narrowly on a clear purpose;
- Adopts an appropriate voice, tone, and level of formality;
- Uses the text conventions of writing in a field professionally;
- Evaluates and synthesizes ideas from sources well. Documents sources according to disciplinary conventions;
- Improves across a series of drafts that are the result of drafting, revising, and editing in response to feedback;
- Controls mechanical features such as syntax, grammar, punctuation;
- Uses genres appropriate to the discipline well;
- Responds well to the need of different rhetorical situations and audiences;
- Uses a wide variety of resources to locate sources;
- Exploits a wide range of communication strategies appropriate to contexts;
- Responds well to needs of different audiences; addresses professionally the expectations of disciplinary audiences
<table>
<thead>
<tr>
<th>Foundation ULO Criteria</th>
<th>Foundation ULO 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 3 Critical Inquiry  | • Articulating the problem/questions/issue  
• Collecting and organizing evidence/data/reason;  
• Evaluative reasoning;  
• Demonstrative reasoning; | • Portfolios will contain the following materials packaged by students in a manner that best represents their areas of expertise. | | Examples:  
• Write a statement of purpose. |
| ULO 4 Innovation and Teamwork | • Innovation process;  
• Taking risks, idea practice, exploration;  
• Making contributions/addressing a need/solving problems;  
• Divergent and convergent thinking;  
• Innovative thinking, novelty or uniqueness (of idea, claim, question, form, etc.);  
• Connecting, synthesizing, transforming;  
• Contributes to team meetings;  
• Facilitates the contributions of team members;  
• Individual contributions outside of team meetings;  
• Fosters constructive team climate; Responds to conflict. | • Develop an anthology of student work that represents the highest quality of research, fieldwork, synthesis and professional presentation.  
• Demonstrate an ability to communicate anthropological concepts and methods to audience’s outside  
• of the university.  
• Assemble materials that represent the breadth and diversity of abilities within the four fields of anthropology. | | Examples:  
Write a revised term paper.  
Team review of student draft of writing assignment. |