Boise State University
Foundational Studies Program Course Application Form

Due to Foundational Studies Program by August 19, 2011

After the Foundational Studies Program has approved a course, departments will continue through the regular departmental 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 1. Course Information:

Course Number and Title: Arabic 101 – Elementary Arabic 1

Type of Foundational Studies Course – (Choose One):
[ ] DLS (Disciplinary Lens – Social Science)
[X] 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 [x] No
[ ] 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

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 Foundations Program provides undergraduates with a broad-based education that spans the entire university experience. ARABIC 101, satisfies 4 credits of the Foundation Program’s Disciplinary Lens-Literature and Humanities (DL-L) requirement. It supports the following University Learning Outcome, along with a variety of other course-specific goals.

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.

ARABIC 101: Arabic 101 is designed to help students cultivate an active command of the Arabic language. Emphasis is placed on acquiring the four language skills—listening, speaking, reading and writing—within a cultural context, in order to achieve communicative proficiency at the beginning level. This course helps to achieve the goals of the Foundational Studies Program by focusing on the following course learning outcomes. After a successful completion of this course, students will be able to:

- Read and understand written discourse in Arabic at the elementary level;
- Write and/or speak clearly and suitably in the Arabic for a variety of purposes and for different audiences at the elementary level;
- Negotiate meaning in a variety of situations and contexts at the elementary level;
- Identify and use culturally appropriate information sources in both written and spoken discourse in Arabic at the elementary level;
- Understand the culturally-based lens through which people develop a world views;
- Explain their own cultural perspective and compare their own cultural perspective with other cultural perspectives at the elementary level;
- Employ speaking, listening and interpersonal skills in Arabic at the elementary level.
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.)

**ARABIC 101**: Extra time on tests, oral examinations or other accommodations will be provided to students as needed per the policies of the Disability Resource Center. 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. Boise State University’s Disability Resource Center (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

Attach a separate document including a table like the one below. (A link to the Word template that allows rows to be adjusted as needed may be found at Course Design Table. Column headings for this table should not be changed.) The purpose of the table is 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.

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.

The human condition is such that not everyone in the world communicates in the same language. ARABIC 101 provides students with the foundational skills to negotiate meaning in a variety of situations and contexts appropriate to the elementary level. Students will initiate their capacity to read, understand and interpret texts in Arabic as well as to write in Arabic at the elementary level.

Review Committee Checklist:

- [X] Syllabus Statement - statement introduces the student to the purpose and role of the course in the Foundational Studies Program curriculum.
- [X] An appropriate number of Course Learning Outcomes are specified for the course and are clearly designed to support the Foundational Studies Program ULOs.
- [X] Course Learning Outcomes are appropriately designed for level of the course and address both content mastery and skill-based outcomes.
- [X] The types and numbers of assessments planned for the course are appropriate for measuring the content or skills being assessed.
Course learning activities are likely to promote the achievement of the stated outcomes

Course design and materials have considered best practices for accessibility to course materials and ideas by all students (e.g., alternatives to auditory and visual content)

Feedback from Review Committee:

This looks like a robust and well-planned course. The range of learning activities and assessments provide a good variety of opportunities for students both to develop skills in Arabic language and literature and to gain an understanding of how to communicate in a variety of situations. The opportunities that students may have to observe and interview Arabic speakers, as well as to practice in the language lab, appear to be especially valuable. The course seems to fit well with ULO 10 if students understand that “texts” can be both written and spoken and that there is an essential relationship between spoken and written language.

Boise State University
Foundational Studies Course
Course Number and Title: Arabic 101 – Elementary Arabic 1

Course Design Table

<table>
<thead>
<tr>
<th>Foundation ULO 10 Criteria</th>
<th>Foundation ULO 10 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 10: Critical Reading skills within the discipline</td>
<td>• Skillfully uses disciplinary tools and vocabulary appropriate for the course • Accurately comprehends appropriate texts • Convincingly interprets appropriate texts insightfully analyzes assigned texts</td>
<td>Read and understand written discourse in Arabic at the elementary level.</td>
<td>Exams and/or quizzes (These will assess comprehension of the text in Arabic at the elementary level.)</td>
<td>Portions of this course will use best practice pedagogies selected from the following but not limited to: • Reading and discussing texts in class • Skits • Role playing • Small group /paired work</td>
</tr>
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</tbody>
</table>
| ULO 10: Writing and/or speaking within the discipline | • Articulates complex ideas in clear and coherent language appropriate to the discipline  
• Demonstrates exemplary skill with grammar and style appropriate for the course | • Write and/or speak clearly and suitably in Arabic for a variety of purposes and for different audiences at the elementary level;  
• Negotiate meaning in a variety of situations and contexts at the elementary level. | • Composition in Arabic (Work will be evaluated on the basis of accuracy of expression, integration of new vocabulary and creative content at the elementary level.)  
• Presentation in Arabic (Work will be evaluated on the basis of accuracy of expression, integration of new vocabulary and creative content at the elementary level.)  
• Exams and/or quizzes (These will assess writing in Arabic at the elementary level.) | Portions of this course will use best practice pedagogies selected from the following but not limited to:  
• Role-playing  
• Group projects and/or presentations  
• Class discussions  
• Small group work  
• In class writing  
• Conversation lab  
  • Conversation  
  • Tutoring |
| ULO 10: Reasoning within the discipline | • Demonstrate a high level of skill in logical reasoning in written and oral work appropriate for the course  
• Identify important underlying assumptions  
• Distinguishes pertinent facts from opinions  
• Differentiates claims from reasons arranges relevant evidence in concise and clear language appropriate for the course | • Identify and use culturally appropriate information sources in both written and spoken discourse in Arabic at the elementary level. | • Presentations (could be in either English or Arabic) | Portions of this course will use best practice pedagogies selected from the following but not limited to:  
• Class discussions  
• Small group work  
• Lecture  
• Role playing  
• Structured academic controversy  
• Muddiest point  
• One-minute paper |
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</tr>
</thead>
</table>
| ULO 10: 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  
• Explain one’s own cultural perspectives make meaningful comparisons with the cultural perspectives of others | • Explain their own cultural perspective; Compare their own cultural perspectives with other cultural perspectives at the elementary level. | • Research Project (Students will complete a cultural research project which will consist of preliminary research (videos, books, articles, interviews, etc.) in Arabic on a cultural topic of choice. | Portions of this course will use best practice pedagogies selected from the following but not limited to:  
• Class discussions  
• Research paper  
• Presentation and/or project  
• Lecture  
• Role-playing  
• Structured academic controversy  
• Muddiest point  
• Ethnography  
• Case study |
| ULO 10: Personal development | • Responsibly entertain and evaluate views that differ from one’s own  
• Actively explore and navigate ambiguity and difference  
• Ask probing questions relevant to the discipline approach problems imaginatively and creatively | • Employ speaking, listening and interpersonal skills in Arabic at the elementary level.  
• Demonstrate understanding of the culturally-based lens through which people develop world views. | • Responsibly entertaining, evaluating and respecting views that differ from one’s own will lead to a higher participation grade. | Portions of this course will use best practice pedagogies selected from the following but not limited to:  
• Group presentations and/or projects  
• Class discussions  
• Self-reflections  
• One-minute papers  
• Muddiest point  
• Structured academic controversy |

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Foundational Studies Program Director Signature  
Date