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: ASL 101 American Sign Language I

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 [ ] No
[ ] CID (Communication in the Discipline)
[ ] FF (Finishing Foundations)

Delivery Format(s) – (Check all that apply):
[x] Face to Face
[ ] Fully Online
[ ] Hybrid
[x] 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. ASL 101 satisfies 4 credits of the Foundational Studies 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.

ASL 101 is designed to help students cultivate an active command of American Sign Language. Emphasis is placed on acquiring receptive and expressive skills within a cultural context, in order to achieve communicative proficiency at the elementary level. 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, students will be able to:

- Express and receive discourse in ASL at the elementary level;
- Sign clearly and suitably in ASL 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 English and signed ASL discourse at the elementary level;
- Explain their own cultural perspective and compare their own cultural perspective with other cultural perspectives at the elementary level;
- Demonstrate understanding of the culturally-based lens through which people develop world views;
- Employ receptive and expressive as well as interpersonal skills in ASL 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.)

ASL 101: Extra time on tests and presentations 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

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.

**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. ASL 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 express and understand American Sign Language 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.
- [X] Course learning activities are likely to promote the achievement of the stated outcomes.
- [X] 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 ASL and to gain an understanding of how to communicate in a variety of situations. The opportunities that students may have to observe and interview ASL 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 visual and that there is an essential relationship between signed and written language.

In ASL, there is no written language. ASL is used for expressive and receptive skills. English (as a second language for many) is used as the written language. ASL does possess signed literature (narrative, poetry, drama, etc.), parallel to the oral tradition in spoken languages, before technology allowed ASL signed literature to be captured on video rather than on the written page.

**CERTIFIED FOR APPROVAL 9-8-2011.**

Electronically signed by Vicki Stiehe, Director, Foundational Studies Program
Boise State University
### 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>
</table>
| ULO 10: Critical reading skills within the discipline | • Skillfully uses disciplinary tools and vocabulary appropriate for the course  
• Accurately comprehends appropriate texts  
• Convincingly interprets appropriate texts  
• Insightfully analyzes assigned texts | • Express and receive discourse in ASL at the elementary level | • Exams and/or Quizzes (These will assess receptive skills at the elementary level.) | Portions of this course will use best practice pedagogies selected from the following, but not limited to:  
• Instructor presentation  
• Producing and comprehending signs in class  
• Written and/or signed reflections on texts  
• Small group work  
• Language lab  
  o Signing practice  
  o Tutoring |
| 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 | • Sign clearly and suitably in the target language for a variety of purposes and for different audiences at the elementary level;  
• Negotiate meaning in a variety of situations and contexts appropriate to the elementary level. | • Exams and/or Quizzes (These will assess expressive skills at the elementary level.) (Work will be evaluated on the basis of accuracy of expression, integration of new vocabulary and creative content.)  
• Presentation in ASL | 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 signing  
• Language lab  
  o Signing practice  
  o Tutoring |
<table>
<thead>
<tr>
<th>ULO 10: Reasoning within the discipline</th>
<th>ULO 10: Cultural, historical, conceptual, and linguistic awareness</th>
<th>Planned Teaching &amp; Learning Activities / Pedagogy</th>
</tr>
</thead>
</table>
| • 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 | • 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 | Portions of this course will use best practice pedagogies selected from the following, but not limited to:  
• Class discussions  
• Instructor presentation  
• Role playing  
• Classroom assessment techniques:  
  - Muddiest point  
  - One minute paper |
| • Identify and use culturally appropriate information sources in both written English and signed ASL discourse at the elementary level. | • Explain their own cultural perspective and compare their own cultural perspective with other cultural perspectives at the elementary level;  
• Demonstrate understanding of the culturally-based lens through which people develop world views. | Portions of this course will use best practice pedagogies selected from the following, but not limited to:  
• Instructor Presentation  
• Assigned reading or topic  
• Ethnography: Observe Deaf Cultural events where people use ASL  
• Case study: Interview native or highly proficient ASL users. |
| • Presentations (May be in ASL or in English)  
• Exams | • Research Project (Students will complete a cultural research project which will consist of preliminary research (videos, books, articles, interviews, etc.) on a cultural topic of choice |  |
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</table>
| 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 receptive and expressive as well as interpersonal skills in ASL at the elementary level.  
• Negotiate meaning in ASL in a variety of situations and contexts appropriate to the elementary level. | • Greater participation in class discussion leads to a higher participation grade. | Portions of this course will use best practice pedagogies selected from the following, but not limited to:  
• Group presentations or projects  
• Classroom assessment techniques:  
  o Class discussions  
  o Self-reflections  
  o One-minute papers  
  o Role play |

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Foundational Studies Program Director Signature

Date