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......................................................................................................................... 2
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: BIOL 323: Ecology

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. BIOL 323 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

*BIOL 323: Ecology* is designed to integrate course content with the opportunity to develop written and oral communication skills, which are important in the field of Biological Sciences. 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:

- Use written communication to summarize and interpret experimental findings for a target audience.
- Use oral communication to effectively and succinctly present key aspects of a scientific finding to a target audience.

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.)

*BIOL 323: Ecology:* All posted PDF reading assignments will be checked for readability by a screen reader. (The department will ask Academic Technologies will help with a review of these electronic materials). 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. PowerPoints used in class lectures, insofar as they contain graphs or other visual representations of content, will be verbally described to students on an as-needed basis. We will add textual descriptions accessible by screen readers to images used on the course web site. 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: BIOL 323: Ecology

## 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, 1.4 1.6: Write Effectively</td>
<td>Focuses narrowly on a clear purpose</td>
<td>Use written communication to summarize and interpret experimental findings for a target audience.</td>
<td>Students write a research paper based on experimental results they generate during the laboratory portion of the course.</td>
<td>Discussion and examples of effective writing for scientific communication. Students prepare a draft that is evaluated by the instructor. Students are given feedback to improve their writing, with specific attention placed on improving purpose, voice, and mechanics, as well as source documentation.</td>
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<td>Adopts an appropriate voice, tone, and level of formality</td>
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<td></td>
<td>Evaluates and synthesizes ideas from sources well; documents sources according to disciplinary conventions</td>
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<tr>
<td></td>
<td>Controls mechanical features such as syntax, grammar, punctuation</td>
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</tr>
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<td>Foundation ULO 1 &amp; 2 Criteria</td>
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<tr>
<td>ULO 2.1-2.3 2.5: Communicate effectively as speaker</td>
<td>Focuses on compelling central message that is precisely stated, appropriately repeated, memorable, and strongly supported</td>
<td>Use oral communication to effectively and succinctly present key aspects of scientific finding to a target audience.</td>
<td>Students prepare a research poster that includes data and graphics to summarize scientific finding. Students then participate in a “poster session” in which they deliver oral presentations based on their research posters to other students and faculty in the Department of Biological Sciences.</td>
<td>Discussion and examples of effective research posters. Practice sessions held in which students critique each other’s poster presentations.</td>
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<tr>
<td></td>
<td>Offers variety of supporting materials that are relevant to the central message, appropriate to the occasion, and in a variety of appropriate media (oral, written, media-supported) and establish the speaker’s credibility and authority</td>
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<td>Uses an organizational pattern that is clear and consistently observable and makes content cohesive in creative ways</td>
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<td>Uses compelling and appropriate delivery techniques (posture, vocal expressiveness, audience interaction) so that speaker appears prepared, polished, and confident</td>
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</tr>
</tbody>
</table>

5-16-2013

Foundational Studies Program Director Signature

Date