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: BUSCOM 201: Business Communication

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
[x] 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**

Boise State's Foundational Studies Program provides undergraduates with a broad-based education that spans the entire university experience. BUSCOM 201 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

*BUSCOM 201: Business Communication* will help students improve their abilities to analyze business communication situations and develop appropriate communication strategies. 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:

- Design, draft and edit a variety of business message types (good news/routine; bad news; persuasive; and employment-based).
- Use a reader-friendly approach to balance the needs of the audience with the desires and objective of the writer.
- Develop and give an oral business presentation using effective visual aids.

**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.)

*BUSCOM 201: Business Communication:* As we have in the past, BUSCOM instructors will make all appropriate and necessary accommodations to all students in adherence with the Americans with Disabilities Act, including provisions for additional time for testing, alternate document formats and types, approved transcriptionists in case of hearing impairment, among other interventions/accommodations.

**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 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 1.1-1.6: Write effectively</td>
<td>Focuses narrowly on a clear purpose</td>
<td>Design, draft, edit, and assess variety of business message types: Good news/routine; bad news; persuasive; employment-related</td>
<td>Students will participate in instruction for each message types and will draft and edit four separate messages.</td>
<td>Instructors and students will discuss the business communication situation and needs, review sample messages prior to drafting, and discuss students’ performance for each message type</td>
</tr>
<tr>
<td></td>
<td>Adopts an appropriate voice, tone, &amp; level of formality</td>
<td>Use reader-friendly approach to balance the needs of the audience with the desires and objectives of the writer</td>
<td>Instructors, and possibly students in the class, will assess these assignments</td>
<td>Instructors usually will use rubrics for assessment in the instruction and assessment process</td>
</tr>
<tr>
<td></td>
<td>Uses the text conventions of writing in field professionally</td>
<td>Controls mechanical features such as syntax, grammar, and punctuation</td>
<td>Instructors will assess reader-orientation, both in terms of rhetorical content and page format and layout, for all written assignments</td>
<td>Students will participate in structured exercises and practice for reader-orientation</td>
</tr>
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<tr>
<td><strong>ULO 1.7-1.10:</strong> Write in multiple contexts</td>
<td>Uses genres appropriate to the discipline well</td>
<td>* Design, draft, edit, and assess variety of business message types: Good news/routine; bad news; persuasive; employment-related</td>
<td>Students will participate in instruction for each message types and will draft and edit four separate messages.</td>
<td>Instructors and students will discuss the business communication situation and needs, review sample messages prior to drafting, and discuss students’ performance for each message type</td>
</tr>
<tr>
<td></td>
<td>Responds well to the needs of different rhetorical situations</td>
<td>Use reader-friendly approach to balance the needs of the audience with the desires and objectives of the writer</td>
<td>Instructors, and possibly students in the class, will assess these assignments</td>
<td>Instructors usually will use rubrics for assessment in the instruction and assessment process</td>
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<td></td>
<td>Uses wide variety of resources to locate sources</td>
<td>Exploits wide range of communication strategies appropriate to contexts (including electronic ones)</td>
<td>Instructors will assess reader-orientation, both in terms of rhetorical content and page format and layout, for all written assignments</td>
<td>Students will participate in structured exercises and practice for reader-orientation</td>
</tr>
<tr>
<td><strong>ULO 1.11:</strong> Write for a variety of audiences</td>
<td>Responds well to the needs of different audiences</td>
<td>Design, draft, edit, and assess variety of business message types: Good news/routine; bad news; persuasive; employment-related</td>
<td>Students will participate in instruction for each message types and will draft and edit four separate messages.</td>
<td>Instructors and students will discuss the business communication situation and needs, review sample messages prior to drafting, and discuss students’ performance for each message type</td>
</tr>
<tr>
<td></td>
<td>Addresses professionally the expectations of disciplinary audiences</td>
<td>Use reader-friendly approach to balance the needs of the audience with the desires and objectives of the writer</td>
<td>Instructors, and possibly students in the class, will assess these assignments</td>
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<td>ULO 2.1-2.6: Communicate effectively as speaker and listener</td>
<td>Focuses on a compelling central message that is precisely stated, appropriately repeated, memorable, and strongly supported. Offers a variety of supporting materials that are relevant to the central message, appropriate to the occasion and in a variety of appropriated media (oral, written, media-supported) and establish the speaker’s credibility and authority. Uses an organization pattern that is clear and consistently observable and makes content cohesive in creative ways. Makes imaginative, memorable, and compelling language choices with a tone appropriate to the audience and occasion. Uses compelling and appropriate delivery techniques (posture, vocal expressiveness, audience interactions) so that speaker appears prepared polished and confident. Responds with critical understanding of oral communication of ideas.</td>
<td>Develop and present an oral presentation using effective visual aids.</td>
<td>Students will make at least one formal oral presentation in the course of the class.</td>
<td>Students will participate in the instruction and review of effective oral business presentations strategies and techniques by discussion sample presentation, best-practice checklists, and assessment rubrics.</td>
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<td>Foundational Studies Program Director Signature</td>
<td>Date</td>
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