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: COMM 112: Reasoned Discourse

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. COMM 112 satisfies 3 credits of the Foundational Studies Program's Disciplinary Lens – Social Science requirements. It supports the following University Learning Outcomes, along with a variety of other course-specific goals.

ULO 3. Engage in effective critical inquiry by defining problems, gathering and evaluating evidence, and determining the adequacy of argumentative discourse.
ULO 5. Analyze ethical issues in personal, professional, and civic life and produce reasoned evaluations of competing value systems and ethical claims.
ULO 11. Apply knowledge and the methods of inquiry characteristic of the social sciences to explain and evaluate human behavior and institutions.

COMM 112: Reasoned Discourse is designed to introduce you to basic principles of informal logic, argumentation and critical thinking, and to help you apply those principles in both your personal and public communication. Among the areas to be explored are: The premises (including ideas, beliefs, assumptions and values) people use to build arguments; Analyzing arguments using systems of reasoning; Recognizing and avoiding logical fallacies; And using sound reasoning and adequate evidence to support your own arguments. 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:

• Utilize the Inventional System of problem analysis. Employ Aristotelian and Toulmin models of reasoning.
• Apply tests of evidence. Identify logical fallacies resulting from the misuse and abuse of evidence.
• Effectively apply the three dimensions of argument: Rhetorical, Logical and Dialectical
• Understand ideologies endemic to American culture and the values that emerge from them.
• Identify argumentative premises that emerge from ideologies and value systems.
• Select evidence and warrants appropriate for a variety of professional, ethical and civic argument fields
• Utilize models of reasoning and systems of organized, analytical thinking that are the foundations of rhetorical, critical and cultural inquiry.

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.)

COMM 112: Reasoned Discourse: Course design includes large PowerPoint displays of lecture material available to students by e-mail, course assistants trained to serve as readers and/or tutors and a variety of other accommodations as requested by students or by Student Disability Services. These include special seating arrangements, oral quizzes and examinations and additional time for test completion.
Part V. 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 Criteria and Notions of Exemplary Work</th>
<th>ULO Criteria and Notions of Exemplary Work (ULO 11, Social Sciences)</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 3. Engage in effective critical inquiry by: defining problems, gathering and evaluating evidence, and determining the adequacy of argumentative discourse.</td>
<td>ULO 11.3 Demonstrates an understanding of the methodology or theoretical framework appropriate to the discipline</td>
<td>Utilize the Inventional System of problem analysis Employ Aristotelian and Toulmin models of reasoning</td>
<td>Quizzes Exams</td>
<td>Lecture &amp; Reading In-class and take-home exercises in problem/solution scenarios</td>
</tr>
<tr>
<td>ULO 3. Engage in effective critical inquiry by: defining problems, gathering and evaluating evidence, and determining the adequacy of argumentative discourse.</td>
<td>ULO 11.3 Analyzes own and others' assumptions and evaluates the relevance of contexts</td>
<td>Apply tests of evidence Identify logical fallacies resulting from the misuse and abuse of evidence</td>
<td>Quizzes Exams</td>
<td>Lecture &amp; Reading *Exercises in evidence discovery, analysis and application. Problem sets in identification of fallacious reasoning</td>
</tr>
<tr>
<td>ULO 3. Engage in effective critical inquiry by: defining problems, gathering and evaluating evidence, and determining the adequacy of argumentative discourse.</td>
<td>ULO 11.3 Analyzes own and others' assumptions and evaluates the relevance of contexts</td>
<td>Effectively apply the three dimensions of argument: Rhetorical, Logical and Dialectical</td>
<td>Quizzes Exams</td>
<td>Lecture &amp; Reading Analysis of verbally aggressive &amp; fallacious arguments</td>
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<tr>
<td>ULO 5. Analyze ethical issues in personal, professional, and civic life and produce reasoned evaluations of competing value systems and ethical claims.</td>
<td>ULO 11.2 Analyzes world views and/or philosophical assumptions of a given source</td>
<td>Understand ideologies endemic to American culture and the values that emerge from them. Identify argumentative premises that emerge from ideologies and value systems. Select evidence and warrants appropriate for a variety of professional, ethical and civic argument fields.</td>
<td>Quizzes, Exams</td>
<td>Lecture &amp; Reading Interactive exercises in extracting value premise from argumentative statements</td>
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<td>Distribution Requirements/ Disciplinary Clusters</td>
<td>11. - 11.4 Apply knowledge and the methods of inquiry characteristic of the social sciences to explain and evaluate human behavior and institutions.</td>
<td>Utilize models of reasoning and systems of organized, analytical thinking that are the foundations of rhetorical, critical and cultural inquiry.</td>
<td>Quizzes, Exams</td>
<td>Lecture &amp; Reading Interactive in-class exercises and take-home exercises in problem/solution scenarios, evidence discovery, analysis and application. Problem sets in identification of fallacious reasoning</td>
</tr>
</tbody>
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5-16-2013

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Foundational Studies Program Director Signature

Date