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: ECE 380/L: Electrical Engineering Practice and Lab

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. ECE 380/L 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

*ECE 380/L Electrical Engineering Practice and Lab* is designed to integrate course content with the opportunity to develop communication skills important in the field of Electrical and Computer Engineering. 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 and verbal communication to describe the fundamental elements of Electrical Engineering as a profession.
- Articulate the importance sustainability, economics, non-technical challenges, and other constraints relative to design of experiments in Electrical and Computer Engineering.
- Demonstrate an understanding of testing, reliability and failure analysis through effective communication

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.)

*ECE 380/L: Electrical Engineering Practice and Lab:* All posted PDF reading assignments will be checked for readability by a screen reader. The Department may also seek the assistance of Academic Technologies in reviewing electronic materials. Whenever possible, 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. PowerPoint presentations which contain graphs or other visual content should be referenced and explained in text; these items may also be verbally described to students on an as-needed basis. Extra time on tests, oral examinations, or other accommodations will be provided to students as needed per the policies of the Disability Resource Center. In addition, web content will adhere to U.S. Federal Government Section 508 Guidelines and follow priorities 1 & 2 of the W3C Web Content Accessibility Guidelines. All static pages validate as HTML 4.01 Transitional.
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 1.1-1.3 1.5-1.6: Write Effectively</td>
<td>Focuses narrowly on clear purpose</td>
<td>Effectively use the conventions of written communications expected in Electrical and Computer Engineering as a discipline.</td>
<td>Several written assignments and a term paper are required. Writing assignments require cogent arguments on variety of course-related topics. A informal position paper and pre-writing exercises related to the term paper are also required.</td>
<td>Writing exercises Editing exercise</td>
</tr>
</tbody>
</table>
| ULO 1.4: Write Effectively: Sources | Evaluates and synthesizes ideas from sources well; documents sources according to disciplinary conventions | Evaluate and synthesize ideas from sources according to standard conventions in Electrical and Computer Engineering.  
*Locate, evaluate, and use wide variety of relevant resources | Several written assignments and a term paper are required. Writing assignments require cogent arguments on variety of course-related topics. A informal position paper and pre-writing exercises related to the term paper are also required. | Library research instructional tour with Beth Brin |
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<tr>
<td>ULO 1.9: Write in Multiple Contexts: Research</td>
<td>Uses wide variety of resources to locate sources</td>
<td>Effectively use the conventions of written communications expected in Electrical and Computer Engineering as a discipline.</td>
<td>Several written assignments and a term paper are required. Writing assignments require cogent arguments on variety of course-related topics. A informal position paper and pre-writing exercises related to the term paper are also required.</td>
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<td>ULO 1.11: Write for a Variety of Audiences</td>
<td>Responds well to the needs of different audiences Addresses professionally the expectations of disciplinary audiences</td>
<td>Adopt an appropriate voice, tone, and level of formality</td>
<td>Several written assignments and a term paper are required. Writing assignments require cogent arguments on variety of course-related topics. A informal position paper and pre-writing exercises related to the term paper are also required.</td>
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<tr>
<td>ULO 2.1-2.5: Communicate Effectively as Speaker</td>
<td>*Focuses on compelling central message that is precisely stated, appropriately repeated, memorable, and strongly supported</td>
<td>Deliver a clear message that is precisely stated and strongly supported via use of compelling language choices with tone appropriate to the audience and occasion Use compelling and appropriate delivery techniques for confident and persuasive presentations</td>
<td>Students are required to deliver an oral presentation articulating the material from their term paper.</td>
<td>Presentation exercises and observation</td>
</tr>
<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>Makes imaginative, memorable, and compelling language choices with a tone appropriate to the audience and occasion</td>
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<td>Uses compelling and appropriate delivery techniques (posture, vocal expressiveness, audience interaction) so that the speaker appears prepared, polished, and confident</td>
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<td>ULO 2.6: Communicate Effectively as Listener</td>
<td>Responds with critical understanding of oral communication of ideas</td>
<td>Respond appropriately to audiences and demonstrate critical understanding of topic.</td>
<td>Students are required to deliver an oral presentation articulating the material from their term paper.</td>
<td>Presentation exercises and observation</td>
</tr>
</tbody>
</table>
5-16-2013

Foundational Studies Program Director Signature       Date