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: ED-LLC 203: Film and Contemporary Issues in Education

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. ED-LLC 203 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 11. Apply knowledge and the methods of inquiry characteristic of the social sciences to explain and evaluate human behavior and institutions.

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.)

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: ED-LLC 203: Film and Contemporary Issues in Education

### Course Design Table

<table>
<thead>
<tr>
<th>Foundation ULO 11 Criteria</th>
<th>Foundation ULO 11 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 11.1: Understanding of individuals as members of a particular culture and/or community</td>
<td>Demonstrates an understanding that members of different cultures and/or communities see, interpret, and experience the world differently. Articulates his/her own place within own culture and examines cultural assumptions about people and the world.</td>
<td>Demonstrate a broader understanding of the educational experiences of various students and how these get represented in schools and different contexts. Articulate deeper understanding of the lives of diverse and marginalized individuals and communities in relation to student’s own life, language, cultural background and schooling experience.</td>
<td>Observation of student participation. Quality of reflection, analysis, research, and comprehension of course topics as demonstrated through a variety of written assignments and oral discussion activities.</td>
<td>Example Assignment: Film Analysis Paper: For this assignment, students will write a paper in which they will analyze an idea or theme in one or more of the films they have viewed in the semester. Students are encouraged you to use analysis notes as a source of ideas and insights on which they can build for this paper.</td>
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<td>ULO 11.2: Understanding of historical and/or cultural forces</td>
<td>Demonstrates an understanding of the historical and/or social forces that shape individuals and institutions</td>
<td>Demonstrate awareness of critical perspectives that historically and currently impact culturally diverse students’ experiences in school and society. Explain the role of educational institutions in creating a more socially just society.</td>
<td>Observation of student participation. Quality of reflection, analysis, research, and comprehension of course topics as demonstrated through a variety of written assignments and oral discussion activities</td>
<td>Oral and/or written analysis of reading assignments. Film Analysis Notes. Class discussions (group and whole class). Online Blackboard discussions. Individual analysis presentation through visual media. Research and/or various topical writing assignments.</td>
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<td>ULO 11.3: Reasoning, inquiry, and problem-solving</td>
<td>Demonstrates an understanding of the theoretical framework that is behind various approaches to education. Analyzes own and others’ assumptions and evaluates the relevance of contexts. Uses information and analysis to capture the critical elements of the discussion.</td>
<td>Connections to social issues/current events and personal experiences. Analyze, write about representation of students, teachers, community, or teacher/student relationships; point of view; issue of identity or positioning in the films; role of race, class, gender, and/or sexuality; how music, lighting, or camera angles functioned to convey meaning, etc.</td>
<td>Observation of student participation. Quality of reflection, analysis, research, and comprehension of course topics as demonstrated through a variety of written assignments and oral discussion activities.</td>
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<td>ULO 11.4: Responsibility, personal reflection</td>
<td>Demonstrates (through personal reflection and action) an understanding of the importance of an active commitment to support community</td>
<td>Demonstrate (through discussion, and writing) knowledge of education for a pluralistic, democratic and socially just society</td>
<td>Observation of student participation Quality of reflection, analysis, research, and comprehension of course topics as demonstrated through a variety of written assignments and oral discussion activities</td>
<td>Oral and/or written analysis of reading assignments Journal (reflective) Writing Class discussions (group and whole class) Online Blackboard discussions Individual/group presentations through visual media Research and/or various topical writing assignments</td>
</tr>
</tbody>
</table>

5-16-2013

Foundational Studies Program Director Signature

Date