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: ENGL 202: Introduction to Technical 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
[ ] 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. ENGL 202 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.

After successful completion of this course, you will be able to:

• Understand that successful communication effectively responds to the needs and interests of people with different backgrounds, frames of reference, needs, and interests; and understand how to examine and articulate your own place within your own culture
• Understand that documents reflect the ways in which powerful cultural forces affect writers and readers; understand how to analyze the world views and philosophical assumptions inherent in source material; and draw connections between diverse perspectives
• Write a recommendation report that effectively documents a research project calling for primary and secondary research, problem-solving, and effective writing that adheres to the conventions and expectations of a professional discipline; analyze and evaluate your own and others’ assumptions about the importance of context; and isolate and emphasize the critical element of a discussion

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.)

ENGL 202: Introduction to Technical Communication: All posted pdf reading assignments will be checked for readability by a screen reader. (The department will ask Academic Technologies to 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. PowerPoint presentations 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.

Online sections will include narrated lectures combining PowerPoint presentations with the instructor’s voice. Instructors will be encouraged to provide PowerPoint files with a textual transcript of the lecture in the notes section of each slide. Images used in the Blackboard site will have appropriate textual descriptions that can be read by screen reader software. In all sections, students will be able to submit assignments in a variety of formats, including written papers and podcasts. Extra time on tests 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.
### 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</td>
<td>Understand that successful communication effectively responds to the needs and interests of people with different backgrounds, frames of reference, needs, and interests; and understand how to examine and articulate their own place within their own culture</td>
<td>Students respond in writing to a case that calls for them to analyze the audience of an existing Web site and devise a strategy for revising the site to appeal to a different audience.</td>
<td>Students read textbook discussions of the role of audience (including age, gender, culture, and ethnicity) in technical communication. Instructors present prompts that call for discussion or brief writing assignments. Students in some sections participate in discussion boards to present ideas for peer critique. Students in other sections work in small groups in class to formulate responses or critique drafts. Students in other sections submit drafts to the instructor (or meet with the instructor) for critique.</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>Understand that documents reflect the ways in which powerful cultural forces affect writers and readers; understand how to analyze the world views and philosophical assumptions inherent in source material; and draw connections between diverse perspectives</td>
<td>Students respond in writing to a case that calls for them to analyze the audience of an existing Web site and devise a strategy for revising the site to appeal to a different audience.</td>
<td>Students read textbook discussions of the role of audience (including age, gender, culture, and ethnicity) in technical communication. Instructors present prompts that call for discussion or brief writing assignments. Students in some sections participate in discussion boards to present ideas for peer critique. Students in other sections work in small groups in class to formulate responses or critique drafts. Students in other sections submit drafts to the instructor (or meet with the instructor) for critique.</td>
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<td><strong>ULO 11.3: Reasoning, inquiry, and problem-solving</strong></td>
<td>Demonstrates an understanding of the theoretical framework that is behind various approaches to education</td>
<td>Write a recommendation report that effectively documents a research project that calls for primary and secondary research, problem-solving, and effective writing that adheres to the conventions and expectations of a professional discipline; analyze and evaluate their own and others’ assumptions about the importance of context; and isolate and emphasize the critical element of a discussion</td>
<td>Students work in small groups to write recommendation report based on a real-world problem-solving scenario. The report includes typical report elements (transmittal letter, abstract, title page, table of contents, executive summary, introduction, methods, results, conclusions, recommendations, list of works cited); shows effective primary and secondary research techniques and effective analysis of data; shows effective techniques of presenting verbal and visual communication; and adheres to conventions of effective communication in a professional discipline.</td>
<td>Students read textbook discussions of research techniques, data analysis, writing coherent and cohesive text, design and graphics, and writing technical reports. Instructors present prompts that call for discussion or brief writing assignments. Students in some sections participate in discussion boards to present ideas for peer critique. Students in other sections work in small groups in class to formulate responses or critique drafts. Students in other sections submit drafts to the instructor (or meet with the instructor) for critique.</td>
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5-16-2013

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**Foundational Studies Program Director Signature**

**Date**