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: ENGL 492 Capstone in Writing (rhetoric and composition emphasis)

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)
[x] FF (Finishing Foundations)

Delivery Format(s) – (Check all that apply):
[x] Face to Face
[x] Fully Online
[x] Hybrid
[ ] Concurrent Enrollment
[ ] Other (briefly describe):
Part II. Syllabus Statement:

In the space below, include the syllabus statement for this course which will appear on the first page of the syllabus for each section of this course. (Template and examples are appended to this application form.)

Boise State's Foundational Studies Program provides undergraduates with a broad-based education that spans the entire university experience. English 492, Capstone in Writing (rhetoric and composition emphasis), satisfies two credits of the Foundational Studies Program 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 3:** Engage in effective critical inquiry by defining problems, gathering and evaluating evidence, and determining the adequacy of argumentative discourse.
- **ULO 4:** Think creatively about complex problems in order to produce, evaluate, and implement innovative possible solutions, often as one member of a team.

English 492, Capstone in Writing, provides a culminating capstone experience for senior English majors, writing (rhetoric and composition) emphasis, by prompting students to extensively revise previously written work, create a professional writing portfolio to show potential employers or gain admission to graduate school, and present work to the public through a research project, public reading, or submission for publication.

This course helps to achieve the goals of the Foundational Studies Program by focusing on the following course learning outcomes:

**ULO 1: Write Effectively**
- Respond well to the needs of different audiences
- Respond well to the needs of different rhetorical situations

**ULO 3: Critical Inquiry**
- Articulate the problem/question/issue
- Connect and organize evidence, data, reasoning

**ULO 4b: Teamwork**
- Facilitate team member contributions
- Contribute outside of team meetings
- Foster a constructive team climate

Students are introduced to search tools to locate venues to make their work public and visible, including publications, readings, contests, conference presentations, and the like. Current competencies and skills are frequently assessed through complex writing assignments, and course activities are specifically geared to assist students in their transition to future endeavors. Students adapt, refine, and polish their writing for varied audiences and rhetorical situations in collaborative writing groups. They critically inquire into the problem of productivity and visibility as a writer, and they analyze data obtained from search tools for finding a home for one's work or other venues to make work public and visible.

After successful completion of this course, you will be able to:
1. Apply the knowledge gained in writing and communication courses to adapt, polish, and refine work for varied audiences and rhetorical situations as required for publication or other venues to make work public and visible.

2. Determine through research and comparative evaluation possible venues that offer a publication home for work or other means to make work public and visible.

3. Establish and maintain a writing group that supports the development of writers working in varied genres and for varied purposes.

**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.)

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.) Images used in the Blackboard site will have appropriate textual descriptions that can be read by screen reader software. 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.

**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.

**Part V. Additional Justification (Optional):**

If the brief justification provided to the University Curriculum Committee in the proposal to accompany the “Request for Curriculum Action” is not sufficient to make the case for including the course in the Foundational Studies Program, additional (optional) narrative can be added here.

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**Foundational Studies Program Director Signature**

**Date**
# Course Design Table

<table>
<thead>
<tr>
<th>Foundation ULO Criteria</th>
<th>Foundation ULO 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><strong>ULO 1: Writing</strong></td>
<td>Respond well to the needs of different rhetorical situations</td>
<td>Apply the knowledge gained in writing and communication courses to adapt, polish, and refine work for varied audiences and rhetorical situations as required for publication or other venues to make work public and visible.</td>
<td>Each student adapts, polishes, and refines an existing manuscript; then submits it for publication, reads it at a community reading, or applies to present it at a conference or similar venue for making work public and visible. • Instructor evaluates student writing informally in response to drafts and formally in portfolio/s.</td>
<td>• Provide instruction on revising for various audiences and rhetorical situations. • Provide instruction in critically analyzing response from peers, editors, reviewers, and others and planning and carrying out revision. • Demonstrate essential editing techniques for polish and refinement. • Incorporate multiple peer reviews; use Google Docs as appropriate • Share samples from prior semesters (with student permission).</td>
</tr>
<tr>
<td><strong>ULO 3: Critical Inquiry</strong></td>
<td>• Articulate the problem/question/issue • Connect and organize evidence, data, reasoning.</td>
<td>Determine through research and comparative evaluation possible venues that offer a publication home for work or other means to make work public and visible.</td>
<td>Quiz on use of online search tools. • Determine three possible publications or other venues to submit or present work, based on at least five possibilities. Provide written account of research and comparative evaluation process used to make determination. Minimum five venues compared, narrowed to minimum one publication, plus two other publications or types of venues. • Instructor evaluates student research and comparative evaluation process formally in portfolio/s.</td>
<td>• Demonstrate online search tools for locating publications and other venues for making work public and visible and provide practice search exercises. • Provide instruction in reading through a journal to look for a fit of content/tone/style with own projects. • Provide instruction in reading editorial page. • Share samples from prior semesters (with student permission).</td>
</tr>
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<td>ULO 4b: Teamwork</td>
<td>• Contribute to team meetings.</td>
<td>Establish and maintain a writing group that supports the development of writers working in varied genres and for varied purposes.</td>
<td>• Set writing groups meet in person or online with instructor three or hour times to review drafts.</td>
<td>• PowerPoint on qualities employers value, including teamwork.</td>
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<td>• Contribute outside of team meetings.</td>
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<td>• Team members provide self- and other evaluations.</td>
<td>• Discussion of how writers are often &quot;lone rangers&quot; and avoid teamwork.</td>
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<td>• Foster a constructive team climate</td>
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<td>• Instructor evaluates each student's performance.</td>
<td>• Reading of BSU Foundations rubric for teamwork; discussion of applying rubric to specific instance of a writing group that continues over time.</td>
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<td>• Points for leading &amp;/or participation in online discussions, based on a rubric:</td>
<td>• Video of a writing group in process.</td>
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<td>o 7 points for leading:</td>
<td>• Online student-led discussion on essays that describe effective writing groups.</td>
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<td>Summary, Quotations: (quotation &amp; comment)</td>
<td>• Incorporate multiple peer reviews; use Google Docs as appropriate.</td>
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<td>o Response (brief response &amp; developed application of specific response technique Connect to course, &quot;Something about the author,&quot; Questions Keep discussion going)</td>
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