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: **ENVSTD 221: People and Nature**

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
- [x] CID (Communication in the Discipline)
- [ ] FF (Finishing Foundations)

Delivery Format(s) – (Check all that apply):
- [x] 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. ENVSTD 221 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

ENVSTD 221: People and Nature is designed to build upon the foundational material presented in ENVSTD 121; explore interdisciplinary and holistic perspectives on environmental topics; demonstrate the connections among the social sciences, natural sciences, and humanities within the field of environmental studies; and help 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:

• Write effectively in multiple contexts for a variety of audiences
• Communicate effectively as a speaker and a listener
• Identify and analyze past, present, and potential areas of environmental debate
• Evaluate a variety of sources and perspectives regarding environmental topics

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.)

ENVSTD 221: People and Nature: 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. PowerPoints 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 website. 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.

Please see below.
Boise State University
Foundational Studies Course
Spring 2014

Course Number and Title: ENVSTD 221: People and Nature

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 1.1-1.6: Write effectively</td>
<td>Focuses narrowly on a clear purpose</td>
<td>Students will write effectively in multiple contexts for a variety of audiences</td>
<td>Students will complete several writing assignments that require them to address different audiences (e.g., scientific, corporate, general public) and that focus on various issues within environmental studies.</td>
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<td>ULO 1.7-1.10: Write in multiple contexts</td>
<td>Adopts an appropriate voice, tone, and level of formality</td>
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<td>Writing assignments will require students to use, analyze and document source material relevant to environmental studies topics.</td>
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<td>Uses the text conventions of writing in a field professionally</td>
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<td>Various methods of assessment may include, but are not limited to: rubrics developed by the instructor, the students, or both; formal and informal written feedback by student peers, the instructor, or both.</td>
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<td>Evaluates and synthesizes ideas from sources well; documents sources according to disciplinary conventions;</td>
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<td>Source analysis papers, in which students read (or watch or listen to) a primary or secondary source and analyze it for its content, bias, and implications for environmental studies.</td>
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<td>Improves across series of drafts that are the result of drafting, revising and editing in response to feedback</td>
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<td>Short (5-page) research paper in which the student chooses a topic relevant to the course content, identifies and analyzes source materials, and constructs an argument based on his/her understanding of the materials; this assignment may incorporate draft stages or build on prior assignments.</td>
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<td>Controls mechanical features such as syntax, grammar, punctuation</td>
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<td>Uses genres appropriate to the discipline well</td>
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<td>Responds well to the needs of different rhetorical situations</td>
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<td>Uses wide variety of resources to locate sources</td>
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<td>Exploits wide range of communication strategies appropriate to contexts (including electronic ones)</td>
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<td>Foundation ULO 1 &amp; 2 Criteria</td>
<td>Foundation ULO 1 &amp; 2 Notions of Exemplary Work</td>
<td>Course Learning Outcomes: By the end of this course, each student should be able to...</td>
<td>Assessment Method: Evidence of Student Learning</td>
<td>Planned Teaching &amp; Learning Activities / Pedagogy</td>
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<td>ULO 2.1-2.6: Communicate effectively as speaker and listener</td>
<td>Focuses on compelling central message that is precisely stated, appropriately repeated, memorable, and strongly supported</td>
<td>Students will communicate effectively as a speaker and a listener</td>
<td>Students will complete several speaking assignments that require them to address different audiences (e.g., scientific, corporate, general public) and that focus on various issues within environmental studies</td>
<td>Formal and informal in-class discussions over reading or other materials; students will need to not only respond to the assigned material, but also to their peers' ideas and reactions</td>
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<td>Offers a 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>Speaking assignments will require students to use, analyze and acknowledge source material relevant to environmental studies topics</td>
<td>Students may prepare a speech on selected topic relevant to environmental studies, using appropriate primary and secondary sources, to be delivered in person or via video (or other media); student may then be required to prepare another speech from an opposing perspective on the same topic</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>Listening assignments will require students to analyze the speaker's message and respond, either verbally or in writing, to the speaker's message and presentation style;</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>Various methods of assessment may include, but are not limited to: rubrics developed by the instructor, the students, or both; formal and informal written feedback by student peers, the instructor, or both.</td>
<td>Students will evaluate (verbally or in writing) their peers' speeches, and will in turn be evaluated on their understanding of the presentation's message and style.</td>
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<td>Uses compelling and appropriate delivery techniques (posture, vocal expressiveness, audience interaction) so that speaker appears prepared, polished, and confident</td>
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<td>Responds with critical understanding of oral communication of ideas</td>
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