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: FRENCH 498 Senior Seminar

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
[ ] Fully Online
[ ] 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. FRENCH 498: Senior Seminar satisfies 3 credits of the Foundational Studies Program's Finishing Foundations requirement. It supports the following University Learning Outcomes, along with a variety of other course-specific goals:

1. Write effectively in multiple contexts for a variety of audiences.
2. Engage in effective critical inquiry by defining problems, gathering and evaluating evidence, and determining the adequacy of argumentative discourse.
3. Think creatively about complex problems in order to produce, evaluate, and implement innovative possible solutions, often as one member of a team.

FRENCH 498: Senior Seminar is designed to provide a culminating experience for students’ disciplinary studies. 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, students will be able to:

- Effectively evaluate and synthesize ideas from French-language sources; document sources according to disciplinary conventions.
- Improve writing in French across a series of drafts that are the result of drafting, revising and editing in response to feedback.
- Apply standards of correct French grammar, syntax and spelling.
- Clearly identify and describe the questions and issues at stake in French and explain how they fit within a discipline’s sphere of inquiry.
- Support a thesis statement through the construction and development of a logical argument in French.
- Formulate an original thesis statement in French.
- Support an original thesis by incorporating ideas from scholarly sources in French.

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.)

FRENCH 498: Senior Seminar: Every effort will be made to make all class materials accessible to all students. Students with documented disabilities may arrange for oral tests, extra time on tests, the provision of note-takers, ASL translators and other accommodations as per the policies of Boise State University’s 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.

FRENCH 498: Senior Seminar is the capstone course and exit requirement for a major in French. While the general format of the class will be similar from semester to semester, the specific topic of the class may vary. The instructor of the class chooses these topics, and they usually focus on a specific literary or cinematic period or genre. There will be additional course learning outcomes that are more closely related to the specific topic of the course.

Review Committee Checklist

X Syllabus Statement - statement introduces the student to the purpose and role of the course in the Foundational Studies Program curriculum.

X An appropriate number of Course Learning Outcomes are specified for the course and are clearly designed to support the Foundational Studies Program ULOs.

X Course Learning Outcomes are appropriately designed for level of the course and address both content mastery and skill-based outcomes.

X The types and numbers of assessments planned for the course are appropriate for measuring the content or skills being assessed

X Course learning activities are likely to promote the achievement of the stated outcomes

X Course design and materials have considered best practices for accessibility to course materials and ideas by all students (e.g., alternatives to auditory and visual content)
Feedback from Review Committee:

Reviewers agreed that this course seems to meet all the review criteria.

<table>
<thead>
<tr>
<th>Foundational Studies Program Director Signature</th>
<th>Date</th>
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## Boise State University
Foundational Studies Course

Course Number and Title: **FRENCH 498 Senior Seminar**

### 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>
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</table>
| ULO 1: Writing          | • Write effectively: Sources. Evaluates and synthesizes ideas from sources well; documents source according to disciplinary conventions  
• Write effectively: Revision. Improves across a series of drafts that are the result of drafting, revising and editing in response to feedback | • Effectively evaluate and synthesize ideas from sources in French; document sources according to disciplinary conventions. | • Multiple drafts of research paper in French. | • Class discussions of Modern Language Association citation conventions. Feedback from Professor on multiple drafts of research paper. |
<p>| ULO 1: Writing          | • Write effectively: Mechanics. Controls mechanical features such as syntax, grammar, and punctuation | • Apply standards of correct French grammar, syntax and spelling. | • Multiple drafts of research paper in French. | • Feedback from Professor on multiple drafts of research paper. |
| ULO 3: Critical Inquiry | • 3A - Articulating the Problem/Question/Issue: Clearly identifies and describes the problem; explains how it fits within the discipline’s sphere of inquiry; describes multiple candidate approaches to addressing it. | • Clearly identify and describe the questions and issues at stake, explain in French how they fit within a discipline’s sphere of inquiry. | • Oral presentation in French. Multiple drafts of research paper in French. | • Group or partner activities and class discussions in French of primary and secondary texts and their cultural contexts. Short reflection papers in French about particular themes, questions or issues. |</p>
<table>
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</thead>
<tbody>
<tr>
<td>ULO 3: Critical Inquiry</td>
<td>3D - Demonstrative Reasoning: Makes effective use of evidence and principles to produce chains of reasoning that are of superior quality, as determined by discipline-specific evaluative standards.</td>
<td>Support a thesis statement through the construction and development of a logical argument in French.</td>
<td>Oral presentation in French. Multiple drafts of research paper in French.</td>
<td>Group or partner activities and class discussions in French of primary and secondary texts and their cultural contexts.</td>
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<tr>
<td>ULO 4a: Innovation</td>
<td>4a5 - Innovative Thinking: Extends a novel or unique idea, question, format or product to create new knowledge or knowledge that crosses boundaries.</td>
<td>Formulate an original thesis statement in French.</td>
<td>First draft of research paper.</td>
<td>Individual consultation between professor and students. Class discussions.</td>
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<tr>
<td>ULO 4a: Innovation</td>
<td>4a6 - Connecting, Synthesizing, Transforming: Transforms ideas or solutions into entirely new forms.</td>
<td>Support an original thesis by incorporating ideas from scholarly sources in French.</td>
<td>Literature review to assess what others have done. Summary and presentation in French of a scholarly article. Multiple drafts of research paper.</td>
<td>Group or partner activities and class discussions in French of primary and secondary texts and their cultural contexts.</td>
</tr>
</tbody>
</table>