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.

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........................................................................................................ 2
Course Design Table..............................................................................................................................................3

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: GEOG 100: Introduction to Geography

Type of Foundational Studies Course – (Choose One):
[x] 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):
[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. GEOG 100 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.)

**GEOG 100: Introduction to Geography:** 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.

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: GEOG 100: Introduction to Geography

## Course Design Table

<table>
<thead>
<tr>
<th>Foundation ULO 11 Criteria</th>
<th>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>
</table>
| ULO 11.1: Understanding of individuals as members of a particular culture and/or community | 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 | Compare and contrast human cultures and Earth features across the globe | Reading/Vocabulary Check  
Multiple choice exam  
Clicker responses  
Quizzes  
Reaction or Response paper  
Data share through Wiki  
Oral or visual presentation  
Share diverse cultural experiences during class  
Class participation in games, activities, and discussions | Relevant movies  
Relevant YouTube videos  
Think/pair/share activities  
Games to spur discussion  
Use of campus resources, such as speakers  
Class sharing of experiences in various landscapes |
<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 11.2: 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>Identify components of both the Cultural-Environmental tradition of Geography and the Earth Science tradition of geography and relate those components to world events</td>
<td>Reading/Vocabulary Check</td>
<td>Relevant movies</td>
</tr>
<tr>
<td></td>
<td>Analyzes the world views and/or philosophical assumptions of a given source</td>
<td>Example: By using the events of the 2011 Japanese earthquake and tsunami, students can identify the types of and location of the fault involved, relate those components to the areas of massive devastations and link that to the Japanese economic and political changes that occurred. Categorize activities that contribute to changing the cultural landscape and draw connections between these activities and changing physical conditions</td>
<td>Multiple choice exam</td>
<td>Relevant YouTube videos</td>
</tr>
<tr>
<td></td>
<td>Draws connections between diverse perspectives</td>
<td></td>
<td>Clicker responses</td>
<td>Think/pair/share activities</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Quizzes</td>
<td>Games to spur discussion</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Reaction or Response paper</td>
<td>Use of campus resources, such as speakers</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Data share through Wiki</td>
<td>Class sharing of experiences</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Oral or visual presentation</td>
<td>Opening or closing written response to a prompt</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Share diverse cultural experiences during class</td>
<td>Use of current event topics to spur discussion</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Class participation in games, activities, and discussions</td>
<td>Poster presentations</td>
</tr>
<tr>
<td>Foundation ULO 11 Criteria</td>
<td>Foundation ULO 11 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>
</tr>
<tr>
<td>-----------------------------</td>
<td>-----------------------------------------------</td>
<td>----------------------------------------------------------------------------------</td>
<td>-----------------------------------------------</td>
<td>-----------------------------------------------</td>
</tr>
<tr>
<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</td>
<td>Relate the themes of geography (location, place, relationships within places, movement, and regions) to specific geographic conditions</td>
<td>Reading/Vocabulary Check</td>
<td>Relevant movies</td>
</tr>
<tr>
<td></td>
<td>Analyzes own and others’ assumptions and evaluates the relevance of contexts</td>
<td>Differentiate between the various tools of geography (map types, GIS, remote sensing, outputs, statistics) and apply these tools in appropriate situations</td>
<td>Multiple choice exam</td>
<td>Relevant YouTube videos</td>
</tr>
<tr>
<td></td>
<td>Uses information and analysis to capture the critical elements of the discussion</td>
<td>Assess the human condition and the physical Earth using geographic terms and concepts</td>
<td>Clicker responses</td>
<td>Think/pair/share activities</td>
</tr>
<tr>
<td></td>
<td>Example: By providing students with a real-world scenario, such as a poorly written hurricane description, students should identify incorrectly used terms and provide the best term to produce a geographically correct report</td>
<td>Use of commercially prepared maps</td>
<td>Quizzes</td>
<td>Opening or closing written response to a prompt</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Data share through Wiki</td>
<td>Games to spur discussion</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Oral or visual presentation</td>
<td>Use of campus resources, such as speakers</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Class participation in games, activities, and discussions</td>
<td>Use of current event topics to spur discussion</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Use of commercially prepared maps</td>
<td>Class sharing of experiences</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Using vocabulary terms and/or definitions to be matched with a scenario in which these terms would provide the best match</td>
<td>Poster presentations</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Introduce questions from the reading throughout the class for clicker response</td>
<td>Short online quiz activity</td>
</tr>
</tbody>
</table>