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: HIST 220: Introduction to the Study of History

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. HIST 220 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

_HIST 220: Introduction to the Study of History_ is designed to provide students with a foundation in the philosophy of history, historiography, and methods of historical research. 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, you will be able to:

- Understand the evolution of the craft of history
- Conduct research involving a variety of primary and secondary sources
- Interpret and analyze primary and secondary sources, and explore historiographic debates
- Produce a documented research paper with a thesis and argument

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.)

_HIST 220: Introduction to the Study of History_: Readings will be available in digital versions such as pdf files that can accommodate large-print versions of handouts. As necessary, we will work with the DRC and other campus resources to make print, video and audio content accessible to all students. If field trips are assigned, arrangements will be made for any students who require assistance. As needed, we will modify classroom seating, assignments, and other class requirements to meet the needs of students with recognized disabilities.

The statement from the Disability Resource Center will be incorporated into syllabi verbatim or in paraphrase:

“Any student who feels s/he may need accommodations based on the impact of a disability should contact me privately to discuss your specific needs. You will also need to contact the Disability Resource Center at 208-426-1583 located in the Administration Building, room 114 to meet with a specialist and coordinate reasonable accommodations for any documented disability. For more information on BSU Disability Resource Center (DRC) see the web site at http://drc.boisestate.edu/”
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:** HIST 220: Introduction to the Study of History

## 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>Interpret and analyze primary and secondary sources, and explore historiographic debates</td>
<td>Students research and write historical research paper over the course of the semester using the conventions of the historical craft.</td>
<td>Learning the craft of history and producing sound history paper is done in stages with students meeting various benchmarks. These can include:</td>
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<td>Adopts an appropriate voice, tone, &amp; level of formality</td>
<td>Produce a documented research paper with a thesis and argument</td>
<td>Individual faculty may assign additional short essays, in-class writing assignments, and other exercises. The research paper is the one consistent assessment activity for this course.</td>
<td>*Topic/Bibliography</td>
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<td></td>
<td>Uses the text conventions of writing in field professionally</td>
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<td></td>
<td>Research prospectus</td>
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<td></td>
<td>Evaluates &amp; synthesizes ideas from sources well; documents sources</td>
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<td>Research Outlines</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></td>
<td>Initial Drafts</td>
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<td></td>
<td>Controls mechanical features such as syntax, grammar</td>
<td></td>
<td></td>
<td>Final Drafts</td>
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<td></td>
<td></td>
<td></td>
<td>Research and writing discussion groups also meet over the course of the semester</td>
</tr>
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<td>Foundation ULO 1 &amp; 2 Criteria</td>
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<tr>
<td>ULO 1.7-1.10: Write in multiple contexts</td>
<td>Uses genres appropriate to the discipline</td>
<td>Conduct research involving a variety of primary and secondary sources</td>
<td>Students research and write historical research paper over the course of the semester using the conventions of the historical craft.</td>
<td>In producing the research paper, through its numerous stages, students explore variety of physical and virtual research sources.</td>
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<td></td>
<td>Responds well to the needs of different rhetorical situations</td>
<td></td>
<td>Individual faculty may assign additional short essays, in-class writing assignments, and other exercises. The research paper is the one consistent assessment activity for this course.</td>
<td>*Through course readings and discussions, they learn the difference between responsible and inferior craft methods, including the hazards of “pop” history and “pseudo” history.</td>
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<td></td>
<td>Uses wide variety of resources to locate sources</td>
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<td></td>
<td>Exploits wide range of communication strategies appropriate to contexts (including electronic ones)</td>
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<tr>
<td>ULO 1.11: Write for a variety of audiences</td>
<td>Responds well to the needs of different audiences</td>
<td>Understand the evolution of the craft of history</td>
<td>Students research and write historical research paper over the course of the semester using the conventions of the historical craft.</td>
<td>In producing the research paper, through its numerous stages, students explore historiography within the context of their research topic.</td>
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<td></td>
<td>Addresses professionally the expectations of disciplinary audiences</td>
<td></td>
<td>Individual faculty may assign additional short essays, in-class writing assignments, and other exercises. The research paper is the one consistent assessment activity for this course.</td>
<td>Through course readings and discussions, they will explore historical controversies and how these evolve over time.</td>
</tr>
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<td>ULO 2.1-2.5: Communicate effectively as speaker</td>
<td>Focuses on a compelling central message that is precisely stated, appropriately repeated, memorable, and strongly supported</td>
<td>Interpret and analyze primary and secondary sources, and explore historiographic debates. Produce a documented research paper with a thesis and argument</td>
<td>As part of the research projects, students will present their thesis statements to the class and then respond to questions and comments from their classmates. Individual faculty may assign additional presentations and other exercises. The research thesis presentation is the one consistent assessment activity for this course.</td>
<td>As part of learning the stages of history, activities can include: Thesis presentations Artifact presentations Bibliography presentations Research presentations Discussion leadership Poster sessions</td>
</tr>
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<td>ULO 2.6: Communicate effectively as listener</td>
<td>Responds with critical understanding of oral communication of ideas</td>
<td>Students will listen to the thesis presentations of their classmates and respond with feedback and questions.</td>
<td>Students will listen during both formal and informal presentations, both during class discussions and research group discussions, respond with feedback and questions.</td>
<td></td>
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</tbody>
</table>

5-16-2013

Foundational Studies Program Director Signature

Date