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: Latin 211 Elementary Classical Latin Language and Literature

Type of Foundational Studies Course – (Choose One):
[ ] DLS (Disciplinary Lens – Social Science)
[x] 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
[x] Concurrent Enrollment
[x] Other (briefly describe): Video Conferencing
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. LATIN 211: Elementary Classical Latin Language and Literature satisfies 4 units of the Foundational Studies Program’s Disciplinary Lens-Literature and Humanities (DLL) requirement. It supports the following University Learning Outcomes, along with a variety of other course-specific goals.

10. Apply knowledge and the methods of inquiry characteristic of literature and other humanities disciplines to interpret and produce texts expressive of the human condition.

LATIN 211: Elementary Classical Latin Language and Literature is designed to provide students with a working knowledge of Latin grammar, syntax, and vocabulary at the elementary level and experience translating a variety of extant Latin texts. 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:

- Read, interpret, analyze, and translate written discourse in Latin at the elementary level;
- Accurately pronounce phonetics and translate Latin into English from a variety of source documents at the elementary level;
- Identify information sources for translating written discourse in Latin and make appropriate use of the material;
- Exhibit reasoning and problem solving skills during the study and translation of a variety of Latin texts;
- Negotiate meaning within translations in regard to grammar, vocabulary and syntax in a variety of written contexts appropriate to the elementary level;
- Compare the ancient cultural context of various texts and authors to their own cultural context;
- Use knowledge of linguistics and Roman history, culture and literature to inform their translation of texts;
- Apply an analytical approach to problem solving during the translation process;
- Discuss the historic use and preservation of texts and the problems preservation techniques have placed on the task of translation.

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.)
**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.

**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.

The study of Latin language and literature complements all fields of study and promotes diversity through the understanding of culture, which is implicit in the study of any language. Latin language and literature are foundational to modern Western thought, as Latin is the language of law, medicine, and history, and the literature of its various ages continues to influence politicians, philosophers, theologians, tacticians and writers of modern literature. Studying Latin will increase students’ cognitive skills, language skills and vocabulary, and will prepare them for other university classes requiring writing skills as well as the Graduate Records Exam, should they desire to pursue graduate study. *Latin 211: Elementary Classical Latin Language and Literature* is the first half of a two-semester sequence on Latin grammar and vocabulary and Roman authors. It focuses on simple grammar and basic translations.
Review Committee Checklist

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

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

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

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

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

☐ 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:

The learning objectives do a nice job of explaining how this course will help students to gain skills with Latin language and literature, as well as gain understanding of the cultural context in which the different texts were written. The explanation about accessibility is detailed and complete. Will all sections of the class use all the assignments in the assessment and activities columns on the worksheet (e.g. Moot court)? If not, you might revise the worksheet to clarify that element of the course. This looks like an interesting and challenging course, and certainly fits well with ULO 10’s emphasis on literature.

Electronically signed by Vicki Steehe, Director, Foundational Studies Program
Boise State University

CERTIFIED FOR APPROVAL 9-8-2011.

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<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: Latin 211 Elementary Classical Latin Language and Literature  

Course Design Table  

<table>
<thead>
<tr>
<th>Foundation ULO 10 Criteria</th>
<th>Foundation ULO 10 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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| ULO 10: Critical reading skills within the discipline | • Skillfully uses disciplinary tools and vocabulary appropriate for the course  
• Accurately comprehends appropriate texts  
• Convincingly interprets appropriate texts  
• Insightfully analyzes assigned texts | • Read, interpret, analyze, and translate written discourse in Latin at an advanced level. | • Paragraph translations of prose and/or poetry to be handed in and graded on basis of word selection and sentence structure in English as they correspond with Latin.  
• Final project incorporating translation, research and reflection on a relevant author will satisfy final assessment. | • Written homework per chapter for practice and feedback opportunities.  
• Language lab activities.  
• In-class reading of homework and vocabulary exercises for correction. |
| ULO 10: Writing and/or speaking within the discipline | • Articulates complex ideas in clear and coherent language appropriate to the discipline  
• Demonstrates exemplary skill with grammar and style appropriate for the course | • Accurately pronounce phonetics and translate Latin into English from a variety of source documents at the elementary level.  
• Identify information sources for translating written discourse in the Latin language and make appropriate use of the material. | • In-class readings and paragraph translations of prose and/or poetry to be handed in and graded – show degree of analysis through word choice and English sentence structure.  
• Final project incorporating translation, research and reflection on a relevant author will satisfy final assessment. | • In-class reading, pronunciation and discussion of material in chapter homework, language lab activities, and quiz materials.  
• Individual translation assignments.  
• Moot-court group activity.  
• Personal reflection journal entries. |
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<td>ULO 10: Reasoning within the discipline</td>
<td>• Demonstrate a high level of skill in logical reasoning in written and oral work appropriate for the course</td>
<td>• Exhibit reasoning and problem solving skills during the study and translation of a variety of Latin texts.</td>
<td>• Moot court oral examinations wherein students will argue for or against the adequacy of selected translations.</td>
<td>• Homework assignments and language lab activities.</td>
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<td>• Identify important underlying assumptions</td>
<td>• Negotiate meaning within translations in regard to grammar, vocabulary and syntax in a variety of written contexts appropriate to the elementary level.</td>
<td>• Moot court reflections will address students’ experience with assumptions and facts. The reflections will satisfy final assessment criteria.</td>
<td>• Quizzes and in-class reviews.</td>
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<td>• Distinguishes pertinent facts from opinions</td>
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<td>• Reflections on Moot Court.</td>
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<td></td>
<td>• Differentiates claims from reasons</td>
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<td>• Exams on grammar, syntax and vocabulary test grammatical underpinnings.</td>
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<td>• Arranges relevant evidence in concise and clear language appropriate for the course</td>
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<td>ULO 10: Cultural, historical, conceptual, and linguistic awareness</td>
<td>• Exhibits awareness of and sensitivity to human values by demonstrating knowledge and appreciation of cultural, historical, conceptual or linguistic differences</td>
<td>• Compare the ancient cultural context of various texts and authors to their own cultural context.</td>
<td>• Exam questions on relevant Roman authors, literature and the historical context of both.</td>
<td>• In-class lecture and discussion on historical material relating to Roman authors.</td>
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<td>• Explain one’s own cultural perspectives make meaningful comparisons with the cultural perspectives of others</td>
<td>• Use knowledge of linguistics and Roman history, culture and literature to inform their translation of texts.</td>
<td>• Final project incorporating translation, research and reflection on a relevant author will satisfy final assessment.</td>
<td>• Personal reflection journal entries.</td>
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<td>• Exams on grammar, syntax, vocabulary and history.</td>
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<td>• Homework assignments and language lab activities.</td>
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<td>ULO 10: Personal development</td>
<td>Foundation ULO 10 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>• Responsibly entertain and evaluate views that differ from one’s own</td>
<td>• Apply an analytical approach to problem solving during translation.</td>
<td>• Moot court oral examinations wherein students will argue for or against the adequacy of selected translations.</td>
<td>• In-class discussion on material in chapter homework, language lab activities, and quiz materials.</td>
<td>• Personal reflection journal entries and reflections on Moot Court.</td>
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<td>• Actively explore and navigate ambiguity and difference</td>
<td>• Discuss the historic use and preservation of texts and the problems preservation techniques have placed on the task of translation.</td>
<td>• Final project incorporating translation, research and reflection on a relevant author will satisfy final assessment.</td>
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<td>• Ask probing questions relevant to the discipline</td>
<td>• Approach problems imaginatively and creatively</td>
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