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: LING 498: Capstone in Linguistics

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 Foundations Program provides undergraduates with a broad-based education that spans the entire university experience. **LING 498: Capstone in Linguistics** satisfies 3 units of the Foundation Program's Finishing Foundations requirement. It supports the following University Learning Outcomes, along with a variety of other course-specific goals:

- **ULO 1: Write Effectively**
  1. Uses the text conventions of writing in a field professionally
  2. Uses genres appropriate to the discipline well
- **ULO 2: Oral Communication**
  1. Speak effectively
  2. Critical listener
- **ULO 3: Critical Inquiry**
  1. Connect and organize evidence/data/reasoning
  2. Demonstrable use of reasoning
- **ULO 4b: Teamwork**
  1. Contributes to team meetings
  2. Facilitates team member contributions
  3. Contributes outside of team meetings

**LING 498: Capstone in Linguistics** is designed as a culminating experience for students in the Linguistics emphasis. The course will cover a review of the different subfields of linguistics through the documentation of an unfamiliar language by interacting with a person who speaks it natively. Students will work in pairs to lead class meetings with the purpose of eliciting data collection from the language consultant. This course helps to achieve the goals of the Foundations program by focusing on the following course learning outcomes. After successful completion of this course, you will be able to:

1. Apply the knowledge gained in their theoretical linguistics courses to document the linguistic structures (sounds, word-formation, sentence structure, discourse and pragmatics) of a language unfamiliar to them, and to perform linguistic analysis of a process or phenomenon found in that language.
2. Elicit information from a native speaker of an undocumented or under documented language – taking into account previous understanding of the language, as well as culturally and linguistically appropriate methods.
3. Elicit information from a native speaker of an undocumented or under documented language – taking into account previous understanding of the language, as well as culturally and linguistically appropriate methods.
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.)

All posted PDF reading assignments will be checked for readability by a screen reader. (The department will ask Academic Technologies will 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.

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.

Foundational Studies Program Director Signature

Date
<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>
</tr>
</thead>
</table>
| ULO 3: Critical Inquiry  | 3 - Connect and organize evidence/data/reasoning  
4b - Facilitates team member contributions  
1 - Uses the text conventions of writing in a field professionally  
2 - Communicate effectively as speaker | Apply the knowledge gained in their theoretical linguistics courses to document the linguistic structures (sounds, word-formation, sentence structure, discourse and pragmatics) of a language unfamiliar to them, and to perform linguistic analysis of a process or phenomenon found in that language. | Each student leads at least one discussion session per semester. After the discussion session, the discussion leader assesses other students’ participation, and all students assess their own participation as well as the leader’s performance in leading.  
Students perform a preliminary analysis on a process or phenomenon in the language and write it up for a group poster. Evaluated for accuracy, depth, and breadth.  
At the end of the semester, students submit a short (7-10 page) paper about the process or phenomenon they presented in the group poster. Evaluated for accuracy, depth, and breadth. | Students lead discussion sessions after elicitations, achieving consensus based on their background knowledge in linguistics.  
Students present their findings (either at the Undergraduate Research and Scholarship Conference or at a departmental venue).  
Students write a short descriptive paper about a process or phenomenon found in the language studied. |
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</tr>
</thead>
</table>
| ULO 3: Critical Inquiry | • 3 - Connect and organize evidence/data/reasoning  
• 2 - Communicate effectively as speaker and listener  
• 4b - Contributes during and outside of team meetings | • Be able to elicit information from a native speaker of an undocumented or under documented language – taking into account previous understanding of the language, as well as culturally and linguistically appropriate methods. | • Each student leads at least one elicitation session. Prior to the elicitation session, students will submit a draft of the elicitation sheet, along with a summary of the linguistic structure or phenomenon that the student is aiming to elicit. After each elicitation, the student will reflect on the success of the elicitation session.  
• Instructors will assess the student’s interaction with the consultant during the elicitation.  
• All students transcribe findings during (and after) each elicitation session. Students share their findings with the discussion session leader prior to the discussion session.  
• After the discussion session, the discussion leader assesses other students’ participation, and all students assess their own participation. | • Students lead elicitation sessions to collect new data from consultant, building on current understanding of language.  
• All students assist in information sharing – contributing to discussion sessions and submitting their transcriptions in advance of discussion sessions. |
| ULO 2: Communication | | | | |
| ULO 4b: Teamwork | | | | |


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<tbody>
<tr>
<td>ULO 6: Diversity and Internationalization</td>
<td>• Have a better understanding of the history, cultural background, and traditions of members of this speech community, utilizing best practices in documenting these through recording and filming of narratives, songs, and rituals.</td>
<td>• Students will be evaluated by the consultant and the instructors on their interactions with the speech community members.</td>
<td>• Students work with members of the speech community to document naturally occurring speech, narratives, songs and rituals.</td>
<td></td>
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</tbody>
</table>