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: SOC 311: Social Research

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. SOC 311 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

SOC 311: Social Research is designed to integrate course content with the opportunity to develop communication skills important in the field of Social Science. 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:

- Write clearly using an accepted academic writing style to convey complex ideas.
- Use the standard academic writing style using a variety of academic resources.
- Present complex ideas in a clear order so that an academic audience can follow and understand.
- Listen to an informational presentation critically.

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.)

SOC 311: Social Research: All reasonable accommodations will be provided to students in accordance with University policy and the requirements of the Disability Resource Center. Students are required to inform the instructor in writing of accommodation needs approved for the student by the Disability Center. All efforts have been made to insure the readability of in class and online material but content will be provided in any format required by Disability Services upon request.

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.
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 clear purpose</td>
<td>Write clearly using an accepted academic writing style to convey complex ideas.</td>
<td>Final paper written throughout the semester through a series of drafts adhering to standard format for writing empirical paper.</td>
<td>Through some of the following activities:</td>
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<tr>
<td></td>
<td>Adopts an appropriate voice, tone, &amp; level of formality</td>
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<td>Drafts read and commented on by the instructor</td>
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<td>Uses the text conventions of writing in a field professionally</td>
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<td>Peer evaluation</td>
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<td></td>
<td>Evaluates &amp; synthesizes ideas from sources well; documents sources</td>
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<td>Writing stages or sections of a standard outline for empirical papers</td>
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<td></td>
<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>Controls mechanical features such as syntax, grammar, and punctuation</td>
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Boise State University
Foundational Studies Course
Spring 2014
Course Number and Title: SOC 311: Social Research
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</tr>
</thead>
</table>
| **ULO 1.7-1.10: Write in multiple contexts** | Uses genres appropriate to the discipline well  
Responds well to the needs of different rhetorical situations  
Uses wide variety of resources to locate sources  
Exploits wide range of communication strategies appropriate to contexts (including electronic ones) | Use the standard academic writing style using a variety of academic resources. | Adherence to the standards of writing empirical papers | Through some of the following activities:  
Drafts read and commented on by the instructor  
Peer evaluation  
Writing stages or sections of a standard outline for empirical papers |
| **ULO 1.11: Write for a variety of audiences** | Responds well to the needs of different audiences  
Addresses professionally the expectations of disciplinary audiences | | | |


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</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. Offers a variety of supporting materials that are relevant to the central message, appropriate to the occasion, and in a variety of appropriated media (oral, written, media-supported) and establish the speaker’s credibility and authority</td>
<td>Present complex ideas in a clear order so that an academic audience can follow and understand.</td>
<td>Classroom presentation of research oriented papers.</td>
<td>Through some of the following activities: Lecture Examples Class/group discussion</td>
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<td></td>
<td>Uses an organization pattern that is clear and consistently observable and makes content cohesive in creative ways. Makes imaginative, memorable, and compelling language choices with a tone appropriate to the audience and occasion. Uses compelling and appropriate delivery techniques (posture, vocal expressiveness, audience interactions) so that speaker appears prepared polished and confident.</td>
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</tr>
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<tr>
<td>ULO 2.6: Communicate effectively as listener</td>
<td>Responds with critical understanding of oral communication of ideas</td>
<td>Listen to an informational presentation critically.</td>
<td>Through critical feedback to student paper presentations.</td>
<td>Through some of the following activities: Lecture Examples Class/group discussion</td>
</tr>
</tbody>
</table>

5-16-2013

Foundational Studies Program Director Signature

Date