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: SOC 498: Sociology Senior Seminar

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 Foundational Studies Program provides undergraduates with a broad-based education that spans the entire university experience. SOC 498: Sociology Senior Seminar satisfies three units of the Foundational Studies Program Finishing Foundations requirement. It serves as a capstone experience supporting the following University Learning Outcome, along with a variety of other course-specific goals.

11. Apply knowledge and the methods of inquiry characteristic of the social sciences to explain and evaluate human behavior and institutions.

SOC 498: Sociology Senior Seminar is designed to help students understand the ways in which history and culture combine to affect individuals and groups from a sociological perspective. This course helps to achieve the goals of the Foundational Studies Program on the following learning outcomes. After successful completion of this course, you will be able to:

- Combine/Compare/Contrast Multiple Perspectives on a Specific Topic in academically appropriate written fashion.
- Conduct Original Research using the Scientific Method.
- Present and Critic Ideas in Written and/or Verbal fashion.

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 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.
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 senior seminars in the Department of Sociology are not new capstone classes and have historically required both a final empirical paper and a classroom presentation. Sociology majors also take the ETS GRE specialty test for Sociology. The results are used by the department to determine were the department needs to improve its overall coverage of the discipline.

Foundational Studies Program Director Signature  Date
## Boise State University
### Foundational Studies Course

**Course Number and Title:** SOC 498: Sociology Senior Seminar

### Course Design Table

| Foundation ULO Criteria | Foundation ULO Notions of Exemplary Work | Course Learning Outcomes: By the end of this course, each student should be able to… | Assessment Method: Evidence of Student Learning | Planned Teaching & Learning Activities / Pedagogy |
---|---|---|---|---|
ULO 1: Writing | • Focuses narrowly on a clear purpose  
• Adopts an appropriate voice, tone, and level of formality  
• Uses the text conventions of writing in a field professionally  
• Evaluates and synthesizes ideas from sources well; documents sources according to disciplinary conventions  
• Improves across a series of drafts that are the result of drafting, revising and editing in response to feedback  
• Controls mechanical features such as syntax, grammar, punctuation  
• 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)  
• Responds well to the needs of different audiences | • Combine/Compare /Contrast Multiple Perspectives on a Specific Topic in academically appropriate written fashion. | • Empirical Paper conforming to the discipline standards for academic writing. Different instructors may use APA or ASA style but all final papers will conform to the Introduction, Methods, Findings, Discussion and Conclusion found in all academic writing. | • Deadlines with feedback for parts of the empirical paper Writing process. (For example “topic”, “Introduction”, “Methods”, “Findings”, “Discussion”, “Conclusion” and “Final Paper”. Feedback will come from both class peers and instructor. |
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<th>Foundation ULO Criteria</th>
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<th>Assessment Method: Evidence of Student Learning</th>
<th>Planned Teaching &amp; Learning Activities / Pedagogy</th>
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| ULO 4a & 4b: Innovation and Teamwork | • Uses innovative processes  
• Takes risks, explores ideas  
• Makes a contribution to solving a problem  
• Divergent and convergent thinking demonstrated  
• Innovative thinking (novel, unique)  
• Connects, synthesizes, transforms  
• Contributes to team meetings  
• Facilitates team member contributions  
• Contributes outside of team meetings  
• Fosters a constructive team climate  
• Responds appropriately to team conflict | | | |
| ULO 3: Critical Inquiry | • Articulate the problem/question/issue  
• Connect and organize evidence/data/reasoning  
• Evaluate reasoning  
• Demonstrable use of reasoning | • Conduct Original Research using the Scientific Method. | • Empirical Paper conforming to the discipline standards for academic writing. Different instructors may use APA or ASA style but all final papers will conform to the Introduction, Methods, Findings, Discussion and Conclusion found in all academic writing. | • Deadlines with feedback for parts of the empirical paper Writing process. (For example “topic”, “Introduction”, “Methods”, “Findings”, “Discussion”, “Conclusion” and “Final Paper”. Feedback will come from both class peers and instructor. |
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<td>ULO 1: Writing</td>
<td>• Focuses narrowly on a clear purpose</td>
<td>• Present and Critic Ideas in Written and/or Verbal fashion.</td>
<td>• Presentation to class of research paper or Career Presentation.</td>
<td>• Presentation to the class with feedback from peers and instructor.</td>
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<td>• Adopts an appropriate voice, tone, and level of formality</td>
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<td>• Uses the text conventions of writing in a field professionally</td>
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<td>• Evaluates and synthesizes ideas from sources well; documents sources according to disciplinary conventions</td>
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<td>• Improves across a series of drafts that are the result of drafting, revising and editing in response to feedback</td>
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<td>ULO 2: Communication</td>
<td>• Speak effectively</td>
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<td>• Offer supporting material</td>
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<td>• Effective organizational patterns</td>
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<td>• Memorable, imaginative speaking style</td>
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<td>• Polished and compelling delivery technique</td>
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<td>• Critical listener</td>
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