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.

Table of Contents (Click title to go to that section)

Instructions: ............................................................................................................................................................ 1
Part I. Course Information...................................................................................................................................... 1
Part II. Syllabus Statement.....................................................................................................................................2
Part III. Design for Accessibility ......................................................................................................................... 2
Part IV. Evidence of Quality Course Design ........................................................................................................ 3
Course Design Table ..............................................................................................................................................4

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: THEA 101: Introduction to Theatre

Type of Foundational Studies Course – (Choose One):
[ ] DLS (Disciplinary Lens – Social Science)
[ ] DLL (Disciplinary Lens – Literature and Humanities)
[x] 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
[x] 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. THEA 101 satisfies 3 credits of the Foundational Studies Program's Disciplinary Lens – Visual and Performing Arts requirements. It supports the following University Learning Outcomes, along with a variety of other course-specific goals.

ULO 9. Apply knowledge and methods characteristic of the visual and performing arts to explain and appreciate the significance of aesthetic products and creative activities

*THEA 101: Introduction to Theatre* is designed to create discerning and appreciative audience members through experiencing live theatre, practicing performance criticism and studying theatre production processes, theatre history, and dramatic literature. 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:

- Identify basic components of theatrical production and dramatic structure.
- Distinguish both the collaborative and individual efforts needed to create a theatrical performance.
- Recognize similarities, differences, and interrelationships between theatre and other art forms.
- Evaluate the effectiveness of live theatrical performances.
- Associate plays with the social and historical contexts in which they were written and performed.
- Interpret components of theatrical productions and dramatic literature to identify main ideas.
- Apply subjective experience to understanding theatrical performances and dramatic literature.
- Investigate diverse cultural perspectives through a variety of dramatic literature and theatrical productions.

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.)

*THEA 101: Introduction to Theatre:* All posted pdf materials will be checked for readability by a screen reader. Because many video clips use in this course have been compiled over several years and from a variety of sources, closed captioning may not be available for all materials. The department strong recommends that all deaf or hearing-impaired students have interpreters for class. The department makes every effort to arrange signers for one public performance of each production. Video clips can be made available to students.
outside of class. Because successful completion of the class is dependent on students actually seeing two live theater productions and interpreting the many visual components within these performances, the course is not appropriate for blind or severely vision-impaired students.

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: THEA 101: Introduction to Theatre

## Course Design Table

<table>
<thead>
<tr>
<th>Foundation ULO 9 Criteria</th>
<th>Foundation ULO 9 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 9.1: Content Knowledge | Clearly communicate variances between aesthetic forms, methods, and creative processes presented in this course.  
  Describe detailed differences between visual/performance principles | Identify basic components of theatrical production and dramatic structure  
  Distinguish both the collaborative and individual efforts needed to create a theatrical performance.  
  Recognize similarities, differences, and interrelationships between theatre and other art forms. | Lower level exam questions  
  Class discussion  
  Creative project in which a student explores a role from the theatrical process | Lecture  
  Use multi-media examples  
  Readings from textbook  
  Read 6-8 plays  
  Model Analysis  
  Class discussion: Facilitated full class discussion; Breakout sessions with smaller groups of students; Think-pair-share; Brief oral or individual written responses to topic; Scene performances or readings  
  Guest speakers  
  Complete creative project |
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| ULO 9.2: Analytic Skills  | * Analyze works presented in course for formal qualities and historical contexts  
* Perceives nuanced connections between art and its contexts | Evaluate the effectiveness of live theatrical performances.  
Associate plays with the social and historical contexts in which they were written and performed. | 6-8 pages of written reports evaluating two different theater productions  
Low to mid-level exam questions. | * Lecture  
Use multi-media examples  
Readings from textbook  
Read 6- plays  
Model analysis  
Practice exercises  
Peer review  
Class discussion (all options listed above)  
Scene performances or readings in class  
Attend two theater productions |
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<td>ULO 9.3: Reasoning and Engagement</td>
<td>Communicates skillfully and persuasively regarding the questions generated by the work of art in this course. Develops insights independent of those offered in class/incorporates them into written &amp; oral work.</td>
<td>Interpret components of theatrical productions and dramatic literature to identify main ideas. Apply subjective experience to understanding theatrical performances and dramatic literature.</td>
<td>Mid and Higher level exam questions Class discussion 6- pages of written reports on theatrical productions and play texts listed above</td>
<td>Lecture Use multi-media examples Readings from textbook Read 6- plays Model analysis Practice exercises Peer review Class discussion (all options listed above) Scene performances or readings in class Attend two theater productions</td>
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<td>ULO 9.4: Appreciative Skills</td>
<td>Provides detailed descriptions of artistic forms, ideas, or techniques that differ from one’s own preferences</td>
<td>Investigate diverse cultural perspectives through a variety of dramatic literature and theatrical productions.</td>
<td>Low to mid-level exam questions; Class discussion 6- pages of written reports on theatrical productions and play texts listed above</td>
<td>Lecture Use multi-media examples Readings from textbook Read 6- plays Model analysis Practice exercises Peer review Class discussion (all options listed above) Scene performances or readings in class Attend two theater productions</td>
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5-16-2013

Foundational Studies Program Director Signature

Date