

Submit originals (including syllabus) and one copy and electronic copy to the Faculty Senate Office  
 See <http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures/> for a complete description of the rules governing curriculum & course changes.

**CHANGE COURSE (MAJOR) and DROP COURSE PROPOSAL**  
 Attach a syllabus, except if dropping a course.

**SUBMITTED BY:**

Department	Developmental Education	College/School	CRCD
Prepared by	Dana Greci	Phone	474-5580
Email Contact	dgreci@alaska.edu	Faculty Contact	Dana Greci

**1. COURSE IDENTIFICATION: As the course now exists.**

Dept  Course #  No. of Credits

**COURSE TITLE**

**2. ACTION DESIRED:**  Check the changes to be made to the existing course.

Change Course  If Change, indicate below what is changing. Drop Course

NUMBER	<input checked="" type="checkbox"/>	TITLE	<input type="checkbox"/>	DESCRIPTION	<input checked="" type="checkbox"/>
PREREQUISITES*	<input type="checkbox"/>	FREQUENCY OF OFFERING	<input type="checkbox"/>		

\*Prerequisites will be required before a student is allowed to enroll in the course.

CREDITS (including credit distribution)	<input type="text"/>	COURSE CLASSIFICATION	<input type="text"/>
STACKED (400/600) Include syllabi.	<input type="checkbox"/>	Dept.	<input type="text"/>
		Course #	<input type="text"/>

Stacked course applications are reviewed by the (Undergraduate) Curricular Review Committee and by the Graduate Academic and Advising Committee. Creating two different syllabi—undergraduate and graduate versions—will help emphasize the different qualities of what are supposed to be two different courses. The committees will determine: 1) whether the two versions are sufficiently different (i.e. is there undergraduate and graduate level content being offered); 2) are undergraduates being overtaxed?; 3) are graduate students being undertaxed? In this context, the committees are looking out for the interests of the students taking the course. Typically, if either committee has qualms, they both do. More info online - see URL at top of this page.

<b>ADD NEW CROSS-LISTING</b>	<input type="checkbox"/>	Dept. & No.	<input type="text"/>	Requires approval of both departments and deans involved. Add lines at end of form for additional signatures.
<b>STOP EXISTING CROSS-LISTING</b>	<input type="checkbox"/>	Dept. & No.	<input type="text"/>	Requires notification of other department(s) and mutual agreement. Attach copy of email or memo.
<b>OTHER (specify)</b>	<input type="text"/>			

**3. COURSE FORMAT**

NOTE: Course hours may not be compressed into fewer than three days per credit. Any course compressed into fewer than six weeks must be approved by the college or school's curriculum council and the appropriate Faculty Senate curriculum committee. Furthermore, any core course compressed to less than six weeks must be approved by the core review committee.

COURSE FORMAT: (check all that apply)  1  2  3  4  5  6 weeks to full semester

OTHER FORMAT (specify all that apply)

Mode of delivery (specify lecture, field trips, labs, etc.)

4. **COURSE CLASSIFICATIONS:** (undergraduate courses only. Use approved criteria found on Page 10 & 17 of the manual. If justification is needed, attach on separate sheet.)

H = Humanities  S = Social Sciences

Will this course be used to fulfill a requirement for the baccalaureate core? YES  NO  X

IF YES\*, check which core requirements it could be used to fulfill:

O = Oral Intensive,  \*Format 6 also submitted  W = Writing Intensive,  \*Format 7 submitted  Natural Science,  \*Format 8 submitted

4.A **Is course content related to northern, arctic or circumpolar studies? If yes, a "snowflake" symbol will be added in the printed Catalog, and flagged in Banner.**

YES  NO

5. **COURSE REPEATABILITY:**

Is this course repeatable for credit? YES  NO  X

Justification: Indicate why the course can be repeated (for example, the course follows a different theme each time).

How many times may the course be repeated for credit?  TIMES

If the course can be repeated with variable credit, what is the maximum number of credit hours that may be earned for this course?  CREDITS

6. **COMPLETE CATALOG DESCRIPTION** including dept., number, title, credits, credit distribution, cross-listings and/or stacking, clearly showing the changes you want made. (Underline new wording ~~strike through old wording~~ and use complete catalog format including dept., number, title, credits and cross-listed and stacked.)

**Example of a complete description:**

PS F450 Comparative ~~Aberiginal~~ Indigenous Rights and Policies (s)  
3 Credits  
Offered As Demand Warrants  
~~Case-study~~ Comparative approach in ~~assessing Aberiginal~~ analyzing Indigenous rights and policies in different nation-state systems. ~~Seven Aberiginal situations~~ Multiple countries and specific policy developments examined for factors promoting or limiting self-determination. Prerequisites: Upper division standing or permission of instructor. (Cross-listed with ANS F450.) (3+0)

**DEVE F060 F100 Preparatory College Writing I**

3 Credits

Intensive basic work in the process of writing and revising paragraphs and short academic papers. Focus on basic sentence and paragraph structure, revision techniques, and basic critical reading in the academic context. ~~to improve one's writing skills~~. Prerequisites: Appropriate placement test scores or permission of instructor. (3+0)

7. **COMPLETE CATALOG DESCRIPTION AS IT SHOULD APPEAR AFTER ALL CHANGES ARE MADE:**

**DEVE F100 Preparatory College Writing I**

3 Credits

Intensive basic work in the process of writing and revising paragraphs and short academic papers. Focus on basic sentence and paragraph structure, revision techniques, and basic critical reading in the academic context. Prerequisites: Appropriate placement test scores or permission of instructor. (3+0)

8. **GRADING SYSTEM:** Specify only one.

LETTER:

PASS/FAIL:

9. **ESTIMATED IMPACT**

WHAT IMPACT, IF ANY, WILL THIS HAVE ON BUDGET, FACILITIES/SPACE, FACULTY, ETC.

None

10. **LIBRARY COLLECTIONS**

Have you contacted the library collection development officer (kljensen@alaska.edu, 474-6695) with regard to the adequacy of library/media collections, equipment, and services available for the proposed course? If so, give date of contact and resolution. If not, explain why not.

No

Yes

We already know they are adequate as this course has been in place for some time now.

11. **IMPACTS ON PROGRAMS/DEPTS:**

What programs/departments will be affected by this proposed action? Include information on the Programs/Departments contacted (e.g., email, memo)

Only DEVE is impacted.

12. **POSITIVE AND NEGATIVE IMPACTS**

Please specify **positive and negative** impacts on other courses, programs and departments resulting from the proposed action.

There are no impacts on courses, programs or departments outside of Developmental English.

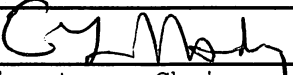
13. **JUSTIFICATION FOR ACTION REQUESTED**

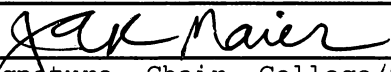
The purpose of the department and campus-wide curriculum committees is to scrutinize course change and new course applications to make sure that the quality of UAF education is not lowered as a result of the proposed change. Please address this in your response. This section needs to be self-explanatory. If you ask for a change in # of credits, explain why; are you increasing the amount of material covered in the class? If you drop a prerequisite, is it because the material is covered elsewhere? If course is changing to stacked (400/600), explain higher level of effort and performance required on part of students earning graduate credit. Use as much space as needed to fully justify the proposed change and explain what has been done to ensure that the quality of the course is not compromised as a result.

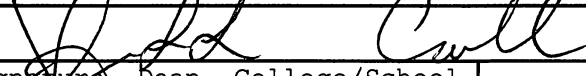
This course number change restores an earlier numbering system, when a similar course was offered as English 100, before the DEVE designator was established. Restoring this number will enable students to receive elective 100-level credit for taking this course, which is required for students based on their ACCUPLACER scores before they can take the core Written Communication sequence. Having this course at the 100 level will allow students to count the course as elective credit, which will encourage them to persist and succeed in the class, and go on to take and succeed in other Developmental English, English and core courses. This will especially benefit students in AA, AS, and BI programs.

This class, because of its intensive focus on the underlying structure and skills of writing and the compressed pace of the course, IS "college-level." This number change is consistent with other number changes being requested by the Department of Developmental Education.

**APPROVALS:** (Additional signature blocks may be added as necessary.)

	Date	2/27/13
Signature, Chair, Program/Department of:	Dev. Ed. (CRED)	

	Date	2/28/13
Signature, Chair, College/School Curriculum Council for:	CRED	

	Date	3/1/13
Signature, Dean, College/School of:	CRED	

Offerings above the level of approved programs must be approved in advance by the Provost.

Signature of Provost (if applicable)	Date	
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**ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE GOVERNANCE OFFICE.**

Signature, Chair Faculty Senate Review Committee:	___ Curriculum Review	___ GAAC
	___ Core Review	___ SADAC

**ADDITIONAL SIGNATURES:** (As needed for cross-listing and/or stacking; add more blocks as necessary.)

Signature, Chair, Program/Department of:	Date	
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Signature, Chair, College/School Curriculum Council for:	Date	
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Signature, Dean, College/School of:	Date	
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Note: If removing a cross-listing, attach copy of email or memo to indicate mutual agreement of this action by the affected department(s). If degree programs are affected, a Format 5 program change form must also be submitted.

**ATTACH COMPLETE SYLLABUS (as part of this application).**

The guidelines are online:

<http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures-/uaf-syllabus-requirements/>

The Faculty Senate curriculum committees will review the syllabus to ensure that each of the items listed below are included. If items are missing or unclear, the proposed course (or changes to it) may be denied.

**SYLLABUS CHECKLIST FOR ALL UAF COURSES**

During the first week of class, instructors will distribute a course syllabus. Although modifications may be made throughout the semester, this document will contain the following information (as applicable to the discipline):

**1. Course information:**

Title,  number,  credits,  prerequisites,  location,  meeting time  
(make sure that contact hours are in line with credits).

**2. Instructor (and if applicable, Teaching Assistant) information:**

Name,  office location,  office hours,  telephone,  email address.

**3. Course readings/materials:**

Course textbook title,  author,  edition/publisher.  
 Supplementary readings (indicate whether  required or  recommended) and  
 any supplies required.

**4. Course description:**

Content of the course and how it fits into the broader curriculum;  
 Expected proficiencies required to undertake the course, if applicable.  
 Inclusion of catalog description is *strongly* recommended, and  
 Description in syllabus must be consistent with catalog course description.

**5.  Course Goals (general), and (see #6)**

**6.  Student Learning Outcomes (more specific)**

**7. Instructional methods:**

Describe the teaching techniques (eg: lecture, case study, small group discussion, private instruction, studio instruction, values clarification, games, journal writing, use of Blackboard, audio/video conferencing, etc.).

**8. Course calendar:**

A schedule of class topics and assignments must be included. Be specific so that it is clear that the instructor has thought this through and will not be making it up on the fly (e.g. it is not adequate to say "lab". Instead, give each lab a title that describes its content). You may call the outline Tentative or Work in Progress to allow for modifications during the semester.

**9. Course policies:**

Specify course rules, including your policies on attendance, tardiness, class participation, make-up exams, and plagiarism/academic integrity.

**10. Evaluation:**

Specify how students will be evaluated,  what factors will be included,  their relative value, and  how they will be tabulated into grades (on a curve, absolute scores, etc.)  Publicize UAF regulations with regard to the grades of "C" and below as applicable to this course. (Not required in the syllabus, but may be a convenient way to publicize this.) Faculty Senate Meeting #171:  
<http://www.uaf.edu/uafgov/faculty-senate/meetings/2010-2011-meetings/#171>

**11. Support Services:**

Describe the student support services such as tutoring (local and/or regional) appropriate for the course.

**12. Disabilities Services:** Note that the phone# and location have been **updated**.

The Office of Disability Services implements the Americans with Disabilities Act (ADA), and ensures that UAF students have equal access to the campus and course materials.

State that you will work with the Office of Disabilities Services (208 WHITAKER BLDG, 474-5655) to provide reasonable accommodation to students with disabilities.

8/1/2012

# Preparatory College Writing I

Fall 2012 Syllabus  
DEVE F100, 3 credits

**Instructor:** Dana Greci  
**Office:** 508D Grue  
**E-mail:** dgreci@alaska.edu  
**Phone:** 474-5580

**Class Location:** Grue 309  
**Class Time:** TR 3:20 – 4:50 pm  
**Office Hours:** TR 1:00-3:00 p.m.  
and by appointment

## Required Text:

Checkett, Lawrence & Feng-Checkett, Gayle. *The Write Start with Readings—Sentences to Paragraphs. Third Edition.* NY: Pearson Longman, 2008.

## Course Description:

Intensive basic work in the process of writing and revising paragraphs and short academic papers. Focus on basic sentence and paragraph structure, revision techniques, and basic critical reading in the academic context. Prerequisites: Appropriate placement test scores or permission of instructor.

## Course Goals:

At the completion of this course, you will be able to write and revise paragraphs using a number of rhetorical techniques and will be introduced to how to write a brief essay. You will be able to identify where and how writers are using the techniques we are learning and use this understanding to develop your own paragraphs and essay. This course prepares students for entrance into Preparatory College Writing II (DEVE F070).

## Course Objectives:

By the end of the course you will be able to:

- Write topic sentences including a topic and controlling idea (paragraphs, essay)
- Write support sentences (paragraphs, essay)
- Write first drafts (paragraphs, essay)
- Use revision techniques to write a second draft (paragraphs, essay)
- Identify the parts of speech in simple sentences (grammar quizzes)
- Find the subject and complete verb in simple sentences (grammar quizzes)
- Write compound sentences using coordinators (grammar quizzes, paragraphs, essay)
- Write complex sentences using subordinators (grammar quizzes, paragraphs, essay)
- Identify topic sentences, including topic and controlling idea (readings, peer reviews)
- Identify support sentences (readings, peer reviews)
- Identify transitional expressions (readings, peer reviews)
- Identify writing strategies in use (readings, peer reviews)
- Use paragraphs as models of writing strategies and basic paragraph structure (paragraphs)

## Grading Standard and Evaluations:

100-90, A:	89-80, B:	79-70, C:	69-60, D:	59 or less, F
4 Paragraphs				50%
11 Peer Reviews				20%
4 Grammar Quizzes				15%

1 Essay

15%

**Instructional Methods:**

This course teaches students through lectures, instructor-led discussions, writing practice, and peer review. Students are expected to complete required reading assignments and written homework prior to each class meeting.

**Paragraphs**

The paragraph assignments are the heart of the course. The first one focuses on learning the paragraph writing process, including topic sentences, working outline, support sentences, first draft, peer review, and final draft. The other three paragraph assignments take you through the same process, while introducing process, comparison and contrast, and definition paragraph-writing. Each paragraph will be at least 150-250 words and will be required to go through two peer reviews before the final draft. Paragraphs are given letter grades and can be handed in within two class periods if you had an excused absence on the day they were given.

**Peer Reviews**

You will be guided with questions to look at in your peer reviews of each others' paragraphs and essay, to help you learn skills in developing content, organization, voice, sentence structure, and proofreading skills. Peer Reviews are graded by how many you complete; for you to receive a grade of "pass," your peer reviewer must answer all the questions provided. Peer Reviews can be made up by getting a session with a Writing Center tutor within two class periods if you had an excused absence on the day they were given.

- 10 or more    A
- 9 or more    B
- 7 or more    C
- 5 or more    D

**Grammar Quizzes**

The first two grammar quizzes will test how well you have mastered the parts of speech we will have studied. The second two will focus on your understanding of sentence structures we will have studied. Quizzes are given letter grades and can be made up within two class periods if you had an excused absence on the day they were given.

**Essay**

This assignment will be an introduction to college essay structure. Like the paragraph assignments, the structure will be taught and practiced in stages, starting with establishing a topic, audience and purpose, brainstorming and pre-writing strategies, writing the thesis and introductory paragraph, developing the body paragraphs, and writing a conclusion. The introduction, body and conclusion will each go through a peer review, followed by a final draft to be turned in during finals week. The essay will be at least 250-350 words, will be given a letter grade, and can be handed in by the end of finals week if you had an excused absence on the day it was due.

**Course Schedule:**

**Week 1**

Sept. 5<sup>th</sup> : Introduction to the Course & Elements of Good Writing

**Week 2**

Sept. 10<sup>th</sup> : The Paragraph: The Topic Sentence & Support Sentences  
Nouns

Assignment: Read ch. 13 “The Paragraph” (pp. 131-137)

Sept 12<sup>th</sup> : Assignment: Turn in Topic Sentence & Support Sentences  
In class assignment: Peer Review

**Week 3**

Sept. 17<sup>th</sup> : The Paragraph: The Working Outline & The First Draft  
Pronouns

Assignment: Read ch. 13 “The Paragraph” (pp. 138-141)

Sept. 19<sup>th</sup> : Peer Review of First Draft  
Assignment: Turn in Working Outline & First Draft  
In class assignment: Peer Review

**Week 4**

Sept 24<sup>th</sup> : The Paragraph: Revising the First Draft & Proofreading  
Verbs

Assignment: Read ch. 3 “The Paragraph” (pp. 141-149)

Sept. 26<sup>th</sup> : Grammar Quiz—nouns, pronouns, verbs  
Assignment: Turn in Second Draft

**Week 5**

Oct. 1<sup>st</sup> : The Process Paragraph  
Adjectives  
Assignment: Read ch. 18 “Process” (pp. 212-214) & “How To Become a  
Successful Student” (pp. 446-447)

Oct. 3<sup>rd</sup> : Assignment: Turn in Topic Sentence & Support Sentences  
In class assignment: Peer Review

**Week 6**

Oct. 8<sup>th</sup> : The Process Paragraph (continued)  
Adverbs  
Assignment: Read ch. 18 “Process” (pp. 216-223)

Oct. 10<sup>th</sup> : Assignment: Turn in Working Outline & First Draft  
In class assignment: Peer Review

**Week 7**

Oct. 15<sup>th</sup> : Conjunctions

Oct. 17<sup>th</sup> : Assignment: Turn in Second Draft of Process Paragraph

**Week 8**



Oct. 22<sup>nd</sup> : The Comparison & Contrast Paragraph  
Prepositions  
Assignment: Read ch. 19 “Comparison & Contrast” (pp. 226-231) & “Grant and Lee: A Study in Contrasts (pp. 448-450)

Oct. 24<sup>th</sup> : Assignment: Turn in Topic Sentence & Support Sentences  
In class assignment: Peer Review  
Grammar Quiz-adjectives, adverbs, conjunctions, prepositions

**Week 9**

Oct. 29<sup>th</sup> : The Comparison & Contrast Paragraph (continued)  
The Simple Sentence & Independent Clause  
Assignment: Read ch. 19 “Comparison & Contrast” (pp. 232-241)

Oct. 31<sup>st</sup> : Assignment: Turn in Working Outline & First Draft  
In class assignment: Peer Review

**Week 10**

Nov. 5<sup>th</sup> : Linking Independent Clauses Using the Comma and Coordinators

Nov. 7<sup>th</sup> : Assignment: Turn in Second Draft of Comparison & Contrast Paragraph

**Week 11**

Nov. 12<sup>th</sup> : The Definition Paragraph  
The Dependent Clause  
Assignment: Read ch. 20 “Definition” (pp. 243-252) & “What is Success?”  
(pp. 462-464)

Nov. 14<sup>th</sup> : Assignment: Turn in Topic Sentence, Support Sentences & Working Outline  
In class assignment: Peer Review  
Grammar Quiz-linking independent clauses

**Week 12**

Nov. 19<sup>th</sup> : The Definition Paragraph (continued)  
More Practice with Coordinators and Dependent Clauses

Nov. 21<sup>st</sup> : Assignment: Turn in First Draft  
In class assignment: Peer Review  
Grammar Quiz-combining independent clauses & using the dependent clause

**Week 13**

Nov. 26<sup>th</sup> : The Essay  
Assignment: Read ch. 22 “The Essay” (pp. 281-288)

Nov. 28<sup>th</sup> : Assignment: Turn in Introductory Paragraph First Draft  
In class assignment: Peer Review

**Week 14**

Dec. 3<sup>rd</sup> : The Essay  
Assignment: Read ch. 22 “The Essay” (pp. 289- 293) & “Sample Student Essay”  
(pp. 294-300)

Dec. 5<sup>th</sup> : Assignment: Turn in Body Paragraphs First Draft  
In class assignment: Peer Review

### **Week 15**

Dec. 10<sup>th</sup> : The Essay  
Assignment: Read ch. 22 “The Essay” (pp. 293-294)

Dec. 12<sup>th</sup> : Assignment: Turn in Concluding Paragraph First Draft  
In class assignment: Peer Review

**Finals Week** Assignment: Turn in Essay Second Draft

### **Course Policies:**

#### **Attendance, Tardiness, and Participation:**

Attendance is crucial to the learning process. You are expected to be well-prepared and actively involved during every class. You are allowed to miss 2 classes without penalty; each subsequent absence will lower your final grade by five percent. Arriving more than 30 minutes late will count as an absence.

#### **Late Assignment Policy**

All assignments must be turned in at the beginning of the class period the day they are due. Late assignments will lose one letter grade and will not be accepted after one class period. Assignments will be accepted late without penalty ONLY if you make prior arrangements.

### **Plagiarism:**

Plagiarism involves presenting another person’s ideas or writing as your own. It is dishonest, and in many people’s eyes, it is the same as stealing. Anyone doing so cheats him or herself of learning and will fail this course. As you perform research or other tasks for this class, please ask me any questions you may have about whether the work you are doing risks becoming plagiarism. You will face no penalty for asking a question before you submit your work.

### **Disabilities:**

Disabilities services provides services for students with documented disabilities to ensure equal access to educational opportunity. Call 474-7043, or see me for more information.