

with faculty posted

179-UCCH

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FORMAT 2

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	DEVE	Course #	F070	No. of Credits	3
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COURSE TITLE	Preparatory College Writing II
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2. ACTION DESIRED: Check the changes to be made to the existing course.

Change Course	<input checked="" type="checkbox"/>	If Change, indicate below what is changing.	Drop Course	<input type="checkbox"/>
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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="checkbox"/>	COURSE CLASSIFICATION	<input type="checkbox"/>
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STACKED (400/600) Include syllabi.	<input type="checkbox"/>	Dept.	<input type="checkbox"/>	Course #	<input type="checkbox"/>
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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.

ADD NEW CROSS-LISTING	<input type="checkbox"/>	Dept. & No.	<input type="checkbox"/>	Requires approval of both departments and deans involved. Add lines at end of form for additional signatures.
STOP EXISTING CROSS-LISTING	<input type="checkbox"/>	Dept. & No.	<input type="checkbox"/>	Requires notification of other department(s) and mutual agreement. Attach copy of email or memo.
OTHER (specify)	<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 <u>all</u> that apply)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input checked="" type="checkbox"/> 6 weeks to full semester
OTHER FORMAT (specify all that apply)	<input type="text"/>					
Mode of delivery (specify lecture, field trips, labs, etc.)	<input type="text"/>					

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, W = Writing Intensive, Natural Science,
*Format 6 also submitted *Format 7 submitted *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

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 to 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 ~~F070~~ F104 Preparatory College Writing II

3 Credits

~~Instruction in writing to improve students' fluency, accuracy and communication skills. Intensive intermediate work in the process of writing and revising short academic papers. Further focus on basic sentence and paragraph structure, major revision techniques, and basic critical reading in the academic context. Preparation for ENGL F111X. Also available via e-Learning and Distance Education.~~ 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 F104 Preparatory College Writing II

3 Credits

Intensive intermediate work in the process of writing and revising short academic papers. Focus on complex sentence and paragraph structure, major revision techniques, and critical reading in the academic context. Preparation for ENGL F111X. 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

X

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**

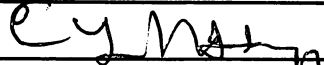
The purpose of the department and campus-wide curriculum committees is to scrutinize course change and new course applications to make sure that the quality of UAF education is not lowered as a result of the proposed change. Please address this in your response. This section needs to be self-explanatory. 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.

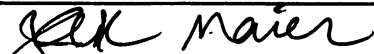
This course number change follows along with the change of DEVE 060 to DEVE 100. This course was once offered as English 100, before the DEVE designator was established, and covered the material now offered in DEVE 060 (100) and DEVE 070 (104) but in less depth.. Changing this number to DEVE 104 will 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.


Currently, students on rural campuses who want 100-level credit for developmental writing take DEVS 104, which has an intentionally flexible course description. DEVS 104 is not currently part of the testing and placement pathway for Developmental English students, and moving the course number from DEVE 070 to DEVE 104 will give students a clearer path towards English 111X placement. DEVS 104 can then be used for special University Communication topics outside of the DEVE sequence. This change will especially benefit students in AA, AS, and BI programs, as well as those in AAS and Certificate 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:	Den Gr (CRCD)	

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

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

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

	Date	
Signature of Provost (if applicable)		

ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE GOVERNANCE OFFICE.

	Date	
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.)

	Date	
Signature, Chair, Program/Department of:		

	Date	
Signature, Chair, College/School Curriculum Council for:		

	Date	
Signature, Dean, College/School of:		

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.

Preparatory College Writing II

DEVE F104 (3 credits)

Fall 2012 Syllabus

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

Class Location: Grue 309
Class Time: TR 5:20 – 6:50 pm
Office Hours: TR 3:00-5:00 p.m.
and by appointment

Required Text:

Fawcett, Susan. *Grassroots with Readings: The Writer's Workbook. 10th Edition.* MA: Wadsworth/Cengage Learning, 2012.

Course Description:

Intensive intermediate work in the process of writing and revising short academic papers. Focus on complex sentence and paragraph structure, major revision techniques, and critical reading in the academic context. Preparation for ENGL F111X. Prerequisites: Appropriate placement test scores or permission of instructor. (3+0)

Course Goals:

At the end of this course you will be able to write and revise short academic essays. You will be able to write complex sentences and paragraphs to develop your essays. You will be able to identify the main idea, topic sentences and writing strategies in use in short essays and use those essays as models to help you develop your own. This course prepares students for entrance into English 111x.

Course Objectives:

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

- Choose a topic, audience, and purpose for each essay you write (essays, peer reviews, reflective assignments)
- Use prewriting activities to brainstorm and develop ideas (essays, peer reviews, reflective assignments)
- Use basic skills for writing a thesis statement (essays, peer reviews, reflective assignments)
- Use basic skills for organizing ideas (essays, peer reviews, reflective assignments)
- Use basic introduction and conclusion writing skills (essays)
- Recognize and fix run-ons and comma splices (all assignments)
- Write compound sentences using semicolons and conjunctive adverbs (all assignments)
- Write sentences using relative pronouns and –ING modifiers (all assignments)
- Write with varied sentence structure (all assignments)
- Identify the main idea in essays 2-3 pages in length (reading responses)
- Identify the topic sentences in the body of essays 2-3 pages in length (reading responses)
- Identify the writing strategies in use in essays 2-3 pages in length (reading responses)
- Use the readings as models of writing strategies and basic essay structure (reading responses, essays, peer reviews, reflective assignments)

Grading Standard and Evaluations:

100-90, A: 89-80, B; 79-70, C; 69-60, D; 59 or less, F	
4 Essays	40%
4 Peer Reviews	10%
4 Reflective Assignments	10%
9 Grassroots Chapter Reviews	20%
9 Reading Responses	20%

Essays

The essay assignments are the heart of the course. Focused on four different areas of college study (Language & Education, Science & Technology, Society, and Popular Culture & Media), the essay assignments will give you a chance to explore the varying writing strategies used to investigate these areas of study. Each essay assignment includes a required first draft and final draft. The first draft is followed by a peer review, and the final draft is followed by a reflective assignment. First drafts are given grades of check, check minus, check plus or no credit. Final drafts are given letter grades and must be a minimum of 500-750 words long.

Peer Reviews

You are required to get four peer reviews this semester in which someone critiques your writing at the first draft stage. We will do peer reviews in class on the days when first drafts are due; I will provide questions to help focus your peer reviews on the writing issues at hand in each essay assignment. To get credit for a peer review, your partner must answer all the questions provided. If you miss class due to an excused absence, you may make up your peer review by going to the Writing Center for a tutoring session regarding your essay within two class periods. Peer Reviews are given letter grades.

Reflective Assignments

You are also required to write four reflective assignments in which you will closely examine your writing process at the end of writing each essay. I will guide you to help you understand some of the types of reflection available to you, but you will also have room to explore as you wish. A thorough reflective assignment will be at least 250 words long. We will do reflective assignments in class on the days when final drafts are due. If you miss class due to an excused absence, you may make up your reflective writing assignments at home within two class periods. Reflective assignments are given letter grades.

Grassroots Chapter Reviews

We will study writing conventions and sentence structure in class. For each topic we study, you are required to complete a Chapter Review from your Grassroots Reader. We will study how to write with consistent verb tense and consistent person, how to fix run-ons & comma splices, and how to develop sentences using semicolons, conjunctive adverbs, -ing modifiers, relative pronouns, and two topics of your choice. Chapter Reviews may be turned in up to two class period late if you have an excused reason for lateness. Chapter Reviews are given letter grades.

Reading Responses

The readings for this class will be given to you in a reading packet the first week of class. They will also be posted on Blackboard. Readings are listed in the course schedule **on the day they are due**. On those days, you will be required to complete a reading response in class in which I will ask you questions about the content and writing strategies of the readings; you will also be asked to

make connections between the readings and your own life and thoughts on the topics at hand, and on how the readings relate to the essay you are writing at that time. Reading responses may be made up at home within two class periods if you have an excused absence on the day they are done in class. Reading Responses must exhibit comprehension of the reading and a strong ability to reflect on its meaning and writing strategies. They are given letter grades.

Course Schedule:

Week 1

August 30th: Course Introduction, Writing Sample

Week 2

Sept. 4th: Course Introduction continued, Time Management

Sept 6th: Start Essay 1 – Writing about Language & Education

Week 3

Sept. 11th: Moving from Paragraph to Essay
Assignment: Read “A Homemade Education”
In class assignment: Reading Response 1

Sept. 13th: Assignment: Essay 1 First Draft
In class assignment: Peer Review 1

Week 4

Sept 18th: Proofreading
Assignment: Read “Superman and Me”
In class assignment: Reading Response 2

Sept 20th: Consistent Tense
Assignment: Consistent Tense Chapter Review (Grassroots)

Week 5

Sept. 25th: Consistent Person
Assignment: Consistent Person Chapter Review (Grassroots)

Sept. 27th: Start Essay 2 – Writing about Science & Technology
Assignment: Essay 1 Final Draft
In class assignment: Reflective Assignment 1

Week 6

Oct. 2nd: Writing Introductions
Assignment: Read “Don’t Impede Medical Progress”
Reading Response 3

Oct. 4th: Assignment: Essay 2 First Draft
In class assignment: Peer Review 2

Week 7

- Oct. 9th : Writing Conclusions
Assignment: Read “The Plot Against People”
Reading Response 4
- Oct. 11th : Avoiding Run-ons & Comma Splices
Assignment: Avoiding Run-ons & Comma Splices Chapter Review (Grassroots)

Week 8

- Oct. 16th : Semicolons & Conjunctive Adverbs
Assignment: Semicolons & Conjunctive Adverbs Chapter Review (Grassroots)
- Oct. 18th : Assignment: Essay 2 Final Draft
In class assignment: Reflective Assignment 2

Week 9

- Oct. 23rd : -ING Modifiers
Assignment: -ING Modifiers Chapter Review (Grassroots)
- Oct. 25th : Start Essay 3 – Writing about Society

Week 10

- Oct. 30th : Avoiding Plagiarism & Using Basic Citations
Assignment: Read “Living on Tokyo Time”
In class assignment: Reading Response 5
- Nov. 1st : Assignment: Essay 3 First Draft
In class assignment: Peer Review 3

Week 11

- Nov. 6th : Avoiding Plagiarism & Using Basic Citations (continued)
Assignment: Read “Playing House”
In class assignment: Reading Response 6
- Nov. 8th : Relative Pronouns
Assignment: Relative Pronouns Chapter Review (Grassroots)

Week 12

- Nov. 13th : Assignment: Your choice of Chapter Review (Grassroots)
- Nov. 15th : Start Essay 4 – Writing about Popular Culture & The Media
Assignment: Essay 3 Final Draft
In class assignment: Reflective Assignment 3

Week 13

- Nov. 20th : Assignment: Read: “When Here Sees There”
In class assignment: Reading Response 7
- Nov. 22nd : **No Class - Thanksgiving**

Week 14

Nov. 27th : Assignment: Read “World and America Watching Different Wars”
In class assignment: Reading Response 8

Nov. 29th : Assignment: Essay 4 First Draft
In class assignment: Peer Review 4

Week 15

Dec. 4th : Assignment: Your choice of Chapter Review (Grassroots)
In class assignment: Proofreading Revisited

Dec. 6th : Assignment: Read “Why English Professors Love Country Music”
In class assignment: Reading Response 9

Finals Week:

Dec. 11th : Assignment: Essay 4 Final Draft
In class assignment: Reflective Assignment 4

Course Policies:

Attendance, Tardiness, and Participation:

Attendance is crucial to the learning process. Students 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 the student makes 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.