

Submit original with signatures + 1 copy + electronic copy to Faculty Senate (Box 7500).
See <http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures/> for a complete description of the rules governing curriculum & course changes.

TRIAL COURSE OR NEW COURSE PROPOSAL

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. ACTION DESIRED
(CHECK ONE): Trial Course ☐ New Course ☒

2. COURSE IDENTIFICATION: Dept **WRTG** Course # **F090** No. of Credits **4**

Justify upper/lower division status & number of credits:

This course is 4 credits because it integrates content from both reading and writing courses. This course has been developed to meet the criteria developed in the statewide alignment of Developmental English and English.

3. PROPOSED COURSE TITLE: Writing & Reading Strategies

4. To be CROSS LISTED?
YES/NO ☒ no If yes, Dept: Course #

NOTE: Cross-listing requires approval of both departments and deans involved. Add lines at end of form for additional required signatures.

5. To be STACKED?
YES/NO ☒ no If yes, Dept: Course #

How will the two course levels differ from each other? How will each be taught at the appropriate level?:

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.

6. FREQUENCY OF OFFERING: Fall, Spring, Summer as demand warrants
Fall, Spring, Summer (Every, or Even-numbered Years, or Odd-numbered Years) — or As Demand Warrants

7. SEMESTER & YEAR OF FIRST OFFERING (AY2013-14 if approved by 3/1/2013; otherwise AY2014-15) ~~Spring 2016~~ Fall 2017 per system alignment

8. 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. 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)

Mode of delivery (specify lecture, field trips, labs, etc) Lecture/Discussion

9. CONTACT HOURS PER WEEK:**4/
wk**LECTURE
hours/weeksLAB
hours/weekPRACTICUM
hours/week

Note: # of credits are based on contact hours. 800 minutes of lecture=1 credit. 2400 minutes of lab in a science course=1 credit. 1600 minutes in non-science lab=1 credit. 2400-4800 minutes of practicum=1 credit. 2400-8000 minutes of internship=1 credit. This must match with the syllabus. See <http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures-guidelines-for-computing/> for more information on number of credits.

OTHER HOURS (specify type) **10. COMPLETE CATALOG DESCRIPTION including dept., number, title, credits, credit distribution, cross-listings and/or stacking (50 words or less if possible):***Example of a complete description:***FISH F487 W, O Fisheries Management****3 Credits Offered Spring**

Theory and practice of fisheries management, with an emphasis on strategies utilized for the management of freshwater and marine fisheries. *Prerequisites:* COMM F131X or COMM F141X; ENGL F111X; ENGL F211X or ENGL F213X; ENGL F414; FISH F425; or permission of instructor. Cross-listed with NRM F487. (3+0)

WRTG 090 Writing and Reading Strategies**4 credits Offered Fall, Spring, Summer as demand warrants**

Develops college writing and reading strategies. Reviews sentence and paragraph structure as part of the development of essays. Emphasizes revision techniques for essays and critical reading in academic contexts. A C or higher in this course qualifies students for WRTG 110. On completing this course students may retake Accuplacer for placement into WRTG 111x. Prerequisites: Appropriate placement test scores, or C or higher in WRTG 080, or DEVE 060 and DEVS 052. (4-0)

11. COURSE CLASSIFICATIONS: Undergraduate courses only. Consult with CLA Curriculum Council to apply S or H classification appropriately; otherwise leave fields blank.H = Humanities S = Social Sciences

Will this course be used to fulfill a requirement for the baccalaureate core? **If YES, attach form.**

YES: **NO:** **X**

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

O = Oral Intensive, **Format 6** W = Writing Intensive, **Format 7** X = Baccalaureate Core **11.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** **12. 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 for credit, what is the maximum number of credit hours that may be earned for this course?

CREDITS

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**13. GRADING SYSTEM:** Specify only one. Note: Changing the grading system for a course later on constitutes a Major Course Change – Format 2 form.**LETTER:****PASS/FAIL:**

RESTRICTIONS ON ENROLLMENT (if any)

14. PREREQUISITES

Appropriate placement test scores, C or better in DEVE 060/DEVS 052, or WRTG 080.

These will be *required* before the student is allowed to enroll in the course.

15. SPECIAL RESTRICTIONS, CONDITIONS

none

16. PROPOSED COURSE FEES

\$25

Has a memo been submitted through your dean to the Provost for fee approval?

Yes/No

yes

17. PREVIOUS HISTORY

Has the course been offered as special topics or trial course previously?

Yes/No

yes

If yes, give semester, year, course #, etc.:

Spring and Fall 2015 as DEVE 193

18. ESTIMATED IMPACT

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

Students will be able to meet their reading and writing placement requirements in four credits rather than in six (two 3-credit classes) as this will replace both Preparatory College Writing II (DEVE 104) and Preparatory College Writing III (DEVS 105).

19. 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

Reading and writing courses were already offered at this level.

20. 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)

This is in response to the statewide alignment of Developmental English and English classes. The change from DEVE, DEVS and ENGL designators to WRTG was agreed to during this process. All classes in the writing sequence will have the WRTG designator; however, all WRTG classes below 111 will be housed in the Department of Developmental Education.

21. POSITIVE AND NEGATIVE IMPACTS

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

There's not an impact on other courses, programs or departments, but there is a positive impact on students in that studying reading and writing together accelerates their learning process in both.

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. Use as much space as needed to fully justify the proposed course.

The statewide agreement in Fall 2014 to use a combined writing and reading score to place students and the subsequent statewide alignment of classes created the need for this course, which combines elements of DEVE 104, Preparatory College Writing I, and DEVS 105, Academic Reading for College, and compresses the 6-credits ordinarily needed to take these two courses into one 4 credit course. This new course uses the concept of accelerated learning to allow students to move through these important requirements more efficiently.

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APPROVALS: Add additional signature lines as needed.

	Date
Signature, Chair, Program/Department of:	9/18/15

	Date
Signature, Chair, College/School Curriculum Council for:	10/1/15

CRED Academic Council

	Date
Signature, Dean, College/School of:	10/2/15

CRED

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

	Date
Signature of Provost (if above level of approved programs)	

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

WRTG 090 DEVE

Writing & Reading Strategies

WRTG 090 (4 credits)

Instructor: Dana Greci
Office: 509E Gruening
E-mail: dgreci@alaska.edu
Phone: 474-5580

Class Location: Moore Hall, Rm. 107
Class Time: MW 11:45-12:45, TR 11:30-12:30 a.m.
Office Hours: MWF 2-3 p.m.

Required Textbook:

In Tandem: College Reading and Writing. Deanna and David Spears. McGraw Hill, 2008.
ISBN: 978-0-07-338570-9. Student Edition.

Course Description

Develops college writing and reading strategies. Reviews sentence and paragraph structure as part of the development of essays. Emphasizes revision techniques for essays and critical reading in academic contexts. A C or higher in this course qualifies students for WRTG 110. On completing this course students may retake Accuplacer for placement into WRTG 111x. Prerequisites: Appropriate placement test scores, or C or higher in WRTG 080, or DEVE 060 and DEVS 052. (4-0)

WRTG 090 is a course in college writing and reading strategies. Building on the sentence and paragraph level work done in WRTG 080 or DEVE 060 and DEVS 052, it includes work on writing and revising essays. The course focuses on complex sentence and paragraph structure, essay revision techniques, and critical reading skills. It emphasizes reading and study skills that increase comprehension of written materials typically encountered in college courses, such as textbooks, websites, research articles, etc. A C or higher in this course qualifies students for WRTG 110. On completing this course students may retake Accuplacer for placement into WRTG 111x. Prerequisites: Appropriate placement test scores; C or higher in WRTG 080; or C or higher in DEVE 060 and DEVS 052. (4-0)

Course Goals

At the end of this course students will be able to write and revise short academic essays. They will be able to write complex sentences and paragraphs to develop their essays. They will be able to identify the main idea, topic sentences, details, and writing strategies in short essays, and use those essays as models to help them develop their own. Students will know how to read and think actively, recognize organizational patterns, make inferences, read critically, and organize ideas. They will develop responsibility, self-reflection, curiosity, creativity, and persistence, which aid them in development of academic literacy.

Learning Objectives:	Assessment Tools:
Students will be able to:	
write pieces of approximately 3-5 pages in length on one topic; produce a variety of additional writing using different formats and rhetorical strategies	writing samples, essays, peer reviews, journals
use essays as models of writing strategies	essays, journals

and basic essay structure	
use a variety of modes to draft and revise essays of varying length, increasingly deliberately, effectively, and precisely	writing samples, essays, peer reviews
write for different purposes, contexts, and audiences	essays, peer reviews
use prewriting activities to brainstorm and develop ideas, a thesis statement, organization, plan, introduction, and conclusion	essays, peer reviews
use basic revision techniques for content, voice, organization, word choice and grammar	essays, peer reviews
identify the main idea, the topic sentences, and the writing strategies in use (e.g. narration, description, process, etc.) in essays of a variety of length	journals
use the computer skills needed for ENGL 111x	essays
read actively	journals
identify the author's purpose, thesis, main ideas, supporting details, patterns of organization, and transitions in readings of 3-5 pages	journals
make accurate inferences	journals
organize, comprehend and remember ideas	journals
use strategies to read across disciplines	journals
recognize the vocabulary needed for college-level courses	journals

Grading Standard and Evaluations:

100-90, A; 89-80, B; 79-70, C; 69-60, D; 59 or less, F

Reflective Assignments	5%
Essays	40%
Peer Reviews	10%
Summary	5%
Journals	40%

Attendance, Tardiness, and Participation:

Attendance is vital to success in the class. Students are expected to be well-prepared and actively involved during every class. This means they will have their textbook and written work with them, along with a notebook and pen or pencil. They are allowed 6 unexcused absences without penalty; each subsequent absence will lower a student's final grade by 1/3 of a letter grade (e.g., B+ becomes B). Late arrivals add up to become absences.

Reflective Assignments

Students will be asked to write two, take-home, reflective essays approximately 1-2 pages in length on their experience as a writer, one at the beginning of the semester and one at the end. Questions will be provided to help students investigate that experience. These are graded pass/fail.

Essays

Students will write four essays this semester. Each essay will explore a different topic and will involve the student in using three or more modes of writing (description, narration, analysis, etc.) to develop the essay. Each essay will involve pre-writing, a rough draft, peer review, and final draft in order to develop the thesis, main ideas, supporting details, and pattern of organization. Students will work on developing content, organization, voice and grammar in their writing.

All essay assignments include a first and final draft. First drafts are graded using a “check” system which affects their grade for the final draft:

- Check-plus: Brings up a student’s grade on final draft (add 5 points)
- Check: Grade on final draft doesn’t change
- Check-minus: Brings down a student’s grade on final draft unless student does a third draft (subtract 5 points)

Second drafts are given a letter grade. If no first draft is turned in, the student loses a whole letter grade for the assignment.

Peer Reviews

In peer reviews students will reflect on their own and each other’s writing. I will provide questions that reflect the requirements for each type of essay so that students can use them to reflect on the criteria of the assignment. Peer reviews require students to show awareness of their choices regarding topic, thesis, topic sentences, paragraphs, introductions and conclusions. Peer reviews demonstrate that students understand and are putting to use the criteria of each essay assignment. Peer reviews are pass/fail.

Summary

Students will write one formal summary of an essay or book chapter assigned by the instructor this semester. This summary will demonstrate that they can identify the author’s purpose, thesis, main ideas, supporting details, patterns of organization. It will receive a letter grade.

Journals

Journal assignments will be given weekly in class. In these assignments, students will practice and demonstrate that they know how to use new vocabulary, paraphrase, summarize, reflect, question, and other forms of written interaction with the readings. Journal assignments will be given out in advance and are due on the day that readings are due. Journal assignments are graded pass/fail.

Academic Honesty and Plagiarism:

Plagiarism is stealing another writer’s work or ideas and passing them off as your own. This occurs when copying the language, phrasing, structure, or specific ideas of others and presenting them as your own. It includes improperly citing sources, purchasing papers, using internet essays, cutting and pasting other people’s writing into your own without citations, and having someone else write your papers. Even paraphrased ideas that belong to others must be cited—always give credit where credit is due. **Plagiarism of any kind, for any work in this class, may**

result in the failure of this entire course.

Disabilities:

Disabilities Services, located at the Center for Health and Counseling, provides services for students with documented disabilities to ensure equal access to educational opportunities. Call 474-5655, visit Whitaker room 208, or see me to get more information.

Student Support:

Students are encouraged to visit either the Reading and Writing Skills Lab or the Writing Center for encouragement and support for this class. The Skills Lab is open five days a week in Rasmuson Library Room 407. It is open Mon/Wed 1-5 p.m., Tue/Thu 1-4 p.m., and Fri 1-3 p.m. The Writing Center is open 10-4 and 7-10 Mon through Thur, 10-1 on Fri, and 1-6 p.m. on Sun.

Course Schedule:

Week 1

Jan 14 Course Introduction: Linking Reading and Writing
Pick up Pre-course Reflection Assignment

Week 2

Jan 18 Alaska Civil Rights Day. No class.

Jan 19 Read "Finding the Main Idea and Writer's Purpose," pp. 41-47
Pre-Course Reflection Assignment due

Jan 20 Read "The Conveyor Belt Ladies," pp. 62-65
Main Idea & Purpose Practice Activities

Jan 21 Subjects

Week 3

Jan 25 Read "Writing About Personal Experience," pp. 87-91
Pick up Essay 1 Assignment.

Jan 26 Read "Refugee's Journey," pp. 68-73

Jan 27 Action and Linking Verbs

Jan 28 **Essay 1, Draft 1 due**
Peer Review 1

Week 4

Feb 1 Read "Acquiring New Vocabulary," pp. 95-108

Feb 2 Read "The New Orleans That Was," pp. 140-145
Journal 1 due

Feb 3 Helping Verbs

Feb 4	New Vocabulary Practice Activities
<u>Week 5</u>	
Feb 8	Essay 1, Draft 2 due Read “Writing a Profile: Examining Personal Attributes,” pp. 154-157 Pick up Essay 2 Assignment
Feb 9	Read “Three Photographs for Analysis,” pp. 150-153 Journal 2 due
Feb 10	Avoiding Sentence Fragments
Feb 11	Essay 2, Draft 1 due Peer Review 2
<u>Week 6</u>	
Feb 15	Essay 2, Draft 2 due Read “Learning to Annotate,” pp. 161-165
Feb 16	Read “How Mr. Dewey Aprimal Saved my Life,” pp. 180-185 Journal 3 due
Feb 17	Coordination
Feb 18	Annotation Practice Activities
<u>Week 7</u>	
Feb 22	Read “Writing Paragraphs and Summaries,” pp. 227-234
Feb 23	Read “Cells,” pp. 204-206 Journal 4 due
Feb 24	Semicolons
Feb 25	Paraphrase and Summary Assignment due
<u>Week 8</u>	
Feb 29	Read “Making Inferences and Seeing Connections,” pp. 243-251
Mar 1	Read “Facing Up to the Ultimate Taboo—Failure,” pp. 284-286 Journal 5 due
Mar 2	Conjunctive Adverbs
Mar 3	Inferences and Connections Practice Activities
<u>Week 9</u>	
Mar 7	Read “Writing an Analysis & Synthesis Essay,” pp. 332-343 Writing an Analysis Essay/Essay 3 Assignment
Mar 8	Read “Sugar,” pp. 55-58

Journal 6 due

Mar 9 Subordinating Conjunctions

Mar 10 **Essay 3, Draft 1 due**
Peer Review 3

Spring Break. March 14-18

Week 10

Mar 21 Read “Recognizing Common Patterns of Development,” pp. 355-366

Mar 22 Read “Analyzing Advertisements,” pp. 420-422
Journal 7 due

Mar 23 Avoiding Run-ons & Comma Splices

Mar 24 Patterns of Development Practice Activities

Week 11

Mar 28 **Essay 3, Draft 2 due**
Read “Writing Comparison and Contrast Essays,” pp. 423-428
Pick up Essay 4 Assignment

Mar 29 Read “What’s Love Got to do with It?” pp. 394-398
Journal 8 due

Mar 30 Sentence Skills Review and Practice

Mar 31 **Essay 4, Draft 1 due**
Peer Review 4

Week 12

Apr 4 Read “Identifying Transitional Elements,” pp. 437-448

Apr 5 Read “Long Walk to Freedom,” pp. 477-482
Journal 9 due

Apr 6 Sentence Skills Review and Practice

Apr 7 Transitional Elements Practice Activities

Week 13

Apr 11 **Essay 4, Draft 2 due**

Apr 12 Read “Reading & Writing in the Disciplines—Overview of Strategies” (handout)

Apr 13 Read “Reading in Science” (handout)
Journal 10 due

Apr 14 Sentence Skills: Your Choice

Week 14

Apr 18 Reading & Writing in the Disciplines (continued)

Apr 19 Read “Reading in the Arts, Humanities & Literature” (handout)
Journal 11 due

Apr 20 Read “Reading in Math” (handout)

Apr 21 Reading and Writing in Math

Week 15

Apr 25 Read “Critical Reading—Bias, Tone, Connotation and Figurative Language” (handout)
Pick up Post-Course Reflection Assignment

Apr 26 Read: to be arranged
Journal 12 due

Apr 27 Sentence Skills: Your Choice

Apr 28 Critical Reading Practice Activities

Finals Week

May 5 **Post-Course Reflection Assignment due**