

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
(Attach copy of syllabus)

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 # **F110** No. of Credits **3**

Justify upper/lower division status & number of credits: **We have been offering this course for 3 credits in the past as DEVE 109. It is sufficient and students can be supported by a linked DEVE 068 or DEVS 052 as needed**

3. PROPOSED COURSE TITLE: **Introduction to College Writing**

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?:

* Use only one Format 1 form for the stacked course (not one for each level of the course!) and attach syllabi. 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 (Effective AY2015-16 if approved by 3/31/2015; otherwise AY2016-17) **Fall 2017**

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, class discussion**

9. CONTACT HOURS PER WEEK: 3 LECTURE hours/weeks LAB hours/week PRACTICUM 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 110 Introduction to College Writing
3 credits Offered Fall, Spring, Summer as demand warrants

Intensive preparatory work in the college writing skills needed for ENGL F111X, including research, writing and revising, and critical reading skills. Special fees apply. *Prerequisites:* C or better in WRTG 090; or appropriate placement test scores. (3+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:

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**

C or better in WRTG 090: or appropriate placement test scores.

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

15. **SPECIAL RESTRICTIONS, CONDITIONS**

none

16. **PROPOSED COURSE FEES**

\$25 to cover costs of Reading and Writing Skills Lab

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

Yes/No

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.:

The course has been taught as DEVE 109 since Fall 2009, and was taught as DEVE 193 for four semesters before that.

18. ESTIMATED IMPACT

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

None. It is a course that already exists (DEVE 109), being renamed and given a new designator in response to statewide alignment.

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

Yes

See #18.

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)

None.

21. POSITIVE AND NEGATIVE IMPACTS

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

This change will have positive impacts because it will make courses the same at UAA, UAF and UAS so students can transfer more easily. Also, the change to the WRTG designator will make the sequence of developmental classes to English classes more clear.

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.

UAF is aligning courses with UAA and UAS. All three universities have agreed to teach WRTG 110 at the same placement level and with similar learning objectives. Composition courses at all three universities are changing to the WRTG designator.

APPROVALS: Add additional signature lines as needed.

See next page for all signatures.

Signature, Chair, Program/Department of:  Date 11/10/15

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

Signature, Dean, College/School of: Date

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

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

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Signature, Chair, Program/Department of: _____ Date: 11/10/15

Signature, Chair, College/School Curriculum Council for: _____ Date: 11/10/15
CRCA # ACADEMIC COUNCIL

Signature, Dean, College/School of: _____ Date: 11/12/15

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

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

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

| | | |
|----------------------|------|----------------------|
| <input type="text"/> | Date | <input type="text"/> |
|----------------------|------|----------------------|

Signature, Chair

Faculty Senate Review Committee: ___Curriculum Review ___GAAC

___Core Review ___SADAC

ADDITIONAL SIGNATURES: (As needed for cross-listing and/or stacking)

| | | |
|----------------------|------|----------------------|
| <input type="text"/> | Date | <input type="text"/> |
|----------------------|------|----------------------|

Signature, Chair, Program/Department of:

| | | |
|----------------------|------|----------------------|
| <input type="text"/> | Date | <input type="text"/> |
|----------------------|------|----------------------|

Signature, Chair, College/School Curriculum Council for:

| | | |
|----------------------|------|----------------------|
| <input type="text"/> | Date | <input type="text"/> |
|----------------------|------|----------------------|

Signature, Dean, College/School of:

Introduction to College Writing

WRTG 110 (3 credits)

MWF 1-2 p.m.

Instructor

Dana Greci

Email: dgreci@alaska.edu

Office: 509C Gruening

Phone: 474-5580

Office Hours

MWF 2-3 p.m.

Course Description

Intensive preparatory work in the college writing skills needed for ENGL F111X, including research, writing and revising, and critical reading skills. Special fees apply. Prerequisites: C or better in WRTG 090; or appropriate placement test scores.

Learning Objectives

Students will be able to use the writing skills needed for ENGL F111X, including research, writing and revising, and critical reading skills.

- (1) Write a 750-1,500 word essay with a coherent introduction, body, conclusion, and outside sources (assessed through essays 1-3)
- (2) Find books, articles and websites using the UAF library system (assessed through essay 3)
- (3) Cite sources in-text and on a Works Cited page (essay 3)
- (4) Write with college-level grammar (essays 1-3)
- (5) Ask questions, make connections, and discuss words, phrases, and passages, in college-level essays and literature (reading responses)
- (6) Write a synthesis essay in which you discuss how a variety of sources view your topic (essay 3)

Textbook

The Longman Reader, 10th Edition. Nadell et al. Pearson, 2012. Student Edition.

Course Grades

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

| | |
|---------------------|------------|
| Writing Samples (2) | 5% |
| Essays 1 & 2 | 20% |
| Essay 3 | 35% |
| Peer Reviews | 10% |
| Skills Lab Visit | 5% |
| Reading Responses | <u>25%</u> |
| | 100% |

Writing Samples are in-class essays in which you will reflect on your reading and writing process at the beginning and end of the semester. Graded pass/fail.

Essays 1 & 2

These essay assignments emphasizing observation and analysis include two drafts. Draft 1 is graded with a check-plus, check, check-minus system. Your grade on your first draft affects your overall grade for the essay.

- *Check-plus brings up your grade on your final draft a third of a grade.*
- *Check does not bring your grade on your final draft up or down.*
- *Check-minus brings your grade on your final draft down a third of a grade*
- *Not having a first draft brings your grade down a whole letter grade*

Essay 3 brings together all the skills we are working on this semester, including research, observation, analysis, and synthesis. It includes multiple projects, from coming up with a topic to completing a 5-6 page research paper. Each project receives a letter grade.

Peer Reviews

Each essay will include a peer review. I will give you questions to answer regarding your writing process. Graded pass/fail.

Skills Lab Visit

You will be required to visit the Skills Lab in Rasmuson room 407 (Library) with the first draft of your synthesis paper (essay 3). This will give you another opportunity for feedback. Graded pass/fail.

Reading Responses

In class assignments will be given in response to the assigned readings. Do your readings on time and bring your book to class. Reading assignments will receive a letter grade.

Attendance/Participation

Your first 6 unexcused absences create no change to your final grade. For every 3 absences after that, your final grade comes down a third of a letter grade (A+ becomes A, A- becomes B+, B+ becomes B, etc.)

Cell phones, email, text messaging, etc. are not allowed in class. Nor is doing work for other classes. I will ask you to leave the room if you cannot comply.

Academic Honesty

Whenever you use other sources of information in your papers, even if you put other authors' ideas in your own words, you must give the authors credit for their work. To do otherwise is called plagiarism, which is a very serious university offense. We will be studying how to give authors credit for their work; if at any time you're not sure how to do this, ask me. Never turn in another writers' work as if it were your own!

Disability Services

Disabilities services provides services for students with documented disabilities to ensure equal access to educational opportunity. Call 474-5655, go to the Whitaker Building room 208, or see me for more information.

Course Schedule

Required assignments are written in bold.

They are due on the day they are listed.

If no assignment is listed, you are still required to come to class.

| | |
|--------|--|
| Jan 14 | Course Introduction Writing Sample 1 assignment |
| ***** | |
| Jan 18 | Alaska Civil Rights Day. No Class. |
| Jan 20 | Course Introduction continued Writing Sample 1 due |
| Jan 22 | Essay 1: Observation (Nature & Science) |
| ***** | |
| Jan 25 | Essay 1, Draft 1 due Peer Review 1 due |
| Jan 27 | Skills Lab Visit 1 due How to Document: MLA In-text References (pp. 626-629) |
| Jan 29 | Read “The Storm This Time” (pp. 103-108) |
| ***** | |
| Feb 1 | Read “Citing Print Sources—Books” (pp. 630-633) |
| Feb 3 | Library visit 1—Overview of Library & Finding Books & Periodicals |
| Feb 5 | Read “Citing Print Sources—Periodicals” (pp. 633-635) |
| ***** | |
| Feb 8 | Essay 1, Draft 2 due Essay 2: Analysis (Communication & Language) |
| Feb 10 | Library visit 2—Finding Peer Reviewed Sources for Essay 2 |
| Feb 12 | Read “Propaganda Techniques in Today’s Advertising (pp. 239-246) |
| ***** | |

- Feb 15 **Essay 2, Draft 1 due**
Peer Review 2 due
- Feb 17 **Skills Lab Visit 2 due**
Citing Sources Found on a Website (pp. 635-637)
- Feb 19 **Read “The Handicap of Definition” (pp. 468-471)**

- Feb 22 Citing Sources Found Through an Online Database or Scholarly Project & Citing
Other Common Sources (pp. 637-638)
- Feb 24 MLA citations for Essay 2
- Feb 26 **Read “The Border on Our Backs” (pp. 559-563)**

- Feb 29 **Essay 2, Draft 2 due**
Essay 3: Synthesis (Ethics & Morality)
- Mar 2 **Essay 3 Topic Ideas due**
Essay 3 continued
- Mar 4 **Read “Flavio’s Home” (pp. 95-101)**

- Mar 7 **Essay 3 Approved Topic due**
- Mar 9 Library visit 3—Starting your Research Search for Essay 3
- Mar 11 **Read “Salvation” (pp.158-161)**
- SPRING BREAK***
- Mar 21 **Read Sources 1 & 2**
- Mar 23 Evaluating Source Materials & Analyzing and Synthesizing Source Material
(pp. 607-612)
- Mar 25 **Read Sources 3 & 4**

- Mar 28 Organizing your First Draft
- Mar 30 **Essay 3 Outline Due**
Library visit 4—Continued Essay 3 Research Search
- Apr 1 Integrating Sources into Your Writing (pp. 619-625)

- Apr 4 **First Draft pp. 1-4 due**
- Apr 6 Works Cited Page (we’ll work on them in class)
- Apr 8 **Read “Why We Crave Horror Movies” (pp. 397-399)**

Apr 11 **Complete First Draft due**

Apr 13 **Peer Review 3 due**

Apr 15 **Skills Lab Visit due**

Apr 18 Developing a "Discovery" Thesis Statement

Apr 20 **Finishing your Introduction (Peer Review 4)**

Apr 22 SPRING FEST. NO CLASS.

Apr 25 **Finishing your Conclusion (Peer Review 5)**
Writing Sample 2 assignment

Apr 27 **Read "The Damned Human Race" (pp.525-531)**

Apr 29 **Essay 3 Second Draft due**

May 3 **Writing Sample 2 due**