

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	<u>dgreci@alaska.edu</u>	Faculty Contact	Dana Greci

1. ACTION DESIRED

(CHECK ONE):

Trial Course	<input type="checkbox"/>	New Course	<input checked="" type="checkbox"/>
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2. COURSE IDENTIFICATION:

Dept	DEVE	Course #	F094	No. of Credits	4
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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:

Basic Writing & Reading

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 approv

Spring 2016

ed by 3/1/2013; otherwise AY2014-15)

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/weeks	<input type="text"/>	LAB hours /week	<input type="text"/>	PRACTICUM hours /week	<input type="text"/>
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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 Aprine 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)

DEVE 094 Basic Writing & Reading
4 credits Offered Fall, Spring, Summer as demand warrants

DEVE 094 is a course in basic college writing and reading. Focus on writing and revising paragraphs and one short essay, sentence and paragraph structure, and revision techniques. Focus on vocabulary and comprehension skills necessary for successful reading in college courses. A C or higher in this course qualifies students for DEVE 194. Prerequisites: Appropriate placement test scores. (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 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

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

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.:

Fall 2015, as DEVE 093 (Special Topics)

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 I (DEVE 060) and Reading Enhancement (DEVS 052).

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

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. This Trial Course will be offered in the interim until statewide alignment takes place, at which time it will become WRTG 080. 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 English.

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 060, Preparatory College Writing I, and DEVS 052, 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. In the statewide alignment process, all universities are going to this 4-credit, integrated reading and writing model.

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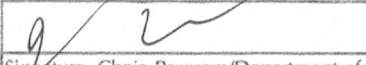
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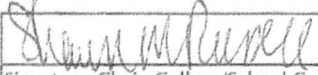
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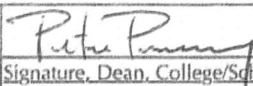
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APPROVALS: Add additional signature lines as needed.

	Date
Signature, Chair, Program/Department of:	9/14/15

	Date
Signature, Chair, College/School Curriculum Council for:	10/1/12 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: <input type="checkbox"/> Curriculum Review <input type="checkbox"/> GAAC	
<input type="checkbox"/> Core Review <input type="checkbox"/> SADAC	

DEVE WRTG 080

ATTACH COMPLETE SYLLABUS (as part of this application). This list is online at:

<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 is a convenient way to publicize this.) Link to PDF summary of grading policy for "C":

http://www.uaf.edu/files/uafgov/Info-to-Publicize-C_Grading-Policy-UPDATED-May-2013.pdf

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**.

<http://www.uaf.edu/disability/> 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.

Basic Writing & Reading
DEVE 094
(4 credits)

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

Class Location: Moore Hall 107
Class Time: MW 9:15-10:15, TR 9:45-10:45 a.m.
Office Hours: MWF 2-3 p.m.

Required Text

In Harmony: Reading & Writing. Kathleen McWhorter. Pearson Publishing, 2014.
 ISBN: 978-0-321-87185-5. Student Edition.

Course Description: DEVE 094 is a compressed course in writing and reading, which enables students to move through their writing and reading requirements more quickly than if they took either course separately. Focus on writing and revising paragraphs and one short essay, sentence and paragraph structure, and revision techniques. Focus on vocabulary and comprehension skills necessary for successful reading in college courses. On completing this course students may retest on Accuplacer for a higher placement. A C or higher in this course replaces both DEVE F060 and DEVS 052 and qualifies students for DEVE 104 and DEVS 105. Prerequisites: Appropriate placement test scores. (5+0)

Course Goals

At the end of this course, students will be able to write and revise paragraphs using a variety of strategies and write and revise a brief essay. They will be able to identify where and how writers are using the strategies they are learning and use this understanding to develop their own writing. Students will improve vocabulary and reading comprehension. Students will recognize the topic, main idea, supporting details, and author's purpose in the texts they read; expand their vocabulary; and strengthen their critical thinking skills. They will develop responsibility, self-reflection, curiosity, creativity and persistence, which will aid them in development of academic literacy.

Learning Objectives	Assessment Tools
Students will demonstrate that they can:	
write pieces of approximately 1-3 pages in length (starting with paragraphs and moving on to a 1-3 page essay)	Writing in Progress Assignments
use different class formats (e.g., peer review and modeling) and rhetorical strategies to draft and revise	Writing in Progress Assignments
use 1-3 page writings as models of strategies and structure	Writing in Progress Assignments, Meta-reading Assignments
choose a topic, write topic and support sentences, create working outlines, write first drafts, revise and edit	Writing in Progress Assignments
use the basic computer skills needed for DEVE 104 and beyond	Writing in Progress Assignments
use strategies for building and expanding vocabulary	New Words Assignments

identify thesis, main ideas, topic sentences, and supporting details in readings of 1-3 pp.	Meta-reading Assignments
recognize author's purpose/goal and point of view	Meta-reading Assignments

Grades

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

Writing in Progress Exercises (41)	50%
New Words Assignments (5)	20%
Meta-reading Assignments (6)	<u>30%</u>
	100%

All assignments are graded pass/fail. Students must meet the learning objectives of each assignment in order to pass and may re-do assignments again to raise failing grades to passing grades. Students who complete 90% or more of their assignments get an A, 80%-89% a B, 70-79% a C, and lower than that they do not pass. (I do not give Ds.) All assignments can be made up within a week if I've **excused** students for not turning them in on time.

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 grade (e.g., B+ becomes B). Late arrivals add up to become absences.

Writing in Progress Exercises

Writing in Progress exercises are found in students' textbooks. They are written in bold on the course schedule for the day they are **due**. Students do the assigned reading and the assigned exercise at home. They turn it in to the instructor in class the day it is due. Writing in Progress exercises takes them through the steps of choosing a topic; writing a topic sentence; brainstorming, choosing and arranging their ideas; revision; and proofreading. Students will write and revise four paragraphs and one essay this semester. Paragraph assignments will focus on development of topic, controlling idea, topic sentence, development focus, and transitions. Essay assignments will focus on content, organization, voice, and grammar.

New Words Assignments

New Words assignments are designed to help students learn new words so that they can learn and understand the vocabulary used in college courses. New words assignments take them through the process of finding vocabulary they want to learn, and making associations and using contextual information to learn and remember these words. Students will write the word, use the word in a phrase or sentence, tell where they found the word, write a definition, and make associations for ten new words per week. We will study word parts (prefixes, roots, suffixes) as well. These assignments are written in bold on the course schedule for the day they are **due**.

Meta-reading Assignments

Meta-reading assignments give students the chance to pay attention to what they are thinking about what they are reading. This is called "metacognition," and it is essential to every reading process. Students' thoughts help them cultivate an effective reading process in which they consciously choose how they respond to the text that they are reading. In these assignments, they will be writing down what they are thinking about as they work through each reading assignment, in order to develop metacognition about how they read. Students will use these assignments to study pre-reading, during reading, and post-reading skills, such as identifying the thesis,

main ideas, topic sentences and major details, purpose, and point of view of a writing. Meta-reading assignments written in bold on the course schedule for the day they are **due**.

Academic Honesty and Plagiarism

Plagiarism is stealing another writer's work or ideas and passing them off as one's own. This occurs when copying the language, phrasing, structure, or specific ideas of others and presenting them as one's own. It includes improperly citing sources, purchasing papers, using internet essays, cutting and pasting other people's writing into one's own without citations, and having someone else write one's papers. Even paraphrased ideas that belong to others must be cited—one should 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 the Reading and Writing Skills Lab for encouragement and support for this class. The Skills Lab is open five days a week in Rasmuson Library Room 407.
Mon/Wed 1-5 p.m., Tue/Thu 1-4 p.m., and Fri 1-3 p.m.

Course Schedule:

Week 1

Jan 14: Course Introduction.
Sample Paragraph.

Week 2

Jan. 18: Alaska Civil Rights Day

Jan. 19: ***Chapter 1: The Reading Process: An Overview***
Goal 1—Read Actively. Read pp. 22-23.
Meta-reading.

Jan. 20: Goal 2—Preview Before Reading. Read pp. 25-29.

Jan. 21: Goal 3—Highlight and Annotate as you Read. Read pp. 32-34.
Meta-reading Assignment 1 (in class).

Week 3

Jan. 25: ***Chapter 2: The Writing Process: An Overview***
Goal 2—Use the Writing Process. Read pp. 57-61.

Jan. 26: Goal 3—Generate Ideas. Read pp. 62-64. **Do exercise 2-2.**

Jan. 27: Goal 4—Organize Ideas. Read pp. 64-65.

Jan. 28: Goal 5—Write Paragraphs. Read pp. 66-67. **Do exercise 2-4.**

Week 4

- Feb. 1: **Chapter 3: Vocabulary: Working with Words**
Goal 1—Use a Dictionary Effectively. Read pp. 88-91.
- Feb. 2: Goal 2—Use Synonyms and Antonyms. Read pp. 94-96.
- Feb. 3: Goal 3—Understand Denotative and Connotative Language. Read pp. 97-98.
- Feb. 4: Goal 4—Use Words with Multiple or Unusual Meanings. Read pp. 100-101.
Meta-reading Assignment 2 (in class).

Week 5

- Feb. 8: **Chapter 4: Vocabulary: Approaching Unknown Words**
Goals 1 & 2— Figure out and Pronounce Unknown Words. Read pp. 115-116.
- Feb. 9: Goal 3—Use Context Clues. Read pp. 118-121.
- Feb. 10: Goal 3—Use Context Clues. Read pp. 122-123.
- Feb. 11: Goal 4—Use Word Parts. Read pp. 128-138.
New Words Assignment 1.

Week 6

- Feb. 15: **Chapter 10: Main Ideas and Topic Sentences**
Goal 1—Understand General versus Specific Ideas. Read pp. 294-298.
- Feb. 16: Goals 2, 3, & 4—Identify the Topic, Main Idea, and Topic Sentence. Read pp. 299-300.
- Feb. 17: Goals 5 & 6—Choose a Manageable Topic. Read pp. 306-308. **Do exercise 10-9.**
- Feb. 18: Goal 6—Write Effective Topic Sentences. Read pp. 309-310. **Do exercise 10-12.**
Meta-reading Assignment 3 (in class).

Week 7

- Feb. 22: **Chapter 11: Details, Implied Main Ideas, and Transitions**
Goal 1—Identify Supporting Details in Paragraphs. Read pp. 329-331.
- Feb. 23: Goal 2—Identify Implied Main Ideas. Read pp. 340-342.
- Feb. 24: Goal 3—Use Transitional Words and Phrases to Read Paragraphs. Read pp. 344-345.
- Feb. 25: Goals 4 & 5—Choose Specific Details & Develop Paragraphs Using Supporting Details.
Read pp. 348-350 and 351-355. **Do exercises 11-12 and 11-14.**
New Words Assignment 2.

Week 8

- Feb. 29: **Chapter 12: Patterns of Organization**
Goals 1 & 2—Understand Time Sequence & Read Chronological Order and Process.
Read pp. 374-377.
- Mar 1: Goal 3—Write Process Paragraphs. Read pp. 379-382. **Do exercises 12-3 and 12-5.**
- Mar. 2: Goal 3—Write Process Paragraphs. Read pp. 382-383. **Do exercises 12-6 and 12-7.**
- Mar. 3: Goal 4—Write Narrative Paragraphs. Read pp. 384-386. **Do exercises 12-8 and 12-9.**
Meta-reading Assignment 4 (in class).

Week 9

- Mar. 7: Goal 4—Write Narrative Paragraphs.
Read pp. 386-388. **Do exercises 12-10 and 12-12.**
- Mar. 8: **Chapter 13: Patterns of Organization**
Goals 1 & 2—Understand and Read Examples. Read pp. 408-411.
- Mar. 9: Goal 3—Write Examples. Read pp. 413-415. **Do exercises 13-3 and 13-4.**
- Mar. 10: Goal 3—Write Examples. Read pp. 416-417. **Do exercise 13-5.**
New Words Assignment 3.

SPRING BREAK March 14-18

Week 10

- Mar. 21: Goal 7—Understand and Read Comparison and Contrast. Read pp. 425-430.
- Mar. 22: Goal 8—Write Comparison and Contrast. Read pp. 432-435.
Do exercises 13-16, 13-17, and 13-19.
- Mar. 23: Goal 8—Write Comparison and Contrast. Read pp. 436-440.
Do exercises 13-20, 13-21, and 13-22.
- Mar. 24: Goal 6—Write Cause and Effect.
Meta-reading Assignment 5 (in class).

Week 11

- Mar. 28: **Chapter 15: Understanding and Organizing Information**
Goal 1—Read to Organize Information. Read pp. 481-484.
- Mar. 29: Goal 2—Outline to Organize Information. Read pp. 484-486.
- Mar. 30: Goal 3—Map to Discover Organization. Read pp. 487-489.

Mar. 1: **Chapter 14: Revision and Proofreading**
Goals 1, 2, & 3—Revise Ineffective Paragraphs. Read pp. 450-454.
New Words Assignment 4.

Week 12

Apr. 4: Goal 4—Use Idea Maps to Spot Revision Problems. Read pp. 456-463.
Do exercises 14-7 and 14-9.

Apr. 5: Goal 4—Use Idea Maps to Spot Revision Problems. Read pp. 463-468.
Do exercises 14-11 and 14-13.

Apr. 6: Goal 5—Use Peer Review. Read pp. 468-469.
Do exercise 14-14 in class.

Apr. 7: Goal 6—Proofread for Correctness. Read pp. 469-470.
Meta-reading Assignment 6 (in class).

Week 13

Apr. 11: **Chapter 16: Reading and Thinking Critically about Text**
Goal 1—Read Critically. Read pp. 504-506.

Apr. 12: Goal 3—Identify the Author's Purpose. Read pp. 512-513.

Apr. 13: Goal 4—Identify the Author's Intended Audience. Read pp. 514.

Apr. 14: **New Words Assignment 5.**

Week 14

Apr. 18: **Chapter 17: Planning, Drafting, and Revising Essays**
Goal 1—Plan. Narrowing a Topic, Generating & Grouping Ideas. Read pp. 535-540.
Do exercise 17-2.

Apr. 19: Goal 2—Draft. Writing a Thesis Statement. Read pp. 540-541. **Do exercise 17-3.**

Apr. 20: Goal 2—Draft. Writing a First Draft. Read pp. 541-542. **Do exercise 17-4.**

Apr. 21: Goal 2—Draft. Analyzing Your Draft. Read p. 543. **Do exercise 17-5.**

Week 15

Apr. 25: Goal 2—Draft. Revising Your Conclusion, Choosing a Title. Read pp. 545-546.
Do exercises 17-7 and 17-8.

Apr. 26: Goal 3—Revise. Revise Your Essay. Read pp. 546-548.

Apr. 27: Goal 3—Revise. Writing an Essay. Read pp. 549-550. **Do exercise 17-11.**

Apr. 28: Goal 3—Revise. Evaluating Organization, Drawing a Revision Map. Read p. 551.

Finals Week

May 5: Goal 4—Using Strategies for Reading Essays.