

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 **DEVE** Course # **F194** 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 **Spring 2016**

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 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)

DEVE 194 Writing and Reading Strategies
4 credits Offered Fall, Spring, Summer as demand warrants

DEVE 194 is a course in college writing and reading strategies. Building on the sentence and paragraph level work done in DEVE 094, 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 DEVE 109. On completing this course students may retake Accuplacer for placement into ENG 111x. *Prerequisites: Appropriate placement test scores, or C or higher in DEVE 094, 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:

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 DEVE 094.

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

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 (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 II (DEVE 104) and Preparatory College Writing III (DEVS 105) in the statewide alignment WRTG sequence.

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. This Trial Course will be offered in the interim until statewide alignment takes place, at which time it will become WRTG 090. 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 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. In the statewide alignment process, all universities are going to this 4-credit, integrated reading and writing model.

What programs/departments will be affected by this proposed action?
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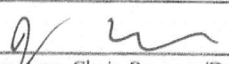
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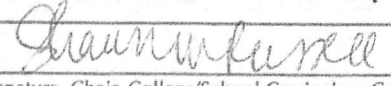
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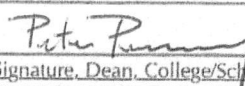
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APPROVALS: Add additional signature lines as needed.

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

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

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

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 0910 DEVE

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.

Writing & Reading Strategies

DEVE 194 (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

DEVE 194 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. Building on the sentence and paragraph level work done in DEVE 094 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 replaces both DEVE F104 and DEVS 105 and qualifies students for DEVE 109. On completing this course students may retest on Accuplacer for placement into ENGL 111x. Prerequisites: Appropriate placement test scores, or C or higher in DEVE 094, or 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 demonstrate that they can:	
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 and basic essay structure	essays, journals
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	essays, peer reviews

audiences	
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

Week 5

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
- Week 6
- 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
- Week 7
- 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**
- Week 8
- 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
- Week 9
- 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**