

RECEIVED

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Revised 01/10/2017

OCT 13 2016

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.

College of Liberal Arts

**TRIAL COURSE OR NEW COURSE PROPOSAL**  
(Attach copy of syllabus)

**SUBMITTED BY:**

Department	English Department	College/School	CLA
Prepared by	Renee Pike	Phone	474-7193
Email Contact	<a href="mailto:brpike@alaska.edu">brpike@alaska.edu</a>	Faculty Contact	Rich Carr 474-6361

1. ACTION DESIRED (CHECK ONE): Trial Course  New Course

2. COURSE IDENTIFICATION: Dept  Course #  No. of Credits

Justify upper/lower division status & number of credits:

3. PROPOSED COURSE TITLE:

4. To be CROSS LISTED? YES/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  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 (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)

**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)

9. CONTACT HOURS PER WEEK:  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)

WRITG F114X Arguing Across Contexts 3 Credits

Instruction and practice in written research h-supported arguments for a variety of audiences, with an emphasis on rhetorical strategies across a variety of public and academic contexts

Prerequisites: WRITG 111X or ENGL F111X

WRITG F111X

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**

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

15. **SPECIAL RESTRICTIONS, CONDITIONS**

16. **PROPOSED COURSE FEES** \$

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

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

18. **ESTIMATED IMPACT**

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

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

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)

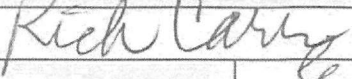
21. **POSITIVE AND NEGATIVE IMPACTS**

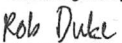
Please specify positive and negative impacts on other courses, programs and departments resulting from the proposed action.

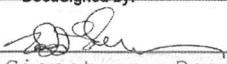
**JUSTIFICATION FOR ACTION REQUESTED**

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.

**APPROVALS:** Add additional signature lines as needed.

	Date	10/13/2016
Signature, Chair, Program/Department of: English		

DocuSigned by: 	Date	November 1, 2016
Signature, Chair, College/School Curriculum Council for:		

DocuSigned by: 	Date	November 1, 2016
Signature, Dean, College/School of:		

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
<input checked="" type="checkbox"/>	Core Review	SADAC

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

	Date	
Signature, Chair, Program/Department of:		

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

	Date	
Signature, Dean, College/School of:		



**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](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.

## WRTGF214x: Arguing Across Contexts

Course Number • WRTGF214x F11 • 3 Credits • Term • Days and Time • Classroom

Prerequisites: WRTGF111x or ENGL 111X

Instructor Name • Instructor Email • Instructor phone

Instructor Office • Instructor Office Hours

### Course Description

Instruction and practice in written research-supported arguments for a variety of audiences, with an emphasis on rhetorical strategies across a variety of public and academic contexts.

### Course Goals

This student-centered, audience-based writing course is designed to help students develop rhetorical strategies for active citizenship in and out of the classroom. [Further description written by instructor and provides 1-2 sentences on the course theme/topic.]

### Student Learning Outcomes

Students will write at least 30+ pages of compositions in order to do the following by the end of the course:

- question the quality, consequences, and assumptions among competing ideas in an argument in order to synthesize and reformulate a position.
- analyze and interpret arguments based on their rhetoric, method, context, design, and relationship to other texts.
- demonstrate consistent use of a broad range of conventions specific to a discipline or writing task across a variety of public and academic contexts.
- assess their choices as writers.

### Texts and Materials

*Readings will differ across sections.*

Internet and Computer Access

A grammar handbook/style guide

### Methods

- *Peer review* is essential to this course. During peer review, you will develop your abilities of paying close attention and how to talk about choices of a text and their consequences.
- The *rhetorical situation*--context, audience, and purpose--is examined and practiced in this writing class. It will be introduced through interactive workshops to help you pose and solve writing problems, as a writer you can apply these essential concepts to future writing situations.
- This writing classroom provides a space for you to approach writing as a *recursive process*, you will be asked to write drafts, revise, and re-work writing over a unit and the semester.

### Course Policies

*University Writing Program Attendance Policy*

Our synchronous writing classes taught at UAF require attendance. Because writing courses depend on class discussion, peer review of writing, in addition to lecture and presentations, our classes share a

baseline attendance policy. Students enrolled in writing classes must attend 80% of synchronous class sessions in order to be eligible for passing the course.

#### Plagiarism Policy

#### *Student Code of Conduct*

Honesty is a primary responsibility of you and every other UAF student. The following are exact words from the student code of conduct in the UAF Catalog regarding academic integrity:

- Students will not collaborate on any quizzes, in-class exams, or take-home exams that contribute to their grade in a course, unless the course instructor grants permission. Only those materials permitted by the instructor may be used to assist in quizzes and examinations.
- Students will not represent the work of others as their own. A student will attribute the source of information not original with himself or herself (direct quotes or paraphrases) in compositions, theses, and other reports.
- No work submitted for one course may be submitted for credit in another course without the explicit approval of both instructors.

Alleged violations of the Code of Conduct will be reviewed in accordance with procedures specified in regents' policy, university regulations and UAF rules and procedures.

#### **Writing Center:**

The UAF Writing Center welcomes writers of all levels, disciplines, and interests. Tutors at the Writing Center can give you general feedback as well as targeted instruction if you have specific questions about the content, organization, or writing conventions in your paper. *Phone Tutoring:* Writing help is also available by phone if you are pursuing your education at a distance. Set up an appointment by calling (907) 474-5314. <http://www.alaska.edu/english/writing-center/>

#### *Fairbanks Campus (801 Gruening)*

*Mon-Thurs 10am-4pm; 7pm-10pm, Fri 10am-1pm, Sun 1pm-6pm*

Phone: (907) 474-5314

#### *Downtown Writing Center (604 Barnette St, Room 120)*

*Mon 1-5, Tues 2-8, Wed 1-5, Thurs 2-6, Sat 1-4, Sun 2:30-5:30*

Make an appointment by calling (907) 455-2860.

#### **Rural Student Services:**

Rural Student Services (RSS) is an academic advising department that supports students who have spent much of their lives in rural areas across Alaska. RSS provides tutoring in writing and other subjects on a regular basis. If you're interested in their services, check out their website (<http://www.uaf.edu/rurals>) or contact them:

202 Brooks Building

Phone: (907) 474-7871

Email: [uaf-rss@alaska.edu](mailto:uaf-rss@alaska.edu)

#### **Student Support Services:**

Student Support Services offers academic advising, mentoring, tutoring, and more for students who qualify. More information about eligibility and services is available online at <http://www.uaf.edu/sss/> or by contacting the office:

512 Gruening Building

Phone: (907) 474-6844

Email: [trio.sss@alaska.edu](mailto:trio.sss@alaska.edu)

**Disability Services:**

UAF Disability Services helps every UAF student get equal access to campus and course materials. I am happy to work with individual students and the Office of Disability Services to make arrangements for students with disabilities. Students are responsible for initiating this process.

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

208 Whitaker Building

**Evaluation**

A	90-100
B	80-89
C	70-79
D	60-69
F	Below 59

**Academic Context Essay**

Your first major essay asks you to research censorship in your field of study. What issues of censorship can be found in your subject's history? Have books by major contributors in your field been banned? What are they, and why have they been challenged? As you become more familiar with the library databases, you will narrow your research to a specific issue and construct an argument which seeks to reach the academics in your field.

For example, you might study to be a scientist, and you find that in 2011, the National Science Advisory Board for Biosecurity asked two academic journals to not disclose parts of certain experiments out of fear that terrorist groups might duplicate the results and spread a virus. You might decide to research the details of this incident, and similar ones if they exist, and how this type of censorship could affect the future of your field. With your fellow scientists in mind, you will make an argument about your discoveries.

**Public Argument Essay**

For this major project, you will research a banned or challenged book—either one we have read in class or one from outside of the course that I have approved—and make an argument for why it should not be--or should be--banned. You will choose a particular audience and write your argument directly for that audience. Possible audiences include: a specific newspaper opinion section, a particular school board, a trade magazine's clientele, or the general audience of the blogosphere. You will again use the library databases to make your argument to that chosen audience. Some of your research about censorship may overlap from your first major assignment.

For example, you might find that *The Absolutely True Diary of a Part-Time Indian* has been banned by a specific school district in Idaho. You could then write a letter to that district's school board explaining why Alexie's book should be removed from the banned list. You might even go as far to say why and how the book should be included in the district's curriculum and given research-driven reasons why it should be included.

You will also have the option to present your argument multi-modally, depending on your chosen audience. For example, you might choose a book in your field that has been banned, research it, and then create an NPR-esque podcast arguing why this book is important to both your field's research and the public's interest.

**Reading Responses (100 points)**

Five times this semester, you will respond to an assigned prompt and the assigned reading with 500–600 words of critical writing. Reading Responses should be your ideas, not a regurgitation of class discussion,



so you must complete and submit your writing on the due date. These prompts will ask you to look closely at the reading material and respond analytically using specific examples from the text to support your thesis. These exercises will help you practice making an argument and learning how to support that argument with evidence.

**\*\*Everything on this syllabus is subject to change at any time at the discretion of the instructor. \*\***

Academic Context Project	40%	(engagement, weekly writing, drafts, review, and final)
Public Context Project	40%	(engagement, weekly, writing, drafts, review, and final)
Choices Project	20%	(engagement, weekly, writing, drafts, review, and final)

- In order to move on to the next writing course, a student must earn a C- or higher in this course. Depending on section, this grading scheme changes based on what the instructor chooses to emphasize (+/- grades or process or deadlines, etc.)

#### Course Plan:

Weekly period	In-Class Activity	Out-Class Writing/Reading.
Week 1	Introductions	Connection writing.
Week 2	Arguments Across Contexts overview. 5-6 Readings assigned based on course theme.	Thinking paper.
Week 3	Mock Debates	Response due.
Week 4	Mock Debates	Proposal due.
Week 5	Workshops cont. Editing focus.	Response due.
Week 6	Practice sentence workshops, peer review.	Response due
Week 7	Workshops cont. Editing focus.	Response due.
Week 8	5-6 Readings assigned: What matters about interpretations, perspectives, difference?	Academic Context paper due.
Week 9	Library Visit/conferences	Annotated Bibliography due
Week 10	Practice sentence workshops, peer review.	Proposal due
Week 11	Workshops cont. Editing focus.	Response due.
Week 12	Mock Debates	Response due.
Week 13	Mock Debates	Public Context paper due.
Week 14	Student Presentations/Reflection	Response due.
Week 15	Reflection	Program 500 assessment prompt assigned.