

Submit originals (including syllabus) and one copy and electronic copy to the Faculty Senate Office  
 See <http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures/> for a complete description of the rules governing curriculum & course changes.

**CHANGE COURSE (MAJOR) and DROP COURSE PROPOSAL**  
 Attach a syllabus, except if dropping a course.

**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. COURSE IDENTIFICATION: As the course now exists.**

Dept	DEVE	Course #	F109	No. of Credits	3
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COURSE TITLE	Preparatory College Writing III
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**2. ACTION DESIRED:  Check the changes to be made to the existing course.**

Change Course <input type="checkbox"/>	If Change, indicate below what is changing.	Drop Course <input checked="" type="checkbox"/>
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NUMBER	TITLE	DESCRIPTION
PREREQUISITES*	FREQUENCY OF OFFERING	

\*Prerequisites will be required before a student is allowed to enroll in the course.

CREDITS (including credit distribution)	COURSE CLASSIFICATION
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ADD A STACKED LEVEL (400/600) <input type="checkbox"/>	Dept.	Course #
Include syllabi.		

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.

ADD NEW CROSS-LISTING <input type="checkbox"/>	Dept. & No.	Requires approval of both departments and deans involved. Add lines at end of form for additional signatures.
STOP EXISTING CROSS-LISTING <input type="checkbox"/>	Dept. & No.	Requires notification of other department(s) and mutual agreement. Attach copy of email or memo.
OTHER (specify)		

**3. 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 and the appropriate Faculty Senate curriculum committee. Furthermore, any core course compressed to less than six weeks must be approved by the Core Review Committee.

COURSE FORMAT: (check all that apply)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input checked="" type="checkbox"/> 6 weeks to full semester
OTHER FORMAT (specify all that apply)						
Mode of delivery (specify lecture, field trips, labs, etc.)						

4. COURSE CLASSIFICATIONS: (undergraduate courses only. Use approved criteria found in Chapter 12 of the curriculum manual. If justification is needed, attach separate sheet.)

H = Humanities  S = Social Sciences

Will this course be used to fulfill a requirement for the baccalaureate core? YES  NO

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

O = Oral Intensive,  W = Writing Intensive,  X = Baccalaureate Core   
 \*Format 6 also submitted  \*Format 7 submitted

4.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  X

5. COURSE REPEATABILITY:

Is this course repeatable for credit? YES  NO  X

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 with variable credit, what is the maximum number of credit hours that may be earned for this course?  CREDITS

6. COMPLETE CATALOG DESCRIPTION including dept., number, title, credits, credit distribution, cross-listings and/or stacking, clearly showing the changes you want made. (Underline new wording ~~strike through old wording~~ and use complete catalog format including dept., number, title, credits and cross-listed and stacked.)

Example of a complete description:

PS F450 Comparative ~~Aberiginal~~ Indigenous Rights and Policies (s)  
 3 Credits  
 Offered As Demand Warrants  
 Case-study ~~Comparative~~ approach in ~~assessing~~ ~~Aberiginal~~ to analyzing Indigenous rights and policies in different nationstate systems. ~~Seven~~ ~~Aberiginal~~ situations Multiple countries and specific policy development ~~sexamined~~ for factors promoting or limiting self-determination. Prerequisites: Upper division standing or permission of instructor. (Cross-listed with ANS F450.) (3+0)

**DEVE F109 Preparatory College Writing III**

3 Credits

Intensive preparatory work in the college writing skills needed for ENGL F111X, including research, writing and revising, and critical reading skills.

Prerequisites: C or better in DEVE F104; or appropriate placement test scores.

Recommended: C or better in DEVS F105.

Lecture + Lab + Other: 3 + 0 + 0

7. COMPLETE CATALOG DESCRIPTION AS IT SHOULD APPEAR AFTER ALL CHANGES ARE MADE:

Not applicable since we are dropping the course.

8. GRADING SYSTEM: Specify only one.

LETTER:  PASS/FAIL:

9. ESTIMATED IMPACT

DWE F109 Formed 2  
Drop

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

No impact.

10. 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	<input checked="" type="checkbox"/>	Yes	<input type="checkbox"/>	The course replacing this one will have the same curriculum and the same library usage.
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11. 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)

English and Developmental Education are impacted, but we are also the ones initiating the change to the statewide WRTG sequence. See #12.

12. POSITIVE AND NEGATIVE IMPACTS

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

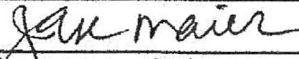
The sequence will be clearer for students since they will move through WRTG courses from developmental English through English.

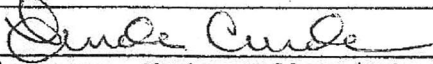
13. JUSTIFICATION FOR ACTION REQUESTED

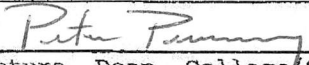
The purpose of the department and campuswide curriculum committees is to scrutinize course change and new course applications to make sure that the quality of UAF education is not lowered as a result of the proposed change. Please address this in your response. This section needs to be self-explanatory. If you ask for a change in # of credits, explain why; are you increasing the amount of material covered in the class? If you drop a prerequisite, is it because the material is covered elsewhere? If course is changing to stacked (400/600), explain higher level of effort and performance required on part of students earning graduate credit. Use as much space as needed to fully justify the proposed change and explain what has been done to ensure that the quality of the course is not compromised as a result.

The change is part of the statewide alignment for English and Developmental English.

APPROVALS: (Additional signature blocks may be added as necessary.)

	Date	2 Feb 2017
Signature, Chair, Program/Department of: Developmental Education & CRCO Math		

	Date	April 10, 2017
Signature, Chair, College/School Curriculum Council for: CRCO Academic Council		

	Date	4/13/17
Signature, Dean, College/School of: CRCO		

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

	Date	
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# **Preparatory College Writing III**

DEVE F109-R02

Spring 2017

CRN: 33454

## **Instructor**

Dana Greci

E-mail: dgreci@alaska.edu

Office: 509C Gruening

Office Phone: 474-5580

**Office Hours:** to be announced

## **Textbook**

You need the 11<sup>th</sup> edition of *The Longman Reader*. Judith Nadell & John Langan.

**ISBN: 978-0-13-386295-9. Bring your book to class!**

## **Course Description**

Welcome to Preparatory College Writing III. This course is designed to help you strengthen the academic writing skills you will need for ENGL F111x, including research, writing, revising, and critical reading. In this course you will experiment with new strategies, reflect on your reading and writing process, and gain problem-solving skills and self-confidence as a reader and writer.

## **Learning Objectives**

In this class you will learn how to (1) write a 1,000-word essay (4 pages) with a coherent introduction, body, conclusion, and outside sources, (2) find books, articles and websites using the UAF library system, (3) cite sources in-text and on a Works Cited page, (4) write with college-level grammar, (5) and demonstrate reading comprehension skills required for college-level courses.

Students are encouraged to visit the **Reading and Writing Skills Lab** for encouragement and support for this class. The Skills Lab is located in Rasmuson Library Room 407 (main floor). Hours will be announced on a separate flyer. Students can also visit the UAF Writing Center or Rural Student Services tutors for support with the class.

## **Course Requirements**

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

Essay 1	15%
Essay 2	30%
Peer Reviews	15%
Reading Responses	30%
Self-Reflection Assignments	<u>10%</u>
	100%

Essay 1

This essay is a compare and contrast analysis. It includes two drafts. Draft 1 is graded with a check-plus, check, check-minus system. Your final draft receives a letter grade. Your grade on your first draft affects your overall letter 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 2 emphasizes research, analysis, and synthesis. It includes multiple projects, from coming up with a topic to completing a 5-page research paper. Each project receives a letter grade. The Essay 2 projects are listed below. **Write these dates in your planner!**

Approved Topic	Feb 24
Source 1 Response	Mar 1
Source 2 Response	Mar 6
Source 3 Response	Mar 10
Outline	Mar 24
First 3 Pages	Apr 3
First Draft	Apr 14
Works Cited page	Apr 24
Final Draft	May 1

Peer Reviews

You will peer review much of your work on the day each written assignment is due. I will give you questions to answer regarding the writing process. You will peer review your essay 1 first draft, your essay 2 outline, the first 3 pages of your essay 2 first draft, the complete essay 2 first draft, and your Works Cited page. Graded pass/fail.

Reading Responses

Assignments will be given out in class for working with the assigned readings. Do your readings on time and **bring your book to class when readings are due!!!** Reading assignments will be graded pass/fail. Your grade is based on the number of these that you pass.

Self-Reflection Assignments

The self-reflection assignments emphasize stepping back and taking a look at your writing process. You will write one at the beginning of the semester and one at the end. Self-reflection assignments are graded pass-fail.

**Attendance, Lateness, and Participation**

Students are expected to be well-prepared and actively involved during every class. This means you will have your textbook and written work with you, along with a notebook and pen or pencil. You are allowed 6 unexcused absences without penalty; each subsequent unexcused 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.

**If you have to miss class, contact me to find out how to stay caught up and to see whether I can excuse your absence.**

You may use cell phones if (1) they are useful for the lesson at hand or (2) you have dependents in an emergency situation. Please let me know before class if #2 is the case. Do not use phones and computers during class for talking with friends, playing games, or any other non-class activities. Also, do not do work for other classes.

**Academic Honesty and Plagiarism**

Plagiarism includes copying the language, phrasing, or ideas of others and presenting them as your own. It includes improperly citing sources, 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 must be cited unless they are considered “common knowledge.” Plagiarism may result in the failure of this course.

**Student Support Services**

The Trio program, located on the 5<sup>th</sup> floor Gruening, is a great support opportunity for students who qualify. They provide advising, tutoring, laptops, and other services for students who are first generation, financially limited, and/or have a disability. This program is for 4-year degree-seeking students only.

**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.

**Course Schedule**

Required assignments are written in **bold** and are **due on the day they are listed**. Changes will sometimes be made to the schedule to make the class better for you.

- Jan 18            Course Introduction/Textbook
- Jan 20            **Pick up Essay 1 assignment in class – Compare/Contrast Assignment**
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- Jan 23            Course Introduction/Skills Lab  
**Self-Reflection Assignment due**
- Jan 25            **Read “Euromail & Amerimail” (pp. 326-28)**
- Jan 27            Time Management
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- Jan 30            **Essay 1, Draft 1 due**  
**Peer Review 1 due (on Essay 1, Draft 1)**
- Feb 1             **Read “A Mickey Mouse Approach to Globalization” (pp. 337-39)**
- Feb 3             **Read “Using Quotation, Summary and Paraphrase without Plagiarizing (pp. 577-584)**

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- Feb 6            **Read “The Prisoner’s Dilemma (pp. 344-48)**
- Feb 8            Library visit 1—Overview of Library & Finding Books & Periodicals
- Feb 10          **Read: “Evaluating Source Materials” (pp. 571-574)**  
Library visit 2— Evaluating Source Materials

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- Feb 13          **Essay 1, Draft 2 due**  
**Pick up Essay 2 assignment in class**  
Analyzing & Synthesizing
- Feb 15          **Read: “Analyzing and Synthesizing Source Material” (pp. 574-577)**  
Two-sided Argument
- Feb 17          **Read Student Essay: “It’s About Time, Augusta” (pp. 469-75)**

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- Feb 20          Library Visit 3— Using the Library to Develop a Topic for Essay 2
- Feb 22          **Read: “Documenting Sources MLA Style” (pp. 591-595)**  
MLA In-Text References
- Feb 24          **Essay 2 Approved Topic due**  
Library visit 4—Finding Peer Reviewed Sources for Essay 2

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- Feb 27          Library visit 5—Finding Peer Reviewed Sources for Essay 2
- Mar 1            **Source 1 Reading Response**
- Mar 3            Two-sided Arguments

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- Mar 6            **Source 2 Reading Response**
- Mar 8            Logical Fallacies
- Mar 10          **Source 3 Reading Response**

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*SPRING BREAK*

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Mar 20 Organizing a Two-sided Argument Essay

Mar 22 Logical Fallacies

Mar 24 **Essay 2 Outline Due**  
**Peer Review of Outline**

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Mar 27 **Read: "Integrating Sources into Your Writing" (pp. 585-591)**

Mar 29 Logical Fallacies

Mar 31 **Read handout (2-sided argument)**

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Apr 3 **Essay 2 First 3 Pages Due**  
**Peer Review of First 3 Pages**

Apr 5 **Read "Black Men in Public Space" (pp. 190-193)**  
Examining an Issue: Racial Equality

Apr 7 **Read: "MLA List of Works Cited, Citing Print Sources" (pp. 595-601)**

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Apr 10 **Read: "Citing Online Sources & Other Common Sources"**  
**(pp. 601-604)**

Apr 12 Current Events Discussion

Apr 14 **Essay 2 First Draft due (without Works Cited)**  
**Peer Review of First Draft due**

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Apr 17 Developing a Discovery Thesis Statement  
**Bring your introduction to class**

Apr 19 Finishing a Conclusion  
**Bring your conclusion to class**

Apr 21 No class. Spring Fest!

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Apr 24 **Works Cited page due**  
**Peer Review of Works Cited page**

Apr 26 Satire

Apr 28 **Read "The Damned Human Race" (pp. 496-501)**



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May 1            **Essay 2 Final Draft with Works Cited page due**

May 2-5        Finals Week - meeting time to be announced  
**Self-Reflection Assignment 2 due**