

Submit original with signatures + 1 copy + electronic copy to Faculty Senate (Box 7500).
See <http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures/> for a complete description of the rules governing curriculum & course changes.

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

SUBMITTED BY:

Department	Developmental Education	College/School	College of Community & Rural Development
Prepared by	Dana Greci	Phone	X5580
Email Contact	dgreci@alaska.edu	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	WRTG	Course #	F068	No. of Credits	1
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Justify upper/lower division status & number of credits:

3. PROPOSED COURSE TITLE:

College Literacy Skills

4. To be CROSS LISTED?
YES/NO

No	If yes, Dept:	<input type="checkbox"/>	Course #	<input type="checkbox"/>
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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.	<input type="checkbox"/>	Course #	<input type="checkbox"/>
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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:

as demand warrants

Fall, Spring, Summer (Every, or Even-numbered Years, or Odd-numbered Years) — or As Demand Warrants

7. SEMESTER & YEAR OF FIRST OFFERING (Effective AY2015-16 if approved by 3/31/2015; otherwise AY2016-17)

Fall 2017

8. COURSE FORMAT:

NOTE: Course hours may not be compressed into fewer than three days per credit. Any course compressed into fewer than six weeks must be approved by the college or school's curriculum council. Furthermore, **any core course compressed to less than six weeks must be approved by the Core Review Committee.**

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

9. CONTACT HOURS PER WEEK:LECTURE
hours/weeksLAB
hours /weekPRACTICUM
hours /week

Note: # of credits are based on contact hours. 800 minutes of lecture=1 credit. 2400 minutes of lab in a science course=1 credit. 1600 minutes in non-science lab=1 credit. 2400-4800 minutes of practicum=1 credit. 2400-8000 minutes of internship=1 credit. This must match with the syllabus. See <http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures-/guidelines-for-computing-/> for more information on number of credits.

OTHER HOURS (specify type)

10. COMPLETE CATALOG DESCRIPTION including dept., number, title, credits, credit distribution, cross-listings and/or stacking (50 words or less if possible):**Example of a complete description:****FISH F487 W, O Fisheries Management****3 Credits Offered Spring**

Theory and practice of fisheries management, with an emphasis on strategies utilized for the management of freshwater and marine fisheries. *Prerequisites: COMM F131X or COMM F141X; ENGL F111X; ENGL F211X or ENGL F213X; ENGL F414; FISH F425; or permission of instructor.* Cross-listed with NRM F487. (3+0)

WRTG F068 College Literacy Skills**1-3 Credits**

Individualized instruction in writing and/or reading. Coursework can be designed to support specific courses or specific individuals as needed. May be repeated. There are no prerequisites. Nor does this course fulfill the prerequisites for any other course. (1+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).

Students may need more reading and writing support, and are welcome to take this as needed.

How many times may the course be repeated for credit?

No limit

TIMES

If the course can be repeated for credit, what is the maximum number of credit hours that may be earned for this course?

N/A

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?**No limit**

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

No prerequisites are required.

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

15. SPECIAL RESTRICTIONS, CONDITIONS

none

16. PROPOSED COURSE FEES

none

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

No

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

18. ESTIMATED IMPACT

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

This course will have no impact on budget, facilities, space, faculty, etc. Similar courses have been taught by Developmental English full time faculty and adjuncts.

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

Not relevant

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)

No new impacts on programs or departments

21. POSITIVE AND NEGATIVE IMPACTS

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

This course will serve as a support for Developmental coursework in reading and writing.

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.

We are combining our DEVE F068 and our DEVS 058 into one WRTG course, to be part of the WRTG offerings. Because we have integrated reading and writing in the WRTG program, there is no longer a need for separate reading and writing support work.

APPROVALS: Add additional signature lines as needed.

	Date	
Signature, Chair, Program/Department of:		

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

	Date	
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 ___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:		

College Literacy Skills

WRTG F068, Fall 2017

1-3 credits

Location & Meeting Time to be Determined

Instructor

Dana Greci, 509C Gruening

474-5580, dgreci@alaska.edu

Office Hours: Tuesday 9-11 (or by appointment)

Course Description

Individualized instruction in writing and/or reading. Coursework can be designed to support specific courses or specific individuals as needed. May be repeated. There are no prerequisites. Nor does this course fulfill the prerequisites for any other course.

Textbook & Supplies

Students should not purchase a textbook in advance of the first day of class. The instructor will discuss which textbooks each student should buy during the first few class sessions, as this course is geared towards students' individual needs. Students are expected to come to each class period with a notebook and writing utensil.

Course Goals

The goals of this course are to assist students in (1) moving forward with their writing and/or reading study and (2) in some cases, succeeding in other courses in which they are enrolled. WRTG F068 can be offered as a free-standing course or as a required course in tandem with another course, such as WRTG 110 or 111x.

Student Learning Outcomes

In the case of free-standing WRTG F068 classes, student learning outcomes will be developed by the instructor in tandem with students' needs and interests after an initial assessment period of a few classes. (This assessment may include looking at the student's placement in the WRTG sequence.) Participation by some of the students' other instructors in developing those outcomes is encouraged, though not required. Learning objectives might include skills and strategies related to content, organization, word choice, audience awareness, mechanics, reading comprehension, analysis, and/or interpretation.

In the case of WRTG F068 classes that are required alongside other writing and reading classes, the WRTG F068 learning outcomes will be determined largely by the outcomes of those other courses that the students are taking, and for which they need assistance. Sample learning objectives would include similar objectives to those in the above paragraph, depending on the requirements of the class that WRTG F068 is supporting.

Instructional Methods

Instructional methods may vary. Work will usually take place independently, one-on-one with the instructor, or in small groups. Assignments may include paragraphs, essays,

workshops with other students, outlines, summaries, note taking, worksheets, other short writing assignments, oral evaluations (e.g., to test comprehension), vocabulary practice, discussions, etc. No homework is required.

Course Policies & Evaluation

The course is graded pass/fail. In order to pass the class,

- (1) because all work for this class is done during class periods, students must attend and participate actively in class every period. Students are allowed 2 unexcused absences per credit. If students have more than two unexcused absences, they must see the instructor about making up further absences. Unexcused lateness can add up to become an absence.

- (2) students must turn in a portfolio or other mutually agreed upon project at the end of the semester, demonstrating what they have learned. The portfolio or project demonstrates that students have mastered their student learning objectives at a grade of 70% or higher in order for the student to pass the class.

Academic Honesty

Plagiarism is stealing another person's work and passing it off as one's own. This includes copying others' writing, not citing sources properly, and having someone else write one's papers. Plagiarism may result in failure of this course.

Student Support

Writing & Reading Skills Lab: Students are encouraged to visit the Skills Lab for encouragement and support for this class. The Skills Lab is located in Rasmuson Library, room 407 (main floor). Appointments are NOT required.

Student Support Services: The Student Support Services (Trio) program, located on the 5th 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, Disabilities Services 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 Calendar

The course calendar will be set up at the beginning of the semester by the instructor of the course, with input from the student, and possibly the faculty of the students' other reading and/or writing courses, according to the agreed upon student learning outcomes.

Sample Calendar:

Outcomes:

- *Recognize 50 new vocabulary words;*
- *Learn how to spell 20 commonly misspelled words;*
- *Learn the correct spellings for 20 look alike/sound alike word sets;*
- *Pre-read and write an effective personal reading response to a 3-5 pp. essay.*

Week 1

Assess student needs, choose a textbook, & set up calendar.

Week 2

Vocabulary – Turn in *Groundwork for a Better Vocabulary* ch. 1.

Week 3

Spelling: Commonly Misspelled Words – Turn in *Grassroots* pp. 380-81.

Week 4

Vocabulary – Turn in *Groundwork for a Better Vocabulary* ch. 2.

Week 5

Active Reading – Read pp. 27-28 in *Fusion*, answer the pre-reading questions on p. 580, read “Undocumented Students Walk the Trail of Dreams” (pp. 580-83), and answer the reflecting questions on pp. 583.

Week 6

Vocabulary – Turn in *Groundwork for a Better Vocabulary* ch. 3.

Week 7

Spelling: Look-Alikes/Sound-Alikes – Turn in *Grassroots* ch. 33, pp. 384-87.

Week 8

Vocabulary – Turn in *Groundwork for a Better Vocabulary* ch. 4.

Week 9

Forming a Personal Reading Response – Read p. 46 in *Fusion*, and write a response to “The Plot Against People” (handout).

Week 10

Vocabulary – Turn in *Groundwork for a Better Vocabulary* ch. 5.

Week 11

Spelling: Look-Alikes/Sound-Alikes – Turn in *Grassroots* ch. 33, pp. 388-92.

Week 12

Vocabulary – Turn in *Groundwork for a Better Vocabulary* in ch. 6.

Week 13

Forming a Personal Reading Response – Review p. 46 in *Fusion*, and write a response to “The Arab Spring’s Cascading Effects” (pp. 584-588).

Week 14

Spelling: Look-Alikes/Sound-Alikes – Turn in *Grassroots* ch. 33, pp. 393-97.