FORMAT 1

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		New Course	**X**

2. COURSE IDENTIFICATION:

Dept	**WRTG**	Course #	**F068**	No. of Credits	**1-3**

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: ____ 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?:	

* 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)		1		2		3		4		5	**X**	6 weeks to full semester

OTHER FORMAT (specify)	

Mode of delivery (specify lecture, field trips, labs, etc)	**lecture**

9. *CONTACT HOURS PER WEEK*:	X	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)

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. Does not fulfill degree requirements in written communications or humanities. (1-3+0)

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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	X	

12. **COURSE REPEATABILITY:**

Is this course repeatable for credit?	YES	X	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 <u>variable</u> 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:	X

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	**X**	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.

WRTG F068 Format 1

APPROVALS: *Add additional signature lines as needed.*

	Date	30 Jan 2017
Signature, Chair, Program/Department of: Developmental Education & CRCD Math		

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

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

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
DEVE F068, Fall 2017
1-3 credits
Location and meeting time to be determined

Instructor

Dana Greci, 509C Gruening
474-5580, dgreci@alaska.edu
Office Hours: Tuesday 9:00-11:00 a.m. (or by appointment)
Department phone number: 474-1112

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. Does not fulfill degree requirements in written communications or humanities. There are no prerequisites. Nor does this course fulfill the prerequisites for any other course.

Textbook & Supplies

Do not purchase a textbook in advance of the first day of class. We will discuss which textbooks you should buy on the first day of class, as this course is geared towards your individual needs. I expect you to come to each class period with a notebook and writing utensil.

Course Policies

(1) You are allowed 2 unexcused absences per semester. If you miss a scheduled class, see me about making it up. Every unexcused absence beyond 2 takes your grade down 1/3 of a grade (A- becomes B+, etc.)

(2) You also must turn in a portfolio or some other mutually agreed upon project at the end of the semester, demonstrating what you have learned. Your portfolio or project must receive a passing grade (70% or higher) in order for you to pass the class. Your goals and learning outcomes for the semester will be determined based on your needs as of the first few sessions of the semester. The attached charts for analytical scoring of writing and reading will be used as rubrics.

(3) Grading is Pass/Fail.

Academic Honesty and Plagiarism

Plagiarism is stealing another writer's work and passing it off as your own. This includes copying the language 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 that belong to others must be cited. Plagiarism may result in the failure of this course.

Student Support

Skills Lab: 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).

Student Support Services: The Student Support Services (Trio) program, located on the 5th floor Gruening, is also 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.

Disabilities Services: 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.

APPENDIX 3. REVISED SUMMARY CHART FOR ANALYTICAL SCORING

WRITING SKILL	DESCRIPTION	POINTS
Organization/Content	▪ Plan is strong and easy to follow, with a clear, focused controlling idea (thesis statement), topic sentences, and concrete supporting details. Paragraphs are related, with clear transitions, and the whole is unified	7, or 9
	▪ Plan is apparent, and progress is evident toward a clear thesis statement. Topic sentences, and supporting details may be inconsistent, as are appropriate transitions, however, progress is evident toward unity	3, or 5
	▪ Plan is present, but may be undeveloped and thesis statement is unclear. Transitions and topic sentences are unclear. Paragraphs are unfocused, and supporting details are unrelated. Plan, as a whole, lacks unity	1 or 2
Word/Language Choice	▪ Language paints a clear picture for reader/audience, and is natural, effective, and intentional, with varied phrases and sentences, and little if any redundancy.	6 or 8
	▪ Language is often ordinary and generally unvaried, yet appropriate. Progress is clearly evident toward intentional use of word/phrase choices, but is inconsistent	3, or 5
	▪ Language sometimes impedes meaning, and is vague and ineffective. There is often a misuse of words and/or phrases	1 or 2
Voice/Audience Awareness	▪ Writer's tone is energetic and passionate, yet controlled. Viewpoint is strong and appropriate, and an awareness of audience is apparent	3
	▪ Viewpoint is clear, but may be inconsistently expressed or simply functional. Progress is clearly evident toward an awareness of audience, but it is not yet intentional	2
	▪ Viewpoint is unclear, unexpressed or "borrowed." Awareness of audience is infrequent, and tone may be inappropriate for content	1
Mechanics/Conventions	▪ Commendable control of standard writing conventions (spelling, capitalization, punctuation, and grammar)	3
	▪ Grammatical errors and lapses in standard writing conventions are minor and do not impede meaning	2
	▪ Limited control of standard writing conventions, some which impede meaning	1
Assignment Fulfillment	▪ Writer correctly addresses the assignment's requirements/goals as explained by the instructor	1
	▪ Writer misses the mark on the assignment's purpose, as evidenced by the subject/content	0

Writing Sample _____

Score Total _____

CHART FOR ANALYTICAL SCORING - **READING**- *Revised 2/25/16*

Source: (Association of American Colleges and Universities) AACU

READING SKILL	DESCRIPTION	VALUE	
Comprehension	Recognizes possible implications of the text for contexts, perspectives, or issues beyond the assigned task within the classroom or beyond the author's explicit message (e.g., might recognize broader issues at play, or might pose challenges to the author's message and presentation).	4	(CAPSTONE)
	Uses the text, general background knowledge, and/or specific knowledge of the author's context to draw more complex inferences about the author's message and attitude.	3	(Milestones)
	Evaluates how textual features (e.g., sentence and paragraph structure or tone) contribute to the author's message; draws basic inferences about context and purpose of text.	2	(Milestones)
	Understands and applies vocabulary appropriately to paraphrase or summarize the information the text communicates.	1	(Benchmark-Entry)
Genres	Uses ability to identify texts within and across genres, monitoring and adjusting reading strategies and expectations based on generic nuances of particular texts.	4	(CAPSTONE)
	Articulates distinctions among genres and their characteristic conventions.	3	(Milestones)
	Reflects on reading experiences across a variety of genres, reading both with and against the grain experimentally and intentionally.	2	(Milestones)
	Applies tacit genre knowledge to a variety of classroom reading assignments in productive, if unreflective, ways.	1	(Benchmark-Entry)
Relationship to Text *Making meanings with texts in their contexts*	Evaluates texts for scholarly significance and relevance within and across the various disciplines, evaluating them according to their contributions and consequences.	4	(CAPSTONE)
	Uses texts in the context of scholarship to develop a foundation of disciplinary knowledge and to raise and explore important questions.	3	(Milestones)
	Engages texts with the intention and expectation of building topical and world knowledge.	2	(Milestones)
	Approaches texts in the context of assignments with the intention and expectation of finding right answers and learning facts and concepts to display for credit.	1	(Benchmark-Entry)
Analysis	Evaluates strategies for relating ideas, text structure, or other textual features in order to build knowledge or insight within and across texts and disciplines.	4	(CAPSTONE)
	Identifies relations among ideas, text structure, or other textual features, to evaluate how they support an advanced understanding of the text as a whole.	3	(Milestones)
	Recognizes relations among parts or aspects of a text, such as effective or ineffective arguments or literary features, in considering how these contribute to a basic understanding of the text as a whole.	2	(Milestones)
	Identifies aspects of a text (e.g., content, structure, or relations among ideas) as needed to respond to questions posed in assigned tasks.	1	(Benchmark-Entry)

Interpretation	Provides evidence not only that s/he can read by using an appropriate epistemological lens but that s/he can also engage in reading as part of a continuing dialogue within and beyond a discipline or a community of readers.	4	(CAPSTONE)
	Articulates an understanding of the multiple ways of reading and the range of interpretive strategies particular to one's discipline(s) or in a given community of readers.	3	(Milestones)
	Demonstrates that s/he can read purposefully, choosing among interpretive strategies depending on the purpose of the reading.	2	(Milestones)
	Can identify purpose(s) for reading, relying on an external authority such as an instructor for clarification of the task.	1	(Benchmark-Entry)

Reader's Voice	Discusses texts with an independent intellectual and ethical disposition so as to further or maintain disciplinary conversations.	4	(CAPSTONE)
	Elaborates on the texts (through interpretation or questioning) so as to deepen or enhance an ongoing discussion.	3	(Milestones)
	Discusses texts in structured conversations (such as in a classroom) in ways that contribute to a basic, shared understanding of the text.	2	(Milestones)
	Comments about texts in ways that preserve the author's meanings and link them to the assignment.	1	(Benchmark-Entry)

Reading is "the process of simultaneously extracting and constructing meaning through interaction and involvement with written language" (Snow et al. 2002).

Score: _____

194 Reading Level   Y / N

094 Reading Level   Y / N