

Submit original with signatures + 3 copies

TRIAL COURSE OR NEW COURSE PROPOSAL

SUBMITTED BY:

Department	DEVS	College/School	CRCD
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See <http://www.uaf.edu/uafgov/faculty/cd/cdman.html> for a complete description of the rules governing curriculum & course changes.

1. ACTION DESIRED (check one):

Trial Course

New Course

X

2. COURSE IDENTIFICATION:

Dept

DEVS

Course #

114

No. of Credits

1

Justify upper/lower division status & number of credits:

The course has been designed to provide academic support to students in entry-level humanities or social science courses.

3. PROPOSED COURSE TITLE:

Reading in the Humanities/Social Sciences

4. CROSS LISTED?

YES/NO

No

If yes, Dept:

Course #

(Requires approval of both departments and deans involved. Add lines at end of form for such signatures.)

5. STACKED?

YES/NO

No

If yes, Dept:

Course #

6. FREQUENCY OF OFFERING:

As demand warrants

(Every or Alternate) Fall, Spring, Summer -- or As Demand Warrants

7. SEMESTER & YEAR OF FIRST OFFERING (if approved)

Fall 2011

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 one)

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:

1

LECTURE hours/weeks

1

LAB hours /week

1

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/cd/credits.html> for more information on number of credits.

OTHER HOURS (specify type)

10. COMPLETE CATALOG DESCRIPTION including dept., number, title and credits (50 words or less, if possible):

DEVS 114 Reading in the Humanities/Social Sciences

Introduction and application of effective reading strategies for increased comprehension and retention of course content delivered via written formats, e.g., textbooks, articles, webpages, etc. Co-requisite: Core humanities/social science course.

11. **COURSE CLASSIFICATIONS:** (undergraduate courses only. Use approved criteria found on Page 10 & 17 of the manual. If justification is needed, attach on separate sheet.)

H = Humanities

N = Natural
Science

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,
Format 6

W = Writing Intensive,
Format 7

Natural Science,
Format 8

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).

This is an elective course designed to provide academic support to students in entry-level humanities and social science courses.

How many times may the course be repeated for credit?

3

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

13. **GRADING SYSTEM:**

LETTER:

PASS/FAIL:

☒

RESTRICTIONS ON ENROLLMENT (if any)

14. **PREREQUISITES**

N/A

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

RECOMMENDED

N/A

Classes, etc. that student is strongly encouraged to complete prior to this course.

15. **SPECIAL RESTRICTIONS, CONDITIONS**

Students must be enrolled in an entry-level humanities or social sciences course to enroll in this course.

16. **PROPOSED COURSE FEES**

\$ N/A

Has a memo been submitted through your dean to the Provost & VCAS for fee approval? Yes/No

17. **PREVIOUS HISTORY**

Has the course been offered as special topics or trial course previously? Yes/No

N/A

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

18. **ESTIMATED IMPACT**

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

As a one credit course offered as demand warrants, the anticipated impact on budget is minimal.

19. **LIBRARY COLLECTIONS**

Have you contacted the library collection development officer (ffklj@uaf.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

☒ N

Yes

No need for library services for this course.

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)

N/A

21. **POSITIVE AND NEGATIVE IMPACTS**

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

Emergent research indicates that struggling readers make more rapid gains in reading skills when they receive assistance and support to learn and apply reading strategies in the context of a course that will be used toward their academic goals.

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.

As noted above, emerging research indicates that struggling readers make more rapid gains in reading skills when they receive assistance and support to learn and apply reading strategies in the context of a course that will be used toward their academic goals. The reasons for this varied. One important reason is that students feel themselves to be in the college mainstream versus isolated in a development course and students are applying new skills and strategies on specific course content. This course is designed to help students succeed in achieving the student learning objectives outlined in the co-requisite introductory humanities or social sciences course.

APPROVALS:

Signature, Chair, Program/Department of: *[Signature]* Date: 2/22/11
DEU ED

Signature, Division Chair CRCD of: *[Signature]* Date: 2/22/11
Department DEU ED

Signature, Chair, College/School Curriculum Council for: *[Signature]* Date: 2/24/11
CRCD Academic Council

Signature, Dean, College/School of: *[Signature]* Date: 2/24/11
CCCD

Signature of Provost (if applicable) Date:
Offerings above the level of approved programs must be approved in advance by the Provost.

ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE GOVERNANCE OFFICE

Signature, Chair, UAF Faculty Senate Curriculum Review Committee Date:
Review Committee

ADDITIONAL SIGNATURES: (If required)

		Date	
Signature, Chair, Program/Department of:			
		Date	
Signature, Chair, College/School Curriculum Council for:			
		Date	
Signature, Dean, College/School of:			

DEVS F114 Reading in the Humanities/Social Sciences
Syllabus Fall 2011 Semester 1 credit

*Ability is what you are capable of doing. Motivation determines what you do.
Attitude determines how well you do it. --Anonymous*

Instructor:

Dr. Diane Erickson, Assistant Professor
Office Location: Gruening 508D
Telephone: 474-2649.
Email: dmerickson@alaska.edu
Office Hours: TBA

Course Meeting Time/Location: TBA. Note this course can meet for 6 weeks twice per week for 1.5 hours or for one week for 1 hour over the course of the semester (14 weeks) depending upon the co-requisite course and the preferences of the instructors.

Catalog Course Description: Introduction and application of effective reading strategies for increased comprehension and retention of course content delivered via written formats, e.g., textbooks, articles, web pages, etc. Co-requisite: Core humanities/social science course.

Course Prerequisite/Co-requisites: Core humanities/social science course.

Course Design: Student learning activities will include collaborative reading, small group discussion, and summary writing.

Student Learning Outcomes

At the end of this course, students who actively engage in class and complete assignments and readings will be able to demonstrate the following skills.

Learning Outcomes	Evaluation
Apply a variety of reading strategies for increased comprehension and retention;	Written assignments, quizzes, in-class activities reading/vocabulary journal
Apply various strategies for building and expanding academic vocabulary;	Written assignments, quizzes, in-class activities, reading/vocabulary journal
Identify main ideas in assigned readings;	Written assignments, quizzes, in-class activities, reading/vocabulary journal
Write single-paragraph summaries of short readings;	Written assignments, reading/vocabulary journal
Use a dictionary, thesaurus, textbook glossary, and other appropriate resources.	In-class activities, reading/vocabulary journal

Assignments and Assessment of Learning

Learning outcomes in this class are designed to support your success in your introductory level humanities/social sciences course. Assignments are designed to build and strengthen your ability to read, comprehend, and retain information from increasingly complex texts and other written materials. Points are earned for completion of work and attendance. You do not earn points if you miss class and do not complete the work in a timely manner.

1. Your Study Plan (Specific assignment directions will be distributed in class.)

Points: 25 Due: TBA

2. Weekly Homework Assignments

(These will be determined from the text used for the co-requisite course and may include summary writing, outlines, and concept maps, plus taking lecture notes.)

Points: 25 per week (6 weeks); Total 150 points

3. Reading/vocabulary Journal: Weekly Entries

Points: 25 per week (6 weeks); Total 150 points

4. Attendance

Points: 5 points per class (12 class sessions); Total 60 points

Grading

A total of 385 points may be earned in this class. This class is graded pass/fail. As specified in the UAF College Catalog, the pass grade indicates satisfactory completion of coursework. Satisfactory performance is the equivalent of a C grade or better in undergraduate course work. To earn a pass grade, students must earn between 70-100 % percent of the total points that can be earned in the course.

P: 269-385 points

F: less than 268 points

P: Pass — The pass grade indicates satisfactory completion of course requirements at either the undergraduate or graduate level. A pass grade does not affect your GPA but credits earned with pass grades may meet degree requirements and may be used as a measure of satisfactory progress. Satisfactory performance is the equivalent of a C grade or better in undergraduate course work.

F: Indicates failure. All F grades, including those earned in pass/fail courses, are included in the GPA calculations.

Course Policies

Participation and Attendance: Regular attendance and participation is required to achieve the learning objectives of this course. Points are awarded for attendance.

Peer Review: We will work to learn from one another in this class. Assignments and writings will be peer reviewed in class.

First-Year Early Warning Grade Submission: The University requires that faculty submit early warning grades for first-year students. The deadline for submission of early warning grades is **TBD**. Your early warning grade is not your final grade.

Withdrawal: The deadline for student or faculty initiated withdrawal (“W” posted on transcript) is **TBD**. If you have an “F” grade in the class on that date, you will be withdrawn from the course.

Late Work: Late work will be accepted no later than one week past the required assignment deadline. No late work will be accepted after that date and the assignment will be awarded 0 points. It is highly recommended that you develop the habit of turning in assignments and completing work in your courses on time. Please make every effort to be prepared and complete your work in a timely manner. Once you begin to fall behind it can be very difficult to catch up. Additionally, as in most courses, the assignments are designed to build your learning and skills over the semester. If you fall behind, you will not have the skills and knowledge base to learn the material presented as the semester progresses.

Email: Email will be the primary means of communication outside of the scheduled class meeting times. UAF uses e-mail to communicate with students about many regulations, requirements and responsibilities. E-mail is often the only way some information is distributed so it’s important for you to regularly check your university e-mail account or to forward mail from your UAF account to an account you check frequently. The university automatically assigns you an official UAF e-mail account when you first register for classes. You are responsible for knowing — and when appropriate, acting on — the contents of all university communications sent to your official UAF e-mail account. If you want to receive university communications at a different e-mail address, you need to forward e-mail from your assigned UAF account to an e-mail address of your choice. You can easily do this online at www.alaska.edu/google/.

Blackboard: Course documents (syllabus, assignment directions, optional readings, web resource links, etc.) will be placed in Blackboard. If you lose your paper copy of the syllabus or assignment directions, please access a new copy by going directly to Blackboard. Other items may be placed in Blackboard as deemed necessary or desired by class participants.

Course Texts/ Reading Materials: Assigned reading materials in your co-requisite humanities/social sciences course will be used in this course.

Course Calendar

Topic One (Two class sessions)

The Reading Process

Before reading: Survey and question

During reading: Read and recite

After reading: Recite and review

Self-monitoring comprehension

Topic Two (Two class sessions)

Vocabulary and Dictionary Skills

Context Clues

Word Parts

Understanding Dictionary Entries

Building an Academic Vocabulary

Topic Three (Two class sessions)

Text Conventions Review

Topic and main idea

Function and location of main idea

Stated versus implied main idea

Major and minor supporting details

Topic Four (Three class sessions)

Common Organizational Patterns

Time Order (chronological)

Space Order

Listing

Classification

Comparison and Contrast

Cause and Effect

Generalization and Example

Definition and Example

Topic Five (Three class sessions)

Retention and Review Strategies

Annotation

Summaries

Outlines

Concept Maps

Topic Six (Two class sessions)

Reading Graphics in Textbooks

University Policies

Academic Integrity: Academic integrity is a basic principle that requires that students only take credit for ideas and efforts that are their own. Cheating, plagiarism, and other forms of academic dishonesty are defined as the submission of materials in assignments, examinations, or other academic work that is based on sources prohibited by the faculty member. Substantial portions of academic work that a student has submitted for a course may not be resubmitted for credit in another course without the knowledge and advance permission of the instructor. For more information, refer to the UAF Student Handbook: <http://www.uaf.edu/files/reslife/handbook10->

[11.pdf](#) . It is the student's responsibility to know the expectations outlined in the handbook for appropriate campus and classroom behaviors.

Disability Support Services: Disability Support Services (DSS) is responsible for coordinating support services for UAF students who experience disabilities. To access support services, students must contact DSS (474-5655) and provide current disability documentation that supports the requested services. Additional information may be accessed on-line at <http://www.uaf.edu/disability/> .

Student Support Services: All faculty and staff at UAF want you to succeed in reaching your academic goals. A number of services are available to you. The **Student Support Services (SSS)** program located in 512 Gruening Building, provides opportunities for academic development, assists students with college requirements, and serves to motivate students towards the successful completion of their degree program. For more information, visit their website: <http://www.uaf.edu/sssp/> .

Incomplete Grades: In accordance with University policy, an incomplete grade (*I*) is assigned only at the discretion of the instructor. An incomplete is a temporary grade used to indicate that the student has satisfactorily completed (C or better) the majority of work in a course but for personal reasons beyond the student's control, such as sickness, has not been able to complete the course during the regular semester. Normally, an incomplete is assigned in a case when the student is current in the class until at least the last three weeks of the semester or summer session. Negligence or indifference are not acceptable reasons for an "I" grade. Instructors include a statement of work required of the student to complete the course at the time the "I" grade is assigned and a copy of the notice of the incomplete grade will be sent to the dean of the school or college in which the course is given. An incomplete must be made up within one year or it will automatically be changed to an "F" grade. The "I" grade is not computed in the student's grade point average until it has been changed to a regular letter grade by the instructor or until one year has elapsed, at which time it will be computed as an "F." A senior cannot graduate with an "I" grade in either a university or major course requirement. To determine a senior's grade point average for honors at graduation, the "I" grade will be computed as a failing grade.

Student Code of Conduct and Campus Civility: As with all members of the University community, the University requires students to conduct themselves honestly and responsibly, and to respect the rights of others. Conduct that unreasonably interferes with the learning environment or that violates the rights of others is prohibited by the standards and guidelines collectively described as the Student Code of Conduct. For more information, refer to the UAF Student Handbook: <http://www.uaf.edu/files/reslife/handbook10-11.pdf> . It is the student's responsibility to know the expectations outlined in the handbook for appropriate campus and classroom behaviors.