FORMAT 1

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	Education	College/School	**School of Education**
Prepared by	**Jane Monahan** **Barbara Adams**	Phone	**474-5362**
Email Contact	**jmmonahan@alaska.edu** **bladams@alaska.edu**	Faculty Contact	**Barbara Adams**

1. ACTION DESIRED (CHECK ONE):

Trial Course		New Course	XX

2. COURSE IDENTIFICATION:

Dept	**ED**	Course #	**F638**	No. of Credits	**2**

Justify upper/lower division status & number of credits:	This course is designed for students admitted to the PhD in Interdisciplinary Studies. Graduate level readings, writing assignments, and presentations are a part of the course content

3. PROPOSED COURSE TITLE: Designing Social Science Research In Depth

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 or when demand is first warranted**

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)												

9. CONTACT HOURS PER WEEK:

2	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. <u>COMPLETE</u> CATALOG DESCRIPTION including dept., number, title, credits, credit distribution, cross-listings and/or stacking (50 words or less if possible):

Example of a <u>complete</u> 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)

ED F638 Designing Social Science Research in Depth
2 Credits
Offered As Demand Warrants
In depth learning of quantitative and/or qualitative within social science research. Investigations into constructing and analyzing research designs and data collection methods for social science research. Introductions to the software applications of Atlas.ti for qualitative analysis and SPSS for quantitative analysis. This course as the second of the series is intent on completing students' research design by looking ahead to data collection and refining all of the essential pieces such as problem statement, research questions, methodology, and methods.
Prerequisites: ED F637
Lecture + Lab + Other: 2 + 0 +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		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 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 <u>variable</u> 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:	X	PASS/FAIL:	

RESTRICTIONS ON ENROLLMENT (if any)

14. PREREQUISITES	ED 637 Designing Social Science Research Overview

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

15. SPECIAL RESTRICTIONS, CONDITIONS	Permission of instructor

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	YES

If yes, give semester, year, course #, etc.:	ED 693 in Spring 2014, Fall 2015 and LAS 693 in Fall 2014

18. ESTIMATED IMPACT

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

This course will be taught through Blackboard Collaborate. There will be no impact on space or facilities. The class will be added to an existing faculty member's workload. Tuition from course participants will cover the instructor salary and benefits. Usually it take 6 - 8 students in a graduate class to make it viable -- depending on if the instructor is full time faculty or adjunct. During the trial courses the instructor aimed for a start of 12-15 students in course 1 hoping that through attrition at least 8 students would remain by course 6. We might suggest that if we don't have at least 8 to start in course 1 that we don't offer it; however, that is up to the discretion of the department or whoever is funding that position.

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		When offered as a special topics course, adequate resources proved to be available.

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)

The School of Education Graduate Program will be impacted:
    -Possible increase in enrollment in graduate level education classes due to interest by PhD students in education coursework.
    -Possible increase in the number of Interdisciplinary PhD applicants with an education focus creating the necessity for School of Education faculty to serve as committee chairs and committee members on PhD committees.
Other graduate program may be impacted:
    -As the students in this class will be Interdisciplinary PhD students taking courses from more than one academic department, there may be an increase in enrollment in graduate classes of other departments
    -As INDS PHD students select committee members from more than one department, faculty members in other academic departments may be asked to serve on committees.

21. POSITIVE AND NEGATIVE IMPACTS

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

Positive: Provides INDS students a sense of community and the opportunity to share and receive feedback on their research from other students. Supports INDS PhD students in learning research methods. Improves the quality of dissertations.

Negative: May require more support from faculty than they are able to provide as it leads to an increase in enrollment of INDS PhD students, often distance-based students. As more groups of students enroll in the INDS degree and take these courses, faculty will be asked to chair and serve on committees. Since the

degree is interdisciplinary, committee chairs and members should come from many departments, not just the School of Education. In this way we have burden sharing. A plan should include working with other departments (appropriately matched to the students' research) to find faculty willing to chair and be committee members alongside SOE faculty.

Impact on Other Courses: Only ED F601 and ED F603 (CCS cross-listed) are research courses offered which target introductory knowledge for MS students. This course will not affect enrollment in 601 or 603. Other courses that exist at UAF include those offered through PSY, BIOL, ANTH, COMM, LING, NORS and CHEM. The PSY courses are only open to Psychology students. The BIOL, CHEM do not address the same concepts due to specific research methods. There may be negative impact on those research courses listed as ANTH, COMM, LING, NORS; however, most INDS students may not be eligible for these based on their background.

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.

Most students who have taken this course in trial format have been mid-career professionals who are working full-time and wish to pursue an Interdisciplinary PhD. The series of courses provides a foundation for research that encompasses qualitative, quantitative, and mixed methods allowing for balance and support for the interdisciplinary approach. As part of the series, this course supports students in engaging in their research from a distance and supports doctorate committee chairs in ensuring that distance students are moving forward on their work. The course focuses on the process of doing research and not the specific content. In that way, students along with their chairs and committee make the decisions about the research content, design, methodology, methods, and timeline, as should be the case. The course provides students a place to engage in those decisions, share their progress and receive feedback from an instructor who is an interdisciplinary researcher and other professionals moving through a similar process with their own committee. Since the series of courses focuses on the research process it goes into more depth than ED 601 and ED 603 that currently exist. As distance students who traditionally work full-time in addition to their studies the peer group and established meeting time that runs for three years provides the accountability and foundation upon which is engage in dissertation work while expanding their understanding of methods from a multitude of fields.

This course as the second of the series is intent on completing students' research design by looking ahead to data collection and refining all of the essential pieces such as problem statement, research questions, methodology, and methods.

APPROVALS: Add additional signature lines as needed.

As per attached.

	Date	
Signature, Graduate Department Chair	School of Education (Cindy Fabbri)	

	Date	
Signature, Chair, School of Education Curriculum Council:	Gary Jacobsen	

	Date	
Signature, Dean, School of Education:	Steven Atwater, Interim Dean	

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

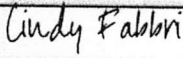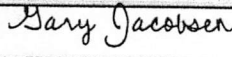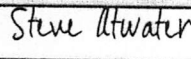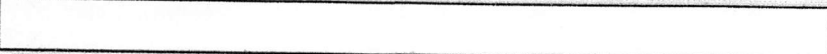|	Date	
Signature of Provost (if above level of approved programs)		

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.
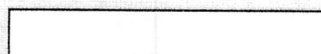
Most students who have taken this course in trial format have been mid-career professionals who are working full-time and wish to pursue an Interdisciplinary PhD. The series of courses provides a foundation for research that encompasses qualitative, quantitative, and mixed methods allowing for balance and support for the interdisciplinary approach. As part of the series, this course supports students in engaging in their research from a distance and supports doctorate committee chairs in ensuring that distance students are moving forward on their work. The course focuses on the process of doing research and not the specific content. In that way, students along with their chairs and committee make the decisions about the research content, design, methodology, methods, and timeline, as should be the case. The course provides students a place to engage in those decisions, share their progress and receive feedback from an instructor who is an interdisciplinary researcher and other professionals moving through a similar process with their own committee. Since the series of courses focuses on the research process it goes into more depth than ED 601 and ED 603 that currently exist. As distance students who traditionally work full-time in addition to their studies the peer group and established meeting time that runs for three years provides the accountability and foundation upon which is engage in dissertation work while expanding their understanding of methods from a multitude of fields.

This course as the second of the series is intent on completing students' research design by looking ahead to data collection and refining all of the essential pieces such as problem statement, research questions, methodology, and methods.
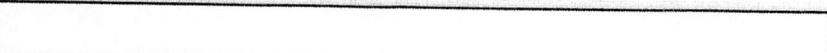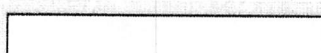
APPROVALS: Add additional signature lines as needed.

Cindy Fabbri		Date	October 4, 2016
Signature, Graduate Department Chair	School of Education (Cindy Fabbri)		
Gary Jacobsen		Date	October 4, 2016
Signature, Chair, School of Education Curriculum Council:	Gary Jacobsen		
Steve Atwater		Date	October 4, 2016
Signature, Dean, School of Education:	Stephen Atwater, Interim Dean		

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

Box 18 - States: "Tuition from course participants will cover the instructor salary and benefits." Maybe this is standard language for E-learning courses? We just wonder how dependent this is on specific enrollment numbers?

Usually it take 6 - 8 students in a graduate class to make if viable -- depending on if the instructor is full time faculty or adjunct. I (Barb) have certainly tried to aim for a start of 12-15 students in course 1 hoping that through attrition we still have 8 students by course 6. This doesn't always happen. I might suggest that if we don't have at least 8 to start in course 1 that we don't offer it. That's really up to the department though or whoever is funding that position.

Box 21 - Negative Impacts states: "May require more support from faculty than they are able to provide as it leads to an increase in enrollment..." this can probably be said about any proposal that would lead to increased enrollment, but we wonder if there is a plan in place to deal with this?
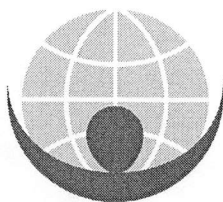
As more groups of students enroll in the INDS degree and take these courses, faculty will be asked to chair and serve on committees. Since the degree is interdisciplinary, committee chairs and members should come from many departments, not just the School of Education. In this way we have burden sharing. A plan should include working with other departments (appropriately matched to the students' research) to find faculty willing to chair and be committee members alongside SOE faculty.

Syllabi: All syllabi list projects and a final (I assume final refers to some kind of project or culminating exercise, not an exam). In each case, while there is a description of the projects, there isn't one for the final. Please think to include one.

The final is a final project and so in that way I see it the same as other projects but with more extensive long term work required to complete it.

Also, it is not clear how each of these projects will be graded. Syllabus gives a total number of points of 20, but what are the criteria/rubrics against which the projects will be graded? How important are things like structure, methodology, format, quality of diagrams and/or tables, quality of writing, etc? A brief description of the evaluation criteria would be helpful to students.

All projects will be scored using the rubric (attached) and then scaled to fit the number of points allotted. We can either include that rubric in the syllabi or as an attachment. I'm not sure all faculty teaching these courses would want to use this same rubric. They may want to specialize them for each project. To me, it's better to keep this big picture approach, but I wouldn't force it on other faculty.

UNIVERSITY OF ALASKA FAIRBANKS *Revised 5/3/'17*

eLearning & Distance Education

2175 University Avenue Suite 200 | PO Box 756700 | Fairbanks, AK 99775-6700
p. 907.479.3444 or 800.277.8060 | f. 907.479.3443 | distance@uaf.edu | distance.uaf.edu

TITLE:	Designing Social Science Research in Depth
NUMBER:	ED F638 UX1 CRN: xxxxx
CREDITS:	2 credits
PREREQUISITES:	Completion of ED F637 Designing Social Science Research Overview or upon approval of the instructor
LOCATION:	Online via Blackboard and Collaborate
MEETING TIME:	TBA
INSTRUCTOR:	Dr. Barbara L. Adams
OFFICE:	Gruening 714D, UAF Campus, Fairbanks, AK
OFFICE HOURS:	by request
TELEPHONE:	907.474.7509 office; 907.460.1377 cell
EMAIL ADDRESS:	barbara.adams@alaska.edu

COURSE DESCRIPTION

In depth learning of quantitative and/or qualitative methodologies within social science research. Investigations into constructing and analyzing research designs and data collection methods for social science research. Introductions to the software applications of Atlas.ti for qualitative analysis and SPSS for quantitative analysis. This course as the second of the series is intent on completing students' research design by looking ahead to data collection and refining all of the essential pieces such as problem statement, research questions, methodology, and methods.

STUDENT LEARNING OUTCOMES

Course Goals: To provide PhD cohort students the methodological training in research designs and consultation with data collection methods and appropriate software packages.

To achieve these goals students will
- complete the research design for their dissertations
- investigate data collection methods for their dissertations
- investigate outputs from Atlas.ti and SPSS software to understand data collection procedures, pitfalls, and common practices
- critique social science research results (quantitative and qualitative) in scientific research and the popular press

COURSE READINGS/MATERIALS

Required
- Joyner, R., Rouse, W., & Glatthorn, A. (2013). *Writing the winning thesis or dissertation: A step-by-step guide* (3rd ed.). Thousand Oaks, California: Corwin Press.
- Muijs, D. (2011). *Doing quantitative research in education with SPSS* (2nd ed.). Thousand Oaks, California: SAGE Publications.
- Rea, L., & Parker, R. (2014). *Designing and conducting survey research: A comprehensive guide* (4th ed.). San Francisco, California: Jossey-Bass.
- Stewart, D., & Shamdasani, P. (2015). *Focus groups: Theory and practice* (3rd ed.). Thousand Oaks, California: SAGE Publications.

- Yin, R. (2016). *Qualitative research from start to finish* (2nd ed.). New York, NY: The Guilford Press.

Optional
- Tashakkori, A., & Teddlie, C. (2010). *Handbook of mixed methods in social and behavioral research* (2nd ed.). Thousand Oaks, California: SAGE Publications.

TECHNICAL REQUIREMENTS FOR COURSE

This is an online course. Students must have internet access and will use a computer, tablet or phone to communicate, to access online multimedia (audio, video, Flash), and to create multimedia. There will be regular online interaction with the instructor and peers using Blackboard Collaborate. Synchronous sessions require students to have access to a microphone for their device in order to discuss via Collaborate. Students will be expected to have the most current versions of several applications that will be used in this course, including QuickTime, Flash (Mac|Windows), and Java.

INSTRUCTIONAL METHODS

This course will be conducted synchronously where participants will complete required readings prior to regularly scheduled class sessions held through Collaborate. This course will meet via Blackboard Collaborate for eight 3-hour sessions with an additional 160 minutes to be scheduled for group work sessions through Blackboard Collaborate, in person, or any other appropriate venue. It is encouraged that you communicate with other students additionally through the online forums in Blackboard. Face to face sessions may be scheduled if warranted or requested given the availability of meeting times and locations.

INSTRUCTOR RESPONSE TIME

I will provide feedback on your deliverables within approximately two weeks from submission. I will typically respond to emails within 24 hours.

COURSE POLICIES

No points are given for attendance towards determining students' grades but given the nature of this course, which focuses on discussion and learning from peers, attendance is encouraged during each Collaborate session. Recognizing that life can sometimes get in the way of academics, each session will be recorded providing an opportunity for those who miss class to at least hear what was discussed.

EVALUATION POLICIES

The following evaluation of student performance will be employed:
A: 90.0-100%   B: 80.0-89.9%   C: 70.0-79.9%   D: 60.0 – 69.9%   F: below 60.0%

Deliverables	Points
Project 1: Interpreting Survey Results	20
Project 2: Interpreting Quantitative Results	20
Project 3: Interpreting Qualitative Results	20
Final: Draft Research Methodology Proposal	40
Total	100

Projects: Projects provide an opportunity to connect the knowledge learned in class to real world application and analysis. This will be an opportunity for students to practice before applying the knowledge to their own dissertation in order to hopefully eliminate having to restructure their work. Detailed descriptions of each project will be presented during course discussion on the topic and with reasonable time before the due date. The final is a final project and so it is similar to other projects but with more extensive long term work required to complete it. All projects will be scored using the rubric (attached) and then scaled to fit the number of points allotted.

COURSE SCHEDULE

Week of	*Topics for Class Discussion*	*Readings Required - to complete before class discussion*
Week 1	Review of Research Designs *(Final Project assigned)*	Tashakkori & Teddlie Chapters 1, 12
Week 2	Data Collection: Developing Questionnaires *(Project 1 assigned)*	Joyner, Rouse & Glatthorn Chapters 8-10 Rea & Parker Chapters 1-4
Week 3	Data Collection: Developing Questionnaires	Rea & Parker Chapters 1-4 continued
Week 4	Quantitative Data Collection Methods: based on the needs of the participants Project 1 Due *(Project 2 assigned)*	Muijs Chapters 1-4
Week 5	Quantitative Data Collection Methods: based on the needs of the participants	Muijs Chapters 1-4 continued
Week 6	Qualitative Data Collection Methods: based on the needs of the participants Project 2 Due *(Project 3 assigned)*	Yin Chapters 1-3
Week 7	Qualitative Data Collection Methods: based on the needs of the participants	Stewart & Shamdasani Chapters 1-3, 8, 9
Week 8	Project 3 Due *No class*	
Week 9	Defending Methodology Proposals Final Project Due	Presentations

Note: this calendar is subject to modification.

DISABILITIES SERVICES

The **UAF Office of Disability Services** operates in conjunction with UAF eLearning. Disability Services, a part of UAF's Center for Health and Counseling, provides academic accommodations to enrolled students who are identified as being eligible for these services.

If you believe you are eligible, please visit their web site (http://www.uaf.edu/apache/disability/) or contact a student affairs staff person at your nearest local campus. You can also contact Disability Services on the Fairbanks Campus by phone, (907) 474-5655, or by e-mail (uaf-disabilityservices@alaska.edu).

EXPLANATION OF NB/I/W GRADES

This course adheres to the UAF eLearning Procedure regarding the granting of NB Grades *The NB grade is for use only in situations in which the instructor has No Basis upon which to assign a grade. In general, the NB grade will not be granted.*

Your instructor follows the University of Alaska Fairbanks Incomplete Grade Policy:
"The letter "I" (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, he has not been able to complete the course during the regular semester. Negligence or indifference are not acceptable reasons for an "I" grade."

Successful, Timely Completion of this Course Starting and establishing your progress through this course early can help to encourage your successful completion of the course. Toward this end, this course adheres to the following Center for Distance Education Procedures:
1. The first contact assignment (Introduction) is due one week after the first day of instruction. *Failure to submit this assignment within the first two weeks of the course could result in withdrawal from the course.*
2. The first content assignment (Lesson 1) is due one week after the first day of instruction. *Failure to submit this assignment within the first two weeks of the course could result in withdrawal from the course.*
3. Failure to submit the first three content assignments (Assignments 1, 2 and 3) by the deadline for faculty-initiated withdrawals (the ninth Friday after the first day of classes) could result **in instructor initiated withdrawal from the course (W)**.

ACADEMIC INTEGRITY

As described by UAF, scholastic dishonesty constitutes a violation of the university rules and regulations and is punishable according to the procedures outlined by UAF. Scholastic dishonesty includes, but is not limited to, cheating on an exam, plagiarism, and collusion. Cheating includes providing answers to or taking answers from another student. Plagiarism includes use of another author's words or arguments without attribution. Collusion includes unauthorized collaboration with another person in preparing written work for fulfillment of any course requirement. Scholastic dishonesty is a serious offense, will not be tolerated in dissertation work, and is punishable by removal from the course and a grade of "F." For more information go to Student Code of Conduct. (http://www.uaf.edu/catalog/catalog_08- 09/academics/regs3.html#Student_Conduct)

SUPPORT SERVICES

UAF eLearning Student Services helps students with registration and course schedules, provides information about lessons and student records, assists with the examination process, and answers general questions. Our Academic Advisor can help students communicate with instructors, locate helpful resources, and maximize their distance learning experience. Contact the UAF eLearning Student Services staff at 907-479-3444 or toll free 1-800-277-8060 or contact staff directly – for directory listing see: http://elearning.uaf.edu/staff/.
http://elearning.uaf.edu/staff/

UAF Help Desk
Click here (http://www.alaska.edu/oit/) to see about current network outages and news. Reach the Help Desk at:
· e-mail at helpdesk@alaska.edu
· fax at (907)-450-8312
phone in the Fairbanks area is 450-8300 and outside of Fairbanks is 1-800-478-8226

UAF Writing Center
The Writing Center is a student-staffed, student-oriented service of the English Department. Our tutors, English Department teaching assistants and a few outstanding undergraduate students, can assist you in all phases of the writing process, including the following:
- Brainstorming and generating topics
- Organizing ideas
- Developing research strategies
- Use of citation styles -- MLA, APA, and Chicago
- Editing for clarity and correctness

E-mail/Fax/Telephone Tutoring: The UAF Writing Center provides a telephone tutoring service. If you would like a telephone session call the Writing Center for an appointment and then e-mail or fax your paper to them the day of your appointment by 5:00 pm AK time for an evening session and 12:00 pm AK time for a Sunday afternoon session. They will then call you at the set time and collaborate with you on your writing needs. They offer telephone tutorials on Monday through Thursday evenings (7:15, 8:15, 9:15) and Sunday afternoon (1:15, 2:15, 3:15, 4:15, 5:15).

801 Gruening Bldg., P.O. Box 755720
Fairbanks, Alaska 99775-5720
Phone: (907) 474-5314
Fax: 1-800-478-5246
Email: uaf-writing-center@alaska.edu