

RECEIVED

MAR - 8 2017

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.

College of Liberal Arts

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

SUBMITTED BY:

Department	Arctic and Northern Studies	College/School	CLA
Prepared by	Laura Schneider	Phone	7126
Email Contact	llugar@alaska.edu	Faculty Contact	Alex Hirsch

1. ACTION DESIRED
(CHECK ONE): Trial Course ☐ New Course ☒

2. COURSE IDENTIFICATION: Dept ACNS Course # 689 No. of Credits 3

Justify upper/lower division status & number of credits:

This is a 3-credit graduate seminar. A substantial amount of reading and writing is required for this course, easily as much or more work than average graduate level classes.

3. PROPOSED COURSE TITLE: Thesis Writing Workshop

4. To be CROSS LISTED? No If yes, Course #
YES/NO Dept:

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? No If yes, Course #
YES/NO Dept.

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: Spring
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) Spring 2018

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 ☒ 6 weeks to full semester

OTHER FORMAT (specify)

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

9. CONTACT HOURS PER WEEK:**3**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)

ACNS F689 Thesis Writing workshop
3 Credits Offered Spring

Provides an opportunity for students in and out of Arctic and Northern Studies to develop writing skills in a workshop context. By the end of the semester students will submit academic article length work that has been re-drafted and re-submitted several times. The goal is to understand writing as a complex social interaction between writer and reader, and to practice writing as a recursive process that involves drafting, revising, and editing, and to recognize and value the creativity, independent thinking, and intellectual risk taking involved in effective academic writing.

Prerequisites: Graduate standing or instructor approval
Lecture + Lab + Other: 3 + 0 + 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:

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

X

NO

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).

Different themes each time

How many times may the course be repeated for credit?

4

TIMES

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

12

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?

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**

Graduate standing or instructor approval

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

15. SPECIAL RESTRICTIONS, CONDITIONS

none

16. PROPOSED COURSE FEES

\$

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

Yes/No

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

Spring 2017 NORS F690.
Special Topics approved after spring registration, so instructor taught the class as NORS F690.

18. ESTIMATED IMPACT

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

None

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

☐☐**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)

None

21. POSITIVE AND NEGATIVE IMPACTS

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

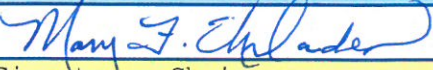
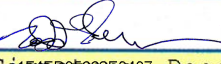
This course will help students in Arctic and Northern Studies –many of whom do not speak English as a primary language- to improve their academic writing skills.

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.

ACNSS has a particular need for a graduate writing seminar that will help students to improve their theses' clarity, impactfulness, and efficiency.

APPROVALS: Add additional signature lines as needed.

		Date	3.8.17
Signature, Chair, Program/Department of:		Arctic & Northern Studies	
DocuSigned by: Rob Duke		Date	March 23, 2017
Signature, Chair, College/School Curriculum Council for:		CLA	
DocuSigned by: 		Date	March 24, 2017
Signature, Dean, College/School of:		CLA	

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:		<input type="checkbox"/> Curriculum Review <input type="checkbox"/> GAAC <input type="checkbox"/> Core Review <input type="checkbox"/> 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:			

University of Alaska Fairbanks
Spring 2017
Tues 5.20-8.20pm
Gruening 301

Dr. Alexander Keller Hirsch
Office: 601B Gruening Bldg
Office Hours: M 3-5pm
Email: ahirsch@alaska.edu

Thesis Writing Workshop Arctic & Northern Studies 697

Course Description

This course provides an opportunity for graduate students in Arctic and Northern Studies, and beyond, to develop their writing skills in a workshop context.

Our objectives are several: 1) To regard writing as a form of critical thinking, rather than merely relating it to the achievement of sentence-level correctness; 2) To understand writing as a complex social interaction between writer and reader; 3) To practice writing as a recursive process involving drafting, revising, and receiving feedback from readers at any and every point along the way; 4) To cultivate beneficial practices and habits of research, reading, and writing; and 5) To recognize and value the creativity, independent thinking, and intellectual risk-taking involved in all effective academic writing.

By the end of the semester, students will submit academic article length work that has been re-drafted and re-submitted several times. The goal is to improve student writing skills, and to provide a forum for students to work on their theses (or other academic writing) in a setting where they can receive varied feedback from their peers.

“Learning Outcomes”

By the end of the semester students should be able to...

- Define a compelling and viable problem, question, puzzle, or project
- Formulate an arguable thesis in response to this problem, question, puzzle, or project
- Actively and critically engage academic sources in an intellectual dialogue, always distinguishing one's own ideas from others
- Develop and substantiate ideas through the analysis of evidence and the critical use of academic sources
- Recognize, and contend with, counter-arguments and other potential objections to one's own argument
- Organize ideas coherently and compellingly
- Express ideas in clear, cogent sentences
- Insightfully critique their own writing, as well as the writing of others
- Revise for clarity and cogency at every level, based on self-critique and critique from others

Course Mechanics

Each class period three students will present drafts of their writing, which they will circulate via email one week prior to presentations. After a brief (5-10 minute) presentation by a student, who is not the author of the writing under consideration, each student will have the opportunity to critique the drafted work. In addition, student critics will bring well marked up copies of the draft to return to authors.

Course Requirements

1. *Required Texts:*

The following texts will serve as a resource to students. These reference materials will be useful to student authors as they craft their work:

- A Rulebook for Arguments* by Anthony Weston (Hackett).
- Style: Toward Clarity and Grace* by Joseph M. Williams (Chicago).
- A Dictionary of Modern American Usage* by Bryan A. Garner (Oxford).

2. *Final Grade Rubric*

Final grades will be assessed according to the following rubric:

Participation / Attendance.....	40%
Final Paper, including portfolio of prior drafts.....	60%

3. *Grading Guidelines:*

I have established the following standards for the evaluation of written work in this course:

A: Excellent work, with clear, challenging, original ideas supported by sufficient, appropriate, logically interpreted evidence. The essay should engage the reader in the inquiry, convincingly answer opposing views, be well organized, and free of significant flaws. An ‘A’ paper should be not just good but outstanding in ideas and presentation.

B: Good to very good work, with a clear thesis supported by sufficient, appropriate evidence, organized and interpreted logically. The ‘B’ paper may have some outstanding qualities but be marked by significant flaws which keep it from being an ‘A’; or it may be all-around good work, free of major problems but lacking the deeper insight necessary for excellence.

C: Satisfactory work, but not yet good. The 'C' paper meets the basic requirements of a thesis supported by interpretation of specific evidence, but it needs work in thinking and/or presentation. There may be a lack of clarity, the evidence may not always be sufficient and appropriate, or the interpretation may have logical flaws. The essay may have organizational or mechanical problems that keep it from being good. The 'C' paper may be good in some respects but poor in others, or it may simply be adequate but not noteworthy overall.

D: Barely passing work that shows effort but is so marred by serious problems that it cannot be considered a satisfactory paper. Papers without a readily identifiable thesis are liable to be graded 'D'.

F: Failing work—for example, a hasty, sloppy paper that shows little or no thought, effort, or familiarity with the text.

Accessibility and Disabilities

The University of Alaska Fairbanks is committed to equal opportunity for students with disabilities. Such students are encouraged to contact the coordinator of Disabilities Services at the Center for Health and Counselling. In addition to consulting with Disability Services, students with documented disabilities who may need reasonable academic accommodations should discuss these with me at some point during the first two weeks of class.

Academic Dishonesty

High ethical standards are essential for maintaining credibility in the field of political science. Every course taught at UAF seeks to maintain these standards, starting with an emphasis on producing original and factual work. If you cite or quote from someone else's work, you must include a proper citation using an established style sheet (to be discussed in class). *Plagiarism is defined as appropriating passages or ideas from another person's work and portraying them as one's own.* Neither plagiarism nor fabrication will be tolerated. Any student found to have plagiarized or fabricated statements will receive, at a minimum, an automatic "F" for the class. Further action, such as expulsion, will also be considered per UAF policy.

Reading Schedule

Where student papers are concerned, a reading schedule will be determined on the first day of class. Additional readings may be assigned to supplement the submission of drafts on an ad hoc basis.