TRIAL COURSE OR NEW COURSE PROPOSAL

SUBMITTED BY:

<table>
<thead>
<tr>
<th>Department</th>
<th>College/School</th>
<th>CRCD</th>
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<tbody>
<tr>
<td>Developmental Education</td>
<td></td>
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</tr>
<tr>
<td>Dana Greci</td>
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<tr>
<td><a href="mailto:dgreci@alaska.edu">dgreci@alaska.edu</a></td>
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<td></td>
<td>Phone</td>
<td>474-5580</td>
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<tr>
<td></td>
<td>Faculty Contact</td>
<td>Dana Greci</td>
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1. ACTION DESIRED
   (CHECK ONE):
   - Trial Course
   - New Course [X]

2. COURSE IDENTIFICATION:
   Dept: WRTG
   Course #: F090
   No. of Credits: 4

   Justify upper/lower division status & number of credits:
   This course is 4 credits because it integrates content from both reading and writing courses. This course has been developed to meet the criteria developed in the statewide alignment of Developmental English and English.

3. PROPOSED COURSE TITLE:
   Writing & Reading Strategies

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:

   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:
   Fall, Spring, Summer 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 (AY2013-14)
   if approved by 3/1/2013, otherwise AY2014-15
   [Spring 2016]

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)
   [X] 6 weeks to full semester

   OTHER FORMAT (specify)
   Mode of delivery (specify lecture, field trips, labs, etc)
   Lecture/Discussion
9. CONTACT HOURS PER WEEK:

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<tr>
<th></th>
<th>4/ wk</th>
<th>LECTURE hours/weeks</th>
<th>LAB hours/week</th>
<th>PRACTICUM hours/week</th>
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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.ua.edu/ualgofaculty-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 090 Writing and Reading Strategies
4 credits Offered Fall, Spring, Summer as demand warrants

Develops college writing and reading strategies. Reviews sentence and paragraph structure as part of the development of essays. Emphasizes revision techniques for essays and critical reading in academic contexts. A C or higher in this course qualifies students for WRTG 110. On completing this course students may retake Accuplacer for placement into WRTG 111x. Prerequisites: Appropriate placement test scores, or C or higher in WRTG 080, or DEVE 060 and DEVS 052. (4-0)

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:  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?

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

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

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:  

14. PREREQUISITES
Appropriate placement test scores, C or better in DEVE 060/DEVS 052, or WRTG 080.

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

15. SPECIAL RESTRICTIONS, CONDITIONS
none

16. PROPOSED COURSE FEES
$25
Has a memo been submitted through your dean to the Provost for fee approval?
Yes/No
yes

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.: Spring and Fall 2015 as DEVE 193

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

Students will be able to meet their reading and writing placement requirements in four credits rather than in six (two 3-credit classes) as this will replace both Preparatory College Writing II (DEVE 104) and Preparatory College Writing III (DEVS 105).

19. LIBRARY COLLECTIONS
Have you contacted the library collection development officer (kjlensen@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
Reading and writing courses were already offered at this level.

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)

This is in response to the statewide alignment of Developmental English and English classes. The change from DEVE, DEVS and ENGL designators to WRTG was agreed to during this process. All classes in the writing sequence will have the WRTG designator; however, all WRTG classes below 111 will be housed in the Department of Developmental Education.

21. POSITIVE AND NEGATIVE IMPACTS
Please specify positive and negative impacts on other courses, programs and departments resulting from the proposed action.

There's not an impact on other courses, programs or departments, but there is a positive impact on students in that studying reading and writing together accelerates their learning process in both.

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.

The statewide agreement in Fall 2014 to use a combined writing and reading score to place students and the subsequent statewide alignment of classes created the need for this course, which combines elements of DEVE 104, Preparatory College Writing I, and DEVS 105, Academic Reading for College, and compresses the 6-credits ordinarily needed to take these two courses into one 4 credit course. This new course uses the concept of accelerated learning to allow students to move through these important requirements more efficiently.
The statewide agreement in Fall 2014 to use a combined writing and reading score to place students and the subsequent statewide alignment of classes created the need for this course, which combines elements of DEV 104, Preparatory College Reading, and DEV 105, Academic Writing for College, and compresses the 6 credits ordinarily needed to take these two courses into one 4-credit course. This new course uses the concept of accelerated learning to allow students to move through these important requirements more efficiently.

JUSTIFICATION FOR ACTION REQUESTED

The purpose of the department and campus-wide curriculum committees is to streamline course change and improve education. Please address this in your response. This section needs to be well-explained. Use as much space as needed to fully explain the proposed course.

21. POSITIVE AND NEGATIVE IMPACTS

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

There is not an impact on other courses, programs or departments, but there is a positive impact on students in that studying reading and writing together accelerates their learning process in both.

APPROVALS: Add additional signature lines as needed.

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, Program/Department

Signature, Dean, College/School/Campus

Signature, Provost, Academic Level of Approved Programs
Writing & Reading Strategies
WRTG 090 (4 credits)

Instructor: Dana Greci
Office: 509E Gruebing
E-mail: dgreci@alaska.edu
Phone: 474-5580

Class Location: Moore Hall, Rm. 107
Class Time: MW 11:45-12:45, TR 11:30-12:30 a.m.
Office Hours: MWF 2-3 p.m.

Required Textbook:

Course Description
Develops college writing and reading strategies. Reviews sentence and paragraph structure as part of the development of essays. Emphasizes revision techniques for essays and critical reading in academic contexts. A C or higher in this course qualifies students for WRTG 110. On completing this course students may retake Accuplacer for placement into WRTG 111x.
Prerequisites: Appropriate placement test scores, or C or higher in WRTG 080, or DEVE 060 and DEVS 052. (4-0)

WRTG 090 is a course in college writing and reading strategies. Building on the sentence and paragraph level work done in WRTG 080 or DEVE 060 and DEVS 052, it includes work on writing and revising essays. The course focuses on complex sentence and paragraph structure, essay revision techniques, and critical reading skills. It emphasizes reading and study skills that increase comprehension of written materials typically encountered in college courses, such as textbooks, websites, research articles, etc. A C or higher in this course qualifies students for WRTG 110. On completing this course students may retake Accuplacer for placement into WRTG 111x. Prerequisites: Appropriate placement test scores; C or higher in WRTG 080; or C or higher in DEVE 060 and DEVS 052. (4-0)

Course Goals
At the end of this course students will be able to write and revise short academic essays. They will be able to write complex sentences and paragraphs to develop their essays. They will be able to identify the main idea, topic sentences, details, and writing strategies in short essays, and use those essays as models to help them develop their own. Students will know how to read and think actively, recognize organizational patterns, make inferences, read critically, and organize ideas. They will develop responsibility, self-reflection, curiosity, creativity, and persistence, which aid them in development of academic literacy.

<table>
<thead>
<tr>
<th>Learning Objectives:</th>
<th>Assessment Tools:</th>
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<tbody>
<tr>
<td>Students will be able to:</td>
<td>writing samples, essays, peer reviews, journals</td>
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<tr>
<td>write pieces of approximately 3-5 pages in length on one topic: produce a variety of additional writing using different formats and rhetorical strategies</td>
<td>essays, journals</td>
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<tr>
<td>and basic essay structure</td>
<td>writing samples, essays, peer reviews</td>
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<tr>
<td>use a variety of modes to draft and revise essays of varying length, increasingly</td>
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<td>deliberately, effectively, and precisely</td>
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<td>write for different purposes, contexts, and audiences</td>
<td>essays, peer reviews</td>
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<tr>
<td>use prewriting activities to brainstorm and develop ideas, a thesis statement, organization, plan, introduction, and conclusion</td>
<td>essays, peer reviews</td>
</tr>
<tr>
<td>use basic revision techniques for content, voice, organization, word choice and grammar</td>
<td>essays, peer reviews</td>
</tr>
<tr>
<td>identify the main idea, the topic sentences, and the writing strategies in use (e.g. narration, description, process, etc.) in essays of a variety of length</td>
<td>journals</td>
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<tr>
<td>use the computer skills needed for ENGL 111x</td>
<td>essays</td>
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<tr>
<td>read actively</td>
<td>journals</td>
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<tr>
<td>identify the author’s purpose, thesis, main ideas, supporting details, patterns of organization, and transitions in readings of 3-5 pages</td>
<td>journals</td>
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<tr>
<td>make accurate inferences</td>
<td>journals</td>
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<tr>
<td>organize, comprehend and remember ideas</td>
<td>journals</td>
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<td>use strategies to read across disciplines</td>
<td>journals</td>
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<tr>
<td>recognize the vocabulary needed for college-level courses</td>
<td>journals</td>
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**Grading Standard and Evaluations:**

100-90, A: 89-80, B: 79-70, C: 69-60, D: 59 or less, F

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<thead>
<tr>
<th>Reflective Assignments</th>
<th>5%</th>
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<tbody>
<tr>
<td>Essays</td>
<td>40%</td>
</tr>
<tr>
<td>Peer Reviews</td>
<td>10%</td>
</tr>
<tr>
<td>Summary</td>
<td>5%</td>
</tr>
<tr>
<td>Journals</td>
<td>40%</td>
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</table>

**Attendance, Tardiness, and Participation:**

Attendance is vital to success in the class. Students are expected to be well-prepared and actively involved during every class. This means they will have their textbook and written work with them, along with a notebook and pen or pencil. They are allowed 6 unexcused absences without penalty; each subsequent absence will lower a student’s final grade by 1/3 of a letter grade (e.g., B+ becomes B). Late arrivals add up to become absences.

*Reflective Assignments*
Students will be asked to write two, take-home, reflective essays approximately 1-2 pages in length on their experience as a writer, one at the beginning of the semester and one at the end. Questions will be provided to help students investigate that experience. These are graded pass/fail.

**Essays**
Students will write four essays this semester. Each essay will explore a different topic and will involve the student in using three or more modes of writing (description, narration, analysis, etc.) to develop the essay. Each essay will involve pre-writing, a rough draft, peer review, and final draft in order to develop the thesis, main ideas, supporting details, and pattern of organization. Students will work on developing content, organization, voice and grammar in their writing.

All essay assignments include a first and final draft. First drafts are graded using a "check" system which affects their grade for the final draft:

- **Check-plus:** Brings up a student’s grade on final draft (add 5 points)
- **Check:** Grade on final draft doesn’t change
- **Check-minus:** Brings down a student’s grade on final draft unless student does a third draft (subtract 5 points)

Second drafts are given a letter grade. If no first draft is turned in, the student loses a whole letter grade for the assignment.

**Peer Reviews**
In peer reviews students will reflect on their own and each other’s writing. I will provide questions that reflect the requirements for each type of essay so that students can use them to reflect on the criteria of the assignment. Peer reviews require students to show awareness of their choices regarding topic, thesis, topic sentences, paragraphs, introductions and conclusions. Peer reviews demonstrate that students understand and are putting to use the criteria of each essay assignment. Peer reviews are pass/fail.

**Summary**
Students will write one formal summary of an essay or book chapter assigned by the instructor this semester. This summary will demonstrate that they can identify the author’s purpose, thesis, main ideas, supporting details, patterns of organization. It will receive a letter grade.

**Journals**
Journal assignments will be given weekly in class. In these assignments, students will practice and demonstrate that they know how to use new vocabulary, paraphrase, summarize, reflect, question, and other forms of written interaction with the readings. Journal assignments will be given out in advance and are due on the day that readings are due. Journal assignments are graded pass/fail.

**Academic Honesty and Plagiarism:**
Plagiarism is stealing another writer’s work or ideas and passing them off as your own. This occurs when copying the language, phrasing, structure, or specific ideas of others and presenting them as your own. It includes improperly citing sources, purchasing papers, 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—always give credit where credit is due. **Plagiarism of any kind, for any work in this class, may**
result in the failure of this entire course.

Disabilities:
Disabilities Services, located at the Center for Health and Counseling, 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.

Student Support:
Students are encouraged to visit either the Reading and Writing Skills Lab or the Writing Center for encouragement and support for this class. The Skills Lab is open five days a week in Rasmuson Library Room 407. It is open Mon/Wed 1-5 p.m., Tue/Thu 1-4 p.m., and Fri 1-3 p.m. The Writing Center is open 10-4 and 7-10 Mon through Thur, 10-1 on Fri, and 1-6 p.m. on Sun.

Course Schedule:

| Week 1 | Jan 14  | Course Introduction: Linking Reading and Writing
|        |        | Pick up Pre-course Reflection Assignment |
|        | Jan 18 | Alaska Civil Rights Day. No class. |
|        | Jan 19 | Read “Finding the Main Idea and Writer’s Purpose,” pp. 41-47
|        |        | **Pre-Course Reflection Assignment due** |
|        | Jan 20 | Read “The Conveyor Belt Ladies,” pp. 62-65
|        |        | Main Idea & Purpose Practice Activities |
|        | Jan 21 | Subjects |
| Week 2 | Jan 25 | Read “Writing About Personal Experience,” pp. 87-91
|        |        | Pick up Essay 1 Assignment. |
|        | Jan 26 | Read “Refugee’s Journey,” pp. 68-73 |
|        | Jan 27 | Action and Linking Verbs |
|        | Jan 28 | **Essay 1, Draft 1 due**
|        |        | **Peer Review 1** |
| Week 4 | Feb 1  | Read “Acquiring New Vocabulary,” pp. 95-108 |
|        | Feb 2  | Read “The New Orleans That Was,” pp. 140-145
|        |        | **Journal 1 due** |
|        | Feb 3  | Helping Verbs |
Feb 4
New Vocabulary Practice Activities

Week 5
Feb 8
**Essay 1, Draft 2 due**
Read “Writing a Profile: Examining Personal Attributes,” pp. 154-157
Pick up Essay 2 Assignment

Feb 9
Read “Three Photographs for Analysis,” pp. 150-153
**Journal 2 due**

Feb 10
Avoiding Sentence Fragments

Feb 11
**Essay 2, Draft 1 due**
**Peer Review 2**

Week 6
Feb 15
**Essay 2, Draft 2 due**
Read “Learning to Annotate,” pp. 161-165

Feb 16
Read “How Mr. Dewey Aprimal Saved my Life,” pp. 180-185
**Journal 3 due**

Feb 17
Coordination

Feb 18
Annotation Practice Activities

Week 7
Feb 22
Read “Writing Paragraphs and Summaries,” pp. 227-234

Feb 23
Read “Cells,” pp. 204-206
**Journal 4 due**

Feb 24
Semicolons

Feb 25
**Paraphrase and Summary Assignment due**

Week 8
Feb 29
Read “Making Inferences and Seeing Connections,” pp. 243-251

Mar 1
Read “Facing Up to the Ultimate Taboo—Failure,” pp. 284-286
**Journal 5 due**

Mar 2
Conjunctive Adverbs

Mar 3
Inferences and Connections Practice Activities

Week 9
Mar 7
Read “Writing an Analysis & Synthesis Essay,” pp. 332-343
Writing an Analysis Essay/Essay 3 Assignment

Mar 8
Read “Sugar,” pp. 55-58
Journal 6 due

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<tr>
<th>Date</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>Mar 9</td>
<td>Subordinating Conjunctions</td>
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<tr>
<td>Mar 10</td>
<td><strong>Essay 3, Draft 1 due</strong> Peer Review 3</td>
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<td><strong>Spring Break. March 14-18</strong></td>
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<td>Week 10</td>
<td>Read “Recognizing Common Patterns of Development,” pp. 355-366</td>
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<td>Mar 21</td>
<td>Read “Analyzing Advertisements,” pp. 420-422</td>
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<td><strong>Journal 7 due</strong></td>
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<tr>
<td>Mar 22</td>
<td>Avoiding Run-ons &amp; Comma Splices</td>
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<td>Mar 23</td>
<td>Patterns of Development Practice Activities</td>
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<td>Week 11</td>
<td><strong>Essay 3, Draft 2 due</strong></td>
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<td>Mar 28</td>
<td>Read “Writing Comparison and Contrast Essays,” pp. 423-428</td>
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<td></td>
<td>Pick up Essay 4 Assignment</td>
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<tr>
<td>Mar 29</td>
<td>Read “What’s Love Got to do with It?” pp. 394-398</td>
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<td><strong>Journal 8 due</strong></td>
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<td>Mar 30</td>
<td>Sentence Skills Review and Practice</td>
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<tr>
<td>Mar 31</td>
<td><strong>Essay 4, Draft 1 due</strong> Peer Review 4</td>
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<td>Week 12</td>
<td>Read “Identifying Transitional Elements,” pp. 437-448</td>
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<td>Apr 4</td>
<td>Read “Long Walk to Freedom,” pp. 477-482</td>
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<td><strong>Journal 9 due</strong></td>
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<td>Apr 5</td>
<td>Sentence Skills Review and Practice</td>
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<td>Apr 6</td>
<td>Transitional Elements Practice Activities</td>
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<td>Apr 7</td>
<td><strong>Week 13</strong></td>
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<tr>
<td>Apr 11</td>
<td><strong>Essay 4, Draft 2 due</strong></td>
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<td>Apr 12</td>
<td>Read “Reading &amp; Writing in the Disciplines—Overview of Strategies” (handout)</td>
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<td>Apr 13</td>
<td>Read “Reading in Science” (handout)</td>
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<td><strong>Journal 10 due</strong></td>
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<td>Apr 14</td>
<td>Sentence Skills: Your Choice</td>
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Week 14
Apr 18  Reading & Writing in the Disciplines (continued)

Apr 19  Read “Reading in the Arts, Humanities & Literature” (handout)
         **Journal 11 due**

Apr 20  Read “Reading in Math” (handout)

Apr 21  Reading and Writing in Math

Week 15
Apr 25  Read “Critical Reading—Bias, Tone, Connotation and Figurative Language” (handout)
        Pick up Post-Course Reflection Assignment

Apr 26  Read: to be arranged
        **Journal 12 due**

Apr 27  Sentence Skills: Your Choice

Apr 28  Critical Reading Practice Activities

Finals Week
May 5   **Post-Course Reflection Assignment due**