**DEVE F109 Proposal**

**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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<tr>
<td>Developmental Education</td>
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<tr>
<th>Prepared by</th>
<th>Phone</th>
<th>Faculty Contact</th>
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<tbody>
<tr>
<td>Dana Greci</td>
<td>474-5580</td>
<td>N/A</td>
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<thead>
<tr>
<th>Email Contact</th>
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<tr>
<td><a href="mailto:ffdg@uaf.edu">ffdg@uaf.edu</a></td>
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See [http://www.uaf.edu/uafgov/faculty/cd/cdman.html](http://www.uaf.edu/uafgov/faculty/cd/cdman.html) for a complete description of the rules governing curriculum & course changes.

1. **ACTION DESIRED**

   - [ ] Trial Course
   - [x] New Course

2. **COURSE IDENTIFICATION**

<table>
<thead>
<tr>
<th>Dept</th>
<th>Course #</th>
<th>No. of Credits</th>
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<tbody>
<tr>
<td>DEVE</td>
<td>F109</td>
<td>3.0</td>
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   **Justify upper/lower division status & number of credits:**
   
   This course is lower division because it is preparation for English F111x. It is 3 credits because many students need a 3-credit class at the 100-level to prepare for English F111x.

3. **PROPOSED COURSE TITLE:**

   Preparatory College Writing III

4. **CROSS LISTED?**

   - [ ] No

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

5. **STACKED?**

   - [ ] No

6. **FREQUENCY OF OFFERING:**

   Fall, Spring

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

7. **SEMESTER & YEAR OF FIRST OFFERING**

   Fall 2009

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)
   
<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6 weeks to full semester</th>
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<td></td>
<td></td>
<td>X</td>
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   **OTHER FORMAT**

   Mode of delivery

   lecture, group work, writers workshop

9. **CONTACT HOURS PER WEEK:**

<table>
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<tr>
<th>3</th>
<th>LECTURE</th>
<th>LAB</th>
<th>PRACTICUM</th>
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   **Note:** # of credits is based on contact hours. 800 minutes of lecture=1 credit. 2400 minutes of lab in a science course=1 credit. 1600 minutes of 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](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):**

   | DEVE F109 | Preparatory College Writing III |
   | 3 Credits  | Offered Spring/Fall             |

   This course helps students strengthen preparatory college writing skills they will need for ENGL F111x, including research, writing and revising, and critical reading skills. **Prerequisites:** This course is for students needing additional preparation for ENGL 111x. Students can enter the class with a
COMPASS score over 52, an ACT score over 17, an SAT score over 430, or instructor approval. Recommended: Students who earn a grade of C or lower in DEVE F070 are encouraged to take DEVE F109 before attempting ENGL F111x. Additionally, students who get lower than a C in ENGL 111x on their first attempt are encouraged to take this class before attempting ENGL F111x again.

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 X 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 X NO

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

13. GRADING SYSTEM:

LETTER: X PASS/FAIL:

14. PREREQUISITES

Prerequisites: This course is for students needing additional preparation for ENGL 111x. Students can enter the class with a COMPASS score over 52, an ACT score over 17, an SAT score over 430, or instructor approval.

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

Recommended: Students who earn a grade of C or lower in DEVE F070 are encouraged to take DEVE F109 before attempting ENGL F111x. Additionally, students who get lower than a C in ENGL 111x on their first attempt are encouraged to take this class before attempting ENGL F111x again.

15. SPECIAL RESTRICTIONS, CONDITIONS

16. PROPOSED COURSE FEES

Has a memo been submitted through your dean to the Provost & VCAS for

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.:

This course has already been offered as a Special Topics course, DEVE F193, in Fall 2007, Spring 2008, & Fall 2008.
18. **ESTIMATED IMPACT**

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

Since this course is already being offered as a Special Topics course, offering this course permanently will not immediately change the impact on budget, facilities/space, or faculty resources.

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.

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<th>No</th>
<th>X</th>
<th>Yes</th>
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This course will have no impact at this time on library collection

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 course may delay some students from entering ENGL F111x for a semester but should improve completion rates in ENGL F111x. This course may be linked in the future to a developmental reading class of 1-3 credits.

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 positively impact students who need more foundational skills in order to succeed in ENGL F111x. It will also positively impact all courses, programs and departments that require a written component, because students will be better prepared upon entering those courses, programs and departments. It will raise success and completion rates in ENGL F111x and all subsequent courses that involve writing, revising, and research 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.

Several types of students tend not to do well in ENGL F111x. One type is those who received a C or lower in DEVE F070. Another type is those who place in the low end of the ENGL F111x placement score range at the beginning of the semester when they attempt ENGL F111x. A third type is those who received below a C in ENGL F111x on a first attempt and are now looking at making a second attempt. DEVE F109 provides a chance for students to acquire the foundational skills they need to succeed at ENGL F111x, before they attempt ENGL F111x either a first or second time. This course replaces a course that used to be on the books, English 100, and allows students to have a program similar to the programs at UAA and UAS.

### APPROVALS:

**SIGNATURES ON FILE AT THE GOVERNANCE OFFICE.**

| Signature, Chair, Program/Department of: | Date |

| Signature, Division Chair CRCD of: | Date |

| Signature, Chair, College/School Curriculum Council for: | Date |

| Signature, Dean, College/School of: | 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**

<table>
<thead>
<tr>
<th>Signature, Chair, UAF Faculty Senate Curriculum Review Committee</th>
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**ADDITIONAL SIGNATURES: (If required)**

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<th>Signature, Chair, Program/Department of:</th>
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<tr>
<th>Signature, Dean, College/School of:</th>
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SAMPLE SYLLABUS

PREPARATORY COLLEGE WRITING III
DEVE F193-R01, CRN #38761, 3 credits
MWF 9:15-10:15, GRUE 205

Instructor
Dana Greci
Office: 508D Gruening
Phone: 474-5580, email: ffdg@uaf.edu
Office Hours: Monday 1-3 p.m. or by appointment
Department Phone (Charlotte): 474-1112

Course Description
DEVE F193 is designed to help you strengthen foundational academic writing skills you will need for ENGL F111x, including research, writing, revising, basic grammar and punctuation, and critical reading skills.

This course is for students needing additional preparation for ENGL 111x. Students can enter the class with a COMPASS score over 52, an ACT score over 17, an SAT score over 430, or instructor approval. Students who have earned a grade of C or lower in DEVE F070 are strongly encouraged to take DEVE F109 before attempting ENGL F111x. Additionally, students who have gotten lower than a C in ENGL F111x on their first attempt are encouraged to take this class before attempting ENGL F111x again. Other students who want more preparation before taking ENGL F111x are welcome, so long as they receive instructor approval.

Textbooks

Supplies (Bring all supplies to class every day.)
- an 8 ½ X 11 notebook to take notes in
- a place to store all handouts and assignments
Students should keep all work at least until the end of the semester.

Course Outcomes
Upon successful completion of this course, you will be able to do the following. (See left column.) You will be taught and evaluated through the following activities. (See right column.)

Research Skills
1. find books and periodicals relevant to your own research in the library
2. find internet articles relevant to your own research
3. do basic MLA in-text citations
4. do basic MLA Works Cited page citations

Writing Skills
1. develop an essay using at least 4 writing strategies (e.g. division-classification, cause and effect, compare & contrast, persuasion)
2. revise first drafts into more polished drafts with
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strong focus and organization, well-developed ideas, and satisfying introductions & conclusions

Critical Reading Skills
1. develop your own questions in response to readings. reading summaries
2. make connections between the readings and your everyday lives. reading summaries
3. recognize powerful & interesting words & phrases. reading summaries
4. choose passages in the text that seem worth the class’ attention, and explain why you feel those passages are worth our attention. reading summaries
5. pick images in the text and explain why you brought those images to the class’ attention. reading summaries
6. identify how a writer uses various writing strategies (e.g. cause & effect, description, narration, etc.) to explore a topic and develop his/her ideas reading summaries

Grammar Skills
1. recognize & fix fragments. quiz, research papers
2. recognize & fix run-on sentences. quiz, research papers
3. recognize & fix faulty modifier usage. quiz, research papers
4. recognize & fix faulty parallelism. quiz, research papers
5. recognize & fix incorrect use of commas & apostrophes. quiz, research papers

Evaluation
Your grade will be based on the following assignments:
3 reading summaries 20%
3 essays (750 words each) 30%
3 grammar quizzes 30%
1 literature review 30%
Attendance/participation See policy below.

Reading Summaries
You will read essays 3-5 pages in length and will be asked to respond to them, according to a method which I will show you how to do. Reading summaries are given letter grades. They may be handed in up to 1 week late for reduced credit and may be revised until you are happy with your grade.

Essays
In the essays, you will be expected to write a basic thesis statement, show basic organizational skills, write topic sentences that relate to a thesis, and write introductions and conclusions.
All essay assignments except the last one include a rough and final draft. (The last one includes just one draft.) Essay assignments will be handed out about a week before the rough drafts are due. All drafts should be typed and double spaced, with one-inch margins. I will consider the first draft you show me your rough draft unless I feel it is of superior quality, in which case I will let you know you don’t have to do another draft.
Rough drafts are graded with a check-plus, check, check-minus system. If you get a check-plus on your rough draft, it brings your grade on your final draft up half a grade (e.g. A- becomes A, B becomes B+, etc). If you get a check on your rough draft, your grade on your final draft is not affected. If you get a check-minus on your rough draft, it brings your grade on your final draft down half a grade (e.g. A- becomes B+, B- becomes C+, etc). Essays may be handed in up to two weeks late for reduced credit.

Grammar Quizzes
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Grammar work will focus on fixing sentence fragments and run-ons, using modifiers correctly, parallelism, commas and apostrophes, and any other areas where you need help. Quizzes will give you an opportunity to practice grammar use and give me an opportunity to see how you are doing. Quizzes may be taken up to one week late for reduced credit.

Literature Review
This six-step project will help you learn to narrow a research topic, engage in basic research on that topic, and present your research findings in an organized manner, using elementary citation skills. The project will be in the form of an annotated bibliography. Assignment can be turned in up to two weeks late for reduced credit.

Attendance/Participation
Both are essential to your improvement as a writer. Continued absence, lateness, or inappropriate classroom behavior will lower your final grade or result in failure of the class. See me about whether absences can be excused and about making up missed work.

First 4 unexcused absences: no change to final grade. For every 2 absences after that, your final grade comes down a third of a letter grade (A becomes A-, A- becomes B+, B+ becomes B, etc.)

Cell phones, email, text messaging, etc. are not allowed in class. Nor is doing work for other classes. During class you should be paying attention and participating in lessons.

Grading Policy
Letter grades for the course will be determined as follows and will reflect the Grading System and Grade Point Average Computation policy stated in the current UAF Catalog.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A+</td>
<td>100–97%</td>
</tr>
<tr>
<td>A</td>
<td>96–93%</td>
</tr>
<tr>
<td>A-</td>
<td>92–90%</td>
</tr>
<tr>
<td>B+</td>
<td>89–87%</td>
</tr>
<tr>
<td>B</td>
<td>86–83%</td>
</tr>
<tr>
<td>B-</td>
<td>82–80%</td>
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<tr>
<td>C+</td>
<td>79–77%</td>
</tr>
<tr>
<td>C</td>
<td>76–73%</td>
</tr>
<tr>
<td>C-</td>
<td>72–70%</td>
</tr>
<tr>
<td>D+</td>
<td>69–67%</td>
</tr>
<tr>
<td>D</td>
<td>66–63%</td>
</tr>
<tr>
<td>D-</td>
<td>62–60%</td>
</tr>
<tr>
<td>F</td>
<td>less than 60%</td>
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Withdrawals—Course withdrawals may be initiated by either students or faculty. I will withdraw you from the course if you haven't participated substantially or if you have been absent for several weeks and have not gotten in touch with me. See the inside of your course syllabus for withdrawal deadlines.

Incompletes—An incomplete is a temporary grade used to indicate that a 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. An incomplete will only be assigned when the student is current in the class until at least the last three weeks of the course. If an incomplete assigned, it must be made up within one year or it will automatically be changed to an “F” grade.

Academic Honesty—Whenever you use other sources of information in your papers, even if you put other authors’ ideas in your own words, you must give the authors credit for their work. To do otherwise is called plagiarism, and you can fail the class or even be kicked out of the university if you do it. We will be studying how to give authors credit for their work; if at any time you’re not sure how to do this, ask me. Do not turn in other writers’ work as if it were your own!
Student Support Services

Directions to My Office (508D)
Get out of the elevator on the 5th floor of Gruening. Turn right and walk through one set of double doors. Turn right and walk down the white hallway. Go almost to the end, and turn left at the first opportunity. My door is the first one on the right.

English Skills Lab (DEVE F068)
To get extra help with areas of writing that give you trouble, you may sign up for 1-3 credits in the English Skills Lab, DEVE F068. See me or p. 71 in the Class Schedule for help in signing up.

Intensive Reading Development (DEVS 105)
Because reading and writing skills are connected, this course can help you with your writing. It starts 9/04 and meets TR 5:20-6:40 p.m.

UAF Writing Center
The UAF Writing Center is available to all students for help with all phases of the writing process. Appointments help but are usually not necessary. Call 474-5314 for an appointment, or visit the Writing Center to the left of the elevators on the 8th floor of Gruening. Hours: Mon–Thur 10am–4pm & 7-10pm, Fri 10am-1pm, Sun 1-6pm.

Student Support Services (SSS)
If you are (1) financially limited, (2) a first-generation college student, or (3) a student with a documented learning disability, you may qualify for tutoring, study groups, advising, and use of a laptop through SSS. Call 474-6844 or see me for more information. They are located on 5th floor Gruening.

Advising Center
Advisors are available at the UAF Advising Center to help you plan your program of study. The Advising Center also gives study skills workshops. (See handout.) For more information see www.uaf.edu/advising, or visit the Advising Center on the 5th floor Gruening. The Advising Center is open Mon-Fri 8am-6pm.

Rural Student Services (RSS)
RSS helps Native and rural students achieve educational goals and provides a gathering place for cultural activities and programs. RSS is on the 2nd floor of Brooks and can be reached at 474-7871.

Disabilities Services
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 474-7043 or see me to get more information.

Computer Help Desk 474-6564
Course Schedule

All readings are assigned on the day they are due and can be found in the *Longman Reader*.

Jan 25  **Diagnostic Essay due (required), Course introduction**

Jan 28  Division-classification
Jan 30  Read “Showing What is Possible”, p. 402
Feb 1   **Reading summary 1 due**

Feb 4  Fragments (p. 635)
Feb 6  **Class will be held at library.**
         Read pp. 607-610 (using library to find books and reference works)
Feb 8  **Essay 1 rough draft due** (division-classification)
         Last day for withdrawals where course does not appear

Feb 11 Comma splices & run-ons (p. 636)
Feb 13  **Quiz 1** (fragments, comma splices & run-ons)
Feb 15  **Class will be held at library.**
         Read pp. 611-614 (using the library to find articles)

Feb 18 Literature Review
Feb 20  **Class will be held at library.**
         Read pp. 614-620 (using the internet to research)
Feb 22  **Essay 1 final draft due** (division-classification)

Feb 25 Persuasion
         **Literature Review Tentative Topics assignment due**
Feb 27  Read “In Praise of the F Word”, p. 512
Feb 29 **Reading summary 2 due**

Mar 3  Modifiers (pp. 639-640)
Mar 5  Read pp. 620-626 (documenting sources)
Mar 7  **Essay 2 rough draft due** (persuasion)

SPRING BREAK

Mar 17 Parallelism (p. 641)
Mar 19  **Quiz 2** (modifiers and parallelism)
Mar 21  Read pp. 627-633 (list of works cited)

Mar 24 Commas (pp. 641-643)
Mar 26  **Literature review assignment due-source 1**
Mar 28  **Essay 2 final draft due** (persuasion)
         Last day for withdrawals with a W grade

Mar 31 Compare and contrast
Apr 2  Read “And Then I Went to School”, p. 354
Apr 4  **Reading summary 3 due**

Apr 7  Apostrophes (pp. 643-644)
Apr 9  **Quiz 3** (commas and apostrophes)
Apr 11  **Essay 3 rough draft due** (compare and contrast)

Apr 14  Read “Let’s Tell the Story of All America’s Cultures”, p. 517
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Apr 16  Literature review assignment due-source 2
Apr 18  --

Apr 21  Read “Where Do We Go From Here?” p. 593
Apr 23  Literature review assignment due-source 3
Apr 25  --

Apr 28  Essay 3 final draft due (compare and contrast)
Apr 30  Literature review assignment due-source 4

May 2  --

May 5  Read “Tweens: Ten Going on Sixteen”, p. 202
May 9  Literature review due (source 5 plus 4 revisions)
       Diagnostic Essay 2 (required)