**TRIAL COURSE OR NEW COURSE PROPOSAL**

**SUBMITTED BY:**

<table>
<thead>
<tr>
<th>Department</th>
<th>Developmental Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prepared by</td>
<td>Marjorie L. Illingworth</td>
</tr>
<tr>
<td>Email Contact</td>
<td><a href="mailto:ffmli@uaf.edu">ffmli@uaf.edu</a></td>
</tr>
</tbody>
</table>

**College/School   | CRCD**

| Phone            | 455-2827                |

**Prepared by:**

| Marjorie L. Illingworth |

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 (check one):**

- [X] Trial Course
- [ ] New Course

**2. COURSE IDENTIFICATION:**

| Dept | DEVS | Course # | 111 | No. of Credits | 1 |

Justify upper/lower division status & number of credits:

- course is paired with entry level mathematics courses

**3. PROPOSED COURSE TITLE:**

Reading in the Mathematical Sciences

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

- [ ] YES/NO

If yes, Dept: [ ] Course # [ ]

**5. STACKED?**

- [ ] YES/NO

If yes, Dept: [ ] Course # [ ]

**6. FREQUENCY OF OFFERING:**

Every fall / spring

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

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

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.

<table>
<thead>
<tr>
<th>COURSE FORMAT: (check one)</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6 weeks to full semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>OTHER FORMAT (specify)</td>
<td>lecture</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**9. CONTACT HOURS PER WEEK: (specify lecture, field trips, labs, etc)**

<table>
<thead>
<tr>
<th>1 LECTURE hours/weeks</th>
<th>LAB hours /week</th>
<th>PRACTICUM hours /week</th>
</tr>
</thead>
</table>

Note: # of credits are based on contact hours. 800 minutes of lecture=1 credit. 2400 minutes of lab in a science course=1 credit. 1600 minutes in non-science lab=1 credit. 2400-4800 minutes of practicum=1 credit. 2400-8000 minutes of internship=1 credit. This must match with the syllabus. See [http://www.uaf.edu/uafgov/faculty/cd/credits.html](http://www.uaf.edu/uafgov/faculty/cd/credits.html) for more information on number of credits.

**OTHER HOURS (specify type)***

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

DEVS 111 Reading in the Mathematical Sciences 1 credit

This course will improve reading skills in math and will support students in their math class.
The class will provide a supplement instruction time focusing on the introduction and/or
development of reading skills that will aid in solving math problems and understanding and
retaining the math information delivered in the class. This course will be linked to a math
course.

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

| H = Humanities | N = Natural Science | S = Social Sciences |

Will this course be used to fulfill a requirement for the baccalaureate core? YES 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).

this course can be linked to several sequential mathematics courses and students will benefit with supplemental support.

How many times may the course be repeated for credit? 3 TIMES
If the course can be repeated with variable credit, what is the maximum number of credit hours that may be earned for this course? 4 CREDITS

13. GRADING SYSTEM:

LETTER: x PASS/FAIL: NO

14. PREREQUISITES

N/A

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

RECOMMENDED N/A

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

15. SPECIAL RESTRICTIONS, CONDITIONS

must be enrolled in the linked math class

16. PROPOSED COURSE FEES

$N/A

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

If yes, give semester, year, course #, etc.: spring 08, fall 08 DEVS 193

18. ESTIMATED IMPACT

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

N/A

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.
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)
NA

21. POSITIVE AND NEGATIVE IMPACTS
Please specify positive and negative impacts on other courses, programs and
departments resulting from the proposed action.
This course, as a trial, positively impacted student success in the linked math classes during the spring 08 semester

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.
Recent reports from ACT indicate mathematics courses require significantly high reading scores to predict
success in freshman CORE mathematics courses at UAF. Colleges across the country are adding reading
components to their developmental and freshman level math classes. This course is designed to support
students in DEVM and freshman level MATH courses by improving reading skills needed for math
success. Because the course is directly linked to a specific math course, the reading skills addressed are
directly applicable to the mathematics skills being taught. This assures a concrete link visible to students
between reading skills and mathematics skill acquisition.

APPROVALS: SIGNATURES ARE ON FILE AT THE UAF 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

Signature of Provost (if applicable)
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>
<th>Date</th>
</tr>
</thead>
</table>

**ADDITIONAL SIGNATURES: (If required)**

<table>
<thead>
<tr>
<th>Signature, Chair, Program/Department of:</th>
<th>Date</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Signature, Chair, College/School Curriculum Council for:</th>
<th>Date</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Signature, Dean, College/School of:</th>
<th>Date</th>
</tr>
</thead>
</table>
ATTACH COMPLETE SYLLABUS (as part of this application).

Note: syllabus must follow the guidelines discussed in the Faculty Senate Guide
http://www.uaf.edu/uafgov/faculty/cd/syllabus.html.

The department and campus wide curriculum committees will review the syllabus to
ensure that each of the items listed below are included. If items are missing or
unclear, the proposed course change will be denied.

SYLLABUS CHECKLIST FOR ALL UAF COURSES

During the first week of class, instructors will distribute a course syllabus. Although modifications may be made throughout the semester, this document will
contain the following information (as applicable to the discipline):

1. Course information:
   - Title, number, credits, prerequisites, location, meeting time
     (make sure that contact hours are in line with credits).

2. Instructor (and if applicable, Teaching Assistant) information:
   - Name, office location, office hours, telephone, email address.

3. Course readings/materials:
   - Course textbook title, author, edition/publisher.
   - Supplementary readings (indicate whether required or recommended) and
     any supplies required.

4. Course description:
   - Content of the course and how it fits into the broader curriculum;
   - Expected proficiencies required to undertake the course, if applicable.
   - Inclusion of catalog description is strongly recommended, and
   - Description in syllabus must be consistent with catalog course description.

5. Course Goals (general) and Student Learning Outcomes (more specific)

6. Instructional methods:
   - Describe the teaching techniques (eg: lecture, case study, small group
     discussion, private instruction, studio instruction, values clarification,
     games, journal writing, use of Blackboard, audio/video conferencing, etc.).

7. Course calendar:
   - A schedule of class topics and assignments must be included. Be specific
     so that it is clear that the instructor has thought this through and will
     not be making it up on the fly (e.g. it is not adequate to say “lab”.
     Instead, give each lab a title that describes its content). You may call
     the outline Tentative or Work in Progress to allow for modifications during
     the semester.

8. Course policies:
   - Specify course rules, including your policies on attendance, tardiness,
     class participation, make-up exams, and plagiarism/academic integrity.

9. Evaluation:
   - Specify how students will be evaluated, what factors will be
     included, their relative value, and
   - how they will be tabulated into grades (on a curve, absolute scores,
     etc.)

10. Support Services:
    - Describe the student support services such as tutoring (local and/or
        regional) appropriate for the course.

11. Disabilities Services:
    The Office of Disability Services implements the Americans with Disabilities
    Act (ADA), and insures that UAF students have equal access to the campus and
course materials.
    - State that you will work with the Office of Disabilities Services (203
      WHIT, 474-7043) to provide reasonable accommodation to students with
disabilities.”
Instructor Information  
Marjorie Illingworth  
508 Gruening  
e-mail ffmli@uaf.edu  
PHONES:  
907-455-2827 (message)  
907-488-0446 (home)  
FAX:  
866-535-6459 (home) *

- Text: No additional text is required for this class. The class will use the text from DEVM 060 or 105 as appropriate
- Course Calendar will be coordinated regularly with the calendar of linked course to assure coordination. See Blackboard for the most current calendar.
- Other information including course calendar will be available on Blackboard at http://classes.uaf.edu

Office hours:  
Tuesday and Thursday 9 – 11 am  
907-488-0446

Course Meeting:  
Monday 1 – 2 pm via audio

Course Description – this course will improve reading skills in math and will support students in their math class. The class will provide a supplement instruction time focusing on the introduction and/or development of reading skills that will aid in the solving math problems and understanding and retaining the math information delivered in the class.

This course is linked to Sandra Wildfeuer’s DEVM 060 and 105 sections. The course will meet Mondays and are coordinated with units in DEVM 060 and 105 that require more extensive reading. See course calendar for details.

Course Outcomes –

<table>
<thead>
<tr>
<th>Students will be able to:</th>
<th>Evaluated by:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- identify topic, main idea, and details of paragraph, sub-heading, chapter, and text</td>
<td>Class activities</td>
</tr>
<tr>
<td>- recognize common patterns of organization in paragraphs, sub-headings, chapters of the text</td>
<td>Class activities</td>
</tr>
<tr>
<td>- recognize common patterns of organization in paragraph, sub-heading, chapter, and text</td>
<td>Class activities</td>
</tr>
<tr>
<td>- increase standard English vocabulary to meet the expectations of freshman level math classes</td>
<td>Discussions in this class and associated class.</td>
</tr>
<tr>
<td>- increase their working vocabulary of mathematical terminology, definitions, and their use in mathematical texts and lecture.</td>
<td>Successful and appropriate use of mathematical terminology in assignments and class discussions in this and the linked mathematical class.</td>
</tr>
<tr>
<td>- develop notes (outlines or pre-notes) from texts</td>
<td>Evaluation of notes</td>
</tr>
<tr>
<td>- use text notes to take notes from math classes</td>
<td>Evidence of use of notes in associated class</td>
</tr>
<tr>
<td>- understand and utilize various support networks available for math courses</td>
<td>The use of support networks in this and the associated class</td>
</tr>
</tbody>
</table>
DEVS 111 Reading in Mathematical Sciences  Fall  Monday 1 – 2 pm  1 credit

- understand and utilize various study strategies and tools to understand and remember math material  
  Student’s discussion in class reflecting knowledge of the strategy of the day and those from previous lessons. Effective use of study strategies and tools in this and the associated class

- use reading techniques and test taking strategies to be more successful on math tests. Students will apply strategies, evaluate strategies for effectiveness and modify those strategies to increase the level of comprehension and the efficiency of retention.  
  Student will apply reading strategies in their math class to increase understanding and earn passing test scores in associated class

- understand their individual learning style and adapt it to a faculty’s teaching style  
  Discussion of learning styles and application of those strategies in associated class

- demonstrate the ability to comprehend, evaluate and apply information presented in mathematical texts.  
  More successful outcomes in the current and future mathematical classes.

- **build confidence in their ability to succeed in math courses**  
  Use of “success language” in this and associated class

This class uses a pass/fail grading system. A student must have a grade of 70% or higher to pass. Class attendance and participation will comprise a major portion of the grade. Other activities that will affect grade will be quizzes over mathematical terminology and the understanding written mathematical material.

In determining the final grade, I will evaluate student performance in the following areas:

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>10%</td>
</tr>
<tr>
<td>Participation</td>
<td>50%</td>
</tr>
<tr>
<td>Class projects such as</td>
<td>20%</td>
</tr>
<tr>
<td>Class participation</td>
<td></td>
</tr>
<tr>
<td>asking quality questions about daily topic, text material, or lecture material – including a daily burning question.</td>
<td></td>
</tr>
<tr>
<td>develop in-class material</td>
<td></td>
</tr>
<tr>
<td>being active in class group projects</td>
<td></td>
</tr>
<tr>
<td>using terminology worksheets</td>
<td></td>
</tr>
<tr>
<td>writing word problems from equations</td>
<td></td>
</tr>
<tr>
<td>writing equations from word problems</td>
<td></td>
</tr>
<tr>
<td>Quizzes blackboard</td>
<td>20%</td>
</tr>
<tr>
<td>vocabulary</td>
<td></td>
</tr>
<tr>
<td>processes</td>
<td></td>
</tr>
</tbody>
</table>

**Withdrawals from course** -

If you want to drop your class, you must withdraw officially from the class. This can be done by completing and Add/Drop form before October 31, 2008. If you stop attending class without officially dropping, you will receive an "F" grade. **Students that have not substantially participated in the course or who drop the linked course will be withdrawn by the instructor before October 31, 2008.** All grades will appear on your transcript. Transcripts are maintained by the Office of Registrar.
Incomplete “I” grades – will only be given if some extenuating circumstance makes it impossible for the student to complete the course this semester. The Incomplete grade can only be given to students who have completed at least 50% of the course work with a C average or higher. Incompletes are not permanent. After one year, an incomplete will automatically revert to an F if the work is not completed.

If you receive an incomplete grade you MUST submit a plan to the instructor that delineates each missing assignment and a timetable for the completion of each task. Student must attach the assignment sheet to every late assignment you turn in. This will assist the instructor in grading it quickly and correctly.

Student Support - grant funded programs at various rural campuses provide support for students. Please contact your local campus.

Disability Services – the office of Disability Services implements the Americans with Disabilities Act (ADA) and insures that UAF students have equal access to campus and course materials. Students should contact their local campus for services.

Academic Honesty – Students will be required to conduct themselves honestly and responsibly, and will be expected to respect the rights of others.

Any student suspected of not adhering to this code will have the following action taken. 1) Student will be given a verbal warning, 2) Work will not be accepted or student will be asked to leave the class, 3) Student will be dropped from class, if after withdrawal date student will receive an F.

All students should read the Student Code of Conduct. This can be found in several places, some of which are: page 94 of the CRCD fall class schedule and on the web at

http://www.uaf.edu/catalog/current.academics/regs3.html