**Trial Course or New Course Proposal**

**SUBMITTED BY:**

- **Department:** Developmental Education
- **College/School:** CRCD
- **Prepared by:** Marjorie L. Illingworth
- **Phone:** 455-2827
- **Email:** ffmli@uaf.edu
- **Faculty Contact:** 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.

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<table>
<thead>
<tr>
<th>1. ACTION DESIRED (check one):</th>
<th>Trial Course</th>
<th>New Course</th>
<th>x</th>
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</thead>
</table>

<table>
<thead>
<tr>
<th>2. COURSE IDENTIFICATION:</th>
<th>Dept</th>
<th>DEVS</th>
<th>Course #</th>
<th>112</th>
<th>No. of Credits</th>
<th>1</th>
</tr>
</thead>
</table>

Justify upper/lower division status & number of credits: course is paired with entry level natural science courses

<table>
<thead>
<tr>
<th>3. PROPOSED COURSE TITLE:</th>
<th>Reading in the Natural Sciences</th>
</tr>
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</table>

<table>
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<tr>
<th>4. CROSS LISTED?</th>
<th>YES/NO</th>
<th>If yes, Dept:</th>
<th>Course #</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>5. STACKED?</th>
<th>YES/NO</th>
<th>If yes, Dept:</th>
<th>Course #</th>
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<tr>
<th>6. FREQUENCY OF OFFERING:</th>
<th>every fall / spring</th>
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</table>

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

<table>
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<tr>
<th>7. SEMESTER &amp; YEAR OF FIRST OFFERING (if approved)</th>
<th>fall 2009</th>
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**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>x</th>
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</table>

6 weeks to full semester

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

<table>
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<tr>
<th>OTHER FORMAT (specify)</th>
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<table>
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<tr>
<th>9. CONTACT HOURS PER WEEK:</th>
<th>I</th>
<th>LECTURE hours/weeks</th>
<th>LAB hours /week</th>
<th>PRACTICUM hours /week</th>
</tr>
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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.uaf.edu/uafgov/faculty/cd/credits.html](http://www.uaf.edu/uafgov/faculty/cd/credits.html) for more information on number of credits.

<table>
<thead>
<tr>
<th>OTHER HOURS (specify type)</th>
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</table>

<table>
<thead>
<tr>
<th>10. COMPLETE CATALOG DESCRIPTION including dept., number, title and credits (50 words or less, if possible):</th>
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DEVS 112 Reading in the Natural Sciences 1 credit

This course will improve student success in their current and future natural science classes.
The course will provide a supplemental instructional time focusing on introducing and/or developing reading skills that will aid in reading, understanding, and retaining science information delivered in the natural science lecture and lab. Skills emphasized will include identifying, organizing and prioritizing topic, main idea, and details, note taking, and using effective reading to improve test performance. This course will be linked to freshman level science class.

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.)

<table>
<thead>
<tr>
<th>H</th>
<th>N</th>
<th>S</th>
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</thead>
<tbody>
<tr>
<td>Humanities</td>
<td>Natural Science</td>
<td>Social Sciences</td>
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</table>

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:

<table>
<thead>
<tr>
<th>O</th>
<th>W</th>
<th>Natural Science</th>
</tr>
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<tbody>
<tr>
<td>Oral Intensive, Format 6</td>
<td>Writing Intensive, Format 7</td>
<td></td>
</tr>
</tbody>
</table>

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 natural science 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

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 natural science 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

Yes/No

If yes, give semester, year, course #, etc.: a similar course for mathematical sciences was offered spring 08 and fall 08

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 (ffk1j@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.

The mathematical sciences linked course, as a trial, positively impacted student success in the linked math classes during the spring 08 semester. Similar success is predicted for the science course.

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 natural courses require significantly high reading scores to predict success in freshman CORE science courses at UAF. This course is designed to support students in DEVS and freshman CORE natural science courses by improving reading skills needed for managing science courses. Because the course is directly linked to a specific science course, the reading skills addressed are directly applicable to the science skills being taught. This assures a concrete link visible to students between reading skills and science skills acquisition.

APPROVALS:

SIGNATURES ON FILE AT THE GOVERNANCE OFFICE.

Signature, Chair, Program/Department of:

SIGNATURES ON FILE AT THE GOVERNANCE OFFICE.

Signature, Division Chair CRCD of:

SIGNATURES ON FILE AT THE GOVERNANCE OFFICE.

Signature, Chair, College/School Curriculum Council for:

SIGNATURES ON FILE AT THE GOVERNANCE OFFICE.

Signature, Dean, College/School of:
Offerings above the level of approved programs must be approved in advance by the Provost.

<table>
<thead>
<tr>
<th>Signature, Chair, UAF Faculty Senate Curriculum Review Committee</th>
<th>Date</th>
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</table>

**ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE GOVERNANCE OFFICE**

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

**ADDITIONAL SIGNATURES: (If required)**

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

<table>
<thead>
<tr>
<th>Signature, Dean, College/School of:</th>
<th>Date</th>
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</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 (e.g., 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.”
DEVS 112  Reading in the Natural Sciences  Spring
CRN  Mondays 4 – 5 pm  1 Credit

Instructor Information  Marjorie Illingworth  120 Tanana Valley Campus
Center
e-mail  ffmli@uaf.edu  PHONES:  FAX:
907-455-2827 (office)  866-535-6459 (home) *
907-488-0446 (home)  907-455-2912 (work)

- Text: No additional text is required for this class. The class will use the text from DEVS100.
- 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

Class Meeting - Monday 4 - 5 pm via audio

Office hours: Monday 3 – 4  907-455-2827

Course Description – This course will improve student success in their current and future natural science classes. The course will provide a supplement instructional time focusing on introducing and/or developing reading skills that will aid in reading, understanding, and retaining science information delivered in the natural science lecture and lab. Skills emphasized will include identifying, organizing and prioritizing topic, main idea, and details, note taking, and using effective reading to improve test performance

This course is linked to Julie Maier’s DEVS 100 class and will meet Mondays immediately before that class. Registration for this class is open until January 25th

**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 science classes</td>
<td>Discussions in this class and associated class.</td>
</tr>
<tr>
<td>• increase their working vocabulary of science terminology, definitions, and their use in science texts and lectures.</td>
<td>Successful and appropriate use of mathematical terminology in assignments and class discussions in this and the linked science class.</td>
</tr>
<tr>
<td>• develop notes (outlines or pre-notes) from texts</td>
<td>Evaluation of notes</td>
</tr>
</tbody>
</table>
• use text notes to take notes from science classes Evidence of use of notes in associated class

• understand and utilize various support networks available for science courses The use of support networks in this and the associated class

• understand and utilize various study strategies and tools to understand and remember science 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 science 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 science 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 natural science texts. More successful outcomes in the current and future natural science classes.

• **build confidence in their ability to succeed in science 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 scientific terminology, understanding written scientific material. (see below)

The following is the grading policy for this class: Pass / Fail

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

**Attendance**

10%

**Participation will include:**

50%

• active discussion of day’s topic
• asking quality questions about daily topic, text material, or lecture material
• develop in-class material
• being active in class group projects

**Class projects include:**

20%

• main idea, detail, etc exercises
• pre-note practice
• outlining

Quizzes (blackboard)

20%

• multiple choice

**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 March 21st, 2009. If you stop attending class without officially dropping, you will receive an "F" grade. **Students that have not substantially participated in the course or withdraw from the linked course will be withdrawn by the instructor before March 21st, 2009.**
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.