Submit originals (including syllabus) and one copy and electronic copy to the Faculty Senate Office. See http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures/ for a complete description of the rules governing curriculum & course changes.

CHANGE COURSE (MAJOR) and DROP COURSE PROPOSAL
Attach a syllabus, except if dropping a course.

SUBMITTED BY:

<table>
<thead>
<tr>
<th>Department</th>
<th>Graduate Education</th>
<th>College/School</th>
<th>School of Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prepared by</td>
<td>Jane Monahan</td>
<td>Phone</td>
<td>474-5362</td>
</tr>
<tr>
<td>Email Contact</td>
<td><a href="mailto:jmmonahan@alaska.edu">jmmonahan@alaska.edu</a></td>
<td>Faculty Contact</td>
<td>Maureen Hogan, <a href="mailto:mphogan@alaska.edu">mphogan@alaska.edu</a></td>
</tr>
</tbody>
</table>

1. COURSE IDENTIFICATION: As the course now exists.

<table>
<thead>
<tr>
<th>Dept</th>
<th>Course #</th>
<th>No. of Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED</td>
<td>F620</td>
<td>3</td>
</tr>
</tbody>
</table>

COURSE TITLE
Language, Literacy and Learning

2. ACTION DESIRED: Check the changes to be made to the existing course.

<table>
<thead>
<tr>
<th>Change Course</th>
<th>Drop Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

If Change, indicate below what is changing.

NUMBER

PREREQUISITES*

*Prerequisites will be required before a student is allowed to enroll in the course.

CREDITS (including credit distribution)

ADD A STACKED LEVEL
(400/600)
Include syllabi.

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.

ADD NEW CROSS-LISTING

STOP EXISTING CROSS-LISTING

OTHER (specify)

3. 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 and the appropriate Faculty Senate curriculum committee. 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 all that apply)

Mode of delivery (specify lecture, field trips, labs, etc.)
4. **COURSE CLASSIFICATIONS:** (undergraduate courses only. Use approved criteria found in Chapter 12 of the curriculum manual. If justification is needed, attach separate sheet.)

<table>
<thead>
<tr>
<th>H = Humanities</th>
<th>S = Social Sciences</th>
</tr>
</thead>
</table>

Will this course be used to fulfill a requirement for the baccalaureate core? **YES** [ ] **NO** [ ] **X** [ ]

IF **YES**, check which core requirements it could be used to fulfill:

<table>
<thead>
<tr>
<th>O = Oral Intensive,</th>
<th>W = Writing Intensive,</th>
<th>X = Baccalaureate Core</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Format 6</em> also submitted</td>
<td><em>Format 7</em> submitted</td>
<td></td>
</tr>
</tbody>
</table>

4.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** [ ]

5. **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? **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? **CREDITS** [ ]

6. **COMPLETE CATALOG DESCRIPTION including dept., number, title, credits, credit distribution, cross-listings and/or stacking, clearly showing the changes you want made. (Underline new wording strike-through old wording and use complete catalog format including dept., number, title, credits and cross-listed and stacked.)**

Example of a **complete** description:

**PS F450 Comparative Aboriginal Indigenous Rights and Policies** (s)
3 Credits
Offered As Demand Warrants

Case study Comparative approach in assessing Aboriginal to analyzing Indigenous rights and policies in different nation-state systems. Seven Aboriginal situations Multiple countries and specific policy developments examined for factors promoting or limiting self-determination. Prerequisites: Upper division standing or permission of instructor. (Cross-listed with ANS F450.) (3+0)

**ED F620 Language, Literacy and Learning**

3 Credits
Offered Spring

The relationships among language, culture and thinking as issues of literacy and learning. Specific areas of emphasis include linguistic relativity, discourse, role of context in communications, variant language learning strategies and styles, speech community, open and closed linguistic systems, cognitive styles, and literacy as a cultural and cognitive phenomenon. (3+0)

7. **COMPLETE CATALOG DESCRIPTION AS IT SHOULD APPEAR AFTER ALL CHANGES ARE MADE:**

**ED F620 Language, Literacy and Learning**

3 Credits
Offered Spring

The relationships among language, culture and thinking as issues of literacy and learning. Specific areas of emphasis include linguistic relativity, discourse, role of context in communications, variant language learning strategies and styles, speech community, open and closed linguistic systems, cognitive styles, and literacy as a cultural and cognitive phenomenon. (3+0)

This course examines the relationship among language, culture, and mind to understand literacy. Specific areas of emphasis include literacy theory, literacy acquisition, orality, critical literacy, multi-modal literacies, media literacy and future literacies. The goal is to understand literacy as a cultural and cognitive phenomenon that informs praxis. Fieldwork required. (3+0+1)
8. GRADING SYSTEM: Specify only one.
   LETTER: X  PASS/FAIL: 

9. ESTIMATED IMPACT
   WHAT IMPACT, IF ANY, WILL THIS HAVE ON BUDGET, FACILITIES/SPACE, FACULTY, ETC.
   No impact anticipated. Course description change only.

10. LIBRARY COLLECTIONS
    Have you contacted the library collection development officer (kijansen@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 
    Proposed change does not require a change to library collection.

11. 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 change impacts only student in the Master of Education program.

12. POSITIVE AND NEGATIVE IMPACTS
    Please specify positive and negative impacts on other courses, programs and departments resulting from the proposed action.
    Positive – updated description provides a better picture of the course. Adding “fieldwork required” informs potential students they will spend time outside of class to satisfy the course requirements.

13. 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. If you ask for a change in # of credits, explain why; are you increasing the amount of material covered in the class? If you drop a prerequisite, is it because the material is covered elsewhere? If course is changing to stacked (400/600), explain higher level of effort and performance required on part of students earning graduate credit. Use as much space as needed to fully justify the proposed change and explain what has been done to ensure that the quality of the course is not compromised as a result.
    ED 620 has traditionally required some type of fieldwork in a P-12 school or community setting. The hours are a natural part of the activities in the course. Adding the words ‘fieldwork required’ makes this requirement known to potential students. The accrediting body for the School of Education CAEP (formerly NCATE) requires all graduates from an initial teacher certification program or advanced (master’s) program to participate in fieldwork activities. Adding this language to the course description represents to CAEP we are meeting this requirement.

APPROVALS: (Forms with missing signatures will be returned. Additional signature blocks may be added as necessary.)

Signature, Chair, Program/Department of: Cindy Fabbri, Graduate Education, School of Education
Date 

Signature, Chair, College/School Curriculum Council for: Gary Jacobsen, School of Education
Date 

Signature, Dean, College/School of: Stephen Atwater, Interim Dean, School of Education
Date 

Offerings above the level of approved programs must be approved in advance by the Provost (e.g., non-graduate level program offering of a 600-level course):

Signature of Provost (if applicable)
WHAT IMPACT, IF ANY, WILL THIS HAVE ON BUDGET, FACILITIES/SPACE, FACULTY, ETC.

No impact anticipated. Course description change only.

10. 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.

<table>
<thead>
<tr>
<th>No</th>
<th>X</th>
<th>Yes</th>
</tr>
</thead>
</table>
| Proposed change does not require a change to library collection.

11. 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 change impacts only student in the Master of Education program.

12. POSITIVE AND NEGATIVE IMPACTS

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

Positive – updated description provides a better picture of the course. Adding “fieldwork required” informs potential students they will spend time outside of class to satisfy the course requirements.

13. 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. If you ask for a change in # of credits, explain why; are you increasing the amount of material covered in the class? If you drop a prerequisite, is it because the material is covered elsewhere? If course is changing to stacked (400/600), explain higher level of effort and performance required on part of students earning graduate credit. Use as much space as needed to fully justify the proposed change and explain what has been done to ensure that the quality of the course is not compromised as a result.

ED 620 has traditionally required some type of fieldwork in a P-12 school or community setting. The hours are a natural part of the activities in the course. Adding the words ‘fieldwork required’ makes this requirement known to potential students. The accrediting body for the School of Education CAEP (formerly NCATE) requires all graduates from an initial teacher certification program or advanced (master’s) program to participate in fieldwork activities. Adding this language to the course description represents to CAEP we are meeting this requirement.

APPROVALS: (Forms with missing signatures will be returned. Additional signature blocks may be added as necessary.)

| Signature, Chair, Program/Department of: Cindy Fabbri, Graduate Education, School of Education | Date 09/22/15 |
| Signature, Chair, College/School Curriculum Council for: Gary Jacobsen, School of Education | Date 10/13/15 |
| Signature, Dean, College/School of: Stephen Atwater, Interim Dean, School of Education | Date 10/13/15 |

Offerings above the level of approved programs must be approved in advance by the Provost (e.g., non-graduate level program offering of a 600-level course): Date

Signature of Provost (if applicable)
Education 620: Language, Literacy and Learning (3+0+1 Credits)
Working Syllabus
Spring 2015
Pre-requisite: Graduate Standing

Dr. Maureen Hogan
Thursdays, 5:15-8:15 p.m.
Call-in: 800-570-3591
Participant PIN: 1130880

mphogan@alaska.edu
Office: 474-6474
708 B Gruening
Office Hours: T/TH 1-3 or by appointment

“Literacy is the ability to read and write and use written information and to write appropriately in a range of contexts. It also involves the integration of speaking, listening, viewing and critical thinking with reading and writing, and includes the cultural knowledge which enables a speaker, writer or reader to recognize and use language appropriate to different situations.”
--Literacy Policy, DOE, Tasmania, Australia

“Reading the word and learning how to write the word so one can later read it are preceded by learning how to write the world, that is having the experience of changing the world and touching the world.”

“[Literacy is] the flexible and sustainable mastery of a repertoire of practices with texts of traditional and new communications technologies via spoken language, print and multimedia.”—Luke and Freebody, 2000.

Literacy has always been a collection of cultural and communicative practices shared among members of particular groups. As society and technology change, so does literacy. Because technology has increased the intensity and complexity of literate environments, the 21st century demands that a literate person possess a wide range of abilities and competencies, many literacies. These literacies are multiple, dynamic, and malleable. As in the past, they are inextricably linked with particular histories, life possibilities, and social trajectories of individuals and groups. Active, successful participants in this 21st century global society must be able to

- Develop proficiency and fluency with the tools of technology;
- Build intentional cross-cultural connections and relationships with others so to pose and solve problems collaboratively and strengthen independent thought;

1 Syllabus is subject to change. I will announce all changes both in class and on Blackboard.
• Design and share information for global communities to meet a variety of purposes;

• Manage, analyze, and synthesize multiple streams of simultaneous information;

• Create, critique, analyze, and evaluate multimedia texts;

• Attend to the ethical responsibilities required by these complex environments.

(Updated February 2013.
Adopted by the NCTE Executive Committee, February 15, 2008)

NEW Course Description:

This course examines the relationship among language, culture, and mind to understand literacy. Specific areas of emphasis include literacy theory, literacy acquisition, orality, critical literacy, multimodal literacies, media literacy and future literacies. The goal is to understand literacy as a cultural and cognitive phenomenon that informs praxis. Includes 12 hours of fieldwork.

Course Outcomes:

The student should be able to comprehend and critique contemporary theory, research and practice in literacy studies, and to especially connect the academic literature to enrich and improve one’s own praxis.

Mode of instruction:

This is a graduate seminar where students are expected to participate actively and independently through several large and small-group discussions both synchronously and asynchronously using a variety of technologies. Often, students will have to share their work and lead discussions.

Through our readings and discussions, we will explore the following questions:

1. What is literacy? How do we define it? Who decides? Why do we need to talk about it as literacies, in the plural? What is its relationship to orality? What is the difference between autonomous and ideological approaches to understanding literacy? Which model is best for our intellectual and pedagogical needs?

2. How do children acquire language and literacy? How do we help young children with disabilities acquire literacy?
3. How is literacy used in communities, classrooms, homes and everyday lives? What are literacy practices and events? What are discourse communities?

4. What can we learn from cross-cultural ethnographic research in literacy? Are all cultures "literate" in the same way?

5. What literacy issues are especially important for indigenous communities?

6. What is critical literacy? How do class, race and gender affect literacy? How can we integrate CL into our curricula? What problems arise? What is the relationship among literacy, pedagogy and power?

7. Do technology and other "new" media change literacy practices? If so, how?

8. How do definitions of literacy change over time? What will literacy mean in the twenty-first century as we continue to move toward a more globalized, information-based economy? What do you think future literacies will look like? What does that mean for your teaching?
# Syllabus

**IMPORTANT NOTE ABOUT CLASS MEETINGS:** Please note that the dates with asterisks mean that we will not have a regular class meeting, but rather will “meet” on Blackboard Learn asynchronously. For asterisked days, I will post discussions questions that I expect you will thoughtfully respond to within a week. Please check Blackboard regularly for updates, announcements and discussion questions. Blackboard Learn is available at classes.uaf.edu and is a requirement for the course.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
</table>
| 1/15 | **Introductions**  
*Overview of course*  
**Brainstorming Literacy** |
<p>|      | Discussion: What is literacy? Maureen’s Powerpoint Presentation on Blackboard |
|      | The four roles of a literate person: Code breaker, text participant, text user, text analyst |
|      | See |
| 1/22 | <strong>What is Literacy?</strong> |
|      | Discussion: Street &amp; Lefstein, Section A, Introduction, pp. 3-47 |
|      | What is the relationship between literacy and orality? What is the Great Divide? Why is this important?  (Handout on Blackboard) |
|      | Theoretical models of literacy: autonomous or ideological or what? What is the <em>literacy thesis</em>? |
| *1/29 | <strong>What is Literacy?</strong> |
|      | Discussion: |
|      | Street &amp; Lefstein, Unit B1, Keywords, pp. 51-60. |
|      | “Gangsta Literacies,” by Elizabeth Moje posted on Blackboard |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Discussion Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>2/5</td>
<td>Literacy Acquisition</td>
<td>Discussion: Street &amp; Lefstein Unit B2, Literacy Acquisition, pp. 62-89.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>“The writing behind drawing: Lessons learned from my Kindergarten class” by Wing-Yee Hui, posted on Blackboard</td>
</tr>
<tr>
<td></td>
<td></td>
<td>“Joining the literacy flow: Fostering symbol and written language learning in young children with significant developmental disabilities through the four currents of literacy,” by Christopher Kliwer, posted on Blackboard</td>
</tr>
<tr>
<td>2/12</td>
<td>Consequences of Literacy</td>
<td>Discussion: Street &amp; Lefstein Unit B3, Consequences of Literacy, pp. 97-124.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>“Orality in Literacy: Listening to Indigenous writing” by Peter Dickenson, posted on Blackboard</td>
</tr>
<tr>
<td>*2/19</td>
<td>Literacy as Social Practice</td>
<td>Discussion: Street &amp; Lefstein, Unit B4, Literacy as Social Practice, pp. 142-173.</td>
</tr>
<tr>
<td>*2/26</td>
<td>Language, Literacy &amp; Power in Schooling</td>
<td>Moje et al. “Working toward a third space in content area literacy: An examination of everyday funds of knowledge and Discourse,” posted on Blackboard</td>
</tr>
<tr>
<td>3/5</td>
<td>Language, Literacy and Power in Schooling</td>
<td>Discussion:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>“Stories to yell: Using spoken word poetry in the literacy classroom” by Celeste Kirsh, posted on Blackboard</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Poetry Workshop:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>See <a href="http://www.poets.org/poetsorg/lesson">http://www.poets.org/poetsorg/lesson</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Handout: Poetry Ideas and Lessons, on Blackboard</td>
</tr>
<tr>
<td>3/12</td>
<td>Critical Literacy</td>
<td>Discussion: Friere’s Pedagogy of the Oppressed (pp.9-86)</td>
</tr>
<tr>
<td>3/19</td>
<td>SPRING BREAK NO CLASS</td>
<td></td>
</tr>
<tr>
<td>3/26</td>
<td>Critical Literacy</td>
<td>Discussion: Friere’s Pedagogy of the Oppressed (pp. 87-end)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Paper # 3 due</td>
</tr>
<tr>
<td>Date</td>
<td>Assignment</td>
<td>Notes</td>
</tr>
<tr>
<td>-------</td>
<td>------------------------------------------------------------------------------------------------------</td>
<td>--------------------------------------------</td>
</tr>
<tr>
<td>*4/2</td>
<td><strong>Critical Literacy in Classrooms</strong></td>
<td>Discussion: In Lewison, et al., Intro, Chapter One and Chapter Two: (pp. xix-43)</td>
</tr>
<tr>
<td>4/9</td>
<td><strong>Critical Literacy in Classrooms</strong></td>
<td>Video clip: <em>Consuming Childhood</em></td>
</tr>
<tr>
<td></td>
<td>Discussion: In Lewison et al., Chapters 3-5: (pp. 45-101)</td>
<td></td>
</tr>
<tr>
<td>*4/16</td>
<td><strong>Critical Literacy in Classrooms</strong></td>
<td>Discussion: In Lewison et al., Chapters 6-9: (pp. 103-180)</td>
</tr>
<tr>
<td></td>
<td><strong>Fieldwork Narrative due</strong></td>
<td></td>
</tr>
<tr>
<td>4/23</td>
<td><strong>Critical Literacy in Classrooms</strong></td>
<td>In Lewison et al., Chapter 10 (pp. 181-end).</td>
</tr>
<tr>
<td>*4/30</td>
<td><strong>Drafts of book review due for peer response (post drafts on Blackboard)</strong></td>
<td></td>
</tr>
<tr>
<td>5/7</td>
<td><strong>Book Review due, and sharing of book reviews (Finals week)</strong></td>
<td></td>
</tr>
</tbody>
</table>
Required Texts:


[Also see OWL (On-line Writing Lab) at Purdue University: http://owl.english.purdue.edu/ for a handy on-line guide to APA style]


Required Journal Articles:


Recommended Reading:


Course requirements:

To do well in this class, you should attend all class meetings, keep up with the readings, and participate in classroom activities and discussions. In addition, I will give several written assignments, as briefly described below:

<table>
<thead>
<tr>
<th>Participation/Attendance: Includes coming to all class meetings prepared, doing all of the readings, and participating on Blackboard and other classroom activities.</th>
<th>30 pts.</th>
<th>Ongoing Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper #1—A personal narrative on literacy. (5 pp.)</td>
<td>45 pts.</td>
<td>Due: 2/5</td>
</tr>
<tr>
<td>Paper #2- Synthesis of readings. Topic: TBA (3 pp.)</td>
<td>25 pts.</td>
<td>Due: 2/26</td>
</tr>
<tr>
<td>Paper #3- Synthesis of readings. Topic: TBA (3 pp.)</td>
<td>25 pts.</td>
<td>Due: 3/26</td>
</tr>
<tr>
<td>Paper #4- Fieldwork Tool and Narrative</td>
<td>75 pts.</td>
<td>Due: 4/16</td>
</tr>
<tr>
<td>Paper #5-Critical Book Review (You choose the book but upon my approval. A book from class is OK) (7-9 pp.)</td>
<td>100 pts.</td>
<td>Due: 5/7</td>
</tr>
<tr>
<td>Total # of points available</td>
<td>300 pts.</td>
<td></td>
</tr>
</tbody>
</table>

NOTE: I will be giving you more specific instructions on writing these papers throughout the semester. I will also post each writing assignment on Blackboard.

Course Grades: 

A=270-300 pts.  
B=240-269 pts.  
C=210-239 pts.  
D=180-209 pts.
Plagiarism Policy

High ethical standards are essential for maintaining credibility in this field. 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. Plagiarism is defined as appropriating passages or ideas from another person’s work and using 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.

Maureen’s Grading Guidelines (for all written work):

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content/Development</td>
<td>50%</td>
</tr>
<tr>
<td>Organization</td>
<td>20%</td>
</tr>
<tr>
<td>Flow/Unity</td>
<td>20%</td>
</tr>
<tr>
<td>Grammar/Mechanics/Conventions</td>
<td>10%</td>
</tr>
</tbody>
</table>

*Except for #1 and #4, the papers should have a clearly defined thesis statement supported by evidence and examples, and written in APA citation style, 6th ed.

Disabilities Services

The University of Alaska Fairbanks is committed to equal opportunity for students with disabilities and implements the Americans with Disabilities Act (ADA). Students with disabilities are encouraged to contact the Office of Disability Services: 208 WHITAKER Bldg.) 474-5655. If you have a disability that may require extra help on my part, please let me know so that I can help you.

If you are struggling with your writing, I strongly recommend that you seek help at the Writing Center on the eighth floor of Gruening, or let me know so that I can help you.

Distance students can call (907) 474-5314 to make an appointment with the Writing Center and then fax their paper to 1-800-478-5246 (Writing Center fax)
Syllabus Statement on LiveText

The School of Education has adopted LiveText, an online database and assessment system, starting in the spring of 2015. LiveText will be used to post, grade, and maintain key assignments from courses taken at UAF. Some graduate programs will additionally use LiveText for the development of student portfolios. Many colleges and universities throughout the nation use LiveText or a similar online management system. LiveText will cost students $95.00. This is a one-time fee that makes the LiveText system available to students for five (5) years. A nominal fee is charged by LiveText should students wish to access their materials beyond the five-year timeline. All graduate students admitted to the School of Education, and who plan on continuing their course of study beyond the spring semester, will need to have access to LiveText. Failure to purchase LiveText will prohibit candidates from posting their key assignments, which will result in a lower course grade. To purchase LiveText, complete the attached authorization form and return it to Ms. Sasha Wood by February 27, 2015.