<table>
<thead>
<tr>
<th><strong>TRIAL COURSE OR NEW COURSE PROPOSAL</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SUBMITTED BY:</strong></td>
</tr>
<tr>
<td>Department: Developmental Education</td>
</tr>
<tr>
<td>Prepared by: Dana Greci</td>
</tr>
<tr>
<td>Email: <a href="mailto:dgreci@alaska.edu">dgreci@alaska.edu</a></td>
</tr>
<tr>
<td>College/School:</td>
</tr>
<tr>
<td>CRCD</td>
</tr>
<tr>
<td>Phone: 474-5580</td>
</tr>
<tr>
<td>Faculty Contact: Dana Greci</td>
</tr>
</tbody>
</table>

1. **ACTION DESIRED**  
   (CHECK ONE):  
   - [ ] Trial Course  
   - [x] New Course

2. **COURSE IDENTIFICATION:**
   - Dept: DEVE  
   - Course #: F194  
   - No. of Credits: 4  
   - 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  
   - 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  
   - [x] No  
   - If yes, Dept:  
   - Course #:  
   - 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

7. **SEMESTER & YEAR OF FIRST OFFERING:**  
   - Spring 2016

8. **COURSE FORMAT:**
   - [ ] 1  
   - [ ] 2  
   - [ ] 3  
   - [ ] 4  
   - [ ] 5  
   - [x] 6 weeks to full semester
   - Lecture/Discussion

9. **CONTACT HOURS PER WEEK:**  
   - Lecture: 4/5 hours/weeks  
   - Lab:  
   - Practicum:  
   - 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.uafl.edu/afgen/faculty-sea/curriculum/course-degree-procedures/guidelines-for-computing/](http://www.uafl.edu/afgen/faculty-sea/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 F151X or COMM F141X; ENGL F111X; ENGL F911X or ENGL F213X; ENGL F414; FISH F425; or permission of instructor. Cross-listed with NRM F487. (3+0)

| DEVE 194 | Writing and Reading Strategies |
| 4 credits | Offered Fall, Spring, Summer as demand warrants |

DEVE 194 is a course in college writing and reading strategies. Building on the sentence and paragraph level work done in DEVE 094, 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 DEVE 109. Prerequisites: Appropriate placement test scores, or C or higher in DEVE 094, 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 Intenseive, Format 7 | X = Baccalaureate Core |

11.A Is course related content 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 # form.

LETTER: X PASS/FAIL: 

14. PREREQUISITES

Appropriate placement test scores, C or better in DEVE 060/DEVS 052, or DEVE 094.

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
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 and Fall 2015 as DEVE 193 (Special Topics)

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) in the statewide alignment WRTG sequence.

19. LIBRARY COLLECTIONS
Have you contacted the library collection development officer (k.jenson@alaska.edu, x74-6695) 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. This Trial Course will be offered in the interim until statewide alignment takes place, at which time it will become WRTG 090. 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 English.

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. In the statewide alignment process, all universities are going to this 4-credit, integrated reading and writing model.
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 WRTEC was agreed to during this process. All classes in the writing sequence will have the WRTEC designator; however, all WRTEC 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 195, 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.

APPROVALS: Add additional signature lines as needed.

[Signatures and dates]

Offerings above the level of approved programs must be approved in advance by the Provost.

[Signature and date]

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

[Signatures and dates]
ATTACH COMPLETE SYLLABUS (as part of this application). This list is online at: http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures-/uaf-syllabus-requirements/

The Faculty Senate 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 (or changes to it) may 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 (see #6)

6. Student Learning Outcomes (more specific)

7. 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.).

8. 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.

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

10. 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.). Publicize UAF regulations with regard to the grades of “C” and below as applicable to this course. (Not required in the syllabus, but is a convenient way to publicize this.) Link to PDF summary of grading policy for “C”: http://www.uaf.edu/files/uafgov/Info-to-Publicize-C_Grading-Policy-UPDATED-May-2013.pdf

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

12. Disabilities Services: Note that the phone# and location have been updated. http://www.uaf.edu/disability/
    - The Office of Disability Services implements the Americans with Disabilities Act (ADA), and ensures that UAF students have equal access to the campus and course materials.
    - State that you will work with the Office of Disabilities Services (208 WHITAKER BLDG, 474-5655) to provide reasonable accommodation to students with disabilities.

5/21/2013
Writing & Reading Strategies
DEVE 194 (4 credits)

Instructor: Dana Greci
Office: 509E Gruening
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
DEVE 194 is a compressed course in writing and reading, which enables students to move through their writing and reading requirements more quickly than if they took either course separately. Building on the sentence and paragraph level work done in DEVE 094 or DEVE 060 and DEVES 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 replaces both DEVE F104 and DEVES 105 and qualifies students for DEVE 109.
On completing this course students may retest on Accuplacer for placement into ENGL 111x.
Prerequisites: Appropriate placement test scores, or C or higher in DEVE 094, or DEVE 060 and DEVES 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 demonstrate that they can:</td>
<td>writing samples, essays, peer reviews, journals</td>
</tr>
<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>
</tr>
<tr>
<td>use essays as models of writing strategies and basic essay structure</td>
<td>writing samples, essays, peer reviews</td>
</tr>
<tr>
<td>use a variety of modes to draft and revise essays of varying length, increasingly deliberately, effectively, and precisely</td>
<td>essays, peer reviews</td>
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<tr>
<td>write for different purposes, contexts, and</td>
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<tr>
<td>Audiences</td>
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<td>----------------------------------------------------------------------------</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>
</tr>
<tr>
<td>Use the computer skills needed for ENGL 111x</td>
<td>essays</td>
</tr>
<tr>
<td>Read actively</td>
<td>journals</td>
</tr>
<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>
</tr>
<tr>
<td>Make accurate inferences</td>
<td>journals</td>
</tr>
<tr>
<td>Organize, comprehend and remember ideas</td>
<td>journals</td>
</tr>
<tr>
<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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</table>

**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>Component</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Reflective Assignments</td>
<td>5%</td>
</tr>
<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>
</tr>
</tbody>
</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

Week 2
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 3
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**

Mar 9  Subordinating Conjunctions

Mar 10  **Essay 3, Draft 1 due**  
         **Peer Review 3**
Spring Break. March 14-18

Week 10
Mar 22  Read “Analyzing Advertisements,” pp. 420-422
        Journal 7 due
Mar 23  Avoiding Run-ons & Comma Splices
Mar 24  Patterns of Development Practice Activities

Week 11
Mar 28  Essay 3, Draft 2 due
        Read “Writing Comparison and Contrast Essays,” pp. 423-428
        Pick up Essay 4 Assignment
Mar 29  Read “What’s Love Got to do with It?” pp. 394-398
        Journal 8 due
Mar 30  Sentence Skills Review and Practice
Mar 31  Essay 4, Draft 1 due
        Peer Review 4

Week 12
Apr 4   Read “Identifying Transitional Elements,” pp. 437-448
Apr 5   Read “Long Walk to Freedom,” pp. 477-482
        Journal 9 due
Apr 6   Sentence Skills Review and Practice
Apr 7   Transitional Elements Practice Activities

Week 13
Apr 11  Essay 4, Draft 2 due
Apr 12  Read “Reading & Writing in the Disciplines—Overview of Strategies” (handout)
Apr 13  Read “Reading in Science” (handout)
        Journal 10 due
Apr 14  Sentence Skills: Your Choice

Week 14
Apr 18  Reading & Writing in the Disciplines (continued)
Apr 19  Read “Reading in the Arts, Humanities & Literature” (handout)
        Journal 11 due
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apr 20</td>
<td>Read “Reading in Math” (handout)</td>
</tr>
<tr>
<td>Apr 21</td>
<td>Reading and Writing in Math</td>
</tr>
<tr>
<td>Week 15</td>
<td>Read “Critical Reading—Bias, Tone, Connotation and Figurative Language”</td>
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<tr>
<td>Apr 25</td>
<td>(handout)</td>
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<tr>
<td></td>
<td>Pick up Post-Course Reflection Assignment</td>
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<td>Apr 26</td>
<td>Read: to be arranged</td>
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<td></td>
<td><strong>Journal 12 due</strong></td>
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<tr>
<td>Apr 27</td>
<td>Sentence Skills: Your Choice</td>
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<tr>
<td>Apr 28</td>
<td>Critical Reading Practice Activities</td>
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<tr>
<td><strong>Finals Week</strong></td>
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<tr>
<td>May 5</td>
<td><strong>Post-Course Reflection Assignment due</strong></td>
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</tbody>
</table>