## TRIAL COURSE OR NEW COURSE PROPOSAL
(Attach copy of syllabus)

### SUBMITTED BY:

<table>
<thead>
<tr>
<th>Department</th>
<th>Arctic and Northern Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prepared by</td>
<td>Laura Schneider</td>
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<td>Email Contact</td>
<td><a href="mailto:lllugar@alaska.edu">lllugar@alaska.edu</a></td>
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<tr>
<td>College/School</td>
<td>CLA</td>
</tr>
<tr>
<td>Phone</td>
<td>7126</td>
</tr>
<tr>
<td>Faculty Contact</td>
<td>Alex Hirsch</td>
</tr>
</tbody>
</table>

### 1. ACTION DESIRED
(CHECK ONE):

- [ ] Trial Course
- X New Course

### 2. COURSE IDENTIFICATION:

<table>
<thead>
<tr>
<th>Dept</th>
<th>NORS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course #</td>
<td>694</td>
</tr>
<tr>
<td>No. of Credits</td>
<td>3</td>
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</table>

This is a 3-credit graduate seminar. A substantial amount of reading and writing is required for this course, easily as much or more work than average graduate level classes.

### 3. PROPOSED COURSE TITLE:

Thesis Writing Workshop

### 4. To be CROSS LISTED?

- [ ] YES
- [X] NO

If yes, Dept:

### 5. To be STACKED?*

- [ ] YES
- [X] NO

If yes, Dept:

* Use only one Format 1 form for the stacked course (not one for each level of the course!) and attach syllabi. 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:

- [ ] Spring
- [ ] Fall, Spring, Summer (Every, or Even-numbered Years, or Odd-numbered Years) – or As Demand Warrants

### 7. SEMESTER & YEAR OF FIRST OFFERING
(Effective AY2015-16 if approved by 3/31/2015; otherwise AY2016-17)

- [X] Spring 2017

### 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:</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</td>
<td>(specify)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mode of delivery</td>
<td>(specify lecture, field trips, labs, etc)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
9. CONTACT HOURS PER WEEK:

<table>
<thead>
<tr>
<th>Lecture</th>
<th>Lab</th>
<th>Practicum</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 hours/weeks</td>
<td>0 hours /week</td>
<td>0 hours /week</td>
</tr>
</tbody>
</table>

Note: # of credits are based on contact hours. 800 minutes of lecture=1 credit. 1200 minutes of lab in a science course=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/ufagov/faculty-senate/curriculum/course-degree-procedures/guidelines-for-computing/](http://www.uaf.edu/ufagov/faculty-senate/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 F131X or COMM F141X; ENGL F111X; ENGL F211X or ENGL F213X; ENGL F414; FISH F425; or permission of instructor. Cross-listed with NRM F487. (3+0)

**NORS F694 Thesis Writing workshop**

3 Credits Offered Spring

Provides an opportunity for students in and out of Arctic and Northern Studies to develop writing skills in a workshop context. By the end of the semester students will submit academic article length work that has been re-drafted and re-submitted several times. The goal is to understand writing as a complex social interaction between writer and reader, and to practice writing as a recursive process that involves drafting, revising, and editing, and to recognize ant value the creativity, independent thinking, and intellectual risk taking involved in effective academic writing. Prerequisites: Graduate standing or instructor approval

11. COURSE CLASSIFICATIONS:

Undergraduate courses only. Consult with CLA Curriculum Council to apply S or H classification appropriately; otherwise leave fields blank.

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

Will this course be used to fulfill a requirement for the baccalaureate core? If YES, attach form.

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

| O = Oral Intensive, Format 6 | W = Writing Intensive, Format 7 | X = Baccalaureate Core |

11.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 |

12. COURSE REPEATABILITY:

Is this course repeatable for credit?

| YES | NO |

Justification: Indicate why the course can be repeated (for example, the course follows a different theme each time).

How many times may the course be repeated for credit?

4 TIMES

If the course can be repeated for credit, what is the maximum number of credit hours that may be earned for this course?

12 CREDITS

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
13. **GRADING SYSTEM**: Specify only one. Note: Changing the grading system for a course later on constitutes a Major Course Change – Format 2 form.

   - **LETTER**: X
   - **PASS/FAIL**: 

14. **PREREQUISITES**

   Graduate standing or instructor approval

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

15. **SPECIAL RESTRICTIONS, CONDITIONS**

   none

16. **PROPOSED COURSE FEES**

   $ 

   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.:

   n/a

18. **ESTIMATED IMPACT**

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

   None

19. **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.

   No X Yes

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)

   None

21. **POSITIVE AND NEGATIVE IMPACTS**

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

   This course will help students in Arctic and Northern Studies—many of whom do not speak English as a primary language—to improve their academic writing skills.

   **JUSTIFICATION FOR ACTION REQUESTED**

   The purpose of the department and campus-wide curriculum committees is to scrutinize course change and new course applications to make sure that the quality of UAF education is not lowered as a result of the proposed change. Please address this in your response. This section needs to be self-explanatory. Use as much space as needed to fully justify the proposed course.

   NORS has a particular need for a graduate writing seminar that will help students to improve their theses’ clarity, impactfulness, and efficiency.
APPROVALS: Add additional signature lines as needed.

[Signature, Chair, Program/Department of: Arctic & Northern Studies]
Date: 9-15-16

[Signature, Chair, College/School Curriculum Council for:]
Date: September 23, 2016

[Signature, Dean, College/School of:]
Date: September 23, 2016

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

[Signature of Provost (if above level of approved programs)]
Date

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

[Signature, Chair]
Date

Faculty Senate Review Committee: ___Curriculum Review ___GAAC
___Core Review ___SADAC

ADDITIONAL SIGNATURES: (As needed for cross-listing and/or stacking)

[Signature, Chair, Program/Department of:]
Date

[Signature, Chair, College/School Curriculum Council for:]
Date

[Signature, Dean, College/School of:]
Date
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 (eg: 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”:

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.
Thesis Writing Workshop
Arctic and Northern Studies
3 credits

Course Description

Provides an opportunity for students in and out of Arctic and Northern Studies to develop writing skills in a workshop context. By the end of the semester students will submit academic article length work that has been re-drafted and re-submitted several times. The goal is to understand writing as a complex social interaction between writer and reader, and to practice writing as a recursive process that involves drafting, revising, and editing, and to recognize and value the creativity, independent thinking, and intellectual risk taking involved in effective academic writing. Prerequisites: Graduate standing or instructor approval.

Learning Outcomes

By the end of the semester students should know how to…

- Define a compelling and viable problem, question, or project
- Formulate an arguable thesis in response to the problem, question, or project
- Actively engage sources in an intellectual dialogue, always distinguishing one’s own ideas from others
- Substantiate and develop ideas through the analysis of evidence and the critical use of sources
- Recognize and contend with counter-arguments and other possible objections
- Organize ideas coherently and compellingly
- Express ideas in clear, cogent sentences
- Insightfully critique their own writing and the writing of others
- Revise for clarity and cogency at every level, based on self-critique and critique from others

Course Mechanics

Each class period two students will present drafts of their writing, which they will have circulated a week in advance of their presentation. After a brief presentation by the author, each student will critique the drafted work that has been submitted. In addition, student critics will bring well marked up copies of the draft to return to authors, as well as two page (single spaced) reader reports, which will be submitted both to myself and to the authors.
Course Requirements

1. **Required Texts:**

   The following texts will serve as a resource throughout the course. From time to time I will assign specific passages from these texts, which can be found on amazon, and elsewhere:

   *A Rulebook for Arguments* by Anthony Weston (Hackett).
   *Style: Toward Clarity and Grace* by Joseph M. Williams (Chicago).

2. **Final Paper Assignment**

   The final paper assignment will be to submit a paper, essay, article, thesis chapter, or other piece of graduate writing at least 30 pages in length, that reflects the high standards of academic rigor germane to graduate work. For details, see final paper prompt (to be distributed separately).

3. **Participation / Attendance**

   Participation is an important part of this class. This means maintaining diligent attendance, speaking up in class regularly, asking questions, staking out positions, and being an active, vocal, and respectful classroom citizen. After one missed class, students will be docked 25% of their participation grade for each additional class missed.

4. **Final Grade Rubric**

   Final grades will be assessed according to the following rubric:

   Reader Reports.................................20%
   Participation / Attendance...............40%
   Final Paper.................................40%

5. **Grading Guidelines:**

   I have established the following standards for the evaluation of written work in this course:

   **A:** Excellent work, with clear, challenging, original ideas supported by sufficient, appropriate, logically interpreted evidence. The essay should engage the reader in the inquiry, convincingly answer opposing views, be well organized, and free of significant flaws. An ‘A’ paper should be not just good but outstanding in ideas and presentation.
B: Good to very good work, with a clear thesis supported by sufficient, appropriate evidence, organized and interpreted logically. The ‘B’ paper may have some outstanding qualities but be marked by significant flaws which keep it from being an ‘A’; or it may be all-around good work, free of major problems but lacking the deeper insight necessary for excellence.

C: Satisfactory work, but not yet good. The ‘C’ paper meets the basic requirements of a thesis supported by interpretation of specific evidence, but it needs work in thinking and/or presentation. There may be a lack of clarity, the evidence may not always be sufficient and appropriate, or the interpretation may have logical flaws. The essay may have organizational or mechanical problems that keep it from being good. The ‘C’ paper may be good in some respects but poor in others, or it may simply be adequate but not noteworthy overall.

D: Barely passing work that shows effort but is so marred by serious problems that it cannot be considered a satisfactory paper. Papers without a readily identifiable thesis are liable to be graded ‘D’.

F: Failing work—for example, a hasty, sloppy paper that shows little or no thought, effort, or familiarity with the text.

Online and Distance Students

This course can be taken online for credit as well. Distance students will be expected to circulate work for consideration, submit weekly reader reports, and submit final papers. Each week distance students will receive the work under consideration electronically, and will submit their reader’s report by the time the live class starts (5pm, AK time), such that the instructor can read it out loud and present its findings. During the weeks when distance students are expected to workshop their work reader’s reports will be emailed to them individually from student critics, along with my own feedback, which will also arrive electronically.

Accessibility and Disabilities

The University of Alaska Fairbanks is committed to equal opportunity for students with disabilities. Such students are encouraged to contact the coordinator of Disabilities Services at the Center for Health and Counselling. In addition to consulting with Disability Services, students with documented disabilities who may need reasonable academic accommodations should discuss these with me at some point during the first two weeks of class. Contact information: UAF Office of Disability Services, Whitaker Building, Room 208 612 N. Chandalar, PO Box 755590, University of Alaska Fairbank, Fairbanks, Alaska 99775-5590; Phone: (907) 474-5655; Email: uaf-disabilityservices@alaska.edu.

Academic Dishonesty
High ethical standards are essential for maintaining credibility in the field of political science. 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 (to be discussed in class). *Plagiarism is defined as appropriating passages or ideas from another person’s work and portraying 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 per UAF policy.

*Course Repeatability*

This course is repeatable for credit up to four times.

*Reading Schedule*

Where student papers are concerned, a reading schedule will be determined on the first day of class. Additional readings will be assigned to supplement the submission of drafts on an ad hoc basis.