

6-Core

NOV 11 2016
Revised Jan. 10, 2017

OCT 13 2016

FORMAT 2

Submit originals (including syllabus) and one copy and electronic copy to the Faculty Senate Office
See <http://www.uaaf.edu/uaafgov/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:

Department	English	College/School	CLA
Prepared by	Renee Pike	Phone	474-7193
Email Contact	brpike@alaska.edu	Faculty Contact	Sarah Stanley

1. COURSE IDENTIFICATION: As the course now exists.

Dept Course # No. of Credits

COURSE TITLE

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

Change Course If Change, indicate below what is changing. Drop Course

NUMBER	<input type="text"/>	TITLE	<input checked="" type="checkbox"/>	DESCRIPTION	<input checked="" type="checkbox"/>
PREREQUISITES*	<input type="text"/>	FREQUENCY OF OFFERING	<input type="text"/>		<input type="text"/>

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

CREDITS (including credit distribution) COURSE CLASSIFICATION

ADD A STACKED LEVEL (400/600) Dept. Course #

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 Dept. & No. Requires approval of both departments and deans involved. Add lines at end of form for additional signatures.

STOP EXISTING CROSS-LISTING Dept. & No. Requires notification of other department(s) and mutual agreement. Attach copy of email or memo.

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.)

H = Humanities S = Social Sciences

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

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

O = Oral Intensive, W = Writing Intensive, X = Baccalaureate Core
 *Format 6 also submitted *Format 7 submitted

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

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 ~~Aberiginal~~ Indigenous Rights and Policies (s)
 3 Credits
 Offered As Demand Warrants
~~Case-study~~ Comparative approach in ~~assessing Aberiginal~~ analyzing Indigenous rights and policies in different nation-state systems. ~~Seven Aberiginal 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)

ENGL F11X — Introduction to Academic Writing
 3 Credits
 Instruction and practice in written inquiry and critical reading. Introduction to writing as a way of developing, exploring and testing ideas. Concentration on research methods and techniques.

WRTGF11X Writing Across Contexts
3 Credits
An introduction to writing strategies and processes for reading and responding to rhetorical situations across a variety of public and academic contexts
Prerequisites: Placement into ENGL F11X.
Lecture + Lab + Other: 3 + 0 + 0

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

WRTGF11X Writing Across Contexts 3 Credits
 An introduction to writing strategies and processes for reading and responding to rhetorical situations across a variety of public and academic contexts.
Prerequisites: Placement into ENGL F11X or WRTG F11X
Lecture + Lab + Other: 3 + 0 + 0

8. GRADING SYSTEM: Specify only one.

LETTER: PASS/FAIL:

9. ESTIMATED IMPACT

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

See memo

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.

No Yes

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)

See Memo

12. POSITIVE AND NEGATIVE IMPACTS

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

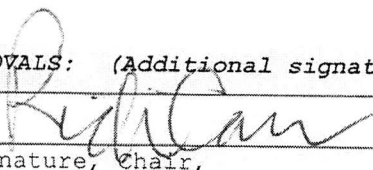
See Memo

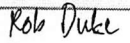
13. JUSTIFICATION FOR ACTION REQUESTED

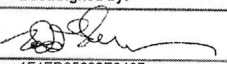
The purpose of the department and campus-wide curriculum committees is to scrutinize course change and new course applications to make sure that the quality of UAF education is not lowered as a result of the proposed change. Please address this in your response. This section needs to be self-explanatory.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

See Memo

APPROVALS: (Additional signature blocks may be added as necessary.)

 Date Oct 12, 2016
Signature, Chair, Program/Department of: English

 Date November 11, 2016
Signature, Chair, College/School Curriculum Council for: UAF- Justice

 Date November 11, 2016
Signature, Dean, College/School of: College of Liberal Arts

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

Signature of Provost (if applicable) Date

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

Signature, Chair	Date
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Faculty Senate Review Committee: Curriculum Review GAAC
 Core Review SADAC

ADDITIONAL SIGNATURES: (As needed for cross-listing and/or stacking; add more blocks as necessary.)

Signature, Chair, Program/Department of:	Date
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Signature, Chair, College/School Curriculum Council for:	Date
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Signature, Dean, College/School of:	Date
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Note: If removing a cross-listing, attach copy of email or memo to indicate mutual agreement of this action by the affected department(s). If degree programs are affected, a Format 5 program change form must also be submitted.

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": [http://www.uaf.edu/files/uafgov/Info-to-Publicize-C Grading-Policy-UPDATED-May-2013.pdf](http://www.uaf.edu/files/uafgov/Info-to-Publicize-C%20Grading-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.

WRTG^F111X: Writing Across Contexts

Course Number • WRTG^F111X F11 • 3 Credits • Term • Days and Time • Classroom
 Prerequisites: Placement into 111X Or WRTG F111X
 Instructor Name • Instructor Email • Instructor phone
 Instructor Office • Instructor Office Hours

Course Description

An introduction to writing strategies and processes for reading and responding to rhetorical situations across a variety of public and academic contexts.

Course Goals

This student-centered, inquiry-based writing course is designed to help students throughout their college careers and as they enter communities beyond the university. Inquiry-based writing is designed to engage the student in both problem posing and problem solving. Drawing on the rhetorical situation—specifically, audience, purpose, and context—instruction emphasizes the social nature of inquiry and how writers test ideas to discover the reasons behind and for discursive choices. Students practice recursive writing processes, such as peer review, in order to help them adapt to changing demands of writing within the university and their lives.

Student Learning Outcomes

Students will write four formal compositions in order to do the following by the end of the course:

- establish credibility and persuasive power for an audience.
- interpret the meaning of a text based on its features, context, design, and relationship to other texts.
- respond purposefully to specific rhetorical situations.
- reflect on past writing to identify its constraints.

Texts and Materials

50 Essays: A Portable Anthology. Ed. Samuel Cohen. 4th Ed.
 Internet and Computer Access
 A grammar handbook/style guide

Methods

- *Peer review* is essential to this course. During peer review, you will develop your abilities of paying close attention and how to talk about choices of a text and their consequences.
- The *rhetorical situation*--context, audience, and purpose--is examined and practiced in this writing class. It will be introduced through interactive workshops to help you pose and solve writing problems, as a writer you can apply these essential concepts to future writing situations.
- This writing classroom provides a space for you to approach writing as a *recursive process*, you will be asked to write drafts, revise, and re-work writing over a unit and the semester.

Course Policies

University Writing Program Attendance Policy

Our synchronous writing classes taught at UAF require attendance. Because writing courses depend on class discussion, peer review of writing, in addition to lecture and presentations, our classes share a baseline attendance policy. Students enrolled in writing classes must attend 80% of synchronous class sessions in order to be eligible for passing the course.

Plagiarism Policy

Student Code of Conduct

Honesty is a primary responsibility of you and every other UAF student. The following are exact words from the student code of conduct in the UAF Catalog regarding academic integrity:

- Students will not collaborate on any quizzes, in-class exams, or take-home exams that contribute to their grade in a course, unless the course instructor grants permission. Only those materials permitted by the instructor may be used to assist in quizzes and examinations.
- Students will not represent the work of others as their own. A student will attribute the source of information not original with himself or herself (direct quotes or paraphrases) in compositions, theses, and other reports.
- No work submitted for one course may be submitted for credit in another course without the explicit approval of both instructors.

Alleged violations of the Code of Conduct will be reviewed in accordance with procedures specified in regents' policy, university regulations and UAF rules and procedures.

Writing Center:

The UAF Writing Center welcomes writers of all levels, disciplines, and interests. Tutors at the Writing Center can give you general feedback as well as targeted instruction if you have specific questions about the content, organization, or writing conventions in your paper. *Phone Tutoring:* Writing help is also available by phone if you are pursuing your education at a distance. Set up an appointment by calling (907) 474-5314. <http://www.alaska.edu/english/writing-center/>

Fairbanks Campus (801 Gruening)

Mon-Thurs 10am-4pm; 7pm-10pm, Fri 10am-1pm, Sun 1pm-6pm

Phone: (907) 474-5314

Downtown Writing Center (604 Barnette St, Room 120)

Mon 1-5, Tues 2-8, Wed 1-5, Thurs 2-6, Sat 1-4, Sun 2:30-5:30

Make an appointment by calling (907) 455-2860.

Rural Student Services:

Rural Student Services (RSS) is an academic advising department that supports students who have spent much of their lives in rural areas across Alaska. RSS provides tutoring in writing and other subjects on a regular basis. If you're interested in their services, check out their website (<http://www.uaf.edu/ruralss>) or contact them:

202 Brooks Building

Phone: (907) 474-7871

Email: uaf-rss@alaska.edu

Student Support Services:

Student Support Services offers academic advising, mentoring, tutoring, and more for students who qualify. More information about eligibility and services is available online at <http://www.uaf.edu/sss/> or by contacting the office:

512 Gruening Building

Phone: (907) 474-6844

Email: trio.sss@alaska.edu

Disability Services:

UAF Disability Services helps every UAF student get equal access to campus and course materials. I am happy to work with individual students and the Office of Disability Services to make arrangements for students with disabilities. Students are responsible for initiating this process.

<http://www.uaf.edu/disability/>

208 Whitaker Building

Evaluation

A	90-100
B	80-89
C	70-79
D	60-69
F	Below 59

Unit 1	20%	(engagement, weekly writing, drafts, review, and final)
Unit 2	30%	(engagement, weekly, writing, drafts, review, and final)
Unit 3	40%	(engagement, weekly, writing, drafts, review, and final)
Unit 4	10%	(engagement, weekly writing, drafts, review, and final)

- In order to move on to the next writing course, a student must earn a C- or higher in this course. Depending on section, this grading scheme changes based on what the instructor chooses to emphasize (+/- grades or process or deadlines, etc.)

Course Plan:

Weekly period	In-Class Activity	Out-Class Writing/Reading.
Week 1	Introductions	Diagnostic Assigned
Week 2	Observation Unit begins; museum visit Rhetorical situation activities; introduction to workshop and peer review.	Descriptive notes due
Week 3	Practice sentence workshops, peer review.	Draft/revision
Week 4	Workshops cont. Editing focus.	Final due/reflection.
Week 5	Return to Rhetorical Situation; writing assessment; text-based analysis activities	Conferences
Week 6	Discussion, cont.	Responses due

Week 7	Sentence workshops; peer review	Draft/revision
Week 8	Reflection; Rhetorical situation activities; introduction to research as inquiry.	Final Due/reflection.
Week 9	Proposal writing, problem statements	Exploratory proposals due.
Week 10	Library Visit/conferences	Annotated bibliography due.
Week 11	Rhetorical situation activities (Audience Analysis)	Proposal due.
Week 12	Design aspect	Audience Assessment
Week 13	Student Presentations	Project/papers due.
Week 14	Student Presentations/Reflection	Project/papers due.
Week 15	Reflection	Program survey; 500 word reflection due