

*with faculty posted*

179-UCCH.

RECEIVED MAR 0 1  
*sig*

FORMAT 2

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:**

Department	Developmental Education	College/School	CRCD
Prepared by	Dana Greci	Phone	474-5580

4. COURSE CLASSIFICATIONS: (undergraduate courses only. Use approved criteria found on

Page 10 & 17 of the manual. If justification is needed, attach on separate sheet.)

H = Humanities

S = Social Sciences

Will this course be used to fulfill a requirement

YES

NO

Y

**9. ESTIMATED IMPACT**

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

None.

**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

We already know they are adequate as this course has been in place for some time now.

**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)

Only DEVE is impacted.

**12. POSITIVE AND NEGATIVE IMPACTS**

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

There are no impacts on courses, programs, departments outside of Developmental English.

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

The guidelines are online:

<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.

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).

# Preparatory College Writing II

DEVE F104 (3 credits)

Fall 2012 Syllabus

**Instructor:** Dana Greci

**Office:** 508D Grue

**Class Location:** Grue 309

**Class Time:** TR 5:20 – 6:50 pm

**Grading Standard and Evaluations:**

100-90, A: 89-80, B; 79-70, C; 69-60, D; 59 or less, F

4 Essays	40%
4 Peer Reviews	10%
4 Reflective Assignments	10%
9 Grassroots Chapter Reviews	20%
9 Reading Responses	20%

**Essays**

The major assignments are the heart of the course. Focused on four different areas of college study

(Language & Education, Science & Technology, Society, and Popular Culture & Media), the essay assignments will give you a chance to explore the varying writing strategies used to investigate

make connections between the readings and your own life and thoughts on the topics at hand, and on how the readings relate to the essay you are writing at that time. Reading responses may be made up at home within two class periods if you have an excused absence on the day they are done

reflect on its meaning and writing strategies. They are given letter grades.

**Course Schedule:**

**Week 1**

August 30<sup>th</sup>: Course Introduction, Writing Sample

**Week 2**

**Week 7**

Oct. 9<sup>th</sup>: Writing Conclusions  
Assignment: Read "The Plot Against People"  
Reading Response 4

Oct 11<sup>th</sup> . Avoiding Run-ons & Comma Splices.

**Week 8**

Oct. 16<sup>th</sup>: Semicolons & Conjunctive Adverbs  
Assignment: Semicolons & Conjunctive Adverbs Chapter Review (Grassroots)

Oct 17<sup>th</sup> . Assignment: Essay 2 Final Draft

**Week 14**

Nov. 27<sup>th</sup> : Assignment: Read “World and America Watching Different Wars”  
In class assignment: Reading Response 8

Nov. 30<sup>th</sup> : Assignment: Essay 4 Final Draft

In class assignment: Peer Review 4

In class assignment: Proofreading Revisited

Dec. 6<sup>th</sup> : Assignment: Read “Why English Professors Love Country Music”  
In class assignment: Reading Response 9

**Finals Week:**

Dec. 11<sup>th</sup> : Assignment: Essay 4 Final Draft  
In class assignment: Reflective Assignment 4