

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

8. **GRADING SYSTEM:** Specify only one.

LETTER:

PASS/FAIL:

9. **ESTIMATED IMPACT**

WHAT IMPACT WILL THIS HAVE ON PHYSICAL FACILITIES/SPACE FACILITY ETC.

None

10. **LIBRARY COLLECTIONS**

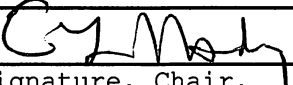
Have you contacted the library collection development officer (kljensen@alaska.edu, 474-6695) with regard to the adequacy of library/media collections, equipment, and services available for the proposed course? If so, give date of contact and resolution. If not, explain why not.

No Yes We already know they are adequate as this course has been

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)

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

	Date 2/27/13
Signature, Chair, Program/Department of:	Dev. Ed. (CRED)

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

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:

Preparatory College Writing I

Fall 2012 Syllabus
DEVE F100, 3 credits

Instructor: Dana Greci
Office: 508D Grue
E-mail: dgreci@alaska.edu
Phone: 474-5580

Class Location: Grue 309
Class Time: TR 3:20 – 4:50 pm
Office Hours: TR 1:00-3:00 p.m.
and by appointment

Required Text:

Checkett, Lawrence & Feng-Checkett, Gayle. *The Write Start with Readings—Sentences to Paragraphs. Third Edition.* NY: Pearson Longman, 2008.

Course Description:

Intensive basic work in the process of writing and revising paragraphs and short academic papers. Focus on basic sentence and paragraph structure, revision techniques, and basic critical

reading in the academic context. Prerequisites: Appropriate placement test scores or permission of instructor.

Course Goals:

At the completion of this course, you will be able to write and revise paragraphs using a number

1 Essay

15%

Instructional Methods:

This course teaches students through lectures, instructor-led discussions, writing practice, and peer review. Students are expected to complete required reading assignments and written homework prior to each class meeting.

Paragraphs

Sept. 5th : Introduction to the Course & Elements of Good Writing

Week 2

Sept. 10th : The Paragraph: The Topic Sentence & Support Sentences
Nouns

Assignment: Read ch. 13 "The Paragraph" (pp. 131-137)

Sept 12th : Assignment: Turn in Topic Sentence & Support Sentences
In class assignment: Peer Review

Week 3

Sept. 17th

Assignment: Turn in Topic Sentence & Support Sentences

Assignment: Read ch. 13 "The Paragraph" (pp. 138-141)

Sept. 19th : Peer Review of First Draft

Assignment: Turn in Writing Outline & First Draft

Prepositions

Assignment: Read ch. 19 "Comparison & Contrast" (pp. 226-231) & "Grant and Lee: A Study in Contrasts (pp. 448-450)

Dec. 3rd : The Essay
Assignment: Read ch. 22 "The Essay" (pp. 289- 293) & "Sample Student Essay"
(pp. 294-300)

Dec. 5th : Assignment: Turn in Body Paragraphs First Draft
In class assignment: Peer Review

Week 15

Dec. 10th : The Essay
Assignment: Read ch. 22 "The Essay" (pp. 293-294)

Dec. 12th : Assignment: Turn in Concluding Paragraph First Draft
In class assignment: Peer Review

Finals Week Assignment: Turn in Essay Second Draft

Course Policies:

Attendance, Tardiness, and Participation:

Attendance is crucial to the learning process. You are expected to be well-prepared and actively involved during every class. You are allowed to miss 2 classes without penalty each subsequent