

**FORMAT 1**

**Submit original with signatures + 1 copy + electronic copy to Faculty Senate (Box 7500).**

*See <http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures/> for a complete description of the rules governing curriculum & course changes.*

**9. CONTACT HOURS PER WEEK:**

**RESTRICTIONS ON ENROLLMENT (if any)**

**14. PREREQUISITES**

*required*

**15. SPECIAL RESTRICTIONS, CONDITIONS**

**16. PROPOSED COURSE FEES**

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**17. PREVIOUS HISTORY**

*Has the course been offered as special topics or trial course previously*

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**APPROVALS:** *Add additional signature lines as needed.*


## **College Literacy Skills**

WRTG F068, Fall 2017

1-3 credits

Location & Meeting Time to be Determined

### **Instructor**

Dana Greci, 509C Gruening  
474-5580, [dgreci@alaska.edu](mailto:dgreci@alaska.edu)  
Office Hours: Tuesday 9-

workshops with other students, outlines, summaries, note taking, worksheets, other short writing assignments, oral evaluations (e.g., to test comprehension), vocabulary practice, discussions, etc. No homework is required.

### **Course Policies & Evaluation**

The course is graded pass/fail. In order to pass the class,

- (1) because all work for this class is done during class periods, students must attend and participate actively in class every period. Students are allowed 2 unexcused absences per credit. If students have more than two unexcused absences, they must see the instructor about making up further absences. Unexcused lateness can add up to

Sample Calendar:

*Outcomes:*

- *Recognize 50 new vocabulary words;*
- *Learn how to spell 20 commonly misspelled words;*
- *Learn the correct spellings for 20 look alike/sound alike word sets;*
- *Pre-read and write an effective personal reading response to a 3-5 pp. essay.*

Week 1

Assess student needs, choose a textbook, & set up calendar.

Week 2

Vocabulary – Turn in *Groundwork for a Better Vocabulary* ch. 1.

Week 3

Spelling: Commonly Misspelled Words – Turn in *Grassroots* pp. 380-81.

Week 4

Vocabulary – Turn in *Groundwork for a Better Vocabulary* ch. 2.

Week 5

Week 13

Forming a Personal Reading Response – Review p. 46 in *Fusion*, and write a response to “The Arab Spring’s Cascading Effects” (pp. 584-588).

Week 14

Spelling: Look-Alikes/Sound-Alikes – Turn in *Grassroots* ch. 33, pp. 393