

**UCC/UGC/ECCC**

Proposal for New Course

***Please attach proposed Syllabus in*** [***approved university format***](http://www4.nau.edu/avpaa/UCCForms/syllabus.doc)***.***

|  |  |  |  |
| --- | --- | --- | --- |
| 1. Course subject and number: | **ENG 107** | 2. Units: | **1** |

[**See upper and lower division undergraduate course definitions.**](http://www4.nau.edu/avpaa/UCCPolicy/Uplow.doc)

|  |  |  |  |
| --- | --- | --- | --- |
| 3. College: | **Arts and Letters** | 4. Academic Unit: | **English** |

5**.** Student Learning Outcomes of the new course. *(*[*Resources & Examples for Developing Course Learning Outcomes*](http://www4.nau.edu/avpaa/Assessment/CourseLearningOutcomesPDF_090712.pdf)*)*

**Upon successful completion of the course, a student will be able to:**

* **Effectively use fundamental writing principles**
* **Organize ideas in paragraphs and essays**
* **Connect paragraphs through transition techniques**
* **Gain competency in grammatical construction and sentence variety**
* **Complete 105-level English coursework**

6. Justification for new course, including how the course contributes to degree program outcomes, or other university requirements / student learning outcomes. *(*[*Resources, Examples & Tools for Developing Effective Program Student Learning Outcomes*](http://www4.nau.edu/avpaa/Assessment/ProgramLearningOutcomesPDF_090712.pdf)*).*

**Currently, the English department has two sections of ENG 100, which are actually separate courses, not only sections. These key differences warrant a title change:**

* **one of the sections is required for students with low incoming test scores and the other is voluntary for students to take. This course is for students with low incoming test scores.**
* **one has a course fee for an online learning program and the other does not use this online learning program, which creates problems when the course fees are applied**
* **one of the sections is a co-requisite course with ENG 105, while the other is not.**

|  |  |  |
| --- | --- | --- |
| 7. Effective **BEGINNING** of what term and year? | **Fall 2014** |  |
| [**See effective dates calendar**](http://www4.nau.edu/avpaa/timelines/1213Effective.xls)**.** |  |  |

|  |  |
| --- | --- |
| 8.  Long course title: | **INTENSIVE WRITING LAB** |
| *(max 100 characters including spaces)* | |

|  |  |
| --- | --- |
| 9. Short course title: | **INTENSIVE WRITING LAB** |
| *(max. 30 characters including spaces)* | |

10. Catalog course description *(max. 60 words, excluding requisites):*

**This is an individualized course providing instruction for improving proficiency in writing. This course is taken concurrently with ENG 105 in order to provide supplemental instruction. Special emphasis is placed on aspects of the composing process indicated by individual needs. By the end of the semester, students should be able to demonstrate competency in writing in the university context.**

11. Will this course be part of any plan (major, minor or certificate) or sub plan (emphasis)?

                                                                                                                                    Yes  No

If yes, include the appropriate plan proposal.

12. Does this course duplicate content of existing courses? Yes  No

If yes, list the courses with duplicate material. If the duplication is greater than 20%, explain why NAU should establish this course.

13. Will this course impact any other academic unit’s enrollment or plan(s)?              Yes  No

      If yes, include a letter of response from each impacted academic unit.

14. Grading option:      Letter grade Pass/Fail Both

|  |  |  |  |
| --- | --- | --- | --- |
| 15. Co-convened with: | **n/a** | 14a. UGC approval date\*: |  |
| (For example: ESE 450 and ESE 550) [See co-convening policy](http://www4.nau.edu/avpaa/UCCPolicy/crosslist.doc).  \*Must be approved by UGC before UCC submission, and both course syllabi must be presented. | | | |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 16. Cross-listed with: | **n/a** | | |  | | | | |
| (For example: ES 450 and DIS 450) [See cross listing policy](http://www4.nau.edu/avpaa/UCCPolicy/crosslist.doc).        Please submit a single cross-listed syllabus that will be used for all cross-listed courses. | | | | | | | | |
| 17. May course be repeated for additional units? | | |  | | | Yes     No | | |
| 16a. If yes, maximum units allowed? | | **3** | | |  | | | |
| 16b. If yes, may course be repeated for additional units in the same term? | | | | | | |  | Yes     No |

|  |  |  |
| --- | --- | --- |
| 18. Prerequisites: | **n/a** |  |

If prerequisites, include the rationale for the prerequisites.

|  |  |  |
| --- | --- | --- |
| 19. Co requisites: | **ENG 105** |  |

If co requisites, include the rationale for the co requisites.

**As ENG 107 is a studio model course, basic writers who are enrolled in ENG 105 are getting individualized writing instruction supplemental to their ENG 105 course.**

20. Does this course include combined lecture and lab components?                   Yes  No

If yes, include the units specific to each component in the course description above.

|  |  |
| --- | --- |
| 21. Names of the current faculty qualified to teach this course: | **Rachel Koch, Greg Glau** |

**Answer 22-23 for UCC/ECCC only:**

22. Is this course being proposed for Liberal Studies designation?             Yes  No

       If yes, include a [Liberal Studies proposal](http://www2.nau.edu/~d-ugstdy/_source/docs/LS_Proposal_form.doc) and syllabus with this proposal.

23. Is this course being proposed for Diversity designation?Yes    No

       If yes, include a [Diversity proposal](http://www4.nau.edu/avpaa/EthDiv/Divform2010.doc) and syllabus with this proposal.

|  |  |
| --- | --- |
| **FLAGSTAFF MOUNTAIN CAMPUS** |  |
| **Scott Galland** | **10/15/2013** |
| Reviewed by Curriculum Process Associate | Date |
|  |  |
| **Approvals**: |  |
|  |  |
| Department Chair/Unit Head (if appropriate) | Date |
|  |  |
| Chair of college curriculum committee | Date |
|  |  |
| Dean of college | Date |
|  |  |
| **For Committee use only:** |  |
|  |  |
| UCC/UGC Approval | Date |

Approved as submitted: Yes  No

Approved as modified: Yes  No

|  |  |
| --- | --- |
| **EXTENDED CAMPUSES** |  |
|  |  |
| Reviewed by Curriculum Process Associate | Date |
|  |  |
| **Approvals:** |  |
|  | |
| Academic Unit Head | Date |
|  | |
| Division Curriculum Committee (Yuma, Yavapai, or Personalized Learning) | Date |
|  | |
| Division Administrator in Extended Campuses (Yuma, Yavapai, or Personalized Learning) | Date |
|  | |
| Faculty Chair of Extended Campuses Curriculum Committee (Yuma, Yavapai, or Personalized Learning) | Date |
|  | |
| Chief Academic Officer; Extended Campuses (or Designee) | Date |
|  |  |

Approved as submitted: Yes  No

Approved as modified: Yes  No

**ENG 107 Course Description**

Instructor: Student Name:

Instructor’s Preferred Contact Info: Student’s Preferred Contact Info:

Preferred Meeting Time and Place:

**Course Description:**

English 107 is an individualized course, which provides one-on-one instruction for improving proficiency in writing. This course is taken at the same time as ENG 105, Freshman Composition in order to provide supplemental instruction. Special emphasis is placed on aspects of the composing process indicated by individual needs. By the end of the semester, the student should be able to demonstrate competency in reading and writing in the university context.

**Course Outcomes**:

Upon successful completion of the course, a student will be able to:

* Effectively use fundamental writing principles
* Organize ideas in paragraphs and essays
* Connect paragraphs through transition techniques
* Gain competency in grammatical construction and sentence variety
* Complete 105-level English coursework

**Procedure:**

Each student will be assigned a writing instructor and will be asked to sign a contractual agreement indicating meeting time and place, the focus of instruction (specific skills, projects, etc.), as well as course responsibilities. The success of English 107 depends on consistent instruction; therefore, the student must attend regularly and provide assignment prompts, work samples, drafts, or complete papers to work on for each session.

**Grading:**

Grades in English 107(Pass/Fail) are based on attendance, student participation (i.e., bringing assignments to discuss and actively engage in the writing process), completion of assignments, and demonstration of improvement in the composing process. Students are expected to attend at least 12 scheduled sessions. Instructors will complete a reflection log that documents the work accomplished each session. Students will also complete a reflection log for each session, and must make sure to complete a minimum of twelve reflection logs to ensure a passing grade.

**Course Schedule:**

During the first meeting: Meet with ENG 107 instructor and discuss needs/goals. Please bring ENG 105 syllabus. This will assist your instructor in knowing important due dates to better plan your 107 meetings. Fill out your ENG 107 contract and sign it.

During regular course sessions: Work on individual reading and writing assignments.

Final meeting: Final reflection logs due by **Friday, May 3rd, 2013**.

Reminder: You need 12 hours of meeting time documented and 12 completed student reflection logs in your ENG 106 folder at the end of the semester in order to receive a passing grade. A maximum of four make-up logs (from the Writing Center in the University Fieldhouse) will be accepted.

**Absence policy for students:**

* Absence policy for students:
* Class is Pass/Fail—12 sessions completed equal a pass.
* Instructors will wait 15 minutes for student to arrive, after which point they are free to leave the designated meeting spot.
* In the case of absences WITH NO contact/explanation before the scheduled meeting time—more than 2 will result in a failing grade.
* In the case of absences WITH contact/explanation before the scheduled meeting time—more than 4 will result in a failing grade. Please contact your instructor *as soon as possible* if you are going to miss a planned meeting (using the instructor’s preferred method of contact as determined in your first meeting).
* **By March 3rd, at least 5 meetings must be complete or you will receive a failing grade.**
* It will be the student’s responsibility to contact the instructor to schedule make-up hours in the event of a student absence. A maximum of four make-up appointments in the Writing Center will be allowed.
* Please avoid missing scheduled appointments except in emergencies.

**Absence policy for instructors**:

* Please contact students to inform them of an absence as soon as possible using the students’ preferred method of contact as determined in your first meeting.
* It will be the instructor’s responsibility to contact the student to schedule make-up hours in the event of an instructor absence.
* Please avoid missing scheduled appointments except in emergencies.

**Important Dates:**

January 24: Last day to Drop/Delete a class (without class appearing on transcript)

March 3: At least 5 meetings must be complete or student will receive a failing grade

March 15: Last day to Drop with a “W”

May 3: Final reflection logs due

**ENG 107 Contract Statement**

**Name of lab instructor:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Student information:**

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Email address: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Phone: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Preferred Meeting day/time: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Place: The Writing Lab, LA 302

* You are enrolled for one credit hour in ENG 107 (pass/fail) to receive instruction tailored to your needs. **You will meet with your instructor twelve times over the course of the semester to work on projects and papers that you will bring to each and every session.** You will work with your instructor to determine a course of study that will enable you to meet your writing goals. You will complete a student reflection after each session and you will ensure that your instructor can include twelve completed reflections in your final folder. A failure to include twelve reflections may result in a failing grade for the course.
* In the case of absences *with no* contact/explanation before the scheduled meeting time—more than **2** will result in a failing grade. In the case of absences *with* contact/explanation before the scheduled meeting time—more than **4** will result in a failing grade. It will be the student’s responsibility to contact the instructor to schedule make-up hours in the event of a student absence. As a substitution for make-up hours with your instructor, a maximum of **4** make-up appointments in the Writing Center (North/South Student Learning Center) will be allowed. In order to receive credit, you must bring your instructor a make-up session log with the Writing Center tutor’s signature to receive credit.
* Lack of participation or cooperation with your instructor will result in a failing grade. Also, failure to meet the goals set forth by both you and your instructor will result in a failing grade.

I have read and understand these guidelines.

**Student Signature**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Please complete the following questions:

*Deadlines*. These are a few due dates of major writing assignments in my writing-intensive courses this semester.

*Goal-setting.* By the end of the semester, I would like to see my writing improve in the following ways: