



NORTHERN ARIZONA UNIVERSITY

UCC/UGC/ECCC

Proposal for New Course

Please attach proposed Syllabus in approved university format.

1. Course subject and number: ENGL106 2. Units: 4
See upper and lower division undergraduate course definitions.

3. College: Extended Campuses 4. Academic Unit: Personalized Learning

5. Student Learning Outcomes of the new course: (*Resources & Examples for Developing Course Learning Outcomes*)

- Employ fundamental writing principles used in academic settings.
- Understand the connections between critical reading and writing skills through close attention to the production and interpretation of texts.
- Apply critical reading and writing skills to formal writing tasks, including an extended writing project.
- Develop technological literacy skills to rhetorically analyze online resources based on the audience addressed, the purpose explored, and the language used.
- Engage in draft revision practices.

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*).

This course is being created to support the transcription of NAU credit through the Personalized Learning program for the Foundations Requirements. The content is demonstrated in the competency map.

7. Effective **BEGINNING** of what term and year? Spring, 2013
See effective dates calendar.

8. Long course title: Critically Reading, Evaluating, and Composing Writing
(max 100 characters including spaces)

9. Short course title: _____
(max. 30 characters including spaces)

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

This course encourages students to think critically about written texts through thoughtful engagement with the reading process. Students apply critical thinking skills to the evaluation of written texts and

their own writing process. Students will engage in a variety of written assignments from expository and research-driven genres.

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.

This course does not duplicate content of existing course, but is aligned to the learning outcomes from ENG 105.

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*: n/a
(For example: ESE 450 and ESE 550) See co-convening policy.
*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.
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? _____
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.

Pre-requisite content sequencing and verifications are completed through pre- and post- test and in conjunction with faculty mentors, and are integrated into the curriculum as demonstrated in the competency maps

19. Co requisites: n/a
If co requisites, include the rationale for the co requisites.

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: Cori Gordon, Dora Donovan, and Jeannie Copley.

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 and syllabus with this proposal.

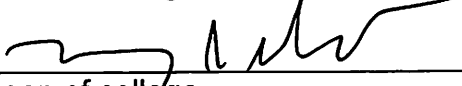
23. Is this course being proposed for Diversity designation? Yes No
If yes, include a Diversity proposal and syllabus with this proposal.

Reviewed by Curriculum Process Associate Date

Approvals:

Department Chair/ Unit Head (if appropriate) Date

Chair of college curriculum committee Date



Dean of college Date 11/13/12

For Committee use only:

Chris De...

11-7-12

UCC/UGC/ECCC Approval

Date

Approved as submitted:

Yes No

Approved as modified:

Yes No



NORTHERN
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Personalized Learning

SYLLABUS

Critically Reading, Evaluating, and Composing Writing (ENGL 106)

I. Course Description:

This course encourages students to think critically about written texts through thoughtful engagement with the reading process. Students apply critical thinking skills to the evaluation of written texts and their own writing process. Students will engage in a variety of written assignments from expository and research-driven genres.

II. Student Learning Outcomes:

At the successful completion of the lessons associated with this course, students will be able to:

- Employ fundamental writing principles used in academic settings.
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