KINGSBOROUGH COMMUNITY COLLEGE
The City University of New York

CURRICULUM DATA TRANSMITTAL SHEET

DEPARTMENT  English  DATE 3/19/15

Title of Course or Degree:  English 82 “Bridge Course in Intensive Writing"

Change(s) Initiated: (Please check)

☐ Closing of Degree or Certificate  ☐ Change in Degree or Certificate Requirements
☐ Letter of Intent  ☐ Change in Degree Requirements (adding concentration)
☐ New Certificate Proposal  ☐ Change in Pre/Co-Requisite
☐ New Degree Proposal  ☐ Change in Course Designation
☐ New Course  ☐ Change in Course Description
☒ New 82 Course  ☐ Change in Course Titles, Numbers, Credits &/or Hours
☐ Deletion of Course  ☐ Change in Academic Policy
☐ Other (please describe): ____________________________

PLEASE ATTACH PERTINENT MATERIAL TO ILLUSTRATE AND EXPLAIN ALL CHANGES

I. DEPARTMENTAL ACTION
Action by Department and/or Departmental Committee, if required:

Date approved 3.20.15  Signature, Committee Chairperson: __________________________

Signature, Department Chairperson: __________________________

II. PROVOST ACTION
Provost to act within 30 days of receipt and forward to College-wide Curriculum Committee exercising one of the following options:
A. Approved ☐  B. Returned to department with comments ☐

Recommendations (if any): __________________________

Signature, Provost: __________________________ Date: __________________________

III. CURRICULUM SUB-COMMITTEE RECOMMENDATIONS:
A. Approved ☐  B. Tabled ☐ (no action will be taken by Curriculum Committee)

Recommendations (if any): __________________________

Signature, Sub-Committee Chair: __________________________ Date: __________________________

IV. COLLEGE-WIDE CURRICULUM COMMITTEE ACTION
Committee to act within 30 days of receipt, exercising one of the following options:
A. Approved ☐ (forwarded to Steering Committee)
B. Tabled ☐ (Department notified)
C. Not Approved ☐ (Department notified)

Signature, Chairperson of Curriculum Committee __________________________ Date: __________________________

KINGSBOROUGH COMMUNITY COLLEGE
THE CITY UNIVERSITY OF NEW YORK

FORMAT FOR PRESENTATION OF CURRICULUM PROPOSALS

1. DEPARTMENT, COURSE NUMBER AND TITLE:
   English Department
   English 82
   ENG 82 – BRIDGE COURSE in INTENSIVE WRITING

2. DOES THIS COURSE MEET DISTRIBUTION REQUIREMENTS FOR GROUPS I-V? IF SO, WHICH GROUP?
   No

3. TRANSFERABILITY OF THIS COURSE. DESCRIBE HOW THIS COURSE TRANSFERS (required for A.S. degree course). If A.A.S. degree course and does not transfer, justify role of course, i.e., describe other learning objectives met:
   Non-transferrable course

4. BULLETIN DESCRIPTION OF COURSE:
   ENG 82 – BRIDGE COURSE in INTENSIVE WRITING: a pre-freshman course for students who have not succeeded in any English department writing and University measure at the conclusion of the fall and/or spring English 91 or English 92 course. This six-week modular continuation of the fall/spring semester English 91/English 92 courses focuses on the development of critical reading and thinking abilities through instruction and intensive practice in writing. Students will read, analyze, and write about interdisciplinary materials in preparation for required writing assignments in subsequent English courses and in typical college courses. At the end of the course, students will retake the English department and University writing measures.

5. NUMBER OF WEEKLY CLASS HOURS (please indicate the number of hours per week spent in a lab, hours spent on site doing fieldwork, hours of supervision and hours in classroom— if applicable):
   Summer/Winter: 8 Classroom/Contact Hours

6. NUMBER OF CREDITS:
   4 Equated Credits

7. COURSE PREREQUISITES AND CO-REQUISITES
   A. PREREQUISITES:
      English 91 or English 92 Fall/Spring

8. BRIEF RATIONALE TO JUSTIFY PROPOSED COURSE TO INCLUDE:
   A. ENROLLMENT SUMMARIES, IF PREVIOUSLY OFFERED AS AN 82
      Students who do not pass any English 91 or English 92 writing measure at the conclusion of the fall/spring semester will voluntarily enroll in the six-week modular INTENSIVE WRITING course, a continuation of their 91/92 courses. Students who choose not to enroll in the English 82 course during the module will be required to repeat English 91 or 92 during the fall/spring semester.
   B. PROJECTED ENROLLMENT
      100 students
   C. CLASS LIMITS
      20 students per class
D. FREQUENCY COURSE IS LIKELY TO BE OFFERED
The six-week modular English 82 course will be offered every winter and every summer.

E. ROLE OF COURSE IN DEPARTMENT’S CURRICULUM AND COLLEGE’S MISSION
Rationale
This course will foster essential proficiencies for college level writing across the curriculum; emphasize comprehension; demonstrate the recursive process of writing, and cultivate active engagement with a text to promote a sense of authority and agency among English 82 students. This module re-enforces the learning goals and desired outcomes of the fall/spring English 91/92 courses and to prepare students to pass the department writing measures and the University writing measure (CATW) so that they can advance to English92, 93, or Freshman English (English 12) in the regular twelve-week semester.

This new six-week summer/winter course will offer a condensed, intensive immersion in a writing workshop. At least one full-length text will be covered with accompanying short expository pieces along with continued practice for taking the department and University writing measures.

9. LIST OF COURSES, IF ANY, TO BE WITHDRAWN WHEN COURSE(S) IS (ARE) ADOPTED:
Not Applicable

10. IF COURSE IS AN INTERNSHIP OR INDEPENDENT STUDY OR THE LIKE, PROVIDE AN EXPLANATION AS TO HOW THE STUDENTS WILL EARN THE CREDITS AWARDED. THE CREDITS AWARDED SHOULD BE CONSISTENT WITH STUDENTS’ EFFORTS REQUIRED IN A TRADITIONAL CLASSROOM SETTING:
Not Applicable

11. PROPOSED TEXT BOOK(S) AND/OR OTHER REQUIRED INSTRUCTIONAL MATERIAL(S):
The curriculum of this condensed, intensive immersion in writing entails daily low-stakes writing, group workshops, peer- reviews exercises, whole class discussions, and one-on-one teacher conferences. At least one full-length text (e.g., The Color of Water, The Women of Brewster Place, All Souls, The Bluest Eye, Eating Animals, Just Kids) be read along with accompanying short inter disciplinary expository readings for a continued practice for taking department writing and University writing exams.

12. REQUIRED COURSE FOR MAJORS AND/OR AREA OF CONCENTRATION? (If course is required, please submit a separate transmittal with a degree requirement sheet noting the proposed revisions, including where course fits into degree requirements, and what course(s) will be removed as a requirement for the degree. NYSED guidelines of 45 crs. of Liberal Arts coursework for an A.A. degree, 30 crs. for an A.S. degree and 20 crs. of Liberal Arts for an A.A.S. degree must be adhered to for all 60 cr. programs).
Not Applicable

13. IF OPEN ONLY TO SELECTED STUDENTS (specify):
This winter/summer English 82 course will be open only to English 91/92 students who have failed ALL (Department and University) writing measures during the fall /spring semesters.
14. **EXPLAIN WHAT STUDENTS WILL KNOW AND BE ABLE TO DO UPON COMPLETION OF COURSE:**

**Desired Outcomes English 82 Winter/Summer Module:**
- Acknowledge writing as an active transaction between reader and text;
- Increase attention span and develop the patience to stick with low-stakes writing through formal writing;
- Demonstrate an understanding of texts through summary;
- Create thesis statements supported with appropriate evidence;
- Accurately quote from texts;
- Demonstrate comprehension of texts through summary;
- Paraphrase to demonstrate comprehension of specific passages;
- Synthesize information from texts and use suitable personal experiences as support;
- Organize relevant ideas in paragraphs that progress logically through the use of appropriate transitions;
- Use appropriate language, syntax, grammar through careful proofreading and editing;
- Students will be able pass the English Department writing measure and the CATW.

15. **METHODS OF TEACHING — e.g., LECTURES, LABORATORIES, AND OTHER ASSIGNMENTS FOR STUDENTS, INCLUDING ANY OF THE FOLLOWING: DEMONSTRATIONS, GROUP WORK, WEBSITE OR E-MAIL INTERACTIONS AND/OR ASSIGNMENTS, PRACTICE IN APPLICATION OF SKILLS:**

Students will engage in intensive reading of texts of various lengths, levels of difficulty, in multiple genres as a springboard for their writing projects. Methods of teaching will consist of a combination of research-based writing to learn activities, low-stakes activities, including freewriting, journaling, text-rendering, double-entry notebooks, peer exchanges, top quoting, read alouds, and so forth.

16. **ASSIGNMENTS TO STUDENTS:**

Assignments will correspond with the activities listed in #15, including journal responses, double and triple entry notebooks, literature circles, read alouds and may other research-based writing strategies and approaches.

17. **DESCRIBE METHOD OF EVALUATING LEARNING SPECIFIED IN #15:**

Learning will be evaluated according to the following: Participation including punctuality, attendance, class discussions, class work (all low-stakes/in-class writing), and group work (10%); homework assignments (10%); quizzes (20%); 2 multiple-draft essays (30%); in class-essay (15%); department final exam (15%).

18. **TOPICAL COURSE OUTLINE (WHICH SHOULD BE AS SPECIFIC AS POSSIBLE REGARDING TOPICS COVERED, LEARNING ACTIVITIES AND ASSIGNMENTS):**

Please see attached outline.

19. **SELECTED BIBLIOGRAPHY AND SOURCE MATERIALS:**

Please see attached

Please contact your Department Chairperson or Associate Dean Loretta DiLorenzo at the Office of Academic Affairs x5328, if you require any assistance completing a course proposal according to this format. Copies of this format are available electronically.
18. **Topical Course Outline (which should be as specific as possible regarding topics covered, learning activities and assignments):**

**Week One:**
Read 25% of assigned text - in class and for homework
Quiz
In-class reading of supplemental article(s)
Teachers will employ a variety of low-stakes writing in-class and for homework including:
summarizing; paraphrasing, incorporating quotations, making connections using personal
experiences and outside observations, top-quoting, critical thinking exercises, incorporating
group work, and holding one-on-one conferences
Draft one of multiple-drafted essay #1

**Week Two:**
Read next 25% of text – in class and homework
Quiz
In-class reading of supplemental article
Teachers will employ a variety of low-stakes writing in-class and for homework including:
summarizing; paraphrasing, incorporating quotations, making connections using personal
experiences and outside observations, top-quoting, critical thinking exercises, incorporating
group work, and holding one-on-one conferences
Draft two of multiple-drafted essay #1

**Week Three:**
Read next 25% of text in class and homework
Quiz
In-class reading of supplemental article
Teachers will employ a variety of low-stakes writing in-class and for homework including:
summarizing; paraphrasing, incorporating quotations, making connections using personal
experiences and outside observations, top-quoting, critical thinking exercises, incorporating
group work, and holding one-on-one conferences
Draft three of multiple drafted essay #1 (peer-editing)
Draft one of multiple-drafted essay #2

**Week Four:**
Read next 25% of text- in class and homework
Quiz
Teachers will employ a variety of low-stakes writing in-class and for homework including:
summarizing; paraphrasing, incorporating quotations, making connections using personal
experiences and outside observations, top-quoting, critical thinking exercises, incorporating
group work, and holding one-on-one conferences
Draft two of multiple-drafted essay #2
CATW review and practice
**Week Five:**
Finish text
Quiz
In-class reading of supplemental article
Teachers will employ a variety of low-stakes writing in-class and for homework including: summarizing, paraphrasing, incorporating quotations, making connections using personal experiences and outside observations, top-quoting, critical thinking exercises, incorporating group work, and holding one-on-one conferences
Draft three of multiple-draft essay #2 (peer-editing)
CATW review and practice

**Week Six:**
Multiple-draft essay #1 due
Multiple-draft essay #2 due
Students will write their in-class essay
CATW review and practice
Final Exam review and practice
WORKING BIBLIOGRAPHY


---. It's Not Like That Here: Teaching Academic Writing and Reading to Novice Writers. Portsmouth, NH: Boynton-Cook Heinemann, 1995.


Joliffe, David A. “Learning to Read as Continuing Education [Review of books Subjects Matter: Every Teacher's Guide to Content-Area Reading; Intertexts: Reading Pedagogy in College Writing Classrooms; Do I Really Have to Teach Reading? Content Comprehension, Grades 6-12; Teaching Literature as Reflective Practice].” College Composition and Communication 58.3 (2007) 470-94. Print.


