

KINGSBOROUGH COMMUNITY COLLEGE
The City University of New York

CURRICULUM DATA TRANSMITTAL SHEET

DEPARTMENT ENGLISH DATE 9/21/15

Title of Course or Degree: Integrative Language Seminar

Change(s) Initiated: (Please check) Eng 1050

- | | |
|---|---|
| <input type="checkbox"/> Closing of Degree | <input type="checkbox"/> Change in Degree or Certificate Requirements |
| <input type="checkbox"/> Closing of Certificate | <input type="checkbox"/> Change in Degree Requirements (adding concentration) |
| <input type="checkbox"/> New Certificate Proposal | <input type="checkbox"/> Change in Pre/Co-Requisite |
| <input type="checkbox"/> New Degree Proposal | <input type="checkbox"/> Change in Course Designation |
| <input checked="" type="checkbox"/> New Course | <input type="checkbox"/> Change in Course Description |
| <input type="checkbox"/> New 82 Course | <input type="checkbox"/> Change in Course Titles, Numbers, Credits &/or Hours |
| <input type="checkbox"/> Deletion of Course | <input type="checkbox"/> Change in Academic Policy |
| <input type="checkbox"/> 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: Rachel Dhara

Date approved 9/21/15 Signature, Committee Chairperson _____

Signature, Department Chairperson: Eileen Ferretti

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
City University of New York**

CURRICULUM PROPOSAL

1. English Department, ENG 1050: Integrative Language Seminar.
2. No. This is an ESL/Developmental English course.
3. Non-transferrable course
4. This is a one-semester ESL Learning Community course offered in the fall semester, open to all incoming students whose first language is not English and whose results on the CUNY Reading and Writing exams indicate that they need work on developing these areas. Students in ENG 1050 will build language awareness through an integrative, content-based, and contextualized approach. Students act as "language researchers", attending to language form as they build fluency, and drawing meaningful links between work in all Learning Community courses from a linguistic perspective.
5. The course meets for two classroom hours weekly.
6. One credit
7. A. Prerequisites: ESL Student Group and CUNY Assessment Scores: CAT 22 to 47 and any ACT Reading score or Department Permission
B. Corequisites: ESL 101 and ESL Learning Communities associated courses
C. Pre/Co-requisites: None
8. A. This course was first piloted in 2010, in one ESL 07 learning community section with 19 students. From 2012-2014, the course enrolled a total of 225 students. There are currently 115 students enrolled for the 2015-2016 year.
B. Projected enrollment: 115 students annually
C. Class limits: 23 students
D. Frequency of offering: Each fall semester
E. The role of the course is to increase students' proficiencies in college-level reading and writing across the curriculum by promoting their attention to language form in the context of their Learning Community coursework. Researchers in Teaching English as a Second Language have increasingly called for the importance of pedagogies that draw students' attention to language form as well as meaning. The ESL 101/102 (8201) course, with an emphasis on reading and writing as meaning building processes, does not allow enough time for focused language instruction. ENG 1050 (8201) provides this opportunity through an integrative, content-based approach.

Students' successful performance on the CUNY Assessment Test in Writing (CATW) depends on their ability to express themselves accurately as well as fluently. Two categories on the scoring rubric—Language Use: Sentences and Word Choice, and Language Use: Grammar, Usage, Mechanics—require that students demonstrate sentence control and variety, the ability to express themselves clearly using appropriate vocabulary, and an understanding of the conventions of standard American English use. The CUNY Assessment Test in Reading (ACT) also requires that students attend closely to language to determine the meanings of new words. The ENG 1050 (8201) course focuses on these outcomes in the meaningful context of Learning Community course readings and the language students are reading and hearing outside of the classroom related to linked topics and themes. In doing so, the course promotes students' success in their first-semester coursework and as they prepare for the University Reading and Writing exams.

ENG 8201 has been linked with the ESL 8201 course since the inception of the one-year ESL Learning Community program. In the three years that these two classes have been connected with other Learning Community classes, enhanced student literacies and language acquisition have been demonstrated by nearly half of participants' (49.1%) exceeded pace through their developmental coursework.

9. Not applicable

10. Not applicable

11. While selections from grammar and vocabulary texts may be used (e.g., *Grammar Troublespots: A Guide for Student Writers* by Ann Raimés; *Exploring Vocabulary: Language in Action* by Dee Gardner) there are no required textbooks. Samples of language for investigation and analysis are drawn from Learning Community course texts, including students' self-selected books in the Reading Lab with tutors. Students are also asked to step into the world outside the classroom and record linguistic data for exploration and analysis. Students' own work in their Learning Community classes, oral and written, also serve as primary texts for the course.

12. This course does not fulfill major requirements.

13. The course is only open to all incoming students with an ESL designation scoring 22 to 47 on the City University Writing Assessment Test (CATW), with any CUNY Assessment Test in Reading (ACT) score.

14. Students will develop the ability to attend to language form in their reading and writing, gaining awareness of common grammatical errors and how to revise them for accuracy. Students will develop strategies for approaching challenging texts, including guessing word meanings from context. They will take a metacognitive and reflective stance to their processes of reading, writing, listening and language learning with consideration given to their native language use in addition to English. Students will examine relationships between words, parts of words, sentences, and whole texts they might not see or hear the first time, and understand how such language awareness promotes critical thinking and a depth of understanding required in all areas of their college work. This understanding and ownership of using and constructively manipulating language creates opportunities for students to master their larger academic goals. In

conjunction with their other Learning Community classes, students become more aware of their responsibilities as learners in college.

15. The pedagogical focus in this course is participatory learning, involving in-class discussions, small group workshopping, one-on-one conferences with instructors, and on-going dialogues on class wikis, blackboard, Facebook groups or other social media posts. During teacher-fronted discussions, the focus is on inductive demonstrations: the instructor presents examples of how a particular language structure is used; students “notice” or deduce, through these examples, the rules and/or reasons underlying the item, and apply this new knowledge to their own English language use.

16. Students in ENG 1050 (8201) engage in a variety of language awareness activities in the context of their linked courses, including: identifying key passages and linguistic concepts in their Learning Community texts, with particular attention paid to important grammatical and lexical patterns; locating common errors in their own work—both as part of the ENG 1050 class and other linked courses (e.g., essays, speeches, freewrites); researching “language artifacts” outside of the classroom (e.g., in their home communities or workplaces) that connect to or contrast with the academic course content in their Learning Community (e.g., informal language and slang, idiomatic expressions, euphemisms, synonyms); keeping journals where, with their instructor’s and peers’ guidance and feedback, students reflect on problematic language issues and questions arising from their work in Learning Community classes, and articulate possible solutions.

17. Learning is primarily evaluated dialogically and qualitatively, with teacher and peers providing ongoing commentary to students on their performance on course assignments and contributions in class. Feedback is provided in a variety of formats: in-person discussions, peer workshops with instructors’ guidance, and both handwritten and electronic responses to students’ work on multimodal platforms. Learning outcomes are additionally assessed through quizzes on select vocabulary and grammar items. ENG 1050 (8201) instructors also receive information about students’ progress towards course outcomes through their collaboration with other Learning Community instructors, both formally, through the design of shared assignment rubrics, and informally, in team conversations about learners’ performance across courses. The suggested breakdown for grading work in the course is as follows:

Language journals: 40%

Quizzes: 40%

Class participation, including language research assignments: 15%

Digital storytelling project: 5%

18. Please see 15, 16, and 17.

19. Selected bibliography and source materials:

Hall, J. K., & Verplaetse, L. S. (2000). The development of second and foreign language learning through classroom interaction. In J. K. Hall & L. S. Verplaetse (Eds.),

Second and foreign language learning through classroom interaction (pp. 1-20). Mahwah, NJ: Lawrence Erlbaum.

Hatch, E., & Hawkins, B. (1987). Second-language acquisition: An experiential approach. In S. Rosenberg (Ed.), *Advances in applied psycholinguistics: Reading, writing, and language learning* (pp. 241-283). Cambridge, UK: Cambridge University Press.

Lantolf, J. P., & Yáñez, M. (2003). Talking yourself into Spanish: Intrapersonal communication and second language learning. *Hispania*, 86, 97-109.

Long, M. H. (2007). *Problems in SLA*. New York: Lawrence Erlbaum.

Mori, J. (2002). Task design, plan, and development of talk-in-interaction: An analysis of a small group activity in a Japanese language classroom. *Applied Linguistics*, 23(3), 323-347.

Ohta, A. S. (2001). *Second language acquisition processes in the classroom: Learning Japanese*. Mahwah, NJ: Lawrence Erlbaum.

Riggenbach, H. (1999). *Discourse analysis in the language classroom: Vol. 1. The Spoken Language*. Ann Arbor, MI: University of Michigan Press.

Savignon, S. J. (2001). Communicative language teaching for the twenty-first century. In M. Celce-Murcia (Ed.), *Teaching English as a second or foreign language* (pp. 13-28). Boston: Heinle & Heinle.

Smith, B. L., MacGregor, J., Matthews, R., & Gabelnick, F. (2004). *Learning communities: Reforming undergraduate education*. San Francisco: Jossey-Bass.

**Kingsborough Community College
City University of New York
Department of English**

Sample Syllabus Template: English 1050 Integrative Language Seminar

Course Description

ENG 1050 is a one-semester ESL Learning Community course offered in the fall semester, open to all incoming students whose first language is not English and whose results on the CUNY Reading and Writing exams indicate that they need work on developing these areas. Students in ENG 1050 will build language awareness through an integrative, content-based, and contextualized approach. Students act as “language researchers”, attending to language form as they build fluency, and drawing meaningful links between work in all Learning Community courses from a linguistic perspective.

Course Overview

Welcome to English 1050! The purpose of this 2-hour weekly, 1-credit Integrative Language Seminar is to make connections between the courses in our Learning Community. We will become researchers of English as we explore important language patterns in your ESL 101, Psychology 11, Speech 11, Student Development 10, and Tutoring courses. These classes are linked with our class, and are required for your enrollment in English 1050. Our focus will be on grammar and vocabulary *in context*. We will often be reviewing what you are reading and writing in your other classes, and reading and hearing in the world outside Kingsborough, to better understand how English works. You will develop this language focus throughout our course, and as you do, you will become better readers, writers, and critical thinkers.

Student Learning Outcomes

Our perspective in this course will be *integrative* and *reflective*. By the end of this course you will be able to:

- Understand common grammatical errors in your writing and speaking, and work to correct them.
- Compare important language structures in English to structures in your native language.
- Identify, grapple with, and build knowledge of new vocabulary words that are important for success in your college classes.
- Review readings in your other classes to understand the authors’ language choices – becoming more aware of relationships between words, parts of words, sentences, and whole texts.
- Write meaningfully about your experiences using English in college.

Written Course Assignments

- Language journals, including final reflective entry
- Three quizzes
- Language research postings on our class Facebook group
- Your digital story project (linked with ESL, Psychology, Speech, and SD)

Your language journals will be a space for three interconnected activities:

- 1) Exploring aspects of language used in your Learning Community classes,
- 2) Tracking your language errors, and
- 3) Providing examples of your improvement in English.

I will collect and respond to your journals. Your journals, including your reflective piece of writing, will be graded with a check plus, a check, or a check minus.

Other course assignments include: three quizzes on select grammar and vocabulary items in your Learning Community work, and language research assignments that ask you to investigate particular aspects of English in your classes and the world around you. You will post these "language artifacts" on our class Facebook page, respond electronically to the postings of your classmates, and discuss and analyze these findings in class. In addition, we will look closely at your language (form, meaning, and use) in your digital storytelling project for our Learning Community.

Weekly Class Topics

Class 1: Introductions to our course, learning community, and one another
Building ideas at the sentence level: Sentence structure basics

Class 2: Building ideas at the sentence level: Sentence boundaries
Language research topic: Nouns and adjectives

Class 3: Building vocabulary at the word level: Prefixes and suffixes, Part 1
Language research topic: Vocabulary of Howard Gardner's Multiple Intelligences

Class 4: Meet in computer lab
Quiz 1: A sentence or not a sentence?

Class 5: Building vocabulary at the word level: Prefixes and suffixes, Part 2
Journal 1 due
Language research topic: Synonyms

Class 6: Expressing time relationships: Verb forms and tenses, Part 1
Quiz 2: Irregular verb forms

Class 7: Expressing time relationships: Verb forms and tenses, Part 2
Language research topic: Refusals

Class 8: Expressing time relationships, Verb forms and tenses, Part 3
Journal 2 due
Language research topic: Idioms and euphemisms

Class 9: Creating flow between ideas with transitions
Language research topic: Persuasiveness

Class 10: Meet in computer lab
Latest draft of Digital Storytelling Project due
Quiz 3: Using meaningful transitions

Class 11: Increasing awareness of text types and characteristics
Final Reflective Piece of Writing due

Class 12: Museum share activity
Final transcript of Digital Storytelling Project due
Language research topic: Informal language ("slang") versus academic language

Recommended Texts

An English Dictionary. Copies of the *Longman Advanced American Dictionary* are available for you to purchase at the KCC bookstore.

In addition to dictionary work, I will give you handouts copied from select grammar books, and we will regularly be using books from your other learning community courses. I will let you know each week which books/readings from these courses to bring to our next session. You must remember to bring these texts; they are required for your class participation.

Additional Materials

- A pen and pencil
- A notebook for class notes
- 8 ½ by 11 inch wide-ruled loose-leaf paper. Do not give papers ripped out of spiral notebooks or small sheets of paper to your professor.
- Colored highlighter pens
- Two pocket folders: One for handouts, and one to hold your written work.

Classroom Policies

All cell phones, pagers, and electronic devices must be turned off **before** the start of class.

Do not eat in the classroom.

If you need to be briefly excused from the classroom, you may leave the room quietly. There is no need to raise your hand and ask permission.

Grading and Evaluation

You will receive ongoing feedback on your work in this course through in-person discussions, handwritten responses on your written work, and our social media posts. I will be giving you feedback, and so will your classmates. Our grammar and vocabulary quizzes also provide important information about your performance. For our Learning Community's shared digital storytelling project, I will be using a rubric in collaboration with your other professors to evaluate aspects of your work that relate to content in each of our courses. This shared evaluation will contribute to your final grade in each course.

All of your work, including journals, quizzes, language research postings to Facebook, your digital storytelling project, and class participation (for which you must come to class prepared) will determine your grade, according to the following percentages:

Language journals: 40%

Quizzes: 40%

Class participation, including language research assignments: 15%

Digital storytelling project: 5%

Speaking in class is an important part of my final evaluation. Working in groups is part of our class structure. You are expected to respect one another, and to help one another learn. This is what makes us a community.

We only have 12 classes together and you should make every effort not to be absent. Excessive absences (15% of total class time) may lead to a failing grade. If you have to miss a class, you are expected to contact a classmate for class notes and assignments.

You must arrive to class on time. Lateness is offensive. I take attendance at the start of each class period. Two late arrivals count as one absence. We will meet in the computer lab for two class sessions; on these days you are still expected to arrive on time.

Kingsborough Community College, CUNY Academic Integrity Policy

"Plagiarism is the act of presenting another person's ideas, research or writings as your own. The following are some examples of plagiarism, but by no means is it an exhaustive list: Copying another person's actual words without the use of quotation marks and footnotes attributing the words to their source; presenting another person's ideas or theories in your own words without acknowledging the source; using information that is not common knowledge without acknowledging the source; failing to acknowledge collaborators on homework and laboratory assignments. Internet plagiarism includes submitting downloaded term papers or parts of term papers, paraphrasing or copying information from the internet without citing the source, and 'cutting and pasting' from various sources without proper attribution."

Civility in the Classroom

"Kingsborough Community College is committed to the highest standards of academic and ethical integrity, acknowledging that respect for self and others is the foundation of educational excellence. Civility in the classroom and respect for the opinions of others is very important in an academic environment. It is likely you may not agree with everything that is said or discussed in the classroom, yet courteous behavior and responses are expected. Therefore, in this classroom, any acts of harassment and/or discrimination based on matters of race, gender, sexual orientation, religion, and/or ability are not acceptable. Whether we are students, faculty, or staff, we have a right to be in a safe environment, free of disturbance, and civil in all aspects of human relations."

Access-Ability Services

"Access-Ability Services (AAS) serves as a liaison and resource to the KCC community regarding disability issues, promotes equal access to all KCC programs and activities, and makes every reasonable effort to provide appropriate accommodations and assistance to students with disabilities. Your instructor will make the accommodations you need once you provide documentation from the Access-Ability office (D-205). Please contact AAS for assistance."

Safe Zones

"The safe zone program is designed to address the issues faced by lesbian, gay, bisexual, and transgender students, faculty, and staff. I am a safe zone ally and I hope that this classroom can be a safe zone. Safe Zone allies support the following: 'Regardless of race, ethnicity, national origin, gender, sexual orientation, religion, age, and ability, you will be treated and respected as a human being. Ignorance, bigotry, and harassment are not tolerated.'"

Final Thoughts

Questions are always welcome. In collaboration with your other Learning Community classes, and the world outside Kingsborough, we will build this English course together. I am looking forward to a great semester with you!