

KINGSBOROUGH COMMUNITY COLLEGE
The City University of New York

CURRICULUM DATA TRANSMITTAL SHEET

DEPARTMENT English

DATE March 20, 2015

Title of Course or Degree: English 91- Developing Fluency in Reading and Writing

Change(s) Initiated: (Please check)

- | | |
|---|--|
| <input type="checkbox"/> Closing of Degree or Certificate | <input type="checkbox"/> Change in Degree or Certificate Requirements |
| <input type="checkbox"/> Letter of Intent | <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 type="checkbox"/> New Course | <input checked="" type="checkbox"/> Change in Course Description |
| <input type="checkbox"/> New 82 Course | <input checked="" 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:

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 91: Developing Fluency in Reading and 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:

English 91: DEVELOPING FLUENCY IN READING AND WRITING

CHANGE FROM: A pre-freshman course focusing on the integration of reading and writing and critical thinking for students who score 5 or below on the CUNY ACT WRITING EXAM and receive any score on the CUNY ACT READING EXAM.
(0 crs. 8hrs. – 8 equated crs.)

CHANGE TO: A pre-freshman integrated reading and writing course for students who score a 47 and below on the CATW and receive any reading score on the CUNY ACT Reading. Students in English 91 will build fluency in both reading and writing and critical thinking. Fluency refers to the ability to understand reading assignments and to write comprehensible essays. The primary focus of English 91 is the development of fluent expression and comprehension. To that end, students will do a significant quantity of reading and writing. These reading and writing activities ask students to focus on the construction of meaning as they build fluency.
(0 crs. 6 hrs. – 6 equated crs.)

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):

6 hours:

We plan to eliminate the weekly 2-hour lab session (Reading and Writing Center), thus reconfiguring an 8 (equated credits/hours) course to 6 (equated credits/hours) in the fall and spring semesters. We will also reconfigure the winter and summer module English 91 courses from an 8(equated credits/hours) course to 4 (equated credits/hours) in the winter and summer modules. All contact hours in the classroom will be with the assigned instructor.

6. NUMBER OF CREDITS:

6 Equated Credits

7. COURSE PREREQUISITES AND CO-REQUISITES

A. PREREQUISITES:

CUNY Assessment Scores: CATW - 47 and below; ACT Reading - any score

8. BRIEF RATIONALE TO JUSTIFY PROPOSED COURSE TO INCLUDE:

A. ENROLLMENT SUMMARIES, IF PREVIOUSLY OFFERED

The lab sessions have become pedagogically separate from the English 91 curriculum as the English 91 course becomes more closely aligned with English 92. There has been a decrease in the number of instructors using tutors in the classroom. There has been an increase in teacher involvement in the form of creating lessons for the weekly lab sessions or using the lab session for students to read silently or do a teacher prepared homework assignment.

The student population has changed.

Students in English 91 take the ACT Reading at the conclusion of the semester and we will be offering the CATW to English 91 students, who meet particular criteria; therefore, we will institute the small group tutoring for Act Reading and CATW, just as we have successfully incorporated for English 92.

Changing English 91 into a 6 equated credit course means students will use fewer credits toward their financial aid.

Most importantly, we have become aware of a growing cohort of students who have run out of Financial Aid, but have not yet completed the developmental sequence and/or passed the University placement exams. Students are showing up in the English office, asking what to do. Without paying for the appropriate developmental course, these students cannot continue their course work, cannot retake the exams, and will never be able to graduate. The Reading and Writing Center seems the logical venue for these students to receive instruction in preparation for retaking the exams so that they may continue their college careers.

B. PROJECTED ENROLLMENT

700 students

C. CLASS LIMITS

23 students per class

D. FREQUENCY COURSE IS LIKELY TO BE OFFERED

English 91 is offered Fall/ Spring Semesters and Winter/Summer modules.

E. ROLE OF COURSE IN DEPARTMENT'S CURRICULUM AND COLLEGE'S MISSION

The role of the course is to foster proficiencies for college level reading and writing across the curriculum: emphasizing the reading and writing processes; reading comprehension, vocabulary acquisition; drafting, revision and proofreading; and most importantly, the recursive nature of the reading and writing processes; fostering active engagement with their reading and writing to promote a sense of authority and agency for the English 91 student. The English 91 course reinforces the learning goals and desired outcomes to prepare students to pass the English department measures and the University ACT Reading Exam so they can advance to English 92 or English 93.

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):

At least one full-length text will be required accompanied by short expository reading passage along with continued practice for taking the department final writing and reading exams and the CUNY Reading ACT Test.

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 course is open only to students whose University exam scores place them in English 91 or those students who have advanced from the ESL/ACE program.

14. EXPLAIN WHAT STUDENTS WILL KNOW AND BE ABLE TO DO UPON COMPLETION OF COURSE:

By the end of English 91, students should:

- Understand that writing and reading are recursive, social processes that require feedback from others.
- Reflect on their own learning process in a way that helps them take responsibility for improving their reading and writing.
- Engage in the process of drafting their essays, which includes revision, editing and proofreading, first with and then without teacher and peer feedback .
- Write text-based essays that respond meaningfully to a topic and develop ideas
- Provide a thesis statement for their essays.
- Summarize, paraphrase and quote information relevant to their essay topics as a way of supporting their thesis.
- Make connections between the ideas in different texts and their own experiences.
- Organize ideas in their essays in a logical way.
- Understand and use the conventions of academic discourse in their writing.
- Improve their ability to analyze ideas, both from texts and their own experiences.
- Identify the main idea(s) in texts and distinguish main ideas from supporting details.
- Use a variety of reading strategies to approach challenging texts: annotation, figuring out meanings from context, prediction, close reading.
- Engage the challenging work of critical thinking that will be required in all of their future English courses.

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:

Methods of teaching include a combination of research-based writing to learn activities, low stakes writing activities, small group workshopping, whole class workshops and discussions activities, peer editing, proofreading, individual teacher conferencing, and so

forth.

16. ASSIGNMENTS TO STUDENTS:

Students in English 91 will produce a variety of low-stakes writing such as freewriting, informal reading journals, personal narratives, and formal reading-based essays. Throughout the course, students will learn to write through the careful revision of their essays with one-on-one teacher conferences, peer-evaluation, and self-response. By the end of the course, students must demonstrate an understanding of essay organization and coherence, and their essays must be developed with adequate use of logic and evidence including explanation, examples, paraphrases, direct quotations, and analysis. The course strongly emphasizes the connections between reading and writing, and the essays must be text-based.

17. DESCRIBE METHOD OF EVALUATING LEARNING SPECIFIED IN #15

Learning will be evaluated by teacher commentary and peer-review throughout the module, culminating with the administration of the English department writing exam and the CITY University Writing Assessment Test (CATW).

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

As research tells us, reading and writing are inextricably linked. Thus, students will also read extensively and read in a variety of genres including whole books (either novels or nonfiction), essays, and articles from newspapers, magazines, or journals. The course distinguishes between extensive reading (reading quickly to get the main ideas) and intensive reading (reading shorter texts, very carefully, to understand fine shades of meaning). Students often use writing to respond to their reading in the form of focused freewriting, summaries, paraphrases, and responses to questions related to general comprehension, main ideas and supporting details, inference, and so on. These readings serve as the springboard for students' informal and formal writings.

19. ASSIGNMENTS TO STUDENTS:

Assignments will correspond with the activities listed in #15, including journal responses, double and triple entry notebooks, think alouds and may other researched and established "writing to learn" and low-stakes writing strategies and approaches to critical writing and reading.

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

Please see #15, 16, and 17.

21. 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.

WORKING BIBLIOGRAPHY

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