KINGSBOROUGH COMMUNITY COLLEGE
The City University of New York

CURRICULUM TRANSMITTAL COVER PAGE

Department: English Date: 9/19/2019

Title Of Course/Degree/Concentration/Certificate: English 1220

Change(s) Initiated: (Please check)

- ☐ Closing of Degree
- ☐ Closing of Certificate
- ☐ New Certificate Proposal
- ☐ New Degree Proposal
- ☐ New Course
- ☐ New 82 Course (Pilot Course)
- ☐ Deletion of Course(s)
- ☐ Change in Degree or Certificate
- ☐ Change in Degree: Adding Concentration
- ☐ Change in Degree: Deleting Concentration
- ☐ Change in Prerequisite, Corequisite, and/or Pre/Co-requisite
- ☐ Change in Course Designation
- ☐ Change in Course Description
- ☐ Change in Course Title, Number, Credits and/or Hours
- ☐ Change in Academic Policy
- ☐ Pathways Submission:
  - ☐ Life and Physical Science
  - ☐ Math and Quantitative Reasoning
  - ☐ A. World Cultures and Global Issues
  - ☐ B. U.S. Experience in its Diversity
  - ☐ C. Creative Expression
  - ☐ D. Individual and Society
  - ☐ E. Scientific World
- ☐ Change in Program Learning Outcomes
- ☐ Other (please describe): Change in course structure

PLEASE ATTACH MATERIAL TO ILLUSTRATE AND EXPLAIN ALL CHANGES

DEPARTMENTAL ACTION

Action by Department and/or Departmental Committee, if required:

Date Approved: _____ Signature, Committee Chairperson: _____

If submitted Curriculum Action affects another Department, signature of the affected Department(s) is required:

Date Approved: 9/19/19 Signature, Department Chairperson: Eileen Gervette

Date Approved: _____ Signature, Department Chairperson: _____

I have reviewed the attached material/proposal

Signature, Department Chairperson: Eileen Gervette

Revised/Augl.2018/AK

KINGSBOROUGH
COMMUNITY COLLEGE
★ DREAMS BEGIN HERE ★

TO: Fall 2019 Curriculum Committee

FROM: Department of English

DATE: September 1, 2019

RE: New Course Structure: Combined ENG 1200 and ENG 1220

The Department of English is proposing a change in how we offer the ALP model by incorporating the 1 equated credit, 2hrs. lab (ENG 1220) into an English 1200 course. This new combined ALP/ENG 1200 course would be ENG 12A0 - Composition I ALP .

Rationale for Change:

This proposal merges all 800-level sections of English 1200: Composition I with English 1220: Accelerated Learning Program into a single course, English 12A0: Composition I Accelerated Learning Program.

The proposal fulfills CUNY's mandate to move away from stand-alone remedial courses toward co-requisite instruction by reworking the credit distribution in English 1200/English1220. Further, it allows Kingsborough to be in line with CUNY community colleges that have already streamlined the registration process for students in the Accelerated Learning Program.

In Spring 2020, in alignment with CUNY-wide policy, Kingsborough is moving to eliminate stand-alone remedial courses and replace them with co-requisite models of instruction. In these classes, students who have not yet met their developmental requirements can register for credit-bearing courses and concurrently receive extra support.

The English department at Kingsborough has been ahead of this CUNY initiative, having offered co-requisite instruction for students since Spring 2013. These Accelerated Learning Program (ALP) English 12 sections are composed of fifteen students who place into English 12 and eight who place into developmental English, but elect to take English 12 in this special program. ALP students enroll in English 1200: Composition I AND English 1220: Accelerated Learning Program, a two-hour support class with the Composition instructor. Since Fall 2017, Collaborative Portfolio Assessment has replaced the CATW as the final assessment measure for all sections of ALP.

Currently, the byzantine configuration of ALP English 1200 on CUNYfirst is a relic of the days of stand-alone developmental courses: Students who place into Composition I have a dedicated section number. Students who place into the associated ALP section have their own section number for Composition I and yet another for the Accelerated Learning Program. This structure may have seemed more justified when ALP students still had the CATW as the exit measure from Composition I; however, this is no longer the case.

It is problematic that the current structure makes it seem as if English 1200 and English 1220 are two separate and distinct courses. They are not. English 1220 does not introduce new and different material or course content beyond what is presented in English 1200. Its sole purpose is to provide more hours of Composition I instruction for the benefit of students who could not pass the class with just four hours of class time. In other words, the 6 hour version, English 12A0, is the same course as the 4 hour version, English 1200, albeit, with more hours.

In the current configuration, instructors are forced to create a second syllabus, even though the English 1220 class does not assign any different work from English 1200, and assign two separate grades for what is essentially one course. All 800-level sections of English 1200 and English 1220 should therefore be merged to reflect the true scope and nature of instruction.

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New Course Proposal Form

1. **Department, Course Number, and Title (Speak with Academic Scheduling for assignment of a new course number):**

English 12A0: Composition I ALP

2. **Does this course meet a General Education/CUNY Common Core Pathways Category?**

As ENG 12A0 has ENG 1200 embedded within it, it would meet Required Core: English Composition I

- □ Life and Physical Science
- □ Math and Quantitative Reasoning
- □ A. World Cultures and Global Issues
- □ B. U.S. Experience in its Diversity
- □ C. Creative Expression
- □ D. Individual and Society
- □ E. Scientific World

If **YES**, complete and submit with this proposal a CUNY Common Core Pathways Submission Form.

3. **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, e.g. describe other learning objectives met.**

Students will place into English 12A0 as per CUNY Proficiency Index requirements; the course will fulfill CUNY's requirements for Composition I and will transfer as Composition I within CUNY.

4. **College Catalog description of course:**

English 12A0 - Composition I ALP

3 Credit(s) + 1 Equated Credits(s) (2 hours lecture + 4 hours lab) *6 hrs.*

A course in college-level reading and writing, and the development of ideas in essays, including how language communicates facts, ideas and attitudes. Writing is practiced as a process involving revision based on feedback from readers. College-level essays emphasize close reading and intertextual analysis, and reading across and between texts drawn from various disciplines.

5. **Credits and Hours Based on *College Credits Assigned for Instructional Hours** (Please check ONE appropriate box below based on credits):**

1-credit: □ 1 hour lecture □ 2 hours lab/field/gym

2-credits: □ 2 hours lecture □ 1 hour lecture, 2 hours lab/field

	□ 4 hours lab/field

3-credits:	□ 3 hours lecture	*See explanation, below.*
	□ 2 hours lecture, 2 hours lab/field	
	□ 1 hour lecture, 4 hours lab/field	
	□ 6 hours lab/field	

4-credits:	□ 4 hours lecture
	□ 3 hours lecture, 2 hours lab/field
	□ 2 hours lecture, 4 hours lab/field
	□ 1 hour lecture, 6 hours lab/field
	□ 8 hours lab/field

More than 4-credits:	□ Number of credits: ____ (explain mix lecture/lab below)
	___ Lecture ____Lab
Explanation: 3 credits + 1 equated credit = 2 hours lecture + 4 hours lab	

***Hours are hours per week in a typical 12-week semester**

6. **Number of Equated Credits in Item #5 ____1_____ (For Developmental Courses ONLY)**

7. **Course Prerequisites, Corequisites, and Selected Populations (If NONE, please indicate "NONE" for each):**
   A. Prerequisite(s): ALP Student Group
      This course is open to the ALP student group. Eligibility determined as follows: (1) Score of 50-55 on the CATW AND a score of 55 or higher on the Accuplacer OR a score of 70 or higher on the CUNY ACT reading, or (2) Passing grade in English 93A0, or (3) Starting in Spring 2020: Placement determined by CUNY Proficiency Index guidelines
   B. Corequisite(s): NONE
   C. Pre-/Co-requisite(s): NONE
   D. Open ONLY to selected Students (specify population): ALP Student Group

8. **Brief rationale to justify proposed course, include:**

   A. Enrollment Summary if previously offered as an 82XX-Pilot Course (include Complete 4-digit 82 course number): Not applicable

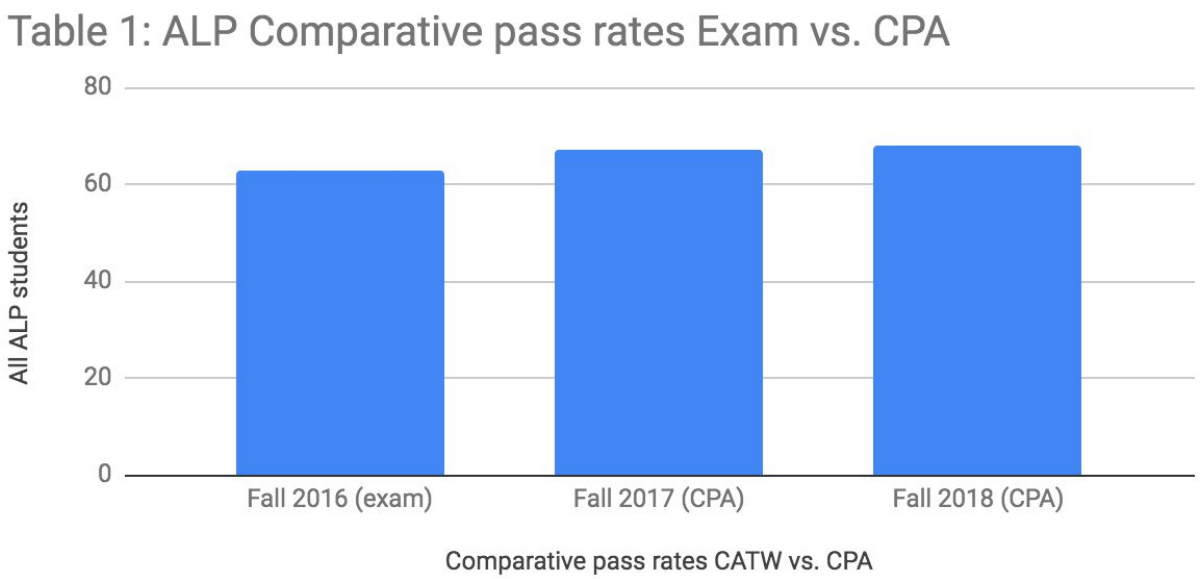
   B. Projected Enrollment: 175-225 students; 8 students per section.

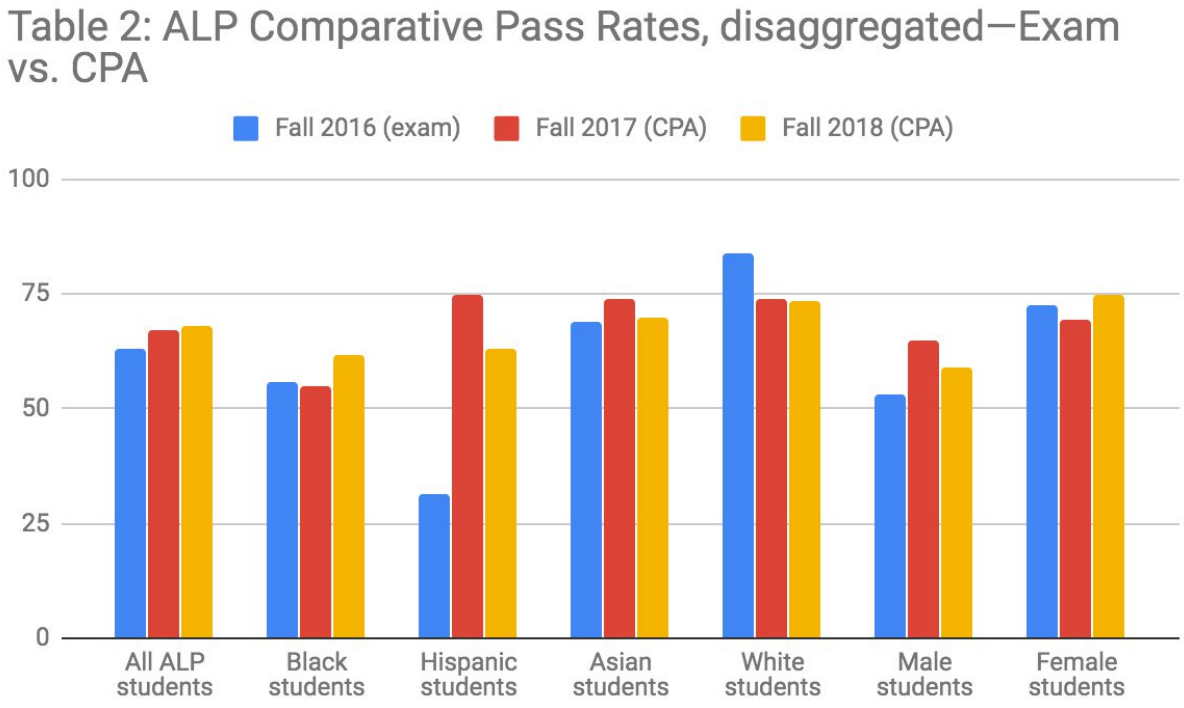
   C. **Suggested Class Limits**: English 12A0 will be capped at 8 students;
   thus, the total enrollment per section of the **paired** English 1200 and English 12A0 courses will be 25, which is what the enrollment cap is under the current configuration.

   D. Frequency course is likely to be offered: Fall and Spring semesters

   E. Role of course in Department's Curriculum and College's Mission:

The Accelerated Learning Program promotes equity in student outcomes and greater student success. We are encouraged by the initial results since the CATW has been removed as an exit measure. In comparing F17 and F18 ALP/Eng 12 data to F16 ALP/Eng 12 data, we see several data points suggesting the course promotes greater equity.





- Overall in F17 (67.3%) and F18 (67.9%), a higher percentage of all ALP students passed the course, as compared with F16 (60.7%).

- Black students initially had much lower pass rates than all other demographic groups in F17 (55%), and this is an area that we continue to explore and work on in the future.

Even though Black students continued pass at lower rates than their peers, it is promising that their overall pass rate rose in F18 (61.9%).

- In contrast, Hispanic students passed ALP in F17 (75%) and F18 (63%) at a dramatically higher rate than F16 (31%).

- Male students passed ALP at higher rates in F17 (65%) and F18 (59.2%) as compared to their performance with the CATW in F16 (53.3%).

- Asian students, too, appeared to benefit to some degree from ALP. Their pass rates increased from 68% (F16) to 73% (F17), though the rate decreased the following year to 69.8% (F18)

9. List course(s), if any, to be withdrawn when course is adopted (Note: this is <u>NOT</u> the same as deleting a course):

English 1220: Accelerated Learning Program (ALP) will be replaced by this format

10. If course is an internship, independent Study, or the like, provide an explanation as to how the student will earn the credits awarded. The credits awarded should be consistent with the student efforts required in a traditional classroom setting.

Not Applicable

11. Proposed textbook(s) and/or other required instructional materials(s):

Sample texts:

<u>One</u> of the following full-length texts:

Alzaldua, Gloria. *Borderlands/La Frontera.* Aunt Lute Books, 2007.

Gilyard, Keith. *Voices of the Self: A Study of Language Competence*. Detroit, MI: Wayne State University Press, 1991.

Rodriguez, Richard. *Hunger of Memory*. Dial Press Trade Paperback, 2004.

Stavans, Ilan. *On Borrowed Words: A Memoir of Language*. Penguin, 2002.

<u>One</u> of the following anthologies:

What's Language Got to Do with It? Keith Walters and Michal Brody, eds. New York: Norton, 2005.

Exploring Language. Gary Goshgarian, ed. New York, NY: Longman, 2010.

Online Citation Resource:

The Purdue OWL Online Learning Lab. https://owl.english.purdue.edu/owl/.

12. Is the course <u>REQUIRED</u> for a Major, Concentration, or Certificate?

Students can take either Eng 1200 or Eng 12A0 to meet the required core English Composition I requirement.

If **YES**, – Submit a separate Curriculum Transmittal Cover Page indicating a "Change in Degree or Certificate" as well as a Proposal that MUST include a rationale for inclusion of the course within the curriculum and the following additional information:

A. "Current" Degree with all proposed deletions (strikeouts) and additions (bolded) clearly indicated.
B. "Proposed" Degree, which displays the degree as it will appear in the *College Catalog*

For a copy of the most up-to-date degree/certificate requirements contact Amanda Kalin, ext. 4611, Amanda.Kalin@kbcc.cuny.edu

The Following NYSED Guidelines must be adhered to for **ALL** Degree Programs:
45 credits of Liberal Arts Course work for an Associate of Arts Degree (A.A.)
30 credits of Liberal Arts Course work for an Associate of Science Degree (A.S.)
20 credits of Liberal Arts Course work for an Applied Associate of Science (A.A.S.)

13. Explain what students will know and be able to do upon completion of course:

Writing

In English 12A0, we teach that college essay writing is a multilayered process involving prewriting, writing and revision. We try to build resilience in our students as they learn the values of revising based on instructor and peer feedback as well as sensitive and honest self-review. Writing can be broken down into the following skills:

- Write effectively organized essays that follow through on a central idea or thesis.
- Develop essays with sufficient supporting evidence and explanation.
- Build an argument through reading based discussion including summary, paraphrase, quote; and analysis and synthesis of texts.
- Sharpen awareness of audience and learn writing strategies that answer to the reader's needs.
- Adhere to academic conventions in style and presentation.

Reading

In English 12A0, we teach that critical reading is an active and recursive process that involves close reading while annotating, rereading, and meaning making. We aim to foster patience and open-mindedness in our students as they carefully engage a variety of challenging texts. Critical reading can be broken down into the following skills:

- Analyze and evaluate writers' arguments and supporting evidence.
- Identify author's purposes, intended audiences, and rhetorical strategies.
- Begin to recognize how the historical and social contexts of a text--its production, publication, and circulation—influence its writing.
- Compare, contrast, and connect ideas from different texts.
- Draw conclusions from textual sources.

Information Literacy

In English 12A0, we aim for students to gain an introductory experience with research, both as a process for acquiring information and as a means to develop a critical argument. We want students to cultivate a curiosity for information as they begin to understand the various methods of conducting independent research. Information literacy can be broken down into the following skills:

A) Finding and Using Sources:

- Learn how to search for relevant and reliable information through various search engines and databases.
- Recognize the difference between appropriate and inappropriate sources.
- Learn to question and evaluate the information they find.

B) Documenting Sources:

- Learn the reasons for and rules of academic conventions of documentation.
- Understand the problems of intended and unintended plagiarism.
- Learn to abide by the college's academic integrity policy.

14. **Methods of Teaching – e.g. lectures, laboratories, and other assignments for students, including any of the following: demonstrations, group work, website or email interactions and/or assignments, practice in application skills, etc.:**

Our department supports the predominant philosophy of the national Composition community toward how writing is best taught. Writing is taught as a *process*. The hallmarks of a process approach to teaching writing are:

· The belief that people learn to write by writing;

· Ample time to engage in pre-writing activities (both as an individual and in groups) to generate ideas, explore false-starts, and devise a plan for writing;

· Ample time to write drafts of essays, receive feedback (from peers and/or instructors) on those drafts, and do further revision;

· Engagement in reflective thinking and writing about one's progress and writing development.

Methods of teaching might include:

Cooperative Learning
Online and face-to-face communication regarding drafts
Modeling and Application
Discussion
Reflection

15. **Assignments to students:**

Sample Assignments:

- Discuss and plan upcoming essays
- Hone skills like summarizing and paraphrasing
- Practice citation methods so as to avoid plagiarism
- Develop prewriting strategies, including free writing, brainstorming, and looping
- Reduce the frequency of severity of repeated errors in the student's writing
- Review, as a whole group and in small groups, drafts of essays the students are writing
- Engage in close reading of difficult passages
- Evaluate their writing process through meta-writing and reflection
- Participate in library research
- Draft, revise, and conference about essays in the computer lab
- Discuss any barriers to students' progress
- Write reverse outlines of essays students have written
- Engage in prewriting assignments to prepare for the Self-Assessment essay
- Emphasize writing that asks students to take a position
- Use the *New York Times* to supplement instruction and improve reading skills

16. **Describe method of evaluating learning specified in #14 – include percentage breakdown for grading. If a <u>Developmental Course</u>, include how the next level course is determined as well as Next Level Placement.**

A Method of evaluating learning/grading breakdown

Drafted Essays (Essay 1, Essay 2, Essay 3):
50%
Self-Assessment Essay:
10%
Classwork and participation
(Active engagement in in-class discussions and activities like annotating, peer review, and informal writing):
40%

Next Level Placement:

Eng 12A0 Grade	**Next Level Placement, entered on Next English**
Pass (Grade A+ through D)	English 2400
Fail	English 1200
W / WD / WN / WU	English 12A0

17. **Topical Course Outline for the 12-week semester. This should be specific regarding topics covered, learning activities and assignments:**

WEEKS	**Weekly Lecture topics covered, learning activities, and assignments**	**Weekly Lab class topics covered, learning activities, and assignments** **<u>(NOTE: The columns are the same. The extra two hours are simply an extension of the lecture component. See syllabus for a sample configuration of these activities.)</u>**
1-4	Introduction to class Drafting, composing, revising Essay 1 Topics include goal setting, summary and paraphrase, prewriting, crafting thesis statements **SAMPLE ACTIVITIES and ASSIGNMENTS**	Introduction to class Drafting, composing, revising Essay 1 Topics include goal setting, summary and paraphrase, prewriting, crafting thesis statements **SAMPLE ACTIVITIES AND ASSIGNMENTS**

	Formal essay #1: The Personal Connection This first formal writing assignment is a personal essay that grows out of a close, sensitive reading of the first few texts in the course. The purpose of this piece is for students to articulate and develop a connection they find between their (or their family's) own experience/memory/identity and a course reading. This essay is equally grounded in the student's reading of an assigned text and their own experiences. This essay requires students to quote directly from the text. Suggested scaffolding: ● "Memory trigger" informal writing assignments. These assignments encourage students to write out a memory (a physical description, a narrative account of an event, or another form) that has been tapped by any of the course readings. This type of assignment serves as a "warm up" for the type of personal, autobiographical writing that students might do in this first assignment. ● Writing a letter to the author of an assigned text expressing the student's own thoughts and feelings about the author's piece. ● "Top-quoting" informal writing, in which students quote a passage from a text that resonates with their own experience. Students will quote the passage and then try to tease out why this passage seems particularly meaningful for them.	Formal essay #1: The Personal Connection This first formal writing assignment is a personal essay that grows out of a close, sensitive reading of the first few texts in the course. The purpose of this piece is for students to articulate and develop a connection they find between their (or their family's) own experience/memory/identity and a course reading. This essay is equally grounded in the student's reading of an assigned text and their own experiences. This essay requires students to quote directly from the text. Suggested scaffolding: ● "Memory trigger" informal writing assignments. These assignments encourage students to write out a memory (a physical description, a narrative account of an event, or another form) that has been tapped by any of the course readings. This type of assignment serves as a "warm up" for the type of personal, autobiographical writing that students might do in this first assignment. ● Writing a letter to the author of an assigned text expressing the student's own thoughts and feelings about the author's piece. ● "Top-quoting" informal writing, in which students quote a passage from a text that resonates with their own experience. Students will quote the passage and then try to tease out why this passage seems particularly meaningful for them.
5-8	Drafting, Composing, Revising Essay 2 Topics include incorporating sources, peer review, close reading, and proofreading **SAMPLE ACTIVITIES and ASSIGNMENTS** **Formal essay #2: Multiple Voices** In this assignment, students are asked to put two writers' ideas into "dialogue" with one another. This assignment could take a variety of forms, such as: an essay in which	Drafting, Composing, Revising Essay 2 Topics include incorporating sources, peer review, close reading, and proofreading **SAMPLE ACTIVITIES and ASSIGNMENTS** **Formal essay #2: Multiple Voices** In this assignment, students are asked to put two writers' ideas into "dialogue" with one another. This assignment could take a variety of forms, such as: an essay in which

	students are asked to apply one writer's theory to another's ideas, a more creative dramatic dialogue in which students are asked to imagine a conversation between two writers on a particular topic, or perhaps a letter written in the voice of one writer to another writer focused on a particular issue. What is important is that students be asked to represent accurately and sensitively the positions, ideas and words of two different writers and to represent the ways those ideas interrelate. **Suggested scaffolding:** ● Writing an informal letter to the author(s) of the work(s) the student wants to use for essay #2. ● Writing a "dramatic dialogue" between the two authors. In this assignment, students are asked to imagine and write out a hypothetical conversation that would take place between two authors. At this early stage, the conversation need not be focused on one particular topic; however, this dialogue may help the student discover the interesting areas of discussion between the two writers. ● Selecting passages from two different texts that seem to have some relationship. Students could copy out the passages and then explain the relationship they see between them. This could also be the basis for a meaningful in-class activity. ● In-class role-playing activities could help students come to understand the perspectives of other authors.	students are asked to apply one writer's theory to another's ideas, a more creative dramatic dialogue in which students are asked to imagine a conversation between two writers on a particular topic, or perhaps a letter written in the voice of one writer to another writer focused on a particular issue. What is important is that students be asked to represent accurately and sensitively the positions, ideas and words of two different writers and to represent the ways those ideas interrelate. **Suggested scaffolding:** ● Writing an informal letter to the author(s) of the work(s) the student wants to use for essay #2. ● Writing a "dramatic dialogue" between the two authors. In this assignment, students are asked to imagine and write out a hypothetical conversation that would take place between two authors. At this early stage, the conversation need not be focused on one particular topic; however, this dialogue may help the student discover the interesting areas of discussion between the two writers. ● Selecting passages from two different texts that seem to have some relationship. Students could copy out the passages and then explain the relationship they see between them. This could also be the basis for a meaningful in-class activity. ● In-class role-playing activities could help students come to understand the perspectives of other authors.
9-11	Drafting, Composing, Revising Essay 3 Topics include avoiding plagiarism, library research, and MLA format **SAMPLE ACTIVITIES and ASSIGNMENTS** **Formal essay #3: Capstone Essay** The capstone project for the course builds off of the two previous formal assignments. In this assignment, students are asked to write a position paper, in which they	Drafting, Composing, Revising Essay 3 Topics include avoiding plagiarism, library research, and MLA format **SAMPLE ACTIVITIES and ASSIGNMENTS** **Formal essay #3: Capstone Essay** The capstone project for the course builds off of the two previous formal assignments. In this assignment, students are asked to write a position paper, in which they

	integrate 1-2 course readings with 1-2 independently researched sources. The research should serve to expand and better inform the student's understanding of the issues raised in the essay. Students develop and present an informed position on an issue that is deeply related to the central theme of the course. If desired, formal essay #3 could be configured as a deep revision of formal essay #2. **Suggested scaffolding:** ● Scheduling an information literacy orientation for students. ● Writing a "letter to the editor" in response to one or two texts in the course. ● Keeping a "research log," in which students could summarize their research process, keep track of where they've looked for sources and what they've found. ● Organizing an in-class debate between different authors' positions on one issue. ● Evaluating sources in an "annotated bibliography." ● Identifying and analyzing passages from the researched sources that might be used in the formal essay. Students can quote the passage and explain: what it says, why what it says is interesting, and how it relates to their own (or another writer's) thinking about the issues	integrate 1-2 course readings with 1-2 independently researched sources. The research should serve to expand and better inform the student's understanding of the issues raised in the essay. Students develop and present an informed position on an issue that is deeply related to the central theme of the course. If desired, formal essay #3 could be configured as a deep revision of formal essay #2. **Suggested scaffolding:** ● Scheduling an information literacy orientation for students. ● Writing a "letter to the editor" in response to one or two texts in the course. ● Keeping a "research log," in which students could summarize their research process, keep track of where they've looked for sources and what they've found. ● Organizing an in-class debate between different authors' positions on one issue. ● Evaluating sources in an "annotated bibliography." ● Identifying and analyzing passages from the researched sources that might be used in the formal essay. Students can quote the passage and explain: what it says, why what it says is interesting, and how it relates to their own (or another writer's) thinking about the issues
12	Class wrap up Topics include meta-reflection Composing Self-Assessment essay and portfolio assembly	Class wrap up Topics include meta-reflection Composing Self-Assessment essay and portfolio assembly

18. Selected Bibliography and Source materials:

"Accelerated Learning Program." http://alp-deved.org. Community College of Baltimore County.

Adams, Peter Dow. "Basic Writing Reconsidered." *Journal of Basic Writing* 12.1 (1993): 22-36.

---, Sarah Gearhart, Robert Miller, and Anne Roberts. "The Accelerated Learning Program: Throwing Open the Gates." *Journal of Basic Writing* 28.2 (2009): 50-69.

Adler-Kassner, Linda, and Susanmarie Harrington. “In the Here and Now: Public Policy and Basic Writing.” *Journal of Basic Writing* 25.2 (2006): 27-48.

Bartholomae, David. “The Tidy House: Writing in the American Curriculum.” *Journal of Basic Writing 12*.1 (1993): 4-21.

Cho, Sung-Woo, Kopko, Elizabeth, et als. “New Evidence of Success for Community College Remedial English Students: Tracking the Outcomes of Students in the Accelerated Learning Program (ALP).” *CCRC Working Paper No. 53.* Community College Research Center. Dec. 2012.

Edgecombe, Nikki. “Accelerating the Academic Achievement of Students Referred to Developmental Education.” CCRC Brief Number 55, May 2011.

Gilman, Holly. “Are We Whom We Claim to Be? A Case Study of Language Policy in Community College Writing Placement Practices.” *Journal of Writing Assessment*. 12.1. 2019.

Glau, Gregory R. “Stretch at 10: A Progress Report on Arizona State University’s Stretch Program. *Journal of Basic Writing* 26.2 (2007): 30-48.

—. The Stretch Program: Arizona State University’s New Model of University-Level Basic Writing Instruction.” *WPA: Writing Program Administration* 20.1-2 (1996): 79-91.

Grego, Rhonda, and Nancy Thompson. “Repositioning Remediation: Renegotiating Composition’s Work in the Academy.” *College Composition and Communication* 47.1 (1996): 62-84.

—. “The Writing Studio Program: Reconfiguring Basic Writing/Freshman Writing.” *WPA: Writing Program Administration* 18 (1995): 66-79.

Inoue, Asao. *Antiracist Writing Assessment Ecologies: Teaching and Assessing Writing for a Socially Just Future*. WAC Clearinghouse, 2015.

Jenkins, Davis. “Community College of Baltimore County’s Accelerated Learning Program: A Multivariate Analysis.” (2010) http://ccrc.tc.columbia.edu/Collection.asp?cid=67

Lalicker, William B. “A Basic Introduction to Basic Writing Program Structures: A Baseline and Five Alternatives*.” BWe: Basic Writing e-Journal* 1.2(1999). April 10, 2009 <http://orgs.tamu-commerce.edu/cbw/asu/bwe_fall_1999.htm>.

McNenny, Gerri, and Sallyanne H. Fitzgerald, eds. *Mainstreaming Basic Writers: Politics and Pedagogies of Access*. Mahwah, NJ: Erlbaum, 2001.

Rigolino, Rachel, and Penny Freel. “Re-Modeling Basic Writing.” *Journal of Basic Writing* 26.2 (2007): 49-72.

Rodby, Judith, and Tom Fox. “Basic Work and Material Acts: The Ironies, Discrepancies, and Disjunctures of Basic Writing and Mainstreaming.” *Journal of Basic Writing* 19.1 (2000): 84-99.

Soliday, Mary. *The Politics of Remediation: Institutional and Student Needs in Higher Education*. Pittsburgh: U of Pittsburgh P, 2002.

Soliday, Mary, and Barbara Gleason. “From Remediation to Enrichment: Evaluating a Mainstreaming Project.” *Journal of Basic Writing* 16.1 (1997): 64-78.

ENGLISH 1220 SYLLABUS

Kingsborough Community College
City University of New York
English 1220-822P (10227):
Accelerated Learning Program (ALP)
Fall 2019

Professor Lesley Broder
718-368-5818
Lesley.Broder@kbcc.cuny.edu
Class Meeting Time: Wedensdays, 9:10-11:20, Room M394A
Office Hours: Mondays, 11:30-1:30, room C211 and by appointment

Course Description

The Accelerated Learning Program allows students who have not yet passed their developmental requirements to be mainstreamed into special sections English 1200. ALP provides two hours of small-group instruction that will reinforce the reading and writing activities of English 1200.

ALP coursework is based on the assignments of English 1200.

Learning Outcomes:

Writing

College essay writing is a multi-layered process involving prewriting, writing and revision. We try to build resilience in our students as they learn the values of revising based on instructor and peer feedback as well as sensitive and honest self-review. Writing can be broken down into the following skills:

- Write effectively organized essays that follow through on a central idea or thesis.
- Develop essays with sufficient supporting evidence and explanation.
- Build an argument through reading based discussion including summary, paraphrase, quote, as well as analysis and synthesis of texts.
- Sharpen awareness of audience and learn writing strategies that answer the reader's needs.
- Adhere to academic conventions in style and presentation.

Reading

Critical reading is an active and recursive process that involves close reading while annotating, rereading, and meaning making. We aim to foster patience and open-mindedness in our students as they carefully engage a variety of challenging texts. Critical reading can be broken down into the following skills:

- Analyze and evaluate writers' arguments and supporting evidence.
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- Compare, contrast, and connect ideas from different texts.
- Draw conclusions from textual sources.

Information Literacy

We aim for students to gain an introductory experience with research, both as a process for acquiring information and as a means to develop a critical argument. We want students to cultivate a curiosity for information as they begin to understand the various methods of conducting independent research. Information literacy can be broken down into the following skills:

A) Finding and Using Sources:

- Learn how to search for relevant and reliable information through various search engines and databases.
- Recognize the difference between appropriate and inappropriate sources.
- Learn to question and evaluate the information they find.

B) Documenting Sources:

- Learn the reasons for and rules of academic conventions of documentation.
- Understand the problems of intended and unintended plagiarism.
- Learn to abide by the college's academic integrity policy.

Required Materials

- Gilyard, Keith. *Voices of the Self: A Study of Language Competence*. Detroit, MI: Wayne State University Press, 1991.
- Online Citation Resource: *The Purdue OWL Online Learning Lab.* https://owl.english.purdue.edu/owl/.
- Google Drive account
- Validated Kingsborough ID *(Ask the librarians at the circulation desk to scan your KCC ID to access databases at home.)*
- Highlighters

Course Policies

1. **Attendance/Punctuality**

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- learn from your professor;
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- participate in class discussions;
- keep up to date with in-class work, both individual and collaborative;
- take in-class quizzes and assessments that will occur throughout the semester.

Class will begin on time. Remember that habitual tardiness is rude and disruptive. If you arrive late, sign the late log so you do not interrupt the activity.

2. **Due Dates and Submitting Work**

- Computer issues or lost files are not acceptable reasons to hand in late work. You should have a backup plan in case your normal computer access is unavailable.

- You will receive a course calendar detailing assignment due dates. If you miss a day, be sure to keep up with the coursework. Not knowing about a due date is not an acceptable excuse.

- If you find that you have personal issues that prevent you from doing your work, contact me right away to discuss whether you will be able to complete the course. *Don't wait.*

3. **Plagiarism**

Plagiarism is the act of claiming someone else's work as one's own, and may show up in the following forms:

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- Paraphrasing without proper acknowledgment.

- Putting together a patchwork paper from diverse sources without crediting the sources.
- The out-and-out theft of someone else's significant idea(s) without proper citations.

We will discuss the reasons why people plagiarize and how to avoid plagiarism this term.
CUNY Academic Integrity Policy:
Please keep in mind that whenever you use someone else's words—or their ideas, even if they are expressed in your own words—you must give credit. This is true whether the source is from a book, magazine, newspaper, television show, or the Internet.

This class will include instruction on how to acknowledge your sources. Plagiarism, failing to acknowledge sources or submitting someone else's work as your own, is a serious offense. A plagiarized paper or test will receive a grade of F, and instructors who discover plagiarism will file a request for disciplinary action. For more information on the CUNY and KCC Academic Integrity Policies, go to: http://www.kbcc.cuny.edu/Academic_Integrity_Policy.pdf

You will do better in this class if you struggle with your own words than if you copy someone else's. When in doubt, give credit to your source.

4. **Civility**

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, though courteous behavior and responses are still expected. Therefore, 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 the right to be in a safe, civil environment, free of disturbance.

5. **Cell phones, laptops, headphones**

You should not text or answer calls during class, nor should you be using your laptop. We will have time in the computer lab for you to complete your work. The computer lab is the only place you should be wearing headphones; take them off before class begins.

6. **Preferred Gender Pronoun and Name**

I affirm all forms of gender expressions and identities. If you prefer to be called a different name than what is on the class roster, please let me know. Feel free to inform me on your preferred gender pronoun or if you do not have a pronoun.

The gender-neutral bathrooms are located in the following places on campus: A117, A119, L303, L504, M436, T4 154, T8 108B, V211, and V212. If you have any questions or concerns, please do not hesitate to contact me.

7. **Accessibility Statement**

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Room: D-205
Phone: 718-368-5175
E-mail: aas@kbcc.cuny.edu

8. **Grading Distribution**

Your grade in ALP is wholly tied to your English 1200 coursework. You will not pass ALP Eng 1220 unless you pass English 1200. The only work we complete in Eng 1220 is in support of your English 1200 classwork.

Reminder: In order to pass English 1200, and therefore English 1220, and move on to English 2400, you must submit a portfolio demonstrating your ability and your development as a writer. This English 1200 portfolio will include:

- All drafts of *either* essay 1 or essay 2
- All drafts of Essay 3
- A Self-Assessment Essay

Your English 12 portfolio will be evaluated by a group of outside readers (faculty from the English Department) who will determine whether or not your work shows that you are ready to advance to the next required English course.

If you pass the portfolio in English 12, I will assign a grade based on the following breakdown.

Drafted Essays (Essay 1, Essay 2, Essay 3):
50%
Self-Assessment Essay:
10%
Classwork and participation:
(Active engagement in in-class discussions and activities like annotating, peer review, and informal writing)
40%

Assignment Descriptions: We will have extra time for these Eng 1200 assignments in our Eng 1220 class.

Essays

- You will write at least three drafts of the first two essays. Revisions will be based on feedback from your peers and from me. One of these essays will be submitted with your portfolio.
- The third essay, the Capstone essay, builds on the two drafted essays. You will write a position paper, integrating one or two of the course readings and two sources from the library databases.
- Your Self-Assessment essay allows you to review your work and describe your progress.

Reading Quizzes
I give many reading quizzes over the course of the term. There are no make ups, even if you are late to class, as they are designed to check that you are keeping up with the assignments. I will drop one quiz.

Informal Writing
Informal Writing assignments are short responses (1-2 paragraphs) to the reading. They are designed to get your ready to write your essays.

Annotating
Careful annotation of texts will ensure that you are prepared to write your essays. I will collect your reading packet to evaluate your annotations.

Writer's Notebook
I will distribute a Writer's Notebook, a place for you to plan essays and reflect on your work. This assignment is evaluated based on how well you develop ideas. Grammar does not matter for this assignment; capturing your ideas

is what is important.

Classwork and Participation
Classwork assignments include small group reading discussions, peer review, and self-evaluation. Handing assignments in on time is also part of this grade; if you are unprepared, you cannot complete the day's work.

Notes, Handouts, Assignments, and Alerts
Use these tools if you are not in class. Absence is never an excuse for missed work.

All Eng 1200 notes and assignments that you need for English 1220: ALP will be posted on the Eng 1200 Blackboard page.
If I have an important reminder or I need to miss class, I will email you, so make sure I have the address you check most often.

Tentative Class Schedule

WEEK NUMBER	
Week 1	In class: begin essay #1, using memory trigger Review of assessment criteria
Week 2	Conferences and peer review of Essay 1 "Top-quoting" informal writing - sharing responses Begin reading due Monday
Week 3	In-class work on self-assessment of essay #1 Begin reading due Monday
Week 4	Begin work on essay #2, using informal letter
Week 5	Work with reading assignment for Monday
Week 6	"Dramatic dialogue" reviewed in context of Essay 2 In-class work on essay #2 Annotating activity
Week 7	Peer review workshop, continued
Week 8	Student conferences- continued
Week 9	Reviewing and sharing "research log" Reviewing annotated bibliography

	In-class work on issues related to essay #3
Week 10	Library research session review
Week 11	Conferencing and workshopping essay 3
Week 12	Discussion and review of the semester's activities, in the context of the self-assessment essay

ENGLISH 12A0 SYLLABUS

Kingsborough Community College
City University of New York
English 12A0-822P (10227):
Composition I Accelerated Learning Program (ALP)
Fall 2020

Professor Lesley Broder
718-368-5818
Lesley.Broder@kbcc.cuny.edu
Class Meeting Time: Mondays, Tuesdays, Wednesdays, 9:10-11:20, Room M394A
Office Hours: Mondays, 11:30-1:30, room C211 and by appointment

Course Description

A course in college-level reading and writing, and the development of ideas in essays, including how language communicates facts, ideas and attitudes. Writing is practiced as a process involving revision based on feedback from readers. College-level essays emphasize close reading and intertextual analysis, and reading across and between texts drawn from various disciplines.

Learning Outcomes:

Writing

College essay writing is a multi-layered process involving prewriting, writing and revision. We try to build resilience in our students as they learn the values of revising based on instructor and peer feedback as well as sensitive and honest self-review. Writing can be broken down into the following skills:

- Write effectively organized essays that follow through on a central idea or thesis.
- Develop essays with sufficient supporting evidence and explanation.
- Build an argument through reading based discussion including summary, paraphrase, quote, as well as analysis and synthesis of texts.
- Sharpen awareness of audience and learn writing strategies that answer the reader's needs.
- Adhere to academic conventions in style and presentation.

Reading

Critical reading is an active and recursive process that involves close reading while annotating, rereading, and meaning making. We aim to foster patience and open-mindedness in our students as they carefully engage a variety of challenging texts. Critical reading can be broken down into the following skills:

- Analyze and evaluate writers' arguments and supporting evidence.
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Reminder: In order to pass English 12A0 and move on to English 2400, you must submit a portfolio demonstrating your ability and your development as a writer. This English 12A0 portfolio will include:

- All drafts of *either* essay 1 or essay 2
- All drafts of Essay 3
- A Self-Assessment Essay

Your English 12A0 portfolio will be evaluated by a group of outside readers (faculty from the English Department) who will determine whether or not your work shows that you are ready to advance to the next required English course.

If you pass the portfolio in English 12A0, I will assign a grade based on the following breakdown.

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50%
Self-Assessment Essay
10%
Classwork and participation
(Active engagement in in-class discussions and activities like annotating, peer review, and informal writing)
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Assignment Descriptions:

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Use these tools if you are not in class. Absence is never an excuse for missed work.

All Eng 12A0 notes and assignments will be posted on Blackboard.
Your Eng 12A0 course packet includes all the readings for the term; be sure you bring the packet to ALP.
If I have an important reminder or I need to miss class, I will email you, so make sure I have the address you check most often.

Tentative Class Schedule

WEEK NUMBER	Lecture	Lab
Week 1	Introduction to the course and general introductions. Practice annotating course syllabus. For class: purchase *Voices of the Self* and bring it to class. If you are unable to buy this book right away, you may bring a photocopy of Chapter 1. Read and annotate Chapter 1 (pages 9-14) Introduction to the assessment criteria Memory trigger	In class: begin essay #1, using memory trigger Review of assessment criteria

Week 2	First draft of essay #1 due in class. Peer review workshop 1 Read and annotate Chapters 2 and 3 of *Voices of the Self* (15-41) "Top-quoting" informal writing, in which you quote a passage from a text that resonates with your own experience. Tease out why this passage seems particularly meaningful.	Conferences and peer review of Essay 1 "Top-quoting" informal writing - sharing responses Begin reading due Monday
Week 3	Second draft of essay #1 due in class Incorporating outside sources Read and annotate Chapters 4 and 5 and 6 and 7 of *Voices of the Self* (42-74) and (75-119) Self-Assessment of Essay 1	In-class work on self-assessment of essay #1 Begin reading due Monday
Week 4	Final draft of essay #1 due in class Read and annotate Chapters 8 and 9 of *Voices of the Self* (120-165) Write an informal letter to the author(s) of the work in preparation for Essay #2	Begin work on essay #2, using informal letter

Week 5	First draft of essay #2 due in class. Peer review workshop 2	Work with reading assignment for Monday
Week 6	Write a "dramatic dialogue" between the two authors for Essay 2 First draft of essay #2 returned with feedback Read the excerpt from *Hunger of Memory*, by Richard Rodriguez, and "Mother Tongue," by Amy Tan Second draft of essay #2 due in class	"Dramatic dialogue" reviewed in context of Essay 2 In-class work on essay #2 Annotating activity
Week 7	Final draft of essay #2 due in class Self assessment assignment #2 Peer review	Peer review workshop, continued
Week 8	Revising and proofreading strategies Student conferences	Student conferences- continued
Week 9	Creating a "research log" Crafting annotated bibliography First draft of essay #3 due	Reviewing and sharing "research log" Reviewing annotated bibliography In-class work on issues related to essay #3
Week 10	Bring all drafts of all three essays to class for assessment activity Library research session	Library research session review

Week 11	Second draft of essay #3 due in class In-class work on issues related to essay 3	Conferencing and workshopping essay 3
Week 12	Final draft of essay #3 due in class Working on the self-assessment essay	Discussion and review of the semester's activities, in the context of the self-assessment essay
	NOTE: Portfolios Returned during the Final Exam period. Date and time TBA.	