

KINGSBOROUGH COMMUNITY COLLEGE
The City University of New York

CURRICULUM TRANSMITTAL COVER PAGE

Department: _____ Date: _____

Title Of Course/Degree/Concentration/Certificate: _____

Change(s) Initiated: (Please check)

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

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: _____ Signature, Department Chairperson: _____

Date Approved: _____ Signature, Department Chairperson: _____

I have reviewed the attached material/proposal

Signature, Department Chairperson: _____ *Eileen Ferretti*



TO: FALL 2022 Curriculum Committee

FROM: Eileen Ferretti, Department of English

DATE: September 12, 2022

RE: Change in Course Description and Learning Outcomes for ENG 12A0 – Composition I (ALP)

The Department of English is proposing a change in course description and learning outcomes for ENG 12A0 – Composition I (ALP).

Change Course Description:

FROM:

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.

This course includes an Accelerated Learning Program (ALP) component for students who are eligible for a corequisite course per CUNY English Proficiency Index guidelines.

TO:

An introductory course in critical reading and writing emphasizing the development and communication of ideas in written form and a basic rhetorical understanding of how language communicates facts, ideas, and attitudes. Students apply basic rhetorical concepts in reading and composing texts in several genres; compose texts that integrate the writer's ideas with those from other texts, including research materials; and develop writing projects through drafting, reviewing, collaborating, revising, rewriting, rereading, and editing.

This course includes an Accelerated Learning Program (ALP) component, which provides the academic supports that were typically found in the standalone developmental course. For

students who are eligible for a corequisite course per the CUNY English Proficiency Index guidelines.

Change Learning Outcomes:

FROM:

Writing

In English 12, 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 12, 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 12, 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.

TO:

I. Rhetorical knowledge | Students in Composition 1 will learn to:

1. Apply basic rhetorical concepts in reading and composing texts. Commonly considered essential concepts include text, author, audience, purpose, setting/exigence.
2. Compose in several genres in order to understand how conventions shape readers' and writers' practices, purposes, and expectations.
3. Apply citation conventions in one's own writing and reflect on why these conventions exist and how they are used in different genres and contexts.

II. Critical writing & reading | Students in Composition 1 will learn to:

1. Identify, through careful reading and listening, the relationships between assertion and evidence, patterns of organization, and strategic language choices.
2. Locate and evaluate research materials.
3. Compose texts that integrate the writer's ideas with those from other texts.

III. The craft of writing & reading | Students in Composition 1 will learn to:

1. Develop a writing project through multiple versions and document one's thinking and choices between those iterations/changes.
2. Select and use strategies for reading, drafting, reviewing, collaborating, revising, rewriting, rereading, and editing.
3. Reflect on one's own development and change as a writer and one's emerging knowledge about the craft of writing, language choices, and language conventions.

Rationale for Change:

Description:

The revised course description is better aligned with current scholarship and pedagogy in the field of Writing Studies. According to the [“Executive Summary” of *Framework for Success in Post-Secondary Writing \(2011\)*](#) (which was developed collaboratively by the Council of Writing Program Administrators, the National Council of Teachers of English, and the National Writing Project), in order to succeed in college, students need to develop the following:

- Rhetorical knowledge – the ability to analyze and act on understandings of audiences, purposes, and contexts in creating and comprehending texts;
- Critical thinking – the ability to analyze a situation or text and make thoughtful decisions based on that analysis, through writing, reading, and research;
- Writing processes – multiple strategies to approach and undertake writing and research;
- Knowledge of conventions – the formal and informal guidelines that define what is considered to be correct and appropriate, or incorrect and inappropriate, in a piece of writing; and
- Abilities to compose in multiple environments – from using traditional pen and paper to electronic technologies.

This summary represents a shift in emphasis, away from a notion of discrete writing skills that can be acquired in first-year writing classes and easily transferred to new contexts, and toward a more nuanced and sophisticated understanding that readers and writers need to be flexible and self-aware in adapting literacy strategies to various writing contexts and situations.

Learning Outcomes:

The new learning outcomes were developed by a rotating committee of full-time and part-time faculty and approved by the English Department through a vote at a department meeting. The new CLOs represent an improvement over the old learning outcomes for several reasons:

- They are better aligned with current ideas about best practices in teaching writing at the college level (see above)
- They are shorter and more accessible, which is preferable for learning outcomes to communicate goals to students, encourage backward design of courses, and facilitate final assessment of student learning.
- They better represent the assignments given in English 1200, in that they show how reading, writing, and information literacy are integrated rather than discrete activities.
- They align with the CUNY Pathways outcomes (see below).

CUNY Pathways	KCC English 12 CLOs
Read and listen critically and analytically, including identifying an argument’s major assumptions and assertions and evaluating its supporting evidence.	1.1 Apply basic rhetorical concepts in reading and composing texts. Commonly considered essential concepts include text, author, audience, purpose, setting/exigence. 2.1 Identify, through careful reading and

	<p>listening, the relationships between assertion and evidence, patterns of organization, and strategic language choices.</p>
<p>Write clearly and coherently in varied, academic formats (such as formal essays, research papers, and reports) using standard English and appropriate technology to critique and improve one's own and others' texts.</p>	<p>3.1 Develop a writing project through multiple versions and document one's thinking and choices between those iterations/changes.</p> <p>3.2 Select and use strategies for reading, drafting, reviewing, collaborating, revising, rewriting, rereading, and editing.</p> <p>3.3 Reflect on one's own development and change as a writer and one's emerging knowledge about the craft of writing, language choices, and language conventions.</p>
<p>Demonstrate research skills using appropriate technology, including gathering, evaluating, and synthesizing primary and secondary sources.</p>	<p>2.2 Locate and evaluate research materials.</p>
<p>Support a thesis with well-reasoned arguments, and communicate persuasively across a variety of contexts, purposes, audiences, and media.</p>	<p>1.2 Compose in several genres in order to understand how conventions shape readers' and writers' practices, purposes, and expectations.</p>
<p>Formulate original ideas and relate them to the ideas of others by employing the conventions of ethical attribution and citation.</p>	<p>2.3 Compose texts that integrate the writer's ideas with those from other texts.</p> <p>1.3 Apply citation conventions in one's own writing, and reflect on why these conventions exist and how they are used in different genres and contexts.</p>