

**ESL Learning Community Program
Culture and Contexts
Fall 2016**

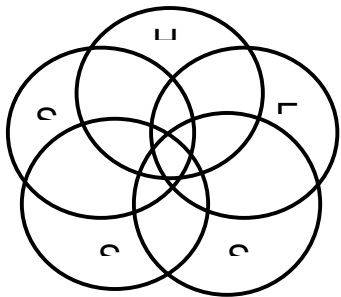
Welcome to the ESL Learning Community Program at Kingsborough Community College! This is an innovative, two-semester program for new ESL students at KCC.

The main goal of this Program is to help you improve your English language abilities quickly and meaningfully in order to succeed in college and in your lives. In the Fall semester, you will come to the college five days a week and will work in six interconnected classes: English, Speech, History, Student Development, Integrative Language Seminar, and Reading Lab. The name of our Fall Program link is *Culture and Contexts*. In all of our classes we will be exploring how we use language (whether our first, our second, or possibly, our third!), and different aspects of ourselves—from how we think, to how we learn, to our sense of place and identity.

In the Spring 2017 semester, you will continue in two interconnected classes: English and Speech, and you will take additional classes of your choice. At the end of this Spring semester, you will retake both CUNY Placement exams.

In the ESL Learning Community, your experiences will be grounded in the following educational principles:

Rigorous and Individualized Instruction. College is a lot of work. It involves hours spent, not only in your classes, but on assignments and projects outside of class as well. Our aim is to provide you with as much personal attention and individualized help as possible so that you will be successful in college. We work to help you progress in ways that will be both challenging and supportive to you. We recognize that we all have different backgrounds, strengths and weaknesses. We value each of you and what you bring to our college classes.



Education through Community. Working as part of a learning community, we share a view of education as a social experience. The word community has the part “com” which means “with”. The part “muni” means “many”. In this Learning Community, we will learn in many ways with each other. Working closely together is a Program requirement, as is pooling your knowledge together, and respecting one another. The social nature of learning also extends to the content of our courses. For example, in English class you will read articles and stories. You will speak about these readings in Speech class. Or you will examine the language used in your History text in your Integrative Language Seminar. You will also use your History textbook in English class. And you will create a Digital Storytelling Project that draws from and counts in all of your courses. The picture shows how your classes are connected to one another.

Self-awareness and Creativity. We also believe in the importance of reflection. In addition to learning parts of the English language—grammar, pronunciation, vocabulary—you will establish goals in these areas to document your learning. We will ask you to think deeply about how you learn and how you process information to explore the layered relationships between words, meanings, real and imagined worlds, and yourselves. Education in our program is a creative process.

Multimodal Learning. Multimodality refers to learning that emphasizes multiple modalities or different mediums. In other words, students learn best when they learn using all of their senses including sight, hearing, touch, smell, and even taste. Technology is also fundamental to this type of learning. We will learn, not only from written texts, but also from a variety of other mediums that will showcase your different strengths working with those mediums. You will create a Digital Storytelling Project over the 12-week Fall semester incorporating all of these elements, and will work in our campus computer labs, taking advantage of the different technology available in creating multimedia projects.

Tutoring and Reading. You will work closely, not only with your professors, but also with tutors. Tutors will assist and guide you in all of your coursework. They will meet you for four hours weekly in our Reading Lab, where you will choose your own books to read, write about, and discuss. Your tutors will also meet with you one-on-one in the Lab to track your reading progress, and your progress in the program as a whole.

These papers provide important information about all your ESL Learning Community Program classes. Keep them, and review them. We look forward to working with you as your professors and tutors this semester!

Culture and Contexts

***Pop culture is a reflection of social change,
not a cause of social change.***

--John Podhoretz

| | | | | |
|--|--|---|--|--|
| ESL 101 [(06P) 48653] | HIS 21 [(01P) 1229] | SPE 11 [(01P) 1678] | ENG 1050 [(01) 48585] | SD10 [(36P) 1655] |
| Prof. Tara Thompson T, W, TH, & F 12:40-2:50 PM | Prof. Mike Sokolow M, W, & TH 10:20-11:20 AM | Prof. Kaitlin Maggiore T, W, & Th 9:10-10:10 AM | Prof. Janine Graziano M 12:40-2:50 PM | Rosa Tovar F 9:10-10:10 AM |
| Office: C314 718-368-6610 tthompsc1231@gmail.com | Office: D323 718-368-5261 msokolow@kbcc.cuny.edu | Office: E206A 718-368-5595 kaitlin.maggiore@kbcc.cuny.edu | Office: M391 718-368-6612 janinegk@gmail.com | Office: D102 718-368-5975 rosa.tovar@kbcc.cuny.edu |

Learning Community Overview & Objective

In a learning community, a group of students takes two or more courses, which are thematically linked, together. This learning community links ESL 101, HIS 21, SPE 11, ENG 1050 and SD 10, and, explores—through reading, writing, and speaking—the relationships among popular culture, society, and the individual. By the end of the semester, students who study in this learning community will be able to discuss these relationships in spoken and written Standard American English.

City University of New York - Kingsborough Community College
Accelerated College ESL Learning Community: ESL 102 & Speech 21 - Spring 2017
Theme: Civil Rights & the Power of Persuasion in a Technological Era

The main goal of ACE is to help you improve your English language skills so you can succeed in college and elsewhere. You will come to the college four days a week and will work in two connected classes: ESL and Speech, as well as in the Reading Lab. The work will be intensive, meaning that you will need to work hard both in class and at home. In ACE, your experiences will continue to be grounded in the following educational principles:

Rigorous and Individualized Instruction. To stay committed to your ACE experience you will still need to dedicate plenty of time outside of your courses to practice speaking, reading, and writing English, which will help you prepare for your end of term exams. You need to continue reading a lot and making personal connections to what you read. To help you meet our high standards, we will continue to provide you with as much personal attention and individualized help as possible.

Education through Community. Working closely together is a Program requirement, as is pooling your knowledge together, and respecting one another. The social nature of learning also extends to the content of our courses. For example, in English class you will read articles and stories. You will speak about these readings in Speech class, continue to integrate ideas and concepts that you learned from the Fall semester, and bring new material to our community that you are learning in your Spring classes outside of ACE.

Self-awareness and Creativity. In ACE, we also believe in the importance of self-reflection. In addition to continuing to focus on parts of the English language—e.g., grammar, pronunciation, and vocabulary—you will now establish goals in each of these areas to document your learning. We also believe that learning, while serious business worthy of careful planning, is also playful. Education in our Program is a creative process, growing from and bringing about new ways of thinking, behaving, speaking, and being.

Multimodal Learning. Technology is also a fundamental to our Program. We will learn, not only from written texts, but also from spoken and visual media, and music. In your Speech class, you will be responsible for composing Power Point presentations to go along with your delivered speeches and you will complete a digital project for your ESL class too.

Tutoring and Reading. In ACE, you will work closely, not only with your professors, but also with tutors. Our tutors are here to assist and guide you in all your coursework. They will meet you for two hours weekly in our Reading Lab, where you will continue to choose your own books to read, write about, and discuss. Your tutors will also expose you to the kinds of questions asked in the CUNY Reading and Writing exams, and will meet with you one-on-one in the Lab to track your reading progress, and your progress in the Program, as a whole.

Shared Course Goals & Information

Learning Community Overview & Objective

In a learning community, a group of students takes two or more courses, which are thematically linked, together. This learning community links ESL 102 and SPE 21 and, explores—through reading, writing, and speaking—the relationships among popular culture, technology, civil rights, society, and the individual. By the end of the semester, students who study in this learning community will be able to discuss these relationships in spoken and written Standard American English.

Reading Lab/Tutoring:

In the reading lab, you will be working with two tutors. The class will focus on preparing for the Departmental Reading and CATW exams as well as completing your extensive reading. You will continue to work on reading activities about your outside reading. The reading lab is also a place for you to receive extra help on assignments for either of your classes, English and Speech.

Your classes and professors in this Learning Community:

| | | |
|--|---|---|
| <p>ESL 102 T/W/R/F 12:40-2:50pm Prof. Tara Thompson tthompsc1231@gmail.com Phone: (718) 368-6610 Office: C-314</p> | <p>SPE 21 T/W/R 10:20-11:20AM Prof. Kaitlin Maggiore Kaitlin.Maggiore@kbcc.cuny.edu Phone: (718) 368-5595 Office: E-206</p> | <p>Reading Lab Fridays 9:10-11:20AM Tutors: Vivian Lin & Adrienne Urbanski CAWS@kbcc.cuny.edu Phone: (718) 368-5405 Office: L-219</p> |
|--|---|---|

Joints Assignments & Evaluation:

Two Joint Assignments:

1. Demonstrating & Presenting Information Script:

[Due: March 31]

Research & demonstrate a technology that exists in life. You can choose from a list of topics provided to you in Speech class. You will discuss the facts, information, and procedure of using this technology as though you are creating a video tutorial (YouTube). Your opinions should not be included, just facts.

2. Persuasive Essay

[Due: May 23-June 1]

You will compose an essay and speech to convince or persuade your audience that the topic you are speaking and writing about is either good or bad for society. In making your argument you will consider whether your topic (a) keeps society safer or not, (b) respects human beings needs for privacy or violates our privacy and (c) tell us one what we can do to support or fight against this topic.

Shared reading: *Little Brother* by Cory Doctorow

Evaluation: Joint assignments (speeches/essays) will be evaluated by each professor's rubric for that assignment. SPE 21 grades using a point based system (See syllabus and assignment sheets) ESL 102 each shared assignment will count as 15% of your total grade. (30% all together).

City University of New York - Kingsborough Community College
ACE - ESL 101 Section 06P - Fall 2016
Culture, Contexts, and Representations of Resistance

Professor: Tara Thompson
 Email: tthompsc1231@gmail.com
 Cell/Text message: (347) 455-0524

Office: C-314
 Mailbox: C309
 Office Hour: Thursday 11:30am-12:30pm
 or by appointment

Class Meets: Tuesday-Friday; 12:40-2:40pm
 Reading Lab: Friday; 10:20am-12:30pm - Room L219

Course Goals: The main goal of this Program is to help you improve your English language abilities quickly and meaningfully in order to succeed in college and in your lives. In the Fall semester, you will come to the college five days a week and will work in six interconnected classes: ESL, History, Speech, Student Development, Integrative Language Seminar, and Reading Lab. The name of our Fall Program is *Culture and Contexts*. In all of our classes we will be exploring through reading, writing, and speaking—the relationships among popular culture, society, and the individual. By the end of the semester, students who study in this learning community will be able to discuss these relationships in spoken and written Standard American English.

Course Requirements:

Read daily and pay careful attention to everything you read. In addition to reading a book of your choice at home (or on the bus, the train, while waiting in line, etc.), you will have regular assignments based on readings handed out in class. Plan to read **a lot**, every day of the week. In fact, after you have read this entire syllabus on your own after class, you should post a picture of yourself on the group facebook page introducing yourself.

Write about your reading/Facebook Posts. You will write in many different kinds of ways. For example, you may be asked to write freely about your ideas on a topic we are reading about, to summarize information you have read, or to respond to an author's experience by comparing it to your own. Every day of the semester you will continue to be expected to read a book of your choice for at least 30 minutes, selected with your tutors in the Reading Lab. When you finish a book in the Reading Lab, and we expect you to read at least three books independently, you will write a review of the book on our class Facebook page and share this review with your classmates. Your other professors and myself may also ask you to post short assignments to our Group Facebook page. Your homework is the foundation for your participation in class. It is a requirement for your success in this course and in college. Expect to do a minimum of an hour of homework each night for this class.

Write in drafts, in class and at home. Each week, our class will meet in the computer lab to compose drafts of our written work. You will also revise at home. Be sure to save everything that you write for this class, even notes and first drafts. Read carefully and respond to the comments that your professors and classmates make on your work. Staple all of your drafts together. We want to see your progress, from the first draft to the final draft.

Speak. In English. A lot. More than you really want to. Your development in reading and writing cannot be separated from your development as a speaker and listener. We want to hear from you!

Investigate language. The Language Artifacts Journal assignments you complete in Eng 82 will send you into the field to collect linguistic data, and you will bring it back to class for discussion and analysis.

Respect the classroom environment. The classroom is sacred. At the same time it forms its own shared identity. The most successful learning community program groups in the past have been those in which the progress of the entire group is put first.

Midterm: Midway through the semester, I will meet with each of you to discuss your individual progress in the course thus far. At this point, I will give a two hour timed, in-class reading and writing exam that will be modeled after the CUNY placement exams.

Major Assignments: This course will require five major assignments.

Propaganda Poster Analysis Essay #1 [Due: _____]

***Hunger Games* Essay #2** [Due: _____]

Cultural Artifact Essay #3 [Due: _____]

Digital Presentation: (Shared Assignment) [Due: _____]

Grading and Evaluation: Your professors and tutors are committed to helping you succeed in this English course, our learning community, and your future college education. This class is graded on a pass/fail basis. **If you do not demonstrate your commitment to the work in this course and the Reading Lab by completing your assignments with effort and care, turning in your work on time, and participating in class, you may fail the course and not move on to Semester 2 of the ACE Program. All five of your major assignments must be complete and turned in at the semester's end. Excessive absences (15% or more of total class time) are unacceptable and will result in a "WU" grade for the course. Two late arrivals or early departures from class count as one absence.** If I think you are at risk of failing the course, I will meet with you and, if necessary, a college administrator to discuss what you need to do to improve your performance.

Your final course grade at the end of the semester will be calculated as follows:

| | | | |
|---------------------|-----|---------------------------|------|
| Homework ----- | 15% | Essay # 2 ----- | 15% |
| Attendance ----- | 10% | Essay # 3 ----- | 15% |
| Participation ----- | 10% | Digital Presentation ---- | 20% |
| Essay # 1 ----- | 15% | Total ----- | 100% |

Class and Reading Lab Policies:

- Turn off or silence your cell phones, keep them securely stored and out of sight.
- Remain in class and limit your breaks. Let me know in advance if you will be absent or need to leave early.

Required Materials:

- A College Level American English Dictionary
- *The Hunger Games* (Book #1) by Suzanne Collins
- *Hamilton* (The Soundtrack to the Broadway Musical) Purchase through Amazon music or iTunes
- A small notebook and Wide Ruled, loose-leaf paper for in class writing
- A flash drive (Recommended size of 1 or 2 GB)
- Pens (black or blue ink only) and pencils

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: 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.”

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.”

Access-ability: “It is college policy to provide reasonable accommodations to students with disabilities. Any student with a documented disability who may need accommodations in this class is requested to speak directly to Access-Ability Services, D-205, (718) 368-5175 as early in the semester as possible. All discussions will remain confidential.”

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.”

Academic Calendar of Important Dates:

<https://drive.google.com/file/d/0B4ZhyoRS5YUSTTNNbWZxeXNsS1E/view?usp=sharing>

City University of New York - Kingsborough Community College
ESL Learning Community; Section 06P – Spring 2017
Theme: Civil Rights & the Power of Persuasion in a Technological Era

Professor: Tara Thompson
Email: tthompsc1231@gmail.com
Cell/Text message: (347) 455-0524
Class Meets: 12:40-2:50 PM

Office: Room C-314
Mailbox: Room C309
Office Hours: Tuesdays 11:30am-12:30pm or appt.
Classrooms: Mon. ____; Tues. ____; Wed. ____; Thurs. ____

Course Outline:

In ESL 102 your joint assignments of Speech and English will build towards more formal academic writing. Drawing upon what you have studied in the fall, the course emphasis will explore several themes including: Freedom, Discrimination, Security, Reality, Resistance & Truth from both written and visual mediums. You will write short responses to readings, journal entries, self-reflections, informative pieces, visual journalism pieces and drafted, text-based essays. Your final presentation will be a digital story assignment.

What you will need to accomplish this term:

Read daily. In addition to reading a book of your choice at home (or on the bus, the train, while waiting in line, etc.), you will have regular assignments based on readings handed out in class and reading lab. Every day of the semester you will continue to be expected to read a book of your choice for at least 30 minutes, selected with your tutors in the Reading Lab. Also, reading shorter, non-fiction texts like those in *New York Times* will expose you to the topics that are frequently used on the CATW exam, which you will take at the end of this semester.

Homework/Facebook/Google Docs. Your homework is the foundation for your participation in class. It is a requirement for your success in this course and in college. Expect to do a minimum of an hour of homework each night for this class. I will often ask you to post your assignments to Facebook or to Google docs. Completing and posting your homework assignments by the due date is a requirement of the course, it is not optional. Turning in or posting work late will result in a lower final grade for the class.

Write in drafts, in class and at home. Each week, our class will meet in the computer lab to compose drafts of our written work. You will also revise at home. Be sure to save everything that you write for this class, even notes and first drafts. Read carefully and respond to the comments that your professors and classmates make on your work. Staple all of your drafts together. We want to see your progress, from the first draft to the final draft.

Speak, in English, a lot. You should try to speak in English more than you really want to, especially outside of class. Your development in reading and writing cannot be separated from your development as a speaker and listener. We want to hear from you!

Investigate language. I will continue to send you into the field to collect linguistic data, and bring it back for discussion and analysis.

Respect the classroom environment. The classroom is sacred. At the same time, it forms its own shared identity. The most successful learning community program groups in the past have been those in which the progress of the entire group is put first.

Midterm: Midway through the semester, I will meet with each of you to discuss your individual progress in the course thus far. At this point, I will give separate two hour timed, in-class reading and writing exams that will be modeled after the Departmental Reading and CATW exams.

Required Reading & Materials:

- *Little Brother* by Cory Doctorow
 - *75 Readings* 12th Ed. by Buscemi, S. & Smith, C.
 - *V for Vendetta* by Alan Moore
 - 1 folder with pockets for your drafted works
 - USB flash drive
 - A working email address that you check often
 - A cheap sketchbook size 8.5" x 11" (dollar store)
 - Loose-leaf paper for in class work
 - Pens, pencils, and highlighters
-

Formal Assignments: This course will share 2 joint assignments with Speech 21.

1. Demonstrating & Presenting Information Script: (shared assignment) [Due: March 31]

Research & demonstrate a technology that exists in life. You can choose from a list of topics provided to you in Speech class. You will discuss the facts, information, and procedure of using this technology as though you are creating a video tutorial (YouTube). Your opinions should not be included, just facts.

2. Making Text-to-Self Connections: [Due: April 28]

Compose an essay in response to reading *Little Brother*, the prompt options will be distributed later in the term.

3. Multimodal Response: [Due: May 19]

Choose a theme or topic connected to our discussions about *Little Brother* and/or *V for Vendetta* and create a response piece in a medium of your choice, critiquing and expressing your opinion about the topic.

4. Persuasive Essay (shared assignment) [Due: May 23-June 1]

You will compose an essay and speech to convince or persuade your audience that the topic you are speaking and writing about is either good or bad for society. In making your argument you will consider whether your topic (a) keeps society safer or not, (b) respects human beings needs for privacy or violates our privacy and (c) tell us one what we can do to support or fight against this topic.

5. Digital Story: [Due: Week of June 7]

You will create a digital presentation reflecting on your reading/writing processes in the ESL Learning Community Program and your experience in Speech 21. You will include information that demonstrates and provides examples of what you have learned from your courses this year.

Grading and Evaluation: Your professors and tutors are committed to helping you succeed in this ESL 102 course, our learning community, and your future college education. You will receive a letter grade for your work in this class. Attendance in college is critical for students' learning. Regular attendance ensures that you will have the opportunity to: learn from your professor; learn from your peers; 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. If at any point during the semester you simply stop attending class, you will be assigned a WU for this course. If I think you are at risk of failing the course, I will meet with you and, if necessary, a college administrator to discuss what you need to do to improve your performance.

Your final course grade at the end of the semester will be calculated as follows:

| | | | |
|--------------------------------|-----|---------------------------|-------------|
| Attendance & Homework ----- | 30% | Multimodal Response ----- | 10% |
| Presenting Information ----- | 15% | Persuasive Essay ----- | 15% |
| Text-to-Self Connections ----- | 15% | Digital Story ----- | 15% |
| | | Total --- | 100% |

Campus Policies

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: 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.”

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.”

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 of your preferred gender pronoun or if you do not have a preferred 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.

Access-ability: “It is college policy to provide reasonable accommodations to students with disabilities. Any student with a documented disability who may need accommodations in this class is requested to speak directly to Access-Ability Services, D-205, (718) 368-5175 as early in the semester as possible. All discussions will remain confidential.”

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Calendar of Important Dates to Remember:

Mon. April 10 – Tues., April 18.....NO CLASSES (SPRING RECESS)
Mon. May 15.....LAST DAY to Return Completed Withdrawal Form(s)
(to Receive a Grade of “W”) to the Registrar’s Office
Mon. May 29.....College Closed
Wed. May 31.....DAY & EVENING CLASSES FOLLOW MONDAY SCHEDULE
Wed. June 7.....LAST MEETING – Weekday Day & Evening Classes
Thurs. June 8.....FINAL EXAMINATIONS – Day & Evening Classes
Fri. June 9.....FINAL EXAMINATIONS – Day & Evening Friday Classes
Mon. June 12 – Wed., June 14.....FINAL EXAMINATIONS – Day & Evening Classes