

KINGSBOROUGH COMMUNITY COLLEGE  
The City University of New York

CURRICULUM DATA TRANSMITTAL SHEET

DEPARTMENT English DATE 3/23/12  
Title of Course or Degree Change: ESL 82: Accelerated Academic ESL

Change(s) Initiated: (Please check)

- |   |   |
|---|---|
| <input type="checkbox"/> Letter of Intent               | <input type="checkbox"/> Proposal   |
| <input type="checkbox"/> Closing of Degree Program      | <input type="checkbox"/> Proposal (Letter of Intent sent previously)          |
| <input type="checkbox"/> New Course*                    | <input type="checkbox"/> Change in Degree Requirements                        |
| <input checked="" type="checkbox"/> New 82 Course       | <input type="checkbox"/> Change in Degree Requirements (adding concentration) |
| <input type="checkbox"/> New Certificate Program        | <input type="checkbox"/> Change in Discipline Code                            |
| <input type="checkbox"/> Change in Pre/Co-Requisite     | <input type="checkbox"/> Change in Description                                |
| <input type="checkbox"/> Deletion of Course             | <input type="checkbox"/> Change in Course Titles, Numbers, Credits &/or Hours |
| <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 3/26/12 Signature, Committee Chairperson: Eileen Serrette

Signature, Department Chairperson: Eileen Serrette

**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 (\*FOR NEW COURSES ONLY):**

- A. Approved  B. Tabled  (no action to be taken by Curriculum Committee)

Recommendations (if any): \_\_\_\_\_

Signature, Sub-Committee Chair: \_\_\_\_\_ Date: \_\_\_\_\_

**IV. COLLEGE-WIDE CURRICULUM COMMITTEE ACTION**

Committee to act within 30 days of receipt, exercising **one** of the following options:

- A. Approved  (forwarded to Steering Committee)  
B. Tabled  (Department notified)  
C. Not Approved  (Department notified)

Signature, Chairperson of Curriculum Committee \_\_\_\_\_ Date: \_\_\_\_\_

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

**CURRICULUM PROPOSAL**

1. English Department, ESL 82 Accelerated Academic ESL
2. This is an ESL/Developmental English course.
3. Non-transferrable course
4. This is a one-year Learning Community course open to all incoming students whose first language is not English and whose results on the CUNY reading and writing tests indicate that they need work on developing these areas. During semester 1, the focus is on reading, low-stakes writing, and media literacy. During semester 2, the emphasis continues to be on reading while building towards more formal academic writing.
5. Semester 1: 8 hours of classroom time; 2 hours of tutoring lab time  
Semester 2: 8 hours of classroom time; 2 hours of tutoring lab time
6. Semester 1: 10 equated credits  
Semester 2: 10 equated credits
7. A. Prerequisites: None  
B. Corequisites: Semester 1: Speech 28, Psychology 11, Integrative Language Seminar (ENG 82), Student Development 10.  
Corequisites: Semester 2: Integrative Speaking Seminar (SPE 82)
8. This yearlong, interleveled ESL course targets the literacy needs of our linguistically and educationally mixed heterogeneous student population at Kingsborough. Grounded in sociocultural theories of learning, this course draws upon dynamic pedagogical approaches aimed towards students representing all levels of the current placement system (07, 09, and 91), with a range of reading, writing, speaking, and listening abilities. The current ESL course sequence requires that students complete writing portfolios containing reading-based, academic essays, and take departmental reading exams requiring analysis, synthesis, and vocabulary knowledge at each level. These complex and wide-ranging demands lead to the need for large numbers of students to repeat ESL courses, often multiple times. This yearlong course will eliminate the “Repeater” phenomenon while providing appropriate language and literacy support within an extended Learning Community. The course affirms the College’s commitment to Learning Communities as a model for an accelerated English as a Second Language Program. Class limit will be 25 students.

9. N/A
10. N/A
11. There will be no textbook. In addition to teacher-selected readings, students will be provided with choices of authentic literature in both traditional and digital modalities.
12. This course does not fulfill major requirements.
13. This course is only open to all incoming students with an ESL designation scoring 22 to 47 on CATW, with any ACT reading score.
14. Students will acquire fluency, clarity, and correctness in reading and writing. Students will be able to comprehend and analyze a range of genres including expository and academic texts. By the end of the year, students will be able to write academic essays based on readings, as well as persuasive and experiential compositions. Students will know how to produce their own digital stories using technology.
15. The pedagogical focus in this course will participatory learning, involving in-class discussions, pair and group assignments, dialogues on blackboard sites, and narrative sharing.
16. An Interdisciplinary ESL Working Group is currently holding regular meetings in preparation for the design of student assignments.
17. To promote student success, the evaluation of learning will be a low stakes Pass/Fail grade in Semester 1. At the end of Semester 2, students will retake CUNY CATW and ACT assessments, and will be placed appropriately in subsequent English Department courses.
18. The Interdisciplinary ESL Working Group will meet in Summer, 2012 to write the topical course outline, and design activities and assignments.
19. Selected bibliography for the course pilot:
  - Grabe, W. (2004). Research on teaching reading. *Annual Review of Applied Linguistics*, 24, 44-69.
  - Kramsch, C. (2009). *The multilingual subject*. New York: Oxford University Press.
  - van Lier, L. (2004). *The ecology and semiotics of language learning: A sociocultural perspective*. Boston: Kluwer Academic Publishers.
  - Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological Processes*. Cambridge, MA: Harvard University Press.

## Kingsborough Community College Department of English

### Course Proposal ESL 82 Pilot: Accelerated Academic ESL Draft 3/22/12

Interleaved Program: open to all ESL incoming students scoring 22 to 47 on CATW/any ACT reading score (presently designated as 07, 09, 91)

One-Year/Two semesters

Focus on reading in Semester 1, building towards academic writing in Semester 2

Pilot to take place in Fall, 2012 in 2 Intensive ESL links

#### Semester 1: Learning Community/Full ESL Intensive program

- ESL 82, Reading & Writing (8 hours/10 equated credits)
- Blocked with Speech 28, Psychology 11, the Integrative Language Seminar (ENG 82), Student Development 10, and Group Tutoring.
- Exit: Pass/Fail

#### Semester 2: Learning Community Extended

- ESL 82, continued (8 hours/10 equated credits),
- Speech 82, Integrative Speaking Seminar (2 hours/1 credit)
- Students can take content course(s) of their choice
- Exit: CUNY Assessment and placement into the ENG sequence or additional ESL instruction

### **Rationale**

This yearlong ESL course will target the literacy needs of the linguistically and educationally mixed heterogeneous student population across our current ESL sequence. From a sociocultural perspective, learning is a dialogic process that occurs as students transform and appropriate new knowledge from teachers and more capable peers (Vygotsky, 1978). Reflecting this perspective, the Interleveled ESL course will be grounded on dynamic pedagogical approaches aimed towards students representing all levels of our current placement system (07, 09, and 91), with a range of reading, writing, speaking, and listening abilities.

Currently, objectives for our ESL courses are aligned with course objectives for English 12 and English 24. Students are expected to complete writing portfolios containing reading-based, academic essays, and to take departmental reading exams requiring analysis, synthesis, and vocabulary knowledge. These complex and wide-ranging demands lead to the need for large numbers of students to repeat ESL courses, often multiple times.

### **Description**

The Interleveled ESL course will eliminate this repetition cycle through the provision of a yearlong ESL experience. At the end of Semester 1 (8 hours, 10 equated credits), students will be assessed with a low-stakes "Pass" or "Fail" grade option; at the end of Semester 2 (8 hours, 10 equated credits), subsequent placement will be determined by scores on ACT Reading and CATW exams. Co-requisite courses in Semester 1 will be based on a full Intensive ESL Program schedule, including: Speech 28, Psychology 11, the Integrative Language Seminar (ENG 82), Student Development 10, and Group Tutoring. In addition to the two-semester ESL experience, students will also be required to take an additional two-hour, 1 credit speaking course, the Integrative Speaking Seminar (SPE 82), during their second semester of study. This course will support the further development of students' academic listening and speaking abilities, shown to be inextricably linked to students' academic reading and writing success (Kern, 2003).

During Semester 1, the focus in the ESL course and within students' linked coursework will be on reading and media literacy. Students will extensively read a wide range of narrative texts. They will also read on topics from their Psychology course, and will be asked to select their own reading materials in addition to required readings. Writing assignments will be low stakes, including journals, summaries, and reading responses. Over the course of Semester 1, students will build towards a shared digital story project that draws from content in ESL, Speech and Psychology coursework. Teaching and feedback methods will be participatory, involving in-class discussions, pair and group assignments, and dialogues on blackboard sites.

During Semester 2, the ESL course emphasis will be building towards more formal academic writing. In collaboration with the Speech 82 course, a range of essay genres will be selected as points of focus (e.g., description, compare/contrast, and persuasion), and drafted both in writing and orally. Instructional methodologies in this extended Learning Community will continue to reflect our theoretical orientation towards learning as a gradual and social process.

## **Speech 82 – Integrative Speech Seminar**

2 hours/1 credit

Spring 2013

The learning outcomes of Speech 82 will complement the goals of the Spring semester English class of the new ESL Intensive Pilot Program of 2012-2013. Both courses will work in tandem covering the same language genres. More specifically, students will research, write and deliver speeches of description, compare/contrast and persuasion using topics from their other classes. In preparation for their speechmaking, students will view numerous sample speeches and enrich their listening comprehension skills. Hence the four skills of reading, writing, listening and speaking will be integrated as will be the genre goals of the English and Speech classes and academic information from other classes. Finally, if our President's Faculty Innovation Award entitled "Using Digital Stories with ESL Students" is funded, students will produce a digital story which complements one of their speeches.