

KINGSBOROUGH COMMUNITY COLLEGE
The City University of New York

CURRICULUM DATA TRANSMITTAL SHEET

DEPARTMENT ENGLISH DATE SEPTEMBER 9, 2015

Title of Course or Degree: ENGLISH 04- ANALYTICAL READING

Change(s) Initiated: (Please check)

- | | |
|---|--|
| <input type="checkbox"/> Closing of Degree or Certificate | <input type="checkbox"/> Change in Degree or Certificate Requirements |
| <input type="checkbox"/> Letter of Intent | <input type="checkbox"/> Change in Degree Requirements (adding concentration) |
| <input type="checkbox"/> New Certificate Proposal | <input checked="" type="checkbox"/> Change in Pre/Co-Requisite |
| <input type="checkbox"/> New Degree Proposal | <input type="checkbox"/> Change in Course Designation |
| <input type="checkbox"/> New Course | <input checked="" type="checkbox"/> Change in Course Description |
| <input type="checkbox"/> New 82 Course | <input checked="" type="checkbox"/> Change in Course Titles, Numbers, Credits &/or Hours |
| <input type="checkbox"/> Deletion of Course | <input type="checkbox"/> Change in Academic Policy |
| <input type="checkbox"/> Other (please describe): _____ | |

PLEASE ATTACH PERTINENT MATERIAL TO ILLUSTRATE AND EXPLAIN ALL CHANGES

I. DEPARTMENTAL ACTION

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

Date approved 9.10.15 Signature, Committee Chairperson: 
Signature, Department Chairperson: 

II. PROVOST ACTION

Provost to act within 30 days of receipt and forward to College-wide Curriculum Committee exercising one of the following options:

- A. Approved B. Returned to department with comments

Recommendations (if any): _____

Signature, Provost: _____ Date: _____

III. CURRICULUM SUB-COMMITTEE RECOMMENDATIONS:

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

Recommendations (if any): _____

Signature, Sub-Committee Chair: _____ Date: _____

IV. COLLEGE-WIDE CURRICULUM COMMITTEE ACTION

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

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

Signature, Chairperson of Curriculum Committee _____ Date: _____

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**KINGSBOROUGH COMMUNITY COLLEGE
THE CITY UNIVERSITY OF NEW YORK**

FORMAT FOR PRESENTATION OF CURRICULUM PROPOSALS

1. DEPARTMENT, COURSE NUMBER AND TITLE:

English Department, English 400: Analytical Reading

2. DOES THIS COURSE MEET DISTRIBUTION REQUIREMENTS FOR GROUPS I-V? IF SO, WHICH GROUP?

No

3. TRANSFERABILITY OF THIS COURSE. DESCRIBE HOW THIS COURSE TRANSFERS (required for A.S. degree course). If A.A.S. degree course and does not transfer, justify role of course, i.e., describe other learning objectives met:

Non-transferrable course

4. BULLETIN DESCRIPTION OF COURSE:

CHANGE FROM: English 400: ANALYTICAL READING (0 crs. 4hrs. – 4 equated crs.) INCOMING STUDENTS ONLY

A pre-freshman course focused on the development of critical reading, writing, and thinking abilities through instruction and intensive practice in vocabulary building and reading comprehension. Students will read and analyze interdisciplinary materials in preparation for required readings in typical college courses.

Prerequisite: A passing score of 56 or above on the CUNY Writing Exam (CATW) and a score of 69 and below on the CUNY ACT Reading Exam.

CHANGE TO: English 400: ANALYTICAL READING (0 crs. 3hrs. – 3 equated crs.) INCOMING STUDENTS ONLY

A pre-freshman course focused on the development of critical reading, writing and thinking abilities through instruction and intensive practice in vocabulary building reading comprehension. Students will read and analyze interdisciplinary materials in preparation for required readings in typical college courses.

Prerequisite: A passing score of 56 or above on the CUNY Writing Exam (CATW) and a score of 69 and below on the CUNY ACT Reading Exam.

5. NUMBER OF WEEKLY CLASS HOURS (please indicate the number of hours per week spent in a lab, hours spent on site doing fieldwork, hours of supervision and hours in classroom-- if applicable):

Currently English 400 consists of 3 class hours and 1 lab hour. We plan to eliminate the weekly 1-hour lab session conducted in L219, formerly known as The Reading and Writing Center, currently the Center for Academic Writing Success. Thus we will be reconfiguring a 4 (equated credits/hours) course to 3 (equated credits/hours) in the fall and spring semesters. We will also reconfigure the winter and summer module English 400 courses from a 4 equated credits/hours course to 3 equated credits/hours. All contact hours in the classroom will be with the assigned instructor.

6. NUMBER OF CREDITS:

3 Equated Credits

7. COURSE PREREQUISITES AND CO-REQUISITES

A. PREREQUISITES:

CUNY Assessment Scores:

CATW - 56 and above

ACT Reading - 69 and below

+ Incoming Students Only

8. BRIEF RATIONALE TO JUSTIFY PROPOSED COURSE TO INCLUDE:

A. ENROLLMENT SUMMARIES, IF PREVIOUSLY OFFERED

The L219 lab sessions have become pedagogically separate from the English 400 curriculum, as English 400 is a reading class and not a writing class. What was once the Reading and Writing Center is now the Center for Academic Writing Success (CAWS), with a focus in writing, offering workshops in grammar, pronunciation, MLA citing of sources, none of which is particularly appropriate for the English 400 course. Furthermore, teachers no longer use tutors in their classrooms. The student population has changed.

Our plan is to institute in CAWS the small group workshop tutoring for the CUNY ACT Reading, just as we have successfully incorporated small group workshop tutoring for English 92 and will be incorporated for English 91 in Spring 2016.

Most importantly, changing English 400 into a 3 equated credit course means students will use fewer credits toward their financial aid. We have become aware of a growing cohort of students who have run out of Financial Aid, but have not yet completed the developmental sequence and/or passed the University ACT Reading exam. Students are showing up in the English office, asking what to do. Without paying for the appropriate developmental course, these students cannot continue their course work, cannot retake the ACT Reading exam, and will never be able to graduate. Additionally, eliminating the mandated weekly one-hour lab sessions in a venue focusing primarily on writing seems the logical.

B. PROJECTED ENROLLMENT

300 students

C. CLASS LIMITS

25 students per class

D. FREQUENCY COURSE IS LIKELY TO BE OFFERED

English 400 is offered fall/ spring semesters and winter/summer modules.

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

The role of the course is to foster proficiencies for college level reading across the curriculum: emphasizing the reading processes; reading comprehension, vocabulary acquisition; paraphrasing, summarizing; and most importantly, the recursive and transactional nature of reading in order to foster active engagement with reading to promote a sense of authority and agency for the English 400 student. The English 400 course reinforces the learning goals and desired outcomes to prepare students to pass the English department measures and the University ACT Reading Exam so they can advance to the credit-bearing Freshman English (English 12).

9. LIST OF COURSES, IF ANY, TO BE WITHDRAWN WHEN COURSE(S) IS (ARE) ADOPTED:

Not Applicable

10. IF COURSE IS AN INTERNSHIP OR INDEPENDENT STUDY OR THE LIKE, PROVIDE AN EXPLANATION AS TO HOW THE STUDENTS WILL EARN THE CREDITS AWARDED. THE CREDITS AWARDED SHOULD BE CONSISTENT WITH STUDENTS' EFFORTS REQUIRED IN A TRADITIONAL CLASSROOM SETTING:

Not Applicable

11. PROPOSED TEXT BOOK(S) AND/OR OTHER REQUIRED INSTRUCTIONAL MATERIAL(S):

At least one full-length text will be required accompanied by articles, essays, short stories, and other short expository reading passage along with continued practice for taking the department final reading and the CUNY Reading ACT Exam.

12. REQUIRED COURSE FOR MAJORS AND/OR AREA OF CONCENTRATION? (If course is required, please submit a separate transmittal with a degree requirement sheet noting the proposed revisions, including where course fits into degree requirements, and what course(s) will be removed as a requirement for the degree. NYSED guidelines of 45 crs. of Liberal Arts coursework for an A.A. degree, 30 crs. for an A.S. degree and 20 crs. of Liberal Arts for an A.A.S. degree must be adhered to for all 60 cr. programs).

Not Applicable

13. IF OPEN ONLY TO SELECTED STUDENTS (specify):

This course is open only to students whose University exam scores place them in English 400.

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

By the end of English 0400, students will be able to:

- Understand reading as a recursive, transactional, social, and meaning making process;
- Identify and explore issues of social and personal significance in class readings;
- Generate both broad and local questions in relation to a topic and a text in order to foster critical thinking, and utilize questions as a valuable mode of pre-reading;
- Develop familiarity and comfort with the task of analyzing texts, recognizing, and representing, and restating ideas expressed in separate texts, drawing connections and comparisons within and across texts, and representing and responding to the complexity of an issue as it is presented in a text;
- Present an interesting and coherent discussion of a topic, regardless of the reading occasion;
- Make connections between the ideas in different texts and their own experiences; developing the ability to analyze ideas, both from texts and their own experiences;
- Engage in the challenging work of critical thinking that will be required in all of their future English courses;
- Identify the main idea(s) in texts and distinguish main ideas from supporting details;
- Annotate, paraphrase, and summarize;
- Use low-stakes writing to cultivate reading comprehension, understanding connections, between reading and writing i.e.; the use of reading logs and journals, free-writing; top-quoting, as well as a variety of other low-stakes responses to readings;
- Use a variety of reading strategies to approach challenging texts: e.g., annotating, determining definitions from context, predicting, close reading;
- Give, receive, and use criticism, different ideas and perspectives in constructive ways to reflect upon their reading process and comprehension.

15. METHODS OF TEACHING –e.g., LECTURES, LABORATORIES, AND OTHER ASSIGNMENTS FOR STUDENTS, INCLUDING ANY OF THE FOLLOWING: DEMONSTRATIONS, GROUP WORK, WEBSITE OR E-MAIL INTERACTIONS AND/OR ASSIGNMENTS, PRACTICE IN APPLICATION OF SKILLS:

Methods of teaching include a combination of research-based reading to learn activities, including:

- Daily practice in reading of articles, essays, short stories, and a full length text;
- Daily reading homework;
- Quizzes;
- Low stakes writing activities in response to various texts;
- Vocabulary building through context clues and dictionary use;
- Practice with short answer questions and responses;
- Practice with multiple-choice questions;
- Small group reading circles and workshopping;
- Whole class workshops and discussions activities.

16. ASSIGNMENTS TO STUDENTS:

Students in English 000 will engage in a variety of reading and writing assignments such as:

- Reading daily;
- Freewriting: directed and general;
- Reading journals;
- Creating double /triple entry reading logs;
- Reading circle responses;
- Top-quoting;
- Engaging in jigsaw activities;
- Writing literary letters;
- Annotating, paraphrasing, summarizing;

17. DESCRIBE METHOD OF EVALUATING LEARNING SPECIFIED IN #15

Learning will be evaluated by quizzes, completion of assignments; teacher commentary on low-stakes writing exercises, culminating with the administration of the English department writing exam and CITY University ACT Reading Exam.

Course Grade depends on:

In-class reading/writing activities 20%

Homework assignments 20%

Quizzes 20%

Final Exam 40%

Next Course Placement is determined by:

CUNY ACT Reading Exam

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

Topical Course Outline:

Week One:

Read 15% of assigned text- in class and for homework

Quiz

In-class reading of supplemental article(s)

Teachers will employ a variety of low-stakes writing in-class and for homework including: summarizing; paraphrasing, incorporating quotations, making connections using personal experiences and outside observations, top-quoting, critical thinking exercises, incorporating group work, and holding one-on-one conferences.

Week Two:

Read next 15 % of text – in class and homework

Quiz

In-class reading of supplemental article

Teachers will employ a variety of low-stakes writing in-class and for homework including: summarizing; paraphrasing, incorporating quotations, making connections using personal experiences and outside observations, top-quoting, critical thinking exercises, incorporating group work, and holding one-on-one conferences.

Week Three:

Read next 15% of text in class and homework

Quiz

In-class reading of supplemental article

Teachers will employ a variety of low-stakes writing in-class and for homework including: summarizing; paraphrasing, incorporating quotations, making connections using personal experiences and outside observations, top-quoting, critical thinking exercises, incorporating group work, and holding one-on-one conferences.

Week Four:

Read next 15% of text- in class and homework

Quiz

Teachers will employ a variety of low-stakes writing in-class and for homework including: summarizing; paraphrasing, incorporating quotations, making connections using personal experiences and outside observations, top-quoting, critical thinking exercises, incorporating group work, and holding one-on-one conferences

Week Five:

Read next 20% of text- in class and homework

Quiz

Teachers will employ a variety of low-stakes writing in-class and for homework including: summarizing; paraphrasing, incorporating quotations, making connections using personal experiences and outside observations, top-quoting, critical thinking exercises, incorporating group work, and holding one-on-one conferences

Week Six:

Read next 20% of text- in class and homework- finish text

Quiz

Teachers will employ a variety of low-stakes writing in-class and for homework including: summarizing; paraphrasing, incorporating quotations, making connections using personal experiences and outside observations, top-quoting, critical thinking exercises, incorporating group work, and holding one-on-one conferences

Week Seven:

Introduce the structure and content of two different final exams students will take: the CUNY ACT Reading Exam and the English Department Reading Exam.

Week Eight:

Discuss CUNY ACT Reading multiple-choice test preparation: types of questions, strategies for approaching readings and questions, tips for test-taking, and time management.

Employ practice tests.

Week Nine:

Discuss the English Department Reading Exam (Final Exam): types of readings and questions, strategies for approaching readings through annotating, paraphrasing, summarizing; strategies for approaching and responding to test questions, and time management.

Employ practice tests.

Week Ten:

Continue examination, discussion, and practice of CUNY ACT Reading Exam and the English Department Reading Exam.

Week Eleven:

Continue examination, discussion, and practice of CUNY ACT Reading Exam and the English Department Reading Exam.

Week Twelve:

Continue to engage in practice sessions of CUNY ACT Reading Exam and the English Department Reading Exam.

19. ASSIGNMENTS TO STUDENTS:

Assignments will correspond with the activities listed in #15, including journal responses, double and triple entry notebooks, think alouds, top-quoting, reading circles, small group work, and many other researched and established “rhetorical reading strategies” and low-stakes writing strategies and approaches to critical writing and reading.

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

Please see #18

21. SELECTED BIBLIOGRAPHY AND SOURCE MATERIALS:

Please see attached

Please contact your Department Chairperson or Dean at the Office of Academic Affairs x5328, if you require any assistance completing a course proposal according to this format. Copies of this format are available electronically.

WORKING BIBLIOGRAPHY

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