

KINGSBOROUGH COMMUNITY COLLEGE
The City University of New York

CURRICULUM TRANSMITTAL COVER PAGE

Department: English Date: September 1, 2020

Title Of Course/Degree/Concentration/Certificate: ENG 1051

Change(s) Initiated: (Please check)

- | | |
|--|---|
| ☐ Closing of Degree | ☐ Change in Degree or Certificate |
| ☐ Closing of Certificate | ☐ Change in Degree: Adding Concentration |
| ☐ New Certificate Proposal | ☐ Change in Degree: Deleting Concentration |
| ☐ New Degree Proposal | ☐ Change in Prerequisite, Corequisite, and/or Pre/Co-requisite |
| ☒ New Course | ☐ Change in Course Designation |
| ☐ New 82 Course (Pilot Course) | ☐ Change in Course Description |
| ☐ Deletion of Course(s) | ☐ 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): _____ | |

PLEASE ATTACH MATERIAL TO ILLUSTRATE AND EXPLAIN ALL CHANGES

DEPARTMENTAL ACTION

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

Date Approved: 9/10/26 Signature, Committee Chairperson: [Signature]

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: [Signature]



New Course Proposal Form

1. Complete the requested course information in the table below. Indicate “**NONE**” where applicable.

*For Assignment of New Course Number, contact **Academic Scheduling**.

Department:	English
Course Designation/Prefix:	ENG
*Course Number:	1051
Course Title:	Integrative Language Seminar II
Course Description: (Description should include language similar to Course Learning Outcomes)	Integrative Language Seminar II is designed for students whose first language is not English and whose composite scores on the CUNY ESL Accuplacer test indicate that they need academic support to develop English language proficiency. This course focuses on preparing students for advancement in academic settings. Students in ENG 1051 will build grammatical and language awareness at an upper-intermediate level through an integrative and contextualized approach. Students will investigate more advanced academic uses of the English language and analyze more advanced grammatical structures of authentic, college-level text as they discover how different grammatical choices convey and impact meaning. Students will think critically about language use and analyze errors from a linguistic perspective.
Prerequisite(s):	ESL 101 or ESL Student Group and ESL Accuplacer Composite Score of 95-97
Corequisite(s):	ESL 102
Pre-/Co-requisite(s):	NONE
Indicate if: - Open ONLY to Select Student Population(s) OR - Specific Student Population(s) are RESTRICTED from enrollment in the course Specify Population	Open only to students enrolled in ESL 102
Frequency course is to be offered (Select All that Apply)	☒ Fall ☒ Winter ☐ Spring ☐ Summer
Suggested Class Limit:	23
Indicate if a special space, such as a lab, and/or special equipment will be required:	NONE

Faculty Information:	
Are there currently faculty within the Department available to teach this course?	☒ Yes* ☐ No*
Does this course require the faculty member to have a specific credential?	☒ Yes* (MA TESOL or related credential)
*If yes, please provide a Staffing Plan (see #13)	We currently have faculty with this credential.
Does this course provide an imbedded Microcredential or Industry Certification?	☐ Yes ☒ No
If yes, please include relevant information	

2. Credits and Hours based on MSCHE Guidelines for *College Credits Assigned for Instructional Hours* -***Hours are based on hours per week in a typical 12-week semester** (Please check **ONE** box based on credits):

1-credit:	☒ 1 hour lecture (2-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 ☐ 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. **Where** does this course fit? Select from the following: NONE

☐ Degree Program(s)/Certificate(s)*	List Degree Program(s)/Certificate(s): 1. 2.
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☐ General Education/Pathways	Select ONE of the following: ☐ Life and Physical Science (LPS) ☐ Math and Quantitative Reasoning (MQR) ☐ World Cultures and Global Issues (Group A) ☐ U.S. Experience in its Diversity (Group B) ☐ Creative Expression (Group C) ☐ Individual and Society (Group D) ☐ Scientific World (Group E)
☐ 82XX Pilot/Experimental Course	If proposed as a “real” course, where will this course fit? Select from the following: List Degree Program(s)/Certificate(s): 1. 2. Select ONE of the following: ☐ Life and Physical Science (LPS) ☐ Math and Quantitative Reasoning (MQR) ☐ World Cultures and Global Issues (Group A) ☐ U.S. Experience in its Diversity (Group B) ☐ Creative Expression (Group C) ☐ Individual and Society (Group D) ☐ Scientific World (Group E)

***If Degree Program/Certificate is Selected:**

- Include an updated **Curricular** Map (Program Learning Outcomes) for each Degree Program/Certificate listed above.
- Include an updated Degree Map (semester-by-semester course sequence) for each Degree Program/Certificate listed above. For Degree Map template, 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 (General Education) course work for an Associate of Arts Degree (AA)
 30 credits of Liberal Arts (General Education) course work for an Associate of Science Degree (AS)
 20 credits of Liberal Arts (General Education) course work for an Applied Associate of Science (AAS)

Additional Separate Submissions Required:

1. Curriculum Transmittal Cover Page indicating a “Change in Degree or Certificate”
2. Memo with rationale for inclusion of the course within the curriculum
3. “Current” Degree with all proposed deletions (strikeouts) and additions (bolded) clearly indicated
4. “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

If General Education/Pathways is Selected:

- [Please refer to NYSED Guidelines for courses that are considered Liberal Arts \(General Education\).](#)
- Pilot/Experimental/82XX courses CANNOT be submitted for Pathways until they are submitted as a “real” course.

Additional Separate Submissions Required:

1. Curriculum Transmittal Cover Page indicating BOTH “New Course” and “Pathways”
 2. CUNY Common Core Pathways Submission Form
4. **List the Course Learning Outcomes:** – Course Learning Outcomes are measurable/demonstrable, containing “**action verbs**” (Blooms Taxonomy). If proposed to PATHWAYS, the Course Learning Outcomes should *significantly* align with the Pathways Learning Outcomes (refer to the Pathways Common Core Submission Form for Pathways Learning Outcomes). If proposed for a Degree program, the course should align with the Program Learning Outcomes (PLOs). **REMINDER** – Course Learning Outcomes are consistent for **ALL** sections of the same course and **MUST** be included on the syllabus.

Course Learning Outcomes
1. Form more advanced grammatical structures commonly used for academic purposes and incorporate them into writing: (e.g., present perfect tense, verb tense consistency and shifts, parallel structure, gerunds and infinitives, passive voice, complex sentences, adverb clauses with subordinating conjunctions, transition devices, adjective clauses, noun clauses, reported speech, formal language, modals and hedging devices, adverbs of certainty, advanced mechanics, etc.)
2. Recognize how more advanced grammatical and language choices convey and impact meaning within various contexts.
3. Apply academic uses of more advanced grammatical structures to written and spoken communication in appropriate contexts.
4. Construct meaning of contextualized text and readings by applying knowledge of academic uses of more advanced grammatical structures.
5. Demonstrate critical thinking about more advanced grammar and language use by analyzing and correcting errors.
6.

5. **Assessment of Course Learning Outcomes:** The Course Learning Outcomes are measurable/demonstrable through the below listed sample assignments/activities. Include percentage breakdown for grading.
REMINDER - Assessment of Course Learning Outcomes are based on a **Common Syllabus** – to allow for any qualified instructor to teach the course.

Course Learning Outcome	Percentage of Grade	Measurement of Learning Outcome (Artifact/Assignment/Activity)

1. (1) Form more advanced grammatical structures commonly used for academic purposes and incorporate them into writing.	25%	ASSIGNMENT: Read LP Tutorial 19 - Verb Tense Shifts and Contrasts ACTIVITY: GGW Unit 3 - Writing with the Present Perfect; Appendix 4 - Irregular Verbs; Appendix 2 - Useful Language Terms ARTIFACT: Create sentences using present perfect tense when talking about past events that still have a connection to the present. Use the present perfect to interview each other about past experiences. Students will work in pairs to ask and answer, "have you ever...?" style questions on the following topics: • Competition • Musical instrument • The sea • Music concert • Circus • Roller coaster • Airplane
2. (2) Recognize how more advanced grammatical and language choices convey and impact meaning within various contexts. (5) Demonstrate critical thinking by analyzing and correcting errors.	25%	ASSIGNMENT: Read LP Tutorial 6 - Writing Style and Lexical Variety ACTIVITY: GGW Unit 8 - Writing with Adverb Clauses ARTIFACT: Add adverb clauses that include a subject (S) and a verb (V) that show tense and agreement to provide extra information to a sentence about time, place, and purpose. Writing should demonstrate understanding that adverb clauses are dependent clauses that modify an independent clause (i.e., the main clause) of a sentence.
3. (3) Apply academic uses of more advanced grammatical structures to written and spoken communication in appropriate contexts.	25%	ASSIGNMENT: Read LP Tutorial 13 - Informal Language ACTIVITY: Gallery Walk - Match the sentence you have been given to a sentence posted on the classroom gallery. Identify which sentence is formal and which is informal. Underline the vocabulary that make the sentences informal or formal. ARTIFACT: Write an informal email to a friend and a formal email to a teacher, both about the same event.
4. (4) Construct meaning of contextualized text and readings by applying knowledge of academic uses of more advanced grammatical structures.	25%	ASSIGNMENT: Read LP Tutorial 11 - Uses and Abuses of the Passive Voice ACTIVITY: GGW Unit 12: Using Passive Voice ARTIFACT: Use passive voice rules to demonstrate the clause's subject is the one receiving the verb's

		action. Identify word choice, tense agreement, and structure that convey an unbiased point of view in academic or formal writing.
5.		
6.		

6. **Who** is expected to enroll in this course? Please provide details for the student population(s), degree program(s)/certificate(s), and applicable concentration(s), this course is expected to address.

Students whose ESL Accuplacer composite score ranges from 95-97 or who have completed ESL 101 and ENG 1050 are expected to enroll in ENG 1051.

Students who enroll in ESL 102 are expected to enroll in ENG 1051 as a corequisite.

7. Explain **why** this course is a necessary addition to the curriculum. **REMINDER** – Explain the course's role within the selected Pathways Group or Degree program – How does this course meet the Program Learning Outcomes (PLOs)? Was the course a recommendation from a recent Academic Program Review (APR), Advisory Board, Accrediting Body, etc.? How might this course help students upon transfer to a baccalaureate program or transition into a career/workforce after KCC?

ESL Faculty have found that ENG 1050 is a valuable course, but one semester is not sufficient to meet students' needs. ENG 1051 will provide a much-needed second semester of support as a corequisite with ESL 102. The addition of this course will strengthen language support for students and enhance the overall ESL curriculum. Specifically:

- ESL 102 is being reduced from 10 instructional hours to 8 hours, resulting in less time for language development and support. The curriculum for ENG 1051 was designed with the expectation that ESL 102 would be reduced to 8 hours and helps address the loss of instructional time.
- Incoming students whose ESL Accuplacer composite scores place them at the higher end of the ESL range (95-97) will be placed directly into ESL 102. These students will not be taking ESL 101 alongside ENG 1050 and will miss out on the additional language support provided by ENG 1050. ENG 1051 will help fill this gap.
- ENG 1051 will help students succeed in ESL 102, subsequent college-level coursework at KCC and upon transfer to a 4-year college, and transitioning into a career/professional work setting.

8. **Transfer** – Provide a general explanation of the transferability of this course. Address all of the following in your explanation:
- a. Will this course meet a specific **degree requirement** in the equivalent baccalaureate program? Include the institution, degree program, and course equivalency.

- b. Will this course serve as the equivalent of a freshman/sophomore course (100/200 level)?
- c. Do we currently have an Articulation Agreement established (see current [Articulation Agreements](#)) with the transfer institution for the equivalent degree program? If you have a tentative Articulation Agreement/Communication with Chair at the transfer institution, please include.

This course does not transfer to a specific course at any of CUNY's 4-year institutions.

9. Will adding the course potentially **conflict** with other courses – in content or subject matter – offered in either your Department or in *another* Department? If it will, please explain **how** and indicate **why** the course is still necessary.

This course will not conflict with any other courses in the English department or in any other department.

10. Proposed textbook(s) and/or other required instructional material(s), including open educational resources (OER)– Please include any supplemental/recommended materials/texts to allow for **any** qualified instructor to teach the course:

Proposed textbooks:

Grammar for Great Writing B ISBN: 9781337118606

Gordon, D. & Smith-Palinkas, B. (2017). National Geographic Learning/Cengage Learning.

Language Power: Tutorials for Writers ISBN: 9780312577803

Ferris, D. (2014). Bedford/St Martin's.

11. **Attach a Common Syllabus** that includes the Topical Course Outline for the 12-week semester. This should be **specific** and **explicit** regarding the topics covered and should contain the detailed sample assignments/activities being used to measure the Course Learning Outcomes. **REMINDER** – be mindful to focus on the Course Learning Outcomes, Course Content, and Assessment.
12. Selected Bibliography and Source materials: NONE
13. **Staffing Plan** – please provide a staffing plan if there are currently **no faculty** within the Department available to teach this course or who do not have the required credential to teach this course.

We currently have faculty with the required credential (MA TESOL or related credential) to teach this course.

ENG 1051: Integrative Language Seminar II

Department of English
Kingsborough Community College, CUNY

ENG 1051, section, CUNY first number

Day:

Time:

Modality:

Course Instructor:

Contact Information:

Office hours:

Course Description

ENG 1051 – Integrative Language Seminar II

Credits: 1, Equated Credits: 2

Integrative Language Seminar II is designed for students whose first language is not English and whose composite scores on the CUNY ESL Accuplacer test indicate that they need academic support to develop English language proficiency. This course focuses on preparing students for advancement in academic settings. Students in ENG 1051 will build grammatical and language awareness at an upper-intermediate level through an integrative and contextualized approach. Students will investigate more advanced academic uses of the English language and analyze more advanced grammatical structures of authentic, college-level text as they discover how different grammatical choices convey and impact meaning. Students will think critically about language use and analyze errors from a linguistic perspective.

Prerequisite(s): ESL 101 or ESL Student Group and ESL Accuplacer Composite Score of 95-97

Corequisite(s): ESL 102

Course Learning Outcomes

By the end of this course, students will be able to:

1. Form more advanced grammatical structures commonly used for academic purposes and incorporate them into writing: (e.g., present perfect tense, verb tense consistency and shifts, parallel structure, gerunds and infinitives, passive voice, complex sentences, adverb clauses with subordinating conjunctions, transition devices, adjective clauses, noun clauses, reported speech, formal language, modals and hedging devices, adverbs of certainty, advanced mechanics, etc.)
2. Recognize how more advanced grammatical and language choices convey and impact meaning within various contexts.
3. Apply academic uses of more advanced grammatical structures to written and spoken communication in appropriate contexts.
4. Construct meaning of contextualized text and readings by applying knowledge of academic uses of more advanced grammatical structures.
5. Demonstrate critical thinking about more advanced grammar and language use by analyzing and correcting errors.

Required Text

Grammar for Great Writing B

ISBN: 9781337118606

Gordon, D. & Smith-Palinkas, B. (2017). National Geographic Learning/Cengage Learning.

Language Power: Tutorials for Writers

ISBN: 9780312577803

Ferris, D. (2014). Bedford/St Martin's.

Grade Breakdown

Assignments 40%
Projects 20% (e.g. editing, research, presentations)
Quizzes/Exams 30%
Active Participation 10%

Weekly Schedule (*tentative*)

Unit	Week	Focus	Objectives & Example Assignments
Academic Language, Style, & Structure	1	Usage of the Present Perfect & Verb Tense Shifts and Contrasts Form the present perfect, discuss how it's commonly used in academic writing, explore common student errors Contrast the uses of the simple present and simple past with the present perfect.	Read: LP Tutorial 19 - Verb Tense Shifts and Contrasts Study and Practice: GGW Unit 3 - Writing with the Present Perfect; Appendix 4 - Irregular Verbs; Appendix 2 - Useful Language Terms Apply: Create sentences using this tense and when talking about past events that still have a connection to the present. Use the present perfect to interview each other about past experiences. Students will work in pairs to ask and answer, "have you ever...?" style questions on the following topics: • Competition • Musical instrument • The sea • Music concert • Circus • Roller coaster • Airplane
	2	How Mechanical Choices Influence Writing Style Punctuation choices and dialogue in narrative writing	Read: LP Tutorial 8 - Punctuation Power: How Mechanical Choices Influence Writing Style Review and Practice: GGW Unit 10 - Writing with Simple and Compound Sentences; Appendix 3 - Capitalization and Punctuation Apply: Use comic strips to practice writing dialogue with proper punctuation.

	3	Parallel Structure & Comma Rules	Read: LP Tutorial 15 - The Big Three Comma Rules Study and Practice: GGW Unit 11 - Using Parallel Structure Apply: Continue using comic strips to practice writing dialogue with proper punctuation that includes comma rules.
	4	Adverb Clauses & Lexical Variety Explore complex sentences with subordinating conjunctions	Read: LP Tutorial 6 - Writing Style and Lexical Variety Study and Practice: GGW Unit 8 - Writing with Adverb Clauses Apply: Add adverb clauses that include a subject (S) and a verb (V) that show tense and agreement to provide extra information to a sentence about time, place, and purpose. Writing should demonstrate understanding that adverb clauses are dependent clauses that modify an independent clause (i.e., the main clause) of a sentence.
	5	Transition Words & Connectors	Read: LP Tutorial 5 - Ideas That Stick Together: Coherence and Cohesion Study and Practice: GGW Unit 15 - Using Connectors for Better Writing; Appendix 8 - Connectors Apply: Choose the appropriate connector to connect and signal relationships between ideas (contrast transitions, addition transitions, cause-effect transitions)
Language Choice & Self-Editing in Academic Writing	6	Adjective Clauses & Tackling Difficult Vocabulary	Read: LP Tutorial 4 - Vocabulary in Assigned Readings Study and Practice: GGW Unit 7 - Using Adjective Clauses; Appendix 9 - Useful Phrases Apply: Use adjective clauses that begin with “when” and “where” (relative clauses) to modify (describe, identify, make specific) the noun phrases that they follow.
	7	Noun Clauses & Punctuation Reported speech and academic reporting verbs In-text citations Understanding the use of the semicolon, colon, and quotation marks in academic writing	Read: LP Tutorial 17 - The Semicolon, the Colon, and Quotation Marks Study and Practice: GGW Unit 14 - Writing with Noun Clauses Apply: Use semicolons to explore how they can help improve clarity and cohesion when linking noun clauses.
	8	Informal & Formal Language	Read: LP Tutorial 13 - Informal Language Study and Practice: Gallery Walk - Match the sentence you have been given to a sentence posted on the classroom gallery. Identify which sentence is formal and which is informal. Underline the vocabulary that makes the sentences informal or formal. Apply: Write an informal email to a friend and a formal email to a teacher, both about the same event.

	9	Modals & Hedging Hedging device; Adverbs of certainty	Read: LP pages 401-402; Tutorial 7 - Rhetorical Grammar: Effective Communication through Stylistic Choices Study and Practice: GGW Unit 6: Using Modals in Sentences Apply: Rewrite sentences using hedging language: Example: <i>Playing violent video games causes more aggression, bullying, and fighting.</i>
	10	Gerunds & Infinitives; Self-Editing Strategies	Read: LP Tutorial 9 - Strategies for Self-Editing Study and Practice: GGW Unit 13: Using Gerunds and Infinitives Apply: Use the word list to combine the action meaning of a verb with the grammatical function of a noun in sentences.
	11	Wordy Sentences & Inaccurate Word Choice	Read: LP Tutorial 10 - Wordy Sentences; LP Tutorial 12 - Inaccurate Word Choice Apply: Compare wordy sentences with concise replacements. Construct clear and direct sentences by removing appositives, expletives (that, which), and use modifiers instead of prepositional and verbal phrases.
	12	Passive Voice	Read: LP Tutorial 11 - Uses and Abuses of the Passive Voice Study and Practice: GGW Unit 12: Using Passive Voice Apply: Use passive voice rules to demonstrate the clause's subject is the one receiving the verb's action. Identify word choice, tense agreement, and structure that convey an unbiased point of view in academic or formal writing.

Course Policies

Absence Policy: 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), and 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.

Camera Use Policy for Online and Hybrid Courses: Students are required to turn on their cameras in online and hybrid courses during class periods or for remote testing purposes. Requiring students to use cameras is important pedagogically to increase engagement, social connection, accountability, and collaboration. Moreover, in some testing situations, cameras are essential to ensuring the integrity of the testing environment.

Academic Integrity Policy: Plagiarism is “the unauthorized use or close imitation of the language and thoughts of another author and the representation of them as one's own original work” (www.dictionary.com). Please note that this includes language, text, or material taken (without acknowledgement) from AI text-generators. If you plagiarize in any of the work you submit, you may receive a grade of 0 for the assignment. Please see Kingsborough's website page on Academic Integrity for more information on plagiarism: https://www.kbcc.cuny.edu/studentaffairs/student_conduct/academic_integrity.html

Please also see CUNY's recently updated Academic Integrity Policies which includes AI usage:

Classroom Etiquette: It is considered rude to come to class late and/or unprepared and to fail to give the class your full attention. You are expected to treat your teacher and your classmates the way you would want to be treated, by being respectful and thoughtful in your interactions with others in class. Failure to come to class prepared and failure to participate will result in a lower course grade.

Statement on Accessibility: It is college policy to provide reasonable accommodations to individuals with disabilities. Any student with a documented disability who may need accommodations for this course is requested to contact AAS as early as possible in the semester. AAS can be reached by phone at 718-368-5175 or by email at AAS@kbcc.cuny.edu. The office is in room D205. All discussions will remain confidential. For more information, please click on the link to the Access-Ability Services webpage in the Quick Links menu of the KCC homepage or at the bottom of every page on the KCC website. The AAS webpage also provides access to the AAS Student Handbook, which is a valuable introduction to the services and programs that are available.