

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: ESL 101

Change(s) Initiated: (Please check)

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| ☐ 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]



TO: Fall 2026 Curriculum Committee

FROM: Prof. Del Principe, Chair, Department of English

DATE: September 10, 2026

RE: Change in Course Description, Contact Hours, and Course Prerequisite for ESL 101:
Accelerated Academic ESL 1

The Department of English is proposing changes in Course Description, Course Hours, and Course Prerequisite for ESL 101 - Accelerated Academic ESL I.

Course Description

From:

This two-semester Learning Community Program course, beginning in the fall and continuing in the spring, open to all incoming students whose first language is not English and whose results on the CUNY reading and writing exams indicate that they need work on developing these areas. During semester one (ESL 101), the focus is on reading, low-stakes writing, and media literacy. During semester two (ESL 102), the emphasis continues to be on reading while building towards more formal academic writing.

To:

This course is intended for students whose first language is not English and whose composite score on the CUNY ESL Accuplacer indicates a need for academic support in developing English language proficiency. It is designed to build academic English language skills necessary for college-level courses, focusing on reading comprehension, and listening and speaking. This course also introduces expository writing (e.g., process, compare/contrast, cause and effect) with emphasis placed on essay organization, idea development, and sentence and paragraph construction. Lastly, students will build critical thinking and digital literacy skills.

Rationale for Change:

The old description is very brief and too general. The updated version encompasses specific writing genres and course content for clarity and consistency. Further, the old description mentions the "Learning Community Program" and mentions "ESL 102" along with a short description. In the updated course description, this language has been removed. While ESL 101 is usually a linked course in the Learning Communities program, it can also stand alone with its corequisite without linking with other courses. Language on "ESL 102" should not be in the course description for ESL 101 as it is a separate course. Finally, the "prerequisite" score range has been corrected from 66-97 to 66-94.



Contact Hours

From:

0 crs. 10 hrs. – 10 equated crs., fall and spring

To:

0 crs. 8 hrs. - 8 equated crs.

Rationale for Change:

The old course hours included two additional hours for “Supplemental Reading”, which is no longer part of the ESL curriculum. The reduction from 10 hours to 8 hours reflects this change.

Prerequisite:

From:

ESL Student Group and CUNY ESL Accuplacer Composite Score of 66-97.

To:

ESL Student Group and CUNY ESL Accuplacer Composite Score of 66-94 **or** ESL 100.

Rationale for Change:

The old prerequisite score range should be corrected from 66-97 to 66-94. ESL 100 is a proposed new course for beginner students with a CUNY ESL Accuplacer Composite Score range of 20-65. Additionally, we are proposing that students who receive a Composite Score between 95 and 97 on the CUNY ESL Accuplacer be placed directly into ESL 102.

ESL 101: Accelerated Academic ESL I

Department of English
Kingsborough Community College, CUNY

ESL 101, section, and CUNY first number
Days, Times, & Modalities: (hybrid - online synchronous/in person)

Course Instructor:
Contact Information:
Office hours:

Course Description

ESL 101 - Accelerated Academic ESL I

Credits: 0, Equated Credits: 8

This course is intended for students whose first language is not English and whose composite score on the CUNY ESL Accuplacer indicates a need for academic support in developing English language proficiency. It is designed to build academic English language skills necessary for college-level courses, focusing on reading comprehension, and listening and speaking. This course also introduces expository writing (e.g., process, compare/contrast, cause and effect) with emphasis placed on essay organization, idea development, and sentence and paragraph construction. Lastly, students will build critical thinking and digital literacy skills.

Prerequisite(s): ESL Student Group and CUNY ESL Accuplacer Composite Score of 66-94 **or** ESL 100

Corequisite(s): ENG 1050

ESL Program Description

The ESL program comprises two eight-hour courses (ESL 101 & ESL 102) that provide academic support to develop English proficiency in reading, writing, listening, and speaking as well as two corequisite, two-hour courses (ENG 1050 & 1051) to develop grammatical skills and awareness for academic purposes. The unique needs of each student are carefully assessed and evaluated throughout the sequence to address the specific skills that need further development. The goal of the program is to promote student readiness for college-level academics and to prepare students for the required English Composition sequence. Through successful completion in the ESL program, students will acquire English language fluency, clarity, and comprehension in reading, writing, listening, and speaking on an academic level. Students will be able to comprehend and analyze a range of literary and writing genres. Students will be able to write academic essays based on readings and research, produce multimodal presentations, and explore topics that provide a foundation in contemporary academic discourse such as U.S. and global cultures, current events, and global issues. Students will also acquire basic skills in digital, information, and media literacy.

Course Learning Outcomes

READING

Students will be able to:

- Employ pre-reading skills to predict the main ideas and activate background knowledge. Demonstrate comprehension of text and charts.
- Define and use vocabulary words and collocations.
- Infer meaning of unfamiliar words using context clues, affixes, and word roots.
- Identify lexical and paragraph cohesion in text (e.g. subject pronoun references, word repetition, synonyms, antonyms, holonyms/meronyms, hypernyms/hyponyms, transition signals).

- Identify literary devices, figurative language, and idiomatic expressions.
- Employ basic critical thinking skills (e.g. inferencing, identifying cause and effect relationships, evaluating pros and cons, and making text-to-self, text-to-world, and text-to-text connections) to demonstrate deeper comprehension of text.

WRITING

Students will be able to:

- Demonstrate pre-writing (brainstorming and outlining) and post-writing (editing and revising) skills.
- Demonstrate comprehension of essay structure and cohesion by composing academic paragraphs and essays in expository writing genres (e.g., process, compare/contrast, cause and effect, problem and solution, opinion, classification, definition).
- Write with sentence variety and cohesive devices with correct punctuation. Apply formal writing conventions and academic language to writing.
- Identify and summarize academic passages, including main ideas and author's purpose.

LISTENING & SPEAKING

Students will be able to:

- Employ basic listening strategies and note-taking skills for academic lectures.
- Produce and differentiate sounds with correct syllable stress, word stress, and intonation patterns to increase fluency.
- Engage in basic classroom discussion.
- Present short pieces of work orally using multimedia technology.

DIGITAL LITERACY

Students will be able to:

- Use Brightspace and CUNY Microsoft 365 applications (KBCC email/Outlook, Word).
- Produce academic work digitally using multimedia technology.
- Apply proper APA or MLA style formatting to paragraphs and essays.

Grade Breakdown

Writing 40%
Reading 30%
Listening & Speaking 20%
Digital Literacy 5%
Active Participation 5%

Weekly Schedule *(tentative)*

Unit	Week	Focus & Objectives	Example Assignments
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Community Building	1	Introduction to the course and Literature Circles Examine the ideas of authors to clarify / extend understanding through written communication. Demonstrate reading and listening comprehension through small and whole group discussion and notetaking.	Review: Brightspace Course Content and Course Information, including the syllabus to find the resources needed to be successful in this course. (Brightspace, KBCC Library, Dictionary.com, Thesaurus.com, MS 365 Office) Read: Instructor-provided excerpts of novels/short stories and select top 3 choices for Literature Circle participation. Study and Practice: Meet with members of your circle to discuss individual roles/corresponding tasks and determine a weekly reading schedule for the semester.
	2	Share thoughts and opinions about readings focused on a central theme, reflect on what has been read, ask questions, and explore different perspectives.	Read: Chapter 1 of novel/short story - Complete Role Tasks Study and Practice: After instructor models and provides guided practice for each role, complete tasks for individual roles for Chapter 1. Identify the central idea or theme and how it is supported by clear descriptions and extended details the lit circle role requires. PROJECT: Present a summary of content-related material and include important information and related details written on the Lit Circle worksheet.
Digital Literacy	3	Compose digital text using MLA/APA formatting. Conduct a close review of the first draft to apply grammar rules for revision and attend to language form to build fluency from a linguistic perspective. Use Google Sites to create a digital portfolio that showcases academic achievement and facilitates reflective learning in a cohesive format.	Read: Sample thesis statements Study and Practice: Use strategies taught in class to determine if sample thesis statements are strong or weak. Explain WHY in peer discussions and in writing. Begin the writing process for Essay #1: <i>Process</i> PROJECT: Create a digital portfolio using Google Sites and post draft #1
Process Essay	4	Review and discuss essay structure for understanding.	Read: Sample Process Essay Study and Practice: Connect main points, events, and central ideas to conclusions. PROJECT: Revise draft #1 to include sentence variety and cohesive devices with correct punctuation.

	5	Compose topic sentences that allow readers to focus on the main idea of each body paragraph. Build language awareness through an integrative, content-based, and contextualized approach to identify and accurately use various grammatical structures. Research and use factual information to provide background knowledge. Paraphrase thesis and topic sentences to form a conclusion that presents a unified argument for the position they are taking.	Read: Examine the ideas of authors to clarify / extend understanding. Study and Practice: Participate in a pre-writing process that includes selecting and narrowing a topic, brainstorming the topic, and completing the thesis statement. Develop academic vocabulary to describe the differences between two ideas. PROJECT: Begin the writing process for Essay #2: <i>Compare/Contrast</i>
Compare / Contrast	6	Attend to language form to build fluency from a linguistic perspective. Demonstrate reading and listening comprehension through small and whole group discussion. Provide and receive constructive feedback from others tactfully.	Read: Conduct a close review of the first draft to apply grammar rules for revision. Study and Practice: Review RUBRIC and meet with peer editors to apply constructive feedback to Essay #2/draft 2. PROJECT: Use a Skeletal Notetaking System to integrating multiple perspectives and evidence from a variety of sources.
	7	Collaborative Presentations Use language appropriate for the audience and occasion (clear, accurate, well-paced, imaginative, and engaging).	Read: Guidelines and RUBRIC for presentation Study and Practice: Review notes and add relevant information about the novel/short story according to each Lit Circle role. Practice delivering your portion of the presentation. PROJECT: Present a summary of the first half of the novel with literature circle members using multimodal resources.

Cause / Effect	8	Examine the ideas of authors to clarify / extend understanding through written communication.	Read: Purdue OWL APA format and examine plot developments in novel/short story (problem/solution). Study and Practice: Develop academic vocabulary to identify and describe actions/reactions. Accurately integrate APA style in-text citations (used in psychology, sociology, social sciences) PROJECT: Begin the writing process for Essay #3: Cause/Effect
	9	Consistently demonstrate organization of ideas that support the central focus.	Read: Lit Circle Summarizer notes that cover the most important events in the reading. key points, main ideas, and the action that occurs in the story. Study and Practice: Use transitions clearly to convey relationships among ideas throughout the composition PROJECT: Revise Essay #3/draft 1
	10	Ask clarifying questions in a respectful manner Use manual to accurately integrate APA style source citations (used in psychology, sociology, social sciences)	Read: Two Lit Circle peer papers. Study and Practice: Collaboratively participate in a peer-review process with Lit Circle members to edit and revise essay #3 draft 2, PROJECT: write comments on papers written by two Lit Circle peers before presenting spoken feedback to each writer.
Presentations	11	Use language appropriate for the audience and occasion (clear, accurate, well-paced, imaginative, and engaging). Address audience members' questions about literary devices, characterization, and figurative language from the novel.	Read: Complete reading of novel/short story with members of Lit Circle Study and Practice: Discuss what should be included in book review with Lit Circle members. Research multimedia materials to include. Collaboratively determine star system recommendations to peers. PROJECT: Present a final book review of the novel with literature circle members using multimodal resources.
	12	Use language appropriate for the audience and occasion (clear, accurate, well-paced, imaginative, and engaging). Address audience members' questions about literary devices, characterization, and figurative language from the novel.	Read: Peer feedback of presentations and recommendations. Study and Practice: Write a reflection paper on progress made during the semester and readiness for ESL102. PROJECT: Present a final book review of the novel with literature circle members using multimodal resources.

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:

<https://www.cuny.edu/about/administration/offices/legal-affairs/policies-procedures/academic-integrity-policy/>

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.