

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 102

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]



TO: Fall 2026 Curriculum Committee

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

DATE: September 10, 2026

RE: Change in Course Description, Contact Hours, Course Prerequisite, and
Course Corequisite for ESL 102: Accelerated Academic ESL II

The Department of English is proposing changes in Course Description, Course Hours, Course Prerequisite, and Course Corequisite for ESL 102 - Accelerated Academic ESL II.

Course Description

From:

This is a two-semester Learning Community Program course, beginning in the fall and continuing in the spring, is 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 (ESL 101), the focus is on reading, low-stakes writing, and media literacy. During Semester 2 (ESL 102), the focus continues to be on reading while building towards more formal academic writing.

To:

This is the more advanced course of the ESL sequence, designed for students whose first language is not English. In this course, students build advanced academic English language skills necessary for college-level courses through engagement with more linguistically sophisticated texts and challenging assignments. Focus remains on reading comprehension and listening and speaking skills with the goal of building proficiency in more formal academic writing genres (e.g., narration, exposition, argumentation). Additionally, this course continues to build critical thinking as well as digital, informational, and media 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, whereas the old description of expected writing was too general. Further, the old description mentions the “two-semester Learning Community Program” and mentions “ESL 101” along with a short description. In the updated course description, this language has been changed. While ESL 102 is a two-semester sequences for many students, the proposed changes call for students whose CUNY ESL Accuplacer Composite scores are between 95 and 97 to be placed into ESL 102. Additionally, while ESL 102 is usually a linked course in the Learning Communities program, it can now also stand alone with its corequisite without linking with other courses. Language on “ESL 101” should not be in the course description for ESL 102. Finally, ENG 1051, a new corequisite course following ENG 1050 (a corequisite for ESL 101), will be added, as it is a separate course.

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 102 curriculum. The reduction from 10 hours to 8 hours reflects this change.

Prerequisite

From:

Successful completion of ESL 101.

To:

Successful completion of ESL 101 or a CUNY ESL Accuplacer Composite Score of between 95 and 97.

Rationale for Change:

Students with a CUNY ESL Accuplacer Composite Score of between 95 and 97 will now begin with ESL 102.

Corequisite

From:

None

To:

ENG 1051 (new course)

Rationale for Change:

ENG 1051 is a new course being proposed to accompany ESL 102

ESL 102: Accelerated Academic ESL II

Department of English
Kingsborough Community College, CUNY

ESL 102, section, and CUNY first number

Days, Times, & Modalities: (hybrid - online synchronous/in person)

Course Instructor:

Contact Information:

Office hours:

Course Description

ESL 102 - Accelerated Academic ESL II

Credits: 0, Equated Credits: 8

This is the more advanced course of the ESL sequence, designed for students whose first language is not English. In this course, students build advanced academic English language skills necessary for college-level courses through engagement with more linguistically sophisticated texts and challenging assignments. Focus remains on reading comprehension and listening and speaking skills with the goal of building proficiency in more formal academic writing genres (e.g., narration, exposition, argumentation). Additionally, this course continues to build critical thinking as well as digital, informational, and media literacy skills.

Prerequisite(s): ESL 101 and ENG 1050 or CUNY ESL Accuplacer Composite Score of 95-97 (for incoming students)

Corequisite(s): ENG 1051

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:

- Demonstrate comprehension of various academic texts and charts of an advanced level through graphic organizers, outlining, annotating, paraphrasing, summarizing, and synthesizing.
- Define and use vocabulary words, collocations, and infer meaning of unfamiliar words of an advanced level using context clues, affixes, and word roots.
- Identify and demonstrate understanding of lexical and paragraph cohesion as well as sentence functions in text.
- Identify the author's purpose, infer the author's attitude or bias, and distinguish fact from opinion, theory, or speculation in an academic text.

- Employ more complex critical thinking skills (e.g. speculating, interpreting information and analogies, evaluating evidence, arguments, and ideas, analyzing solutions, and justifying opinions) to demonstrate deeper comprehension of text.

WRITING

Students will be able to:

- Use language that creates coherence and organizes information according to content-specific expectations
- Demonstrate comprehension of paragraph and essay structure of more formal compositions (e.g., classification, definition, descriptive, personal narrative, academic response, persuasive, and argumentative).
- Incorporate literary devices, figurative language, and idiomatic expressions into narrative writing. Continue to demonstrate pre-writing (brainstorming/outlining) and post-writing (editing and revising) skills for more formal compositions.
- Write with more complex sentence variety and cohesive devices with correct punctuation. Summarize and paraphrase academic passages, including main ideas and author's purpose. Incorporate and synthesize information from reliable sources into writing.

LISTENING & SPEAKING

Students will be able to:

- Employ more advanced listening strategies and note-taking skills during academic discussions, lectures, and debates.
- Produce and differentiate more complex sounds with correct syllable stress, word stress, and intonation patterns to increase fluency.
- Engage in prolonged class discussions.
- Present longer pieces of work orally using multimedia technology.

DIGITAL, INFORMATION, & MEDIA LITERACY

Students will be able to:

- Use Brightspace and CUNY Microsoft 365 applications proficiently (KBCC email/Outlook, Word, PowerPoint).
- Produce and showcase academic work digitally in a multimodal format. Locate and evaluate sources of information for reliability.
- Identify biased language and rhetorical appeals
- Apply APA or MLA style and rules for formatting and citations within an essay and on reference or works cited page.

Grade Breakdown

Writing 25%
Reading 20%
Listening & Speaking 10%
Digital, Information, & Media Literacy 5%
Active Participation 5%
Final Exam 35%

Grading Scale

Your final grade in ESL 102 will be a letter grade. **You must achieve a minimum grade of C- (70%) to pass ESL 102** and move on to Composition I (ENG 1200 or ENG 12A0). If you achieve a final grade of A+ through C- (100-70%), then your next English course will be ENG 1200 or ENG 12A0. **If you achieve a final grade of F (69-0%), you must repeat ESL 102.** There are no grades of D+ or D in ESL 102. **An F begins at 69%:**

A+	100-97%	ENG 1200 / ENG 12A0
A	96-93%	
A-	92-90%	
B+	89-87%	
B	86-83%	
B-	82-80%	
C+	79-77%	
C	76-73%	
C-	72-70%	
F	69-0%	Repeat ESL 102

Weekly Schedule *(tentative)*

Unit	Week	Focus & Objectives	Example Assignments
Community Building & Definition Essay	1	Introduction to the course Demonstrate comprehension of the author's purpose, attitude, or bias. Use context clues, affixes, and Greek and Latin word roots to infer meaning. Distinguish fact from opinion, theory, or speculation.	Read: Work with a partner to read and annotate various adapted and unadapted texts. Study and Practice: Identify and chart unknown advanced level vocabulary. PROJECT: Define author bias found in texts in a three-paragraph composition. Essay #1 (Definition)
	2	Essay #1 (Definition) Articulate points persuasively when speaking while being aware of the nuances of communication, cultural differences, and etiquette.	Read: Non-fiction articles on thematic topics. Study and Practice: Focus on language that expresses probability to speak about how various topics (centered around a course theme, e.g., national identity, personal identity, freedom) may change in the future and how those changes will impact society. PROJECT: Use Cornell Notetaking System to employ advanced listening strategies and evaluate evidence offered by instructor and peers.
Description Essay	3	Essay #2 (Description) Engage in pre-writing to brainstorm using imagery and figurative language.	Read: Research and identify a minimum of two sources of evidence that further the argument and demonstrate a rich understanding of the topic. Study and Practice: Outline and organize information using a description essay pattern that includes sub points with a logical pattern and concise phrasing. PROJECT: Summarize and paraphrase academic passages from two sources and synthesize information into the first draft of a five-paragraph composition. Essay #2.

	4	Demonstrate comprehension of paragraph and essay structure.	Read: Sample Description Essays that will serve as a model for the second draft. Study and Practice: Review and use applicable idiomatic expressions during the revision process. Use vivid language that engages the reader's senses, allowing them to almost "experience" what is being described during the post-writing (editing and revising) composition process. PROJECT: Proofread and revise to use more complex sentence variety, cohesive devices, and correct punctuation.
Argumentative Essay	5	Essay #3 (Argumentative) Demonstrate deeper comprehension and written expression of thesis. Maintain discipline-specific patterns that bridge across key uses (e.g., explanation to argument in history, explanation to recount for information reports).	Read/Write: Summarize content-related notes from lectures or readings. Study and Practice: Proofread essay's evidence, arguments, and ideas to ensure they justify the thesis and/or opinion and demonstrate deeper comprehension of the sources referenced. PROJECT: Apply APA or MLA style in-text formatting and citations and on reference or works cited page.
	6	Synthesize and share information from a variety of sources and perspectives Actively listen to presentations using Cornell Notetaking System and provide feedback to the presenter. Evaluate positive and negative implications associated with various positions (e.g., historical events, scientific discoveries, individuals)	Read: Follow information provided on student presentations and note key details. Study and Practice: Become more thoughtful about questions during the presentation: What assumptions, biases, and misconceptions affect my interpretation of what was presented? How does who I am affect my reaction to what was presented? PROJECT: Present essay thesis and supporting ideas clearly and confidently in English using multimodal resources to deliver impactful presentations that engage the audience.
	7	Evaluate word choice and nuance as tools for distinguishing facts, claims, reasoned judgment, and opinions.	Read: Feedback provided by peers. Study and Practice: Provide constructive criticism to peers in response to essay presentations and engage in prolonged class discussions. PROJECT: Use feedback to complete the revision process of the final draft. Essay #3

Classification Essay	8	Essay #4 (Classification) Identify the logical connections among claims, counterclaims, reasons, and evidence.	Read: Classification Essay: Moving from Paragraph to Essay https://www.eltnl.com/assets/downloads/gw_pro0000009081/gr eatwriting_b3_u4.pdf Study and Practice: Besides hair color, what are other ways that people classify themselves? On a separate piece of paper, write about different ways you classify yourself or others. PROJECT: Engage in pre-writing to organize a chosen topic by dividing it into distinct categories, group items that share similar characteristics, and explain the differences between each category with clear examples.
	9	Recognize discipline-specific patterns (e.g., orienting the reader, part-whole classification, neutral/ authoritative tone). Synthesize information and details about phenomena from a variety of sources.	Read: Research and identify a minimum of three sources of evidence that further the argument and demonstrate a rich understanding of the topic. Study and Practice: Demonstrate comprehension of paragraph and essay structure using idiomatic expressions during the pre-writing (brainstorming/outlining) and post-writing (editing and revising) composition process. PROJECT: Summarize and paraphrase academic passages from three sources and outline information that will develop into a five-paragraph composition. Essay #4
	10	Demonstrate deeper comprehension of thesis through speculation, interpretation, and evaluation. Provide precision and accuracy in classifications, procedures, processes, and accounts using abstraction, technical language, and a variety of active/passive verb forms.	Read: Review the essay's evidence, arguments, and ideas to ensure they justify the thesis and the sources referenced. Study and Practice: Proofread essay and apply APA or MLA style in-text formatting and citations and on reference or works cited page. PROJECT: Proofread and revise to use more complex sentence variety, cohesive devices, and correct punctuation.
Debate / Persuasion & FINAL EXAM	11	Organize claims and counterclaims in debates with evidence from multiple sources. Provide precision and accuracy in classifications, procedures, processes, and accounts using abstraction, technical language, and a variety of active/passive verb forms.	Pre-reading: One of three prior essays to select for debate. Read: Debate rules before engaging in debate. Study and Practice: State claims matched to evidence (from one of the three prior essays) using a series of related sentences that represent specific points of view from a series of oral statements. PROJECT: Take a stance and defend with evidence (e.g., using data or citations). - Challenge evidence and claims and debate strengths, limitations, and potential biases from oral presentations. - Organize claims and counter claims presented in debates.

			- Organize information related to different perspectives presented orally. - Convince audiences of personal points of view using persuasive language. - Negotiate differing cultural perspectives in pairs or small groups.
	12	Organize claims and counterclaims in debates with evidence from multiple sources (<i>continued</i>). Provide precision and accuracy in classifications, procedures, processes, and accounts using abstraction, technical language, and a variety of active/passive verb forms (<i>continued</i>). FINAL EXAM	Read: Debate rules before engaging in debate. Study and Practice (<i>continued</i>): State claims matched to evidence (from one of the three prior essays) using a series of related sentences that represent specific points of view from a series of oral statements. PROJECT (<i>continued</i>): Take a stance and defend with evidence (e.g., using data or citations). FINAL EXAM

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.