

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 1050

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 2026

RE: Change in Course Description, Course Title, and Course Prerequisite

The English Department is proposing changes in Course Description, Course Title, and Course Prerequisite for ENG 1050 - Integrative Language Seminar.

Course Description

From:

This one-semester ESL Learning Community course offered in the fall semester, 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 to work on developing these areas. Students in ENG 1050 will build language awareness through an integrative, content-based, and contextualized approach. Students act as “language researchers,” attending to language form as they build fluency, and drawing meaningful links between work in all Learning Community courses from a linguistic perspective.

To:

Integrative Language Seminar I 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. Students in ENG 1050 will build grammatical and language awareness at an intermediate level through an integrative and contextualized approach. Students will investigate the academic uses of the English language and analyze 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.

Rationale for Change:

The old description is very brief and too general. The updated version provides a more specific description of the course for clarity and consistency. Further, the old description mentions “Learning Community courses” along with a very short description. In the updated course description, this language has been removed. While ENG 1050 is usually a linked course in the Learning Communities program, it can also stand alone as a corequisite for ESL 101 without linking with other courses. Finally, the language stating that this is a one-semester course offered in the fall has been removed. ENG 1050 is now a sequential course which may be offered any semester.

Course Title

From:

ENG 1050 - Integrative Language Seminar

To:

ENG 1050 - Integrative Language Seminar I

Rationale for Change:

This course is being restructured as a 2-course sequence. Because of this, ENG 1050 should be renamed from Integrative Language Seminar to Integrative Language Seminar I.

Course Prerequisite

From:

ESL Student Group and CUNY Assessment Scores on the CATW of 22 to 47 and any ACT Reading score.

To:

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

Rationale for Change:

The CATW and ACT exams are no longer used for assessment and course placement for ESL. The CUNY ESL Accuplacer has replaced this, and the listed prerequisite should reflect this change. ESL 100 is a new ESL course for beginner students with Accuplacer scores 20-65.

ENG 1050: Integrative Language Seminar I

Department of English
Kingsborough Community College, CUNY

ENG 1050, section, and CUNY first number

Day:

Time:

Modality:

Course Instructor:

Contact Information:

Office hours:

Course Description

ENG 1050 - Integrative Language Seminar I

Credits: 1, Equated Credits: 2

Integrative Language Seminar I 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. Students in ENG 1050 will build grammatical and language awareness at an intermediate level through an integrative and contextualized approach. Students will investigate the academic uses of the English language and analyze 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 Student Group and CUNY ESL Accuplacer Composite Score of 66-94 or ESL 100

Corequisite(s): ESL 101

Course Learning Outcomes

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

1. Form basic grammatical structures commonly used for academic purposes and incorporate them into writing: e.g., tenses (simple present, simple past), modals, subject-verb agreement, prepositions and prepositional phrases, sentence structure and boundaries (simple and compound sentences, coordinating conjunctions, transition words and phrases, fragments, run-ons, comma splices), adverbs, adjectives, nouns and articles.
2. Recognize how different grammatical and language choices convey and impact meaning within various contexts.
3. Apply academic uses of basic 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 basic grammatical structures.
5. Demonstrate critical thinking about basic grammar and language use by analyzing and correcting errors.

Required Text

Grammar for Great Writing A

ISBN: 9781337115834

Blass, L., Folse, K. S., & Mitchell, D. A. (2018). 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
VERBS	1	Review Review basic capitalization and punctuation rules Parts of speech (noun, verb, adjective, adverb, etc.)	Study: GGW: Appendix 3 - Capitalization and Punctuation; Appendix 2 - Useful Language Terms Read and Practice: LP Tutorial 1 - Parts of Speech Analyze: Take a piece of writing that you are working on now or completed recently. Analyze one paragraph by labeling each word as a part of speech discussed in Tutorial 1. If there are words you are unsure how to label, mark them with a question mark.
	2	Usage of the Simple Present Tense Form the simple present, discuss how it's commonly used in academic writing, explore common student errors	Read: LP Tutorial 2 - Subjects and Verbs Study and Practice: GGW Unit 3 - Writing with the Simple Present; Appendix 4 – Irregular Verbs; Appendix 6 – Paragraphs Apply: Write a short opinion paragraph about a topic that interests you. Support your opinion with facts and details. Use at least three examples of present verbs and underline them. Be mindful of the common uses and errors of this tense. Research: Find at least one example of each of the common academic uses of the simple present in any of your college texts.

	3	Usage of the Simple Past Tense Form the simple past, discuss how it's commonly used in academic writing, explore common student errors Contrast the uses of the simple present vs. simple past.	Study and Practice: GW Unit 5 - Writing with the Simple Past; Appendix 4 - Irregular Verbs Apply: Write a short narrative paragraph about a famous person or an important event that occurred in the past. Describe the person or event using facts, details, and examples. Use at least two examples of the simple past and two examples of the simple present. Be mindful of the common uses and errors of each tense. Research: Find at least one example of each of the common academic uses of the simple past in any of your college texts.
	4	Subject-Verb Agreement Examine and practice common subject-verb structures in academic writing, explore common student errors	Read: LP Tutorial 20 - Subject-Verb Agreement Study and Practice: GW Unit 8 - Writing with Subject-Verb Agreement. Edit: Use a paper you are working on now or have recently completed. Carefully evaluate whether you have made any subject-verb agreement errors, and if you think you have, try to correct them. Write a short paragraph reporting on your analysis, referring to specific examples from your text.
	5	Modals Explore the structure and use of modals in academic writing, how modals impact meaning of other verbs, common student errors	Read: LP Tutorial 24 - Verb Phrases Study and Practice: GW Unit 10 - Writing with Modals. Apply: Write a short cause-effect paragraph about ability, advice, or setting rules. Use at least two examples of modals. Below your paragraph, explain the use of the two modals. VERB PRESENTATION - In groups of three, select one of the verb usage topics that we explored during the first 5 weeks of the semester. Create a digital presentation that introduces the topic and the usage, explains why it's important in academic writing and how it impacts meaning, and provides clear examples of usage in academic writing.
SENTENCE STRUCTURE	6	Prepositions and Prepositional Phrases Explore functions of prepositions, multiword prepositions, placement and punctuation of prepositional phrases; verb, adj., and noun + prep combinations	Read: LP Tutorial 25 - Prepositions and Prepositional Phrases Study and Practice: GW Unit 9 - Writing with Prepositions and Prepositional Phrases; Appendix 5 - Prepositions RESEARCH PROJECT - Identify, analyze, research, and record: Analysis of multiword prepositions and prepositional phrases of a paragraph of an article from an academic journal. Identify and analyze these prepositional phrases: pick at least three phrases from the text that were new or unfamiliar to you. Look up the meaning of any unknown key words in the phrases. Look up the entire phrase and find examples of the phrase being used in a sentence. Record your findings on the given chart.

	7	Simple Sentences Explore the different forms and word order of simple sentences (statements, commands, and questions) as well as common errors. Examine the three common ways simple sentences are used in academic writing.	Study and Practice: GGW Unit 11 - Using Simple Sentences Read: LP - the first half of Tutorial 3: Phrases, Clauses, and Sentence Type Apply: Write a short descriptive paragraph with a topic sentence that lists three or four items. Introduce your list and then write about each of the items. Be mindful of the rules and structure of simple sentences. Editing: Use a paper you are working on now or have recently completed. Carefully evaluate whether you have made any of the common simple sentence errors, and if you think you have, try to correct them.
	8	Compound Sentences, Coordinating Conjunctions Explore the various types of phrases and how they make up complete sentences. Explore the different types of clauses and sentence types. Study and practice compound sentences and the use of coordinating conjunctions. Examine common stance structure errors with compound sentences	Read: LP - second half of Tutorial 3: Phrases, Clauses, and Sentence Types Study and Practice: GGW Unit 12 - Using Compound Sentences ANALYSIS PROJECT: Take a piece of writing you are working on or have completed recently. Select one - two good- sized paragraphs (200– 500 words in total), and number your sentences. Use the given chart to analyze your phrase, clause, and sentence-type usage. Note if you have any prepositional phrases (PP), adjective phrases (ADJP), or adverb phrases (ADVP) attached to noun phrases (NP) or verb phrases (VP) in each sentence and how many of each. Examine your chart and consider the following questions: 1. Are your sentences too long or too short? Are they choppy? Does your analysis confirm how you've viewed your writing, or does it challenge those views? 2. Does your analysis suggest any problems with your sentence construction and style that you might want to work on? If so, what are those problems?
	9	Sentence Boundaries: Avoiding Fragments, Run-Ons, and Comma Splices Discover common sentence boundary errors and how to correct them. Edit authentic student writing by discovering problems and suggesting solutions.	Read: LP Tutorial 21 - Sentence Boundaries: Avoiding Run-ons, Comma Splices, and Fragments Study and Practice: GGW Appendix 1 - Building Greater Sentences; Appendix 6 - Sentence Problems EDITING PROJECT: 1. Examine a selected piece of writing given by the professor; identify and edit comma splice errors. What do you think is the purpose of this text? Considering that purpose, are the comma splices a problem? Why or why not? 2. Look at 5 short examples of authentic student writing provided to you by your professor. Each sample contains a fragment. For each sample, identify and explain the specific problem of the fragment and present at least one solution to the error to make the sample grammatically correct.

ADVERBS ADJECTIVES & NOUNS	10	Word Forms & Adverbs Explore common roots and affixes and common word form errors. Explore the six different types of adverbs and their positions within a sentence.	Read: LP Tutorial 14: Word Forms Study and Practice: GW Unit 15 - Writing with Adverbs Apply: Write a short paragraph that explains a process. Use at least one adverb of manner, one adverb of time, and one other adverb (frequency, degree, or certainty) and underline them. Be mindful of the adverb's position in the sentence. Analyze: In the (given) text, there are word form errors. Find them, suggest a correction, and explain how the writer may have gone wrong. Note that a sentence may have more than one error. Use the chart provided to track your work.
	11	Adjectives & Nouns Explore the seven different types of adjectives, their use and placement in sentences. Explore the different types of nouns, how and when to pluralize them, and common errors.	Study and Practice: GW Unit 13 - Writing with Adjectives Read: LP Tutorial 22: Noun Plurals Apply: Write a short comparison paragraph that compares two things. Use a good variety of adjectives; try to use at least one of the seven types of adjectives in your writing. Be mindful of correct adjective placement in your sentences. Analyze: Read through the first page of one of your own papers and circle all the nouns you used. Select 10 nouns that might not be correct. List them in a chart with the following questions: 1. Is this noun countable or uncountable? 2. If it is countable, did I intend it as a plural? 3. If I intended it as a plural, did I use the correct plural form? 4. If it is uncountable, did I incorrectly mark it as a plural noun? What should the correct form be?
	12	Nouns & Articles Explore article rules for definite, indefinite, and no article and when we use/don't use them. Explore common student errors.	Study and Practice: GW Unit 14 - Writing with Articles Read: LP Tutorial 23: The Big Three Article Rules Research: Find a short online news article. Note all uses in the text of a/an, the, or some. Relate those article choices to the rules, definitions, and examples in LP Tutorial 23. Write a short paragraph describing appropriate uses of articles in the text and identifying any article uses that surprised you.

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.