

KINGSBOROUGH COMMUNITY COLLEGE
The City University of New York

CURRICULUM TRANSMITTAL COVER PAGE

Department: _____ Date: _____

ENG 8283

Title Of Course/Degree/Concentration/Certificate: _____

Change(s) Initiated: (Please check)

- | | |
|--|---|
| <input type="checkbox"/> Closing of Degree | <input type="checkbox"/> Change in Degree or Certificate |
| <input type="checkbox"/> Closing of Certificate | <input type="checkbox"/> Change in Degree: Adding Concentration |
| <input type="checkbox"/> New Certificate Proposal | <input type="checkbox"/> Change in Degree: Deleting Concentration |
| <input type="checkbox"/> New Degree Proposal | <input type="checkbox"/> Change in Prerequisite, Corequisite, and/or Pre/Co-requisite |
| <input type="checkbox"/> New Course | <input type="checkbox"/> Change in Course Designation |
| <input type="checkbox"/> New 82 Course (Pilot Course) | <input type="checkbox"/> Change in Course Description |
| <input type="checkbox"/> Deletion of Course(s) | <input type="checkbox"/> Change in Course Title, Number, Credits and/or Hours |
| | <input type="checkbox"/> Change in Academic Policy |
| | <input type="checkbox"/> Pathways Submission: |
| | <input type="checkbox"/> Life and Physical Science |
| | <input type="checkbox"/> Math and Quantitative Reasoning |
| | <input type="checkbox"/> A. World Cultures and Global Issues |
| | <input type="checkbox"/> B. U.S. Experience in its Diversity |
| | <input type="checkbox"/> C. Creative Expression |
| | <input type="checkbox"/> D. Individual and Society |
| | <input type="checkbox"/> E. Scientific World |
| <input type="checkbox"/> Change in Program Learning Outcomes | |
| <input type="checkbox"/> 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: _____ Signature, Committee Chairperson: Sara Rutkowski

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: 



New Course Proposal Form*

*This form is **NOT** intended for Internships or Field Work

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: ESL
*Course Number: 8203
Course Title: Beginner English for Multilingual Learners
<p>Course Description: (Note: Description should include language similar to Course Learning Outcomes.)</p> <p>ESL 8203: Beginner English for Multilingual Learners (0 crs. 8 hrs. – 8 equated crs.)</p> <p>Beginner English for Multilingual Learners offers students intensive study of and practice in English language acquisition. The course focuses on developing control of the sound structures and sentence patterns of beginning to pre-intermediate-level English incorporating visual aids, repetitive practice, and real-life scenarios to support comprehension and fluency development. All four language skills (reading, writing, listening, speaking) will be targeted with a focus on students' abilities and learning priorities. Students will develop fundamental grammar rules, achieve fluency, build basic vocabulary, master sentence structure, increase reading comprehension, communicate in different settings, and engage in the writing process. Students will develop a digital portfolio showcasing their writing artifacts and learning. This non-credit course is designed for low-beginning-level ESL students to develop listening, speaking, reading, writing, and grammar skills at a basic level.</p> <p>Prerequisite: ESL Accuplacer Placement Composite Score 20-65</p>
Prerequisite(s): ESL Accuplacer Composite Score 20 - 65
Corequisite(s): None

Pre-/Co-requisite(s): None

Open ONLY to Select students

(Specify Population): Students who have timed out of CLIP with an Accuplacer composite score (20-65) upon completion of CLIP and do not qualify for ESL 101. Students who earn an Accuplacer composite score 20-65 who opt for CLIP recommendation.

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

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 hours lab/field/gym

1

Revised/July,2021/AK

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)

8 equated credits/8 hours in alignment with CUNY ESL guidelines

3. **Where** does this course fit? Select from the following:

<input type="checkbox"/> Degree Program(s)/Certificate(s)*	List Degree Program(s)/Certificate(s): 1. Associate of Arts 2. Associate of Science Select ONE of the following: <input type="checkbox"/> Life and Physical Science (LPS) <input type="checkbox"/> Math and Quantitative Reasoning (MQR) <input type="checkbox"/> World Cultures and Global Issues (Group A) <input type="checkbox"/> U.S. Experience in its Diversity (Group B) <input type="checkbox"/> Creative Expression (Group C) Individual and Society (Group D) <input type="checkbox"/> Scientific World (Group E) If proposed as a “real” course, where will this course fit? Select from the following:
<input type="checkbox"/> General Education/Pathways	
<input checked="" type="checkbox"/> Pilot/Experimental Course	List Degree Program(s)/Certificate(s): 1. Fall 2025 pilot Select ONE of the following:

<input type="checkbox"/> Life and Physical Science (LPS) <input type="checkbox"/> Math and Quantitative Reasoning (MQR) <input type="checkbox"/> World Cultures and Global Issues (Group A) <input type="checkbox"/> U.S. Experience in its Diversity (Group B) <input type="checkbox"/> Creative Expression (Group C) <input type="checkbox"/> Individual and Society (Group D) <input type="checkbox"/> Scientific World (Group E)
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***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.

Revised/July.2021/AK

Course Learning Outcomes
1. GRAMMAR: Introduction to grammar usage and control: Students will be able to identify and apply proper usage of nouns and pronouns, verbs and tenses, adjectives, adverbs, articles, and prepositions.
2. READING: Introduction to vocabulary and reading comprehension strategies: Students will be able to identify and apply vocabulary for specific situations and demonstrate an understanding of context, main ideas, details, inferences, tone, style, and advanced reading techniques.
3. WRITING: Introduction to basic writing skills, and digital literacy: Students will be able to effectively communicate by writing sentences, paragraphs, emails, letters, essays, social media, and digital portfolios.
4. LISTENING/SPEAKING: Introduction to listening for understanding and speaking for comprehensibility: Students will be able to effectively communicate using conversational English skills through active listening and notetaking, expressing opinions, and communicating in different settings.

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	Assignment/Activity/Artifact
GRAMMAR: <i>Introduction to grammar usage and control:</i> Students will identify and apply proper usage of nouns and pronouns, verbs and tenses, adjectives and adverbs, articles and prepositions.	Grammar Assessment 25% Students will be able to: Identify and apply the simple present, simple past, future (going to/will) in readings and written assignments. Classify common irregular verbs, possessives, linking verbs, adverbs of frequency, quantifiers, simple modals, and conditionals to improve communication. Distinguish differences between nouns and pronouns, verbs and tenses, adjectives and adverbs, articles and prepositions to improve communication.	ASSIGNMENT: Interview a classmate to gather information about them, their culture, and current neighborhood. ACTIVITY: Introduce your classmate to the class using nouns, pronouns, and multimodal visual aids to describe the person, places, and things he/she told you about themselves, their culture, and current neighborhood. Use at least three examples of nouns and pronouns to demonstrate clarity. ARTIFACT: Use the simple past to write about actions that happened in the past. Work with a partner to take turns pronouncing the simple past forms of verbs.
READING: <i>Introduction to vocabulary and reading comprehension strategies:</i> Students will identify and apply vocabulary for specific situations and demonstrate an understanding of context, main ideas, details, inferences, tone, style, and advanced reading techniques.	Reading Assessment 25% Students will be able to: Annotate the topic, the main idea, and supporting details to interpret short narrative, descriptive, or informational passages on familiar topics. Analyze inferences to understand context, identify main ideas and details, make inferences, understand tone and style, and develop reading techniques. Define the basic parts of English words using root words and affixes to create new words and unlock unknown vocabulary Recite everyday vocabulary, vocabulary for specific situations, synonyms and antonyms, and develop advanced vocabulary-building techniques.	ASSIGNMENT: Annotate article, <i>Your Brain on Music</i> and answer comprehension questions. ACTIVITY: Participate in a round-table discussion with peers to ask and answer questions about the importance of music in your lives. ARTIFACT: Apply idioms and cultural vocabulary to create and present a 5-10 song playlist for studying or doing a simple task. Explain in a paragraph how you designed your playlist based on the lyrics of each song and investigations discussed in the article, <i>Your Brain on Music</i> .

<p>WRITING: <i>Introduction to basic writing skills, and digital literacy:</i> Students will be able to effectively communicate by writing sentences, paragraphs, emails, letters, essays, social media, and digital portfolios.</p>	<p>Writing Assessment 25%</p> <p>Students will be able to:</p> <p>Use scaffolds to build effective paragraphs, emails and letters, essays, and e-portfolios.</p> <p>Participate in the writing process: revision, proofreading, and editing.</p> <p>Classify basic sentence formation: simple, compound, complex, compound-complex, sentence variety and flow, avoiding common sentence errors.</p> <p>Create a digital portfolio that reflects upon coursework completed during the semester.</p> <p>Demonstrate basic computer navigation, access online information, and use essential digital tools and applications, while incorporating vocabulary and grammar appropriate for their English language level.</p> <p>Apply the 5 R's of reflective writing: Report, Respond, Relate, Reason, and Reconstruct to make sense of a learning experience.</p>	<p>WRITING ASSIGNMENT 1: Listen to a TV news report about cheating in schools and read the transcript to select the paragraph that best supports the main idea of the news report.</p> <p>ACTIVITY: Complete the activity, What's the Right Thing to Do? and take a survey about honesty. Select "not wrong," "a little wrong," or "very wrong" to express your opinion. In a small group, discuss, compare, and tally your group's survey responses about honesty.</p> <p>ARTIFACT: Using SVO sentence structure, write a reflective opinion paragraph to explain whether you think the following are dishonest practices:</p> <ul style="list-style-type: none"> • copying a report or essay from the internet • giving false information on a resume' • downloading music from the internet <p>Revise to apply sentence variety.</p> <p>DIGITAL ASSIGNMENT 2: Research and read about the history, art, festivals, traditions, and culture in the countries where the English language is spoken.</p> <p>ACTIVITY: Study art to learn about the subjects and artists who have created works of American culture and apply vocabulary related to art and history.</p> <ul style="list-style-type: none"> • Attend local events, museums, or celebrations related to the culture (virtual or in person). Capture images and identify new words and phrases related to the festivals, traditions, history, and art. <p>ARTIFACT: Create a Photo Journal to use media for language learning.</p>
<p>LISTENING/SPEAKING <i>: Introduction to listening for understanding and speaking for comprehensibility:</i> Students will be able to effectively communicate using conversational English</p>	<p>Listening & Speaking Assessment 25%</p> <p>Students will be able to:</p> <p>Engage in conversational English, asking questions and providing answers, active listening and notetaking, expressing opinions, and communicating in different settings.</p> <p>Recite the language needed to</p>	<p>ASSIGNMENT: Work with a partner to practice asking for and giving directions to a local point of interest.</p> <p>ACTIVITY: Apply travel vocabulary, idioms, and cultural vocabulary connected to the traditions, customs, and social habits of a popular tourist destination.</p> <p>ARTIFACT: Create and give a</p>

skills through active listening and notetaking, expressing opinions, and communicating in different settings.	<p>communicate in three key places: at work, in social, academic, and professional settings.</p> <p>Apply clear and concise English strategies to improve language skills by actively asking questions, sharing ideas and opinions, listening and participating in group activities.</p> <p>Demonstrate active listening and speaking skills for effective communication: (focus, give feedback, ask clarifying questions, use verbal cues), and develop note-taking skills.</p>	presentation describing a tour to a popular destination.
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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 include.

Students whose Accuplacer composite score ranges from 20-65 are expected to enroll in "ESL for Beginners" if they choose to opt out of recommended CLIP courses or have timed out of CLIP enrollment.

This course is intended to prepare these students for the ESL101/ESL102 course sequence. The course will focus on developing English proficiency, academic knowledge, and digital literacy skills needed to succeed in their future academic and professional environments.

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 Annual Program Review (APR), Advisory Board, Accrediting Body, etc.? How might this course help students seeking to transfer to a 4-yr college or transition into a career after KCC?

ESL for Beginners is an 8-hour-per-week intensive English course for bilingual and multilingual students whose recommended placement is CLIP based on an Accuplacer composite score between 20-65. This course offers those students the opportunity to attend an appropriately leveled course at Kingsborough to prepare for entry into the English department's ESL 101/102 course sequence. ESL for Beginners is intended for beginner-level to pre-intermediate students with a vocabulary of between 700-850 English words who need intensive instruction in all four language skills (reading, writing, listening, and speaking). No other course with a similar specialization exists at the college.

We have designed this course to provide a necessary scaffold for students who opt out of CLIP or whom have timed out of CLIP enrollment but are not prepared academically to succeed in the ESL Program ESL101/ESL102 course sequence, the co-requisite ENG1050 Integrative Language Seminar, and college credit learning communities' linked courses.

8. Upon transfer, does this course meet a specified requirement for a degree at a 4-year institution? If so, please include the institution and degree program. It is recommended you review your current [Articulation Agreements](#).

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 and/or ESL program.

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:

Primary Text

- *Learn English for Adult Beginners: 7 ESL Books in 1: 7 Steps to Master Grammar, Achieve Fluency, and Expand Your Vocabulary with 1,000 New Words & Phrases*. Explore ToWin. ISBN-13, 979-8344178196

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.

ESL 82 : Beginner English for Multilingual Learners

Department of English
Kingsborough Community College, CUNY

ESL 82, section, and CUNY first number

Monday to Thursday Hybrid

Times:

Course Instructor:

Contact Information:

Office hours:

Course Information

8 equated credits, 8 hours

Beginner English for Multilingual Learners offers students intensive study of and practice in English language acquisition. The course focuses on developing control of the sound structures and sentence patterns of beginning to pre-intermediate-level English incorporating visual aids, repetitive practice, and real-life scenarios to support comprehension and fluency development. All four language skills (reading, writing, listening, speaking) will be targeted with a focus on students' abilities and learning priorities. Students will develop fundamental grammar rules, achieve fluency, build basic vocabulary, master sentence structure, increase reading comprehension, communicate in different settings, and engage in the writing process. Students will develop a digital portfolio showcasing their writing artifacts and learning. This non-credit course is designed for low-beginning-level ESL students to develop listening, speaking, reading, writing, and grammar skills at a basic level.

Prerequisite: ESL Accuplacer Placement Test Composite Score 20-65

Course Learning Outcomes

GRAMMAR

Introduction to grammar usage and control

Students will be able to: identify and apply proper usage of nouns and pronouns, verbs and tenses (simple present and past, future), adjectives, adverbs, articles, prepositions, and basic mechanics.

READING

Introduction to vocabulary and reading comprehension strategies

Students will be able to: identify and apply vocabulary for specific situations (everyday vocabulary, vocabulary for specific situations, synonyms and antonyms, root words and affixes, and advanced vocabulary-building techniques) and demonstrate an understanding of context, main ideas, details, inferences, tone, style, and advanced reading techniques.

WRITING

Introduction to basic writing skills, and digital literacy

Students will be able to: effectively communicate by writing sentences (simple, compound, complex, compound-complex, sentence variety and flow, avoiding common sentence errors), paragraphs, emails, letters, essays, social media, and digital portfolios.

LISTENING/SPEAKING

Introduction to listening for understanding and speaking for comprehensibility

Students will be able to: effectively communicate using conversational English skills through active listening and notetaking, expressing opinions, and communicating in different settings.

Required Text

Learn English for Adult Beginners: 7 ESL Books in 1: 7 Steps to Master Grammar, Achieve Fluency, and Expand Your Vocabulary with 1,000 New Words & Phrases. Explore To Win.
ISBN-13, 979-8344178196

Q: Skills for Success - Listening and Speaking (with online practice). Oxford University Press.
ISBN-978-0-19-475610-5

Grade Breakdown

English Language Proficiency Skills	
Grammar 25%	
Reading Vocabulary & Comprehension 25%	
Writing and Reflection 25%	
Listening / Speaking for Understanding & Comprehensibility 25%	

Weekly Schedule

Unit	W E E K	Focus	Objectives	Assignments
Grammar, Listening, & Speaking	1	Nouns and Pronouns	Students will be able to: 1. Request and give information, ask for information, and respond to different types of questions: (yes/no, choice, wh-, open-ended, closed-ended). 2. Develop active listening skills: (focus, give feedback, ask clarifying questions, use verbal cues). 3. Use pronouns to avoid repetition. 4. Name and discuss people, places, things, and ideas in English to communicate more clearly. 3. Demonstrate basic computer navigation, access online information, and use essential	Read: - LEAB, Book 1, CH2 (p.14-19) Nouns & Pronouns Study and Practice: a.) LEAB CH2 - Writing with Nouns & Pronouns. b.) Q: Unit 1 - Names Interview a classmate to gather information about them, their culture, and current neighborhood. PROJECT: Introduce your classmate to the class using nouns, pronouns, and multimodal visual aids to describe the person, places, and things he/she told you

			digital tools and applications to integrate information from multiple sources, while incorporating vocabulary and grammar appropriate for this English language level.	about themselves, their culture, and current neighborhood. Use at least three examples of nouns and pronouns to demonstrate clarity.
2	Verbs and Past Tense	Students will be able to: 1. Demonstrate understanding of regular verbs that follow a consistent pattern based on voiced and voiceless sounds (-ed endings). 2. Pronounce voiced and voiceless -ed endings using grammar rules. 3. Change regular and irregular verbs to match them to the time of the action (past, present). 4. Use punctuation effectively (commas, colons, periods).	Read: - LEAB, Book 1, CH3 (p.20-30) Verbs and Tenses Study and Practice: a.) LEAB CH3 - Writing with Verbs and Tenses. b.) Q: Unit 2 - Work (p. 34-38) Use the simple past to write about actions that happened in the past. Work with a partner to take turns pronouncing the simple past forms of verbs (p. 37). PROJECT - Write interview questions and role-play a job interview.	
3	Future Tense	Students will be able to: 1. Examine and demonstrate how present, past, and future tenses are formed, used in sentences, and how to avoid common mistakes. 2. Describe a sequence of events in the past related to personal life using subject –verb agreement in simple present/ past tenses and the appropriate use of pronouns (such as <i>one</i> , <i>ones</i> , or <i>it</i> to avoid repetition of singular/plural nouns/ noun phrases or inexact pronoun references).	Read: - LEAB, Book 1, CH4 (p.20-30) Future Tense Study and Practice: a.) LEAB CH4 - Adjectives and Adverbs b.) Q: Unit 5 - Planning a Vacation Part 1 (p. 83-94) Use future expressions and suffixes -ful and -ing to form adjectives in writing. Work with a partner to create a Venn Diagram that compares your own background to that of others while assessing prior knowledge and personal experiences (p. 37).	

	4	Parts of Speech	<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Use adjectives to describe and compare people, places, things. 2. Explain the purpose of adverbs to change actions: modify verbs, adjectives or other adverbs. 3. Connect ideas clearly in both writing and speaking. 	<p>Read: - LEAB, Book 1, CH5 (p.34-41) Future Tense</p> <p>Study and Practice:</p> <ol style="list-style-type: none"> a.) LEAB CH5 - Articles and Prepositions b.) Q: Unit 5 - Planning a Vacation Part 2 (p. 83-94) <p>PROJECT - Research a popular vacation destination.</p>
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Reading, Vocabulary, Listening, & Speaking	5	Building Vocabulary	<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate comprehension of familiar vocabulary in oral and written forms. 2. Demonstrate comprehension of simple words and phrases used in everyday context. 3. Interpret and apply isolated vocabulary words and phrases in familiar contexts. 4. Predict meanings of unfamiliar words and idioms in familiar contexts using context clues. 	<p>Read: - LEAB, Book 2, CH1 (p.42-68) Building Vocabulary</p> <p>Study and Practice:</p> <ol style="list-style-type: none"> a.) LEAB Book 2, CH1 - Vocabulary Building (Learning and Retaining New Words) b.) LEAB Book 2, CH2 - Everyday Vocabulary (Home, Work, and Social Situations) c.) LEAB Book 2, CH3 - Vocabulary for Specific Situation (Travel, Shopping, and Emergencies) <p>Work with a partner to practice asking for and giving directions to a local point of interest.</p> <p>Apply travel vocabulary (p. 60-65) to your research and presentation of a popular destination.</p> <p>Apply idioms and cultural vocabulary connected to the traditions, customs, and social habits to your research and presentation of a popular destination (p. 65-68).</p> <p>PROJECT - Give a presentation describing a tour to a popular destination</p>
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	6	Reading Strategies	<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Use a thesaurus to identify synonyms and antonyms to comprehend unknown vocabulary and add variety to spoken and written language. 2. Explore the basic parts of English words to identify how root words and affixes create new words and unlock unknown vocabulary. 3. Use reading strategies: preview text, use context clues, activate background knowledge, and research to identify cause and effect. 4. Use context clues in simple narrative, descriptive, or informational passages on familiar topics to make inferences. 	<p>Read: - LEAB, Book 2, CH4 & CH5 (p.69-80) Synonyms and Antonyms</p> <p>Study and Practice: a.) LEAB CH4 - Synonyms and Antonyms (p.69-74) b.) LEAB CH5 - Root Words and Affixes (p.75-80) Q: Unit 7 - Music (p.122)</p> <p>In small groups: Discuss Q essential questions on p. 122 and take notes.</p> <p>Listen to the responses of each small group.</p> <p>Watch, listen, take notes, and reflect on what you have learned to prepare for group discussions when viewing TED Talk: https://youtu.be/NIY4yCsGKXU?si=Hr_eRRRpBZK7RclK <i>How Music Can Heal Our Brain and Heart</i>, Kathleen M. Howland, TED Berkleee</p> <p>PREVIEW TEXT: Annotate article, <i>Your Brain on Music</i></p> <p>PROJECT - Participate in a round-table discussion with peers to ask and answer questions about the importance of music in your lives.</p>
	7	Figurative Language, Inferences	<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Use learned strategies to identify topics, key details that support the main idea to interpret short narrative, descriptive, or informational passages on familiar topics. 2. Analyze text to distinguish facts from opinions. 3. Gather evidence from investigations to construct an argument about the effect of music on a person's brain and 	<p>CLOSE READ: <i>Your Brain on Music</i> article and answer comprehension questions.</p> <p>Study and Practice: Q: Unit 7 - Music (p.124-139)</p> <p>PROJECT - Create and present a 5-10 song playlist for studying or doing a simple task. Explain in a paragraph how you designed your playlist based on the lyrics of</p>

			<p>concentration.</p> <p>4. Recognize and interpret figurative language in song lyrics: simile, metaphor, personification, hyperbole.</p> <p>5. Demonstrate critical thinking skills by classifying musical pieces.</p> <p>6. Write arguments to support claims, using valid reasoning and relevant and sufficient reasoning.</p>	<p>each song and investigations discussed in the article, <i>Your Brain on Music</i>.</p>
Effective Communication, Listening, & Speaking	8	Sentence Structure	<p>Students will be able to:</p> <ol style="list-style-type: none"> Put the theory of SVO into practice, solidifying their understanding. Students will: <ol style="list-style-type: none"> Demonstrate understanding of grammar Explanation Identify subject, verb, object Add subject to sentence frame Add verb to sentence frame Add object to sentence frame Practice dialogue using SVO Create sentences using SVO Identify and use coordinating conjunctions to combine two simple sentences into a compound sentence, demonstrating proper punctuation usage (comma, semi-colon, colon). Determine the type of dependent clause(s) in each sentence (nominal, relative, subordinate) and use the "it" substitution to check for accuracy. Understand the importance of using sentence variety. Apply the 5 R's of reflective writing: Report, Respond, Relate, Reason, and Reconstruct to make sense of a 	<p>Read: - LEAB, Book 3, CH1-3 (p.93-110) Mastering Sentence Structure</p> <p>Study and Practice:</p> <ol style="list-style-type: none"> LEAB CH1 - Sentence Formation Basics LEAB CH2 - Simple Sentences LEAB CH3 - Compound Sentences <p>Q: Unit 8 - Honesty Conjunctions <i>and</i> or <i>but</i> (p. 151)</p> <p>Listen to a TV news report about cheating in schools and select the paragraph that best supports the main idea of the news report (Q: p. 144).</p> <p>PROJECT: First, complete activity, What's the Right Thing to Do? (Q: p. 146). Then, take a survey about honesty (p. 142). Select "not wrong," "a little wrong," or "very wrong" to express your opinion. Finally, in a small group, discuss, compare, and tally your survey responses about honesty.</p>

			learning experience.	
	9	Paragraph Structure	<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Write related sentences to form a paragraph. 2. Develop topic sentences and supporting sentences. 3. Use specific modal auxiliaries to convey different meanings of ability, possibility, or suggestion; use the imperative to give, to a limited degree, orders, advice, or warning. 4. Understand and apply the parts of an essay: title, hook, thesis, topic sentence, supporting details, transitions, and conclusion. 5. Structure arguments and support opinions with facts. 6. Demonstrate the importance of revision, proofreading, and editing by engaging in the process. 	<p>Read: LEAB, Book 5, CH5 (p. 210-216) Expressing Opinions and Feelings</p> <p>Study and Practice: LEAB, Structuring an Argument (p. 215) Q: Unit 8 - Honesty Expressing an Opinion (p. 149)</p> <p>PROJECT: Write a reflective paragraph to explain your opinion about the following actions listed on Q: p. 149. Do you think the following are dishonest practices?</p> <ul style="list-style-type: none"> • copying a report or essay from the internet • giving false information on a resume' • downloading music from the internet <p>Use SVO sentence structure and edit writing by applying sentence variety.</p>
	10	Photo Journal	<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Use media, culture, and conversation for immersion in English language learning. 2. Request and give information, ask for information, and respond to different types of questions: (yes/no, choice, wh-, open-ended, closed-ended). 3. Develop active listening skills: (focus, give feedback, ask clarifying questions, use verbal cues). 4. Gather evidence from research to create an informative photo journal. 	<p>Read: LEAB, Book 7 (p. 281-295), CH 2 Immersive Learning Techniques Q: Unit 9 - Life Changes (p. 159-177)</p> <p>Study and Practice: LEAB, Using Media for Language Learning (p. 281) LEAB, Exploring Culture to Enhance Learning (p. 282) Q: Unit 9 - Life Changes (p. 159) Answer essential questions and discuss in small groups.</p> <ul style="list-style-type: none"> • Is it ever too late to change? • Do you like to make changes in your life, or do you prefer things to stay the same? • Do you think older

				<p>people or younger people find it easier to make changes in their lives? Why? Give examples from personal experience.</p> <ul style="list-style-type: none"> • Look at the photo. Do you think the woman in the middle finds it easy to change her life? Explain. <p>PROJECT: Create a Photo Journal after researching the following:</p> <p>a.)Research festivals and traditions in the countries where the English language is spoken.</p> <p>b.)Explore and read about the history and art of the culture where the English language is spoken.</p> <p>c.)Visit museums or historical sites in New York City, Philadelphia, Massachusetts, and DC (virtual or in person) related to the culture of America.</p> <p>d.)Study art to learn about the subjects and artists who have created works of American culture and the vocabulary related to art and history.</p> <p>d.) Attend local events, museums, or celebrations related to the culture (virtual or in person). Capture images and identify new words and phrases related to the festivals, traditions, history, and art.</p>
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	11	Persuasive Writing	<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Use collocations effectively. 2. Identify imperative be + adjective in readings. 3. Write persuasive arguments to support claims, using valid reasoning and relevant and sufficient reasoning. 4. Name and briefly describe content topics using visual support (e.g., posters, diagrams, pictures). 5. Use words and phrases to identify visually supported phenomena. 6. Relate points of view with visual support (e.g., posters, photographs). 7. Give multimedia oral presentations on content-related material learned from various sources. 	<p>Read: Q: Unit 9 - Life Changes (p. 160-177) Attitudes about Change</p> <p>Study and Practice: Q: (p. 169) Read excerpts and fill in blanks with collocations.</p> <p>Q: (p. 170) Write five questions about change to ask a partner, using one of the collocations from the chart in each question.</p> <p>PROJECT: Choose a topic and write instructions on how we can make a specific positive change in our lives while thinking about the unit question: <i>Is it ever too late to change?</i> and referring to the self-assessment checklist on p. 176. Include in your Photo Journal.</p> <p>FINAL PRESENTATIONS Photo Journals</p>
	12	Reflection and Self Assessment	<ol style="list-style-type: none"> 1. Apply the 5 R's of reflective writing: Report, Respond, Relate, Reason, and Reconstruct to make sense of a learning experience. 2. Present factual information on content-related topics to the class. 3. Adjust presentation style, degree of formality, word choice, tone, and information to the context and audience 4. Give multimedia oral presentations on content-related material learned from various sources. 5. Organize written information according to content-specific expectations. 	<p>Read: Q: Unit 9 - p. 176-177</p> <p>Study and Practice: Q: Check and Reflect What was something new you learned in this unit? Think about the unit assignment and complete the Self-Assessment checklist.</p> <p>FINAL PRESENTATIONS Photo Journals</p>

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-resources/academic-integrity-policy/>

Classroom Etiquette: Obviously, it is 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 work 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 in the semester as possible. 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.