

KINGSBOROUGH COMMUNITY COLLEGE  
The City University of New York

CURRICULUM DATA TRANSMITTAL SHEET

DEPARTMENT English

DATE 3/19/15

Title of Course or Degree: English 82 "Bridge Course in Intensive Writing"

Change(s) Initiated: (Please check)

- |   |   |
|---|---|
| <input type="checkbox"/> Closing of Degree or Certificate | <input type="checkbox"/> Change in Degree or Certificate Requirements         |
| <input type="checkbox"/> Letter of Intent                 | <input type="checkbox"/> Change in Degree Requirements (adding concentration) |
| <input type="checkbox"/> New Certificate Proposal         | <input type="checkbox"/> Change in Pre/Co-Requisite                           |
| <input type="checkbox"/> New Degree Proposal              | <input type="checkbox"/> Change in Course Designation                         |
| <input type="checkbox"/> New Course                       | <input type="checkbox"/> Change in Course Description                         |
| <input checked="" type="checkbox"/> New 82 Course         | <input type="checkbox"/> Change in Course Titles, Numbers, Credits &/or Hours |
| <input type="checkbox"/> Deletion of Course               | <input type="checkbox"/> Change in Academic Policy                            |
| <input type="checkbox"/> Other (please describe): _____   |   |

PLEASE ATTACH PERTINENT MATERIAL TO ILLUSTRATE AND EXPLAIN ALL CHANGES

I. DEPARTMENTAL ACTION

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

Date approved 3.20.15 Signature, Committee Chairperson: 

Signature, Department Chairperson: 

II. PROVOST ACTION

Provost to act within 30 days of receipt and forward to College-wide Curriculum Committee exercising one of the following options:

- A. Approved  B. Returned to department with comments

Recommendations (if any): \_\_\_\_\_

Signature, Provost: \_\_\_\_\_ Date: \_\_\_\_\_

III. CURRICULUM SUB-COMMITTEE RECOMMENDATIONS:

- A. Approved  B. Tabled  (no action will be taken by Curriculum Committee)

Recommendations (if any): \_\_\_\_\_

Signature, Sub-Committee Chair: \_\_\_\_\_ Date: \_\_\_\_\_

IV. COLLEGE-WIDE CURRICULUM COMMITTEE ACTION

Committee to act within 30 days of receipt, exercising one of the following options:

- A. Approved  (forwarded to Steering Committee)  
B. Tabled  (Department notified)  
C. Not Approved  (Department notified)

REC'D 4/1/15 10:00 AM

Signature, Chairperson of Curriculum Committee \_\_\_\_\_ Date: \_\_\_\_\_

**KINGSBOROUGH COMMUNITY COLLEGE  
THE CITY UNIVERSITY OF NEW YORK**

**FORMAT FOR PRESENTATION OF CURRICULUM PROPOSALS**

1. **DEPARTMENT, COURSE NUMBER AND TITLE:**  
English Department  
**English 82**  
**ENG 82 – BRIDGE COURSE in INTENSIVE WRITING**
2. **DOES THIS COURSE MEET DISTRIBUTION REQUIREMENTS FOR GROUPS I-V? IF SO, WHICH GROUP?**  
No
3. **TRANSFERABILITY OF THIS COURSE. DESCRIBE HOW THIS COURSE TRANSFERS (required for A.S. degree course). If A.A.S. degree course and does not transfer, justify role of course, i.e., describe other learning objectives met:**  
Non-transferrable course
4. **BULLETIN DESCRIPTION OF COURSE:**  
**ENG 82 – BRIDGE COURSE in INTENSIVE WRITING:** a pre-freshman course for students who have not succeeded in any English department writing and University measure at the conclusion of the fall and/or spring English 91 or English 92 course. This six-week modular continuation of the fall/spring semester English 91/English 92 courses focuses on the development of critical reading and thinking abilities through instruction and intensive practice in writing. Students will read, analyze, and write about interdisciplinary materials in preparation for required writing assignments in subsequent English courses and in typical college courses. At the end of the course, students will retake the English department and University writing measures.
5. **NUMBER OF WEEKLY CLASS HOURS** (please indicate the number of hours per week spent in a lab, hours spent on site doing fieldwork, hours of supervision and hours in classroom-- if applicable):  
Summer/Winter: 8 Classroom/Contact Hours
6. **NUMBER OF CREDITS:**  
4 Equated Credits
7. **COURSE PREREQUISITES AND CO-REQUISITES**  
**A. PREREQUISITES:**  
English 91 or English 92 Fall/Spring
8. **BRIEF RATIONALE TO JUSTIFY PROPOSED COURSE TO INCLUDE:**  
**A. ENROLLMENT SUMMARIES, IF PREVIOUSLY OFFERED AS AN 82**  
Students who do not pass any English 91 or English 92 writing measure at the conclusion of the fall/spring semester will voluntarily enroll in the six-week modular INTENSIVE WRITING course, a continuation of their 91/92 courses. Students who choose not to enroll in the English 82 course during the module will be required to repeat English 91 or 92 during the fall/spring semester.  
**B. PROJECTED ENROLLMENT**  
100 students  
**C. CLASS LIMITS**  
20 students per class

**D. FREQUENCY COURSE IS LIKELY TO BE OFFERED**

The six-week modular English 82 course will be offered every winter and every summer.

**E. ROLE OF COURSE IN DEPARTMENT'S CURRICULUM AND COLLEGE'S MISSION**

**Rationale**

This course will foster essential proficiencies for college level writing across the curriculum; emphasize comprehension; demonstrate the recursive process of writing, and cultivate active engagement with a text to promote a sense of authority and agency among English 82 students. This module re-enforces the learning goals and desired outcomes of the fall/spring English 91/92 courses and to prepare students to pass the department writing measures and the University writing measure (CATW) so that they can advance to English 92, 93, or Freshman English (English 12) in the regular twelve-week semester.

This new six-week summer/winter course will offer a condensed, intensive immersion in a writing workshop. At least one full-length text will be covered with accompanying short expository pieces along with continued practice for taking the department and University writing measures.

**9. LIST OF COURSES, IF ANY, TO BE WITHDRAWN WHEN COURSE(S) IS (ARE) ADOPTED:**

Not Applicable

**10. IF COURSE IS AN INTERNSHIP OR INDEPENDENT STUDY OR THE LIKE, PROVIDE AN EXPLANATION AS TO HOW THE STUDENTS WILL EARN THE CREDITS AWARDED. THE CREDITS AWARDED SHOULD BE CONSISTENT WITH STUDENTS' EFFORTS REQUIRED IN A TRADITIONAL CLASSROOM SETTING:**

Not Applicable

**11. PROPOSED TEXT BOOK(S) AND/OR OTHER REQUIRED INSTRUCTIONAL MATERIAL(S):**

The curriculum of this condensed, intensive immersion in writing entails daily low-stakes writing, group workshops, peer- reviews exercises, whole class discussions, and one-on-one teacher conferences. At least one full-length text (e.g., *The Color of Water*, *The Women of Brewster Place*, *All Souls*, *The Bluest Eye*, *Eating Animals*, *Just Kids*) be read along with accompanying short inter disciplinary expository readings for a continued practice for taking department writing and University writing exams.

**12. REQUIRED COURSE FOR MAJORS AND/OR AREA OF CONCENTRATION? (If course is required, please submit a separate transmittal with a degree requirement sheet noting the proposed revisions, including where course fits into degree requirements, and what course(s) will be removed as a requirement for the degree. NYSED guidelines of 45 crs. of Liberal Arts coursework for an A.A. degree, 30 crs. for an A.S. degree and 20 crs. of Liberal Arts for an A.A.S. degree must be adhered to for all 60 cr. programs).**

Not Applicable

**13. IF OPEN ONLY TO SELECTED STUDENTS (specify):**

This winter/summer English 82 course will be open only to English 91/ 92 students who have failed ALL (Department and University) writing measures during the fall /spring semesters.

**14. EXPLAIN WHAT STUDENTS WILL KNOW AND BE ABLE TO DO UPON COMPLETION OF COURSE:**

**Desired Outcomes English 82 Winter/Summer Module:**

- Acknowledge writing as an active transaction between reader and text;
- Increase attention span and develop the patience to stick with low-stakes writing through formal writing;
- Demonstrate an understanding of texts through summary;
- Create thesis statements supported with appropriate evidence;
- Accurately quote from texts;
- Demonstrate comprehension of texts through summary;
- Paraphrase to demonstrate comprehension of specific passages;
- Synthesize information from texts and use suitable personal experiences as support;
- Organize relevant ideas in paragraphs that progress logically through the use of appropriate transitions;
- Use appropriate language, syntax, grammar through careful proofreading and editing;
- Students will be able pass the English Department writing measure and the CATW.

**15. METHODS OF TEACHING –e.g., LECTURES, LABORATORIES, AND OTHER ASSIGNMENTS FOR STUDENTS, INCLUDING ANY OF THE FOLLOWING: DEMONSTRATIONS, GROUP WORK, WEBSITE OR E-MAIL INTERACTIONS AND/OR ASSIGNMENTS, PRACTICE IN APPLICATION OF SKILLS:**

Students will engage in intensive reading of texts of various lengths, levels of difficulty, in multiple genres as a springboard for their writing projects. Methods of teaching will consist of a combination of research-based writing to learn activities, low-stakes activities, including freewriting, journaling, text-rendering, double-entry notebooks, peer exchanges, top quoting, read alouds, and so forth.

**16. ASSIGNMENTS TO STUDENTS:**

Assignments will correspond with the activities listed in #15, including journal responses, double and triple entry notebooks, literature circles, read alouds and may other research-based writing strategies and approaches.

**17. DESCRIBE METHOD OF EVALUATING LEARNING SPECIFIED IN #15:**

Learning will be evaluated according to the following: Participation including punctuality, attendance, class discussions, class work (all low-stakes/in-class writing), and group work (10%); homework assignments (10%); quizzes (20%); 2 multiple-draft essays (30%); in class-essay (15%); department final exam (15%).

**18. TOPICAL COURSE OUTLINE (WHICH SHOULD BE AS SPECIFIC AS POSSIBLE REGARDING TOPICS COVERED, LEARNING ACTIVITIES AND ASSIGNMENTS):**

Please see attached outline.

**19. SELECTED BIBLIOGRAPHY AND SOURCE MATERIALS:**

Please see attached

**Please contact your Department Chairperson or Associate Dean Loretta DiLorenzo at the Office of Academic Affairs x5328, if you require any assistance completing a course proposal according to this format. Copies of this format are available electronically.**

**18. TOPICAL COURSE OUTLINE (WHICH SHOULD BE AS SPECIFIC AS POSSIBLE REGARDING TOPICS COVERED, LEARNING ACTIVITIES AND ASSIGNMENTS):**

**Week One:**

Read 25% of assigned text- in class and for homework

Quiz

In-class reading of supplemental article(s)

Teachers will employ a variety of low-stakes writing in-class and for homework including: summarizing; paraphrasing, incorporating quotations, making connections using personal experiences and outside observations, top-quoting, critical thinking exercises, incorporating group work, and holding one-on-one conferences

Draft one of multiple-drafted essay #1

**Week Two:**

Read next 25% of text – in class and homework

Quiz

In-class reading of supplemental article

Teachers will employ a variety of low-stakes writing in-class and for homework including: summarizing; paraphrasing, incorporating quotations, making connections using personal experiences and outside observations, top-quoting, critical thinking exercises, incorporating group work, and holding one-on-one conferences

Draft two of multiple-drafted essay #1

**Week Three:**

Read next 25% of text in class and homework

Quiz

In-class reading of supplemental article

Teachers will employ a variety of low-stakes writing in-class and for homework including: summarizing; paraphrasing, incorporating quotations, making connections using personal experiences and outside observations, top-quoting, critical thinking exercises, incorporating group work, and holding one-on-one conferences

Draft three of multiple drafted essay #1 (peer-editing)

Draft one of multiple-drafted essay #2

**Week Four:**

Read next 25% of text- in class and homework

Quiz

Teachers will employ a variety of low-stakes writing in-class and for homework including: summarizing; paraphrasing, incorporating quotations, making connections using personal experiences and outside observations, top-quoting, critical thinking exercises, incorporating group work, and holding one-on-one conferences

Draft two of multiple-drafted essay #2

CATW review and practice

**Week Five:**

Finish text

Quiz

In-class reading of supplemental article

Teachers will employ a variety of low-stakes writing in-class and for homework including: summarizing; paraphrasing, incorporating quotations, making connections using personal experiences and outside observations, top-quoting, critical thinking exercises, incorporating group work, and holding one-on-one conferences

Draft three of multiple-draft essay #2 (peer-editing)

CATW review and practice

**Week Six:**

Multiple-draft essay #1 due

Multiple-draft essay #2 due

Students will write their in-class essay

CATW review and practice

Final Exam review and practice

## WORKING BIBLIOGRAPHY

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