

KINGSBOROUGH COMMUNITY COLLEGE
The City University of New York

CURRICULUM TRANSMITTAL COVER PAGE

Department: English Date: 9/15/16

Title Of Course Or Degree: English 1220: Accelerated Learning Program

KCC PROJ SEP15 16:41
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Change(s) Initiated: (Please check)

- | | |
|---|--|
| <input type="checkbox"/> Closing of Degree | <input type="checkbox"/> Change in Degree or Certificate Requirements |
| <input type="checkbox"/> Closing of Certificate | <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 type="checkbox"/> New 82 Course | <input checked="" type="checkbox"/> Change in Course Title, Numbers Credit and/or Hour |
| <input type="checkbox"/> Deletion of Course | <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 |

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: 9/15/16 Signature, Committee Chairperson: Lesley Bredex

I have reviewed the attached material/proposal

Signature, Department Chairperson: Eileen Serretti

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

NEW COURSE PROPOSAL FORM

DEPARTMENT, COURSE NUMBER, AND TITLE:

ENGLISH DEPARTMENT –

English 1220 : Accelerated Learning Program (ALP)

1. DOES THIS COURSE MEET A GENERAL EDUCATION/CUNY CORE CATEGORY?

No.

- 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

IF YES, COMPLETE AND SUBMIT WITH THIS PROPOSAL A CUNY COMMON CORE SUBMISSION FORM.

2. 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, E.G. DESCRIBE OTHER LEARNING OBJECTIVES MET:

Non-transferable course. Though the course does not transfer, it is designed to help students progress more efficiently through their English requirements.

3. BULLETIN DESCRIPTION OF COURSE:

The Accelerated Learning Program is a one-hour companion course to English 12 for students who passed the CUNY administered Reading exam, but scored 48-55 on the CATW. ALP provides small-group instruction that will reinforce the reading and writing activities of English 12. Although the course provides two opportunities to take the CATW, ALP is not focused on test preparation. ALP students who pass both the CATW and English 12 will receive a grade for English 12 and will be able to register for English 24.

4. CREDITS AND HOURS* (PLEASE CHECK ONE APPROPRIATE BOX BELOW BASED ON CREDITS):

1-credit:	<input checked="" type="checkbox"/> 1 hour lecture <input type="checkbox"/> 2 hours lab/field/gym
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2-credits:	<input type="checkbox"/> 2 hours lecture <input type="checkbox"/> 1 hour lecture, 2 hours lab/field <input type="checkbox"/> 4 hours lab/field
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3-credits:	<input type="checkbox"/> 3 hours lecture
	<input type="checkbox"/> 2 hours lecture, 2 hours lab/field
	<input type="checkbox"/> 1 hour lecture, 4 hours lab/field
	<input type="checkbox"/> 6 hours lab/field

4-credits:	<input type="checkbox"/> 4 hours lecture
	<input type="checkbox"/> 3 hours lecture, 2 hours lab/field
	<input type="checkbox"/> 2 hours lecture, 4 hours lab/field
	<input type="checkbox"/> 1 hour lecture, 6 hours lab/field
	<input type="checkbox"/> 8 hours lab/field

***Hours are hours per week in a typical 12-week semester**

5. NUMBER OF EQUATED CREDITS IN ITEM #5: 1

6. COURSE PREREQUISITES AND COREQUISITES (IF NONE PLEASE INDICATE FOR EACH)

- A. PREREQUISITE(S):** None
- B. COREQUISITE(S):** English 12
- C. PRE/COREQUISITE(S):** None

7. BRIEF RATIONALE TO JUSTIFY PROPOSED COURSE TO INCLUDE:

ALP provides the opportunity for students to efficiently pass through their developmental requirements and advance to English 24. This goal is facilitated by allowing them to earn credit for English 12, receive additional instruction, and to have additional opportunities to take the CATW.

The majority of those enrolled have gone on to succeed in the English course sequence. For instance, 52% of the first cohort of ALP students went on to pass English 24 within two years. 63.8% of the second cohort of students in ALP went on to pass English 24 within two years.

In the Spring 2015 semester, 82.8% of ALP students who took the CATW passed the exam by the end of the term; in addition, 57.7% of the students passed both the CATW and English 12 and were able to move on to English 24.

Research from the Community College of Baltimore County confirms the experience of Kingsborough faculty who taught the course. ALP program can:

- reduce the stigma of placing into a developmental sequence
- improve bonds among classmates
- provide stronger role models within the Freshman Composition classroom
- increase the perceived value of the developmental course
- allow students to receive individual attention

8. A. ENROLLMENT SUMMARY IF PREVIOUSLY OFFERED AS AN 82 (INCLUDE COMPLETE 4-DIGIT 82 COURSE NUMBER)

ENG 8220 In the past two semesters, we have offered 10-11 sections of English 8220: ALP. These sections fill from 75% to 100% capacity each term. In the Fall 2015 semester, 89 students

enrolled in 11 sections of ALP. In the Spring 2016 semester, 85 students were enrolled in 10 sections of ALP.

B. PROJECTED ENROLLMENT

160 students: 20 sections, each with 8 students.

C. SUGGESTED CLASS LIMITS

The ALP section of the class is capped at eight students. These eight students will register for a section of English 12 with 25 students, which is one more than the cap for developmental English classes.

This course limit is slightly larger than ALP programs nationwide, which are reported on the CCBC website, and are often capped at 20 students, total.

Note: The same instructor teaches both ALP and English12.

D. FREQUENCY COURSE IS LIKELY TO BE OFFERED

Fall and Spring

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

ALP reinforces the learning goals and described outcomes of both Fall/Spring English 93 and English 12. ALP facilitates students' ability to make inferences, draw conclusions from textual sources, and employ rhetorical strategies that fit the purpose of their writing assignments.

The program aims to increase the success of developmental students overall, specifically those who miss the requirements for entering English 12 and are thus prevented from completing their general education requirements.

9. LIST COURSE(S), IF ANY, TO BE WITHDRAWN WHEN COURSE IS ADOPTED (NOTE THIS IS NOT THE SAME AS DELETING A COURSE):

English 8200: Accelerated Learning Program (ALP)

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

Not Applicable

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

Students will use the materials and books that are required by their English 12 companion class.
Example:

One of the following full-length texts:

Alzaldia, Gloria. *Borderlands/La Frontera*. Aunt Lute Books, 2007.

Gilyard, Keith. *Voices of the Self: A Study of Language Competence*. Detroit, MI: Wayne State University Press, 1991.

Rodriguez, Richard. *Hunger of Memory*. Dial Press Trade Paperback, 2004.

Stavans, Ilan. *On Borrowed Words: A Memoir of Language*. Penguin, 2002.

One of the following anthologies:

What's Language Got to Do with It? Keith Walters and Michal Brody, eds. New York: Norton, 2005.

Exploring Language. Gary Goshgarian, ed. New York, NY: Longman, 2010.

Online Citation Resource:

The Purdue OWL Online Learning Lab. <https://owl.english.purdue.edu/owl/>.

12. REQUIRED COURSE FOR MAJOR OR AREA OF CONCENTRATION?

No.

IF YES, COURSE IS REQUIRED, SUBMIT A SEPARATE CURRICULUM TRANSMITTAL COVER PAGE INDICATING A "CHANGE IN DEGREE OR CERTIFICATE REQUIREMENTS" AS WELL AS A PROPOSAL THAT MUST INCLUDE A RATIONALE AND THE FOLLOWING ADDITIONAL PAGES: A "CURRENT" DEGREE WITH ALL PROPOSED DELETIONS (STRIKEOUTS) AND ADDITIONS (BOLDED TEXT) CLEARLY INDICATED, AND A "PROPOSED" DEGREE, WHICH DISPLAYS THE DEGREE AS IT WILL APPEAR IN THE CATALOG (FOR A COPY OF THE MOST UP-TO-DATE DEGREE/CERTIFICATE REQUIREMENTS CONTACT AMANDA KALIN, EXT. 4611).

NYSED GUIDELINES OF 45 CREDITS OF LIBERAL ARTS COURSE WORK FOR AN ASSOCIATE OF ARTS DEGREE (A.A.), 30 CREDITS FOR AND ASSOCIATE OF SCIENCE DEGREE (A.S.), AND 20 CREDITS FOR AN APPLIED ASSOCIATE OF SCIENCE DEGREE (A.A.S.) MUST BE ADHERED TO FOR ALL 60 CREDIT PROGRAMS.

13. IF OPEN ONLY TO SELECTED STUDENTS SPECIFY POPULATION:

The class is open to Continuing English 92 students and Incoming and Continuing English 93 students who have a passing score on the CUNY administered Reading exam, and who have a failing score of 48 to 55 on the CATW. Continuing students must have a referral form from the English department to register.

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

a- Write clearly focused, logically organized, and effectively developed essays that advance a thesis;

b- Incorporate texts into essays as meaningful support, making strategic use of summary, paraphrase, and quotation;

c- Use evidence from personal experience and observation as meaningful support for ideas advanced in essays;

d- Synthesize information from several sources, including texts and personal experiences, by identifying connections and areas of disagreement;

e- Give credit to sources;

f- Adhere to conventions of format, mechanics, and grammar;

g- Analyze the work of others with an eye to rhetorical effectiveness.

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, ETC.:

ALP is a workshop that supplements the English 12 curriculum. Activities in each class session will mirror and support the reading and writing activities of the Freshman composition class.

Methods of Teaching:

- Cooperative Learning
- Online and face-to-face communication regarding drafts
- Modeling and Application
- Discussion
- Reflection

16. ASSIGNMENTS TO STUDENTS:

As students are given extra time and instruction in the Freshman English program, their skills will evolve, making them more likely to pass the CATW. However, ALP is not a “test prep” class for the CATW.

Sample Assignments:

- Discuss and plan for upcoming essays in English 12
- Hone skills like summarizing and paraphrasing
- Practice citation methods so as to avoid plagiarism
- Develop prewriting strategies, including free writing, brainstorming, and looping
- Reduce the frequency of severity of repeated errors in the student’s writing
- Review, as a group and in pairs, drafts of essays the students are writing for English 12
- Engage in close reading of difficult passages from English 12
- Evaluate their writing process through meta-writing and reflection
- Participate in library research
- Answer any questions left over from English 12
- Discuss any barriers to students’ progress in English 12
- Write reverse outlines of essays students have written
- Create CATW essay prompts from English 12 readings
- Emphasize writing that asks students to take a position

- Use the *New York Times* to supplement instruction and improve reading skills
- Engage in “metawriting”: Students can write about what the reading/writing experience taught them and what they need to do to pass the test. Students can also reflect on what they learned about themselves as thinkers, readers
- Participate in virtual peer review assignments online, through Turnitin.com

17. DESCRIBE METHOD OF EVALUATING LEARNING SPECIFIED IN #15 - INCLUDE PERCENTAGE BREAKDOWN FOR GRADING. IF A DEVELOPMENTAL COURSE INCLUDE HOW THE NEXT LEVEL COURSE IS DETERMINED AS WELL AS NEXT LEVEL PLACEMENT.

Learning will be evaluated by teacher feedback, in the form of written comments on papers, rubrics, conferences, and classroom peer review sessions, where students provide feedback on each other’s essays.

- Teacher Feedback: Written communication, rubrics, conferences
- Peer Feedback: Discussion, peer review sessions
- CATW Performance: Taken twice during the term

ALP: Next Course Placement Summary

The students’ progress and next course placement will be determined by their performance in English 12 and on the CATW, which will be administered twice during the semester.

Eng 12 grade	CATW score	Next Steps
Pass	Pass (score of 56 or above)	<ul style="list-style-type: none"> ▪ Students must register for English 24.
Pass	Fail (score of 55 or below)	<ul style="list-style-type: none"> ▪ Even if students have passed English 12, they cannot receive a letter grade or advance to English 24 without passing the CATW. ▪ The English 12 course grade will be an INC ▪ Students must register for W/BW until they pass the CATW. ▪ If students do not pass the CATW within 6 months, the grade of INC will change to a grade of F. ▪ After passing the CATW, students will receive an English 12 course grade and will advance to English 24.
Fail or WU/W	Pass (score of 56 or above)	<ul style="list-style-type: none"> ▪ Students must retake English 12.
Fail or WU/W	Fail (score of 55 or below)	<ul style="list-style-type: none"> ▪ Students register for English 93 OR ▪ Students register for English W (If Eng 93 has already been taken.)

TOPICAL COURSE OUTLINE FOR THE 12 WEEK SEMESTER (WHICH SHOULD BE SPECIFIC REGARDING TOPICS COVERED, LEARNING ACTIVITIES, AND ASSIGNMENTS):

ALP's calendar will follow the activities and assignments of the English 12 class as well as the following topics.

WEEK	TOPIC	ACTIVITY
1	Goal Setting	<ul style="list-style-type: none"> • Reflect on prior experiences reading and writing • Set reading and writing goals for the term
2	Summary and Paraphrase	<ul style="list-style-type: none"> • Distinguishing between the two activities • Summary of class reading • Paraphrase of a key idea • Connecting these skills to essay writing
3	Pre-Writing	<ul style="list-style-type: none"> • Try new strategies: Looping, Free writing, Brainstorming • Share on whiteboard
4	Thesis Statements	<ul style="list-style-type: none"> • Review sample theses from student work and instructor examples and decide through discussion: "Is it a thesis?"
5	Incorporating sources	<ul style="list-style-type: none"> • Students paraphrase and quote passages that support their argument. • Practice incorporating passages into essay drafts, with use of signal phrases, appropriate attribution, and analysis.
6	Peer Review	<ul style="list-style-type: none"> • Students evaluate each other's work with peer critique sheets • Partners write each other letters summarizing feedback
7	Close Reading	<ul style="list-style-type: none"> • Pose questions based on the text. • Double-Entry Journal
8	Proofreading Final Drafts	<ul style="list-style-type: none"> • Model how to read final drafts with hard copies and colored pens • Mini-lesson on common errors made by the class
9	Avoiding Plagiarism	<ul style="list-style-type: none"> • Provide examples of the ways that students misuse sources • Brainstorm alternatives to incorporate sources
10	Library Research	<ul style="list-style-type: none"> • Access KBCC databases to gather sources • Practice entering search terms and discuss which ones are too general/too specific
11	MLA Format	<ul style="list-style-type: none"> • Present models • Students apply to their own sources
12	Meta-Reflection	<ul style="list-style-type: none"> • Review goals from first session. • Write a reflection about what was accomplished and where there is room for improvement

18. SELECTED BIBLIOGRAPHY AND SOURCE MATERIALS:

- “Accelerated Learning Program.” <http://alp-deved.org>. Community College of Baltimore County.
- Adams, Peter Dow. “Basic Writing Reconsidered.” *Journal of Basic Writing* 12.1 (1993): 22-36.
- , Sarah Gearhart, Robert Miller, and Anne Roberts. “The Accelerated Learning Program: Throwing Open the Gates.” *Journal of Basic Writing* 28.2 (2009): 50-69.
- Adler-Kassner, Linda, and Susanmarie Harrington. “In the Here and Now: Public Policy and Basic Writing.” *Journal of Basic Writing* 25.2 (2006): 27-48.
- Bartholomae, David. “The Tidy House: Writing in the American Curriculum.” *Journal of Basic Writing* 12.1 (1993): 4-21.
- Cho, Sung-Woo, Kopko, Elizabeth, et als. “New Evidence of Success for Community College Remedial English Students: Tracking the Outcomes of Students in the Accelerated Learning Program (ALP).” *CCRC Working Paper No. 53*. Community college Research Center. Dec. 2012.
- Edgecombe, Nikki. “Accelerating the Academic Achievement of Students Referred to Developmental Education.” CCRC Brief Number 55, May 2011.
- Glau, Gregory R. “Stretch at 10: A Progress Report on Arizona State University’s Stretch Program.” *Journal of Basic Writing* 26.2 (2007): 30-48.
- . “The Stretch Program: Arizona State University’s New Model of University-Level Basic Writing Instruction.” *WPA: Writing Program Administration* 20.1-2 (1996): 79-91.
- Grego, Rhonda, and Nancy Thompson. “Repositioning Remediation: Renegotiating Composition’s Work in the Academy.” *College Composition and Communication* 47.1 (1996): 62-84.
- . “The Writing Studio Program: Reconfiguring Basic Writing/Freshman Writing.” *WPA: Writing Program Administration* 18 (1995): 66-79.
- Jenkins, Davis. “Community College of Baltimore County’s Accelerated Learning Program: A Multivariate Analysis.” (2010) <http://ccrc.tc.columbia.edu/Collection.asp?cid=67>
- Lalicker, William B. “A Basic Introduction to Basic Writing Program Structures: A Baseline and Five Alternatives.” *BWe: Basic Writing e-Journal* 1.2(1999). April 10, 2009
<http://orgs.tamu-commerce.edu/cbw/asu/bwe_fall_1999.htm>.
- McNenny, Gerri, and Sallyanne H. Fitzgerald, eds. *Mainstreaming Basic Writers: Politics and Pedagogies of Access*. Mahwah, NJ: Erlbaum, 2001.
- Rigolino, Rachel, and Penny Freel. “Re-Modeling Basic Writing.” *Journal of Basic Writing* 26.2

(2007): 49-72.

Rodby, Judith, and Tom Fox. "Basic Work and Material Acts: The Ironies, Discrepancies, and Disjunctures of Basic Writing and Mainstreaming." *Journal of Basic Writing* 19.1 (2000): 84-99.

Soliday, Mary. *The Politics of Remediation: Institutional and Student Needs in Higher Education*. Pittsburgh: U of Pittsburgh P, 2002.

Soliday, Mary, and Barbara Gleason. "From Remediation to Enrichment: Evaluating a Mainstreaming Project." *Journal of Basic Writing* 16.1 (1997): 64-78.

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KINGSBOROUGH COMMUNITY COLLEGE

THE CITY UNIVERSITY OF NEW YORK

NEW COURSE PROPOSAL FORM

DEPARTMENT, COURSE NUMBER, AND TITLE:

ENGLISH DEPARTMENT – English 1220 : Accelerated Learning Program (ALP)

ADDENDUM

17. DESCRIBE METHOD OF EVALUATING LEARNING SPECIFIED IN #15 - INCLUDE PERCENTAGE BREAKDOWN FOR GRADING. IF A DEVELOPMENTAL COURSE INCLUDE HOW THE NEXT LEVEL COURSE IS DETERMINED AS WELL AS NEXT LEVEL PLACEMENT.

In addition to the assessment and Next Course information provided in question 17, page 6, note the following:

Grading Breakdown:

Drafted Essays _____ 30%

Classwork _____ 40%

Participation _____ 30%

Drafted Essays: Essays, revised with the help of peer and instructor feedback.

Classwork: Includes close reading, brief writing assignments, self-reflection, and collaborative activities.

Participation: Includes active engagement in class discussion and activities.