New York City College of Technology, CUNY

CURRICULUM MODIFICATION PROPOSAL FORM

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| **Title of Proposal** | **Corequisite Course for English 1101** |
| **Date** | **3/7/19** |
| **Major or Minor** | **Major** |
| **Proposer’s Names** | **Caroline Hellman & Juanita But** |
| **Department** | **English** |
| **Date of Departmental Meeting in which proposal was approved** | **December 6, 2018** |
| **Department Chair Name** | **Nina Bannett** |
| **Department Chair Signature and Date** | **C:\Users\nbannett\Documents\electronic signature.bmp**  **January 2, 2019** |
| **Academic Dean Name** | **Justin Vazquez-Poritz** |
| **Academic Dean Signature and Date** | Picture 1**1/27/19** |
| **Brief Description of Proposal**  (Describe the modifications contained within this proposal in a succinct summary. More detailed content will be provided in the proposal body. | To provide an accelerated track for students to receive instruction in developmental reading and writing and to provide support for student success in the English 1101 Composition 1 course.  As of 2018, CUNY has mandated that upper level developmental reading and writing classes be phased out and replaced by a single, merged reading and writing class that students would take alongside English 1101. To comply with this mandate, the English Department proposes a 1-year (Fall 2019-Spring 2020) pilot of a new non‐ credit combined developmental reading and writing corequisite course, tentatively numbered ENG 1101CO. At present, students who place into developmental English classes take ENG 092R (Developmental Reading II) and/or ENG 092W (Developmental Writing II) before advancing to ENG 1101. In the new iteration, students would take a single combined course that includes 092R & 092W, at the same time as ENG 1101.  Present Proposed  ENG 092W (3 hr, 0 cr)  ENG 092R (3 hr, 0 cr) ENG 1101Co (2 hr, 0 cr)  **ENG 1101CO**  **Corequisite** ENG 1101  ENG 1101CO will offer two additional classroom hours to support students who would usually be placed in upper-level developmental reading and/or writing, according to incoming assessment.  **0 credit, 2 hours**  **Prerequisite**: 46-55 on the CUNY Assessment Test in Writing, and/or 45-54 on the ACCUPLACER Reading Test; S in 090W without writing proficiency; S in 090R without reading proficiency |
| **Brief Rationale for Proposal**  (Provide a concise summary of why this proposed change is important to the department. More detailed content will be provided in the proposal body). | Extensive research has shown that students have low success rates in stand alone semester-long remedial courses (See “Developmental Education in Community Colleges” (Bailey and Cho, 2010); “Evidence-based reforms in college remediation are gaining steam” (Scott-Clayton, 2018). At City Tech, the pass rate for the last five years of upper level Developmental Reading/Writing averages 55%. Many problems exist: students are misplaced in courses they may not need; students in remedial courses burn through financial aid money in courses that do not offer credit; and divorcing “skills” courses from credit-bearing standard college coursework is not sound pedagogy. Faced with a loss of academic momentum, barred from degree progress, students lose motivation and academic momentum and often end up repeating these courses unnecessarily.  The corequisite approach has been successful for over two decades at institutions across the United States, most famously Community College of Baltimore County. Here within CUNY, LaGuardia Community College and Kingsborough Community College have had great success (over 80% pass rate) with English 1101 Corequisites, dating back to 2008. |
| **Proposal History**  (Please provide history of this proposal: is this a resubmission? An updated version? This may most easily be expressed as a list). | Resubmission |

NEW COURSE PROPOSAL FORM

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| --- | --- |
| **Course Title** | Corequisite Course for English 1101 Composition I |
| **Proposal Date** | 3/7/19 |
| **Proposer’s Name** | Caroline Hellman |
| **Course Number** | ENG 1101CO |
| **Course Credits, Hours** | 0 credits / 2 Hours |
| **Course Pre / Corequisites** | 46-55 on the CUNY Assessment Test in Writing, and/or 45-54 on the ACCUPLACER Reading Test, and/or S in 090W without writing proficiency or S in 090R without reading proficiency |
| **Catalog Course Description** | ENG 1101CO offers two additional classroom hours to support students who would usually be placed in developmental reading and/or writing, according to incoming assessment. The corequisites focus on establishing vocabulary and critical reading skills, scaffolded approaches to writing assignments, correct grammar and punctuation, and positive habits for collegiate success, including note taking and study skills. |
| **Brief Rationale**  Provide a concise summary of why this course is important to the department, school or college. | To provide an accelerated track for students to receive instruction in developmental reading and writing and to provide support for student success in the English 1101 Composition 1 course. |
| **CUNY – Course Equivalencies**  Provide information about equivalent courses within CUNY, if any. | Kingsborough Community College: ENG 1220 (2-Hour integrated reading & writing corequisite) taken alongside English 12 (Composition 1). 27 students in English 12; 8-10 students in corequisite.  LaGuardia Community College: ENA 101 (3-hour writing corequisite) taken alongside ENG 101. Students must be reading proficient. 22 students in English 101; 10 students in co-req.  Hostos Community College: Separate Writing and Reading Corequisites offered alongside Composition 1: ENG 101 (2-hour writing co-req) and ENG 102 (2-hour reading co-req) |
| **Intent to Submit as Common Core**  If this course is intended to fulfill one of the requirements in the common core, then indicate which area. | English Composition Required Core |
| **For Interdisciplinary Courses:**   * Date submitted to ID Committee for review * Date ID recommendation received   - Will all sections be offered as ID? Y/N | N/A |
| **Intent to Submit as a Writing Intensive Course** | N/A |

**LIBRARY RESOURCES & INFORMATION LITERACY: MAJOR CURRICULUM MODIFICATION**

**Course proposer:** please complete boxes 1-4. **Library faculty subject specialist:** please complete box 5.

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| **1** | **Title of proposal**  English 1101 Corequisite | **Department/Program**  English |
|  | **Proposed by** (include email & phone)  Caroline Hellman [chellman@citytech.cuny.edu/](mailto:chellman@citytech.cuny.edu/) 718-260-4975 | **Expected date course(s) will be offered :**  Fall 2019 Pilot  **# of students:** 150 |

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| **2** | **The library cannot purchase reserve textbooks for every course at the college, nor copies for all students. Consult our website (<http://cityte.ch/curriculum>) for articles and ebooks for your courses, or our open educational resources (OER) guide (<http://cityte.ch/oer>). Have you considered using a freely-available OER or an open textbook in this course?**  Students will use texts already assigned in English 1101. |

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| **3** | **Beyond the required course materials, are City Tech library resources sufficient for course assignments? If additional resources are needed, please provide format details (e.g. ebook, journal, DVD, etc.), full citation (author, title, publisher, edition, date), price, and product link.**  Existent library resources are sufficient. |

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| **4** | **Library faculty focus on strengthening students' information literacy skills in finding, critically evaluating, and ethically using information. We collaborate on developing assignments and customized instruction and research guides. When this course is offered, how do you plan to consult with the library faculty subject specialist for your area? Please elaborate.**  Students will receive the library orientation that ENG 1101 offers. |

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| **5** | **Library Faculty Subject Specialist : Anne Leonard**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Comments and Recommendations**  This corequisite course presents an opportunity to extend the ENG 1101 library instruction session with online tutorials, research guides, and other content to reinforce the library lesson. I look forward to working with classroom instructors and the course coordinator on this.  **Date 10/10/2018** |

**NEW COURSE PROPOSAL CHECK LIST**

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| **Completed NEW COURSE PROPOSAL FORM** |  |
| * Title, Number, Credits, Hours, Catalog course description | x |
| * Brief Rationale | x |
| * CUNY – Course Equivalencies | x |
| Completed [Library Resources and Information Literacy Form](https://openlab.citytech.cuny.edu/collegecouncil/files/2014/08/curriculum_modification_library_form-rev3F16.doc) | x |
| **Course Outline**  Include within the outline the following. |  |
| Hours and Credits for Lecture and Labs  If hours exceed mandated Carnegie Hours, then rationale for this | x |
| Prerequisites/Co- requisites | x |
| Detailed Course Description | x |
| Course Specific Learning Outcome and Assessment Tables   * Discipline Specific * General Education Specific Learning Outcome and Assessment Tables | X  n/a |
| Example Weekly Course outline | x |
| Grade Policy and Procedure | x |
| Recommended Instructional Materials (Textbooks, lab supplies, etc) | x |
| Library resources and bibliography | n/a |
| **Course Need Assessment.**  Describe the need for this course. Include in your statement the following information. |  |
| Target Students who will take this course. Which programs or departments, and how many anticipated?  Documentation of student views (if applicable, e.g. non-required elective). | x |
| Projected headcounts (fall/spring and day/evening) for each new or modified course. | x |
| If additional physical resources are required (new space, modifications, equipment), description of these requirements. If applicable, Memo or email from the VP for Finance and Administration with written comments regarding additional and/or new facilities, renovations or construction. | n/a |
| Where does this course overlap with other courses, both within and outside of the department? | x |
| Does the Department currently have full time faculty qualified to teach this course? If not, then what plans are there to cover this? | x |
| If needs assessment states that this course is required by an accrediting body, then provide documentation indicating that need. | n/a |
| **Course Design**  Describe how this course is designed. |  |
| Course Context (e.g. required, elective, capstone) | n/a |
| Course Structure: how the course will be offered (e.g. lecture, seminar, tutorial, fieldtrip)? | x |
| Anticipated pedagogical strategies and instructional design (e.g. Group Work, Case Study, Team Project, Lecture) | x |
| How does this course support Programmatic Learning Outcomes? | n/a |
| Is this course designed to be partially or fully online? If so, describe how this benefits students and/or program. | x |
| **Additional Forms for Specific Course Categories** |  |
| [Interdisciplinary Form](http://openlab.citytech.cuny.edu/collegecouncil/files/2014/08/Application-for-Interdisciplinary-Course-Designation.docx) (if applicable) | n/a |
| Interdisciplinary Committee Recommendation (if applicable and if received)\*  \*Recommendation must be received before consideration by full Curriculum Committee | n/a |
| [Common Core (Liberal Arts) Intent to Submit](http://openlab.citytech.cuny.edu/collegecouncil/files/2014/08/CommonCoreCourseSubmissionForm_4.2.12.doc) (if applicable) | n/a |
| Writing Intensive Form if course is intended to be a WIC (under development) | n/a |
| If course originated as an experimental course, then results of evaluation plan as developed with director of assessment. | n/a |
| **(Additional materials for [Curricular Experiments](http://www.300jaystreet.com/college-council/curriculum_proposals/curricular-experiments))** |  |
| Plan and process for evaluation developed in consultation with the director of assessment. (Contact Director of Assessment for more information). | x |
| Established Timeline for Curricular Experiment | x |

**COURSE OUTLINE**

**ENG 1101 CO: English Composition I Corequisite (0 credits, 2 hours)**

**Prerequisites**

46-55 on the CUNY Assessment Test in Writing, and/or 45-54 on the ACCUPLACER Reading Test; S in 090W without writing proficiency; S in 090R without reading proficiency

**Course Description**

ENG 1101CO offers supplemental instruction for reading and writing skills required in English 1101. The corequisite focuses on reading comprehension; critical thinking; the structured writing process; grammar and punctuation conventions; and note taking and study skills.

**Grade Policy and Procedure**

English 1101 CO is a pass/fail course, with exercises and assignments supporting the 1101 curriculum work. Student performance in ENG 1101 will determine the student’s pass/fail status in the corequisite.

**New York City College of Technology Policy on Academic Integrity**

Students and all others who work with information, ideas, texts, images, music, inventions, and other intellectual property owe their audience and sources accuracy and honesty in using, crediting, and citing sources. As a community of intellectual and professional workers, the College recognizes its responsibility for providing instruction in information literacy and academic integrity, offering models of good practice, and responding vigilantly and appropriately to infractions of academic integrity. Accordingly, academic dishonesty is prohibited in The City University of New York and at New York City College of Technology and is punishable by penalties, including failing grades, suspension, and expulsion. The complete text of the College policy on Academic Integrity may be found in the catalog.

**Required Texts / Library resources and bibliography**

**N/A (See English 1101 Course Text)**

**INSERT ENG 1101 LEARNING OUTCOMES**

**ENG 1101 Corequisite Learning Outcomes/Assessment**

## Learning Objectives Skills Assessment

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| Develop understanding of academic conventions | * Utilize appropriate formatting conventions (headings, paragraphing) * Use conventions appropriate to audience, genre, and purpose (including style, word choice, sentence structure, and grammar) | Evaluation of formal and informal written assignments |
| Hone reading skills | * Build vocabulary * Apply reading strategies to unpack challenging texts: annotation, deciphering meaning from context * Distinguish between main ideas and supporting details * Identify and evaluate an author’s argument * Apply skills to different types of sources as well as readings across the curriculum | Class discussion; text annotation exercises; vocabulary and reading comprehension quizzes; presentations;  class portfolio |
| Understand writing as a structured process | * Establish approaches to pre-writing, proofreading, and revision * Reflect on strengths and weaknesses; strategize improvement | Informal written assignments (planning and reflecting exercises); peer review |
| Summarize and respond to a text | * Paraphrase main ideas * Articulate your own view on either the author’s position or an issue in the text | Quizzes; class discussion; evaluation of formal and informal written assignments |
| Develop familiarity with persuasive essay structure (introduction, body, conclusion) | * Craft an effective thesis statement * Organize material in body paragraphs * Develop ideas, using connections with outside sources as supporting evidence | Class discussion; evaluation of formal and informal written assignments; oral presentations |
| Develop Study Skills | * Take lecture notes * Annotate texts * Follow a syllabus, adhere to deadlines, and manage time preparing for exams and assignments | Quizzes; reflection on time management built into formal and informal assignments |

**Class Schedule**

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|  | Reading | Writing |
| Week 1 | Introduction I Introduction to the course, textbook, syllabus, portfolio expectation, and reading software; discussion of relationship between reading & writing; reading/writing diagnostics | |
| Week 2 | Vocabulary Development: Context clues, morphological clues, use of dictionary | Annotation  Use of vocabulary: sentence-writing, parts of speech, sentence structure |
| Week 3 | Identifying main ideas vs. supporting details; Paraphrasing; Vocabulary development | Annotation; Summary;  Discussion of rhetorical modes (narration, comparison/contrast, persuasion); Grammar Instruction |
| Week 4 | Comprehensi Main ideas vs. supporting details; Making logical inferences; Paraphrasing | Rhetorical modes continued; Understanding components of an essay (intro, body, conclusion); Formatting  Pre-writing strategies; Organizing ideas  IIntro to |
| Week 5 | Essay 1 (Narration) Drafting Workshop | Essay 1 (Narration) Drafting Workshop |
| Week 6 | Writing as s Writing as a structured process: proofreading, revising, and editing | Essay 1 workshop (revision practices and peer review). Grammatical instruction |
| Week 7 | Analytical Strategies: Identifying patterns of organization; Analyzing relationships between ideas; Recognizing rhetorical modes | Transitions/ Grammar instruction  Discussion of Essay 2 (Comparison/Contrast) |
| Week 8 | Analytical str Critical Reading: evaluate argument and specific claims in a text and examine their reasoning/ supporting evidence  D  Ess | Use of transit Argumentation: thesis statements; topic sentences; claims |
| Week 9 | Critical Readi Critical reading: Analyze multiple texts addressing similar themes or topics; evaluate/ compare the authors’ points of view and approaches. | Developmen Development: Body paragraphs; use of evidence to support ideas; source  integration, including quotation |
| Week 10 | Identify quotations that demonstrate similar/different viewpoints/approaches;  Essay 2 Drafting Workshop | Development: Body paragraphs; use of evidence to support ideas; source  integration, including quotations; Essay 2 Drafting Workshop |
| Week 11 | Essay 2 workshop (revision practices and peer review). Grammatical instruction | |
| Week 12 | Identify author’s tone, style, purpose, and point of view in texts from various content areas. | Discussion of Essay 3. Elements of research: source location and evaluation; Documentation.  Grammatical instruction |
| Week 13 | Elements of research: appropriate citation. Essay 3 Drafting Workshop. | |
| Week 14 | Essay 3 workshop (revision practices and peer review) | |
| Week 15 | Reflections on final research project. Course conclusion. Class portfolio due | |

**Course Needs Assessment**

In a typical semester, there are 150-200 students enrolled in upper-level developmental writing, and 40-80 students enrolled in upper-level developmental reading. In the last four semesters, the pass rate of ENG 092W (Developmental Writing II) has fluctuated between 55-70%, while the pass rate of ENG 092R (Developmental Writing II) has ranged from 62-68%. Some students place into both these developmental courses before advancing to English 1101 and other credit-bearing courses at the college. We anticipate that approximately 220 students will be eligible to take this corequisite course in Fall 2019.

It should also be noted that because some students fail their first attempt taking these developmental reading and writing courses, they require winter or summer intervention through the USIP program, or repeating the course during the following semester. As a result, some students burn through valuable financial aid before advancing to credit-bearing courses. The integrated DW/DR corequisite course would alleviate the financial burden on students and allow them to accrue credits much earlier in their college careers.

## Course Design and Structure

The 2-hour corequisite will be taught by the same professor teaching the associated 1101 section.

In order to maximize student-centered individual instruction, we ask to restrict the English 1101 and associated corequisite class size to 20 students. [Note: we initially proposed a smaller class size of 15, but were told that was not feasible.] We have designed the corequisite portion of the course to take place in a computer lab, offering students the chance to use reading software and actively work on reading and writing assignments.

## Pedagogical Strategies and Instructional Design

The course will focus on supporting the reading and writing demands of English 1101 Composition 1, a course which all City Tech students take. [See sample assignments on page XX]

Currently there are approximately ten full-time and 10 part-time faculty members (drawn from the pool of developmental reading and writing instructors) who would be qualified to teach this course, along with many other professors currently teaching first-year writing who could teach the course, pending professional development . Instructors teaching the corequisite sections will offer supplemental instruction in reading and writing, delivered through lectures, group work, student peer editing exercises, and self-regulated learning methodology. There will be no online or partially online sections offered.

**Supports**

Because we are decreasing the number of instructional hours devoted to developmental reading and writing (each stand-alone course is 3 hours), we must ensure that students enrolled in the English 1101 corequisite receive ample academic support. We believe that embedded reading and writing tutors would positively augment classroom instruction. We also want to use this opportunity to advocate for Writing Center (independent of the existent Learning Center). As City Tech moves forward with remediation reform, the college needs to provide the appropriate infrastructure to support student needs. A Writing Center would not only serve these deserving students, but all English 1101 students, as well as student writing across the curriculum. Finally, we know that these students will benefit greatly from non-cognitive support and advice outside of the classroom. We request support for an advisement staff to guide students with registration processes, academic intervention, and acquaintance with collegiate responsibility.

## Plan and Process for Evaluation

In Fall 2019, we plan to pilot ten corequisite sections. In Spring 2020, we will continue the pilot. During that time we will draft the proposal for the permanent course, with a structure revised as needed. Besides the learning outcome assessment, we will examine passing rates in the ENG 1101Co.

Historically, upper-level developmental reading and writing have served as gateways to English 1101, which in turn serves as a pre-requisite for many courses at the college. It is important to note that ENG 1101 standards will not be lowered for students enrolled in the 1101-Co; the level of instruction and exit requirements will be identical to mainstream ENG 1101. Implementing this integrated reading and writing corequisite will increase retention and graduation rates, thus allowing students to move forward with their collegiate aspirations.