New York City College of Technology, CUNY

CURRICULUM MODIFICATION PROPOSAL FORM

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| **Title of Proposal** | **English 1101CO** |
| **Date** | **1/31/2020** |
| **Major or Minor** | **Major** |
| **Proposer’s Names** | **Profs. Caroline Hellman & Juanita But** |
| **Department** | **English** |
| **Date of Departmental Meeting in which proposal was approved** |  |
| **Department Chair Name** | **Robert Leston** |
| **Department Chair Signature and Date** | **1/31/2020** |
| **Academic Dean Name** | **Justin Vazquez-Poritz** |
| **Academic Dean Signature and Date** | **Picture 1 1/31/20** |
| **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 comply with a CUNY mandate, the English Department proposes ENG 1101CO, which will add 2 additional hours to English Composition 1 (3 credits, 4 hours). This version of ENG 1101 will be taken by students who formerly placed in ENG 092R and/or ENG 092W, which will no longer be offered. ENG 1101CO will be a 6 hour version of ENG 1101.  We piloted ten sections of ENG1101CO Fall 2019 and will continue the pilot in Spring 2020. |
| **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 & 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 co-requisite 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 Co-requisites, dating back to 2008. See “The Extensive Evidence of Co-Requisite Remediation's Effectiveness” (Logue, 2018) and “Three accelerated developmental education programs: Features, student outcomes, and implications.” (Jaggars, Hodara, Cho, & Xu, 2015). |
| **Proposal History**  (Please provide history of this proposal: is this a resubmission? An updated version? This may most easily be expressed as a list). | A proposal to pilot ENG 1101CO was submitted in April 2019.  10 sections of ENG 1101CO were piloted in Fall 2020. |

NEW COURSE PROPOSAL FORM

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| **Course Title** | English Composition I |
| **Proposal Date** | 1/31/20 |
| **Proposer’s Name** | Profs. Caroline Hellman and Juanita But |
| **Course Number** | ENG 1101CO |
| **Course Credits, Hours** | 3 credits, 4 hours, 2 supplemental hours |
| **Course Pre / Corequisites** | CUNY English Proficiency Index 50-64.  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** | A course in effective essay writing and basic research techniques including use of the library. Demanding readings assigned for classroom discussion and as a basis for essay writing. Two supplemental hours of instruction for reading comprehension, critical thinking, the structured writing process, grammar and punctuation conventions, notetaking and study skills. |
| **Brief Rationale**  Provide a concise summary of why this course is important to the department, school or college. | To comply with a CUNY mandate, the English Department proposes ENG 1101CO, which will add 2 additional hours to English Composition 1 (3 credits, 4 hours). This version of ENG 1101 will be only taken by students who formerly placed in ENG 092R and/or ENG 092W, which will no longer be offered. ENG 1101CO is a 6 hour version of ENG 1101. |
| **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. | This will be submitted for English Composition requirement in the Common Core, which the regular version of ENG 1101 satisfies. |
| **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  Juanita But  [jbut@citytech.cuny.edu/](mailto:jbut@citytech.cuny.edu/) 718-260-5978 | **Expected date course(s) will be offered :**  Fall 2020  **# of students:** 200 |

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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**](http://cityte.ch/curriculum)**) for articles and ebooks for your courses, or our open educational resources (OER) guide (**[**http://cityte.ch/oer**](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 co-requisite 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** |

# Section AIV: New Courses

## Please fill in all applicable fields.

**New courses to be offered in the XXXXX department**

|  |  |
| --- | --- |
| **Department(s)** | English |
| **Academic Level** | **[ X ] Regular  [   ] Compensatory  [   ] Developmental  [   ] Remedial** |
| **Subject Area** | English |
| **Course Prefix** | ENG |
| **Course Number** | 1101CO |
| **Course Title** | **English Composition 1** |
| **Catalog Description** | A course in effective essay writing and basic research techniques including use of the library. Demanding readings assigned for classroom discussion and as a basis for essay writing. Two supplemental hours of instruction for reading comprehension, critical thinking, the structured writing process, grammar and punctuation conventions, notetaking and study skills. |
| **Prerequisite** | CUNY English Proficiency Index 50-64.  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 |
| **Corequisite** |  |
| **Pre- or corequisite** |  |
| **Credits** | 3 credits |
| **Contact Hours** | 4 hours, 2 supplemental hours |
| **Liberal Arts** | **[ X ] Yes  [   ] No** |
| **Course Attribute (e.g. Writing Intensive, etc)** | Integrated reading and writing |
| **Course Applicability** | **[ ] Major**  **[X ] Gen Ed Required [ ] Gen Ed - Flexible [ ] Gen Ed - College Option**  **[ X ] English Composition [ ] World Cultures [ ] Speech**  **[ ] Mathematics [ ] US Experience in its Diversity [ ] Interdisciplinary**  **[ ] Science [ ] Creative Expression [ ] Advanced Liberal Arts**  **[ ] Individual and Society**  **[ ] Scientific World** |
| **Effective Term** | Fall 2020 |

**Rationale:** ENG 1101 CO is a variant of an existing course (ENG 1101) with embedded co-requisite support to allow students to proceed directly to credit-bearing college coursework.

This version of ENG 1101 will be taken by students who formerly placed in ENG 092R and/or ENG 092W, which will no longer be offered. ENG 1101CO will be a 6 hour version of ENG 1101.

**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 | x |
| **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) | x |
| 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. | x |
| **(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). | n/a |
| Established Timeline for Curricular Experiment | n/a |

**Student Learning Outcomes for First Year Writing**

**Preamble:** The audiences for the learning outcomes below are instructors, students, and the larger college and university communities. These outcomes include instances of specialized language that may be unfamiliar to new students but that can be easily understood with the guidance of their instructor.

It is expected that at a minimum, students in ENG 1101 and ENG 1121 will:

1. **Read and listen critically and analytically in a variety of genres and rhetorical situations:** Identify and evaluate exigencies, purposes, claims, supporting evidence, and underlying assumptions in a variety of texts, genres, and media.
2. **Adapt to and compose in a variety of genres:** Adapt writing conventions in ways that are suitable to different exigencies and purposes in a variety of contexts, including academic, workplace, and civic audiences. When appropriate, repurpose prior work to new genres, audiences, and media by adjusting delivery, design, tone, organization, and language.
3. **Use research as a process of inquiry and engagement with multiple perspectives:** Learn to focus on a topic and develop research questions that lead to propositions and claims that can be supported with well-reasoned arguments. Persuasively communicate and repurpose research projects across a variety of contexts, purposes, audiences, and media. Demonstrate research skills through attribution and citation gathering, evaluating, and synthesizing both primary and secondary sources. Learn how to use appropriate citation styles depending on disciplinary and situational requirements (MLA, APA, Chicago, etc.).
4. **Use reflection and other metacognitive processes to revise prior assumptions about reading and writing and transfer acquired knowledge into new writing situations.** Students write reflections of their own reading and writing process from the beginning and throughout the semester with the intention to transfer their acquired knowledge about genre and composing practices into new writing situations.
5. **Demonstrate the social and ethical responsibilities and consequences of writing:** Recognize that first-year writing includes academic, workplace, and civic contexts, all of which require careful deliberation concerning the ethical and social ramifications concerning fairness, inclusivity, and respect for diversity. Write and revise for academic and broader, public audiences accordingly.
6. **Compose in 21st Century Environments:** Learn to choose among the most current and effective delivery methods for different composing situations. Students learn to compose in new media environments, including alphabetic texts, still and moving images, sonic, and mixed media compositions. Use digital media platforms appropriate to audience and purpose.

**SAMPLE SYLLABUS: ENG 1101CO**

(TEXTS AND SPECIFIC ESSAY ASSIGNMENTS WILL VARY BY INSTRUCTOR)

**English ENG 1101CO, D224: English Composition I, Fall 2020**

**(three credits, four class hours, 2 supplemental hours)**

**Tues/Thurs 8:30 am to 11:00 am**

Instructor:Professor XXX

Office: Namm 512 Office Phone: 718.260.5392 E-mail address:

Office Hours: Wed. 1-2 pm, Tuesdays and Thursdays 11:30 am-12:30 pm, and by appointment

**ENG 1101CO Catalog Description:**

A course in effective essay writing and basic research techniques including use of the library. Demanding readings assigned for classroom discussion and as a basis for essay writing. Two additional hours of instruction and class activities offering student support for reading comprehension, critical thinking, the structured writing process, grammar and punctuation conventions, notetaking, and metacognitive and study skills

See “ENG 1101CO Supplemental Just-in-time Integrated Reading and Writing Activities” for a list of these activities.

**Required Texts (at City Tech Bookstore or used copies on** [www.amazon.com](http://www.amazon.com)**. Order now!):**

**Based on class need or interest, I may add to this list. Stay tuned.**

–Vance, J. D. *Hillbilly Elegy: A Memoir of a Family and Culture in Crisis*.

–A good collegiate dictionary.

–A notebook and two Folders: One for class handouts, one for your writing. This latter will be collected and reviewed at the end of the semester as part of a portfolio evaluation.

**Attendance Policy**

The work for this course is cumulative, which means that one assignment builds from the next and it is difficult to catch-up once you fall behind. Please remember that being absent is not an excuse for missing or late work, so be sure to get notes and assignments from a classmate so that you can be informed and prepared for every class. IT IS YOUR RESPONSIBILITY TO FIND OUT ABOUT MISSED WORK.

However, if situations arise that are beyond your control and that will result in a prolonged absence, please come talk to me.

The semester is short–and we've a lot of work to do. It will not be possible to keep up if you miss class. If you know you can't make class regularly, change sections now!

**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.

**ENG 1101CO Grading:**

Rough Drafts, low-stakes assignments and in-class writing (including peer review comments): 30%

Out-of-Class and In-Class Essays (including midterm essay): 60%

(there will be four major essays assigned, with revisions)

Final Exam: 10%

###### Policies: Help keep our classroom a safe and quiet workplace

**1. Attendance (see above)**

**2. No Cell Phones or Text Messaging**

Please protect your commitment to yourself as a college student: turn off cell phones and other electronic devises during class.

**3. Lateness**

Please protect your commitment to yourself as a college student: arrive to class on time. Don’t schedule doctor’s appointments or other kinds of appointments during class time.

**4. Professional Demeanor**

–Please protect your commitment to yourself as a college student: take care of any needs before class, and plan all doctor’s appointments at times other than class times.

–No eating please but you may bring something to drink.

**5. Work and Integrity Issues**

–Late Rough drafts and other required material for an essay will lower your final paper by one half letter grade. Late Final Drafts will not be accepted unless prior arrangement has been made with the professor.

–Plagiarism (the presentation of the phrases written by someone else as your own) is a grievous academic crime and will be dealt with severely. At the very least you will receive a failing grade for the assignment.

–Please protect your commitment to yourself as a college student: bring the reading with you to class.

–There will be a reading quiz at the start of many classes, including the Thursday 9 a.m. lab hour. If you come in after the quiz, you will not be granted the possibility of a make-up.

–All papers are to be presented in current MLA format: double spaced, one-inch margin, standard font.

**Course Requirements:**

We will be working toward four formal essays throughout the semester (one of which will have a research component), achieved through a process of class discussion, group work, peer editing, smaller writing assignments, and multiple drafts of each paper.

This class is conducted as a Workshop, and contributing to class discussions is at the heart of our meetings. In order to be “present” in every way in class, you must be thoroughly prepared with the reading due for that class, and you need to arrive to class on time.

As part of the Workshop model, we will review together sample student writing from our group. I will remove names. Participating *fully* in peer review–giving generous and *incisive* feedback to your fellow students' drafts–is a regular and required component of the course. Failure to do so will lower your final grade, as will not keeping up with homework assignments.

In addition, required work for this course includes regular in-class writing assignments, homework assignments, and reading and vocabulary quizzes. This work will aim to prepare you for the required essays.

I ASK YOU TO KEEP ALL YOUR WORK, HOMEWORK, IN-CLASS WRITING AND ALL PAPERS, IN A STURDY FOLDER (preferably one with two-sided pockets)! Please label carefully what the assignment is, put the date it is due, and attach by paper clip any peer review comments. Keep your folder in order! At least once during the semester, you will be asked to hand in this folder with all of your written work to your professor. I will review your folder as part of determining your final grade.

**Important Pointers**: The English Department requires that to pass the course you must know basic verbs and how to write in sentences. Students with weak verb and sentence skills must make an appointment in AG-18 to work with a tutor and hand in exercises from <http://home.earthlink.net/~eg121/grammar.htm>.

**ENG 1101CO Supplemental Just-in-time Integrated Reading and Writing Activities:**

* **Schema building**: In-class activity or discussion to build “schema” or activate students’ background knowledge on the topic/ questions. This can include vocabulary preview, use of context clues, pre-reading guides to facilitate comprehension of challenging portions of the text.
* **Active reading**: Annotation, notetaking, and summarizing to identify main ideas and supporting details to facilitate literal and inferential comprehension.
* **Post-reading activities**: In-class activities for students to process, clarify, and engage with ideas/info from readings. This can include small-group and whole-class discussions, in-class writing, debates, games, and rhetorical analysis. Metacognitive practices and discussion are used to increase students’ awareness of strategies for approaching academic reading, reasoning, and writing.
* **Open-book Quiz:** Students move from informal and largely oral discussion to explaining key ideas/info from reading in their own writing. Provides incentive and accountability for completing and reviewing readings.
* **Low Stakes Writing:** Students move from explaining discrete portions of the reading to integrating, synthesizing, building arguments. This includes low stakes in-class assignments on analyzing and synthesizing ideas from multiple texts; students must articulate & support their own perspective.

SAMPLE WEEKLY SCHEDULE: JUST IN-TIME SUPPORT WILL BE INTEGRATED INTO ALL CLASS ACTIVITIES

**Week One:** Jumping in: Essay Assignment on “Work”/Peer Interviews on Work. Review course policies.

Tues: Introduction to course, instructor. Discuss student essay “Suffocating Sunday” by Olendi Saavedra. Hand out assignment #1; publicize Labor Arts essay contest www.laborarts.org/contest

Thurs: Brainstorming page due. Students Interview Each Other on some Kind of Work They Do.

Quiz. Continue reading “Sunday Suffocation. Review Syllabus. Index Cards. Review Requirements of rough draft and Proper Format of Papers.

#### Week Two: **Drafting/Revising–What is Your Story Really About?**

Tues. **Rough Draft #1 (three copies) due**. Attach Interview Sheet. Peer Review. Activate City Tech email and Blackboard by today.

Thurs. Sample Student Drafts. Discuss Revision Strategies, including Use of Dialogue and Dramatic Start Point.Hand out winning student essays from past.

Quiz. Return peer review sheets and discuss. Read excerpts from Tim O’Brien and J. D. Vance’s *Hillbilly Elegy*

**Week Three:** Submitting Your Work: Proofreading and Editing.

Tues

Thurs.: **Final draft #1.** Students volunteer to read essays out loud. Last day to drop a course without a grade of “W” grade assigned. Hand out Frederick Douglass’s “Learning to Read and Write.”

Quiz. Discuss winning student essays from past. Encourage Essay Contest Submissions (Due March 18).

**Week Four**: Quote Analysis.

Tues.: Read for today Frederick Douglass’s “Learning to Read and Write.” **Douglass Study Questions Due.** Discuss Common Assumptions about Reading. In-class writing on “mistress.” Hand out Douglass Chapter Two.

Thurs: In-class writing on “bread of knowledge.” Hand out Essay Assignment #2.

Quiz. Return paper #1 and discuss CUNY Labor Arts Essay Contest Submissions

**Week Five:** Outlining Your Paper.

Tues: Read for today Malcolm X’s “Learning to Read.” **Malcolm Study Questions Due.** In-class writing using Perfect Paragraph Model.

Thurs:Perfect Paragraphs Due. Discuss in class Introduction and Outline Paper. Start reading *Hillbilly Elegy*!

Quiz. Read and discuss in class Frederick Douglass’s Chapter Two (handout).

**Week Six:** Revising as a means to extend your thinking.

Tues.: **Rough draft #2 due**. Three copies. Peer Review.

Thurs. Peer Review Sheets Due. Sample Drafts in Class. “Unpacking” Quotations. To me: Work Stories for Contest–hard copy and digital copy of final story, as well as selected image for Labor Arts.

Quiz. Continue with Douglass, Chapter Two, or Mosley Secret.

**Week Seven**:

Tues.: Sample Papers. Revision Strategy–Revising Topic Sentences. Sentence Structure.

Thurs.: **Final Draft #2 Due.** For today read Nicholas Carr, “Is Google Making Us Stupid?” (Based on class interest or need, I may make a substitution here, Tara Westover’s “Educated,” for example.)

–Quiz. What is a Thesis? Test Your Papers. Mid- semester Grades Distributed this week or next.

**Week Eight:**

Tues: Study Questions on Carr Due. Hand out Essay Assignment #3.

Thurs.: Discuss Critical Reading Skills. Summary vs. Analysis.

Quiz. Return Final Draft #2. Handout on Complicating your Thesis.

**Week Nine**: Get Started on *Hillbilly Elegy*!

Tues: **Rough Draft #3. Three Copies**. Peer Review.

Thurs: Sample Student Drafts. Discuss Introduction and Conclusion.

**Week Ten**

Tues:Sample Student Drafts. Revised Introduction due (two copies). What is a Thesis? Test Your Papers.

Thurs: **Final Draft #3 due.** Read for today *Hillbilly Elegy*, Introduction and Chapter One, pages 1-22. Read opening pages out loud.

Quiz. Compound and Complex Sentences.

**Week Eleven**

Tues: *Hillbilly Elegy*, Read Chapters 2-8, with focus on Chapter Two, 23-37. Quiz #1.

Thurs.: Reading Quiz. Discuss *Hillbilly Elegy*, Reread Chapters Five and Nine (through page 151). Quiz Study Questions and Vocabulary due. Return FD #3. Hand out essay assignment #4 and discuss

**Week Twelve**

Tues: *HE*, Reread Chapters 10, 11 (through 195). Read Chapter Twelve. Group Work. Study Questions Due and Vocabulary Due..

Thurs: Reread Chapter 12 (through 207). Discuss Social Capital and apply to own life. Quiz #4.

Grammar Lesson–Parallel Structure.]

**Week Thirteen**

Tues. *HE*, Read ChaptersThirteen, Fourteen (through page 247). Conclusion. **Discovery Draft Due.**

Thurs.: **Rough Draft #4 Due**. Three Copies. Peer Review, Discuss Concepts, social capital, social network.]

**Week Fourteen**

Tues. Discussion of Sample Student Essays.

Thurs. Discussion of Sample Student Essays with in-class response

Quiz. Introduce how to write a summary. *New York Times* opinion editorials.

**Week Fifteen**

Tues: **Final Draft #4 Due**. Review summary writing and final exam format.

Thurs. Sample Final Exam. Strategies for outlining your essay.

**Week Sixteen**

Tues.: **Final Exam essay in class**

Thurs: Student Presentations and Celebration! Required to receive grade for Final Exam and the course. Retrospective View of Course

**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 are placed 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 ENG 1101CO in Fall 2020.

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

English 1101CO will be taught by professors with experience teaching first-year writing. Twenty English Department faculty members are currently participating in semester-long professional development in preparation for teaching the new course.

In order to maximize student-centered individual instruction, we ask to restrict the English 1101CO class size to 20 students. We have designed the course to take place in a computer lab, offering students the chance to use online platforms and resources and actively work on reading and writing assignments.

If students do not pass ENG 1101CO, they will repeat ENG 1101. They will not retake ENG 1101CO.

## Pedagogical Strategies and Instructional Design

Instructional Cycle and Assignments

ENG 1101CO will prepare students for college-level reading and writing and will focus on supporting the curriculum demands of English 1101 Composition 1, a course which all City Tech students take. It will adopt the highly successful and widely used model of integrated reading and writing instructional cycle from the California Acceleration Project (see Appendix A, p.21). Instructional activities and assignments, while covering the learning outcomes, are specifically designed to engage students in each stage of the reading and writing processes for scaffolding, formative, and summative assessment purposes (see Appendix B, pp.22-28).

Recognizing diversity

While ENG 1101CO is primarily designed to develop students’ reading, writing, and thinking skills, we also acknowledge the importance of developing intercultural knowledge and respect, as an integral part of academic literacy, among our students. Therefore, the curriculum of this course will highlight the social and ethical responsibilities concerning fairness, inclusivity, and respect for diversity. Students will learn that recognizing the diversity of cultures, identities, experiences, perceptions, perspectives, voices, and ideas is the foundation of creating an open and hospitable discourse community. It will be reflected in the course materials, topics, and assignments.

Though the ENG 1101CO planning team does not prescribe the choice of texts for the course, one of our suggested textbooks is *The Place Where We Dwell: Reading and Writing about New York City*. The writers, artists, and commentators featured in this anthology, pretty much like our students, come from diverse backgrounds and experiences. Engaging with these texts can forge meaningful connections across the socio-cultural spectrum in our college community. Instructors of this course, including those who will be using Open Educational Resources (OER), are expected to select texts that fulfill these objectives.

Professional Development and Instructional Format

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   
ENG 1101CO, along with many other professors currently teaching first-year writing who could teach the course. Professional development for ENG 1101CO started in Spring 2019 through the CUNY Strong Start to Finish Grant. In Spring 2020, four workshops have been scheduled for faculty who plan to teach the course in the 2020-2021 academic year.

An additional professional development activity was the CUNY Writing Summit, held in April 2019 at City Tech, which focused on co-requisite implementation: best practices, pedagogies, assessment, and support.

Instructors teaching ENG 1101CO 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 of ENG 1101CO.

**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 1101CO 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 a 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.

**ENG1101 CO Pilot results**

**Fall 2019 ENG1101 CO** **Final** **Grade Distribution**

|  |  |  |  |
| --- | --- | --- | --- |
| **Final Grade** | **Number of students** | **%** |  |
| A | 15 | 8 | % based on the  total number of students completed the course  **(N=187)** |
| A- | 35 | 19 |
| B+ | 26 | 14 |
| B | 19 | 10 |
| B- | 21 | 11 |
| C+ | 8 | 4 |
| C | 21 | 11 |
| D | 7 | 4 |
| F | 35 | 19 |
| WU | 24 | 12 | % based on the  total number of students enrolled in the course  **(N=212)** |
| W | 1 |
| **Completion** | **187** | **88** |
| **Passed with “C” or above** | **145** | **68** |
| **Passed with “D” or above** | **152** | **72** |

The total enrollment of ENG1101CO pilot in Fall 2019 was 212. In the ten Integrated Reading and Writing corequisite pilot sections, 88% of the students completed the course, and 72% passed the course with a grade “D” or above. The results of the ENG1101CO pilot have shown initial effectiveness, as both the completion and pass rates are higher than those in developmental reading (62-68%) and writing (55-70%) courses, thus allowing students to move forward with their collegiate aspirations.

**References:**

Bailey, T., & Cho, S. W. (2010). Issue Brief: Developmental Education in Community Colleges. *Community College Research Center, Columbia University*.

Jaggars, S. S., Hodara, M., Cho, S. W., & Xu, D. (2015). Three accelerated developmental education programs: Features, student outcomes, and implications. *Community College Review*, *43*(1), 3-26.

Logue, Alexandra (2018). The Extensive Evidence of Co-Requisite Remediation's Effectiveness. *Inside Higher Ed.* <https://www.insidehighered.com/views/2018/07/17/data-already-tell-us-how-effective-co-requisite-education-opinion> .

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**Appendix A**

**ENG1101-CO Instructional Cycle**

|  |
| --- |
| **Pre-Reading Set-Up**  In-class activity or discussion to build “schema” or activate students’ background knowledge on the topic/ questions. Teacher provides guidance (what to pay attention for, key terms that might be unfamiliar to students, portions they may hind challenging). Students read assigned texts at home. |

|  |
| --- |
| **Post Reading Activities**  In-Class activities for students to process, clarify, and engage with ideas/info from readings – e.g. small-group & whole-class discussions, in-class writing, debates, games. Metacognitive conversation woven throughout to increase students’ awareness of strategies for approaching academic reading, reasoning, and writing. |

|  |
| --- |
| **Open Book Quiz**  Students move from informal and largely oral discussion to explaining key ideas/info from reading in their own writing. Provides incentive and accountability for completing and reviewing readings. Good quiz questions require students to demonstrate they understand key parts of text (poorly written questions allow students to locate and copy or simply provide opinion) |

|  |
| --- |
| **Essay**  Students move from explaining discrete portions of the reading to integrating, synthesizing, building arguments. Good prompts require higher order thinking with key ideas/info from assigned texts, students must articulate & support their own perspective (poor prompts allow students to bypass the text, over-rely on personal comments, and/or string together chunks of summary with no analysis) |

Adapted from California Accelerated Project, developed by Katie Hern

**Appendix B**

**ENG1101-CO Integrated Reading and Writing Assignments**

**Sample Assignments and Activities**

**#1: Summary, Analysis, and Response Essay**

This is a text-based writing assignment. In this assignment, students are asked to read an article and to write an essay that includes a summary that represents the main message and key points, an analysis that examines the textual elements, and a response that engages the author’s ideas.

Starting with the reading process, students apply reading strategies to understand and examine the text in preparation for writing. This writing assignment requires different cognitive processes while students write for various purposes – to summarize, to analyze, and to respond. Specific strategies and guidelines are used to scaffold reading and writing tasks and to guide students through the discursive process in each part of the assignment.

**#2: Pre-reading Guides**

These reading guides are designed to develop or activate a schema of background knowledge to facilitate critical reading and thinking through writing, visual mapping, and discussion. Some of the items/questions allow students to preview the reading, while others develop students’ vocabulary and awareness of certain concepts found in the texts.

**#3: Reading Quiz**

The objective of the post-reading quiz is twofold. First, it gauges students’ mastery of the meaning and essential elements of a given text. As an assessment that involves reading and writing, it also requires students to read like a writer as they examine the purpose, tone, and organization of the text. They can then learn more about writing.

**#4: Synthesis Argument Essay**

A synthesis essay is a discussion that incorporates multiple sources of information. To synthesize the ideas from different sources, students have to identify similar or conflicting arguments and ideas among the authors. The application of synthesis in an argument relies on critical and valid reasoning, and supporting evidence from various sources, forms, and contexts. As they present their points of view, students also evaluate their claims the way they examine arguments and ideas from other sources to inform and advance their discussion. The use of multiple sources in different genres and modes, including multimedia, websites, and other texts, allow students to develop multimodal literacies that are essential to 21st century learning.

**Note**:

The texts used in the assignments are examples. They may or may not become actual assignments in the ENG1101CO course. They are selected to demonstrate that a range of text-based assignments, which are fundamental to the integrated reading and writing approach, can be generated with the same group of texts. The following sample assignments are of varying lengths and address different outcomes.

**#1: Summary, Analysis, and Response Essay**

**Objective:**

In this assignment, you are asked to read an article on college education. You should use active reading techniques before and during reading to help you understand the text and identify the main points and purpose of the article. After reading, you have to write a summary that represents the main idea or thesis and supporting points, to write an analysis that examines the textual elements, and to respond to the article thoughtfully.

**Readings:** (Choose one of the following)

* “Are College Lectures Unfair?” by Annie Murphy Paul
* “Does College Education Still Prepare People for Jobs?” by [Tomas Chamorro-Premuzic](https://hbr.org/search?term=tomas%2520chamorro-premuzic) and [Becky Frankiewicz](https://hbr.org/search?term=becky%2520frankiewicz)
* “Technology and the College Generation,” by Courtney Rubin

**Requirements**:

Part 1:

Your **summary** should be around 100 words. To prepare for the summary writing, you should fill out a template with the thesis and the major supporting ideas. Use the following strategies in your summary:

* Introduce the article in the beginning of your summary. Include the author’s name, the date of publication, and the publication title within the first few sentences.
* Focus on the author’s arguments by accurately stating the article’s thesis and major supporting ideas in your own words.
* Avoid giving examples and evidence that are too specific, to maintain the focus of the overall argument of the article. Feel free to generalize about types of evidence, kinds of examples, and rhetorical strategies used by the authors to support their argument;
* Use an objective tone and a mix of paraphrased and quoted source material.
* Do not include your opinion.

Part 2

Your **analysis** should be at least 300 words (about one page). You should use an objective tone when you analyze the text. Focus on some of the following topics:

* The context in which this article is written
* The purpose of the article (what is it? Is it clear?)
* The intended audience of the article
* The organizational patterns of the text
* The techniques used to achieve the purpose
* The tone(s) of the text (you may include quotations as illustrations)
* The thesis of the article (is it well supported?)

Part 3:

Your **response** should be around 200 words. Give your personal response/reaction to the text. In this part, you should write in first person by using the pronoun “I.” Consider the following questions:

* What ideas do you find interesting/powerful?
* Do you agree or disagree with some of the ideas presented/ Why or Why not?
* How does the author support his/her argument?
* Do you find the author’s argument convincing?
* How do you personally relate to some of author’s ideas?

**Overall Strategies**:

* Use pre-reading techniques to facilitate understanding of the article, including accessing background knowledge in the subject area, establishing your own purpose for reading the material.
* Make sure you understand unfamiliar vocabulary and concepts by using context clues or a dictionary.
* Annotate the text to help you understand important ideas
* Read the article carefully and identify the main idea and important points.
* Pay attention to the author’s purpose and tone.
* Begin your essay with the summary of the article and then lead into the analysis with an effective transition.
* In the analysis, your points should be supported by examples from the text.
* Link your analysis to your response with an effective transition.
* Though your response is subjective, it should reflect a deep level of textual engagement and the thinking of an informed reader and/or critic.
* Revise your draft to achieve accuracy, coherence, and effectiveness.
* Avoid spelling and grammar mistakes.

**Paper Length**: 600-700 words (typed double-spaced)

(Learning outcomes: ENG1101 #1, #2, #4, #6)

**#2.1 Pre-reading Guide**

Before you read “Are College Lectures Fair?” by Annie Murphy Paul, briefly respond to the following questions:

1. Just by looking at the title, what do you think the author is going to discuss?
2. Can you think of instances when you felt that some lectures in high school or college took a specific cultural form that favored some people while discriminating against others?
3. Between lectures and active learning activities such as in-class learning exercises and projects, which do you prefer? Why?
4. Briefly describe the best classroom experience you have had in high school or college.

(Learning Outcomes: ENG1101 #1. #5)

**#2.2 Pre-reading Guide**

Before you read “Do Higher Education Still Prepare Students for Jobs?” by [Tomas Chamorro-Premuzic](https://hbr.org/search?term=tomas%2520chamorro-premuzic) and [Becky Frankiewicz](https://hbr.org/search?term=becky%2520frankiewicz). Complete the mind map below:

**Skills that prepare you for the job market**

Rate the importance of these skills in a scale of 1 to 10 (1 as the least important and 10 the most important) by putting the number next to each skill (follow up with discussion in groups or pairs).

(Learning outcomes: ENG1101 #1 #6)

**#3 Reading Quiz**

Answer the following questions about Courtney Rubin’s “Technology and the College Generation.” Make sure that you read the text carefully while answering the questions.

1. What is the main idea of this article?
2. Based on the article, how do students and faculty perceive using emails in college?
3. In the last paragraph, what exactly is the “surprising obstacle?” How does it relate to what the author has previously discussed in the article?
4. In the article, what does Mr. Jones mean by saying “E-mail is a sinkhole where knowledge goes to die”? Do you agree with his statement? Why?

(Leaning Outcomes: ENG1101 #1, #4)

**#4 Synthesis Argument Essay**

A synthesis is a written discussion that draws on two or more perspectives. As you present your point of view, you also incorporate ideas and arguments from other sources to inform and advance your discussion. These sources are not limited to written texts. You can use websites and multimedia texts.

For this assignment, watch Angela Lee Duckworth’s talk “Grit: The Power of Passion and Perseverance” and read Mike Rose’s “Why Teaching Kids to Have ‘Grit’ Isn’t Always Such a Good Thing.” Take notes as you watch Duckworth’s talk and read Rose’s argument. In the essay, discuss the purpose and key message of each piece and examine the validity of its reasoning. How do the authors support their arguments? Do you agree or disagree with their views? Why? Choose at one other source from the library database or valid academic or informational sites to illustrate your argument and evaluate the claims of both authors. Make sure that your argument demonstrates valid reasoning and your key ideas are supported with evidence and examples found in the texts and/or your own experience. Selectively quote and paraphrase from each source to support your points. Proofread and revise your draft for accuracy, coherence, and effectiveness. MLA documentation format should be used and a works cited page should be included.

**Sources:**

“Grit: The Power of Passion and Perseverance,” by Angela Lee Duckworth

<https://www.ted.com/talks/angela_lee_duckworth_grit_the_power_of_passion_and_perseverance>

“Why Teaching Kids to Have ‘Grit’ Isn’t Always Such a Good Thing,” by Mike Rose

<https://www.washingtonpost.com/news/answer-sheet/wp/2015/05/14/why-teaching-kids-to-have-grit-isnt-always-a-good-thing/?utm_term=.a78f0c111bfd>

**Paper length**: around 700 words (typed double-spaced)

(Leaning Outcomes: ENG1101 #1, #2, #3, #4, #5, #6)