New York City College of Technology, CUNY

CURRICULUM MODIFICATION PROPOSAL FORM

This form is used for all curriculum modification proposals. See the [Proposal Classification Chart](http://openlab.citytech.cuny.edu/collegecouncil/files/2014/08/2013-10-09-Proposal_Classification_Chart.pdf) for information about what types of modifications are major or minor. Completed proposals should be emailed to the Curriculum Committee chair.

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| --- | --- |
| **Title of Proposal** | **Bridge to ENG1101 workshop** |
| **Date** | **March 12, 2020** |
| **Major or Minor** | **Expedited Major** |
| **Proposer’s Name** | **Lauri Aguirre** |
| **Department** | **First Year Programs** |
| **Date of Departmental Meeting in which proposal was approved** | **NA** |
| **Department Chair Name** | **NA** |
| **Department Chair Signature and Date** | **NA** |
| **Academic Dean Name** | **NA** |
| **Academic Dean Signature and Date** | **NA** |
| **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. | **Review and approval of workshop pilot for Bridge to ENG1101** |
| **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). | **Due to recent reforms in the CUNY college placement policy, we recognize the need for a modified developmental English skills workshop. In the past this was satisfied by 2 separate reading and writing interventions, but the new placement index criteria does not distinguish between the 2 skills. Consequently, the need for a combined English skills workshop is warranted. It is necessary to create this as a zero credit workshop for the following reasons:**   1. **All workshops that appear on a student’s transcript with student enrollment and outcomes in CUNYfirst, must be approved by governance** 2. **This workshop is funded through CUNY Coordinated Undergraduate Education (CUE), which requires that student enrollment and outcomes are documented in CUNYfirst for auditing and assessment purposes** |
| **Proposal History**  (Please provide history of this proposal: is this a resubmission? An updated version? This may most easily be expressed as a list). |  |

Please include all appropriate documentation as indicated in the Curriculum Modification Checklist.

For each new course, please also complete the New Course Proposal and submit in this document.

Please submit this document as a single .doc or .rtf format. If some documents are unable to be converted to .doc, then please provide all documents archived into a single .zip file.

**ALL PROPOSAL CHECK LIST**

|  |  |
| --- | --- |
| Completed CURRICULUM MODIFICATION FORM including: |  |
| * Brief description of proposal | X |
| * Rationale for proposal | X |
| * Date of department meeting approving the modification | NA |
| * Chair’s Signature | NA |
| * Dean’s Signature | NA |
| Evidence of consultation with affected departments  List of the programs that use this course as required or elective, and courses that use this as a prerequisite. | X |
| Documentation of Advisory Commission views (if applicable). | NA |
| Completed [Chancellor’s Report Form](http://openlab.citytech.cuny.edu/collegecouncil/files/2014/08/2013-10-09-Chancellor_Report_Quick_Reference_Guide1.doc). |  |

**EXISTING PROGRAM MODIFICATION PROPOSALS**

|  |  |
| --- | --- |
| Documentation indicating core curriculum requirements have been met for new programs/options or program changes. | NA |
| Detailed rationale for each modification (this includes minor modifications) | NA |

**Bridge to ENG1101 Workshop Background**

Many incoming students graduate from high school without attaining college-level proficiency in English. This limits the courses students are able to enroll in when they begin at the college. This workshop will offer students the opportunity to achieve proficiency in English prior to Fall matriculation, thus enabling first year students to start with a full credit-bearing course load in their first semester. By enabling students to achieve proficiency over the summer, the workshop will effectively help students to stay on schedule for 2- or 4-year graduation, for Associates and Bachelor’s degrees respectively.

The workshop will meet for a total of 30 hours, mimicking the “CO” portion of ENG 1101CO that these students would be placed in without the workshop/earning proficiency. The Bridge to ENG1101 Workshop is similar to previously offered summer immersion interventions, such as ENG 925R and ENG 925W, which also had the goal of providing students the opportunity to earn proficiency prior to the fall semester. This new workshop differs by integrating reading and writing instruction into one intervention which corresponds to the new placement criteria and proficiency index that combines Reading and Writing into general English proficiency.

Specific Workshop outline follows:

**Bridge to English 1101 Workshop Overview**

The Bridge to English 1101 Workshop provides students with 30 hours of instruction, to help them achieve proficiency in English.

To achieve proficiency, students must be able to demonstrate the following competencies:

* develop cognitive strategies for reading (including annotation, paragraph analysis, identifying patterns of organization, and drawing inferences)
* develop college-level vocabulary and vocabulary skills (i.e. use of dictionary, context clues, morphemes, etc.)
* summarize and respond to texts
* develop understanding of academic conventions (i.e. document formatting, citation of outside sources, understanding assignments, etc.)
* develop familiarity with persuasive essay structure
* develop awareness of other rhetorical modes (i.e. be able to adapt reading and writing skills based on audience and purpose)
* develop study and test-taking skills that can be transferred to future coursework

Final proficiency will be judged on the basis of the CAT-W score (35%) and daily coursework, quizzes and homework (65%). As part of the immersion program, the workshop will have strict daily attendance requirements. Students who earn a combined average of 70% or higher, will be given a final grade of “S,” considered proficient in English, and be able to register from ENG 1101 (without the CO). Students who earn less than 70%, will be given a final grade of “R,” not given proficiency, and be able to register for ENG 1101CO only.

**Workshop Curriculum**

**Unit 1:** Introduction to the Workshop, Proficiency Standards, the CAT-W, Study Skills

**Unit 2:** Vocabulary, Reading Strategies, Identifying Topics + Main Ideas,

**Unit 3:** Summary + Response, Supporting Details, Common Sentence Errors

**Unit 4:** Quoting + Paraphrasing, Inferences, Patterns of Organization

**Unit 5:** Proofreading, Purpose, Tone, Test-taking Tips

\*Practice exams and quizzes will be given throughout all units.

# Section AIV: New Workshop

## Please fill in all applicable fields.

**New workshop to be offered**

|  |  |
| --- | --- |
| **Department(s)** |  |
| **Academic Level** | **[  ] Regular  [   ] Compensatory  [  X] Developmental  [   ] Remedial** |
| **Subject Area** |  |
| **Course Prefix** | Bridge to ENG1101 (WKSHP 92ENG) |
| **Course Number** |  |
| **Course Title** |  |
| **Catalog Description** | Note that the catalog description is succinct, summarizing course content. Full sentences are not necessary. |
| **Prerequisite** |  |
| **Corequisite** |  |
| **Pre- or corequisite** |  |
| **Credits** |  |
| **Contact Hours** |  |
| **Liberal Arts** | **[ ] Yes  [   ] No** |
| **Course Attribute (e.g. Writing Intensive, etc)** |  |
| **Course Applicability** | |  |  |  | | --- | --- | --- | | **[ ] Major** |  | | | **[ ] Gen Ed Required** | **[ ] Gen Ed - Flexible** | **[ ] Gen Ed - College Option** | | **[ ] 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** |  |

**Rationale: English proficiency is necessary for students to enroll in credit-bearing coursework. The Bridge to ENG1101 workshop will allow students access to greater academic momentum. Workshops must be approved by governance to appear in student record for CUE funded opportunities.**

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