NEW PILOT COURSE FORM

BOROUGH OF MANHATTAN COMMUNITY COLLEGE
The City University of New York

Curriculum Proposal
NEW PILOT COURSE

Attach proposed course syllabus to this form. Also attach a copy of the course description as it will appear in the catalog.

1. Name of Department: English

2. Name of New Pilot Course: Intensive English Composition for ESL Students (Same as ENG 101)

3. Course Number: 100.6

4. Prerequisites: _____

5. Corequisites: _____

Basic Skills: Score of 49-55 on CATW and [exemption from ACR 95 or successful completion of ACR 95]; or English Proficiency Index score of 58-64. This course is only open to ESL students.

5. Hours per week: 7 Lecture Hours: _____ Lab Hours: _____

6. Credits: 3

7. Course is required in the following curricula Required Pathways Core—Composition

8. Will special materials, space, and/or equipment be required? ☐ Yes ☑ No

9. Estimated enrollment per semester: 54

10. Date effective: Fall 2020

11. Pilot courses can only be run for two semesters, starting with the semester listed above.

12. Attach justification that the new course reflects the goals for all curricula passed by Faculty Council in May 1988

13. Attach justification that the new course reflects the General Education goals for all curricula passed by Faculty Council in May, 2006

14. Attach department(s) minutes approving this proposal

Signatures

1. Margaret C Pamplin — 4/19/2020
Department Chairperson or Program Director — Date

2. Mohammad K. Alam — 4/20/2020
Scheduling Officer (Advised as to Course Code) — Date

3. Erwin J. Wong — 4/20/2020
Dean of Academic Affairs (Advised as to format) — Date

4. _____
Chairperson of Curriculum Committee — Date
(After the approval of the Curriculum Committee)

English 100.6 Rationale, Course Structure & Expectations

English 100.6 combines ESL intensive writing instruction with English Composition in a seven-hour class. First, this course is designed to give ESL students who score between 58-64 on the English Proficiency Index or 43-55 on the Writing Placement Test the opportunity to simultaneously enroll in and pass both ESL intensive writing and English 101 rather than enroll in the courses in two separate semesters. Research has shown that ESL students have performed well in co-requisite courses that combine ESL writing and English composition, and that this course presents quite a few major advantages to students (Anderst, Maloy & Shahar, 2016).

The pilot proposes to run with a course cap of 18 students.

- The small class size supports the goal of the class by providing the support to help students pass this ENG 101 equivalent and encourages them to see their instructors as coaches rather than evaluators.
- Students will benefit from increased individual attention and the seven contact hours per week, resulting in more effective instruction in grammar, punctuation, and language usage.
- A lower student to teacher ratio also decreases student behaviors that impede success. The support of other students in a small class setting produces a positive learning community that reduces the interference of non-academic problems with student performance.
- Students perceive what they are learning as more useful because they apply it immediately in the materials instead of being told it will be useful "next semester" in a credit-bearing course.

Primarily, students are able to take two courses worth of material in one semester rather than having to wait an entire semester or sometimes an entire year. Additionally, this accelerated course could help with retention and graduation rates since students will be placed immediately into English composition, a credit-bearing course required for graduation and financial aid.

Course Structure & Expectations:

We believe that the students in the course will have higher rates of success with a team-teaching approach, particularly with the collaboration of faculty whose expertise lies in working with English Language Learners.

We further believe that the Basic Education and Skills Training (I-BEST) Model, which was developed by the Washington State Board for Community and Technical Colleges (SBCTC), is the most effective pedagogical approach for this course and that the two instructors should split the course time accordingly while including the following methods:

- Both instructors work as a collaborative team to design and deliver the program.
- Both instructors collaborate before entering the classroom for the first time to work on joint learning outcomes and assessments for students.
- Both instructors are both active in the classroom including lecturing, leading group discussions and managing student projects.

Over the course of the semester, students should move beyond writing that is purely expressive (narrative and descriptive) into writing that is more expository, analytical, and persuasive. Additionally, students will develop the linguistic proficiency necessary for college-level

academic writing. Readings for the course must consist largely of college-level non-fiction prose, though the supplemental use of a single piece of fiction, poetry, or drama may be worthwhile.

Borough of Manhattan Community College

English Department Meeting Minutes

March 11, 2020

English Department Meeting Minutes (March 11, 2020)

Attendance:
Present: Domenick Acocella, Maria Alvarez, Christa Baiada, Tracy Bealer, Steve Belluscio, Elizabeth Berlinger Daniels, Trisha Brady, Catherine Cammilleri, Julie Cassidy, Keridiana Chez, Francisco Delgado, Maria C de Vasconcelos, Nancy Derbyshire, Phil Eggers, Cheryl Fish, Angela Florshuetz, Racquel Goodison, John Hodgkins, Boyda Johnstone, Rolando Jorif, Geoff Klock, Christina Lam, Andrew Levy, Syreeta McFadden, Robert Masterson, Holly Messitt, Nita Noveno, Michael Odom, Stephanie Oppenheim, Claire Pamplin, Caroline Pari Pfisterer, Aimee Record, Kimo Reder, Jason Schneiderman, Fred Solinger, Jan Stahl, Lara Stapleton, Manya Steinkoler, Jaime Weida, Zhanna Yablokova, Mira Zaman, Robert Zweig, Paul Palven

Absent: Margaret Barrow, Joe Bisz, Steve Belluscio, Ayendy Bonifacio, Page Delano, Charles DePaolo, Mike Destefano, Lol Fow, Joyce Harte, James Hoff, Dexter Jeffries, Leigh Claire LaBerge, Tali Noimann, Elizabeth Primamore, Jill Richardson, Marguerite Rivas, Kelly O. Secovnie, John Short, Diane Simmons, Chris Vinsonhaler, Rebecca Weiner, Bill Wright, Robert Zweig

On Leave: David Bahr, Erica Campbell, Carlos Hernandez, Tim Keane, June Kim, Adele Kudish, Rochelle Rives, Kelly O. Secovnie

Meeting commenced at 2:04 p.m.

December Meeting minutes were unanimously approved.

Discussion about possible move to online teaching for the remainder of the semester commenced:

- 3/19: SUNY and CUNY should move to online; could have the college is open (computers available to students)
- People doing hybrids will be "second wave" to move fully online (after those already online). Final wave will be those teaching face-to-face
- 3/12 – 3/18 will be Instructional Recess, during which instructors should work to move their courses online

ENG 100.6 (Julie Cassidy)

- This course is for ESL students and will be taught in conjunction with ALL (4 hours for ENG, 3 hours for ALL)
- Following discussion, a motion to vote was passed and the course was approved almost unanimously (with one abstention)

Pilot Course for First-Year Students / Majors (Domenick Acocella):

- Proposed to potential learning outcomes of a pilot course, attached to our ENG 100.5/101 classes, on how to be college students. Will be piloted for first-semester students in Spring 2021.
- Following discussion, a motion to vote on the learning outcomes was passed, and the course was approved unanimously.

Recruiting Majors (Jason Schneiderman):

- Discussion commenced about how (and when) to recuit majors for Writing & Literature, Journalism, and Creative Writing
- Please visit the Recruiting folder in G drive for more information

Core Humanities Project (Syreeta McFadden):

- Proposed Core Humanities project at BMCC in partnership with Hostos, LaGuardia, and City Tech
- Soliciting volunteers to participate and use the proposed texts in ENG 101/100.5 in the Fall 2020 semester
- Courses designed to be OER
- If interested, reach out to Syreeta, Domenick, or Holly

Meeting adjourned 3:39.

Prepared by Francisco Delgado _____Francisco Delgado_____

Borough of Manhattan Community College

Academic Literacy & Linguistics Department Meeting Minutes

March 11, 2020

Borough of Manhattan Community College
Academic Literacy & Linguistics

Department Meeting Minutes
Wednesday, 3/11/20
2pm

Present: ? *Note: Quorum achieved, exact attendance pending (attendance sheet in office).
Absent: ? *Note: Quorum achieved, exact attendance pending (attendance sheet in office).

1. The meeting was called to order by Chairperson K. Levinson at 2pm.

2. **Minutes** from December 11th were approved as amended.

3. **CUNY Move to Distance Learning**: Upon learning via Twitter that Gov. Cuomo moved CUNY classes to distance learning for the remainder of the semester starting 3/19/20, discussion centered on best practices for online teaching and learning.

4. **Chair's Report and Announcements**
   a) *Enrollment:* Data is inconclusive.
   b) *ENG 100.6 Update:* We can move forward with this as a 7 hour course with 3 credits. L. Somerville made a motion to approve this course, seconded by M. Matarese. The course was unanimously approved.
   c) *SPN 107.4:* K. Levinson announced that M. Enrico in Modern Languages proposed a possible co-requisite course for native Spanish speakers, combining Spanish and ESL 94. This is an informational notice only.
   d) *Observations*: Given the move to distance learning, faculty were advised not to complete observations this semester.
   e) *TESOL Strand within the Linguistics and Literacy Major:* C. Jacknick presented on a new strand, 30 credits in total, to be articulated with the Queens College BA in TESOL. This will need state approval. K. Levinson mentioned the possibility of collaborating with Teacher Education Department here at BMCC as a possible interdisciplinary program.

      Next steps: Once approved by our department, the articulation agreement will go to Queens College for approval. Then we will present the strand to the BMCC Curriculum Committee, then Senate, and state approval would come likely a year later.

      M. Matarese made a motion to approve the strand. B. Kelley seconded the motion. The strand was unanimously approved.

   f) *Literacy Strand within the Linguistics and Literacy Major:* This was approved as a strand, but after learning that state approval would take 1-2 years, we might re-consider and instead submit it as a curriculum revision. Doing so would allow students to choose 1 of the following courses: LIN 110, LIN 130, ACR 150, ACR 200

(LIN 110 or 130 would be compulsory for linguistics-focused students; ACR 150 or 200 would be compulsory for literacy-focused students). Several faculty members voiced the concern that doing so would create an inaccurate equivalency between those sets of classes in what would appear on transcripts to be the same degree. Ultimately, the faculty agreed to continue pursuing strand approval despite the delay, so this will not need to be taken up by the LIN Committee.

5. **PSC-CUNY Update**: J. Delfino reported that the union meeting is scheduled for Wednesday, 3/18/20.

6. **Academic Senate Update**: N. Smith reported that the Joe Doctor Colloquium was postponed. He also noted that faculty are asked to donate $25 to the Student Emergency Fund (the beneficiary of the St. Patrick's Day lunch). Finally, he noted that many faculty from ALL volunteered to pilot the new Student Experience Survey, but that this pilot will likely be postponed. all our new co-requisite courses passed.

The meeting was adjourned at 3:10pm.

Respectfully submitted,

Christine Jacknick