

BOROUGH OF MANHATTAN COMMUNITY COLLEGE
The City University of New York

Curriculum Proposal

NEW COURSE

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

1. Name of Department: Academic Literacy and Linguistics
2. Name of New Course: Accelerated Academic and Critical Reading II
(PILOT)
3. Course Number: ALR 96
4. Prerequisites: ESL 62 ; ACT COMPASS 65-69
- Corequisites: _____
- Basic Skills: _____
5. Hours per week: 3 Lecture: _____ Lab: _____
6. Credits: 0
7. Course is required in the following curricula: NA
8. Will special materials, space, and/or equipment be required? Yes _____ No
9. Course articulation with the senior college(s): NA
Attach copy of letter(s) of support from senior college(s)
10. Estimated enrollment per semester: 75
11. Date effective: Spring 2016

Signatures

1. [Signature] _____ 9/24/15
Department Chairperson or Program Director Date
2. Alaw _____ 9/18/15
Scheduling Officer (Advised as to Course Code) Date
3. [Signature] _____ 9/20/15
Dean of Academic Affairs (Advised as to Format) Date
4. [Signature] _____ 10/22/15
Chairperson of Curriculum Committee Date

BOROUGH OF MANHATTAN COMMUNITY COLLEGE
City University of New York

Department of Academic Literacy & Linguistics

Title of Course: Accelerated Academic & Critical Reading II, ACR96 **Class hours:** 3

Section:

Semester:

Credits: 0

Instructor Information

Name:

Office Hours:

Office:

Telephone:

Email:

Course Description:

This advanced level reading course is designed to help students master and apply a full range of college-level reading, and related skills, including critical comprehension, vocabulary, writing, flexible rates of reading, and study strategies. A variety of college-level materials is used.

Prerequisites: None

Basic Skills Requirements: ESL 62

Student Learning Outcomes	Assessments
Students will be able to interpret readings from a text and/or story, novel and/or newspaper/magazine article using literal and critical reading comprehension skills.	<ul style="list-style-type: none"> • Departmental Standardized Reading Comprehension Tests: Diagnostic, Midterm, and Final (ACT/COMPASS Test) • Textbook exercises • Instructor generated assignments
Students will be able to analyze and synthesize a variety of text and/or story, novel and/or newspaper/magazine readings using reading and study strategies, and critical thinking.	<ul style="list-style-type: none"> • Summaries (written and oral) using rubric • Departmental Standardized Reading Comprehension Tests: Diagnostic, Midterm, and Final (ACT/COMPASS Test) • Instructor generated assignments
Students will be able to determine the meaning of unknown words in context utilizing a variety of strategies (such as using context clues, words parts and dictionary skills).	<ul style="list-style-type: none"> • Departmental Standardized Reading Comprehension Tests: Diagnostic, Midterm, and Final (ACT/COMPASS Test) • Textbook Exercises • Instructor generated assignments

Required Textbook(s):

- 1) *Efficient and Flexible Reading* by Kathleen McWhorter (sample text)
- 2) *Novel* TBD
- 3) A college-level English dictionary

Other Resources/Materials: Students must have access to Blackboard. Other readings will be posted online. E-tutoring is available, and we will have a class tutor available for help outside of class.

Use of Technology: Reading Lab (S500R) Computer resources for skills and test practice.

Evaluation & Requirements of Students:

Students are evaluated in a variety of ways through the semester, including tests and quizzes, homework assignments, and a midterm and final exam. To pass this course, students must pass the final exam in addition to other requirements. A minimum of 12 hours of homework will be assigned. Students who pass this course will be given a grade of S. If you do not pass the course you will be given a grade of R.

Electronic Devices: Please turn all cell phones and other electronic devices to silent mode.

College Attendance Policy

The maximum number of absence hours is limited to one more class hour than the contact hours as indicated in the BMCC college catalog. Because this is a three hour class, you are allowed four hours of absence (not four days). In the case of excessive absence, the instructor has the option to lower the grade or assign an "F" or "WU" grade. To be eligible for midterm and exit testing, a student must have met the attendance requirements in effect at BMCC.

BMCC Policy Statement on Plagiarism

Plagiarism is the presentation of someone else's ideas, words, or artistic, scientific, or technical work as one's own creation. Using the idea or work of another is permissible only when the original author is identified. Paraphrasing and summarizing, as well as direct quotations require citations to the original source. Plagiarism may be intentional or unintentional. Lack of dishonest intent does not necessarily absolve a student of responsibility for plagiarism.

The determination of whether the alleged act of plagiarism involves the presentation of another person's words or work as one's own is a factual determination. In such instances, the Dean of Students may refer the allegation to the Faculty-Student Disciplinary committee (see Article 15.4 of the Bylaws of the Board of Trustees). The determination of whether the alleged act of plagiarism involves the presentation of another person's ideas as one's own is an academic judgment. In such instances, the Dean of Students will refer the matter to the appropriate academic department for review. If the department determines that plagiarism has occurred, the department's regular procedures in terms of grading and grade appeals should be followed. Students who are unsure how and when to provide documentation are advised to consult with their instructors. The library has guides designed to help students to appropriately identify a cited work. A copy of this policy is available online, also.

BMCC Disability Statement

In keeping with the college's policy of equal access for students with disabilities, any student with a disability who requires reasonable academic accommodations is welcome to meet with me privately. All conversations will be kept confidential. Students requesting accommodations will also need to go to the offices of Services for Students with Disabilities, N320. The office will supply you, if appropriate, with an academic accommodation letter for you to show to professors. BMCC is committed to providing equal access to all programs and curricula to all students.

Sample Course Schedule

	Topic	Reading
Week 1	Introduction	
Week 2	Reading Strategies	Ch. 1, 2, 10
Week 3	Vocabulary (word parts)	Ch. 3
Week 4	Main Ideas & Paragraph Structure	Ch. 4
Week 5	Patterns of Organization	Ch. 5
Week 6	Inferences	Ch. 7
Week 7	Tone	Ch. 7
Week 8	Bias	Ch. 7
Week 9	Midterm	
Week 10	Figurative Language	Ch. 7
Week 11	Implied Main Idea	Handouts
Week 12	Evaluating Arguments	Ch. 8
Week 13	Interpreting Visuals	Ch. 11
Week 14	Review	
Week 15	Final Exam	

Borough of Manhattan Community College
Academic Literacy & Linguistics

Department Meeting Minutes DRAFT

Wednesday, 9/9/15

2pm

Present: S. Allen, L. Arvai, M. Asante, Y. Aslanian, S. Avni, S. Bandi-Rao, J. Beaumont, J. Belknap, E. Bostick, T. Burris, P. Camhi, S. Comeau-Kirschner, M. Dunphy, M. Eder, J. Emanuel, K. Figueroa, H. Finn, D. Gokcora, M. Hoffman, C. Jacknick, J. Johnson, N. Kernis, E. Koniski, L. Lester, K. Levinson, S. McConnell, G. Morvay, S. Omulepu, S. Price, T. Rajkumar, D. Seiple, R. Torres, T. Voorhees, O. Vorobel, K. Walter, Y. Wei, C. Wiseman, J. Yancey

Absent: K. Johnson, M. Matarese (on sabbatical), J. Michel, J. Resnick (on leave), M. Sepp (on leave)

1. Minutes from 5/6/15 meeting were approved as amended.

2. *Chair's Report*

a) **Introduction of new faculty:** N. Smith (CRT) and B. Kelley (ACR & CRT) are new fulltime faculty; fulltime subs include R. McNair, T. Burris, S. Omelepu, M. Eder, and D. Seiple. All returning faculty also briefly introduced themselves.

b) **Faculty Accomplishments:** J. Beaumont and M. Matarese both received tenure and were promoted to Associate Professor. M. Matarese is on sabbatical.

c) **Enrollment:** Enrollment numbers and pass rates – see attached

d) **Results:** Pass rates

e) **Reminder of Service/Responsibilities:** Faculty are reminded that they must serve on 2 committees from the following: Curriculum (ACR or ESL), Testing (ACR or ESL), Lab (ESL or ACR), CRT, or LIN.

Commencement of attendance due today. If students come after this has been submitted, you can't send them away, but you could fail them depending on what's been missed. Registrar will contact you in next few days to confirm that those you marked "never attended" have still not attended. A question was raised about the financial aid implications for WU vs F - WU has more severe consequences for financial aid.

3. *Election of temporary P&B Member*

M. Sepp is out on medical leave for the fall semester, so we need to fill her vacancy on P&B. The replacement will be for as long as she is out. We need a tenured replacement because we already have one untenured member of the committee. Lecturers can not serve on P&B. Eligible

voters are fulltime faculty and senior CLTs. Substitute instructors may not vote. K. Figueroa and C. Comeau-Kirschner volunteered to count ballots. 22 votes represent a majority.

Nominations:

- G. Morvay nominated by C. Jacknick. Seconded by T. Voorhees.
- C. Wiseman nominated by E. Bostick. Seconded by T. Voorhees.
- S. Price nominated by K. Walter. She declined.
- P. Camhi moved to close nominations. Seconded by S. Avni.

Vote #1	Vote #2
G. Morvay 19	G. Morvay 21
C. Wiseman 17	C. Wiseman 15

C. Wiseman withdrew from the race.
G. Morvay was unanimously voted by acclamation.

4. *APR*

a) A Steering Committee has been appointed. A lot of this work will fall to Curriculum Committees so tasks haven't been assigned yet because the committees aren't formed yet. This is mostly information-gathering.

b) Subcommittees are as follows:

Overview & Curriculum: M. Asante, ACR/ESL Curr Cmtes, LIN and CRT Cmtes

Enrollment, Retention, & Graduation: L. Lester

Assessment: H. Finn

Student Satisfaction: C. Wiseman

*Deadline for reporting is Nov. 15th, but ideally by Nov. 1st.

c) A survey form will be sent out to all faculty from S. Bandi-Rao, should be sent back by Nov. 1st. Citation details are not needed, just number of publications.

d) Analysis & Recommendations – APR Steering Committee will put this together in spring 2016. Feedback on self-study due by Feb. 10th (first dept meeting), update by Feb 15th. We will send to Director of Assessment for feedback by Feb 15th. Ready by May 30th to submit to Provost & Director of Assessment.

5. *New Courses:*

a) K. Levinson has been in discussion with Dean Wong about having pilot courses before instituting. Pilot gives us 2 semesters to try it out. One possibility is a 3-hour ACR for upper level students (high scoring – e.g., 65-69).

b) Discussion about 3-hour ACR:

1) The suggestion was made to study how the pilot affects different student groups (e.g., ELLs).

2) A question was raised about how the 3-hour course would affect financial aid. This is unlikely because students at the ACR 95 level can take credit classes.

3) The possibility of a 3-hour ESL 95 was suggested, possibly with a required 3-hour lab writing component. Such a course might represent a bigger workload for faculty to have several classes writing essays.

4) A question was raised about whether high-scoring students would be required to take the 3-hour course, or whether it is an option. Because this is a pilot, we can see how this goes, but based on past experiences with new courses, it might be best to require this path.

c) C. Jacknick made a motion to approve a 3-hour ACR 96 course for high-scoring students. T. Voorhees seconded the motion. The motion passed unanimously.

d) K. Levinson raised the possibility of new configurations and/or new programs, and requested volunteers for an ad hoc committee to look into this. H. Finn, T. Voorhees, J. Emanuel, M. Marcus, C. Comeau-Kirshner, C. Wiseman, B. Kelley, L. Arvai, and T. Rajkumar volunteered.

6. *Brief Reports:*

a) Summer Tutoring Results: ACR: 50% of ACR 95 students passed, down a bit from past semesters. They took the test twice in spring 2015, so the population is different. 34/62 ESL 95 students (54%) passed, down a bit (for same reason).

7. *New business*

a) If ESL 95 teachers want to pilot CATW, let S. Avni know.

b) Library Liaison: if you need books ordered for class, for reserve, etc., let S. Avni know. There is a new acting Chief Librarian.

c) Fred DeNaples (CUNY Chief Reader) will be on campus 10/27 for CATW workshop

d) T. Voorhees announced that the Language, Society, & Culture FIG is up and running, chaired by T. Voorhees and P. Comello Perry. Emails forthcoming with notice about events. Next meeting is 10/14.

e) Language, Society, & Culture Conference is Friday May 20th; theme is "Language and Politics: Political Discourse." Plenary speaker is Leo Coleman from Hunter College.

f) ELIC funding is available.

The meeting was adjourned at 3:19pm.