

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF ENGLISH

CURRICULUM CHANGE

1. **Type of change:** *Experimental Course*

2.

Department(s)	English
Career	☒ Undergraduate ☐ Graduate
Academic Level	☐ Regular ☒ Compensatory ☐ Developmental ☐ Remedial
Subject Area	English
Course Prefix & Number	ENG 114
Course Title	English Composition I
Description	All aspects of reading and writing, with particular attention to summary, critical responses to short texts, argumentative development in paragraphs and essays, and the rewriting process. Note: ENG 114 is designed for multilingual learners who have successfully completed ESL 104 or received a score of 92-104 on the CUNY Accuplacer language exam, taken in lieu of ENG 111. All students placed in ENG 114 must pass this course in fulfillment of the Common Core Requirement in English Composition. Students who take but do not pass this course should repeat it the following semester. Students who pass ENG 114 proceed to ENG 121 the following semester.
Pre/ Co Requisites	ESL 104
Credits	3
Hours	6
Liberal Arts	☒ Yes ☐ No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	☒ Not Applicable ☐ Required ☐ English Composition ☐ Mathematics ☐ Science

	_____ Flexible _____ World Cultures _____ US Experience in its Diversity _____ Creative Expression _____ Individual and Society _____ Scientific World
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3. **Rationale:**

The performance of English language learners (ELLs) in Lehman College's foundational first year composition courses—ENG 111 and ENG 121—reveals that multilingual learners struggle to keep up with peers for whom English is the primary language. ELLs struggle with reading, speaking, and writing in English as well as with listening comprehension. These challenges impact their likelihood of success in other first year courses, leading both to higher failure rates and lower retention rates for English language learners generally. ELLs struggle to write about texts and other media that they cannot fully understand, and they struggle to understand instructions about what they are being asked to do in both written text and spoken language.

4. **Learning Outcomes (By the end of the course students will be expected to):**

- Students will read and listen critically and analytically, identifying a text's major arguments, assumptions, and assertions and evaluating its supporting evidence.
- Students will write clearly and coherently in standard English using varied academic formats, including online responses, writing journals, in-class writing, and formal essays of varied rhetorical structures.
- Students will critique and improve their own and each other's texts through online and in-class responses and editing of peers' work.
- Students will enter academic conversations by identifying the existing state of dialogue and offering their own evidence and arguments, and by conforming to accepted conventions of ethical attribution and citation.
- Students will support a thesis with well-reasoned arguments, and communicate persuasively across a variety of contexts, purposes, audiences, and media.
- Students will use available technology to support informal and formal writing and revising, and use acquired discursive skills to engage meaningfully with available technology.
- Students will demonstrate introductory familiarity with the library and its resources.
- Students will demonstrate acquired skills of critical reading, summary, and original argumentation in midterm and final Common-Exam essays.

5. **Date of Departmental Approval:** September 21, 2026