CALIFORNIA STATE POLYTECHNIC UNIVERSITY, POMONA
ACADEMIC SENATE

ACADEMIC AFFAIRS COMMITTEE

REPORT TO

THE ACADEMIC SENATE

AA-002-189

M-Designation for First Year Composition Courses, Sections for Multilingual Speakers

Academic Affairs Committee   Date: September 2018

Executive Committee
Received and Forwarded   Date: 03 October 2018

Academic Senate   Date: 10 October 2018
                                                                     First Reading
                                                                     07 November 2018
                                                                     Second Reading

Background

Deadline Date: Nov 07, 2018

Justification for deadline: The Catalog revisions for the AY 2019 – 2020 are due in the Office of Academic Programs by Dec. 1, 2018. We would like, with the approval of the Senate, to implement the M-designation for some sections of First Year Composition courses in the AY 2019-2020. In order for this designation to be reflected in the Catalog, we request that the Senate consider the referral before Dec. 1. The latest date on which the Senate will meet before the deadline for the Catalog revisions is Nov. 7, 2018. Thus, we request that the referral be considered no later than this date.

Background: The EML Department requests that a designation of M be approved for a number of sections of First Year Composition courses: ENG 1100, ENG 1101, and ENG 1103. As a result, a limited number of sections will appear in the BroncoDirect/Peoplesoft as ENG1100M, ENG 1101M, and ENG 1103M. These sections will be designated as sections preferable and recommended for multilingual speakers of English. A line will be added to the Catalog description of the courses: Sections designated with an M are recommended for bilingual and multilingual speakers of English. In BroncoDirect, each M-designated section will have the line, "This section is recommended for bilingual and multilingual speakers of English."

The rationale for the request is as follows:

A significant proportion of students completing K-12 education in California (approximately 20%) are formally designated as English Language Learners, and an even more significant proportion (42.3%) speak a language other than English at home, even if they are designated as English Proficient (CA Department of Education, 2018). In 2006, an ICAS (Intersegmental Committee of Academic Senates) report demonstrated that the number of multilingual CA high school graduates entering higher education is growing. While the consistent formal assessment and identification of learners needing support in English language development ceases after the students complete their K-12 education (ICAS, 2006), the current data indicate at least 20% of the student population in U.S. 4-year colleges and 24% of the student population in community colleges are immigrants and children of immigrants (Community College Consortium for Immigrant Education, 2015), and 1.1 million of the university students are international English as a Second Language users (Institute of International Education, 2017).

In a state as linguistically diverse as CA, and in a system as oriented to serving minority students as CSU, we, as Composition instructors, clearly see this pattern. A significant proportion of our incoming freshmen display the need for language development and support in Composition classes regardless of whether they are international students or multilingual graduates of California schools.

With the Directed Self-Placement Questionnaire, the EML Department developed a tool for students to self-identify as multilingual speakers in need of language support. Those who need

such support, as determined in the course of the DSP questionnaire, are currently directed to enroll into sections of the Composition courses numbered in the 30s, to which the Department assigns instructors with dual expertise in Rhetoric/Composition and Teaching English as an Additional Language.

However, a mere allocation of sections designed for multilingual speakers is woefully insufficient. A direction to enroll in a section within a specific range of numbers (e.g. ENG 1100-30 through ENG 1100-39) is non-transparent to the students. As a consequence, students enroll not in sections suitable to their language needs, but sections suitable to their academic schedules. This results in sections for multilingual speakers filled with monolingual speakers of English, whose needs require quite different pedagogical approaches from those appropriate for multilingual speakers, and vice versa. This leaves students who need language development in order to be academically successful in the cold, so to speak, struggling in sections where their specific linguistic needs are not addressed in the curriculum, and where instructors have no professional expertise in working with second language learners.

The M-designation will make the purpose of each M-designated section more transparent to students and advisors. This will assist the students in appropriate self-placement without disruption to their schedules. This will also allow the Department to assist students in moving to appropriate sections should they make an initial mistake in registration and need help in finding a section better suited to their needs. All M-designated sections will be assigned instructors with dual expertise in teaching Composition and English as an Additional Language, as evidenced by their academic credentials and their work experience.

The M-designation will have an additional advantage in preventing the marginalization of multilingual speakers. Prior to the Fall of 2014, he EML (then EFL) department had separate courses for multilingual speakers, with separate course numbers and the word "multilingual" in the title. Research, however, demonstrates that U.S. resident students (immigrants and children of immigrants) perceive such courses as equivalent to ESL - a label that clashes with their linguistic and cultural identity (Chiang & Schmida, 1999; Marshall, 2009; Ortheimer-Hooper, 2008; Talmy, 2005; 2008). They actively resist placement in such courses due to their different appearance on the transcripts from "mainstream" college composition courses. For that reason, the EML does not wish to return to separately numbered and titled courses for multilingual speakers, especially since the outcomes are identical in all composition courses, regardless of the students enrolled in them. The fact that the M-designated courses do not explicitly connote a language support component of the curriculum should encourage students to seek this support without a threat to their identity or the fear of being marginalized.

Recommended Resources: Resources (individuals):
Dr. Karen Russikoff, EML
Dr. Sharon Hilles, EML
Dr. Kristin Prins, EML
Dr. Liliane Fucaloro, EML, Chair

Resources (documents):

California Department of Education. (2018) CalEdFacts. Retrieved from
https://www.cde.ca.gov/ds/sd/cb/cefelfacts.asp on Sept. 16, 2018.

Chiang, Y. D., & Schmida, M. (1999). Language identity and language ownership: Linguistic
conflicts of first-year university writing students. In L. Harklau, K. M. Losey, & M. Siegal.
Generation 1.5 meets college composition: Issues in the teaching of writing to U.S.-educated
learners of ESL. Mahwah, NJ: Lawrence Erlbaum.
ICAS. (2006). ESL students in California public higher education: ICAS ESL task force report.
Retrieved from https://www.asccc.org/sites/default/files/publications/ESL-
students_Spring2006_0.pdf. Sept. 17, 2018.
Institute of International Education. (2017a). Leading host institutions: Leading institutions.
Open Doors Report on nternational Educational Exchange. Retrieved from
https://www.iie.org/Research-and-Insights/Open-Doors/Data/International-Students/Leading-
Host-Institutions
Marshall, S. (2009) Re-becoming ESL: multilingual university students and a deficit
identity. Language and Education, 24 (1), 41-56, doi: 10.1080/09500780903194044
Ortmeier-Hooper, C. (2008). "English may be my second language, but I am not ESL." College
Composition and Communication, 59(3), 389 – 419.

Talmy, S. (2005). Lifers and FOBs, rocks and resistance: Generation 1.5, identity, and
the cultural productions of ESL in a high school. Unpublished doctoral dissertation. University
of Hawai'i at Manoa.
Talmy, S. (2008).The cultural productions of the ESL student at Tradewinds
High: contingency, multidirectionality, and identity in L2 socialization. Applied Linguistics,
29(4), pp. 619 – 644.
Larger files not submitted with this FormStack form will be provided on request.

Attachment 1:
https://s3.amazonaws.com/files.formstack.com/uploads/2070179/36745860/440092288/facts_
about_english_learners_in_california_-_caledfacts_ca_dept_of_education.pdf

Attachment 2:
https://s3.amazonaws.com/files.formstack.com/uploads/2070179/36745907/440092288/esl-
students_spring2006_0-college.pdf

Attachment 3:
https://s3.amazonaws.com/files.formstack.com/uploads/2070179/36745906/440092288/servin
g-english-language-learners-in-higher-education-2018.pdf

Attachment 4:
https://s3.amazonaws.com/files.formstack.com/uploads/2070179/36745905/440092288/ortmei
mer-hooper-2008-iamnotesl.pdf

Discussion:

Existing Course Designations as defined by AA-004-011 TITLE: Course Designation Standards Include:

Face-to- Face (FF): Course meets face-to-face for all of the course contact hours prescribed by the course type and units. Syllabus/grades may be posted online.

Web- Assisted (WA): Course meets face-to-face for all of the course contact hours prescribed for the course type and units. Syllabus/grades are posted online. Some course materials/activities are online and require active student access.

Hybrid (HY): Course uses both classroom and online instructional modes and meets face-to-face for 25%-75% of the course contact hours prescribed by the course type and units. Students are expected to attend face-to-face meetings at prescribed times and to actively engage course materials/activities online.

Local Online(OL): 100% of the course instruction is delivered online. Scheduled face-to-face meetings may be required for orientation and student evaluation.

Online Synchronous (OS): 100% of the course instruction is delivered online. Students enrolled must access some portions of course content at specific pre-arranged times to participate interactively with others. Scheduled face-to-face meetings may be required for orientation and student evaluation.

Fully Online(OF): 100% of the course instruction is delivered online. Students enrolled may access course content on a flexible schedule and do not need to be on campus for any portion of course work or evaluation.

Additional Course designations include:

H- Honors course – Honors classes are only available to Kellogg Honors College students.

S- Service Learning Course- Service-learning is an academic course where a service project or service experience is part of the overall grade. Instructors wishing to obtain an "S" designation for their course for the first time must complete the Service-Learning Course Designation Request form and secure the signatures of their Department Chair and Dean. In order to appear in the schedule of classes, request forms (with signatures, if applicable) must be received in the Center for Community Engagement (CCE).

Recommendation:

The designation of M will be added to the list of course designations. The designation M will denote a course specifically designed for students designated as bilingual or multilingual. These sections will be designated as sections preferable and recommended for multilingual/bilingual speakers of English. A line will be added to the Catalog description of courses: Sections designated with an M are recommended for bilingual and multilingual speakers of English. In BroncoDirect, each M-designated section will have the line, "This section is recommended for bilingual and multilingual speakers of English."

Students will self place into sections designated as M in English composition as based on scores on the Directed Self-Placement Questionnaire. The Directed Self-Placement Questionnaire is a tool developed by the EML Department to determine which First Year Composition sequence (either a single-semester ENG 1103 course or a Stretch of ENG 1100 followed by ENG 1101) is appropriate for them. Self identification, as multilingual speakers in need of language support, is also part of the DSP questionnaire.