**Toward a Translingual Institutional Practice: Building a Team**

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Crossing BW/ESL/FYW Divides: Exploring Translingual Writing Pedagogies and Programs

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| **Selected Institutional Structures and Practices** | **First Thoughts: What are the opportunities, challenges, and noteworthy developments at your institution?** |
| Interdepartmental or inter-program collaboration* Which paths are the most well-forged?
* Which paths are non-existent?
* Which paths might be the first ones to widen?
* Are “ESL” and “English” and “Developmental” Departments separate from each other?
* Who administers what (placement, program development, etc.)?
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| Professional development opportunities* Is there a Center for Teaching and Learning? A Diversity and Inclusion office?
* What opportunities exist (or could be created) for sharing expertise?
* Does the institution or the program offer support (teaching sabbaticals, stipends, course releases, etc.) for developing new pedagogies?
* Are other staff or faculty offering workshops, panels, or faculty learning communities that could incorporate a multilingual component?
* Where might there be funding for bringing in outside consultants?
* Are graduate teaching assistants actively prepared to work with multilingual writers?
* Do instructors of writing-intensive courses or WAC/WID courses get support in working with multilingual writers?
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| Hiring and staffing* To what extent are new hires expected to have an understanding of pedagogies appropriate for a full range of language backgrounds?
* How are they expected to show that understanding?
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| Curricular structures * What course options do students have?
* Are there parallel courses for native and nonnative speakers of English?
* Are there multiple levels of pre-FYC and FYC courses?
* Who enrolls in what?
* Do placement procedures allow for choice or movement across “tracks”?
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| Names of courses and programs* Do course titles explicitly name types of students?
* If so, how are those types named and on what criteria are those classifications based?
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| Admissions* How are students with language-support needs identified?
* How and to whom is information about language use/knowledge disseminated?
* What kinds of pipelines for communicating that information exist, and how widely are they used?
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| Assignments and classroom practices* Do assignments draw on and value language and cultural difference?
* What is knowledge assumed to be familiar or unfamiliar?
* How much support do students have for effective communication across cultural and linguistic backgrounds?
* Are students given opportunities to explore the ways language and contexts are related?
* To what extent do in-class activities accommodate different reading or writing speeds or processes?
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| Placement* What kinds of placement procedures are used?
* Which departments or individuals are involved in placement?
* Is the complexity of students’ language backgrounds accounted for?
* Do DSP questionnaires, essay prompts, or online navigation account for linguistic variation?
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