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

Gail Shuck

Boise State University

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

CCCC, March 19, 2014, Indianapolis, IN

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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.)? |  |
| 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? |  |
| 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”? |  |
| 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? |  |
| 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? |  |
| 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? |  |
| 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? |  |