Changing Students, Changing Expectations

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UC Davis Writing

- **Upper Division Writing Course** (can be discipline specific; can be challenged with a timed writing exam)

- **Lower Division Writing Course** (some students test out with a high enough IB, ACT, etc. score)

- **Entry Level Writing** (remedial)—for all students who did not pass the statewide Analytic Writing Placement Exam at the end of high school

- Three levels of **linguistic courses**, for second language students who need them

Demographics

- 8 years ago
  - 23,500 undergraduates
  - 2% international
- 5 years ago
  - 24,500 undergraduates
  - 4% international
- Now
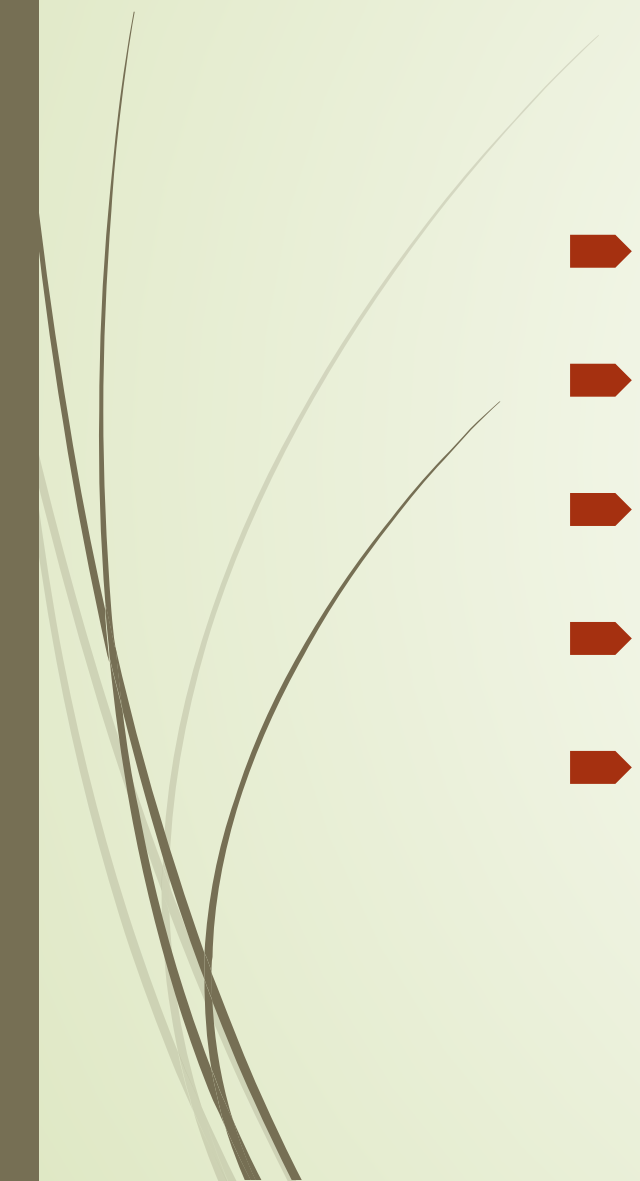 - 29,500 undergraduates
  - 12% international

Remedial Writing ESL Sections

- 2009-2010: 9 sections
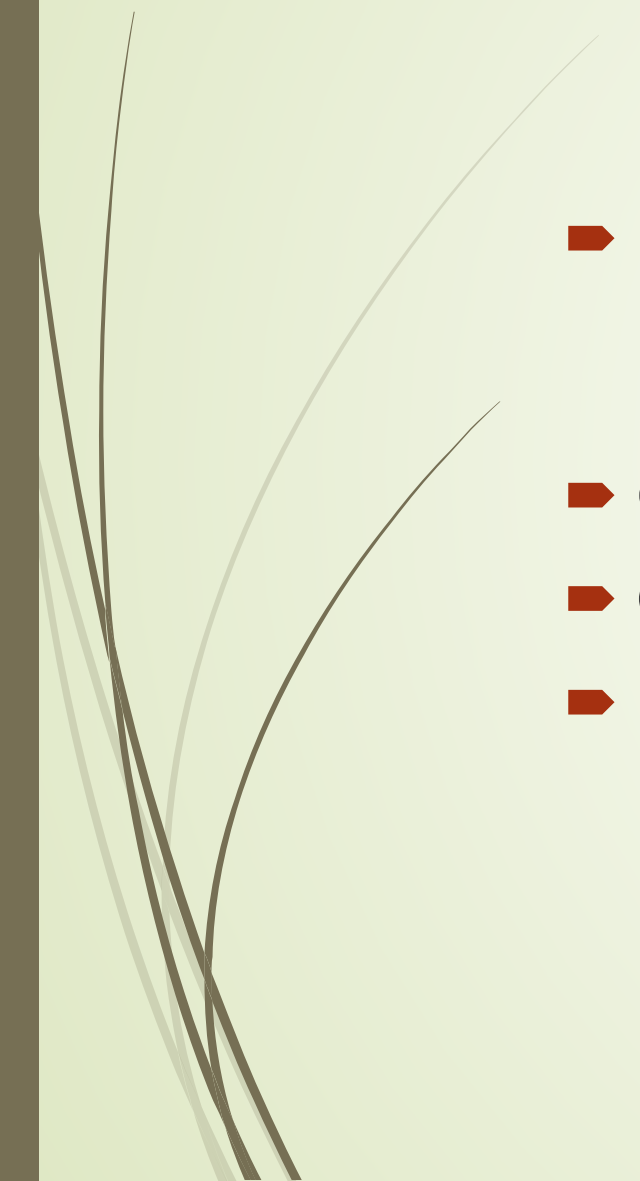- 2011-2012: 9 sections
- 2016-2017: 59 sections

Issues

- Pass rates
- Time to graduation
- Disenrollment numbers
- Services
- Standards

Standards: The Debate

- IN RESPONSE TO TODAY'S "FELT NEED": WAC, FACULTY DEVELOPMENT, AND SECOND LANGUAGE WRITERS by Michelle Cox (2014)

- Grammar/word choice

- Correctness vs. readability

- Difference as deficit vs. difference as resource

Cox (2014)

- I also want faculty to question the goal of asking L2 students to write in standard written English. I point out that, just as we expect L2 students to speak with an accent, we can expect them to write with an accent (a point also made in Leki, 1992, and Zawacki et al., 2007).

- First, faculty should be made aware that L2 students are doing something much more difficult than are English L1 students: they are learning and being evaluated on their learning in a second language. To make evaluation truly equitable, faculty would need to ask English L1 students to complete writing assignments in a second language. . . . It would be unfair to evaluate L2 writing using the same criteria for length, grammatical accuracy, and overall organization as would be used to evaluate English L1 students.

Goals

- My advice to faculty, then, is to create a rubric focused on learning outcomes (Cox, 2014).

- Goals: critical thinking, development, organization, style, correctness.

- What about timed writing? (Timed reading?)

- A solid end product?

Thank You!

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