

PROPOSED RESOLUTION FOR THE INSTITUTION OF CURRICULAR AND
ADMINISTRATIVE SUPPORT FOR ESL/ELL STUDENTS AT UHD, Spring 20

- “Whereas 61% of entering FTIC UHD students* indicated English was not the language they were most comfortable communicating in (*Collegiate Learning Assessment instrument 2018); and
- whereas this trend is a consistent data point over the last 5 years; and
- whereas faculty at the Fall 19 General Education shared assessment of student artifacts event identified this trend as an ongoing concern impacting student success across all disciplines; and
- whereas faculty have been collaboratively identifying these concerns regarding students’ written fluency in Standard American English, through assessment reports from 2009-present, through the 2012 Writing Task Force, through the 2019 Writing Task Force, and through the 2014-15 QEP proposal development; and
- the faculty of UHD have a strong history of advocating for resources to support student needs for improved learning; therefore

We recommend that, in order to improve students’ written fluency across the disciplines, UHD administration allocate resources and that the University Curriculum Committee address curricular mandates via the following:

- That those already “Writing Intensive” courses within the core be specifically designated as such: ENG 1301 and 1302; ENG 2301, 2302, 2305, 2309, 2311, 2312, 2313, 2314; HIST 1305, 1306, 1312, and 1314; PHIL 1301, 2305 and 2310; HUM 2301 and 2302; SPAN 2301 and 2302; ART 1301, 1302, 1308 and 1310; and
- As per the HIPS Committee, a Writing Intensive course should include “various forms of writing, depending on the course’s discipline. Enhancing student writing skills should be a primary outcome of the course. Writing should be an integral part of the course’s content. Students should receive direct feedback about their writing from faculty throughout the semester;” and
- That designated “Writing Intensive” courses should in the future include a minimal wordcount (3K words) and should also provide instruction on all forms of student writing including but not limited to: drafts; bibliographies; term papers; lab reports; mathematical proofs; essays; freewriting; outlining; peer review; exams; and Signature Assignments; and

- That teaching “Writing Intensive” courses be incentivized for faculty via the following: a lower course cap; a course release; and/or the support of a Supplemental Instructor or Writing Associate; and
- That professional development resources be made available to support those faculty seeking to learn how to make courses “Writing Intensive” *and* to those faculty who teach those skills
- That all faculty teaching in the Gen Ed core participate in professional development to support writing and consider inclusion of at least one of the following “tips” for integrating writing into their pedagogy: freewriting; scaffolded drafts; peer review; using a Supplemental Instructor or Writing Associate; explicitly teaching the prompt for writing assignments; grading content and argument instead of marking or grading grammar errors; building in revision of written assignments; and
- That a volunteer pilot of interdisciplinary faculty willing to designate their courses “Writing Intensives” following the above be established, funded, and assessed for future data on improving written fluency in Standard American English for UHD students.”