

Student Success in First-  
Year Writing  
Webcast Series:

“Supporting Multilingual  
Writers in Heterogeneous  
Writing Classrooms”

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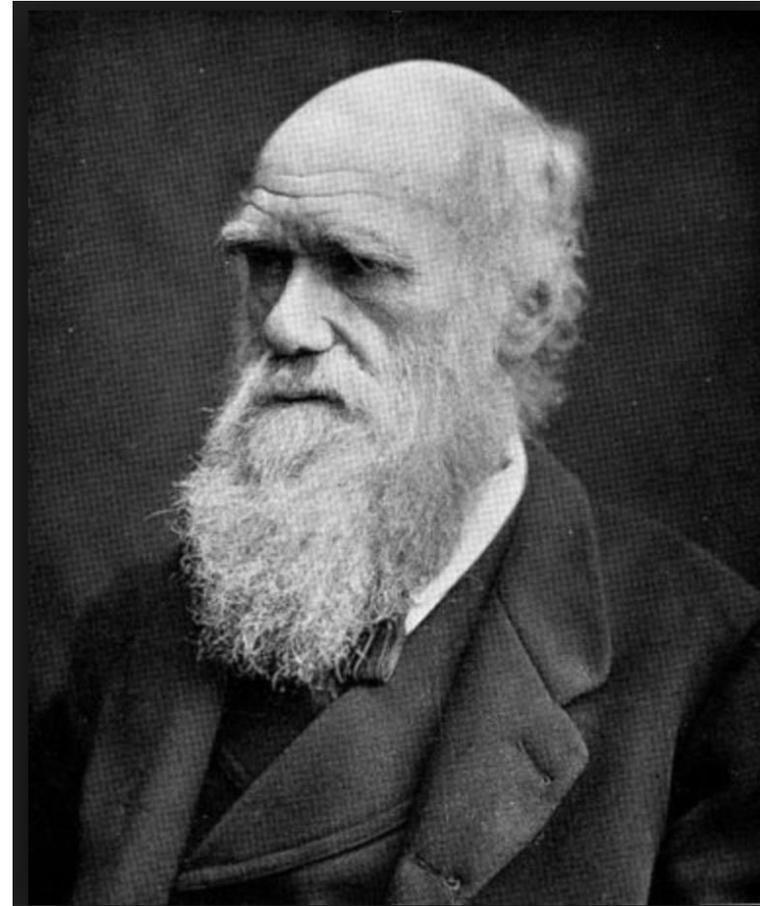
Friday October 26, 2018



# Webcast Objectives

1. Raise awareness about academic language and literacy development of multilingual writers
2. Share our experiences of working with multilingual writers
3. Introduce viewers to scholarship and resources on L2 writing
4. Help writing teachers to prepare themselves and their students in linguistically diverse classrooms to work effectively with written and oral feedback

A child has “the instinctive tendency to speak (...) whilst no child has an instinctive tendency to bake, brew or write.” (Charles Darwin, 2010/1871, p. 30)



# CCCC Statement on Teacher Preparation for Teaching L2 Writing and Writers

"Any writing course, including basic writing, first-year composition, advanced writing, and professional writing as well as second-language writing courses, that enrolls any second language writers should be taught by a writing teacher who is able to identify and is prepared to address the linguistic and cultural needs of second language writers. This preparation may be offered through preparing future faculty programs, first-year composition programming for instructors, or faculty development programming offered through Writing Across the Curriculum programs, writing centers, ESL support services, or other campus initiatives."

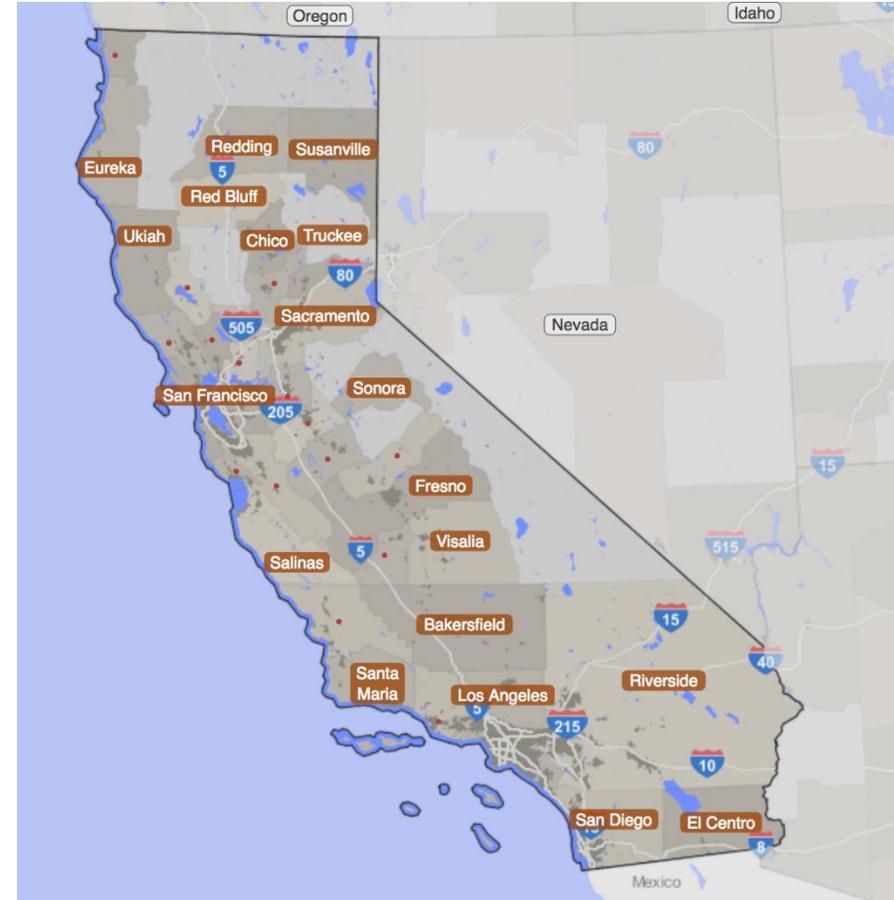
- College Conference on Composition and Communication (2001)

# Research on Multilingual Writers in Composition Classrooms (Ferris, et al, 2011)

- Surveyed writing faculty at two, 4-year universities and six, two-year community colleges in northern California
- 129 writing instructors; interviewed 23
- Teachers lacked formal training in working with L2 writers
- 66% occasionally adapt feedback to L2 writer needs
- Teacher attitudes towards feedback on L2 writers differ

# How linguistically diverse is California?

- 220 different language spoken in California (Dolan, 2017)
- 112 different language spoken in San Francisco (Hendrick, 2005)



*statisticalatlas.com*

# Who are Multilingual Writers?

- International visa students, refugees, and permanent residents, naturalized and native born residents
- Students whose home language is different from the school language
- Students' L1 has become their L2 through schooling
- Print-based literacy ranges widely
- Some students speak languages that might not have a written form

(Ferris & Hedgcock, 2014)

# Academic Language and Literacy Development Across Different L2 populations (Ferris & Hedgcock, 2014, p. 38).

Characteristic	International/EFL	Immigrant	Generation 1.5
L1 Literacy	Strong	Varies	Little/None
Cultural Identification	L1	L1 (mostly)	L2 (Varies)
Knowledge of L2 Culture	None/Minimal	Some	Extensive
Socioeconomic Status	Middle/Upper-middle class	Working Class	Working class to middle class
Motivation to learn L2	For instrumental purposes	For survival and integrative purposes	Like monolingual L2 peers
Formal L2 Knowledge	Yes	In some cases	No
L2 Oral/Aural Skills	Weak (varies cross-culturally)	Adequate (in time)	Fluence & Confident
L2 Academic Reading Skills	Strong foundation, limited experience	Varies considerably	Weak in many cases
L2 Writing Skills	Adequate but with areas of weakness	Weak	Varies considerably, stronger than immigrant group

# L1 and L2 student writing: Are there Differences?

(Ferris & Hedgcock, 2014, p. 23)

- Organizing ideas and framing arguments
- Limited experiences with and application of summarizing, paraphrasing, and quoting source material in their writing
- Reader awareness (thinking about the background knowledge and expectations)
- Making use of discourse level and sentence level cohesion
- Less familiarity with linguistic and rhetorical structures and conventions (e.g., limited vocabulary; minimal use of subordination vs coordination, grammatical structure limited and predictable; avoidance of passive voice)

# Observing Error Types between L1 and L2 Writers

(Ferris & Hedgcock, 2014, p. 285)

Connors and Lunsford (1988) (U.S. college students)	Lunsford and Lunsford (2008) (U.S. college students)	Ferris (2006) (ESL university students in California)
<ol style="list-style-type: none"> <li>1. No comma after introductory element</li> <li>2. Vague pronoun reference</li> <li>3. No comma in compound sentence</li> <li>4. Wrong word</li> <li>5. No comma in non-restrictive element</li> <li>6. Wrong/missing inflected endings</li> <li>7. Wrong or missing preposition</li> <li>8. Comma splice</li> <li>9. Possessive apostrophe error</li> <li>10. Tense shift</li> <li>11. Unnecessary shift in person</li> <li>12. Sentence fragment</li> <li>13. Wrong tense or verb form</li> <li>14. Subject-verb agreement</li> <li>15. Lack of comma in series</li> <li>16. Pronoun agreement error</li> <li>17. Unnecessary comma with restrictive element</li> <li>18. Run-on or fused sentence</li> <li>19. Dangling or misplaced modifier</li> <li>20. Its/it's error (Table 1, p. 403)</li> </ol>	<ol style="list-style-type: none"> <li>1. Wrong word</li> <li>2. Missing comma after an introductory element</li> <li>3. Incomplete or missing documentation</li> <li>4. Vague pronoun reference</li> <li>5. Spelling error (including homonyms)</li> <li>6. Mechanical error with a quotation</li> <li>7. Unnecessary comma</li> <li>8. Unnecessary or missing capitalization</li> <li>9. Missing word</li> <li>10. Faulty sentence structure</li> <li>11. Missing comma with a non-restrictive element</li> <li>12. Unnecessary shift in verb tense</li> <li>13. Missing comma in a compound sentence</li> <li>14. Unnecessary or missing apostrophe (including its/it's)</li> <li>15. Fused (run-on) sentence</li> <li>16. Comma splice</li> <li>17. Lack of pronoun-antecedent agreement</li> <li>18. Poorly integrated quotation</li> <li>19. Unnecessary or missing hyphen</li> <li>20. Sentence fragment (Table 7, p. 795)</li> </ol>	<ol style="list-style-type: none"> <li>1. Sentence structure</li> <li>2. Word choice</li> <li>3. Verb tense</li> <li>4. Noun endings (singular/plural)</li> <li>5. Verb form</li> <li>6. Punctuation</li> <li>7. Articles/determiners</li> <li>8. Word form</li> <li>9. Spelling</li> <li>10. Run-ons</li> <li>11. Pronouns</li> <li>12. Subject-verb agreement</li> <li>13. Fragments</li> <li>14. Idiom</li> <li>15. Informal (Appendix, p. 103; from Chaney, 1999, p. 20)</li> </ol>

# Poll

**How confident are you in supporting ELLs?**

# Focus on Feedback

**Preparing yourself and your students to work effectively with feedback in linguistically diverse classrooms**

**What is good writing?**

In the Chat Pod...

**What kind of feedback do you like to receive on your own writing?**

In the Chat Pod...

**What are your strategies for giving feedback?**



# Preparing Students to Write

1. Leave enough time to read the assignment together in class
2. Connect the assignment to the course objectives
3. Provide samples of past student papers (not professional, edited papers) and review them together
4. Check in with the students to see where they are in the drafting process week by week
5. Develop evaluation rubric together with students
6. Ask students to bring in working drafts to class the week before the paper is due. Have them exchange their papers with their peers for feedback.

# Peer Feedback: Beneficial for Multilingual Writers

- Peer feedback is critical at the textual, cognitive, and communicative levels (Liu & Hansen , 2002)
- Provides range of perspectives on writing (Peterson, 2010)
- Benefits motivation (Freedman, 1992; Gielen, et al., 2010)
- Internalize goals of the writing assignment (Rust, Price, & O'Donovan, 2003)

# Introducing Peer Feedback

1. Introduce the concept of peer feedback and why it plays a central role in writing pedagogy
2. Create a skit about how to give and receive feedback
3. Introduce students to the vocabulary and phrases for feedback (e.g., “I really liked the point you made here because..., but I think you could strengthen this idea by adding examples...”)
4. Encourage students to identify parts of their paper they would like to get specific feedback on from their peers

# Final Steps before Submitting the Paper

- Give students the opportunity to review/proofread their paper in class before submitting a hard copy
- Invite students to dialogue with you. Have them identify areas of the paper that are their strengths and areas they feel insecure about. Have them to explain why they like or dislike these areas. Ask them to identify their thesis statements.
- Invite students to dialogue with you about their preferences towards receiving feedback (Goldstein, 2005)

# Using Cover Notes

(Goldstein, 2005, p.37, 67-68)

## Cover Sheet for a Descriptive Essay about an Object

- Who is your audience? (Who will read your description?)
- What object are you describing for your audience to guess?
- What is your purpose in writing your description of this object?
- What descriptive words did you use to describe your object?
- How will these words help your readers guess what this object is?
- Do you use any words your audience may not know? If yes, what words could you change them to so your readers will know the words?
- What words do you use that you feel will help your readers guess your object correctly?
- What would you like me to look at and comment on so your description helps your reader guess your object?

## Cover Note for a Writing Conference/Tutorial

- What stage in the drafting process are you?
- The audience who will read this paper consists of:
- This audience will already know the following so I will not have to define or explain these in my paper:
- The audience will expect me to use, define, and explain the following terms or concepts:
- This audience will learn the following from reading my paper:
- My paper has the following strengths (describe explicitly):
- I need feedback/help with the following areas of my paper (point out specific places and describe explicitly what you are uncertain about):

1. **What stage in the drafting process are you?**  
*I've written several shorted, disconnect drafts of this paper at home, but this is my first attempt at trying to synthesize all my sections. I've still got quite a bit to add and am having some problems making my paper flow smoothly from section to section.*
2. **The audience who will read this paper consists of:**  
*My professor is the primary audience, but it's really targeted to US public officials and taxpayers*
3. **This audience will already know the following so I will not have to define or explain these in my paper:**  
*My audience will know that the current policy problems in drug trafficking and the amount of funding the US government sets aside to tackle this problem. They will also be familiar with the detailed background about the cocaine trade.*
4. **The audience will expect me to use, define or explain the following terms or concepts:**  
*I need to provide a detailed discussion of the lack of cost-effectiveness of the current US drug policy. (See page 3 of my paper.) Also, the research referenced in this paper does not include drug education, which I need define and provide examples of.*
5. **This audience will learn the following from reading my paper:**  
*I hope to convey that the supply control program is VERY expensive and not currently effective. Also, the treatment of heavy drug users costs only one-seventh of the domestic enforcement to reduce cocaine consumption. Also, I want my audience to learn that the US taxpayers and public officials should change the their way of thinking: drug addiction should be treated like a medical problem. Also, since the budget is limited, the US government's new policy needs to combine treatment and supply control.*
6. **My paper has the following strengths (describe explicitly):**  
*I think my paper is relatively easy to follow, and since I supplied graphs and several tables, my examples have become clearer and have enhanced my credibility.*
7. **I need feedback/help with the following areas of my paper (point out specific places and describe explicitly what you are uncertain about):**  
*Organization: Does each paragraph in my Recommendation section explain what the government should do?  
Cohesion: Can the reader understand why the treatment program is the most cost-effective?  
Language: I always feel insecure about my grammar; in particular, I still have problems with when to use a gerund and infinitive. Also, parallelism is a big problem for me and I know that there are several examples in my paper in which I've tried to balance several examples but the wording is a little faulty.  
Style: As you know, I've been trying to work on my style. Please look at my use of active vs. passive voice. Also, related to this is verb choice. I often find myself using too many nouns, and really simple verbs, such as "is." Is there a way I can improve this? Lastly, I know that hedging is really important in policy writing, but I'm pretty bad at it. Can you point out where you think I'm being too direct?*

*To help you, I've underlined words that I think could be replaced by more appropriate ones. Also, I've also inserted question marks [?] next to the sections of my paper that I am still not sure about.*

1. **What stage in the drafting process are you?**  
*I'm drafting*
2. **The audience who will read this paper consists of:**  
*My professor*
3. **This audience will already know the following so I will not have to define or explain these in my paper:**  
*She will know everything*
4. **The audience will expect me to use, define, or explain the following terms or concepts:**  
*She will know everything*
5. **This audience will learn the following from reading my paper:**  
*Foreign policy in N. Korea*
6. **My paper has the following strengths (describe explicitly):**  
*I don't have any strengths*
7. **I need feedback/help with the following areas of my paper (point out specific places and describe explicitly what you are uncertain about):**  
*Grammar*

# Preparing Yourself to Read: Global before Local

Read through the paper with your pencil down

Ask yourself as you read, did the student:

- understand the assignment?
- clearly communicate their purpose?
- identify their thesis statement (e.g., in an essay)?

# No Purpose?

1. Read the conclusion. (The main point is often there.)
2. Write a short note at the end explaining what you were expecting the student to do and give strategies on how to do that.
3. Avoid correcting sentence level issues (grammar, spelling, punctuation).

# There is a Purpose!

1. Reread with your pencil (rather than pen)
2. Answer their questions
3. Comment on strengths
4. Identify areas to improve (global level before sentence-level)
5. For sentence-level issues: Choose a few sentence-level features to correct. Don't correct everything. Stick to those features that impact meaning
6. Summarize briefly the good points and areas to improve. Address the student by name in your end summary

# What about Grammar or Style?

1. Be sure you distinguish between problems of grammar vs. style (APA, genre conventions, or academic register).
2. Again, don't correct every error. It's a waste of your time and theirs.  
Instead...
  - Identify and circle common errors or select a couple of paragraphs and correct a few pattern errors as a sample.
  - Refer students to a useful resource (e.g., Purdue OWL) for further information and practice.

# Written Corrective Feedback

(Ferris & Hedgcock, 2014, pp. 289, 298)

## Option A: Direct Feedback

Lying is considered dishonest, cheating, or not telling the <sup>truth</sup> true, but can anyone <sup>say</sup> tells that he or she never ever <sup>lies</sup> lie? Of course not, "everyone lies." I used to lie, and I cannot guarantee that I will not lie again in the future. Many people lie because they want to <sup>have</sup> make fun while others lie to take advantage of someone else. However, lying is harmful <sup>when</sup> while the person we lie to discovers that we are telling a lie. Despite <sup>necessarily</sup> of that, all lies are not necessary bad or wrong.

We sometimes lie because we want to make people happy. I lied to a girl <sup>so</sup> for she <sup>not</sup> would get mad. I met a girl four years ago. She <sup>was</sup> is very <sup>quiet</sup> quite, but her friend, Mindy, <sup>liked</sup> likes to talk a lot. I liked Mindy <sup>After/When</sup> because she and I had a very good conversation. <sup>more</sup> While Mindy left, I told that girl that I liked her <sup>quiet</sup> ^ than Mindy because Mindy talked too much. I also told her that most <sup>like</sup> quite girls are polite and honest, so she must be a very good girl. Although I really <sup>like</sup> didn't ^ her, I lied to make her happy.

## Option B: Indirect Feedback (Error Location)

Lying is considered dishonest, cheating, or not telling the true, but can anyone tells that he or she never ever lie? Of course not, "everyone lies." I used to lie, and I cannot guarantee that I will not lie again in the future. Many people lie because they want to make fun while others lie to take advantage of someone else. However, lying is harmful while the person we lie to discovers that we are telling a lie. Despite of that, all lies are not necessary bad or wrong.

We sometimes lie because we want to make people happy. I lied to a girl, for she would get mad. I met a girl four years ago. She is very quite, but her friend, Mindy, likes to talk a lot. I liked Mindy because she and I had a very good conversation. While Mindy left, I told that girl that I liked her more than Mindy because Mindy talked too much. I also told her that most quite girls are polite and honest, so she must be a very good girl. Although I really didn't her, I lied to make her happy.

## Option C: Indirect Feedback (Verbal End Note)

As you revise, be sure to check your verbs to see if they are in the right tense (past or present) and check your word choice. I've highlighted some examples of errors in the first two paragraphs to show you what I mean, but there are others throughout your paper.

Assignment Draft	Verb Errors	Noun Ending Errors	Article Errors	Word Choice Errors	Sentence Structure Errors	Other Errors
1A						
1B						
1C						
2A						
2B						
2C						
3A						
3B						
3C						
4A						
4B						
4C						

# Commenting on Style Problem vs. Grammar

Since the 19<sup>th</sup> century, the archaeological discoveries, which mainly focused on three centers of early civilization (China, Mesopotamia, and Egypt), the decipherment and interpretation of a number of early inscriptions, and writing systems descending directly from pastimes, provided unexpected new material and evidences on development of civilization, and the increasing complexity of early societies.

In comparison with North American cities, with capitalism ideas, which make individuals to work more and more in best years of his/her life to save more, with continual fear of losing job and stresses about loan payments, in Paris you can see young people enjoying their life, hanging out in street cafés which reminds me the fact that we are forgetting: we are working for living not living for working.

# Vagueness in Reference

Reduced use of vehicles is encouraged through spending time in these local green environments. It allows residents to use this environment as a relatively quiet place which is different from city streets. It helps people in the region to feel proud and satisfied of having a good community. This makes for a healthier community.

The EPA encourages us to reduce the amount of time we spend driving in local green environments. Driving less allows ... and helps ... Fewer cars make

# Frequency of Connectors

1. However,
2. First, second, etc.
3. Thus,
4. Also,
5. For example,

- *What do these connectors tell you about the function of the average academic paragraph?*

Swales, J. & Feak, C. (2000). *English in today's research world: A writing guide*. Ann Arbor: Michigan Press.

# Fostering Language Awareness

Citing by Discipline

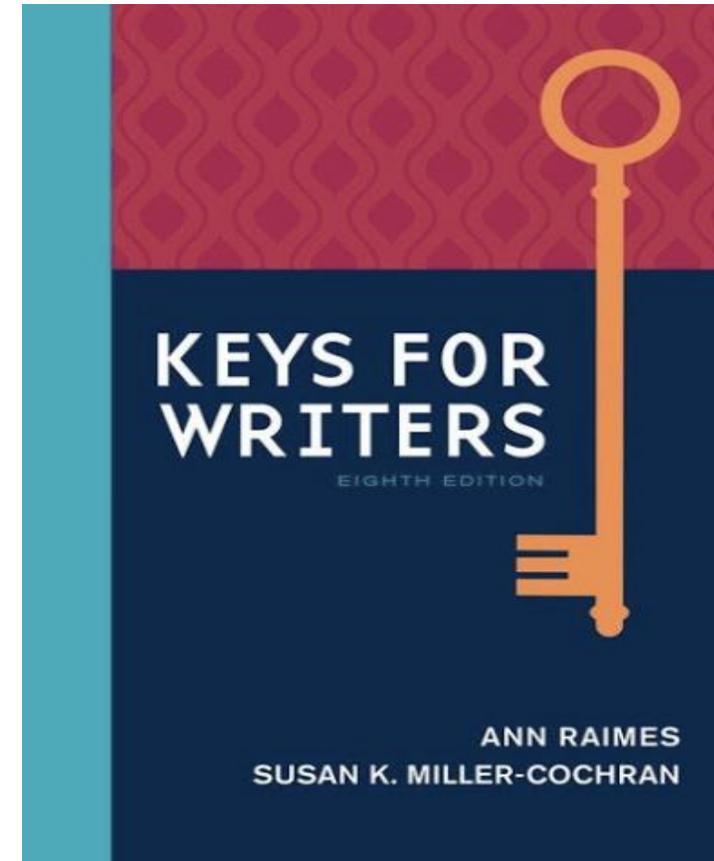
Discipline	Verbs						
Biology	describe	find	report	show	suggest	observe	
Physics	develop	report	study	find	expand		
Mechanical engineering	describe	show	report	discuss	give	develop	
Marketing	suggest	argue	find	demonstrate	propose	show	
Applied Linguistics	suggest	argue	show	explain	find	point out	
Sociology	argue	suggest	describe	note	analyze	discuss	
Philosophy	say	suggest	argue	claim	point out	hold	think

Discipline	Quotation	Block Quotation	Summary/Paraphrase	Generalization
Biology	0%	0%	72%	38%
Physics	0%	0%	68%	32%
Mechanical engineering	0%	0%	67%	33%
Marketing	3%	2%	68%	27%
Applied Linguistics	8%	2%	67%	23%
Sociology	8%	5%	69%	18%
Philosophy	2%	1%	89%	8%

Swales, J. & Feak, C. (2000). *English in today's research world: A writing guide*. Ann Arbor: Michigan Press.

# Common Errors by Language

LANGUAGE FEATURES	LANGUAGES	SAMPLE TRANSFER ERRORS IN ENGLISH	EDITED VERSION
<b>WORD ORDER AND SENTENCE STRUCTURE (62)</b>			
Verb precedes subject	Arabic, Hebrew, Russian, Spanish (optional), Tagalog	<i>Good grades received every student in the class.</i>	<i>Every student in the class received good grades.</i>
Verb-subject order in dependent clause	French	<i>I knew what would propose the committee.</i>	<i>I knew what the committee would propose.</i>
Verb after subject and object	Bengali, German (in dependent clause), Hindi, Japanese, Korean, Turkish	<i>. . . (when) the teacher the money collected.</i>	<i>. . . (when) the teacher collected the money.</i>
Coordination favored over subordination	Arabic	Frequent use of <i>and</i> and <i>so</i>	
Relative clause or restrictive phrase precedes noun it modifies	Chinese, Japanese, Korean, Russian	<i>The enrolled in college student . . .</i> <i>A nine-meter-high impressive monument . . .</i>	<i>The student (who was) enrolled in college . . .</i> <i>An impressive monument that is nine meters high . . .</i>
Adverb can occur between verb and object or before verb	French, Spanish, Urdu (before verb)	<i>He gave me a too difficult for me book.</i> <i>I like very much clam chowder.</i> <i>They efficiently organized the work.</i>	<i>He gave me a book that was too difficult for me.</i> <i>I like clam chowder very much.</i> <i>They organized the work efficiently.</i>



Raimis, A., Miller-Cochran, S. (2014). *Keys for writers* (7<sup>th</sup> edition). Boston: Houghton Mifflin.

# Professor's Comment on a Student Paper

"You have a serious problem in structuring your ideas that I have the impression goes beyond just the language/writing."

Excerpt from Sample Student Text

According to Smith,

The nation-state acts as a container of standards. Each state is different and has different ways in which things are done. Even though the term container is used it does not mean that nation-state is close to everyone else. The state also regulates the way the economy is used. Some of those ways are through the different trade policies that are developed in the state. States will also compete against each other to get the bigger part of the global economy. They will do this by working with other states to achieve their goals.

What kind of growth?

After all the growth in our present time trade policy has become more complex than in the past. It is becoming major topic of conversation around the world. It is no longer a private issue and it has brought up many disputes. With all these problems it brings up the question of what has caused this change. In the article, Globalization and Distinct Societies, a list of reasons is given. There has been a great increase in international trade. There are many more exports and imports available to the world. More countries are becoming involved in trade. There is a lot of competition between nations. States have begun to make trading central to their survival and are very dependent on it. As globalization increases the government and those businesses involved have realized that if there are more policies or rules involved in trade it can hold back the progress of the business succeeding in the market. A major reason for these changes is the technology of our communication. We are no longer being held back because we cannot communicate quickly across the world.

It has also changed who was the dominant figure in the world economy. The United States once was the main controller of the trade market. But now it is

not clear

the transnational corporation which is in the main figure in the trade market. It is now these companies that do the negotiating and deciding of what happens in trade. It has become a big problem for the trade system because with all the differences between countries it is hard to decide which policy is right.

The article, Globalization and Distinct Societies gives the example of how Canada has had these problems. "They are fighting with the United States about softwood lumber and the looming disputes over cultural and healthcare." This is just an example of how the United States is trying to get other countries to conform to their ideas and rules and helps to promote the interests of the United States.

Misreading of the quote

As the American technology increases they have become internationalized. This can be explained in terms of a pre-global division of labor. In the past United States has had a core state which produces manufactured goods and traded those with a periphery state. The periphery traded those manufactured goods for raw materials and food. United States used this type of trade until recently when it has been able to get certain goods from far off places domestically. This has now become a new global division of labor.

This paragraph lacks clarity

In conclusion globalization tends to be a geo-economy; a free genuine borderless economic era is only beginning. The main issue with globalization is whether or not it is defined as having no borders in no geographical limits or can be defined as having states and a certain geographical area. With freed trade agreements the U.S. government will try to tell other countries how to run their economies. States also make up the very (...)

Out of context

Crabbersh

Not needed for reports

which ones?

from what?

# Effective Marginal Comments

Void writing this...	Anchor your comment in the text. Instead, write this ...
Vague!	<b>Needs Clarity:</b> <i>"I'm not sure what you mean here, can you explain how X leads to Y?"</i>
Awkward!	
What?	<b>Defining a term:</b> <i>"Please define this term so I know how you're using it." "What do you mean by X?"</i>  <i>"Can you explain more?"</i>
Huh?	
How?	
So?	<b>Cohesion/Coherence:</b> <i>"How does this idea connect to what you just said above (or below)..."</i>
*WC (word choice) Be sure to pre-teach if using	<b>Examples:</b> <i>"Give an example of how to ..."</i>
??	

# Returning Papers

1. Holding Individual Conferences
2. Follow up with class

Make a list of your observations. Write them down on the board or provide in a handout. If possible, give concrete examples. Lastly, make it clear what you expect from students on the next draft/paper. For example,

a) What were features of successful papers?

b) Review problem areas:

Not addressing topic

Not citing properly

Not including your stance/claim or interpretation

Grammar or style

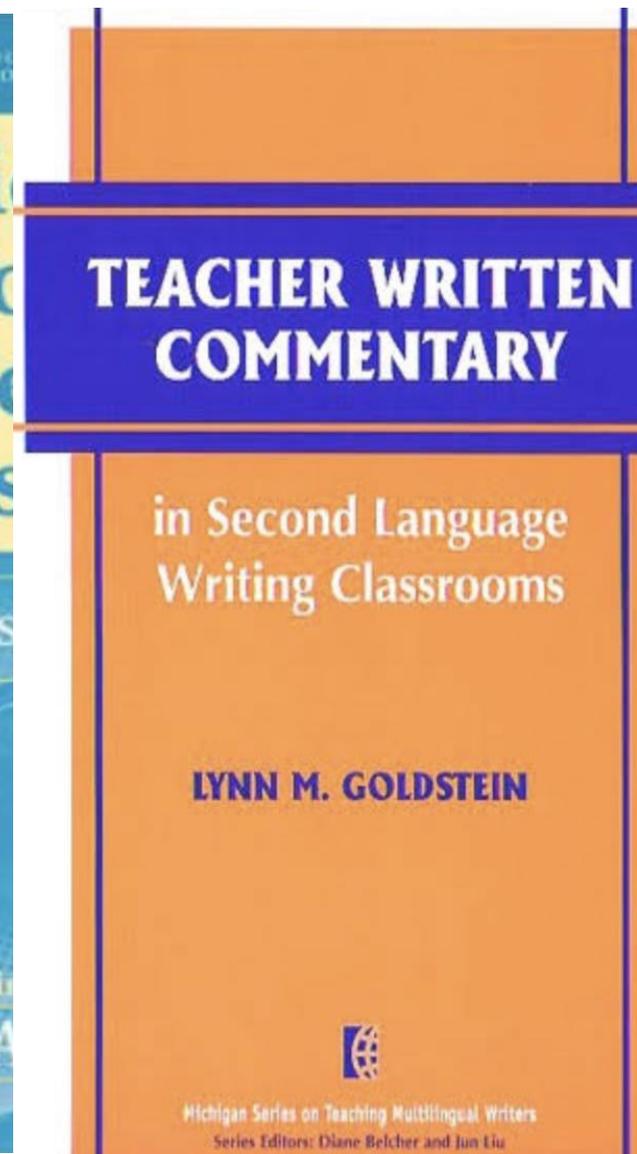
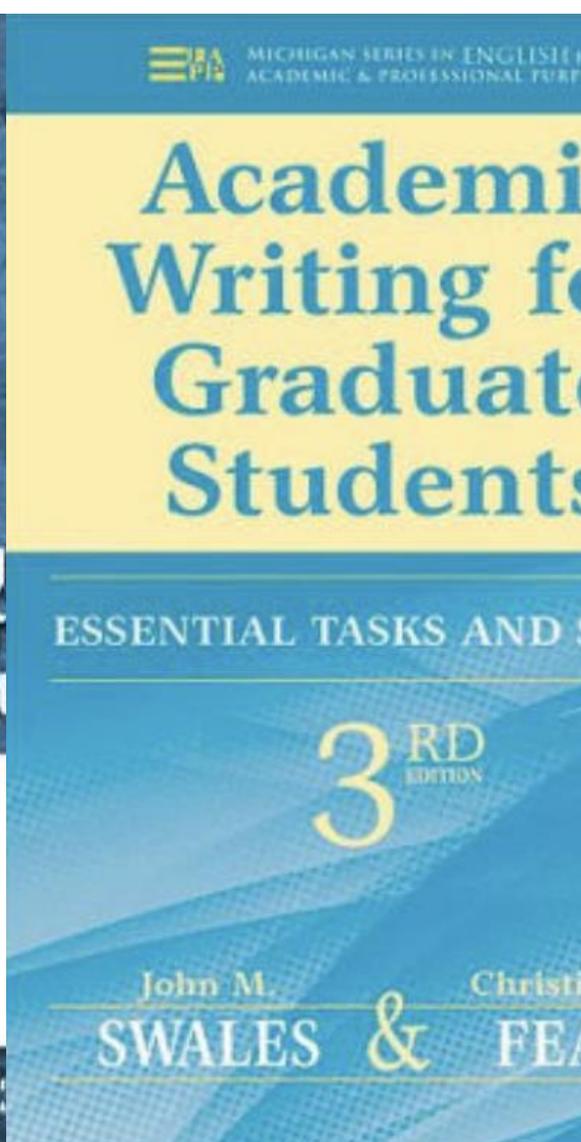
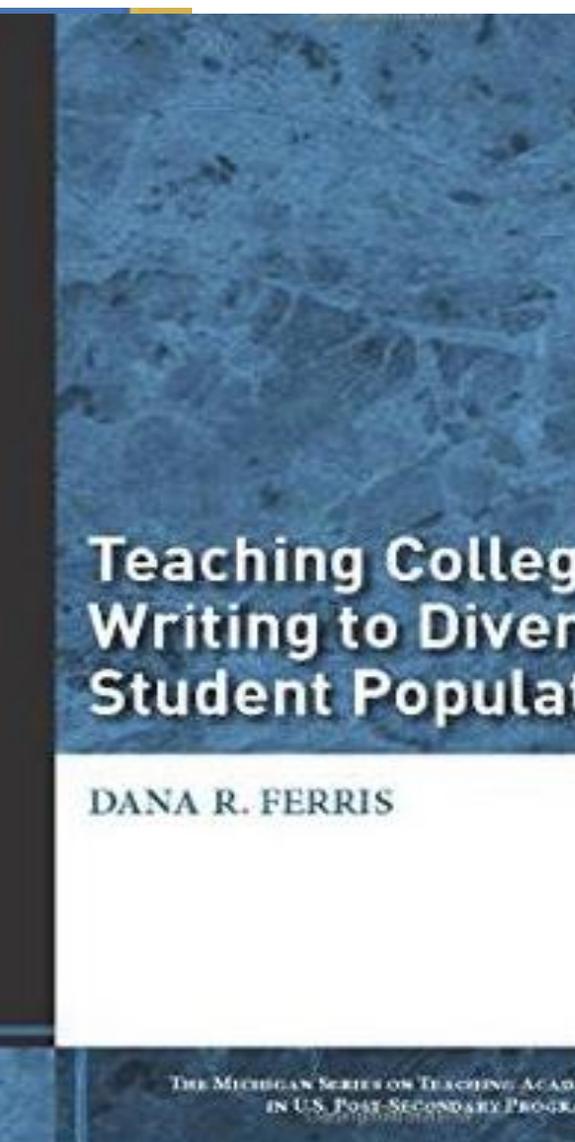
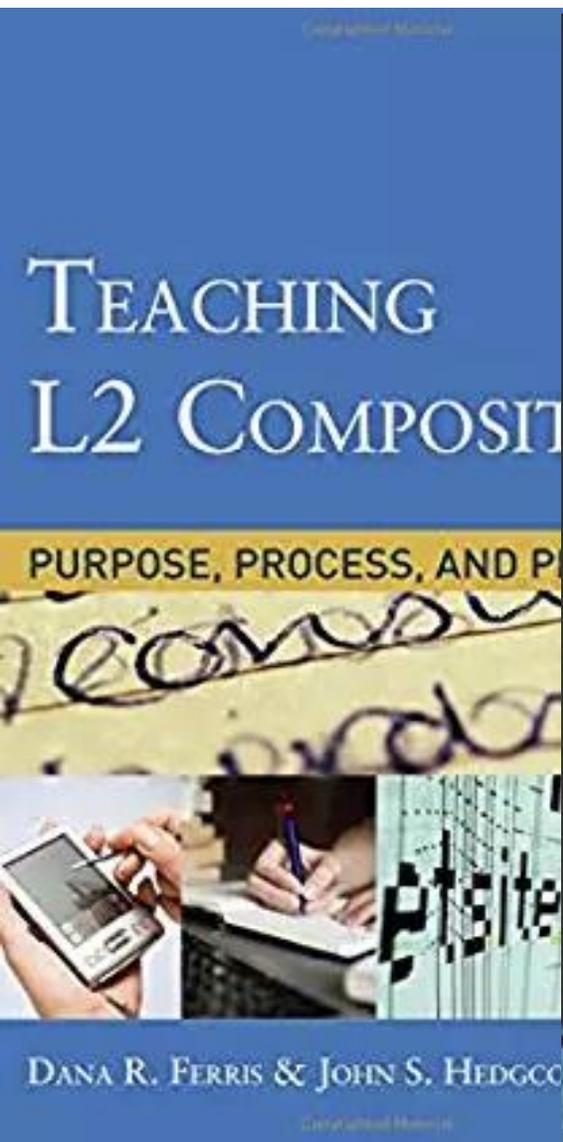
Lack of cohesion between sentences/paragraphs

3. Prepare for final draft

Students revise by annotating their corrections/revisions in response to your feedback and include a cover note summarizing the revisions (see Goldstein, 2005)

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# Additional Resources

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- Thonus, T. (2014). Tutoring multilingual students: Shattering the myths. *Journal of College Reading and Learning*, 44(2), 200-213.
- Rafoth, B. (2015). *Multilingual writers and writing centers*. Boulder, Co: University Press of Colorado.
- Reynolds, D.W. (2009). *One on One with Second language writers: A guide for writing tutors, teachers, and consultants*. Ann Arbor: University of Michigan Press.

# Student Success in First-Year Writing

## Webcast Schedule

Fall 2018

Friday, November 9, 2PM

***Reading and College Writing: Enhancing Academic Literacy***

Nelson Graff and Rebecca Kersnar, CSU Monterey Bay

Spring 2019 (dates and times TBD)

February

***Creating a Culture of Professionalization for Composition Faculty with Contingent Appointments***

March

***Promoting Equity with Anti-Racist Assessments***

April

***Designing Assignments for Student Engagement and Success***



**The California State University**  
INSTITUTE FOR TEACHING AND LEARNING

# Webcast Recordings

<http://www.calstate.edu/professional-development-calendar>

Calendar Archive



October 2018



**October 26, 2018, 2:00 p.m. to 3:00 p.m.**

**Live Webcast**

Across California, college classrooms are becoming more linguistically and culturally diverse. As multilingual students enroll in first-year composition courses, instructors may feel unprepared to address their writing development and unsure of how to integrate such students into course activities. In this webcast, Robert Kohls, Assistant Professor of Teaching English to Speakers of Other Languages (TESOL) at San Francisco State University, will discuss how to support multilingual writers in heterogeneous writing classrooms from a sociocultural perspective. Participants will consider strategies for scaffolding writing strategies, developing academic literacy and language, and providing constructive and meaningful written feedback that deepens composition skills for all students.

**More Information:** [Emily Magruder](#)

**Category:** Student Success in First-Year Writing

Join

# Composition Affinity Group Meetings

**Tuesday, October 30, 11:00AM**

**Wednesday, October 31, 1:00PM**

Participants will share

- Best practices for
  - placing students in credit-bearing first-year composition courses
  - supporting learning in heterogeneous classrooms
  - providing professional learning for instructors
- Strategies for addressing challenges that arise in the first year of implementing new placement policies.

→ To attend, email [emagruder@calstate.edu](mailto:emagruder@calstate.edu).