Appendix VI
College Writing Programs' Initiative for International Undergrads

The College Writing Programs (CWP) proposes to offer a suite of courses that will smooth the transition of newly admitted international students into the discourse practices in undergraduate classrooms at UC Berkeley. We propose coursework in oral communication; conventions of academic writing, and a course in grammar, academic vocabulary and editing; and courses in critical reading. These courses will be taught by a subset of the CWP faculty, seasoned lecturers whose professional training focused on applied linguistics or English as a second language. In addition to teaching with CWP during fall and spring, many of the lecturers we propose for this initiative also teach in our Summer English Language Institute, which enrolls some 400 international students annually.

Forthwith a brief description of the courses we propose. Note that some of them—CW 9C and 9H—are courses that were developed some years ago for our Summer English Language Institute, and have been taught successfully to international students bound for American colleges. We propose to adapt these courses slightly to address more closely the needs of this quite specific cohort of UCB admits.

Other courses listed below—CW1 and R1A—have long been on CWP’s slate of offerings for fall and spring. Enrollment in CW1 is restricted to nonnative speakers of English, whether international students or residents. We typically offer 5 sections per year. To meet the additional need occasioned by the admission of a greater number of international students, we propose to offer 4 additional sections. CW R1A is required for all students who need to satisfy UC’s Entry Level Writing Requirement, as well as Part A of the Reading and Composition Requirement. We typically dedicate 5 sections to nonnative speakers of English each year. For the purpose of this initiative, we propose to offer 4 additional sections. It is the additional sections of CW 1 and R1A for which we request funding below.

Finally, our list of course offerings includes three new courses—CW 20A, 20B, and 25AC. Two of these are oral communication courses and the third, advanced critical reading. For some time we have been aware of the need for such coursework for our international students, and our experience with the 2010-11 cohort confirms that perception.

Course Offerings

Oral Communication

CW 20A. Intermediate Academic Communication (3 units). Students improve their critical listening skills, participate in classroom discussions, frame questions and follow-ups for interactions with faculty and advisors, fine-tune their pronunciation and clarity of speech, and recognize non-verbal cues common in US academic settings. Placement by exam.

CW 20B. Advanced Academic Communication (3 units). Students refine their critical listening skills with particular attention to lectures and to presentations in labs and discussion sections. Additionally, students learn and practice the rhetorical skills necessary to presenting/defending a point of view, countering an argument, leading group discussions, delivering presentations, and fielding questions. Also addressed are clarity of speech and such relevant cultural issues as formality level, body language, eye contact. Placement by examination.
Writing

**CW 1, Grammar and Vocabulary of Written Academic English** (2 units). Students improve and expand their academic vocabulary and knowledge of grammar rules and word choice conventions. Using their own written work, students develop a system for editing and proofreading that is both tailored to their own patterns of usage, and transferable to their written work for other courses.

**CW 9C, Approaches to Academic Writing** (3 units). Students learn about the content, structure, and organization of academic essays. Through in-class and out-of-class writings, they work on focusing topics, organizing arguments, and supporting claims with evidence and reasoning. Sentence structures, summarizing, paraphrasing, and ethical citation principles are addressed. Placement by examination.

**CW R 1A, Accelerated Reading and Composition for Nonnative Speakers of English** (6 units). Students read and write essays in response to expository, argumentative, and fictional texts representative of the range of those encountered in the lower-division curriculum. Through writing essays of varying lengths and level of complexity, and revising them multiple times under their instructors’ guidance, students hone their ability to present an argument and line of analysis, adduce appropriate evidence, and use sources accurately and ethically. Also addressed are matters of syntax, grammar and usage, and appropriate word choice. This intensive, accelerated course satisfies concurrently UC’s Entry Level Writing Requirement and the first half of the Reading and Composition Requirement. Placement by examination.

Reading

**CW 9H, Approaches to Critical Reading** (3 units). Students are introduced to the various groups of people who have migrated to California, consider how their presence has shaped its history, and analyze some of the debates these migrations sparked. Students read the histories of various mass migrations to California, such as those driven by the discovery of gold, agricultural expansion in the Central and Imperial Valleys, the Depression and Dustbowl, war industries in the 1940s, and so forth. Course readings and discussions familiarize students with the academic language conventions used in many college courses. Placement by examination.

**CW 25AC, Reading for American Educational Institutions** (3 units). Students deepen their understanding of the history and diversity of American educational institutions while strengthening their critical reading, both in terms of proficiency and of rate. Additionally, students develop strategies to improve their seminar-participation skills. As they analyze a wide range of short readings that present aspects of American (and European) multiculturalism, students practice such core academic habits of mind as evaluating claims and premises; reasoning empirically; recognizing ideological and comparative reasoning; mapping implicit ideas; interpreting the use of irony, humor, sarcasm, etc.; analyzing slanted language and loaded expressions; gauging relevance and accuracy; resolving problematic vagueness or ambiguity. Placement by examination. This course can be used to meet UC’s American Cultures Requirement.
Plan for Instruction

Fall 2011

CW 20A, Intermediate Academic Communication
2 sections (18 students per section)

CW 1, Grammar and Vocabulary of Written Academic English
2 additional sections (20 students per section)

CW 9C, Approaches to Academic Writing
2 sections (18 students per section)

CW 9H, Approaches to Critical Reading
2 sections (18 students per section)

Spring 2012

CW 20A, Intermediate Academic Communication
1 section (18 students)

CW 20B, Advanced Academic Communication
1 section (18 students)

CW 1, Grammar and Vocabulary of Written Academic English
2 additional sections (20 students per section)

CW R 1A, Accelerated Reading and Composition for Nonnative Speakers of English
3 additional sections (14 students per section)

CW 25AC, Reading for American Educational Institutions Requirement.
2 sections (18 students per section)

Summer 2012

CWP proposes to participate in Summer Sessions’ “Freshman Edge” as follows: We have identified four of our regularly offered Summer English Language Institute courses as being particularly beneficial to a cohort of international students about to embark on their undergraduate education at Berkeley. These courses are as follows:

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1 Note that CWP’s capacity to offer any these classes in the rapidly approaching fall semester is dependent on the availability of classrooms.
2 Enrollment caps are lower than in many other courses: smaller class size is consonant with recommended practices in teaching English language learners, and has been one of the key factors in our success with students enrolled in the Summer English Language Institute.
3 Every section of this 6-unit R&C course is always capped at 14 per section, per COCI approval as integral to the course design for accelerated, intensive work satisfying two UC requirements concurrently.
We propose to offer additional sections of these courses in summer 2012. Ideally, we would dedicate one or more sections of each course to these newly admitted Berkeley undergrads, rather than dispersing them amongst the general population of international students here solely for the summer. In this way, we could frame instruction in these edge sections as “what-you-need-for-Berkeley.” Unfortunately, the present representation of SELI courses in the Summer Sessions website is not conducive to attracting the students we hope to attract in our initiative for international students; we would very much like to work with the Summer Sessions website management to present (or package) this special set of courses more effectively so that agents, advisors, and the incoming international students themselves can recognize the special aspects of this “English-language edge.”

As to the looming 2011 summer sessions, we have concluded that it is quite a bit too late to launch an effort to recruit international new-admits. Marketing to this cohort and their agents would need to have begun much earlier in the year, as would these students’ efforts to secure visas. By the same token, classroom scheduling and lecturer recruitment for additional sections would need to have begun much earlier. At present, several sections each of the four courses listed above are included on our slate for summer 2011. Most are already filled to capacity. Nearly all of the lecturers we have hired are already carrying full workloads. Incoming international undergrads who happen to be on campus this coming summer are certainly eligible to enroll or waitlist themselves in these courses. If there is sufficient demand, we will make every effort to locate additional faculty and open more sections. We regret that we did not have enough advance notice to do more.

About Funding for our Summer Course Offerings: Although CWP’s proposed initiative for international undergrads includes course offerings during summer as well as fall and spring, I have elected to include the costs of teaching only the fall and spring courses, and not the summer courses, in the “Funding” section, below. As you know, our fall and spring course offerings are funded through TAS allocations from the EVCP’s offices. In contrast, our summer teaching appointments are a matter of BYN “salary advances” from Summer Sessions. These expenses are ultimately deducted from summer revenues. Because we would not ask the EVCP to fund them, I am not including those costs in this funding request.

Funding

The salary & benefits associated with teaching these courses are presented in the attached spreadsheet. Expenses beyond teaching salaries include the costs entailed in course development for the three new courses that we propose to create for this initiative for international students. A further, essential expense is that of designing, administering, and scoring an online placement exam (to be given on campus during Welcome Week).^5

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^4 Apologies for my clumsy terminology. If only I’d substituted just one business course in college for a humanities course, I’d be better able to explain that CWP is willing to take the risk that if we build an English language component into Freshman Edge, they will come. And we will at least break even on the costs of teaching those sections.

^5 Our Summer English Language Institute uses an online placement instrument that, perforce, is designed to measure language abilities across a huge range of proficiencies. The international population that is
As the spreadsheet details, our total request for funding for CWP’s initiative for international undergrads for Fall 2011 and Spring 2012 is $210,248\(^6\). The structure we propose would provide one course each for 302 new international undergrads. We think $696 for each of the least prepared new admits is a reasonable investment toward their chances of participating more fully in the academic conversation at Berkeley.

Coda

Finally, we would note that the success of CWP’s proposed initiative for international undergrads depends mightily upon these incoming students’ having sufficient access to academic advisors. Academic advising is not part of CWP’s portfolio, nor a part of this proposal for funding. However, for the sake of our initiative, we would urge most strongly that due consideration be given to restoring some of the academic advising positions that have recently been forfeited within the Undergraduate Division.

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\(^6\) Our total request is a bit less than our total expenses. We expect that this initiative will create additional administrative labor. We propose to fund that labor out of last year’s summer revenue distribution. It’s a small gesture of our strong enthusiasm for the prospect of CWP (and UC Berkeley) providing greater instructional support for the many nonnative speakers of English our campus invites into the academic conversation.