Front-loading Curriculum Design:
An Integrated Approach to the ~~Multilingual~~ Mason Classroom

Innovations in Teaching and Learning
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Reflect and Write!!

What challenges are you facing with your multilingual or international students in your classes? What opportunities do you feel when working with multilingual or international students in your classes?

What strategies do you use to gauge student understanding of your instruction and course content?
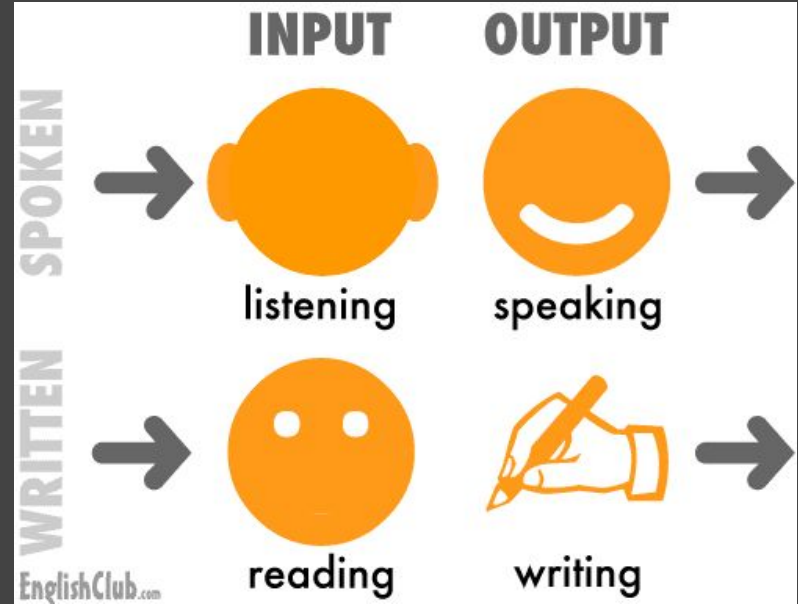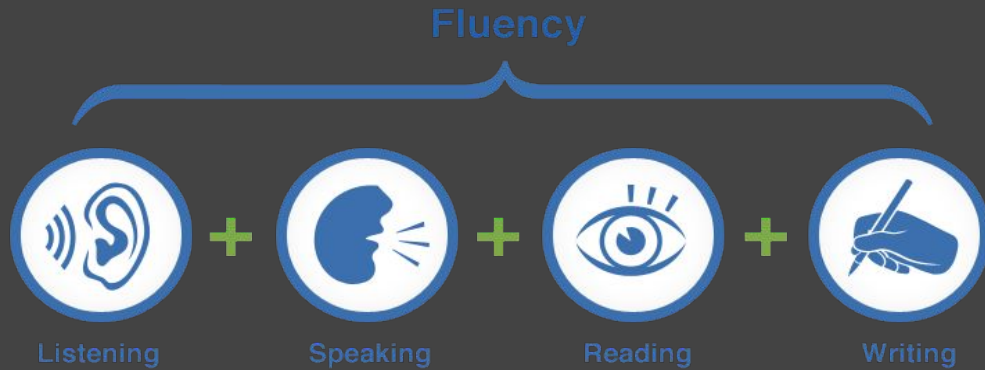
The Mason Classroom

- **The benefits of our diversity**
  - Potential to foster wider, global perspective
  - Greater linguistic and cultural diversity
  - High-quality technological/content expertise
- **Some pedagogical concerns**
  - Evaluating students' **written** products (e.g. feedback strategies, plagiarism, on-campus resources for writing/grammar tutoring, source integration, conventions of writing, etc.)
  - Fostering international-domestic student **engagement** (e.g. out-of-class group projects, in-class small group work, class discussions, etc.)
  - Gauging international students' **comprehension** of lecture/class discussion (e.g. unresponsive expressions, quietness, nodding heads, lack of questions, too many "fundamental" or "background questions," "empty" vocabulary/term usage, idiomatic/cultural references, etc.)
  - Gauging international students' **comprehension** of readings (e.g. translations in annotations/note-taking, reliance/usage of translation devices, discussions/writing about readings don't seem to assess content knowledge, reading "through the language" to assess understanding is challenging, etc.)

Activity 1:

Critical Listening = Listening with a Purpose

Thinking about language

Fluency

Listening + Speaking + Reading + Writing

INPUT   OUTPUT

SPOKEN

listening   speaking

WRITTEN

reading   writing

EnglishClub.com

Language as a predictor of academic success?

Phase I Study

Reading

Writing

Listening

Speaking

Phase II Study

Literacy: Reading + Writing

Productive: Speaking and Writing

Receptive: Reading + Listening

Oral Skills: Listening + Speaking

J. Haan & K. Mallett. (2015). English Language Literacy and the Prediction of Academic Success in and beyond the Pathway Program. In P. Thomas & P. Takayoshi (eds.) *Literacy in Practice: Writing in Private, Public, and Working Lives.* Routledge.

Language as a predictor of academic success?

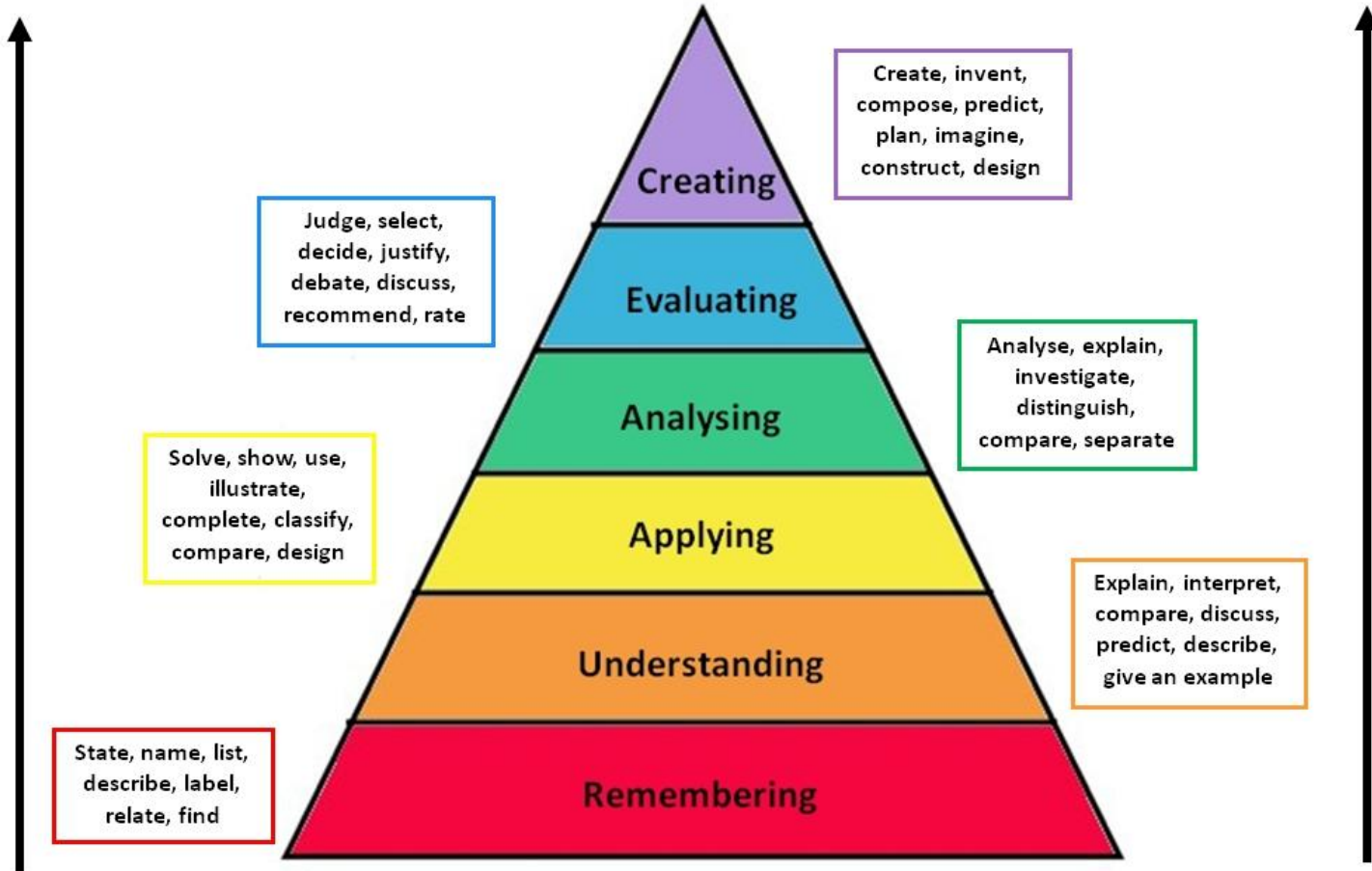**Phase I Study**

Reading

Writing

Listening

Speaking

Phase II Study

Literacy: Reading + Writing

Productive: Speaking and Writing

Receptive: Reading + Listening

Oral Skills: Listening + Speaking

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Bloom's Taxonomy

Create, invent, compose, predict, plan, imagine, construct, design

Judge, select, decide, justify, debate, discuss, recommend, rate

Analyse, explain, investigate, distinguish, compare, separate

Solve, show, use, illustrate, complete, classify, compare, design

Explain, interpret, compare, discuss, predict, describe, give an example

State, name, list, describe, label, relate, find

Creating

Evaluating

Analysing

Applying

Understanding

Remembering

Unpacking the Role of Language in Academic Success

Language, or formal knowledge, includes:

- Reading, Writing, Listening, Speaking, Grammar & Vocabulary
- Integrated language skills used appropriately and effectively in real communication activities
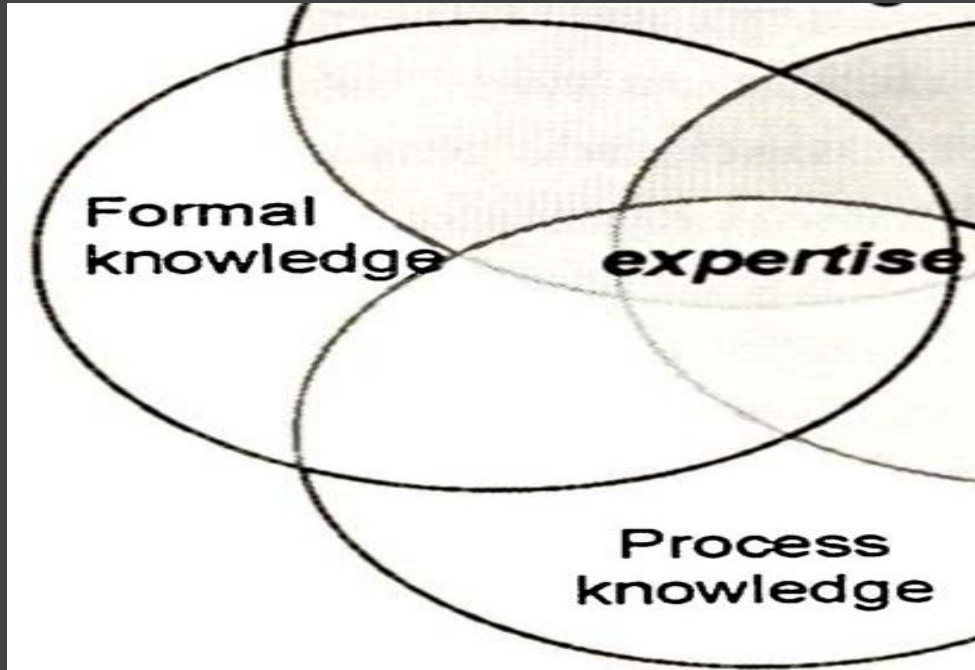
Tardy, Christine. *Building Genre Knowledge: Writing L2.* West Lafayette, IN: Parlor Press, 2009.

Intersectional Nature of Disciplinary Expertise
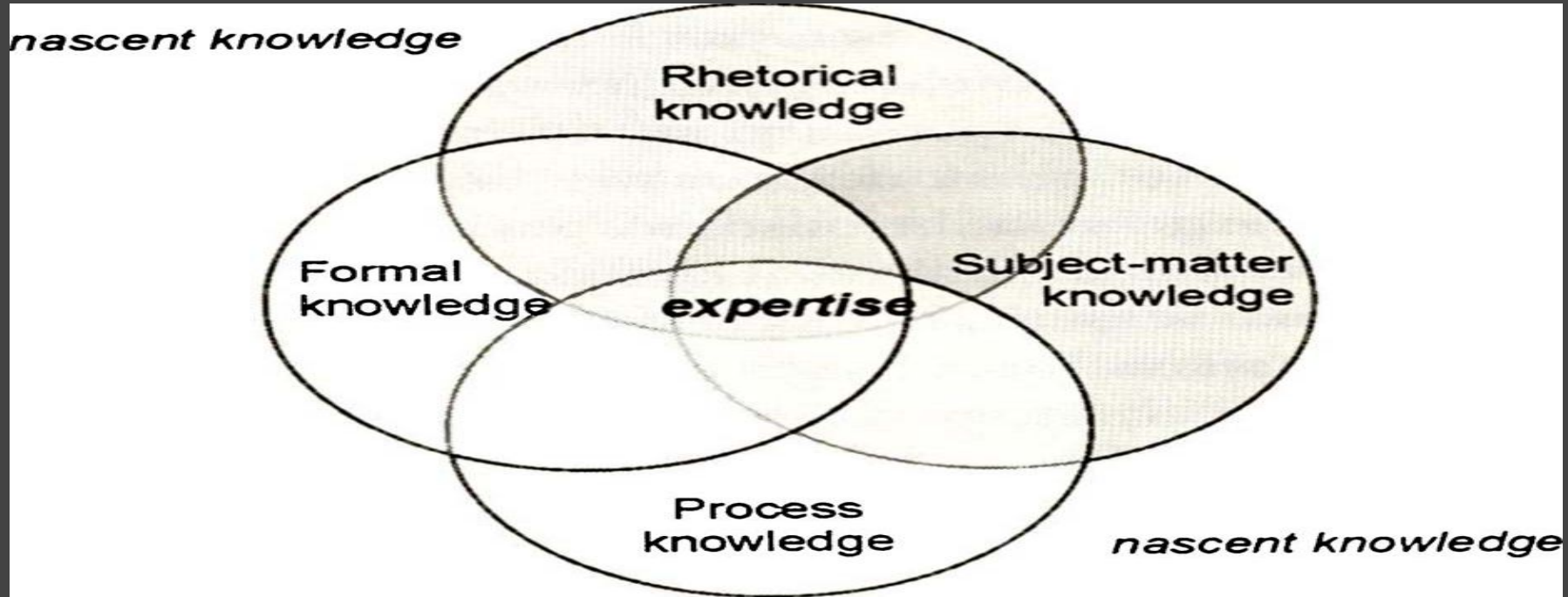
Tardy, Christine. *Building Genre Knowledge: Writing L2.* West Lafayette, IN: Parlor Press, 2009.

Intersectional Nature of Disciplinary Expertise: Front-loading Approach

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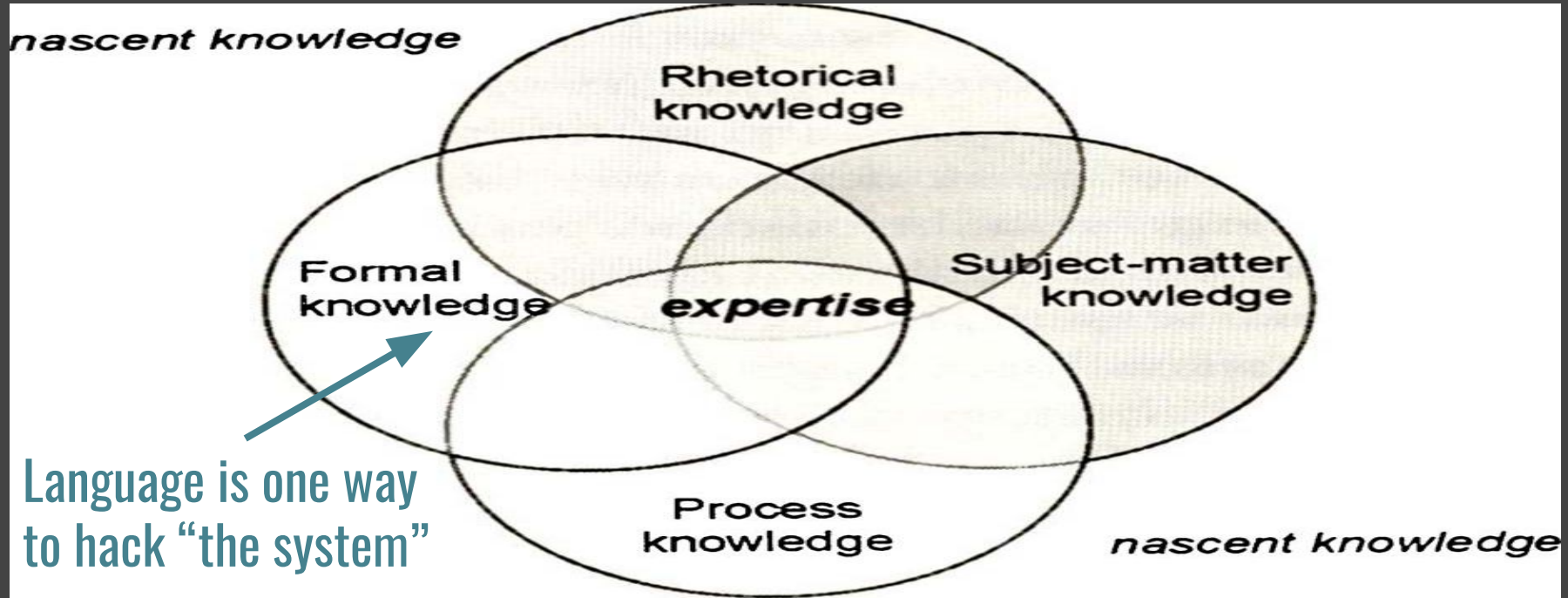
Activity 2:

Critical Reading = Reading with a Rhetorical Purpose

Guiding the reading process

- Scan the assigned text with your students before they read it for homework to give them an overview of the ideas they will encounter (notice the title, section headings, purpose and relevance of the reading)
- Provide students with a guiding question, or series of questions, to focus their reading
- Be explicit about the purpose of the reading: what will they be *doing* with the reading (discussing, summarizing, analyzing, making connections to other readings, etc..)?
- Assign students pre-reading and post-reading questions to activate prior knowledge and make connections to the course theme or other course texts
- Provide students with annotation guidelines to enhance active reading and comprehension

*exigence

What is the problem, challenge, or issue that started the authors' project? Look for terms of contrast or negation (e.g. *however, despite, nevertheless, no, none, not*) and terms like *problem* or *concern*.

*purpose

What is the goal of the text? In other words, what are the authors trying to do with their project? Look for terms such as *aim, goal, focus, reason for,* or *hope*.

*object of study

What is the subject that the authors are studying? Look for a key concept that shows up in the abstract, the introduction, the conclusion, and maybe the title.

*new offering

Where does this source indicate new ideas or conclusions resulting from the project? Look for terms such as *This suggests..., These results mean..., One way to interpret these findings...*

*relevance

What do the authors suggest is the significance of their work to the field? Look in the discussion, conclusion, or implications section.

*methodology

What research methods were used by the authors to answer their driving questions? Look for a methods section or verbs like *conduct, study, gather, select, survey, interview,* or *observe*.