

Transculturation in Introductory Composition Coding Scheme

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We apply these codes to **segmented** data. That is, all student texts have been processed such that each sentence is separate, and we apply applicable codes to each sentence separately. For more on segmenting data, please see Cheryl Geisler's *Analyzing Streams of Language: Twelve Steps to Systematic Coding of Text, Talk, and Other Verbal Data* (2003).

Initially, in Spring 2018, this coding scheme was developed via a grounded theory approach by four graduate teacher-researchers. The following year, we trained two undergraduate researchers to use the coding system. Via analytical memos, these undergraduate researchers suggested revisions to the coding scheme to drop unnecessary codes, add themes missed by the teacher-researchers, and further specify codes that were too vague or caused disputes among the researchers. This document contains the final version.

Our current practice is that each student text is coded by two researchers, and any disputes are resolved by a third researcher.

If you are interested in using this coding scheme as part of your research project, please contact us at info@writeic.org. We'd love to talk with you!

Code Name	Definition	Examples
Prior Knowledge	Something known before the class, could be either writing-related or culture-related *Abstract concepts fall here <i>Passive/known -- could result from a past experience in that student learned something.</i>	Multiculturalism and its unique components is something I have learnt to love and embrace right from childhood.
Prior Conditions	Something experienced before class <i>Active/experienced/event - could be a personal condition or a national/global condition.</i>	From an early age we were taught both the <foreign language>language and <nationality> culture once a week during our <foreign language> class.
Curricular Conditions	Anything that is in the course structure that is the same among all sections	Quotes and summaries from reading, syllabus, assignments

Classroom Conditions	Participant Experiences within individuals' writing classrooms	Discussions, peer interactions
Concurrent conditions	Participant Experiences outside the writing classrooms	Recently, many people in not only the US but also people around the world are pretty upset about Donald Trump elected as the president of the US.
Emotional Response	<p>Expressing emotions in response to a theme, the course, an event, etc.</p> <p>Expression is important here. Not interesting/nice. Worried, excited, scared, happy, delighted, angry are examples that express emotion..</p>	I was not necessarily ashamed of being <nationality 1> but I was ashamed of how left out it made me feel in the American society; even though I have lived here for three years now. I've often longed for a sense of belonging
Transfer	<p>Knowledge and skills gained from the course that will be used in other classes or settings.</p> <p>Or, transferring something from a previous experience into the course.</p> <p>Transfer may be internal: so, a student may encounter a text and transfer it to their own context or identity, for instance.</p> <p>Both contexts should be included (what is transferred to what) should be present in the text somewhere. Context must be specified. I.e., "I'll use this in the future" is not transfer. "I anticipate using the argumentative skills from P4 in law school next fall" would be transfer.</p>	In the report of my final project in engineering, my team had far more data than could be effectively communicated within our constraints. I had a similar experience with Project 2, where I was forced to pare down and concisely summarize the findings of my research about the early Soviet space program.
L2 Learning <ol style="list-style-type: none"> 1. In school 2. Outside school 	Student indicates that they learned another language	<ol style="list-style-type: none"> 1. From an early age we were taught both the <foreign language>language and <nationality> culture once a week during our <foreign language> class.

		2. My journey in <country 1> started during summer time after grade 3 when I went to <place> to study <language> language and culture.
Stereotype	A broad generalization whether positive or negative	All news media outlets are not objective.
Writing Skills (Learning Outcome)	Metadiscourse about Summary, Research, Revision, Analysis, Knowledge of Conventions	I consider writing to be one of the most difficult forms of communication, as conveying tone is a difficult skill to master and furthermore, most written forms of communication do not allow for immediate feedback.
Current Events	This code refers to non-judgemental references to global and US based events that are currently happening even if the student is not actively involved in them. For example, presidential elections, wars in other countries, etc.	
Multimodal Composition (Learning Outcome)	Metadiscourse about integration of writing, visuals, media and others modes of communication in writing.	Studying websites such as Tarek Atrissi's increased my awareness of effective visual and multimodal design.
Critical Evaluation (Learning Outcome)	<p>Interpretation, inference, synthesis, questioning, or analysis</p> <p>*More than summary or reporting</p> <p>*This tag indicates the student is <i>doing critical evaluation</i>, not metadiscourse about the outcomes (writing and multimodal skills)</p> <p>**Determining whether a sentence involves critical evaluation may require contextual information from the rest of the journal. The contextual cues do not have to be in the same sentence.</p> <p>_____</p> <p>Not all reflection is necessarily critical evaluation. Reflection can be emotional or creative, for instance.</p>	While <course> has improved my writing and communication skills, it has by no means finished the job. Just as Chang-Rae Lee's mother worked tirelessly to develop her English-speaking skills, we too must continually work and adapt to communicate effectively through writing and other multimodal forms. Choosing not to will likely result in becoming "mute in a (written) world."

<p>Cultural Interaction - Absence of (Learning Outcome)</p>	<p>active and participatory experiences with elements of a culture or a subculture different from the student's such as music, food, religion, ceremonies, etc.</p>	<p>Perhaps my most direct exposure to another culture was during a mission trip to Honduras, where I was able to interact with the local culture. I was able to attend a church service, as well as play soccer and other games with kids at a local school.</p>
<p>Cultural Exposure - Absence of (Learning Outcome)</p>	<p>inactive, receptive, observational experiences with elements of a culture or a subculture different from the student's such as music, food, religion, ceremonies, etc.</p>	<p>Watching a documentary Learning about holidays in another part of the world</p>
<p>Cultural Identity</p>	<p>One's perception of their identity in relation to the culture they belong to.</p> <p>This could also be engagement with the general concept of cultural identity. That is, students could reflect on cultural identity as articulated in the reading.</p>	<p>It was these questions and the welcoming atmosphere of my English class that made me start to embrace my identity as <nationality 1>, American and <nationality 2> in addition to my experiences and values that make me who I am.</p>
<p>Attitude Change (Learning Outcome)</p>	<p>We can identify a before/after, change in viewpoint, feelings, thought processes, intentions about something</p>	<p>I learned not to judge them through different standards, but to learn to appreciate the difference of our views, to try to understand and to adapt.</p>
<p>Behavioral Change (Learning Outcome)</p>	<p>We can identify a concrete change in behavior/action, there is a before/after.</p> <p>*Sometimes "before" is not explicit, but implied.</p>	<p>After taking this course, I now interact more with international students.</p> <p>When I was young, I did not talk much in groups. As</p>

		a young adult, I have become more assertive in group work.
Cultural Empathy (MGUDS)	Ability to gain self-understanding and personal growth from reflecting on the experience of others	I think that patience is the key when trying to communicate with those who do not speak the same language as you
Curiosity (MGUDS)	Interest in participating in diverse social and cultural activities Participatory -- likely will involve openness.	I am excited to address multiculturalism and identity in my writings and research and hope to learn more about other students' cultures here at Purdue.
Openness (MGUDS)	Degree of comfort with diverse individuals Open, positive attitude. Does not require activeness/ active initiative or taking action.	Having the experience of visiting two to three countries every summer and seeing how people from other cultures lived at a young age made me a lot more open to them.
Student Aspirations	Expression of future goals, plans, wishes, intentions	Hopefully this class will help me explore my own cultural identity, as well as learn more about others.
Societal Issue	Widespread issue of conflict, i.e., racism, interreligious conflict, sectarian differences The student must identify that something is a problem, conflict, or issue.	Gun control is a major issue in the US in 2018.
Purdue Experience	Any experience inspired by campus activities or life and beyond the classroom We expect this code will always be used alongside either prior or concurrent condition to specify that the condition is part of Purdue rather than outside.	Hence, I mingled with groups of people on campus that shared similar identities with me just to feel that sense of security.
Multiculturalism in	Difference in workplace due to culture, nationality,	I know that someday as an engineer I will need to

Professions	language, religion, etc.	interact with people from all over the world.
N/A	Not applicable: something that is off-topic or not relevant to the above codes.	'La La land' reminds me of myself.