

THE HISTORY OF ENGLISH AS A SECOND LANGUAGE (ESL) PLACEMENT
TESTING AT NORTHERN VIRGINIA COMMUNITY COLLEGE (NOVA): A
CRITICAL ANALYSIS

by

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A Dissertation
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of
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Dedication

To

Annie,

My daughter

Acknowledgements

First and foremost, I would like to thank the members of my dissertation committee—Drs. Shelley Wong, Pierre Rodgers, and Stacia Stribling—for their invaluable advice, wisdom, support, and patience with me throughout this journey. I have a particular gratitude for Dr. Wong who stood beside me during difficult times when I was about to give up, but she believed in me more than I did in myself. She provided the motivation and inspiration needed to succeed. She was my first professor at the College of Education and Human Development when I took the EDUC 800: *Ways of Knowing* course with her after I left a DA in Community College Education program (after passing the Comprehensive Examination – remember those good old days). Thank you, Dr. Wong. You are a great mentor.

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Pursuing the Doctor of Philosophy instead of a Doctor of Arts was a personal ambition for me to follow my grandfather’s footsteps. My maternal grandfather, Dr. Jamshid Ali Rathore, was the professor of Persian at Murray College, Sialkot (our ancestral town in the province of Punjab) in British India (present day Pakistan). He completed his PhD degree in 1939. It’s amazing that I was able to download his original thesis (it’s not called a dissertation) from the University of the Punjab, Lahore, Pakistan archives few years ago and saw his handwriting and signatures.

My grandfather was the first cousin of Sir Mohammad Iqbal (1877-1938), the philosopher, intellectual, barrister-at-law, and poet who received his PhD degree from Ludwig Maximilian University of Munich (Germany) in 1907, which my grandfather envied and resolved to achieve the same as well. Iqbal was the first Muslim leader who presented the *Concept of Pakistan* - a separate homeland for Muslims in India after the British colonial rule would end - in 1930. King George V of England bestowed the knighthood on Iqbal in 1923. Iqbal is the national poet of Pakistan and is called Allama Iqbal. (Allama is a Persian and Urdu word which means “very learned.” It’s an honorary title for a scholar).

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List of Abbreviations and Terms

Placement test (for English, ESL, and Mathematics) developed by the College Board (probably combination of Accurate and Placement)	ACCUPLACER
American Culture and Language Institute	ACLI
American College Testing (Iowa City, Iowa, established in 1959)	ACT
Center for Applied Linguistics	CAL
Conference on College Composition and Communication	CCCC
Critical Discourse Analysis	CDA
College Level Examination Program	CLEP
Computer-Adaptive Placement Assessment and Support Services	COMPASS
Criterion-Referenced Test	CRT
English as Additional Language	EAL
English Language Institute	ELI
English Language Learner	ELL
English Language Teaching	ELT
English as a Second Language	ESL
English to Speakers of Other Languages (term used by Virginia Public Schools)	ESOL
Educational Testing Service	ETS
Full-Time Equivalent Student	FTES
George Mason University	GMU
Graduate Record Examination	GRE
Institute of International Education	IIE
First Language	L1
Second Language	L2
Michigan English Placement Test	M-EPT
National Association of Foreign Student Affairs	NAFSA
No Child Left Behind (federal law for K–12 from 2002–2015)	NCLB
Norm-Referenced Test	NRT
Northern Virginia Community College	NOVA
Scholastic Assessment Test	SAT
Teaching English as a Second Language	TESL
TESOL International Association (formerly Teachers of English to Speakers of Other Languages, the largest professional organization for teachers of English as a second or foreign language, founded in 1966)	TESOL
Test of English as a Foreign Language	TOEFL
Test of English as a Foreign Language Internet-Based Test	TOEFL iBT
Virginia Community College System	VCCS
Virginia Placement Test	VPT
Zone of Proximal Development	ZPD

Abstract

THE HISTORY OF ENGLISH AS A SECOND LANGUAGE (ESL) PLACEMENT TESTING AT NORTHERN VIRGINIA COMMUNITY COLLEGE (NOVA): A CRITICAL ANALYSIS

Nasim A. Khawaja, Ph.D.

George Mason University, 2022

Dissertation Directors: Dr. Shelley D. Wong, Dr. R.V. Pierre Rodgers

Northern Virginia Community College (NOVA), like other community colleges, does not require Scholastic Assessment Test (SAT) scores or similar entrance examinations for admission. However, new college applicants must demonstrate their levels of reading, writing, and mathematics skills to determine whether they need developmental courses to prepare them academically for college-level work.

NOVA uses two different English placement tests: one for native English speakers (the Virginia Placement Test in English), and the other for non-native speakers of English (ACCUPLACER). The focus of this study was English placement testing for English as a Second Language (ESL) students. It chronologically recorded various placement tests adopted by the college from its founding in 1965 until 2019 and investigated the historical background of various English placement tests used over the years. The historical research method was used for this study. The study examined and

explored old records and archives to chronicle the ESL placement process at the college through the lens of critical discourse analysis (CDA).

The findings of this study suggest that there is a double standard in English placement testing for ESL students and native English-speaking students at NOVA. ESL courses are considered remedial and ESL students don't get any foreign language credits being native speakers of their respective foreign languages. This is an issue of equal opportunity and fairness. It also creates extra financial burden for these students.

The findings of this study will help the college to improve its ESL testing procedures for better placement of incoming students.

Chapter One: Introduction

Placement decisions usually have the goal of grouping students of similar ability levels together . . . placement tests must be more specifically related to a given program, particularly in terms of the relatively narrow range of abilities assessed and the content of the curriculum, so that it efficiently separates the students into level groupings within that program. (J. D. Brown, 2005, pp. 9–10)

What is a language test? According to Oller (1979), “a language test is a device that tries to assess how much has been learned in a foreign language course, or some part of a course” (p. 1). Apart from validity and reliability,

a good test must also be *practical* and, for educational purposes, we might want to add that it should also have *instructional value*. By being *practical* we mean that it should be useable within the limits of time and budget available. It should have a high degree of cost effectiveness. By having *instructional value* we mean that it ought to be possible to use the test to enhance the delivery of instruction in student populations. (Oller, 1979, pp. 51–52)

Standardized tests have been commonly used for decades in different academic settings in the United States, including for language testing. They are divided into two major categories: norm-referenced tests (NRTs) and criterion-referenced tests (CRTs). NRTs are primarily used to make decisions about students’ placement in a specific level

and proficiency in a particular subject area, whereas the purpose of CRTs is to verify classroom achievement at the end of a course and to make diagnostic decisions about students' skills for a particular course (J. D. Brown, 2005). Table 1 illustrates the types of decisions made by educators about different tests.

Table 1

Matching Tests to Decision Purposes

Test qualities	Type of decision			
	Norm-referenced		Criterion-referenced	
	Proficiency	Placement	Achievement	Diagnostic
Detail of information	Very general	General	Specific	Very specific
Focus	Usually general skills prerequisite to entry	Learning points from all levels & skills of program	Terminal objectives of course or program	Terminal and enabling objectives of courses
Purpose of decision	To compare an individual's overall ability with other individuals	To find each student's appropriate level	To determine the degree of learning for advancement or graduation	To inform students and teachers of objectives needing more work
Relationship to program	Comparisons with other institutions or programs	Comparisons within program	Directly related to objectives	Directly related to objectives still needing work
When administered	Before entry and sometimes at exit	Beginning of program	End of courses	Beginning and/or middle of courses
Interpretation of scores	Spread of wide range of scores	Spread of narrower, program-specific range of scores	Overall number and percentage of objectives learned	Percentage of each objective in terms of strengths and weaknesses

Note. Adapted from *Testing in Language Programs: A Comprehensive Guide to English*

Language Assessment, by J. D. Brown, 2005, McGraw-Hill, p. 7.

The purpose of this study was to review different English placement tests, particularly English as a Second Language (ESL) tests, being used at Northern Virginia Community College (NOVA) to place ESL learners in different levels. The study focused not only on the chronology of placement testing, but also on comparative analysis of these tests and their usefulness for student success and achievement. However, before this analysis of placement testing, it is important to give a brief overview of English language teaching in the United States.

History of Teaching English in the United States

The General Court of Massachusetts passed an act in 1642 “requiring the selectmen in every town to make periodic inquiries of parents and masters concerning the training of children and apprentices” (Cavanaugh, 1996, p. 40). Benjamin Franklin proposed a policy of Americanization through education in 1753. He realized the political need for the emphasis on teaching English, especially in the German settlements in Pennsylvania. He warned that the “preservation of our language, even of our government was precarious” (Curti, 1935, as cited in Cavanaugh, 1996, p. 40).

Early immigrants from different European countries established their own schools in their respective communities to have their children educated in their native languages. However, after the American Revolutionary War, immigrant groups realized the need for common secular schools with a common language—English. The Ordinance of 1787, which included governing principles for the Northwest Territory (Ohio, Indiana, Illinois, Michigan, Wisconsin, and Minnesota), mandated common schools (Cavanaugh, 1996).

Like Pennsylvania, Chicago had a large population of German immigrants. They resisted changing to English, and in 1865, had the German language included as a medium of instruction in schools. By 1889, the Compulsory Education Law was enacted, which mandated both compulsory attendance and compulsory English-only instruction (Cavanaugh, 1996).

In California, the history of teaching English to immigrants goes back to the late 19th century:

The first recorded adult school was sponsored by the San Francisco Board of Education in 1856. Evening classes were taught in the basement of St. Mary's Cathedral. . . . In those days most students were from Ireland, Italy, or China. . . . Early records show that in 1872 classes were being held in Sacramento to teach English to Chinese adults. (West, 2005, pp. 2–3)

According to Haan (2009), the first recorded university ESL courses were offered by the University of Michigan in 1911. Harvard University followed suit and offered an ESL course in 1927, and George Washington University began an ESL course in 1931. Haan also documented the following developments in the field of second language (L2) teaching and professional development in higher education:

- 1941: The English Language Institute (ELI) at the University of Michigan was established as the first university-based intensive English program.
- 1952: The National Association of Foreign Student Advisers (NAFSA) established an English Language Section. (In 1964, the association changed its name to the National Association for Foreign Student Affairs.)

- 1955: The Conference on College Composition and Communication (CCCC) held workshops and discussion groups to address the issue of L2 writing.
- 1956: The CCCC again held workshops and discussion groups to address the issue of L2 writing.
- 1961: The CCCC held workshops and discussion groups to address the issue of L2 writing.
- 1961: The Institute of International Education (IIE), NAFSA, and Center for Applied Linguistics (CAL) sponsored a conference on English language proficiency testing.
- 1961: The National Council on the Testing of English as a Foreign Language was created to work with the Educational Testing Service (ETS) to create the Test of English as a Foreign Language (TOEFL).
- 1962: Over 100 universities offered ESL courses.
- 1964: 178 universities with ESL courses.
- 1969: 299 universities with ESL courses.

The practice of teaching English to non-native speakers, for better vocational skills, through high schools and other community organizations continued for decades. By 1945, ESL “programs” started to appear in some educational institutions, but it was not until the late 1960s that ESL professionals entered the classroom and began developing the teaching of English to non-native speakers as a specialty (Farland & Cepeda, 1988, as cited in Rosenthal, 2000) because these students needed special methods of teaching. This task could be better accomplished by teachers completing

specific coursework in linguistics and training offered through a 4-year degree by an accredited university.

Community College Background and Setting

The concept of the community college developed in the late 19th century when colleges were established for ordinary citizens in the western U.S. states. Eventually, Congress passed the Land Grant College Act of 1862 (commonly known as the Morrill Act of 1862, named after its sponsor, Congressman Justin Smith Morrill). This legislation granted federal land to states to establish colleges specialized in “agriculture and the mechanic arts” (Encyclopaedia Britannica, n.d., para. 1). The second Morrill Act of 1890 was passed to support land-grant colleges, which also included 17 predominantly African American colleges and 30 American Indian colleges (Cohen et al., 2014).

Community colleges have provided postsecondary education to millions of students who otherwise would have been unable to access it. Cohen et al. (2014) stated, “As open-door, noncompulsory institutions, community colleges have historically made tremendous efforts to bring in [a] sizable number of students” (p. 74). Since community colleges have open-door admissions policies, the students who apply for admission have varying levels of academic preparedness.

Hundreds of thousands of immigrants and refugees come to the United States every year, from different parts of the world, with varied socioeconomic backgrounds. Some have less exposure to Western culture and the English language than others, and they also have different educational levels. Some have seen bloodshed in civil wars and political turmoil, and others have witnessed the deaths of their loved ones in famines and

other catastrophes in their own countries. They have been uprooted from their homes, and their schooling may have been interrupted. The majority of these immigrants enroll themselves at some stage in ESL programs, whether through adult learning centers run by school districts, nonprofit organizations or churches, continuing/community education, or regular non-credit courses offered by community colleges all across the country.

Types of ESL Students

ESL students can be divided into different categories as follows.

Adult Immigrant Students. Adult immigrant students are usually very hard-working and motivated. These students learn English for a variety of reasons, such as survival skills, better employment opportunities, high school equivalency, or to pursue further college education for some vocational degree or diploma. Many skilled and semi-skilled workers in automotive, air-conditioning and refrigeration, medical technologies, and other trades start with ESL courses to obtain proper diplomas in these fields. These students may be legal or illegal immigrants, refugees, or permanent residents, but mostly they are first-generation immigrants.

These adult immigrant students can be divided into two categories. The first is students with limited literacy, who have limited prior education in their native language and need special instruction in reading and writing. It is sometimes better to provide them initial literacy in their native languages. The second is students with prior formal education, who may even hold undergraduate and graduate degrees from their home countries, and whose only problem is the language. They want to learn oral and written

communication in English to be successful in their fields in this country. Their learning process is usually smooth and quick.

Generation 1.5 Students. Generation 1.5 refers to students between first-generation and second-generation immigrations. They are the children of first-generation immigrants, who came to the United States as minors with their parents and graduated from U.S. high schools. Rumbaut and Ima (1988) first used the term “1.5 generation” and defined them as “young people who were born in their countries of origin but formed in the U.S. (that is, they are completing their education in the U.S. during the key formative periods of adolescence and early childhood)” (p. 22). They are young non-native speakers of English who usually speak their native language at home or in their communities but cannot read and write their native language. They have finished some type of ESL education from their high schools. Their oral communication in English is particularly good, but their writing skills are poor. They need additional English instruction in writing. They act and behave like native English-speaking students in classrooms and are often uncomfortable in ESL classes. They are placed in different ESL courses because of their low scores in writing.

The Korean-American community also used this term in their native language, *il cheom ose* (literally meaning “generation 1.5”), in the early 1980s: “The term signifies the complex cultural and linguistic position of immigrant children who are not *il se* (first generation adult immigrants) and not *i se* (U.S.-born Korean-Americans)” (Roberge et al., 2009, p. 4).

International Students. These students come into the United States on student (F-1) visas to attend pre-assigned educational institutions such as private English learning institutes or 4-year colleges or universities. However, many international students either prefer to enroll in community colleges or transfer there due to low tuition cost. These students take full-time ESL courses with adult and generation 1.5 students in the same classes before being able to take regular college courses. However, the number of international students dropped considerably after September 11, 2001, due to stricter visa policies put in place by the U.S. government.

There have been several attempts to stabilize the admission process in community colleges at different times. Cohen et al. (2014) asserted that in 1900, the College Entrance Examination Board began offering a common examination for college admission. However, it was quite difficult to devise uniform admission standards due to different types of colleges in the U.S. According to Cohen et al., there had never been a standard of admission to all colleges in America. ETS and American College Testing (ACT) offered uniform examinations across the country, but each college was free to admit students regardless of where they were placed on those examinations. However, in recent years (Cohen et al., 2014) some states have mandated assessment and placement tests with specific cut-off scores. For example, the Massachusetts Board of Higher Education requires that all colleges in the state use the College Board's ACCUPLACER computerized placement test.

Community colleges use different commercially available tests such as the Computer-Adaptive Placement Assessment and Support Services (COMPASS) test,

ACT, ASSET, ACCUPLACER, and the TOEFL to evaluate students' prior knowledge and skills, particularly in English and mathematics. Students normally do not have a choice about what placement test they take when they apply for admission into a particular community college. The ACT and Scholastic Assessment Test (SAT) are developed by independent commercial entities and commonly taken by high school seniors who intend to attend a 4-year school, not a community college.

Au (2009) argued that the origins of standardized testing can be traced to IQ testing, eugenics (the belief that intelligence is genetic and the Caucasian race is biologically superior to Blacks), and the social efficiency movement of the early 1900s (a struggle between working-class vision of society by the labor movement and capitalist interests), "tracing the application of the principles of 'scientific management' to education, specially the effects of the application of these principles on school organization and the curriculum" (p. 20). Au also discussed standardized testing and meritocracy in higher education. He contended that because "the [standardized] tests supposedly offer individual fairness, transparency, and objectivity in educational measurement, many envisioned standardized testing as a way to challenge nepotism and the elite aristocracies that have existed historically in the United States" (Au, 2009, p. 45). However, equality and fairness in this process are elusive because of "institutionalized racism and class privilege" (Au, 2009, p. 45).

Carnevale et al. (2020) also believed that merit in higher education is a myth, particularly with the backdrop of recent scandals in Ivy League admissions among some wealthy families. The authors contended that America's elite colleges and universities

uphold a biased tilt towards students from the richest 1% of U.S. families to the detriment of everyone else. In this situation, societal equity is impossible without a top-to-bottom reform of these institutions.

The SAT is considered a high-stakes college-entrance examination, taken by millions of high school graduates each year to get into elite universities and colleges of their choice. A number of other researchers have concluded that the structure of this test is racially biased against minority students. Here one can observe parallels between Au's and Sedlacek's (2004) assertions about the SAT. Sedlacek has long argued that the SAT (which he calls the "Big Test") is not a valid tool to assess a diverse range of students and their aptitude and abilities for success in higher education. According to Sedlacek, there are eight non-cognitive variables that can provide holistic assessment of college readiness alongside the SAT. These variables include:

adjustment, motivation, and perceptions, rather than the traditional verbal and quantitative (often called cognitive) areas typically measured by standardized tests . . . Non-cognitive variables are useful for assessing all students, but they are particularly critical for assessing nontraditional students, since standardized tests and prior grades may afford only a limited view of their potential. (Sedlacek, 2004, p. 36)

This analysis is clearly aligned with Au's argument about the inequality of high-stakes testing in the American educational system.

Community colleges and other educational institutions rely heavily upon standardized test scores in determining access to higher education. Zwick (2002) argued

that it raises questions about the validity and fairness of these tests and about the accountability of the test makers. Standardized admission tests are viewed as inaccurate, but on the other hand, they are considered reliable measures of students' academic potential, although these tests were initially developed keeping only one type of student in mind—White males—at the beginning of the 20th century when America was racially a much more homogenous society.

Scope of the Study

The scope of this research is limited to studying ESL placement testing at NOVA. It does not include placement testing of native English speakers for enrollment in English courses. The study chronologically documents which tests were used by NOVA to place non-native speakers in different levels of ESL courses over the years from its founding in 1964 until 2019.

Location of the Study

All new students who apply for admission to NOVA, whether native speakers of English or English language learners (ELLs), are required to take English (as well as math) placement tests to evaluate their existing skills so that they can be placed at the proper level. Since this project dealt with placement testing of incoming students, it was a college-wide study, not limited to any specific campus. To access the archives and other historical documents concerning English placement testing, I visited the office of the associate vice president of academic affairs, located in the Brault Building at the Annandale campus.

Statement of the Problem/Rationale

This investigation of ESL placement tests at NOVA sought to address two major and related problems: equity and ESL student academic success. When students are misplaced and required to pay for and attend not-for-credit ESL courses that are below their proficiency level, it can lead to student frustration, boredom, and resentment. This is a major obstacle and an unfair financial burden for students working toward completing an associate degree or transferring to a 4-year university. On the other hand, if a student is placed in a course that is much too advanced, it can lead to failure and loss of confidence in the ability to learn English, as well as student and faculty frustration. On the individual level, it may lead to a student abandoning their pursuit of higher education and dropping out. At a systemic level, it leads to an achievement gap between ESL students and their native English-speaking counterparts. Experienced ESL faculty who sees that a student is in a class far above their level also are challenged.

Non-native speakers of English are placed, on the basis of their language skills, into different levels of ESL courses, which are all classified as non-credit courses. These courses are non-transferable to a 4-year school, although students have to pay full tuition to take them. In contrast, if native English-speaking students take any foreign language course, such as Arabic or Chinese 101 or 102, they will get full credit toward foreign language requirements. These courses are also transferable to a university. Of course, non-native speakers of English are native speakers of some foreign language, but they do not get credit for that either. This becomes an issue of inequity and fairness.

Purpose of the Study

There are many issues, policies, and practices in ESL placement testing that should be examined to improve equity between ESL students and native speakers of English. The purpose of this study was to review placement tests used at NOVA from 1964 to 2019 to place ESL learners in different levels. The study interpreted the chronology of placement testing through the critical discourse analysis (CDA) lens of bias, diversity, inclusion, and fairness, as well as the usefulness of these tests toward student success and achievement.

Since NOVA adheres to an open-admission policy, it is imperative that a reliable placement test be given to incoming students to determine their level of English proficiency for placement in proper courses. Except for the first few years in the beginning, NOVA has used different commercially available placement tests since its founding. Initially, combined English classes were offered to all English learning students, with no separate classes for ESL students. ESL courses began at NOVA in the fall of 1988, with a full-time equivalent student (FTES)¹ enrollment of 502.7. Prior to 1988, ESL students had to take developmental English classes. The first English placement test adopted by the college, in 1988, was the Michigan English Placement Test (M-EPT). COMPASS was adopted in 1994 to replace M-EPT. Then the college adopted the policy of giving two different English placement tests: one for native English speakers, and the other for non-native speakers. Adhering to this policy, NOVA adopted

¹A common measure to count student enrollment in higher educational institutions. Students registered for 12 credit hours are considered full-time, and students taking less than that are considered part-time. All part-time students are then converted into full-time equivalents for statistical purposes.

ACCUPLACER by the College Board as the ESL placement test in 2002, but continued COMPASS for native English-speaking students until 2012, when the Virginia Community College System (VCCS) mandated the Virginia Placement Test (VPT) for all its colleges in Virginia as the main placement test for English and mathematics.

Table 2

English Placement Test Timeline

Timeline (years)	Placement test	Category of students	Brief description
1988	Michigan English Placement Test (M-EPT)	ESL	<p>The M-EPT was originally created in 1972 to help determine the placement of incoming students in the six-level Intensive English Program (IEP) at the University of Michigan. All items for the M-EPT were selected based on statistics obtained from pilot testing on the multi-level IEP students and the test assessed test takers across a range of ability levels. In 1987, the M-EPT was made available for use at other institutions.</p> <p>M-EPT is a standardized, multilevel examination of general English language proficiency. Developed and produced by Michigan Language Assessment, the test covers the four language skills: listening, reading, writing, and speaking.</p>
1994	COMputer-adaptive Placement Assessment and Support Services (COMPASS)	Native English speaking	<p>COMPASS, developed by ACT, was a multiple-choice, computer-adaptive placement test. It had been used for assessment of incoming freshman students in Reading, Writing, and Mathematics since 1983. It was not timed and had a different number of questions for each student. The COMPASS English Placement Test was used for two primary purposes. First, it helped determine a student's overall readiness for college-level courses. Second, it helped determine a student's proper placement in remedial or traditional college courses.</p> <p>ACT phased out the COMPASS test in December 2016 due to a decline in popularity.</p>

Timeline (years)	Placement test	Category of students	Brief description
			Note: COMPASS (Math) has not been reviewed for the purpose of this study, although it was regularly used for math placement at NOVA.
2002	ACCUPLACER	ESL	The ACCUPLACER, developed by the College Board, is a college placement test in English reading, writing, and mathematics that is administered by the College Board. It is a multiple choice, untimed, and computer-adaptive test. The ACCUPLACER (ESL) is a special exam for students whose first language is not English. The ESL test includes Reading Skills, Sentence Meaning, and Language Usage. It also includes a 1-hour essay on one of two randomly selected topics. This measures students' language skills to see if they are ready for regular college-level courses or need ESL courses to improve their language skills.
	COMPASS	Native English speaking	See above description
2012	ACCUPLACER	ESL	See above description
	VPT (English)	Native English speaking	The Virginia Placement Test (VPT) in English and Mathematics is developed by McCann Associates. The VPT English evaluates students' skill levels in writing and reading. The test, which takes 2 hours, is computerized, untimed, and adaptive. It gives a placement for a specific English course. Students may retake the test one time in each 12 months. Students may not retake the VPT English once they have enrolled in an English course. The VPT English consists of two parts: reading comprehension and a writing section. The essay is machine scored on organization, staying on topic, including more than one paragraph, using complete sentences, spelling, grammar, and punctuation.

Note. ESL = English as a second language.

In March 2020 (before colleges and universities were locked down due to the COVID-19 pandemic, and shifted to remote teaching), NOVA was administering the following two tests for English placement:

- For native English speakers: VPT English
- For non-native English speakers: ACCUPLACER

ACCUPLACER Level of English Proficiency Test

The ACCUPLACER test battery, developed by the College Board, is designed to evaluate students' skills in English reading comprehension, writing, and mathematics for college readiness. It is widely used by various institutions of higher education for placement of incoming students. ACCUPLACER tests use computer-adaptive testing technology to select questions for each particular test taker, which allows for fewer items than traditional paper-and-pencil tests and greater accuracy, as well as instantaneous score reporting (College Board, 2015).

ACCUPLACER Tests are designed to assist institutions in placing students into appropriate courses. Given that institutions differ greatly with respect to composition of the student body, faculty, and course content, it is not possible to stipulate specific test cut scores to be used for placement decisions. Instead, each institution should establish their own cut scores to facilitate placement decisions based on factors and data unique to their institution. To help institutions establish these cut scores, the College Board has developed "proficiency statements" that describe the knowledge and skills associated with specific ACCUPLACER ranges of Total Right Scores. These statements were derived by convening a panel of

experts in each subject area to review items anchored at specific points along the Total Right Score scale and to describe the knowledge and skills that are required to answer these items correctly. (College Board, 2015, p. 17)

NOVA uses three ACCUPLACER ESL assessment tests: Reading Skills, Language Use, and Sentence Meaning. The Reading Skills test evaluates comprehension of short passages. There are 20 questions on this test. The content of passages is varied and deals with a variety of subjects including the arts, human relationships, physical science, history, social sciences, and practical situations. Half of the Reading Skills test contains straightforward comprehension items (paraphrasing, locating information, vocabulary on a phrase level, and pronoun reference). The other half assesses inference skills such as main idea, fact vs. opinion, cause/effect logic, identifying irrelevant information, author's point of view, and applying the author's logic to another situation (College Board, 2021).

The Language Use test measures grammar and usage, and also includes 20 questions. It contains questions in two formats: completing a sentence by filling in a blank with the word or phrase from the choices given and choosing a sentence that best combines two given discrete sentences. It covers subject-verb agreement, verb tenses, irregular verbs, noun forms and pronouns, modifiers and comparatives, prepositions, connectives, and parallelism, and sentence fragments or run-on sentences (College Board, 2021).

Sentence Meaning assesses the understanding of word meanings in one- or two-sentence contexts. There are 20 questions to this test. The sentences draw from the

content areas of natural science, arts/humanities, human relationships, history, social sciences, and practical situations (College Board, 2021).

The ACCUPLACER computer-adaptive test for ESL proficiency at NOVA thus consists of 60 multiple-choice questions, and is untimed. Each section is worth 120 points; therefore, the maximum possible score is 360. At NOVA, a score below 250 is considered “not-pass” and students are referred to the American Culture and Language Institute (ACLI), which offers basic non-credit ESL courses in reading, writing, and oral communication. ACLI is a division of Workforce Development (an entity in the college for adult education, job training, career development, and professional-skill courses at each campus). If students achieve a minimum of 275 points, they are automatically placed in Level 3. If their score is 300 or more on the test, they are asked to complete a handwritten, 1-hour timed essay on one of two randomly selected topics, without access to a dictionary.

The ACCUPLACER has an essay writing component called “WritePlacer” that is computer-graded, but NOVA does not subscribe to this part of the test. Instead, the college maintains a bank of about two dozen essay topics developed and revised by the ESL faculty every 2 years (Appendix A). Essay writing tests are evaluated in two domains: content/organization (introduction to main idea, supporting paragraphs with clear supporting ideas, conclusion) and language skills (fluency, grammar, vocabulary, punctuation). The essays are graded by ESL faculty members, and students are placed into different levels according to the criteria in Table 3.

Table 3*NOVA ESL Course Level Criteria*

ACCUPLACER score	Writing sample required	ESL level	ESL course eligibility
0-224	No	ACLI	ACLI ESL classes American Culture and Language Institute (under Workforce Development); a separate department of the college which offers different adult education programs.
225-274	No	2	Level 2: ESL 21 (5 credits): (Written Communication and grammar) ESL 22 (5 credits): ESL II (Reading and Vocabulary ESL 24 (5 credits): Oral and Written Communications I
275-299	No	3	Level 3: ESL 31 (5 credits): Composition I ESL 32 (5 credits): Reading I ESL 33 (5 credits): Oral Communications II (<u>must be completed before taking level 5 classes</u>)
300-360	Yes	Anywhere from 4-7 (sometimes placed into level 3 if writing is weak)	Level 4: ESL 41 (5 credits): Composition II ESL 42 (5 credits): Reading II Level 5: ESL 51 (5 credits): Composition III ESL 52 (5 credits): Reading III Level 6: ENG 111 (3 credits) + ENF* 3 (2 credits) (*English Fundamentals) Level 7: ENG 111 (3 credits)

Note. ESL = English as a second language.

Disclaimer

I am a full-time ESL faculty member with the rank of associate professor at NOVA since August 2003. I am currently teaching at the Annandale campus. I have firsthand knowledge of English placement testing at NOVA and have been regularly assigned (along with other ESL faculty members) each semester to placing incoming ESL students by reading their ACCUPLACER essays.

Background of the Researcher

Since I am a first-generation immigrant and English is my second language, I share many characteristics with my students, who are new in this country and are working long hours at low-paying jobs to support their families, as I did years ago. I admire their struggle and want to help them improve their English language skills to succeed. They should have strong language skills for upward economic mobility in their adopted country. Over the years, I have witnessed a few instances where new students applied for admission in person (when online applications were not very common) and were told to take the ESL placement test as the next step. They hurriedly took the test (without any review of grammar and preparation) and did not do well on it. As a result, they were not offered the chance to write an essay, which might have placed them into higher level. They got very frustrated because they could not retake the test for 6 months.

I joined NOVA in January 1994 as an office services assistant, half-time (20 hours per week) without any benefits, in Counseling Services at the Alexandria campus from 9:00 AM to 2:00 PM. Dr. Fred J. Hecklinger was the coordinator of Counseling Services in those days. A few weeks later, I was hired as an office services aide (part-

time) in the Admissions and Records office (now the registrar's office) at the Annandale campus from 3:30 to 7:30 PM. I was probably the only person in the history of NOVA who worked at two different large campuses in two different offices on the same day. I worked at the Annandale campus for about a year until I got a part-time position in the Admissions and Records office at the Alexandria campus. I left the Counseling Services job when I was selected for a full-time position in Admissions and Records at the Alexandria campus. About 2 years later, I became evening office manager in the Division of Humanities on the Alexandria campus. Dr. Paul J. McVeigh, Jr., was the chair of the Humanities Division (division heads were called "chairs" in those days instead of deans).

The Alexandria campus had a large ESL program even then, and I interacted with ESL faculty members (full-time and adjuncts) on a daily basis. That was where my interest in teaching ESL grew, and I decided to become an ESL teacher. I had a master's degree in journalism from my native country, Pakistan, but I did not know how to further my education. Somebody in the office advised me to have my master's degree evaluated from World Education Services in New York, which I did. Finally, I was accepted at George Mason University (GMU) for an MA in English (Linguistics).

In the meantime, I started looking for a job at GMU so that I could utilize the educational benefits offered to full-time university employees. I was hired as executive secretary and personal assistant to the director of the PhD in nursing program at GMU in December 1999. I started my graduate coursework in Fall 2000 and finished my MA in English (Linguistics) with a Teaching English as a Second Language (TESL) certificate in Fall 2002. I returned to NOVA as an adjunct ESL instructor at the Woodbridge campus

in January 2003. I was lucky enough to be selected for a full-time teaching position at the Woodbridge campus after teaching one semester there as an adjunct. I resigned from my position at GMU in August 2003 and started my full-time teaching career in Fall 2003.

Norther Virginia Community College (NOVA)

NOVA was founded in 1964 under the name Northern Virginia Technical College. The college opened in the fall of 1965 with 761 students in a single building at Bailey’s Crossroads in Northern Virginia. NOVA is a part of the 23-college VCCS. According to the college website, “NOVA is the largest supplier of talent in Northern Virginia and one of the largest community colleges in the United States, comprised of more than 80,000 students and 3,400 faculty and staff members” (NOVA, n.d.-a, para. 1). “NOVA offers more than 160 associate degree and certificate programs to more than 75,000 students from 150 countries” (NOVA, n.d.-b, para. 5). See Appendix B for a list of those countries. The data in Tables 4 and 5 show a gradual increase in ESL enrollment at NOVA since ESL courses began in 1988, both at the college level and on each campus.

Table 4

FTES Enrollment in ESL at NOVA

Fall 1987	Fall 1988	Fall 1989	Fall 1990	Fall 1991	Fall 1992	Fall 1993
0	502.7	649.1	686.6	824.1	1,005.9	1,141.1
Fall 1994	Fall 1995	Fall 1996	Fall 1997	Fall 1998	Fall 1999	Fall 2000
1,229.2	1,133.1	1,038.0	1,111.7	1,397.9	1,577.0	1,661.1
Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007
1,701.7	1,700.7	1,531.3	1,444.1	1,431.6	1,526.7	1,654.7
Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014

1,636.3	1,685.7	1,658.1	1,780.3	1,699.3	1,574.5	1,468.6
Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019		
1,422.0	1,433.8	1,416.0	1,323.9	1,220.1		

Note. FTES = full-time equivalent student; ESL = English as a second language.

Source: *Fact Book: Fall, 1987 through Fall, 2019*, by NOVA Office of Institutional Research, Planning and Assessment, n.d. (https://www.nvcc.edu/college-planning/_files/oirfactbook0611.pdf).

Table 5

FTES Enrollment in ESL by Campus

Campus	Year					
	Fall 1988	Fall 1989	Fall 1990	Fall 1998	Fall 1999	Fall 2000
Alexandria	295.5	358.6	384.4	672.1	769.3	790.5
Annandale	199.7	275.5	274.1	616.7	660.3	681.9
Loudoun	0	5.6	20.4	58.7	65.0	69.7
Manassas	4.3	5.7	7.6	31.3	47.7	68.3
Woodbridge	3.2	3.8	0	19.0	34.7	50.7
	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006
Alexandria	768.7	713.3	624.6	561.0	586.5	619.5
Annandale	692.7	666.7	606.7	539.7	484.7	514.3
Loudoun	90.7	115.7	120.0	134.7	145.7	152.3
Manassas	80.0	107.7	89.0	107.3	101.7	120.3
Woodbridge	69.6	97.3	91.0	101.3	113.1	120.3
	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
Alexandria	681.7	639.9	584.4	611.8	610.7	578.1
Annandale	518.3	543.3	609.3	591.0	645.3	660.5
Loudoun	190.3	193.0	204.3	186.0	215.3	192.0
Manassas	128.7	120.7	136.0	130.9	130.3	120.0
Woodbridge	135.7	139.3	151.7	138.3	178.7	148.7
	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Alexandria	480.7	416.1	427.4	388.1	400.8	373.0
Annandale	609.1	601.7	586.3	587.7	528.2	473.9
Loudoun	181.7	172.3	155.3	175.3	197.3	192.3
Manassas	137.3	128.0	132.0	144.7	139.7	140.0
Woodbridge	165.7	150.5	120.9	138.0	150.0	144.7
	Fall 2019					
Alexandria	319.0					
Annandale	424.8					
Loudoun	216.0					

Campus	Year
Manassas	126.7
Woodbridge	133.7

Note. NOVA's Medical Education Campus only offers courses in the medical professions and thus is not included here.

Source: *Fact Book: Fall, 1988 through Fall, 2019*, by NOVA Office of Institutional Research, Planning and Assessment, n.d. (https://www.nvcc.edu/college-planning/_files/oirfactbook0611.pdf).

Language Placement Tests

Tests are used to measure the competency and skill level of a person in any given field. Testing is considered a way to systematically measure a person's ability or knowledge, and it is formalized as a set of techniques or procedures (J. D. Brown, 2005). John B. Carroll defined a test as "a procedure designed to elicit certain behavior from which one can make inferences about certain characteristics of an individual" (1968, as cited in Bachman, 1990, p. 20). Bachman and Palmer (1996) argued about test usefulness and coined the term "target language use," arguing that the more closely a test reflected target language use, the better it was. On the other hand, McNamara (1996) contended that "a test of grammatical competence alone would be inadequate as a test of proficiency. The defining feature of a test of language proficiency, then, is that the learner be required to demonstrate not only knowledge of language but skill in the use of that knowledge" (p. 28).

The use of language tests is very common in educational programs. Placement tests are given to determine the existing knowledge of students in a subject area (such as languages or mathematics) to group them together according to their level of ability for

further education and learning. Specifically, the use of large-scale proficiency exams for assessing the English-language proficiency of non-native speakers of English is a widespread practice that plays a critical role in making important, high-stakes decisions about test-takers (Uysal, 2010). These decisions can include those concerning employment or admissions to English-medium universities, and for many test-takers, the results of these tests hold great importance for their academic and professional prospects and success (Bachman & Palmer, 1996).

NRTs and CRTs are used in language testing for two different purposes. NRTs are used to make decisions about proficiency and placement. The most common examples are the TOEFL, General Educational Development (equivalent to a high school diploma), SAT, Graduate Record Examination (GRE), and ACT, as well as state achievement tests for public school students. On the other hand, CRTs such as diagnostic and achievement tests help teachers with classroom evaluation (J. D. Brown, 2005). Here it is important to note that

Accuplacer tests are criterion referenced, and not norm referenced. Accuplacer scores are intended to indicate how much an examinee knows on a particular content area and not simply an indication of the examinee's knowledge relative to other examinees. That is, scores are interpreted based on comparing performance (i.e., scores) to proficiencies (i.e., skills and abilities). (ACCUPLACER staff member, personal communication, October 4, 2018)

English Placement Tests for Native Speakers

NOVA requires a specific English skills level for entry into many of its courses, for both non-native and native speakers of English. The primary tool for determining English skills of non-native speakers is the ACCUPLACER. On the other hand, the college requires high school graduates who are native English speakers to take a different skills test for entry into the English Composition (ENG 111) course. For years, NOVA used the COMPASS test, developed by ACT in Iowa City, Iowa.

COMPASS

The COMPASS was an interactive computer-generated test divided into two parts: reading and writing. According to the COMPASS website, the Reading Diagnostics Test was a multiple-choice test used to determine the reading level and reading ability of students in the following areas:

- Reading comprehension (how well students understand what they read)
- Vocabulary (whether students understand the types of words they are likely to encounter in the material they will be required to read at the college level)
- Reader profile (whether students can determine the intended audience for a particular passage)

Students encountered five different passage types on the test:

- Practical reading (the types of documents someone might encounter in everyday life, such as advertising brochures, business letters, and consumer manuals)
- Prose fiction (made-up stories that often contain characters and dialogue)

- Humanities (nonfiction accounts of the human condition)
- Social sciences (studies on the social life of human groups)
- Natural sciences (a naturalistic approach to the study of the universe)

Students encountered both referring and reasoning questions on the COMPASS reading test. Referring items tended to be easier because they asked questions about content explicitly stated in the reading passage. Reasoning items were more difficult, requiring students to possess a clear understanding of the text, make inferences, and use context clues to figure out the meanings of difficult or unfamiliar words.

Similarly, the COMPASS Writing Skills Placement Test was given in a multiple-choice format, and tested knowledge of basic grammar. Test takers were required to identify and correct mistakes in essays and encountered one or more passages on the test that contained multiple grammatical errors. When they found a mistake in the essay, students clicked on that part of the passage. Several alternatives were presented. Students had to read the alternate choices carefully in order to determine which one best corrected the grammatical mistake. The writing test covered skills in basic grammar usage and mechanics, including:

- Verb formation/agreement (whether students can identify the correct form of the verb tense—past, present, future, etc.—and determine whether it agrees with the singular or plural subject)
- Relationship of clauses (whether students can recognize if clauses used in the passage logically relate to each other and make sense)

- Shifts in construction (whether students can recognize if a piece of writing starts in present tense and changes to past tense, or vice versa)
- Spelling (whether students are able to recognize the correct spelling of certain words)
- Capitalization (whether students know when capital letters should be used)
- Punctuation (whether students know when to use commas, semicolons, colons, etc.)
- Sentence structure (whether students can recognize errors in how sentences are composed)

It also covered rhetorical skills, including:

- Organization (whether students can determine the best order for sentences so that paragraphs flow logically, and also whether they can determine the best way to order paragraphs in order to make sure the writing passage makes sense)
- Style (whether students can determine the most effective way to use language in a given type of writing)
- Writing strategy (whether students can recognize the best way to go about composing a given essay)

Although COMPASS had a separate essay component, it was not required for English placement at NOVA for native speakers. The students were placed in one of the developmental English levels shown in Table 6 on their way to College Composition.

Table 6*Developmental English Course Levels—COMPASS Placement*

Level	Course description	Credits
ENG 1	Preparing for College Writing I	5
ENG 2	Spelling and Vocabulary Study	3
ENG 3	Preparing for College Writing II	5
ENG 4	Preparing for College Reading I	5
ENG 5	Preparing for College Reading II	5
ENG 111	College Composition I	3
ENG 009	Individualized Instruction in Writing	3

As we can see from this comparison, the ACCUPLACER and COMPASS were quite similar. However, a disadvantage for ESL students was that native speakers taking the COMPASS had no essay requirement. This made the playing field uneven for both categories of students.

Virginia Placement Test

The VCCS² introduced the VPT for mathematics and English as a result of the VCCS Developmental Education Redesign initiative. The VPT was designed by McCann Associates and the VCCS Placement Team. The Math VPT was implemented in November 2011, and placement using the English VPT started in October 2012. All placement tests are free of cost for students at NOVA.

² In 1966 the Virginia General Assembly established the VCCS, which is comprised of 23 colleges in the state. NOVA is the largest community college in the system.

The VPT English test is inclusive of reading and writing and includes two assessments—one with a computer-adaptive set of 40 multiple-choice questions and a second with an essay prompt addressing writing. The writing test begins with a selection of one out of two writing prompts. Computerized help tools, such as spell check and autocorrect, are not available. The essay is scored based on paragraph and sentence organization and structure, quality of content, overall unity, coherence of ideas, thesis statement, topic sentences, spelling, and grammar. Students are expected to proofread their writing prior to submission. The essay counts for 60% of the placement score. The assessment of essays is computer-based, and students get their scores immediately. It is worth mentioning that for essay writing, there are always the same two prompts, which makes the reliability of the test doubtful because it is likely that students will easily remember and share those prompts with their friends after the test. The second part of the test is a multiple-choice test of reading comprehension. Students read several text selections and answer questions regarding those readings.

The VPT English provides recommendations in the form of a score report, based on the student's performance on the test. English placement is standardized across the VCCS. Based on placement results, students are placed into English Fundamentals courses: ENF 1, ENF 2, or ENF 3. The last is a higher-level course and requires concurrent enrollment in college-level English (ENG 111).

Table 7*Developmental English Course Levels—VPT Placement*

Level	Course description	Credits
ENF 1	Preparing for College English I	8
ENF 2	Preparing for College English II	4
ENF 3	Preparing for College Writing III	2
ENG 111	College Composition I	3

VPT English placement scores are valid for 2 years after the date of the test.

Students who take the English placement test and who do not enroll in developmental or credit English courses are allowed to retest one time within 12 months of the date of the test. If a student has taken a developmental or credit English course (at any VCCS institution), then retesting is not allowed.

Organization of the Dissertation

Chapter 1 provided a brief introduction to language testing, the history of English and ESL teaching in the United States, and the background of adult immigrant students in ESL programs at U.S. community colleges. I defined the problem and purpose of the study, and further discussed the scope of the study. Chapter 2 presents a critical review of the literature related to language testing. The literature review explores gaps in the research literature about the transitional experiences of adult immigrants in the community college context. Chapter 3 describes the research design and methods of the study, including data collection and data analysis. Chapter 4 presents the findings of the

study, and in Chapter 5, the findings are interpreted, and recommendations are made for policy, practice, and future research.

Chapter Two: Literature Review and Theoretical Framework

This chapter is divided into five segments. First, it covers the historical context of colonialism and emergence of English language as *lingua franca* (Said, 1993) and as a symbol of power within cultural capital (Bourdieu, 1991). The second section discusses Vygotsky's (1978, 1994) sociocultural theory of cognitive development, the zone of proximal development (ZPD), and dynamic assessment. The third section discusses English language testing as a gatekeeping tool (Shohamy, 2001) and using IQ to shun certain students from the classroom (Wong, 2006). Fourth, the history of language testing is covered, with particular emphasis on placement testing and standardized testing in the United States (Au, 2009, 2021). The last section discusses CDA as a conceptual framework to identify bias in ESL placement testing (Fairclough, 2001, 2010, 2015; Gee, 1999, 2011, 2015; Van Dijk, 1995, 2001, 2008; Wodak, 2001).

A literature review is an analysis of existing scholarly work by academics and researchers on a specific subject to identify relevant theories and methods with reference to the topic of a research project. "In writing the literature review, the purpose is to explore what knowledge and ideas have been established on a topic, what approaches and viewpoints have been adopted, and what are their strengths and weaknesses" (Eriksson & Kovalainen, 2008, p. 44). This chapter provides a review of the literature pertaining to placement testing of ESL learners in a community college setting.

Placement tests have become quite controversial in recent years, even though for decades community colleges, due to their open admission policy, have required newly

admitted students to take placement tests in English and mathematics to determine how prepared they are to do college-level work. This study focused only on analyzing the impact of ESL placement testing at NOVA.

There are different approaches to devise a suitable purpose to guide the focus, depth, and design of any research project (Rowland, n.d.). Since this study was based on the historical research method, it focused on the history of English placement testing in the United States, particularly chronologically documenting it at NOVA, and analyzed the testing process for issues of bias, diversity, inclusion, and fairness as well as student achievement through the philosophical underpinnings of critical discourse analysis. The literature review helped in “understanding where your research fits into a ‘bigger picture’ or if understanding the past is helpful for understanding the present and giving direction for where your research needs to go” (Rowland, n.d., p. 2). This research can make an important contribution in improving the placement testing process, particularly to promote minority students’ academic achievement at community colleges.

Background

English has virtually become a global language as the result of British colonial rule in the 18th and 19th centuries across the globe, and later due to the rise of the United States as a superpower after World War II. It is the language of privileged classes all over the world, and one cannot imagine social and economic success without learning and knowing English. Edward Said, as a scholar on colonialism, expressed a similar viewpoint in an interview about the influence of the languages of colonial powers:

I mentioned above how carefully the colonizer made the colonial native speak his language either as an exhibit or as a sign of tribute to the strong or politically dominant society . . . When the local or native language was studied in the colonies it was always imprisoned within the perspective of a dead or classical language; what the untutored native spoke was a kitchen language, nothing more. Because of the educational system the bourgeoisie [of the former colonies] adopted English or French, with a good deal of self-conscious pride and also a sense of the distance that separate the class both from the colonial master and from the unfortunate peasant . . . English and French today are world-languages. (Viswanathan, 2002, p. 30)

Language is a tool that can be used to influence people and channel their thoughts and actions. Bourdieu (1991) argued that language should be viewed not only as a means of communication, but also as a medium of power through which individuals pursue their own interests and display their practical competence. Language, a symbol of power, is a part of his “cultural capital” theory. The dialect of the dominant class “becomes the theoretical norm against which all linguistic practices are objectively measured” (Bourdieu, 1991, p. 45). He further pointed out, “The dominant class can make deliberately or accidentally lax use of language without their discourse ever being invested with the same social value as the dominated” (Bourdieu, 1991, p. 53). The English language is a key to status and success in this age and time. Therefore, everybody wants to learn it for academic and economic mobility.

Vygotsky's sociocultural theory of cognitive development has three main concepts: (a) the significance of culture in learning, (b) language as the root of culture, and (c) individuals learning within their role in the community (Kurt, 2020a). Although this theory was basically about children's language development, we can apply these concepts to second-language adult learners as well.

Different categories of migrants come to the United States for varied reasons, and they learn English for better job opportunities and ultimately a successful life for themselves and their families. Wong (2006) stated:

Vygotskian sociocultural concepts enable us to develop a dialogic I–thou (Buber) relationship rather than a deficit, deficient orientation. This is critical in TESOL/BE (Bilingual Education) when many of our students have and interrupted schooling, have been in refugee camps, have been the victims of war and violence, or have personally witnessed the injury or death of family members, neighbors, and friends due to war. (p. 97)

This scenario mirrors Vygotsky's efforts to provide educational opportunities to mentally retarded and disabled children, ethnic minorities, peasants, and indigenous tribes who had been historically excluded from education in Russia at that time (Wong, 2006).

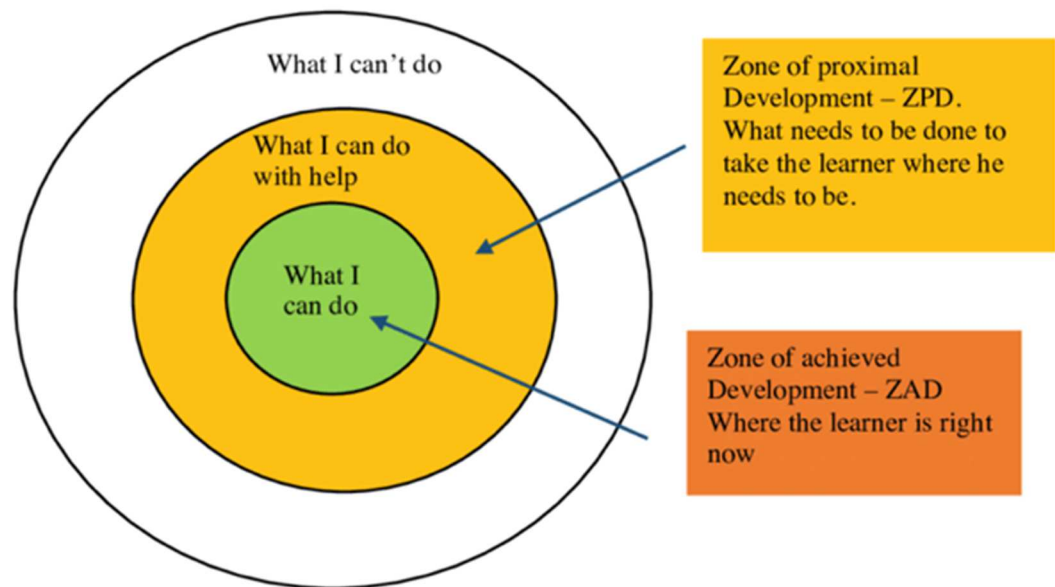
Second language learning, particularly second language writing, is a challenging task. Vygotsky (1994) believed that "written language demands conscious work because its relation to inner speech is different from that of oral speech" (p. 182).

Since, being a community college, NOVA has an open-door admission policy, there is no restriction for incoming students to apply and be admitted to the college.

However, all students are required to take a placement test in English to evaluate their existing skills. The traditional placement and proficiency tests are based on “intelligence.” Wong (2006) classifies IQ tests as “suspect.” When an “unmerited” number is given to IQ, it validates the exclusion of certain students from the classroom and works as a gatekeeper. It segregates the education into two segments. “We justify providing an impoverished (back-to-basics) education to some, and a stimulating program for the ‘gifted and talented’ to others” (Wong, 2006, p. 162).

Vygotsky (1978) did not support the concept of IQ. Instead, he believed that learning was a two-layered process. He defined the ZPD as “the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers” (Vygotsky, 1978, p. 86). The ZPD, as described by Vygotsky, is the difference between the current or actual level of cognitive development of the learner and the potential next level which can be attained using teacher’s (or mentor’s) guidance, facilitation by more competent peers, and social interaction.

According to Kurt (2020b), the ZPD consists of two important components: the student’s potential development and the role of interaction with others. Learning occurs in the ZPD after the identification of current knowledge. The potential development is simply what the student is capable of learning. This concept is shown in Figure 1.



*Figure 1. Zone of proximal development. From “Vygotsky’s Zone of Proximal Development and Scaffolding” by S. Kurt, 2020b, *Educational Technology* (<https://educationaltechnology.net/vygotskys-zone-of-proximal-development-and-scaffolding/>).*

Vygotsky emphasized the importance of scaffolding as a tool for academic progress. Students learn through small, manageable tasks to achieve a goal. They can achieve their learning potential with guided instruction from the teacher. The teacher constantly assesses their level of achievement and creates the next task as a building block to the goal. This process helps students move toward the ZPD with the help of their teachers and interaction with others (Kurt, 2020b).

According to Kurt (2020b), Vygotsky’s views on cognitive development can be grouped into four main points: (a) the relationship between the student and the teacher is central to learning; (b) society and culture influence the attitudes and beliefs of a student towards learning and education; (c) language is the primary tool used in the development

of learning in children, including the transfer of sociocultural influences; and (d) students benefit greatly in programs that are student-led, as they can use the social interaction to grow towards their potential level of development.

A curriculum also plays an important role in achieving learning goals, so it should be designed around students' needs, and could be modified easily upon changing requirements. Wong (2006) stated that "Vygotskian curriculum development is to move back and forth from the everyday to scientific and back again through a process of interaction and discovery. (What do we know? What do we want to know? How do we know what we know?)" (p. 163).

Apart from curriculum development, proper placement and assessment are fundamental to student success. The traditional form of assessment, also known as static assessment, is not suitable for all students. However, there is an alternative form to assess students' learning, called dynamic assessment, which is based on Vygotsky's sociocultural theory. Under this concept, evaluations are catered for individual students based on their ZPD. As teachers strive to see the potential level of cognitive development in all students, assessments must cover a range of abilities. Some students may achieve a higher level with support from their teacher than others. In dynamic assessment, instruction and assessment are integrated together; intervention is inserted within the method of assessment, aiming at interpreting the individual students' abilities and leading them to higher levels of functioning (Lidz & Gindis, 2003). Luria (1979, as cited in Poehner, 2008, p.) stated that such integration is based on Vygotsky's developmental perception, where progress in the "higher forms of consciousness" like "voluntary control

of memory, perception, and attention” happens within a method called “internalization,” by which human interactions are representing these functions in early stages and later are converted to higher cognition capabilities, which lead to the incorporation of social existence into psychological nature.

Second language learners, particularly in their adopted new country, have a twofold challenge. They have to learn not only oral communication, but also reading and writing skills in a new cultural environment. Given this background, English language tests play an important role for second language learners when it comes to enrolling in a school to become proficient in this language. English language tests evaluate the learner’s success in learning the target language. Different assessment procedures are applied for different purposes, such as prior to learning, for placement, within educating for performance evaluation, or at the completion of a course in order to get certificates (Shohamy et al., 2008).

A common use of tests is to grant permission to enter or to exit—whether it is for special classes, higher education . . . while using tests for such purposes is clearly justified, it is often the case that tests are not used for the purposes of measuring knowledge but rather as a key to some bureaucratic agenda, such as gate-keeping the very people that the bureaucrats wish to exclude. (Shohamy, 2001, p. 86)

Tests fall into Bourdieu’s premise of “symbolic power.” Bourdieu (1991) argued that “there is an unwritten agreement, a contract, between those in authority who introduce tests and those whose worth is being assessed by tests, as tests serve as a power symbol

for both groups and as a vehicle for maintaining social order” (as cited in Shohamy, 2001, p. 118).

The purpose of a language placement test is to identify the strengths and weaknesses of students so that they are assigned suitable coursework according to their abilities. According to Davies (1990), the issue of validity (what is to be tested) and the issue of reliability (how the testing is done) are very important in language testing. All students who seek admission into NOVA are required to take English and mathematics placement tests to determine if they may take for-credit or non-credit courses. This requirement includes students who graduated from U.S. high schools as well as those who graduated from high schools in other countries.

History of Language Testing

According to Spolsky (2016), the history of language testing can be traced back 2,000 years to Chinese royal courts, where applicants for government jobs took the imperial examinations to select the most competent candidates in classical Chinese language. Lord Macaulay in 1853 argued in the British Parliament to adopt this system for the Indian civil service.

In the United States, the University of Michigan was the first educational institution to initiate ESL testing. The ELI at the University of Michigan was founded by Charles Carpenter Fries in 1941 (Bentley Historical Library, n.d., para. 3). It was the first institute of its kind in the United States, with a dual function of ESL teaching and ESL teacher training. In its first year, the ELI introduced an intensive course in English as a

foreign language³—the first ever offered on a university campus. This was started as an experimental program for the handful of foreign students in U.S. universities prior to World War II. However, by 1948, there were 25,000 foreign students in U.S. universities. The ELI became a model for programs across the country in teaching English to international students.

The first large-scale assessment is referred to as the Michigan Test, developed by the ELI. Both Charles Fries, director of ELI, and Robert Lado, director of testing at ELI at that time, were determined to put foreign language teaching and testing on a “scientific” footing. The first test, launched in 1946, was the Lado Test of Aural Comprehension. Approximately 10 years later, a full battery of English language tests was created to administer to incoming foreign students at Michigan and other universities. Today this is known as the Michigan English Language Assessment Battery. In 1953, the ELI also developed the Examination for the Certificate of Proficiency in English exam, under contract to the United States Information Agency, for use abroad.

Robert Lado, the second director of ELI, appointed in 1956, was considered a pioneer in developing foreign language tests in the United States. Lado’s approach, called psychometric-structuralist testing, broke down the complexities of language into isolated segments. This influenced both what was tested and how it was tested. Lado viewed language learning as a process of accretion where correct answers were rewarded and incorrect ones marked wrong.

³ The term used by the University of Michigan at that time. It’s more commonly referred to as ESL these days.

The TOEFL was developed and launched by ETS in Princeton, New Jersey, in 1961. It was designed to assess the English language ability of students applying for admission to U.S. and Canadian colleges and universities. This test is still used internationally, although it is now only available as the TOEFL Internet-Based Test (iBT).

In 2010, the University of Michigan ELI and Cambridge Assessment English, part of the University of Cambridge, created Cambridge–Michigan Language Assessment as a joint venture to develop English tests and support research and learning in this field.

Placement Tests and Standardized Tests

A placement test is given by an educational institution to determine the academic skill level of newly entering students in order to place them in appropriate classes. Students are required to take placement tests in English and mathematics before registering for classes at NOVA. ACCUPLACER and the Michigan Tests are examples of placement tests.

On the other hand, standardized tests are given to groups of students at one time. Students are required to answer the same questions, or a selection of questions from a common bank of questions, in the same way, and the answers are scored in a consistent manner, which makes it possible to compare the relative performance of individual students or groups of students. The assessment is “standardized” in this way; therefore, the term is primarily associated with large-scale tests administered to large populations of students, such as the SAT, GRE, and TOEFL. Standardized tests use a variety of forms such as multiple-choice and true-false. In recent decades, these tests have incorporated

computer-adaptive technology, which increases the difficulty level of questions if a student is doing quite well on previous sets of questions to further challenge their skills.

In recent years, there has been concern among educators about the reliability of placement tests. The Community College Research Center at Columbia University's Teachers College, in a 2012 study, found that up to a third of students who were placed into remedial classes due to their COMPASS or ACCUPLACER scores could have passed college-level classes with a grade of B or better (Scott-Clayton, 2012). These findings are indeed very troubling because most of these students drop out and do not finish all remedial courses, let alone graduate from college. The irony is that a majority of these students belong to communities of color.

The National Assessment Governing Board, which oversees the National Assessment of Educational Progress, created by Congress to measure student learning, conducted a survey of roughly 1,560 colleges at the behest of the U.S. Department of Education and with help from Westat, a private research firm, and published a report in November 2012 titled "Tests and Cut Scores Used for Student Placement in Postsecondary Education: Fall 2011." Its findings were based on remedial policies in place the previous fall. The report concluded that placement tests could be part of the problem for the vast majority of students from diverse backgrounds failing to earn college credentials.

This assertion was echoed by Wayne Au in his latest paper, titled "Testing for Whiteness?" Au (2021) analyzed "how high-stakes, standardized tests promote racism, undercut diversity, and undermine multicultural education" (p. 99). He argued that the

roots of standardized testing can be traced back to “intelligence (or IQ) testing and the racism, classism, and sexism of the eugenics movement of the early 1900s” and how “U.S. psychologists crassly distorted French psychologist Alfred Binet’s original conception of IQ by using their own underlying presumptions about humans and human ability to interpret test results” (Au, 2021, p. 100). Although Au’s research was in public school education in the U.S., his findings can equally apply to community college students. Placement tests are not exactly the same as standardized tests, but they also do not prompt diversity and multicultural education. Au argued:

In addition to the racist, inequitable origin and disparate outcomes of the tests, it is critical to understand that when it comes to effect on curriculum and instruction, policy implementation in schools, and direct impact on students, high-stakes testing works directly against multicultural education and the educational experiences of our diverse student population. (Au, 2021, p. 105)

Au cited the example of Robert Yerkes, an Army colonel and psychologist in 1917 who worked with Henry Goddard, Lewis Terman, and others to develop Alpha and Beta Army standardized tests to sort incoming soldiers according to what they deemed as “mental fitness.” Using their “scientifically” proven data, they concluded that the “lighter-skinned peoples of western and northern Europe were, genetically, more intelligent than darker-skinned peoples of eastern and southern Europe . . . the poor were less intelligent than the wealthy and that African Americans were the least intelligent of all peoples” (Au, 2021, p. 101). Au (2021) also quoted Terman’s own words: that “certain races inherited ‘deficient’” IQs, “no amount of school instruction will ever make

them intelligent voters or capable citizens,” and that “feeble-mindedness” was “very, very common among Spanish-Indian and Mexican families of the Southwest and also among negroes [sic]” (p. 101). Terman suggested that the children of these families should be segregated in special classes and be given practical education to make them efficient workers because they “cannot master abstractions” (Au, 2021, p. 101). Au (2021) concluded, “For over 100 years, standardized tests have consistently produced and maintained racial, class, and cultural inequalities, and these test-produced inequalities have, in turn, been weaponized in their use against working-class and non-White communities in the U.S.” (p. 109).

Conceptual Framework

The conceptual framework is considered a particularly important part of research design. It provides a lens to examine a research question. According to Miles and Huberman (1994), “a conceptual framework explains, either graphically or in narrative form, the main things to be studied—the key factors, constructs, or variables—and the presumed relationships among them. Frameworks can be rudimentary or elaborate, theory-driven or commonsensical, descriptive or causal” (p. 18). Maxwell (2013) stated that it can be called a “theoretical framework,” as it “refers to the actual ideas and beliefs that you hold about the phenomena studied” (p. 39). However, Maxwell considered it “dangerously misleading” when the literature review is misinterpreted as a conceptual framework, because it is not merely to summarize the existing body of literature and empirical studies. He argued that “conceptual framework . . . is something that is

constructed, not found. It incorporates pieces that are borrowed from elsewhere, but the structure, the overall coherence, is something that you build” (Maxwell, 2013, p. 41).

Sociocultural theory was selected as the theoretical framework for this research because newly admitted ESL students at NOVA come from a wide range of cultural and social backgrounds. Sociocultural theory was developed by Lev Vygotsky in the 1920s and 1930s. It describes that human cognition is developed by an individual through engagement in social and cultural activities with other people, objects, and events (Vygotsky, 1978). Second language acquisition in ELLs arises from the process of meaning-making in collaborative activity with other members of a given culture (Vygotsky, 1978). Lantolf (2001) argued that sociocultural theories are not theories of the social and cultural aspects; rather they are theories of mind that acknowledge the important role of social relationships and culturally constructed artifacts that organize human forms of thinking in a unique way, while most theories of mind recognize the presence of a social environment in which cognition grows.

The ESL students at NOVA come from different sociocultural backgrounds. They learn the English language in a new environment by interaction in the classroom and in the wider society. They feel challenges because they are unfamiliar with the modalities of American English expressions and might have a difficult time understanding questions on English placement tests. CDA is an analytical approach that analyzes the meaning and impact of discourse (language or words) in the context of a particular cultural, social, and political system or background. Norman Fairclough, Teun Van Dijk, and Ruth Wodak are

considered the pioneers in CDA research, and each one of them has a different lens to look at it.

Fairclough's approach is based on "Halliday's multifunctional linguistic theory and Foucault's order of discourse" (Meyer, 2001, p. 15), whereas Wodak's and Van Dijk's approaches have resorted to a "socio-cognitive" theory. What is crucial in all CDA approaches is the mediation between language and society (Meyer, 2001, p. 15).

Fairclough, one of the most influential researchers in the domain of CDA, takes a specific middle range approach which is based on Halliday's systemic functional linguistics theory that denotes a "pragmatic, problem-oriented approach" (Meyer, 2001, p. 28).

According to Meyer (2001), Fairclough emphasizes "social conflict in the Marxist tradition and tries to detect its linguistic manifestations in discourse in particular elements of dominance, difference and resistance" (p. 22). Fairclough (2001) assumes a semiotic element for every social practice that is composed of dialectically related elements of "productive activity, the means of production, social relations, social identities, cultural values, consciousness and semiosis" (p. 122). In Fairclough's (2001) view, CDA is the "analysis of the dialectical relationships between semiosis (including language) and other elements of social practices" (p. 123). Meyer (2001) argued that genres and styles are the constituted elements composed of "these semiotic aspects of social practice" (p. 22).

Fairclough (2015) pointed out that "CDA critiques discourse" (p. 9). Discourse, in this context, can be interpreted as language in use. Fairclough (2015) added that "interpretation, evaluation, critique and explanation are not unique to critical analysis, but the ways in which discourse is interpreted, evaluated, critiqued and explained in CDA are

distinctive. It is interpreted/evaluated/critiqued specifically in terms of contradictions between what it is claimed and expected to be and what it actually is” (p. 9). Fairclough used a new term, “recontextualization,” for this critical analysis. Fairclough (2010) also explained CDA in these words:

By “critical” discourse analysis I mean discourse analysis which aims to systematically explore often opaque relationships of causality and determination between (a) discursive practices, events and texts, and (b) wider social and cultural structures, relations and processes; to investigate how such practices, events and texts arise out of and are ideologically shaped by relations of power and struggles over power; and to explore how the opacity of these relationships between discourse and society is itself a factor securing power and hegemony. (p. 93)

Fairclough (2015) referred to discourse, ideology, and power as a unitary system. However, Fairclough (2010) noted that “in referring to opacity, I am suggesting that such linkage between discourse, ideology, and power may well be unclear to those involved” (p. 93).

Fairclough (2015) explained his model (as shown in Figure 2) with a three-dimensional approach of “text,” “interpretation,” and “context.”

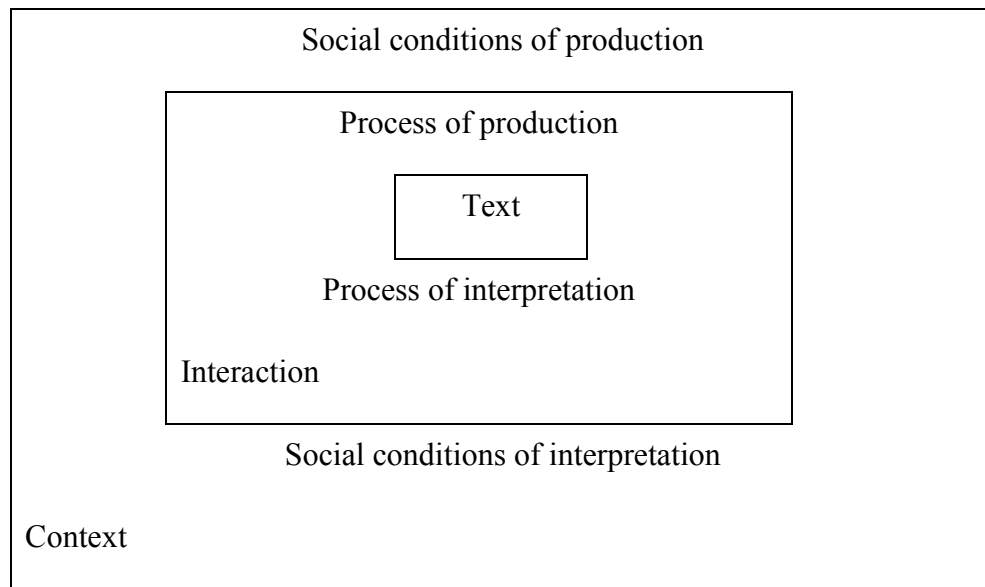


Figure 2. Discourse as text, interaction, and context. Adapted from *Language and Power* (3rd ed.) by N. Fairclough, 2015, Routledge, p. 58.

Fairclough’s approach assumes a dialectical relationship between language and other social elements. It means that there is an oscillation between text, interpretation, and context. A “text” is just a part of discourse. It means that “text” (whether written or spoken) is the product of process, and the process has two dimensions of production and interpretation. In other words, “text” is the “product” of the “process of production,” and the “resource” of the “process of interpretation” (Fairclough, 2015, p. 57). Discourse analysis regards the “formal properties of a text” as “traces of the productive process” and as “cues in the process of interpretation” (Fairclough, 2015, p. 57). Fairclough also emphasized the interaction of text and

a considerable range of what I refer to as “members’ resources” (MR) which people have in their heads and draw upon when they produce or interpret texts—

including their knowledge of language, representations of the natural and social worlds they inhabit, values, beliefs, assumptions, and so on. (Fairclough, 2015, p. 57)

Fairclough argued that the relationships between discourse (language) and society are internal and dialectical; therefore, a language is woven in the fabric of a particular society. It means that the ways people speak, listen, read, write, and interpret are dictated by the social norms of that society.

It is obvious that Fairclough's concept of CDA is based on a three-dimensional approach. According to Fairclough (2015), discourse refers to the whole process of communication, the "process of production" as well as the "process of interpretation." Text comprises the product and resource of these two processes respectively. Accordingly, discourse analysis is something more than text analysis. In other words, the formal features of the text are viewed as the traces and cues of these two processes respectively. Furthermore, an interaction between text and what Fairclough (2015) calls "members' resources" is the basic characteristic of the "process of production" as well as the "process of interpretation."

Teun Van Dijk is another prominent scholar in the field of CDA. Van Dijk sees CDA from a socio-psychological perspective. His theory is a framework of systematizing "phenomena of social reality" (Meyer, 2001, p. 21). He has presented a triad relationship between discourse, cognition, and society. His definition of discourse is "a communicative event, including conversational interaction, written text, as well as associated gestures, facework, typographical layout, images, and any other semiotic or

multimedia dimension of signification” (Van Dijk, 2001, p. 97). Cognitive psychology has been introduced by Van Dijk as “a form of specific kind of mental model, as stored in episodic memory, the part of long-term memory in which people store their personal experiences” (Van Dijk, 2001, p. 112). The concept of context models, “mental representations of the structures of the communicative situation discursively relevant for a participant” (Meyer, 2001, p. 21), was introduced by Van Dijk. These mental models serve to “control the pragmatic part of discourse” (Van Dijk, 2001, p. 112). Three kinds of social representations have been recognized in understanding discourse in Van Dijk’s framework: (personal, group, and cultural) knowledge, attitudes, and ideologies (Van Dijk, 2001). Hence, Van Dijk’s (2001) approach to analyzing ideologies is conducted on three levels of social, cognitive, and discourse analysis. The cognitive part of the approach distinguishes it from other approaches to CDA. In this approach, socio-cognition is the mediation between society and discourse. Socio-cognition includes social cognition as well as personal cognition (Van Dijk, 2001). Moreover, Van Dijk (1995) presented ideology as “the overall, abstract, mental systems that organize . . . socially-shared attitudes” (p. 18). Furthermore, Van Dijk’s model is based on making transparent the ideological dichotomy of “us-them.” In achieving this purpose, he emphasizes these categories:

- Examining historical, political, or social context of the discourse as well as examining the main participants.
- Investigating the relations of power as well as conflicts existing in groups.
- Recognizing positive as well as negative attitudes towards Us and Them.

- Stating clearly and precisely presupposition as well as Implicatures.
- Scrutinizing lexical selections as well as grammar to underscore or de-emphasize the opinions of “polarized groups.” (Van Dijk, 2008, p. 61)

Ruth Wodak, another scholar in the field of CDA, has introduced “the most linguistically-oriented” model in CDA (Meyer, 2001, p. 21). Wodak and Reisigl (2001, as cited in Meyer, 2001) presented a particular theory regarding CDA. Their model assumes discourse as

a complex bundle of simultaneous and sequential interrelated linguistic acts, which manifest themselves within and across the social fields of action as thematically interrelated semiotic, oral or written tokens, very often as “texts,” that belong to specific semiotic types, i.e. genres. (Wodak, 2001, p. 66)

Effectively, Wodak has presented a historical discourse model in which “the connections between fields of action (Grinth, 1996), genres, discourses and texts are described and modeled” (Meyer, 2001, p. 22). The focus of the historical discourse approach is on politics. It seems that Wodak’s approach presents a kind of pragmatic perspective.

Wodak (2001) called her model discourse sociolinguistics, which is rooted in “sociolinguistics in the Bernsteinian tradition as well as the ideas of [the] Frankfurt school, especially those of Jürgen Habermas” (p. 7). Courts, schools, and hospitals, as well as sexism, racism, and anti-sexism, were the institutional settings and social issues that attracted Wodak. Accordingly, Wodak (2001) developed her specific approach called the “discourse historical method.” The differentiation of Wodak’s model lies in the term “historical.” Wodak (2001) considered language as social processes and interactions that

involve power and ideologies, historical context, and interpretation; these points comprise the main features of Wodak's approach. The term "historical" in Wodak's model is similar to Fairclough's "intertextuality" (Wodak, 2001). Wodak and Ludwig (1999) argued that readers and listeners may interpret the same communication differently depending upon their background knowledge, information, and their position on the subject; they asserted that "THE RIGHT interpretation does not exist; a hermeneutic approach is necessary" (emphasis in original; p. 13). It means that the interpretation readers or listeners may make of a communicative event is different than that of the writer or speaker, based on what Fairclough called "members' resources," "which people have in their heads and draw upon when they produce or interpret texts—including their knowledge of language, representations of the natural and social worlds they inhabit, values, beliefs, assumptions, and so on" (Fairclough, 2015, p. 57).

James Paul Gee (2015), another contemporary scholar, devised the term "Big 'D' Discourse," which he explained as follows.

The notion of "Big 'D' Discourse" ("Discourse" spelled with a capital "D") is meant to capture the ways in which people enact and recognize socially and historically significant identities or "kinds of people" through well-integrated combinations of language, actions, interactions, objects, tools, technologies, beliefs, and values. The notion stresses how "discourse" (language in use among people) is always also a "conversation" among different historically formed Discourses (that is, a "conversation" among different socially and historically significant kinds of people or social groups). The notion of "Big 'D' Discourse"

sets a larger context for the analysis of “discourse” (with a little “d”), that is, the analysis of language in use. (p. i)

Assessment

Assessment has always been a matter of great importance to educators and school administrators with reference to student success and achievement. In recent decades, the focus has shifted towards the validity and viability of conventional assessment tools for racially and ethnically minority students in a diverse society like the United States. As reported by Fain (2015), ACT phased out the COMPASS placement test that colleges used to determine whether students needed to take remedial courses because their research showed that it funneled too many community college students into remedial courses.

The College Board designs and administers other standardized tests including the GRE, SAT, and Miller Analogies Test. These tests are designed for the majority student population—Caucasian, with certain demographic characteristics. These tests also do not provide a level playing field for minority students coming from different socioeconomic backgrounds.

Marbley et al. (2008) researched an important contemporary issue, stating that “in different arenas of measurement and testing, culturally diverse groups have been unfairly and disproportionately labeled as dysfunctional, abnormal, (and) of low intelligence” (p. 13). Their study was based on interviews of 14 educators from four different ethnic backgrounds: African American, Asian, Hispanic/Latino, and Native American Indian. This study was conducted in three parts: “(a) a standard open-ended interview; (b)

informal conversational interview; and (c) a focus on the participants' role as a professional and a layperson" (Marbley et al., 2008, p. 14). All the participants stated that they had "witnessed unfairness in assessment in their respective disciplines and they see a need for fair assessment devices" (Marbley et al., 2008, p. 19). The researchers agreed that "if multiculturalism is to fully strengthen the education field, then a challenge to practitioners and researchers from all disciplines impacted by assessment, measurement, and testing must be consistent with Sedlacek's vision" (Marbley et al., 2008, p. 19).

Chapter Three: Research Design and Method

The main purpose of this study was to examine and document the history of English placement testing at NOVA and study the evolutionary process it has gone through over the years.

Research Design

The research design was developed using Maxwell's (2013) interactive model as illustrated in Figure 3, in which the conceptual framework, goals, methods, and validity not only revolve around the research questions, but are also interrelated with one another.

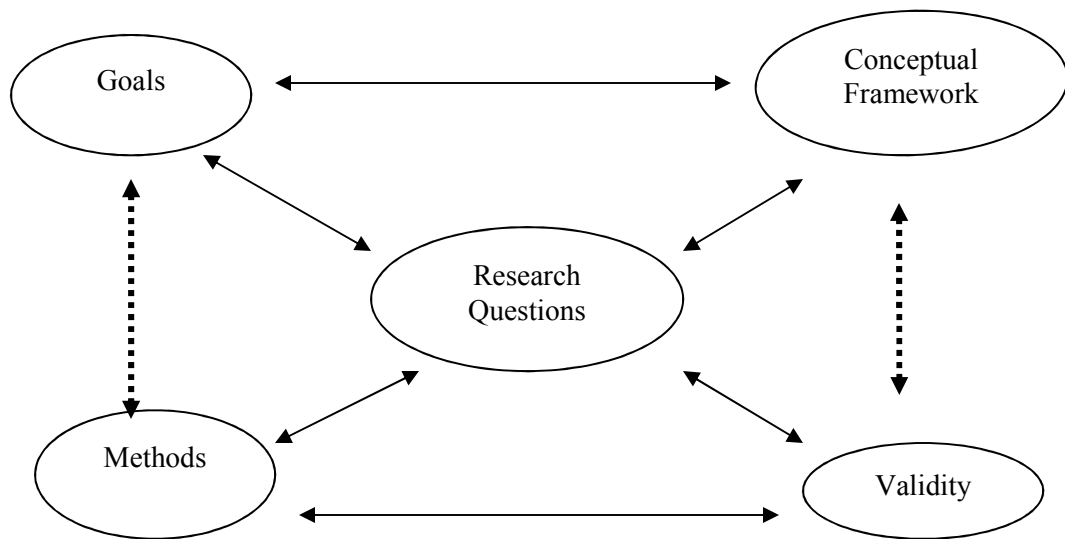


Figure 3. Interactive model of research design.

Research Method

Choosing an appropriate research method to conduct qualitative research is usually not easy, because, according to Creswell (2008), in quantitative research there is “an instrument to measure the variables in the study,” whereas in qualitative research broad questions are asked and “the purpose is much more open ended” (p. 55). Therefore, qualitative inquiry may be considered subjective (Glesne & Peshkin, 1992) and more influenced by the researcher’s interpretation or perspective: “In *qualitative* research, the purpose is much more open ended than in quantitative research . . . You research a single phenomenon of interest and state this phenomenon in a purpose statement” (Creswell, 2008, p. 55). Creswell (2008) continued:

In *qualitative* research, because the data consists of words or pictures, a different approach exists for data analysis . . . so the analysis of text consists of dividing it into groups of sentences, called *text segments*, and determining the meaning of each group of sentences. Rather than using statistics, you analyze words or pictures to describe the central phenomenon under study. (p. 57)

Since this research focused on the history of ESL placement at NOVA and there were no statistical data involved, qualitative research was the logical choice and historiography was proposed for this study.

Historical Research

Historical research is based on the critical examination of archives and other authentic sources of past events, the selection of specific details from the materials in those sources, and the synthesis of those details into a narrative. Historical research or

historiography “attempts to systematically recapture the complex nuances, the people, meanings, events, and even ideas of the past that have influenced and shaped the present” (Berg & Lune, 2012, p. 305).

According to Berg and Lune (2012), historical research involves seven steps: (a) identify an idea, topic or research question; (b) conduct a background literature review; (c) refine the research idea and questions; (d) determine that historical methods will be used; (e) identify and locate primary and secondary data sources; (f) evaluate the authenticity and accuracy of source materials; and (g) analyze the data and develop a narrative exposition of the findings (p. 311).

Historical research in the field of education is a relatively new phenomenon. Tröhler (2020) stated:

First attempts explicitly focusing on the past began to be published in the last quarter of the eighteenth century in Germany. The field became established shortly after 1800 as a distinct curricular area in the context of teacher education, when the rising nation-states and their need to expand schooling required more efficient and loyal teachers as agents of national cohesion by educating the future citizens. (p. 14).

However, Tröhler (2020) argued that

the years between 1960 and 1985 witnessed a major shift in historiography in general and in the history of education in particular that involved the increasing decline in the importance of history of education in teacher education curricula and a still cautious but increasing orientation of historians of education toward the

epistemological and methodological standards or at least debates in the science of history. (p. 15)

Although I made an appointment with one of the research librarians at GMU Libraries, we could not find many studies conducted based on historiography except the 2003 doctoral dissertation “A History of Disadvantaged Student Education in Illinois: A Critical Inquiry of Adult Education at a Public Comprehensive Community College, 1976-1996,” by Eric Vaughn Blacknall at the Graduate College of the University of Illinois at Urbana-Champaign. According to the researcher, “This historiography spans the years 1976-1996 and involves the case study method of inquiry” (Blacknall, 2003, p. iii). The focus of this study was the education of disadvantaged students in the state of Illinois, particularly at Parkland College, a comprehensive community college in Champaign, Illinois. The evidentiary base included traditional sources of verifiable documentation like course curricula, financial records, and college catalogs. Essentially, the evidence illustrated that public community colleges in Illinois claimed to offer academic remediation for disadvantaged students, but from 1976 to 1989, administrators invested money in counseling. It was not until the 1990s that money was invested in programs that truly focused on academic development, and that type of programming was targeted toward women.

History is a chronological record of human activity based on relationships between people and occurrences around them. It helps us analyze the past events to reflect on our achievements, learn from our mistakes, and modify our approaches for a better present and future. According to Tröhler (2020):

“History” is a particular form of knowledge about the past and at best about its effects on our present time in both the education field and in our educational epistemology. It is an expression of the deliberate making sense of obvious and less obvious “sources,” whereby sources, as sources, are not simply given but created by research questions that are related to our current epistemologies that themselves are historically shaped. With that in mind, sources are artifacts of the past that are epistemologically created as sources, either as remnants or relicts of the past or as descriptions or reflections of eyewitnesses of the past—that is, of testimonies. Remnants or relicts of the past are, among many other things, school buildings, school laws, learning materials, blackboards, school uniforms, dunce caps, rods, school satchels, toys, children’s games, playgrounds, or children’s books. Testimonies, in contrast, are handed-down oral, written, or even drawn reports, pamphlets, or reflections that are concerned with events or incidents, debates on school laws or school reforms, ethical discussions on education, reports on educational institutions or school systems, diaries, and the like. (p. 16)

Elton (2002) stated, “Historical study is not the study of the past but the study of present traces of the past” (p. 8). He also argued that the “historical method is no more than a recognized and tested way of extracting from what the past has left the true facts and events of that past” (Elton, 2002, p. 59). Carr (2002) has distinguished between history and chronicle, where history is an attempt to understand and interpret the past and chronicle is to record events, absent context, or connections. History establishes cause and effect, where chronicles simply put things in order. Carr believed the purpose of

history was to understand the present and how the present informs our questions about the past, with the focus of the historian's work being to discover how ideas are developed.

The historical research method, often called historiography, is interpretative research. It is a process of systematically investigating past events using primary and secondary sources. Primary sources refer to items that provide firsthand, eyewitness evidence from archives (original documents, catalogs, pamphlets, journals, yearbooks, letters, diaries, and photographs), documented records (agency reports, minutes of meetings, and government records), published accounts (newspaper reports, and published or online articles), and recollections (memoirs, biographies, oral history, audio/video tapes, and documentaries). The researcher does not collect data by direct observation and experimentation, but only analyzes evidence from the primary sources mentioned above. Secondary sources are the supporting material that evaluates, analyzes, interprets, discusses, and/or summarizes primary sources. A secondary source is normally produced after the primary source has been produced and has the benefit of hindsight. It can be subjective and may be influenced by the social and cultural environment of any given time. Some examples of secondary sources include bibliographies, reference books, commentaries, history books, literary reviews, and similar scholarly works. It is worth mentioning that I did not use any secondary sources in this study because I was able to access original college archives and other correspondence, memos, and documents.

The use of the word "document" can be traced to ancient times. Barrera (2001) pointed out that in the 17th century, "document" was used in church history to distinguish

authentic hagiographies from fake ones, but the 19th century witnessed a new “systematic” use of documents where reading and interpreting texts became the “historian’s job” (p. 198).

According to Vann (2020), historiography is “the writing of history, especially the writing of history based on the critical examination of sources, the selection of particular details from the authentic materials in those sources, and the synthesis of those details into a narrative that stands the test of critical examination” (para. 1).

Like other research methods, historical research is a scientific approach whereby one states the problem and selects proper sources to analyze in order to gain insight into the problem. There are three steps in the historical research method:

1. Collecting the data through primary and secondary sources.
2. Critically and objectively analyzing the data.
3. Presenting the facts.

The historical inquiry helps researchers to interpret the data to capture the true picture.

Research Questions

The historical case study method brought out detailed contextual analyses needed to answer the following questions:

1. What is the evolution of English placement testing at NOVA?
2. What is the history of the changing criteria and rationale for giving different tests to different categories of students?
3. What can we learn about bias in the history of NOVA placement testing through the lens of CDA?

Research Procedure

This section describes how I accessed, collected, and analyzed historical documents and other relevant material to answer the research questions. To conduct this research, necessary approval was obtained from the vice president of the Office of Institutional Research, Planning and Assessment at NOVA. I applied for approval from the GMU Institutional Review Board, but was advised that such approval was not necessary, since this study did not involve any human subjects, although approval was granted for my previous two topics (I had to change the topic of my research twice due to lack of sufficient data and other circumstances).

Initially, I talked to some senior English and ESL faculty members at the NOVA Annandale and Manassas campuses to learn about the history of placement testing in English and later ESL at the college. Many of them believed I should contact Dr. Sheri Robertson, associate vice president of academic affairs, because her office would have all the relevant records. Therefore, I emailed Dr. Robertson in September 2018 and sought a meeting with her to discuss this matter. Dr. Robertson was very kind to permit me to visit her office in the Brault Building once or twice a month to review the archives and official documents. She introduced me to her staff and asked them to assist me even if she was away from the office. In total, I visited her office 13 times over the next year. I spent a lot of time reading old files, taking notes, and making copies of important documents. I wrote memos after each visit about important information and dates. I also informally asked Dr. Robertson questions about changing testing policies over the years and took notes; however, Dr. Robertson did not give any formal interview. Dr. Robertson joined

NOVA in 1982 and had worked as the associate vice president for academic affairs since 1997. Therefore, she had been personally involved in numerous policy changes in academic affairs at the college over the years.

It is important to note that my visits to review archives were suddenly stopped in March 2020 due to the lockdown of educational institutions for almost one and a half years because of the COVID-19 pandemic.

Data Collection

As per the initial design, the data were supposed to be collected through three different sources: college archives and official documents, English and ESL faculty interviews, and a focus group. However, with the unforeseen closure of all educational institutions due to the COVID-19 pandemic, everything was halted, and personal interviews and focus group interviews were not possible either. Therefore, the dissertation committee approved my working with only the college archives and official documents that had already been collected before the pandemic. I reviewed the following documents to conduct the study (Table 8).

Table 8

Documents Reviewed

Name of the document	Date	Notes
Catalog Northern Virginia Technical College	1965–1966	The college opened its doors for the first time for 761 students. The name of the college was changed the next year.
Catalog Northern Virginia Community College	1966–1967	
Catalog Northern Virginia Community College	1967–1968	

Catalog Northern Virginia Community College	1968–1969			
Catalog Northern Virginia Community College	1988–1989	The first college catalog where ESL courses were listed, to be offered in the fall of 1988.		
Procedures for Basic Skills Assessment and Placement Testing	1993–1994	12-page manual by Northern Virginia College (then called NVCC) published annually for internal use.		
Procedures for Basic Skills Assessment and Placement Testing	1994–1995	13-page manual by Northern Virginia College (then called NVCC) published annually for internal use.		
Procedures for Basic Skills Assessment and Placement Testing	1998–1999	10-page manual by Northern Virginia College (then called NVCC) published annually for internal use.		
Procedures for Basic Skills Assessment and Placement Testing	2001–2002	17-page manual by Northern Virginia College (then called NVCC) published annually for internal use.		
Procedures for Basic Skills Assessment and Placement Testing	2002–2003	21-page manual by Northern Virginia College (then called NVCC) published annually for internal use.		
Procedures for Basic Skills, Placement, and Competency Testing	2003–2004	37-page manual by Northern Virginia College (then called NVCC) published annually for internal use.		
<u>Supplementary documents (Memos of official correspondence or college meetings)</u>				
Date	Subject	From	To	Notes
Sept. 26, 1988	ESL Prefix	Dr. Johnathan A. Yoder, Division Chair, Communications and Humanities Division, Alexandria Campus	Dr. Richard J. Ernst, President, NOVA	
Oct. 18, 1988	ESL Prefix	Dr. Richard J. Ernst, President, NOVA	Dr. Jonathan A. Yoder, Division Chair, Communications and Humanities Division, Alexandria Campus	

Not dated	ESL, Developmental Cluster Meeting of Aug. 24, 1989	Evonne Jones, ESL, Developmental, English Cluster Chair	Provosts of all campuses	
Feb. 8, 1991	ESL Policy Changes, Reaction to	Dr. Robert Como, Chair English, ESL/Developmental Cluster	Ms. Mary Wise, Chair, Instructional Services Committee	Non-native speakers of English must take the EPT regardless of whether they are citizens or immigrants
Oct. 20, 1993	X	Dr. Gary Ballmann, Associate Dean for Curriculum Services	Ms. Sylvia Harris, Dean of Students, Anoka Ramsey Community College, Coon Rapids, MN. 55433	Providing information about NOVA placement testing policies on Ms. Harris' request
June 9, 1998	Draft			Placement testing meeting of interested parties
May 11, 1999	Minutes			Minutes of English Placement Testing Task Force
Oct. 19, 1999	Final Report	Dr. Sue Hintz, Chair, English Placement Testing Task Force	Dr. Max Bassett, Chair, NVCC Curriculum Committee	English Placement Test Task Force, Issues and recommendations to the NVCC Curriculum Committee

Note. ESL = English as a second language; EPT = English Placement Test; NOVA =

Northern Virginia Community College; NVCC = Northern Virginia Community College.

Besides college catalogs and other official documents, I also obtained copies of the following placement tests (Table 9) to review and analyze the contents.

Table 9*Placement Tests Reviewed*

Name of the test, dates implemented	English or ESL test	Document analyzed	Comments
Michigan English Test; 1988 to 2002	ESL	Sample test downloaded from Michigan Assessment website	
COMPASS; 1994 to 2012	English	Sample test downloaded from the ACT website	American College Testing, Iowa
ACCUPLACER; 2002 to present	ESL	Sample test downloaded from the College Board website	
VPT; 2012 to present	English	From McCann Associates website	

Note. COMPASS = Computer-Adaptive Placement Assessment and Support Services;

ESL = English as a second language; ACT = American College Test; VPT = Virginia Placement Test.

Personal Communications

I was also able to contact Gerald Lee Boyd, who was the dean of Languages and Literature at the NOVA Annandale campus from 2000 to 2010. As an administrator, he was involved in ESL affairs, and worked with the ESL Discipline Group (ESL Cluster) in replacing the M-EPT with ACCUPLACER. He answered some of my questions and also provided me with his initial draft of the recommendation to change the ESL placement test (Appendix C). I also asked similar questions to Tonia Rodgers, the associate dean of ESL and world languages at the Languages, Arts, and Social Sciences (LASS) Division,

Annandale campus, who used to teach ESL in the Continuing Education Program (NOVA Annandale campus) at that time. This helped me to verify the facts by cross-examination. These personal communications are part of my primary source data.

It is paramount to verify the authenticity of data being collected for historical study. Danto (2008) emphasized the importance of the accuracy of recorded facts in empirical or descriptive historiography which readers can trust. Numerous data sources are used for historical research, such as archives, government and organizational documents and reports, memos, and diaries in both traditional and electronic formats. McDowell (2013) listed different types of primary and secondary sources, which include published and unpublished documents, letters and diaries, memoirs and autobiographies, oral evidence, official publications, business records, local history records, newspapers, paintings, prints, cartoons and maps, photographs, and films.

McCulloch and Richardson (2000) pointed out two major differences between primary and secondary sources used in historical research. Primary sources are considered more credible because they are recorded by the people directly involved in a particular event and provide firsthand accounts of the event. On the other hand, secondary sources are recorded after the event takes place by people who were not present or directly involved in it. The firsthand accounts are usually prepared with a specific purpose or audience in mind; therefore, researchers should be aware of potential biases while reviewing these resources. Secondary sources are interpretations of historical events by a third party, so there is a greater chance of “detachment” from the event (McCulloch & Richardson, 2000). For this study, I only collected data from

primary sources, which consisted of college archives, official documents, and personal communication with administrators who were directly involved with English placement testing at the college at that time. It gave authenticity to the research project.

Qualitative Data Analysis

Qualitative data analysis is the review and analysis of ethnographic material, observations, narratives, interviews, audio/video recordings, pictures, newspaper and journal articles, documents and archives, and similar materials. On the other hand, quantitative analysis is largely driven by statistical data and considered objective. Qualitative analysis is based on the researcher's own analytical skills, interpretation, socioeconomic perspective, and worldview, which can make the analysis subjective.

A number of qualitative researchers have developed different analytical strategies to deal with the issue of reliability. Glaser and Strauss (1967) developed a method of constant comparative analysis that was eventually known as "grounded theory." Strauss and Corbin (1998) refined it further by adding specific coding techniques (a process of classifying text data segments into a set of codes or concepts), categories or constructs, and relationships. Grounded theory is solely based on observed evidence; it requires that researchers completely disregard pre-existing theoretical expectations or biases before data analysis, and let the data determine the theory.

Content analysis is a second method of qualitative research. This method can be used with all types of written material, and there are no specific rules that must be followed to analyze the data (Berg & Lune, 2012). It is a systematic analysis of the content of text in a quantitative or qualitative manner. Content analysis is typically

conducted in a step-by-step process. In this study, since there were many texts to analyze (e.g., documents, newspaper articles, financial reports, blog posts, online reviews), I began by picking a selective sample of texts that had more pertinent content. Here, *pertinent content* particularly referred to topics of ACCUPLACER essays that were not meshed with the North American socioeconomic lifestyle but were broad-based for immigrant ESL students to relate to easily. Second, I identified and applied rules to divide each text into segments that could be treated as separate units of analysis. This process is called unitizing. Third, I constructed and applied one or more concepts to each unitized text segment in a process called coding. For coding purposes, a coding scheme was used based on the emerging themes. Finally, the coded data were analyzed qualitatively to determine which themes occurred most frequently, in what contexts, and how they were related to each other.

The third method of qualitative research is called hermeneutic analysis. The word *hermeneutic* is derived from the Greek word *hermeneuein*, which means “to interpret.” Historically, hermeneutics has been associated with the interpretation of biblical texts. However, in modern times it is used in qualitative research for the interpretation of data in the fields of social sciences and education (Byrne, 1996). Hermeneutic analysis is truly an interpretive method for analyzing qualitative data. This method is based on the notion that written text narrates an author’s experience within a socio-historic context, and it should be interpreted as such within that context. Therefore, I tried to make connections between singular interpretation of the text (the part) and a holistic understanding of the

context (the whole) to develop a bigger picture to understand the phenomenon in its fuller context.

Researcher's Positionality

The role of the researcher is vital in any research project. Data analyses use an “interpretative” process that is “intuitive” (Merriam, 1998) and “subjective” (Saldaña, 2009), depending upon the position of the researcher. According to Saldaña (2009), “the act of coding requires that you wear your researcher’s analytic lens. But how you perceive and interpret what is happening in the data depends on what type of filter covers that lens” (p. 6). Since I am not a native speaker of English and have learned it as a foreign language since primary school, I have the filter of an ESL student. At the same time, being a teacher of ESL at a community college, I have the second filter of an instructor. I was conscious of these subjective filters and was careful while analyzing the data. I shared the data with one of my fellow doctoral students in our writing group and discussed them for her perspective, which Denzin and Lincoln (1998) called “investigator triangulation.”

Qualitative Data Analysis Process

I adopted a two-pronged approach to analyze the data: memo and coding along with CDA. The data analysis began as soon as I started data collection and continued throughout the study. I followed Maxwell’s (2013) qualitative data analysis strategies, namely, memos and categorizing strategies (coding and thematic analysis). Maxwell (2013) stated:

A memo can range from a brief marginal comment on a transcript, or a theoretical idea recorded in a field journal to a full-fledged analytic essay . . . They are all ways of getting ideas down on paper . . . and of using this writing as a way to facilitate reflection and analytic insight. (p. 20)

I kept a small notebook as a researcher's memo log to write down important dates and points while reviewing the college archives and old official documents in Dr. Sheri Robertson's office. Although I did not formally interview Dr. Robertson, I frequently asked her questions to clarify certain points while reading the archives. I noted those points in the memo log. These memos served as my initial chronological record of different developments in English placement testing at the college. I also made photocopies of important documents and later typed a list of all those documents in Microsoft Word.

I also searched the NOVA ESL Discipline Group⁴ web page in Canvas to review some old records and minutes of biannual meetings of the discipline group. I downloaded the ACCUPLACER writing test prompts for the last 6 years (from 2014–2015 to 2019–2020) to analyze these topics for emic coding and CDA. In total, there were 90 prompts, which were grouped by each academic year in a Microsoft Word table (Appendix A).

The initial phase of coding qualitative data is termed “first-cycle coding” (Saldaña, 2016). Manual data analysis is usually an interpretive process that can be “intuitive” (Merriam, 1998) and “subjective” (Saldaña, 2016), depending upon the

⁴ The college has a discipline group (previously called “cluster”) for each academic discipline. These discipline groups consist of all teaching faculty from all campuses in that particular discipline. They meet at the beginning of the fall and spring semesters each year to discuss academic and policy issues relating to their respective discipline and make recommendations to the college administration.

perspective and worldview of the researcher. After reading all 90 prompts for ACCUPLACER essays a few times, and recognizing my subjective lens, I marked some selected essay prompts as “problematic” for developing categories, themes, and theory as per Saldaña’s (2016) illustration of the codes-to-theory model for qualitative inquiry (Figure 3). I read all the selected data line by line and created a second table in a Microsoft Word document (Appendix D). I saved these tables on my desktop computer and laptop as well as on a portable hard drive, because it is always advisable to save electronic documents in multiple places. Then I printed the table, highlighting some words and phrases in different colors to develop codes and categories. I was able to identify a number of emic codes. According to Creswell (2008), “Emic data is information supplied by participants in a study. Emic often refers to first-order concepts, such as local language, concepts, and ways of expression used by members in a cultural-sharing group” (p. 482).

I am a native of Pakistan and a first-generation immigrant who moved to the United States after completing an M.A. degree in journalism. I am very familiar with the history, religious, social, and cultural norms of former British India (of which Pakistan was a part until 1947) in particular, and South Asia in general. I do not claim to be an expert on the historical and sociocultural issues of all continents and peoples. However, since NOVA has a very diverse student population and I have been teaching there since 2003, I have the privilege of working with ESL students closely. I can relate to my students and their struggle and anxieties as new immigrants.

In view of this context, I selected 28 problematic ACCUPLACER essay topics for further analysis (Appendix D). By “problematic,” I mean topics that ESL students, particularly new immigrants, cannot easily relate to. I printed those 28 selected essay prompts or topics in a Microsoft Word document and then cut them into small labels. After cutting the labels, I used different colors of highlighters to generate codes. I then grouped those labels together by their colors in small piles to develop categories and themes, which eventually resulted in a broader assumption or theory.

The overall theory that emerged from this process was that certain essay topics are biased against immigrants, minorities, and people of color (ESL students) because of cultural and social differences as well as economic disparities students encounter when they arrive in a new country.

Data Analysis Strategies

The second strategy for analyzing the data was coding. Strauss and Corbin (1998) suggested a new approach for analyzing text data in their grounded theory, based on three coding techniques: open, axial, and selective. Open coding is a process aimed at identifying concepts or key ideas that are hidden within textual data, which are potentially related to the phenomenon of interest. Each concept is linked to specific portions of the text (coding unit) for later validation. Some concepts may be simple, clear, and unambiguous, while others may be complex and ambiguous.

The second technique is axial coding, where the categories and subcategories are assembled into causal relationships or hypotheses that can tentatively explain the phenomenon. Although distinct from open coding, axial coding can be performed in

conjunction with open coding. The relationships between categories may be clear in the data or may be more subtle and implicit.

The third technique is selective coding. It involves identifying a central category or a core variable and logically relating this central category to other categories. Coding of new data and theory refinement continues until theoretical saturation is reached.

I used this approach in a three-step analysis of ACCUPLACER essay topics. I collected 90 essay topics from the ESL Discipline Group web page in Canvas from the years 2014–2015 to 2019–2020 (Appendix A). I examined the raw text line by line and selected 28 essay topics for further analysis (Appendix D). I again read through the data a few times and created labels that summarized the emerging meanings. This was the open coding phase. The next step was axial coding, which consisted of identifying relationships among the labels created in the open coding process. It enabled me to group them together into different categories. I then moved on to the third step, selective coding, which helped me to develop a single theme for those categories. This approach, in certain ways, was identical to coding techniques suggested by Saldaña (2016) in the following section.

Coding and Thematic Analysis. Codes are tags that are assigned to a piece of data for quick identification. Saldaña (2016) wrote that “a code in qualitative inquiry is most often a word or short phrase that symbolically assigns a summative, salient, essence-capturing, and/or evocative attribute for a portion of language-based or visual data” (p. 4). Coding allows researchers to put repetitive actions or data in systematic order for categorization. Saldaña (2009) stated that coding is “not a precise science,” but

rather “primarily an interpretive act” meant to be “the transitional process between data collection and more extensive data analysis” (pp. 3–4). Coding is a cyclic process that requires multiple cycles using different coding methods to develop potential themes. Saldaña offered numerous coding options for qualitative research. He recommended descriptive coding specifically for research involving document analysis, as these types of studies often begin with general questions. Descriptive coding, as a preliminary data analysis tool, “summarizes in a word or short phrase, often as a noun, the basic topic of a passage of data”; it “leads primarily to a categorized inventory, tabular account, summary, or index of the data’s content” because “description is the foundation for qualitative inquiry” (Saldaña, 2009, pp. 70–72).

Saldaña (2009) saw the writing of analytic memos as a companion activity to the coding process. He stated,

The purpose of analytic memo writing is to document and reflect on: your coding process and code choices; how the process of inquiry is taking shape; and the emergent patterns, categories and subcategories, themes, and concepts in your data—all possibly leading toward theory. (Saldaña, 2009, p. 32)

Saldaña (2016) also emphasized the importance of analytic memo writing coding: “By memo writing about the specific code you have applied to your data, you may discover even better ones” (p. 54). It is basically a transitional process between data collection and more extensive data analysis. Coding lays the groundwork for uncovering patterns and developing themes toward greater understanding of data.

The next step after coding is developing categories and themes. Saldaña (2016) explained this process in Figure 4.

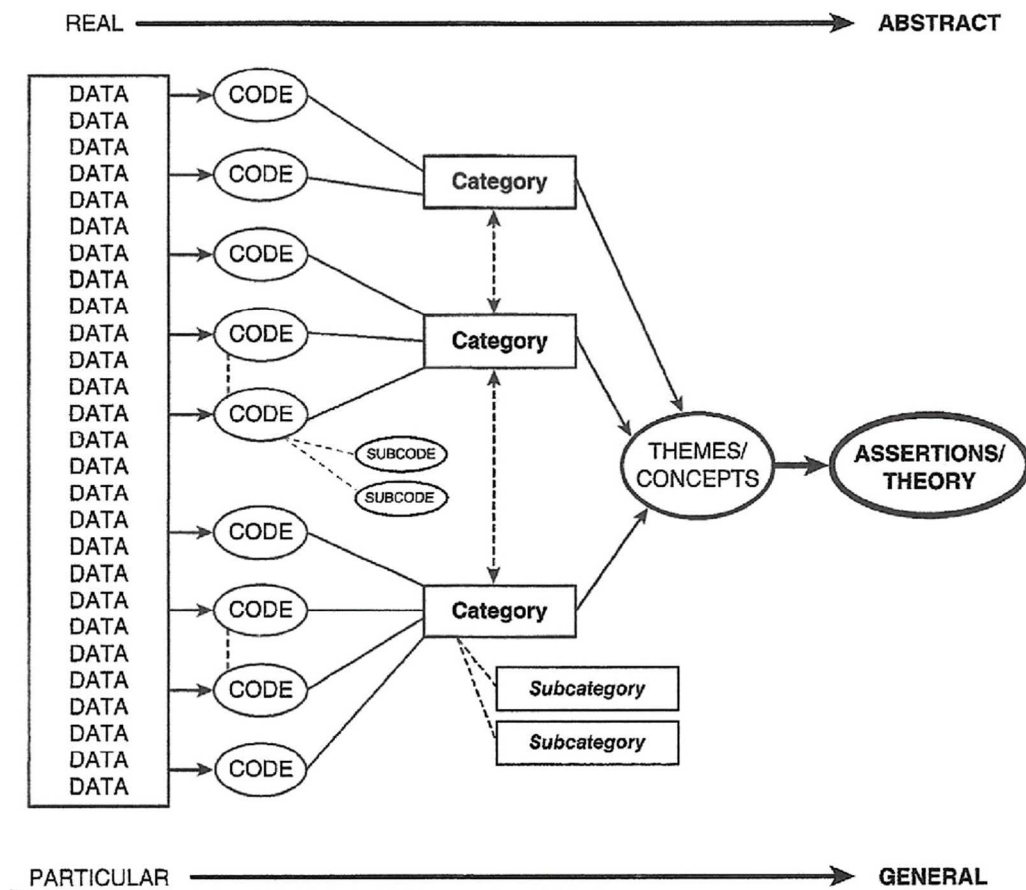


Figure 4. A streamlined codes-to-theory model for qualitative inquiry. Reprinted from *The Coding Manual for Qualitative Researchers* (3rd ed.) by J. Saldaña, 2016, Sage Publications.

I coded the data—ACCUPLACER essay topics—by emulating Figure 4. I made a table with five columns in a MS Word document naming them: topics (for data), codes, category, theme, and theory (see Appendix D).

CDA. CDA allows researchers to find more than one meaning in each statement. The first level of meaning is usually the literal intention of the communication, which is quite obvious and often considered to be the sole intent of the writer. However, by using CDA, one can move beyond this literal meaning to include an interrogation of the ideological assumptions of the writer or speaker, and also the ways in which the communication has been received and perceived by the readers or listeners. Wodak (2001) defined CDA as

fundamentally concerned with analyzing opaque as well as transparent structural relationships of dominance, discrimination, power, and control as manifested in language. In other words, CDA aims to investigate critically social inequality as it is expressed, signaled, constituted, legitimized, and so on by language use (or in discourse). (p. 2)

Discourse Analysis Using James Paul Gee's Approach. Gee (1999) classified discourse into two categories: with a small “d” and with a capital “D.” He defined *discourse* with a small “d” as “language-in-use or stretches of language (like conversations or stories)” (Gee, 1999, p. 34). On the other hand, *Discourse* with a capital D is language with

such socially accepted associations among ways of using language, of thinking, valuing, acting, and interacting, in the “right” places and at the “right” times with the “right” objects (associations that can be used to identify oneself as a member of a socially meaningful group or “social network”). (Gee, 1999, p. 34)

According to Gee (2011), “Discourse analysis is the study of language-in-use” (p. ix). He described discourse analysis as “tied closely to the details of language structure (grammar), but that deals with meaning in social, cultural, and political terms, a broader approach to meaning than is common in much mainstream linguistics” (Gee, 2011, p. ix). Gee designed 27 tools to analyze speech or written language to understand between-the-lines meanings. The following tool was selected to analyze the data in this study:

Tool #11: The Topics and Themes Tool

For any communication, ask what the topic and theme is for each clause and what the theme is of a set of clauses in a sentence with more than one clause. Why were these choices made? When the theme is not the subject/topic, and, thus, has deviated from the usual (unmarked) choice, what is it and why was it chosen?

(Gee, 2011, p. 67)

This tool was selected because the topics of ACCUPLACER essays might be biased in favor of students who were educated or grown up in the United States, in contrast to ESL students, who are mostly first-generation immigrants.

Analysis of terminology and phrases used in the Testing and Placement sections of NOVA catalogs through the prism of CDA also provided information about the context and underlying meanings. In the 1966–1967 catalog, there are special admission requirements for “foreign” students. Then foreign students were divided into two subcategories: U.S. residents and non-residents. This description creates ambiguity, because if a foreign student was from an English-speaking country such as Canada or England, and another foreign student was from an English-speaking country such as

Jamaica, would they be treated equally? Noted Gee (2011), “Words and phrases in actual contexts of use do not always have clear dictionary-like meanings. Listeners have to figure out—guess—what they mean based on what else have been said and other aspects of the context” (p. 153).

Bias in English Language Teaching

There is another important issue that overlaps Gee’s CDA: bias in English language teaching (ELT) in curriculum, textbooks, and testing. Bias, subtle or explicit, is not uncommon in curricula and school textbooks. Although most countries have policies against bias in education, a common argument given for censoring certain types of information is that it is not appropriate for the young mind. The term “inappropriate” is vague because it can be used for any wider political or cultural motive. The most common biases are religious bias and gender bias in school curricula across the continents. A number of countries present religions other than the majority religion of their own people as inferior or ridicule their beliefs and practices. Similarly, the depiction of female characters in school textbooks is discriminatory in many countries. Women characters are either absent in textbooks or usually portrayed in subservient roles.

Sadker and Sadker (1982) are considered pioneers in the study of gender biases. They identified different types of biases in school curriculum and textbooks: invisibility, stereotyping, imbalance and selectivity, unreality, fragmentation and isolation, linguistic bias, and cosmetic bias. These biases are normally observed alongside other traditional identity markers such as race, ethnicity, nationality, religion, social class, and exceptionality (Banks, 2001). Grant and Wong (2018) echoed the same argument:

ELT text materials is how certain groups are marginalized, misrepresented, or excluded. Textbooks have been criticized for rendering indigenous people, migrants, women, and working class invisible or stereotypical. Similarly, lesbian, gay, bisexual, and transgender (LGBT) topics may be ignored or excluded in ELT textbooks. (p. 3)

Through the examination of six textbooks, Nadura (2004) discovered three major forms of bias: stereotyping, invisibility, and unreality.

There is a growing concern among educators that racial bias is also prevalent in standardized testing. These tests are often designed with racial, cultural, and socioeconomic bias built into them. James Popham (2001), in an interview with PBS, argued that “traditionally constructed standardized achievements, the kinds that we’ve used in this country for a long while, are intended chiefly to discriminate among students” (para. 24). He added that on these tests,

many of the items, such as those that are linked to inherited academic aptitudes or socioeconomic status, do not measure at all what is supposed to be taught in classrooms . . . They measure things that children bring to school. They measure how smart a kid is when he walked through the door, and not what he was supposed to learn in that school. (Popham, 2001, para. 41)

He gave two examples: one question on a test was about what fresh celery looks like, and another was “In which field do you plan to work after you graduate?” Popham argued that students from financially disadvantaged backgrounds might not have seen or eaten fresh celery. Similarly, these minority students would not know what “field” means in the

context of a job because their parents might be working minimum-wage jobs and not have the concept of a profession.

Young Whan Choi (2020), manager of performance assessments for the Oakland Unified School District in California, remembered proctoring the now defunct California High School Exit Exam to his 10th grade students years ago. He believed that he had prepared them well to write proficient five-paragraph essays. However, a student called him over with a question. He recalled,

With a puzzled look, she pointed to the prompt asking students to write about the qualities of someone who would deserve a “key to the city.” Many of my students, nearly all of whom qualified for free and reduced lunch, were not familiar with the idea of a “key to the city.” (Choi, 2020, para. 5)

Bias in curriculum or other educational material can be subtle or obvious. It may be intentional or unintentional. It is the responsibility of educators to make sure that it is neutral for fairness and equality in the classroom. The following synthesis of some of the ACCUPLACER essay topics used at NOVA may provide more understanding of this issue (Table 10).

Table 10

Synthesis of ACCUPLACER Essay Topics

Serial # from Appendix D	Year	Topic	Analysis
6	2017–18	In the United States, the practice of taking a year off between high school and college has become more	“Gap year” is an unfamiliar term of number of immigrant students. Students normally

Serial # from Appendix D	Year	Topic	Analysis
		common. This period of time, usually an academic or calendar year, is referred to as a “gap year”. Students use this time to travel, work, or volunteer before starting college. Do you think that students—putting aside financial constraints—should take a gap year in order to gain valuable life experiences to better prepare them for college?	don’t take a break between high school and college for other life experiences if they plan to go to college. Higher education is not that expensive in state-owned universities in many developing countries.
10	2016–17	There has been recent debate in the U.S. about the rising costs of college. Some have suggested that the government should help students more, or even pay for it. Should college be free for all students? Use specific reasons and examples to explain your position.	“Rising cost of college” can be an alien phrase for many new immigrants. Student loans are an American problem.
14	2016–17	Northern Virginia is an expensive area. Single people often find it necessary to live with roommates. What personal qualities do you think are necessary for a person to be a good roommate? Explain your ideas using specific reasons and details.	Newly arrived immigrant students may not be familiar with the concept of a “roommate.”
15	2015–16	Nowadays, after they graduate from college, many Americans have to move back with their parents because they cannot find well-paying jobs in the field they studied and cannot afford to live independently. In your opinion, should parents support their grown-up children? Why or why not? Give specific reasons to support your answer.	A majority of students come from joint family systems. Young men stay with their parents until they get married, and even then, most of them prefer to stay with the parents until there is not enough space in the house.
16	2017–18	Pets—like dogs and cats—are kept in many American homes and treated like family members. Some people think that having a pet is a good idea. Other people disagree. Do you think having a pet is a good idea or not? Support your opinion by using specific reasons and details.	“Pet as a family member” can be a strange concept. In a number of countries, particularly in the Middle East, cats and dogs are not allowed in the house.
17	2018–19	Parents are often pressured to get pets for their children. However, different	Children don’t pressure their parents to get a pet.

Serial # from Appendix D	Year	Topic	Analysis
		types of pets require different levels of care and responsibility. Discuss the factors that parents need to consider in choosing the right type of pet for their children.	
18	2014–15	More and more people are having children without getting married. In your opinion, is it a good idea for a couple to have a child without being married? Please explain why or why not. Give specific reasons and examples to support your answer.	Having children out of wedlock is unimaginable in many countries due to strong religious and cultural constraints.
20	2015–16	In recent years, it has become more common for men in the United States, and in other countries, to take the role of the stay-at-home parent and stay with their young children at home while the women work full-time outside the home. Do you think this is a positive change? Why or why not? Give specific reasons to support your answer.	Again, unimaginable due to social and cultural norms.
21	2017–18	Cultures are different in the way they treat older members of society like parents and grandparents. Some people think it is better for older people to live in retirement homes surrounded by other people their own age. Others feel that older people should live with their families. What do you think is best? Why do you feel that way? Use specific details and examples in your answer	Unimaginable due to social and cultural norms. Parents and grandparents stay with their children until death.
23	2016–17	Some people spend their entire lives in one place. Others move a number of times throughout their lives. Which do you prefer: staying in one place or frequently moving to different places? Support your idea using specific reasons and details.	A majority of people hardly move. They stay in their ancestral city close to their extended family.
24	2017–18	Some countries require all citizens to complete some military service. Others, like the United States, have no military requirement. Which do	Compulsory military service is not required in a majority of countries.

Serial # from Appendix D	Year	Topic	Analysis
		you think is preferable? Use specific examples to support your preference.	
26	2019–20	What do you think are currently the most serious social problems in this country? Explain why you think they are so important.	How can a new arrival know what the serious social problems are in America?
27	2019–20	Do you think that voting is a right or a privilege?	Many countries in Asia, Africa, and South America have military dictatorships or autocratic governments. They don't have free and fair elections.

The topics in Table 10 were developed by the ESL faculty at NOVA for ACCUPLACER writing samples. In analyzing them, it is clear that some are grounded in North American issues, and that first-generation immigrants and international students might not be familiar with the historical and cultural background of those issues. Therefore, they were at a disadvantage in writing a good response, particularly with a 1-hour time limit.

Reliability and Validity

Reliability and validity are two major concerns in any research. Maxwell (2013) defined validity as “the correctness or credibility of a description, conclusion, explanation, interpretation, or other sort of account” (p. 122). Validity “is not a commodity that can be purchased with techniques” (Brinberg & McGrath, 1985, p. 13, as cited in Maxwell, 2013, p. 122). This means that the validity of research is not based on the methods used, but rather, “it depends on the relationship of your conclusion to

reality” (Maxwell, 2013, p. 121). Maxwell (2013) argued that validity is relative: “It has to be assessed in relationship to the purposes and circumstances of the research” (p. 121). The purpose of validity is to answer the question with trustworthiness. Validity does not necessarily prove that this research is the ultimate truth about a phenomenon, but it gives people reason to believe that the research is credible (Maxwell, 2013). I also sought advice from my dissertation committee members to help with the identification of validity threats, including my own biases and assumptions.

Merriam (1998) divided validity into two categories: (a) internal validity, which “deals with the question of how research findings match reality . . . Do the findings capture what is really there?” (p. 201) and (b) external validity, which “is concerned with the extent to which the findings of one study can be applied to other situations. That is, how generalizable are the results of a research study?” (p. 207).

There are a number of strategies that can be applied to enhance the reliability of a qualitative study, such as triangulation, member checking, and external audit (Creswell, 2008). Triangulation through various methods of data collection enhances the accuracy of the research (Creswell, 2008). Since there were no interviews or observations in this historical study, member checking was not applicable. However, to check researcher bias, an external audit was used for objective analysis and trustworthiness. External audit means asking a person who is not directly involved in the study to review the process and give feedback. Creswell (2008) defined external audit as “the process . . . in which a researcher hires or obtains the services of an individual outside the study to review different aspects of the research. The auditor reviews the project and writes or

communicates an evaluation of the study” (p. 267). I asked one of my colleagues in the doctoral program to act as an external auditor for me.

Validity Threats

Maxwell (2013) identified two major threats to validity: researcher bias and reactivity.

Researcher Bias. Researcher bias is considered a major threat to the validity of qualitative research. Maxwell (2013) defined this as the selection of data that “stand out” to researchers’ existing theories, goals, or preconceptions. It is important that researchers should explain their possible biases and any conflicts of interest. Since I am a full-time ESL faculty member at NOVA, it is inevitable that I would have some prior opinion about ESL placement testing at the college. Therefore, I am declaring my association with the institution upfront. While this is a historical research project based on the study of archives and other historical documents and it is hard to distort the historical facts, to counter any conscious or unconscious biases, I used peer review from my graduate school colleagues for objective analysis.

Reactivity. According to Maxwell (2016), “The influence of researcher on the setting or individuals studied, generally known as ‘reactivity,’ is a second problem that is often raised about qualitative studies” (p. 124). Since this research was historical in nature, there was no threat that I would control the setting or subjects because there were no human subjects taking part in this study.

Chapter Four: Analysis and Findings

Since the research method used in this qualitative study was historiography, college archives and documents related to each of the English placement tests used at NOVA for the period of 1988 to 2019 were analyzed and interpreted:

1. NOVA archives and official documents to draw a picture of English and ESL placement testing history at the college since it was established.
2. The prompts (topics) of ACCUPLACER essays given to incoming ESL students to evaluate their writing skills. As mentioned in Chapter 1, ACCUPLACER had a writing skills component called WritePlacer, but NOVA did not subscribe to that. Instead, the ESL faculty developed their own essay topics every academic year for students who qualified to take the writing test based on their ACCUPLACER scores. I reviewed 90 topics from the years 2014–2015 to 2019–2020 and analyzed them with the lens of CDA using some of Gee’s (2011) tools along with a lens of cultural bias in ELT.

This chapter is organized according to the three research questions. The answers to these questions might help us more fully understand the historical context of placement for incoming ESL students at NOVA.

Evolution of English Placement Testing at NOVA

The first question was about the evolution of English placement testing at NOVA. To understand the full context of this question, we must review the historical background of testing in community colleges.

There was no requirement for any admission or placement test when land grant colleges were first established through the Morrill Act of 1862. These colleges specialized in “agriculture and the mechanic arts” (Encyclopaedia Britannica, n.d., para. 1). Some of these colleges adopted entrance examinations, but there was no uniform standard. The College Entrance Examination Board began offering some type of college admission test for community colleges. In the 1970s, community colleges moved towards a system of placement testing. In the 1980s, Florida, Georgia, and later Texas, California, and New Jersey mandated placement tests (Cohen et al., 2014).

NOVA was founded in 1965. The college did not have an established English placement test at that time due to its open-door policy under the mission of community colleges. The state of Virginia mandated placement testing for community colleges in the year 1987. Table 11 provides information about the NOVA policies for using different placement tests since 1965 when it was first established as a technical college.

Table 11

NOVA Placement Test Policies

Academic year	State policy	NOVA policy	Type of student at NOVA	Type of test
1965-66	No state policy	“A person who can profit from the instruction, is 18 years of age or a high school graduate, may enroll in a course” (Northern Virginia Technical College, 1965, p. 11).	Student seeking Associate in Applied Science	High school diploma or its equivalent. Placement test will be required to determine their beginning level. (No specifics)

Academic year	State policy	NOVA policy	Type of student at NOVA	Type of test
			Other students	X
1966-67 1967-68	No state policy	NOVA recommended that degree-seeking students and international students take placement tests.	Part-time or occupational-technical students	X
			Degree-seeking students	High school diploma, ACT
			Foreign students residing in the U.S.	English section of ACT, and a written test by the Chairman of the English Department
			Foreign students outside of the U.S.	English proficiency test. Contact the Office of Admissions for instructions. (No specific test recommended)
1968-69 until 1986	No state policy	NOVA required testing	New students	Testing through Counseling Department
			Degree-seeking students	ACT
			Transfer students	SAT
			Occupational-technical students	Tests in “the occupational-technical programs are available to provide special information” (NOVA, 1968, p. 33).
			Foreign students	“Must demonstrate proficiency in both written and oral English” (NOVA, 1968, p. 33).

Academic year	State policy	NOVA policy	Type of student at NOVA	Type of test
1987	Virginia mandated placement testing in community colleges.	NOVA followed the mandate	Diverse student population	
1988	Placement testing mandated by the state	<i>NOVA started its first ESL program</i> NOVA follows the mandate	Native English speakers Non-native English speakers	COMPASS Michigan English Test (M-EPT)
2002	Placement testing mandated by the state	NOVA follows the mandate	Native English speakers Non-native English speakers	COMPASS ACCUPLACER
2012–2019	Placement testing mandated by the state	NOVA follows the mandate	Native English speakers Non-native English speakers	VPT (English) ACCUPLACER

Note. ACT = American College Test; COMPASS = Computer-Adaptive Placement

Assessment and Support Services; ESL = English as a second language; SAT =

Scholastic Assessment Test; NOVA = Northern Virginia Community College; VPT =

Virginia Placement Test.

History of Changing Criteria and Rationale for Giving Different Tests to Different Categories of Students

NOVA did not have any specific admission requirements except a high school diploma or its equivalent during its first year in 1965. According to the college catalog,

“Placement examinations [for NOVA courses] will be required to determine their [students] beginning level” (Northern Virginia Technical College, 1965, p. 11). There was no mention of any English placement test.

In the next year’s college catalog (1966–1967), there is a section titled “Special Admission Requirements for Foreign Students.” It says,

Applicants currently residing in the United States must take the English section of the American College Testing Examination and a writing test administered by the Chairman of the English Department of the College. Applicants residing in a country other than the United States should contact the Office of Admissions for instructions. The college does not provide courses in English as a second language. Therefore, the applicant must meet minimum requirements in English *before* being accepted. (NOVA, 1966, p. 14)

In a way, this policy can be considered ambiguous because it classified Canada, Jamaica, Bahamas, Belize, Australia, and other English-speaking countries as “other countries.”

It continued that

Persons applying to enter one of the associate degrees (Associate in Science, Associate in Arts, or Associate in Applied Science) programs shall be a high school graduate or the equivalent or have completed an approved preparatory program and have submitted satisfactory scores on the American College Testing (ACT) examinations. (NOVA, 1966, p. 15)

In the third-year college catalog (1967–1968), the admission requirements are more detailed. The catalog stated, “All ‘regular’ students entering the College will be

required to take the ACT test battery of the American College Testing Program at no additional cost to the student as part of the orientation program at the College prior to registration” (NOVA, 1967, p. 24). It continued,

Persons applying to enter one of the associate degrees (Associate in Science, Associate in Arts, or Associate in Applied Science) programs shall be a high school graduate or the equivalent or have completed an approved preparatory program. In addition, all students who plan to transfer to a four-year college or university after completing their program at the Community College will be required to submit their scores on the Scholastic Aptitude Test (SAT) of the College Entrance Examination Board. (NOVA, 1967, p. 24)

The catalog also stated under “Special Admission Requirements for Foreign⁵ Students,” “In addition to the general admission requirements of the College, all foreign students must demonstrate proficiency in both written and oral English” (NOVA, 1967, p. 24).

The college catalog for 1968–1969 has a section titled “Testing” under “Student Services.” It reads,

A well-planned testing program for all students is coordinated by the Counseling Department. The ACT test battery of the American College Testing Program is required for all new students planning to enter one of the associate degree, diploma, or certificate programs. This test battery is administered at the College prior to registration. (NOVA, 1968, p. 33)

⁵ The college did not clarify what “foreign” meant here. Did it mean anyone from any country other than the United States, or only those students from a country where English was not the primary language?

This policy continued without any major changes until 1986. In 1987, placement testing was mandated by the state of Virginia, as mentioned in an October 20, 1993, letter by Gary Ballmann, NOVA associate dean for curriculum services:

In 1987, placement testing was mandated by the state of Virginia. We currently use the Assessment and Placement Services for Community College exam from College Board as our primary placement tool. That test is supplemented with some college prepared math tests for selected courses. In 1994, we will be changing to the computerized adaptive test prepared by ACT, COMPASS, as our primary placement tool. (Ballmann, 1993)

It is also worth noting that the demographic landscape of Fairfax County had changed a lot in the two decades since NOVA was founded in 1965. According to the U.S. Census Bureau (n.d.), the total population of Fairfax County was 275,002 in 1960. The further breakdown of the data shows that non-Whites were 14,857 and Negroes (the term commonly used for African Americans at that time) were 13,821. There are no mid-decade data available for the year 1965. In 1988, the total population of Fairfax County was 731,772. Table 12 shows a comparative analysis of the Fairfax County population by race in 1988.

Table 12

Fairfax County Population by Race in 1988

Race or ethnicity	Numbers	Percentage
White	597,000	81.6%

Race or ethnicity	Numbers	Percentage
Black	49,221	6.7%
Spanish Origin	30,968	4.2%
Asian or American Indian	50,201	6.9%
Other	4,382	0.6%
Total	731,772	100.00%

Note. Source: Fairfax County Office of Research and Statistics, 1988.

Since the population of non-native speakers of English was growing in Northern Virginia, the college realized that it was not fulfilling the needs of these students by putting them in English classes. At the same time, according to some senior English faculty members, there was an acknowledgement that non-native speakers of English would be better served in ESL courses taught by faculty specializing in TESL, because teaching English to non-native speakers requires a different approach and methods not used in mainstream English classes. Therefore, the college established a separate ESL program in 1988, when it also shifted from a quarter system to a semester system. (See Appendix E for ESL course listings in the 1988–1989 catalog.) According to the college archives, the ESL classes were offered in Summer Term 1988 at Alexandria campus and Annandale campus only (Appendix F). In the following semester, Fall 1988, ESL classes were offered at all five campuses: Alexandria, Annandale, Loudoun, Manassas, and Woodbridge (Appendix G). It is interesting to note that only one course, ESL 014, was offered at Manassas campus that first semester.

In the same year, the college adopted the M-EPT as the main instrument for testing and placing ESL students in the proper course levels. On the other hand, the

COMPASS placement test by ACT was adopted for evaluating the English reading and writing skills of native English-speaking students. NOVA continued to use the M-EPT for ESL students for almost 14 years and replaced it with ACCUPLACER in 2002.

I was curious to find out the reasons for this change and looked for somebody who was involved in this process. Fortunately, Jennifer K. Daniels, dean of the Languages, Arts, and Social Sciences Division at the Annandale campus, got me in touch with Gerald Lee Boyd, who was the dean of Languages and Literature in 2001 at the Annandale campus. He recalled that the M-EPT was replaced for a number of reasons. He had prepared a draft memo in 2002 for the ESL Discipline Group identifying three main reasons for replacing the M-EPT with the ACCUPLACER:

There were three main motivations for making a change from the current EPT (The Michigan Test of English Language Proficiency). First, the Michigan Test is no longer appropriate. It is not being updated or supported. The most recent forms date from the 1980's, so the test is in many cases out of line with our curriculum and current ESL theory.

Second, we have anecdotal evidence indicating that the versions of the Michigan Test which the College owns are compromised, in that students have access to answer keys and/or sets of test items to memorize before coming in for testing. This corrupts the entire placement process.

Finally, the Michigan Test has never been computerized. As the College moves more and more in the direction of walk-in, on-demand testing, paper-and-pencil testing becomes less attractive. With this type of delivery, it is more

difficult to provide students with their results quickly. It can also be a burden on Testing Center staff due to the additional demands of monitoring time limits, handing out and collecting test materials, etc. (Gerald Boyd, personal communication, August 5, 2021)

Mr. Boyd told me that he had a hard time finding an alternative to the M-EPT, and when he did, the few he found were geared more toward adult education. He asked major ESL publishers if they would develop a placement test for NOVA, but they told him it was not worth their time and resources. Some publishers told him that many colleges were developing their own tests. Mr. Boyd said that the ESL faculty considered developing their own test, but soon realized that they could not do a reliable enough job, although Continuing Education (a separate entity of the college that is now called Workforce Development for professional training courses, alongside the ESL education unit called ACLI), had developed their own placement assessment, which included speaking and listening tests as well. Mr. Boyd continued,

The Michigan test was not working for the college in CE–ESL or in the Credit ESL program. Students were being placed in higher levels than their skills and we had some evidence that the Michigan test was compromised nationally. We were relying more and more on writing samples, which became too labor intensive and too subjectively assessed. In addition, there were sample tests available that students could master prior to taking the test. When the College Board came out with the Accuplacer, which could be administered by computer, and was somewhat adaptive, so we moved to it. The College Board was the biggest and

most credible testing company around having developed the SAT, AP, and the CLEP [College Level Examination Program] exams already at that time. Many colleges switched to the Accuplacer for ESL. (Gerald Boyd, personal communication, August 5, 2021)

Gerald Boyd's narrative was endorsed by Antonina Rodgers, currently associate dean of the Department of Languages on the Annandale campus, who was teaching for Continuing Education–ESL at that time. She added that if a student scored very high on the Continuing Education–ESL test, he/she would be directed to take the ACCUPLACER. That way the two tests complemented each other and produced a reliable assessment at both ends. Ms. Rodgers continued,

A large majority of the students served by CE–ESL were international students, whose oral communication skills were the same or most often much lower than their reading/writing skills, therefore the in-house test was a perfect fit for CE–ESL. Being an in-house test, the CE–ESL test has undergone quite a few revisions mostly to the content and the manner of administration while the original structure of the questions and rubrics remained. (Antonina Rodgers, personal communication, August 13, 2021)

In 2002, the ESL Discipline Group (previously called ESL Cluster) selected the ACCUPLACER as the new ESL placement test and made a recommendation to the college to adopt it. As mentioned in Chapter 1, the ACCUPLACER is a two-part test. The first part is divided into three sections: Reading Skills, Sentence Meaning, and Language Usage. The test consists of 60 multiple-choice questions and is untimed. Each section is

worth 120 points; therefore, the maximum possible score is 360. The second part is called “WritePlacer” and measures the ability of students to write effectively, graded by a computer program.

NOVA does not subscribe to WritePlacer. Instead, the ESL Discipline Group developed a set of 10 to 12 topics for short essays for their writing skills test. These topics are revised and updated almost every year. Students who score 300 or above on the first part of the ACCUPLACER are asked to write a well-developed, handwritten essay on one of two randomly selected topics in 1 hour. Essays are graded by one of the ESL faculty members to place students in an appropriate level according to their language skills.

What Can We Learn About Bias in the History of NOVA Placement Testing Through the Lens of CDA?

CDA was chosen as the method of analysis for this study. Using CDA, I moved beyond the literal meanings to include an underlying ideological assumption of the writer or speaker, and the ways in which the communication might be received or “heard” by a range of immigrants and international students. In keeping with this multilayered approach to examining texts, Wodak (2001) defined CDA as

fundamentally concerned with analysing opaque as well as transparent structural relationships of dominance, discrimination, power, and control as manifested in language. In other words, CDA aims to investigate critically social inequality as it is expressed, signaled, constituted, legitimized, and so on by language use (or in discourse). (p. 2)

Using Gee’s (2011) approach to interpret the ACCUPLACER essay topics, his Tool #11, “The Topic and Themes Tool,” was selected because a number of the essay topics may be biased in favor of students who graduated from American high schools, in contrast to first-generation immigrants or international students. Table 13 lists two examples to support this argument.

Table 13

Essay Topic Examples

Year	Topic	Analysis
2018–19	Home schooling has become a more popular option for many parents in the U.S. Discuss the advantages and/or disadvantages of learning without classmates in a private home environment.	Home schooling is a West European and North American concept. Therefore, immigrant students might not be able to understand what this means.
2019–20	Do you think getting healthcare should be tied to your job? Explain with at least two clear reasons.	This type of healthcare arrangement is only specific to the U.S. Therefore, immigrant students may not be familiar with the debate of healthcare nor generate reasons for their arguments.

ESL Placement Process at NOVA

Since Northern Virginia has a very diverse student population, it is imperative that proper English placement test is given to each student, particularly high school graduates who include native English-speaking students as well as Generation 1.5

students. For this purpose, the ESL Discipline Group had developed a questionnaire (Appendix I) to determine the eligibility of giving either Accuplacer or VPT. These questions are asked by the Testing Center staff members in a polite manner when a student walks into the office to take the placement test. The ESL Discipline Group also prepared *ESL Level Entrance Criteria Chart* (Appendix J) so that students are placed into appropriate level of ESL courses according to their language skills after they take the placement test.

Different Placement Tests

NOVA's English placement tests can be compared and contrasted as follows.

M-EPT and ACCUPLACER: Compare and Contrast

The M-EPT and ACCUPLACER are fundamentally very similar in content. The M-EPT had three parts: Grammar, Vocabulary, and Reading Comprehension, and was administered as a paper-and-pencil test in the 1980s and 1990s at NOVA. The college did not use any M-EPT essay writing test. Antonina Rodgers confirmed this: "To my recollection we did not use the official writing from the Michigan test, but we used our own topics and the writing was graded by faculty" (personal communication, March 15, 2022). Gerald Boyd expressed a similar viewpoint: "I seem to remember that we only required a writing sample from students who scored for Level III or higher, we used our own prompts, and we evaluated them using our ESL faculty" (personal communication, March 14, 2022).

ACCUPLACER, adopted by NOVA in 2002, is an untimed computerized adaptive test divided into three parts: Reading Skills, Sentence Meaning, and Language

Use. If students score 300 out of 360, they can take a writing test. Students are given two topics and have to handwrite an essay on one of the given topics in 1 hour without using a dictionary.

COMPASS Versus ACCUPLACER

The ACT COMPASS test was used as a placement test for English (for native speakers) and mathematics at NOVA from the late 1980s until 2011–12. It was a computer-administered, multiple-choice test with no time limitations, built to identify the necessary college-level skills in students applying to higher education institutions. The COMPASS was a computer-adaptive test, meaning that questions got easier or harder depending on answers to previous questions. Computer-adaptive tests can produce more reliable results using fewer questions than traditional tests. There were three primary sections: math, reading, and writing, each scored separately on a scale of 1–99. Scores were determined by how many questions were answered correctly.

The COMPASS English test had two parts. The COMPASS reading test used reading comprehension passages in practical reading, prose fiction, humanities, social sciences, and natural sciences. It consisted of three to five short passages followed by a set of questions that required using critical thinking skills, drawing logical conclusions and inferences, and analyzing complicated text. Scores on this COMPASS placement test were used for placement into reading and English classes. The COMPASS writing test consisted of two to four “flawed” essays that required students to identify and correct errors in punctuation, spelling, grammar, sentence structure, verb formation, or relationships of clauses. There was also the e-Write, the ACT COMPASS essay test,

which was the only non-multiple-choice exam, requiring students to respond to a question or an issue by providing a persuasive position. NOVA did not require students to write an essay, so they did not use this part of COMPASS.

Why was the COMPASS writing test not administered? This question was always on my mind because ESL faculty members had to read ACCUPLACER essays daily (at the beginning of every semester, an essay reading schedule was posted on Canvas, and all full-time ESL faculty members were assigned at least twice to read essays and place incoming students at the appropriate level). One day, I had an opportunity to ask one of the “regular” English professors, the late Bob Bausch who was next door to me at the Woodbridge campus about this difference. He replied in a light mood, “We don’t have time for reading essays like you guys do.” This double standard of having an essay as part of the placement test was not fair for ESL students as well as the faculty who had to grade the papers.

VPT English

VCCS initiated the VCCS Developmental Education Redesign in 2009. As a result, it hired a private company, McCann Associates, to develop placement tests for mathematics and English. The VPT Math was launched in November 2011, and the VPT English replaced COMPASS in October 2012. These placement tests were free of cost for students applying at NOVA or any other community college in the VCCS.

The VPT English is an adaptive, computerized, untimed test that typically may take up to 2 hours to complete. It is comprised of two sections: a written essay and reading passages with 40 multiple-choice questions. The multiple-choice portion contains

questions on a variety of topics including, but not limited to, reading comprehension, grammar, vocabulary, and research skills. The VPT English test begins with a selection of one writing prompt out of two prompts. Computerized help tools, such as spell check and autocorrect, are not available. The essay is machine-scored on the following points:

- organization
- staying on topic
- including more than one paragraph
- using complete sentences
- spelling, grammar, and punctuation

The essay counts for 60% of the placement score, and students get their scores immediately.

It is worth noting that the VPT English does not have a bank of essay topics and uses the same two essay prompts for every test. This compromises the reliability of the test, because students who take the test can easily remember both prompts and tell their friends who plan to take the test. Moreover, the reliability of machine-grading essays is questioned by educators, since artificial intelligence is still in its early stages. The CCCC (2014) has opposed machine scoring in the assessment of writing. In its position statement on writing assessment (prepared by the CCCC Committee on Assessment in November 2006, revised in March 2009, and reaffirmed in November 2014) stated that direct assessment by human readers was the best assessment. CCCC opposed the use of machine-scoring in the digital age because automated assessment programs do not respond like human readers. The committee further argued that automated scoring may

provide consistency in grammar and structure review, it cannot fully grasp intricacies of rhetoric because writing is a very complex process.

Chapter Five: Conclusion and Recommendations

The purpose of this study was to examine the history of ESL placement testing at NOVA since the founding of the college in 1964, and how this placement program evolved over the years. Community colleges, adhering to an open-door policy, admit different types of students with varied English language skills, different needs, and different academic goals.

The Impact of Placement Testing Decisions

Placement decisions certainly impact the academic progress and success of students, particularly minority students, who have been traditionally underrepresented in higher education in this country. To analyze this, we must look back into the history to understand the full context.

English and French are world languages today because the number of speakers expanded due to colonialism (Viswanathan, 2002). The British Empire spread across continents from India to Africa to the Caribbean; therefore, English developed in different ways depending upon the region, which Kachru (1986) called “World Englishes.” However, Prator (1968) argued against local varieties of English, such as Indian, Jamaican, or West African English, and argued that only “mother-tongue”—British or American English—should be used as a model. This point of view is shared by a number of educators, particularly in Britain and the United States.

A number of scholars associated with raciolinguistics theory disagree with this point of view. The research shows that there is a value in bilingual education that is built

on the home languages of immigrant students rather than erasing them (Cummins, 2000). Flores and Rosa (2015) argued that raciolinguistic ideologies produce racialized speaking subjects.

The student population at NOVA is very diverse. ESL students, particularly, come from varied socioeconomic and cultural backgrounds. Flores and Rosa (2015) divided students into three different linguistic categories: long-term English learners, heritage language learners, and Standard English learners. They contended,

These educational categories are typically thought to classify distinct populations and linguistic practices and are thus conventionally analyzed separately.

However, by theorizing raciolinguistic ideologies, we offer a perspective from which long-term English learners, heritage language learners, and Standard English learners can be understood to inhabit a shared position as raciolinguistic. (p. 150)

Since teachers are held in high esteem in various cultures around the world, professors still have a lot of authority. Their assessment is mostly not challenged by students and is considered final. Bourdieu (1991) explained how those with authority—priests, politicians, and the like, including teachers—gain, maintain, and exercise their power. Building on the philosophy of Friedrich Nietzsche, Bourdieu (1991) called the attitude that these people are omniscience-made-human the “oracle effect” (p. 211), the whole truth. He also termed it “symbolic violence,” manifest in the “impossibility of producing a divergent, dissent speech against the enforced unanimity” expressed by those with power (Bourdieu, 1991, p. 213). Some educators in the contemporary world still see

teachers as omniscience-made-humans, who know better and work for the best interests of their students.

Freire (2002) referred to this sense of omniscience in teachers as “banking education” where the teacher is an uncritical performer. He described banking education as a system wherein “the teacher knows everything and the students know nothing” (Freire, 2002, p. 73). He further explained that the teacher who expresses loyalty to the banking model of education also “chooses and enforces his choice, and the students comply,” or “chooses the program content, and the students (who were not consulted) adapt to it” (Freire, 2002, p. 73). The teacher, in other words, holds the ultimate knowledge and ultimate power to make decisions. The voices and perspectives of students are not considered, because in the view of an omniscient teacher, this would not serve any purpose. An omniscient teacher does not require the input of students. Freire further argued that the purpose of education is to liberate human potential and, thus, it is much more than a teacher simply depositing information into the mind of a learner.

In view of this teacher-centered educational model, it is safe to assume that placement decisions have serious repercussions for student achievement and success, particularly for minority students who are historically underrepresented in higher education. Since ESL courses are considered “remedial” classes and are not counted towards college credits, some students may drop out without successfully completing the entire ESL program (and moving to college courses) due to financial constraints, or other reasons such as lack of motivation or lack of time due to job/family obligations.

Diversity in Student Population

As the student population is becoming more and more diverse in community colleges, particularly at NOVA, it is imperative for educators and college administrators to develop a reliable and robust English placement testing program for second language learners of diverse sociocultural and educational backgrounds. This study reviewed and comparatively analyzed four English placement tests used at NOVA at different times and their effectiveness in placing students in the proper levels.

The following research questions guided this study:

1. What is the evolution of English placement testing at NOVA?
2. What is the history of changing criteria and rationale for giving different tests to different categories of students?
3. What can we learn about bias in the history of NOVA placement testing through the lens of CDA?

The Evolution of English Placement Testing at NOVA

When land grant colleges were established through an act of Congress in 1862, their focus was teaching different skills relating to agricultural and mechanical trades. These technical colleges had open-door policies and no admission or placement tests were required. However, realizing the need for some type of admission test, some community colleges adopted an entrance exam in the 1900s. There were no state policies until the 1980s when Florida, Georgia, and then Texas, California, and New Jersey mandated placement testing in community colleges (Cohen et al., 2014). Following suit, the state of Virginia mandated placement testing in 1987. NOVA formally adopted

placement tests for English, ESL, and math in the fall 1988 semester as per the state policy.

The second research question dealt with the history of NOVA's changing criteria and rationale for giving different tests to different categories of students. NOVA did not have any specific test requirements except a high school diploma or its equivalent during its first year in 1965–1966. There was no mention of any English placement test.

However, the next academic year's catalog (1966–1967) indicated that

Applicants currently residing in the United States must take the English section of the American College Testing Examination and a writing test administered by the Chairman of the English Department of the College. . . . Applicants residing in a country other than the United States should contact the Office of Admissions for instructions. . . . The college does not provide courses in English as a second language. Therefore, the applicant must meet minimum requirements in English *before* being accepted. (NOVA, 1966, p. 14)

It continued,

Persons applying to enter one of the associate degrees (Associate in Science, Associate in Arts, or Associate in Applied Science) programs shall be a high school graduate or the equivalent or have completed an approved preparatory program and have submitted satisfactory scores on the American College Testing (ACT) examinations. (NOVA, 1966, p. 14)

In the third-year college catalog (1967–1968), the admission requirements were more detailed:

All “regular” students entering the College would be required to take the ACT test battery of the American College Testing Program at no additional cost to the student as part of the orientation program at the College prior to registration. . . . Persons applying to enter one of the associate degree (Associate in Science, Associate in Arts, or Associate in Applied Science) programs shall be a high school graduate or the equivalent or have completed an approved preparatory program. In addition, all students who plan to transfer to a four-year college or university after completing their program at the Community College will be required to submit their scores on the Scholastic Aptitude Test (SAT) of the College Entrance Examination Board. (NOVA, 1967, p. 24)

The catalog also stated under “Special Admission Requirements for Foreign Students,” “In addition to the general admission requirements of the College, all foreign students must demonstrate proficiency in both written and oral English” (NOVA, 1967, p. 24). This policy continued for a number of years.

When Virginia mandated placement testing for community colleges in 1987, NOVA followed the mandate, and adopted COMPASS for English and the M-EPT for ESL students. In 2002, the M-EPT was replaced with the ACCUPLACER. As a result of a restructuring of remedial education, in 2012 the VCCS replaced COMPASS with the VPT English.

Impact of Placement Tests

The third question is about the impact of decisions concerning these placement tests for the academic success of students who have historically been under-represented

in higher education. Impact is one of the six major qualities identified by Bachman and Palmer (1996) to evaluate all aspects of test development and use. The other five qualities are reliability, validity, practicality, authenticity, and interactiveness. Interactiveness was defined “as the extent and type of involvement of the test taker’s individual characteristics in accomplishing a test task,” which includes “language knowledge, metacognitive strategies, topical knowledge, and affective schemata” engaged by the test taker (Bachman & Palmer, 1996, p. 25).

In the context of this study, impact was seen as an important quality to evaluate placement tests. Bachman and Palmer (1996) divided impact into three categories: impact on individual test takers, impact on teachers, and impact on society and the education system. Placement tests and scores can have serious consequences for the academic achievement and success of all students, particularly minority students who are historically underrepresented in higher education.

ESL: A Stigma

There are a number of socioeconomic factors that cause immigrant students (particularly those who graduate from American high schools) to lag behind their peers in their high school studies and end up in remedial courses at community colleges. The term *ESL*, using Gee’s (2011) words, has “situated meanings,” and for ESL students it is their “figured world.” There is a stigma attached to the term, as many students consider themselves inferior in the hierarchy of language. Harklau et al. (1999) stated, “Even students who are still actively engaged in learning English often view language support for second language learners as stigmatized and are insulted by designation as an ‘ESL’

student” (p. 5). They further argued, “ESL course sequences are often stigmatized as remedial and students may be reluctant or dismayed to be placed in them” (Harklau et al., 1999, p. 7). As a classroom teacher, I have observed students hiding their textbooks and feeling uncomfortable revealing to their friends that they were taking ESL classes. Obviously, as a result, they did not feel motivated and further fell behind because they believed that they were not taking “real” college courses.

Extra Financial Burden

Since all ESL classes fall under the category of remedial courses, students must pass them before moving to college English (ENG 111) and other courses that would transfer to a 4-year school. They do not get any college credits for ESL courses, although they must pay full tuition for taking those classes. This creates a financial burden for them, as the majority of these students are working at low-paying jobs and supporting their families. This is obvious when I see my students trying to maintain a balance in their school and personal lives.

Double Standard in English Placement Tests

The comparison of ESL placement tests (M-EPT and ACCUPLACER) with English placement tests (COMPASS and VPT) revealed a few interesting facts. Although COMPASS had an essay writing component, native English speakers at NOVA were not required to write an essay. On the other hand, non-native speakers of English have to handwrite a 1-hour essay in ACCUPLACER for placement purposes. Furthermore, while the VPT includes an essay, it uses the same two essay prompts semester after semester, which could compromise the integrity of the writing test because they are easy to

memorize and share with other students who plan to take the test. In comparison, in the ACCUPLACER placement test, students have to pick one of two randomly selected topics from a bank of essay prompts. Lastly, VPT essays are machine-scored, which could be a reliability issue, as compared to ACCUPLACER essays, which are graded by ESL faculty members at the college.

If the goal is to place ESL students in a way that they will gain the greatest benefit, the college should have a level playing field for both ESL and English placement tests. The college should follow the guidelines established by the 2001 “CCCC Statement on Second Language Writers and Writing”:

Decisions regarding the placement of second language writers into writing courses should be based on students’ writing proficiency rather than their race, native language background, nationality, or immigration status. Nor should the decisions be based solely on the scores from standardized tests of general language proficiency or of spoken language proficiency. Instead, scores from the direct assessment of students’ writing proficiency should be used, and multiple writing samples should be consulted whenever possible. (CCCC Committee on Second Language Writing, 2001, p. 670)

Recommendations

It is suggested that the NOVA administration re-evaluate the ESL placement program for the benefit of students. Here are some recommendations that may help ESL students, particularly first-generation immigrants who take English courses to improve

their language skills and seek better job opportunities. Some of these students will probably move forward to pursue college degrees as well.

Foreign Language Credits for ESL Courses

NOVA requires all students to take six credits of one of the foreign languages recognized and approved by the VCCS to graduate in certain majors. This policy gives an unfair advantage to speakers of those approved foreign languages because they can opt out by taking an assessment test offered by the college, or even if they must take 100- and 200-level courses in their respective language, it will be easy for them to pass with good grades. On the other hand, speakers of other languages must take an approved foreign language to complete course requirements. The NOVA catalog for 2018–2019 states:

Students who are in an A.A. program must demonstrate proficiency in a foreign language through the intermediate (201–202) level, which is consistent with the lower division requirements for most B.A. degrees. Waivers or credit by exam (through CLEP) for previous experience may be available for some languages.

SPA 205-206 also meets this requirement. (NOVA, 2018, p. 67)

The languages recognized by the college system include Spanish, French, German, Greek, Italian, Latin, Russian, Chinese, Japanese, Korean, and Arabic. The majority of these approved languages fall into the category of Germanic languages except for Arabic, Chinese, Japanese, and Korean. However, most of the native languages of former colonies in Asia and Africa are not approved foreign languages offered by the VCCS or the wider U.S. educational system. Therefore, students who speak these languages are treated differently. This includes speakers of Urdu, Hindi (Pakistan and

India), Bengali (Bangladesh), Persian, Farsi, Dari (Iran and Afghanistan), Pashto (Pakistan and Afghanistan), Hebrew (Israel), Portuguese (Portugal and Brazil), Swahili (Kenya and other East African countries), Amharic (Ethiopia), Yoruba, Hausa (Nigeria), Zulu, Xhosa, and Afrikaans (South Africa). See Appendix H for a list of world languages.

It is suggested that ESL students be given foreign language credits for taking ESL classes, because they are speakers of some other language and English is their foreign language. García and Kleifgen (2010) argued that students' native languages can be treated as a resource rather than a problem. Therefore, bilingualism of all students may be reconsidered (Nieto, 2009), and rewarded toward the fulfillment of graduation requirements.

Rationale #1: Diverse Student Population. The demographics of educational institutions in Virginia have changed significantly in recent decades. If current immigration trends continue, by 2050, over 30% of the total U.S. population will be ELLs (Nieto, 2009). NOVA indeed has a very diverse student population. This shift in demographics requires institutions of higher education to adopt new policies to accommodate the needs of our students.

Northern Virginia, demographically and culturally, is a very diverse part of the state of Virginia. Every year, thousands of immigrant students from almost every part of the world graduate from various colleges and universities across the state. NOVA is the largest 2-year public educational institution in Virginia, and the second-largest community college in the United States. During the 2015–2016 academic year, the college served more than 75,800 students in credit courses and another 22,400 in

noncredit courses. It is also one of the most diverse colleges in the United States. The student body at NOVA consists of students from more than 180 countries (NOVA, 2018).

Rationale #2: Equal Opportunity and Fairness. It is ironic that language placement policies are often used for “gatekeeping” purposes (Shohamy, 2001), when their purpose should be to foster equity and access. At the recently concluded TESOL 2022 International Convention and English Language Expo, there was a presentation titled “Increasing Equity, Access, and Student Success Through ESL Placement Reforms” by Rachele Lawton, Sarah Barnhardt, and Stacie Miller of Community College of Baltimore County, Maryland (TESOL International Association, 2022). As noted in a recap of the session by TESOL, they argued that “college placement programs can marginalize and create inequalities for multilingual students by overlooking previous English language development due to pre-existing standards for English in an academic setting” and their presentation illustrated how their college “reformed its ESOL [ESL] placement requirements to maximize student learning and educational opportunities” and adjusted their “placement tools to be more holistic and student-driven” (TESOL International Association, personal communication, March 25, 2022). Their designed placement tool allowed the faculty to better understand incoming students and to provide accurate placement. It had the following features:

- a reading-based writing sample, using stories from the on-campus newspaper; not only does this prevent pre-written responses, but it will also connect the applying student to the campus community

- a questionnaire to gain necessary background information on students to make an accurate placement
- information on the program and placement to allow transparency with applicants
- a feedback section to encourage dialogue for improvements to the assessment process (TESOL International Association, personal communication, March 25, 2022)

The presenters' ESL program also decided to enroll "borderline" students in an introductory English course, which was indeed a cultural shift for their college. This initiative can be a model for other community colleges because it gives students the opportunity to advance to college-level courses relatively quickly (TESOL International Association, personal communication, March 25, 2022).

A fair education policy consists of four basic values: quality, efficiency, equity, and choice (Kirst & Wirt, 2009). The current foreign language requirement policy is not fair because immigrant students who speak languages offered at the college can meet the foreign language requirements easily. On the other hand, speakers of other languages are at a disadvantage because, although they are native or heritage speakers of a certain foreign language, they cannot get any credit for that knowledge. This is an issue of fairness and equity because speakers of Indo-European languages (which include traditionally offered languages) are treated differently than speakers of Indo-Iranian languages (generally not offered).

Rodriguez et al. (2014) divided bilinguals into three categories: emergent, transitional, and balanced. A majority of adult immigrant students can be classified as “emergent” because they are “proficient or fluent in the home language with evolving development in the second language (English in the United States) . . . [but] do not have mastery of the second language to meet curriculum standards in English” (Rodriguez et al., 2014, p. 17). Since they are proficient in their native language, they deserve credit for their skills, and should not be required to take another foreign language, but instead be granted foreign language credit for ESL courses.

Rationale #3: Lower Educational Expenses. If immigrant students who are native speakers of certain languages other than English are required to take additional foreign language courses, it places an unnecessary financial and academic burden on them: they must pay tuition to take these courses, buy books, and spend time and energy to study and pass these classes to meet the graduation requirement.

Rationale #4: Retention and Graduation. Granting foreign language credit for ESL courses will increase student retention because immigrant students will be motivated to complete the coursework in fewer semesters and graduate early. Hopefully, it will also increase the graduation rate among immigrant students.

ACCUPLACER Preparation

According to the NOVA spring 2022 class schedule, “NOVA is one of the most internationally diverse colleges in the US, with enrolled students representing more than 180 countries” (NOVA, 2022, para. 6). New incoming ESL students are not familiar with the structure of the ACCUPLACER test. Although the college has sample placement tests

on its website for students' benefit, students may not know about them. Similarly, the College Board has ACCUPLACER practice tests on its website, but students may not be aware of these resources or may not take a practice test before taking the real one. The college staff should advise new students to avail themselves of these resources and not take the test before reviewing the material and taking the practice test.

Lack of Computer Skills. A number of new immigrant students lack computer skills. Since ACCUPLACER is a computerized test, their lack of experience with the testing format may negatively impact their scores. Although the computer-adaptive test is untimed and has the benefit of showing instant test scores, it may not be suitable for all students.

Linguistic Audit. A linguistic audit can be placed within the realm of equity audits, which are tools to solve equity issues in education or in society at large. Equity audits have been used to document inequitable social, political, and economic opportunities (and lack thereof) and outcomes in a variety of domains (Bensimon, 2004). Dodman et al. (2018) referred to equity audits as a data-driven means to address achievement gaps in education, noting that educators who used them would be able to proactively address equity issues in their classrooms. "Through the equity audits, teachers came to see themselves as having the skills and responsibility to reassess their schools and classrooms in ways that could positively affect students" (Dodman et al., 2018, p. 15).

K. M. Brown (2010) argued about the necessity of schools using equity audits to bring about systemic change in education and to narrow the achievement gap, asserting:

In many ways, this system of recognition, marked solely by students' attainment of a target score on a standardized test as defined and measured by NCLB, actually conflates excellence and equity; therefore, offering a narrow definition of student achievement and perpetuating the current achievement gap that separates many minorities from their white counterparts. (p. 2)

Nelson et al. (2015) identified five themes found to be important to culturally competent schools: "eye-opening experiences, recognition of strengths, the role of school leaders, road maps for change, and empowering marginalized groups" (p. 221). These are also areas of importance to ensuring individual students have success in an educational setting. These areas directly relate to the grading of ELL students and their success in particular courses and education in general.

In view of the importance of equity audits for student success, it is recommended that ESL faculty members at NOVA prepare a profile for each student in their classes. The profiles should include students' countries of origin, their native languages, prior education, any prior English learning experience, details of their jobs, family responsibilities, and their socioeconomic backgrounds. This will help faculty members to provide individualized support to those students for their success. The classroom environment should ensure that ESL students have eye-opening experiences, broaden the horizons of those students, give them additional platforms to apply their experiences, and help them show success in their academic endeavors rather than limiting educational opportunities. Giving recognition to their strengths, which the students may not even know they have, has the effect of empowering them as individuals and as a group. The

cultural diversity in the classroom should be celebrated and treated as a strength, not a hindrance.

TOEFL iBT for ESL

NOVA accepts a TOEFL iBT score of 95 to exempt international students from ESL courses and make them eligible for direct enrollment in ENG 111 (College English). It is proposed that the college should develop a scale for accepting students into ESL Level 4 and Level 5 based on lower TOEFL iBT scores instead of requiring students to take a new placement test. It is recommended that the ESL Discipline Group should develop a range of TOEFL iBT scores for different levels of ESL courses. This will help immigrant and international students who score lower than 95 to be admitted into a suitable ESL course without taking another placement test.

Limitations

The following limitations have impacted this study:

1. I had to change the topic of this dissertation research for a third time due to certain unavoidable circumstances (i.e., lack of sufficient data and not enough students or faculty members being recruited).
2. The latest approval for the current topic was obtained from the Office of Research Development, Integrity, and Assurance at GMU on July 24, 2018, with a subsequent extension given on July 21, 2020.
3. I could not start this project in earnest until the fall of 2019, when I started making weekly visits to the office of Dr. Sheri Robertson, associate vice

president for academic affairs at NOVA, to study old college records/files and archives.

4. Due to the COVID-19 pandemic, all colleges and universities went into lockdown in March 2020. Therefore, it was impossible to access any office at the college.
5. I only reviewed the college archives and historical documents before the lockdown and did not have access to the actual placement tests to compare. I contacted the publishers of the M-EPT by phone, and they promised to send me copies of some old sample tests from their archives, but nothing materialized despite numerous requests.
6. I did not interview any ESL students to learn and understand their point of view on placement testing.
7. At the recommendation of my dissertation committee, I had to cancel a faculty focus group due to COVID-19 restrictions.

Conclusion

With the increasing number of immigrant students enrolling at NOVA, particularly the recent arrival of new Afghan refugees, it is imperative that the policymakers and administrators at the college review the existing ESL placement test policies. These policies should be changed to accommodate the needs of new types of students. We should be addressing 21st-century problems with 21st-century solutions.

Future Research

No research project is final, and there are always some unanswered questions. Future research could actually compare various placement tests and interview ESL students and teaching faculty members to understand different dynamics of this issue. It is hoped that this humble attempt will serve as a springboard for future researchers to dig deeper for the benefit of equity and fairness in the placement process. I would like in the future to design and pilot studies to analyze students' placement essays for greater understanding of how to better support their academic achievement.

Appendix A

ACCUPLACER Placement Test Essay Topics

Form	#	Topic	Appropriate	Problematic
Accuplacer Essay Topics 2014-2015				
A	1	Many of us spend hours in front of our computers and communicate more by e-mail or instant-messaging than in person. Some people believe that this is good because it helps shy people communicate more openly with others. Others believe that computer communication limits our ability to have meaningful relationships with others. What do you think? Give specific reasons and examples to support your answer.		✓
	2	Many people consider failure a negative experience. In what ways can failure be a positive experience? Give specific reasons and examples to support your answer.	✓	
B	1	Good habits improve our physical, emotional, and/or financial health. Select <u>one</u> of your good habits and write an essay persuading readers to make that habit a part of their lives. Give specific reasons and examples to support your answer.	✓	
	2	Many teachers assign homework to students every day. Do you think that daily homework is necessary for students? Why or why not? Give specific reasons and examples to support your answer.	✓	
C	1	Is it better to work in a job for 80 hours a week and make 100,000 dollars, or work 40 hours a week and make 50,000 dollars doing the same thing? In other words, the two jobs are the exact same except the pay and hours are different. Which one is a better choice and why? Give specific		✓

		reasons and examples to support your answer.		
	2	Do you agree with the statement that grades encourage students to learn? Why or why not? Give specific reasons and examples to support your answer.	✓	
D	1	Is it better to be an only child and have all the financial support and love from your parents, or is it better to be in a big family and have many brothers and sisters? Explain why or why not and give specific reasons and examples to support your answer.	✓	
	2	Do you agree with the statement that most experiences in our lives that seemed difficult at the time become valuable lessons for the future? Why? Give specific reasons and examples to support your answer.	✓	
E	1	More and more people are having children without getting married. In your opinion, is it a good idea for a couple to have a child without being married? Please explain why or why not. Give specific reasons and examples to support your answer.		✓
	2	Do you think that making a bad decision is better than making no decision at all? Why? Support your answer with specific examples and details.	✓	
F	1	Some people believe that success in life comes from taking risks or chances. Others believe that success come from careful planning and hard work. In your opinion, what does success come from? Give specific reasons and examples to support your answer.	✓	
	2	Many people think the only reason to get a college education is in order to get a good job. What do you think? Is a college degree only valuable as a way to get better employment opportunities or does it have some other benefits? Give specific		✓

		reasons and examples to support your answer.		
G	1	What is the most important skill that you think a person must learn in order to be successful in the world today? Choose only <u>one</u> skill and use specific reasons and examples to support your answer.	✓	
	2	Leaving one's country, family, and friends behind and moving to a new place is never easy. What are some difficulties a foreign visitor would most likely experience in your country? Give specific reasons and examples to support your answer.	✓	
H	1	What is the most important characteristic (for example, honesty, intelligence, a sense of humor) that a person should have to be successful in life? Why do you think it is so critical? Give specific reasons and examples to support your answer.	✓	
	2	Many people agree that technology has made the world a better place to live. Do you agree or disagree? Give specific reasons and examples to support your answer.		✓
Accuplacer Essay Topics 2015-2016				
A	1	Today many people like to read information online. However, some people still prefer to read printed information in books, newspapers, and magazines. Do you prefer reading information in traditional print sources or do you prefer to read information on electronic devices such as Kindle, iPads, iPhones, or computers? Explain your choice and support your answer with specific reasons.		✓
	2	Traveling to new places is not only interesting and enjoyable but also very educational. In your opinion, what can people learn from traveling? Support your answer with specific reasons.	✓	

B	1	Some teachers and parents believe that children learn better in school when they receive criticism for their mistakes. Others believe that children learn better when they are praised. What do you think? Is it better to use praise or criticism in the classroom? Support your answer with specific reasons.	✓	
	2	Nowadays, many young people postpone getting married until a later age. In your opinion, what is the best age to get married? Why? Support your answer with specific reasons.	✓	
C	1	We are becoming more aware that our planet is facing a major environmental crisis. What do you think are some things that we as individuals should do to make sure we live in a healthy and safe environment? Support your answer with specific examples.		✓
	2	Being a good teacher is one of the most challenging jobs one can have. What do you think are the characteristics of a good teacher? What do good teachers do? Support your answer with specific examples.	✓	
D	1	Nowadays, after they graduate from college, many Americans have to move back with their parents because they cannot find well-paying jobs in the field they studied and cannot afford to live independently. In your opinion, should parents support their grown-up children? Why or why not? Give specific reasons to support your answer.		✓
	2	People have become very dependent on their cellphones and often use them in public places such as restaurants or stores. However, loud conversations in such places often disturb others. Should talking on the cellphone in public places be allowed? Why or why not? Support your answer with specific reasons.	✓	

E	1	In recent years, it has become more common for men in the United States, and in other countries, to take the role of the stay-at-home parent and stay with their young children at home while the women work full-time outside the home. Do you think this is a positive change? Why or why not? Give specific reasons to support your answer.		✓
	2	In today's world, science and technology are the fastest growing areas of employment. For this reason, many educators believe that we should emphasize science, math, and Information Technology (IT) courses in schools. However, many people believe that students should be required to take classes in music, drama, and art. In your opinion, should music, drama, and art classes be required? Why or why not? Give specific reasons to support your answer.		
F	1	Technology has made it possible for people to perform many tasks without having to leave the comfort of their own home. At the same time, however, it has limited people's need to communicate with others in person. In your opinion, is this a positive or a negative change? Why? Support your answer with specific reasons.	✓	
	2	Today many young people want to live independently as soon as they finish high school. When do you think is the best time for young people to move out of their parents' house and live on their own? Support your answer with specific reasons.		✓
G	1	Many young people today postpone going to college after high school. Instead, they get jobs to gain some work experience or they travel to gain some knowledge of the world. Write an essay explaining what you think is the best time to start college		✓

		and give specific reasons to support your answer.		
	2	We can learn a lot from our elders. What in your opinion are the most important lessons that older people can give us? Support your answer with specific examples.	✓	
H	1	All people want to be happy. However, different people have different definitions of happiness. What do you think makes people happy? What are the three most important things that give us happiness? Support your answer with specific examples.	✓	
	2	Today housing costs are high and many college students who are studying away from home have to share their apartment with a roommate. In your opinion, what are three advantages or disadvantages of living with a roommate? Support your answer with specific examples.		✓
Accuplacer Essay Topics 2016-2017				
A	1	People have different ways of escaping the stress and difficulties of modern life. What do you think are the best ways of reducing stress? Use specific details and examples in your answer.	✓	
	2	Some teenagers have jobs while they are still students. Do you think this is a good idea? Support your opinion by using specific reasons and details.		✓
B	1	Participating in team sports helps to develop character. Do you agree or disagree? Support your opinion by using specific reasons and details.	✓	
	2	Some people believe that the best way of learning about life is by listening to the advice of family and friends. Other people believe that the best way of learning about life is through personal experience. Which do you think is preferable? Use specific examples to support your preference.	✓	

C	1	Do you agree or disagree with the following statement? “There is nothing that young people can teach older people.” Support your opinion by using specific reasons and examples.	✓	
	2	Saving money can be difficult. Suggest ways that people can save money. Support your answer with specific details.	✓	
D	1	Nowadays some colleges and universities are dropping their PE (physical education) requirement. Should college students be required to take a physical education course? Support your opinion by using specific reasons and details.		✓
	2	Some people spend their entire lives in one place. Others move a number of times throughout their lives. Which do you prefer: staying in one place or frequently moving to different places? Support your idea using specific reasons and details.		✓
E	1	Many ESL classes have a rule stating that students may not speak any language other than English in the classroom. Is this a good rule? Support your opinion by using specific reasons and details.	✓	
	2	Northern Virginia is an expensive area. Single people often find it necessary to live with roommates. What personal qualities do you think are necessary for a person to be a good roommate? Explain your ideas using specific reasons and details.		✓
F	1	“Sometimes lying is necessary.” Do you agree or disagree with this statement? Use specific reasons and examples to explain your position.	✓	
	2	There has been recent debate in the U.S. about the rising costs of college. Some have suggested that the government should help students more, or even pay for it. Should college be free for all students? Use		✓

		specific reasons and examples to explain your position.		
G	1	Is it more important to be able to work with a group of people on a team or to work independently? Use reasons and specific examples to support your answer.	✓	
	2	“When people succeed, it is because of hard work. Luck has nothing to do with success.” Do you agree or disagree with this statement? Use specific reasons and examples to explain your position.	✓	
H	1	Do you agree or disagree with the following statement? “The most important aspect of a job is the money a person earns.” Use specific reasons and examples to support your answer.	✓	
	2	What do you consider to be the most important room in your house? Why is this room more important to you than any other room? Use specific reasons and examples to support your opinion.	✓	
Accuplacer Essay Topics 2017-2018				
A	1	Cultures are different in the way they treat older members of society like parents and grandparents. Some people think it is better for older people to live in retirement homes surrounded by other people their own age. Others feel that older people should live with their families. What do you think is best? Why do you feel that way? Use specific details and examples in your answer.		✓
	2	In America, celebrities—like movie stars and singers—make millions of dollars. However, teachers, policemen, and even doctors make much less money on average. Do you think celebrities deserve to make so much money? Why or why not? Use specific details and examples in your answer.		✓
B	1	Pets—like dogs and cats—are kept in many American homes and treated like family members. Some people think that		✓

		having a pet is a good idea. Other people disagree. Do you think having a pet is a good idea or not? Support your opinion by using specific reasons and details.		
	2	Some countries require all citizens to complete some military service. Others, like the United States, have no military requirement. Which do you think is preferable? Use specific examples to support your preference.		✓
C	1	In recent years, it has become difficult to live on a single income. As a result, in many families both parents work. What are the advantages and disadvantages of this dual earner lifestyle?	✓	
	2	If you could meet a person from history, who would that person be, and why would you select him/her?	✓	
D	1	What characteristics do good students share? Describe some of these characteristics and explain how they improve student success.	✓	
	2	Think about a decision from your life that changed your life significantly. Write an essay in which you describe that decision. Tell what you had to decide and how your life changed as a result.	✓	
E	1	In some places, boys and girls study in separate high schools. Do you think it is a good idea to separate boys and girls while they are in high school? Write an essay in which you explain the reasons for your opinion.	✓	
	2	If you were given a gift of \$1,000 US dollars, would you spend it on yourself exclusively? Or would you spend some or all of it on others? Explain your answer in detail.	✓	
F	1	Learning foreign languages is a passion for some, a necessity for others, and a very difficult task for still others. Do you think it is important for people to learn a	✓	

		language (or languages) other than their first language? Explain your answer.		
	2	Many people consider failure a negative experience. In what ways can failure be a positive experience? Give specific reasons and examples to support your answer.	✓	
G	1	In the United States, the practice of taking a year off between high school and college has become more common. This period of time, usually an academic or calendar year, is referred to as a “gap year”. Students use this time to travel, work, or volunteer before starting college. Do you think that students – putting aside financial constraints – should take a gap year in order to gain valuable life experiences to better prepare them for college?		✓
	2	How would you handle a situation in which two members of your group do not get along, and this situation is interfering with the group’s ability to work together?	✓	
H	1	There is no Form H		
	2			
Accuplacer Essay Topics 2018-2019				
A	1	Parents are often pressured to get pets for their children. However, different types of pets require different levels of care and responsibility. Discuss the factors that parents need to consider in choosing the right type of pet for their children.		✓
	2	What do you think are the most important characteristics of a co-worker (someone that you work with at your job)? Give specific reasons and examples to show why these characteristics are important.	✓	
B	1	Many students at community college have obligations besides educational ones. Discuss the problems that community college students might face as they struggle to balance their obligations both inside and outside of school.		✓

	2	Do you think that movies or television affect the way people behave? Give specific reasons and support for your answer.	✓	
C	1	Which do you prefer: working alone or working in a group? Explain your opinion.	✓	
	2	After high school, students are faced with a variety of choices. Students may choose to go to college or to get a job. A number of students will choose to join the military. In your opinion, what are the advantages and/or disadvantages of joining the military after high school?		✓
D	1	Some people feel that technology is more important than artistic creativity. What is your opinion? Is technology more important than art, is art more important, or are both equally important? Give reasons to support your opinion.	✓	
	2	People do many things to stay healthy. What are some ways that people can have good health?	✓	
E	1	Some people do not like reading; others do not like writing. However, once they develop skills in these areas, they enjoy them and realize how useful reading and writing are. Discuss a skill you have developed that has required a lot of effort. What are the benefits of this skill? How has it improved your daily life?	✓	
	2	If you created a charity, what would it be? Discuss your reasons for starting that specific charity.	✓	
F	1	Discuss the benefits of learning a foreign language (including English) in your experience.	✓	
	2	What technological devices or software do you hope will be developed in the next five years? Explain why they would be important to you.		✓
G	1	There are many fears people have. Some fear flying; others dislike small spaces.	✓	

		Discuss one of your own fears or dislikes. Do you know why you have these fears or dislikes? What have you done to cope with them?		
	2	Home schooling has become a more popular option for many parents in the U.S. Discuss the advantages and/or disadvantages of learning without classmates in a private home environment.		✓
H	1	There is no Form H		
	2			
Accuplacer Essay Topics 2019-2020				
A	1	What personal qualities do you have that will help you achieve your academic and career goals? Make sure to discuss how those qualities will help you.	✓	
	2	What are some ways that someone can get more involved in their community to make a positive difference?	✓	
B	1	What is a bad habit you have that you would like to lose?	✓	
	2	What is one of the happiest moments in your life? Discuss why that moment was so important.	✓	
C	1	In your opinion, is a knowledge of history important in day-to-day life? Explain.	✓	
	2	In your opinion, which is more important for a successful career: hard work or raw talent?	✓	
D	1	What do you think are currently the most serious social problems in this country? Explain why you think they are so important.		✓
	2	How people handle a problem often reveals a lot about their character. Describe a time you encountered a difficult problem and how you solved it.	✓	

E	1	Do you think getting healthcare should be tied to your job? Explain with at least two clear reasons.		✓
	2	What challenges do you expect to face as a college student? How do you plan to deal with those challenges?		✓
F	1	People often find it difficult to find time for themselves in today's busy routine. Discuss two ways that people can have "me time" while meeting the obligations of their everyday lives.	✓	
	2	Do you think that voting is a right or a privilege?		✓
G	1	What are the advantages and disadvantages of social media?		✓
	2	What do you want from a career: happiness or wealth?	✓	
H	1	There is no Form H		
	2			

Appendix B

International Students at NOVA

INTERNATIONAL STUDENTS BY COUNTRY OF CITIZENSHIP* FALL 2015 THROUGH FALL 2019

Country of Citizenship	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
AFGHANISTAN	1	2	1	1	4
ALBANIA	3	4	2	1	1
ALGERIA	0	1	1	1	3
ANGOLA	4	6	8	9	2
ANGUILLA	1	1	1	1	1
ARGENTINA	5	6	10	6	4
ARMENIA	0	1	1	0	0
ARUBA	0	0	1	1	1
AUSTRALIA	0	2	3	2	2
AUSTRIA	1	0	3	2	0
AZERBAIJAN	1	2	4	2	2
BAHAMAS	0	0	0	1	1
BAHRAIN	0	0	2	0	0
BANGLADESH	11	19	15	10	8
BELARUS	1	1	0	2	0
BELGIUM	3	3	1	4	4
BENIN	3	4	4	3	2
BOLIVIA	12	21	21	20	16
BOSNIA AND HERZEGOVINA	1	2	2	2	3
BRAZIL	43	38	49	52	55
BULGARIA	0	2	1	0	0
BURKINA FASO	4	12	14	9	7
CAMBODIA	1	3	2	5	7
CAMEROON	1	3	10	8	5
CANADA	4	8	14	11	8
CENTRAL AFRICAN REPUBLIC	0	0	1	0	0
CHAD	0	0	0	0	1
CHILE	7	8	7	4	5
CHINA	70	109	153	132	94
COLOMBIA	34	45	54	49	45
CONGO	2	3	2	2	1
CONGO, DEMOCRATIC REPUBLIC OF THE	5	12	15	11	11
COSTA RICA	4	3	3	3	2
COTE D'IVOIRE	5	10	11	10	9
CROATIA	1	0	0	0	0
CYPRUS	0	0	0	2	1
CZECH REPUBLIC	0	2	3	4	3

Country of Citizenship	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
DENMARK	0	1	0	0	0
DOMINICAN REPUBLIC	3	1	3	3	1
ECUADOR	2	3	9	9	7
EGYPT	12	11	17	14	16
EL SALVADOR	11	15	13	16	15
EQUATORIAL GUINEA	3	6	8	14	8
ERITREA	2	1	1	0	0
ESTONIA	1	1	1	0	0
ETHIOPIA	5	19	24	25	28
FINLAND	2	3	3	3	2
FRANCE	5	11	11	16	15
GABON	2	1	4	2	1
GAZA, PALESTINIAN TERRITORY	1	2	2	2	2
GEORGIA	0	2	2	3	3
GERMANY	12	10	15	16	9
GHANA	4	6	8	10	5
GREECE	0	1	2	1	1
GUATEMALA	6	6	8	8	6
GUINEA	1	1	2	0	0
HAITI	0	2	2	2	2
HONDURAS	5	4	9	7	5
HONG KONG	4	1	2	4	4
HUNGARY	2	1	2	3	3
INDIA	14	34	53	45	39
INDONESIA	9	7	7	8	9
IRAN	4	10	11	8	8
IRAQ	7	6	7	5	2
IRELAND	2	2	1	0	0
ISRAEL	0	0	1	0	0
ITALY	1	5	7	7	5
JAMAICA	1	1	2	1	2
JAPAN	4	13	13	7	9
JORDAN	8	10	13	16	12
KAZAKHSTAN	3	4	8	8	8
KENYA	3	7	4	5	5
KOREA, REPUBLIC OF	124	144	190	147	135
KUWAIT	4	7	6	3	1

KYRGYZSTAN	3	4	5	7	3
LAO, PEOPLE'S DEMOCRATIC REPUBLIC	2	2	2	3	5
LATVIA	0	0	0	0	1
LEBANON	4	4	3	3	0
LIBERIA	0	0	0	1	1

Country of Citizenship	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
LIBYA	7	4	4	3	4
LITHUANIA	1	1	0	1	1
MACEDONIA, REPUBLIC OF	0	1	2	3	3
MADAGASCAR	4	6	6	4	7
MALAWI	0	1	4	5	1
MALAYSIA	5	15	14	5	7
MALI	2	2	2	1	2
MAURITANIA	2	5	7	7	6
MEXICO	8	8	12	12	12
MOLDOVA, REPUBLIC OF	1	1	3	2	1
MONGOLIA	9	18	36	45	51
MONTENEGRO, REPUBLIC OF	0	0	0	1	1
MOROCCO	16	19	18	10	10
MOZAMBIQUE	0	0	0	1	1
MYANMAR	0	3	2	1	0
NAMIBIA	0	1	2	1	1
NEPAL	10	49	87	73	45
NETHERLANDS	0	2	4	3	2
NEW ZEALAND	0	0	0	0	1
NICARAGUA	0	0	1	2	1
NIGER	0	0	1	0	1
NIGERIA	3	9	10	13	9
OMAN	2	2	4	3	1
PAKISTAN	22	40	51	41	38
PANAMA	2	2	1	2	1
PAPUA NEW GUINEA	0	0	1	0	0
PARAGUAY	0	1	1	1	3
PERU	13	15	23	17	12
PHILIPPINES	7	14	23	25	26
POLAND	3	4	11	6	3
PORTUGAL	2	3	2	2	2

QATAR	5	7	7	3	4
ROMANIA	0	3	3	3	3
RUSSIA FEDERATION	6	14	12	10	14
RWANDA	0	0	1	0	0
SAINT LUCIA	0	0	0	0	1
SAUDI ARABIA	230	133	96	62	60
SENEGAL	1	6	7	4	4
SERBIA, REPUBLIC OF	1	0	0	0	0
SIERRA LEONE	1	3	5	2	4
SLOVAKIA	1	3	2	0	0
SLOVENIA	0	0	1	0	0
SOMALIA	1	3	4	2	0

Country of Citizenship	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
SOUTH AFRICA	5	7	9	9	11
SOUTH SUDAN	0	0	0	0	2
SPAIN	2	6	7	9	4
SRI LANKA	2	2	3	3	1
SUDAN	8	7	9	3	1
SWAZILNAD	0	0	0	1	1
SWEDEN	2	3	3	3	3
SWITZERLAND	1	1	1	2	2
SYRIAN ARAB REPUBLIC	2	4	5	3	1
TAIWAN	4	7	10	9	12
TAJIKISTAN	11	10	11	15	14
TANZANIA, UNITED REPUBLIC OF	1	2	2	1	1
THAILAND	17	20	23	22	28
TOGO	0	0	0	1	3
TUNISIA	4	4	3	5	7
TURKEY	23	28	40	37	29
TURKMENISTAN	0	0	1	1	1
UGANDA	1	2	2	3	3
UKRAINE	6	10	10	8	3
UNITED ARAB EMIRATES	1	3	5	9	5
UNITED KINGDOM	3	6	10	4	6
URUGUAY	0	0	1	4	2
UZBEKISTAN	1	2	3	3	3
VANUATU	1	1	0	0	0

VENEZUELA	16	19	25	28	18
VIETNAM	141	203	258	230	183
WEST BANK, PALESTINIAN TERRITORY	0	2	1	1	1
YEMEN	7	10	5	8	4
YUGOSLAVIA	1	1	1	1	0
ZAMBIA	0	1	0	1	1
ZIMBABWE	1	3	3	1	0
TOTAL	1,130	1,464	1,821	1,603	1,379

Source: International Education and Sponsored Programs, NOVA

Appendix C

Addendum ESL Placement Test (Draft)

Prepared by Gerald Boyd, Dean of Languages and Literature, in Collaboration with the
NVCC ESL Cluster
Addendum completed March 2002

Approximately 3 years ago, the ESL Discipline Cluster began searching for a new placement instrument. In August 2000, the Cluster formed a committee to search for computerized alternatives to the Michigan Test. The group did internet searches, consulted various sister colleges with similar ESL student populations, and contacted testing companies. The most obvious result of this search was that there are few choices for ESL placement testing at the college level. Many colleges were either still using the Michigan Test or in the process of looking for a replacement themselves. Others had adopted the Compass ESL test under state mandate, but were not pleased with the results.

There were three main motivations for making a change from the current EPT (The Michigan Test of English Language Proficiency). First, the Michigan Test is no longer appropriate. It is not being updated or supported. The most recent forms date from the 1980's, so the test is in many cases out of line with our curriculum and current ESL theory.

Second, we have anecdotal evidence indicating that the versions of the Michigan Test which the College owns are compromised, in that students have access to answer keys and/or sets of test items to memorize before coming in for testing. This corrupts the entire placement process.

Finally, the Michigan Test has never been computerized. As the College moves more and more in the direction of walk-in, on-demand testing, paper-and-pencil testing becomes less attractive. With this type of delivery, it is more difficult to provide students with their results quickly. It can also be a burden on Testing Center staff due to the additional demands of monitoring time limits, handing out and collecting test materials, etc.

Of the tests identified as possible successors to the Michigan, most were either too narrow in language skill focus (e.g. writing only or vocabulary and grammar only), or were cost prohibitive (\$8-\$16 per test). The one test which had promise on all fronts was the College Board's Accuplacer LOEP. This untimed, computer adaptive test consists of 3 sub-tests (Reading, Sentence Meaning, and Language Usage), with a fourth component

(Listening Skills) still in development. The LOEP can be delivered in networked format, on locally managed servers, or on-line via the internet.

As agreed upon at the Cluster meeting where it was authorized, the pilot was to test a representative sample of the NVCC ESL population across NVCC campuses, ESL program levels, and student characteristics (gender and ethnic/language group). Since modifications had been made to the Michigan Test protocol on July 1, 2001 (the listening test was eliminated in order to facilitate group testing), the pilot had as its target first-time ESL students who had taken the EPT on or after that date. A survey of ESL class sections across the 5 campuses found 480 potential pilot participants. Additionally, in an effort to obtain participation from students whose English proficiency is too low for admission to the program (ESL level NRE = “Not Recommended for Enrollment”), the Community Education programs on the Alexandria and Annandale campuses were asked to identify students in their classes who met the same criteria. 38 of these students fit the profile. From this total group of 518, a subset of 275 was chosen to provide a balanced testing cohort. The hope was to have 200 students complete the LOEP for comparison with other placement data.

Over a period of 3 weeks, 137 students completed the LOEP on 4 campuses, including 35 Community Ed. students from the Annandale campus.

The ESL Cluster EPT Committee met at the end of October 2001, considered the results of the pilot, and voted to recommend to the entire ESL Cluster that the Accuplacer LOEP be adopted as the new NVCC EPT. A cluster-wide vote was held; the votes cast were all in favor of the proposal.

The Accuplacer LOEP was approved by the Administrative Council in Spring 2002. An implementation committee was formed, and on Friday, February 15, 2002 the committee agreed on July 1, 2002 as the implementation date for the new NVCC EPT. When the Accuplacer LOEP is implemented, all campuses at NVCC will follow uniform placement testing policies and procedures.

Appendix D

Selected ACCUPLACER Essay Topics—Emic Coding

	Topic	Codes	Category	Theme	Theory
1	<p>2014/15</p> <p>Many of us spend hours in front of our computers and communicate more by e-mail or instant-messaging than in person. Some people believe that this is good because it helps shy people communicate more openly with others. Others believe that computer communication limits our ability to have meaningful relationships with others. What do you think? Give specific reasons and examples to support your answer.</p>	Computer, communication, shy people, meaningful relationship.	Technology, Internet, Computers	Benefits of technology and social media	Cultural and social differences as well as economic disparities
2	<p>2014/15</p> <p>Many people agree that technology has made the world a better place to live. Do you agree or disagree? Give specific reasons and examples to support your answer.</p>	Technology, world a better place.			
3	<p>2015/16</p> <p>Today many people like to read information online. However, some people still prefer to read printed information in books, newspapers, and magazines. Do you prefer reading information in traditional print sources, or do you prefer to read information on electronic devices such as Kindle, iPads, iPhones, or computers? Explain your choice and support your answer with specific reasons.</p>	Reading online, in print.			Cultural and social differences as well as economic disparities

4	2019/20 What are the advantages and disadvantages of social media?	Social media, advantages and disadvantage.	Social Media		
5	2015/16 Many young people today postpone going to college after high school. Instead, they get jobs to gain some work experience, or they travel to gain some knowledge of the world. Write an essay explaining what you think is the best time to start college and give specific reasons to support your answer.	Job or travel after HS, gain experience before college.	High School Graduates' Choices	Education; High School, Home Schooling,	
6	2017/18 In the United States, the practice of taking a year off between high school and college has become more common. This period of time, usually an academic or calendar year, is referred to as a "gap year". Students use this time to travel, work, or volunteer before starting college. Do you think that students – putting aside financial constraints – should take a gap year in order to gain valuable life experiences to better prepare them for college?	Gap year after HS, should take or not? Opinion.	High School Students' and Graduates' Choices	Education; High School, Home Schooling	
7	2018/19 After high school, students are faced with a variety of choices. Students may choose to go to college or to get a job. A number of students will choose to join the military. In your opinion, what are the advantages and/or disadvantages of joining the military after high school?	H.S. graduates: College, job, or military?			Cultural and social differences as well as economic disparities
8	2016/17	Teenagers having jobs			

	Some teenagers have jobs while they are still students . Do you think this is a good idea? Support your opinion by using specific reasons and details.	while students. Opinion?			
9	2018/19 Home schooling has become a more popular option for many parents in the U.S. Discuss the advantages and/or disadvantages of learning without classmates in a private home environment.	Home schooling; Advantage, disadvantages.			
10	2016/17 There has been recent debate in the U.S. about the rising costs of college . Some have suggested that the government should help students more, or even pay for it. Should college be free for all students? Use specific reasons and examples to explain your position.	Rising college cost. Free college.	Student Loan burden	Higher Education	Cultural and social differences as well as economic disparities
11	2018/19 Many students at community college have obligations besides educational ones. Discuss the problems that community college students might face as they struggle to balance their obligations both inside and outside of school.	Community college students, balancing education and obligations.	Community College		
12	2019/20 What challenges do you expect to face as a college student ? How do you plan to deal with those challenges ?	Challenges as college students face. dealing with those challenges.			
13	2015/16 Today housing costs are high and many college students who are studying away from home have to share their apartment with a roommate . In your opinion, what are three advantages or	Housing cost, having roommate, advantage and disadvantages.	Need for a roommate		

	disadvantages of living with a roommate? Support your answer with specific examples.			High Cost of Living, Housing Problem	
14	2016/17 Northern Virginia is an expensive area. Single people often find it necessary to live with roommates. What personal qualities do you think are necessary for a person to be a good roommate? Explain your ideas using specific reasons and details.	Northern Virginia, expensive area. qualities of a good roommate?			
15	2015/16 Nowadays, after they graduate from college, many Americans have to move back with their parents because they cannot find well-paying jobs in the field they studied and cannot afford to live independently. In your opinion, should parents support their grown-up children? Why or why not? Give specific reasons to support your answer.	College graduates, moving back with parents, parents' support.	Parental support		
16	2017/18 Pets—like dogs and cats—are kept in many American homes and treated like family members. Some people think that having a pet is a good idea. Other people disagree. Do you think having a pet is a good idea or not? Support your opinion by using specific reasons and details.	Pets like family members. Good or not?	Western Trend	Pet Care	
17	2018/19 Parents are often pressured to get pets for their children. However, different types of pets require different levels of care and responsibility. Discuss the factors that parents need to consider in	Pets for children; care and responsibility.	Children's Responsibility		

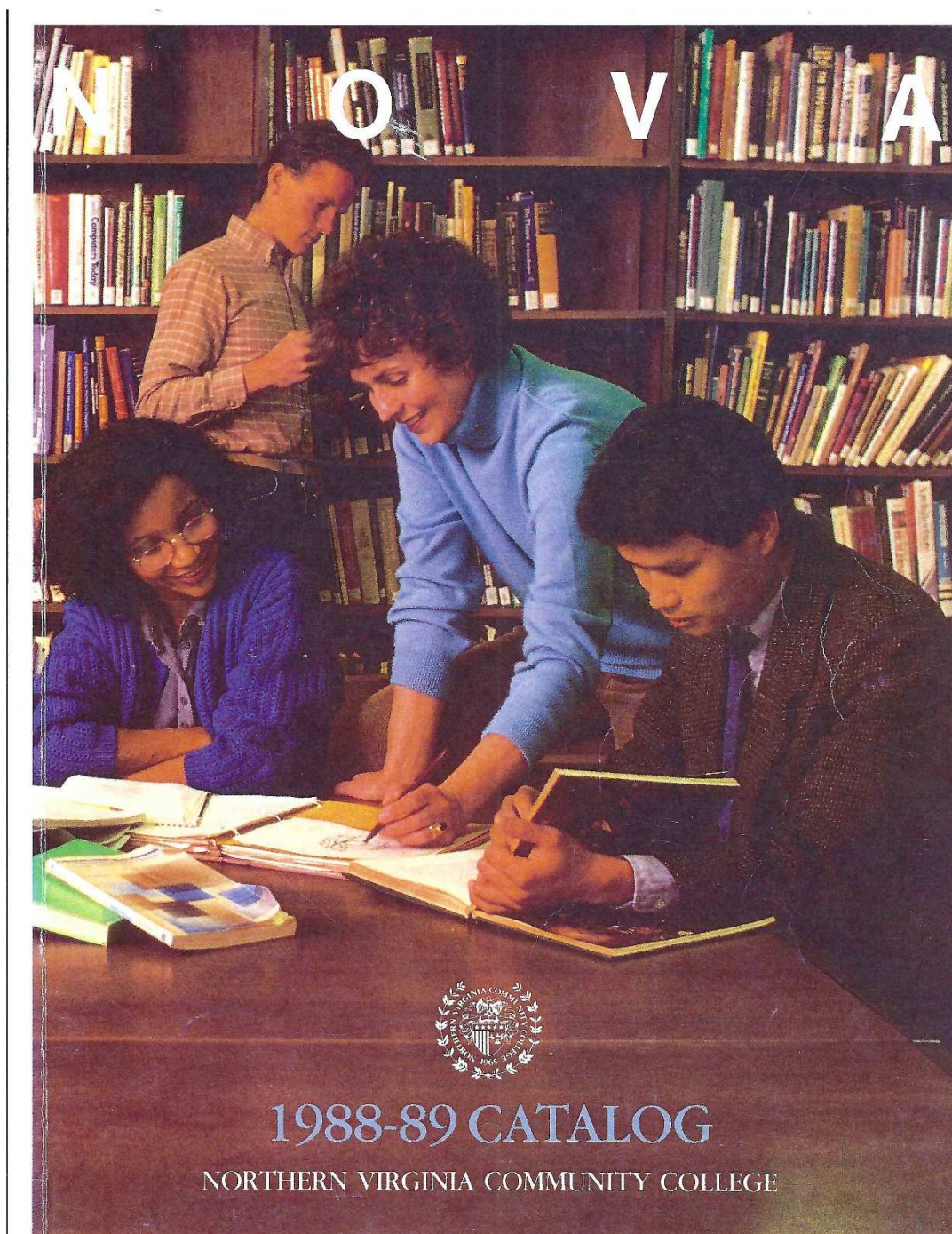
	choosing the right type of pet for their children.				
18	2014/15 More and more people are having children without getting married . In your opinion, is it a good idea for a couple to have a child without being married? Please explain why or why not . Give specific reasons and examples to support your answer.	Children without getting married. Opinion.		Changing Social Trends	Cultural and social differences as well as economic disparities
19	2015/16 Today many young people want to live independently as soon as they finish high school. When do you think is the best time for young people to move out of their parents' house and live on their own? Support your answer with specific reasons.	Young people living independently, move out of their parents' house.	Family Trends		
20	2015/16 In recent years, it has become more common for men in the United States, and in other countries, to take the role of the stay-at-home parent and stay with their young children at home while the women work full-time outside the home. Do you think this is a positive change? Why or why not? Give specific reasons to support your answer.	Stay-at-home fathers. Women working full-time.	Changing Social Trends		
21	2017/18 Cultures are different in the way they treat older members of society like parents and grandparents. Some people think it is better for older people to live in retirement homes surrounded by other people their own age. Others feel that older people should live with their families . What	Older people living in retirement homes, or with families.			

	do you think is best? Why do you feel that way? Use specific details and examples in your answer				Cultural and social differences as well as economic disparities
22	2015/16 We are becoming more aware that our planet is facing a major environmental crisis. What do you think are some things that we as individuals should do to make sure we live in a healthy and safe environment? Support your answer with specific examples.	Environmental crisis. Response of individuals.	Save the Environment	Global Warming	
23	2016/17 Some people spend their entire lives in one place. Others move a number of times throughout their lives. Which do you prefer: staying in one place or frequently moving to different places? Support your idea using specific reasons and details.	Living at one place for the entire life. Moving several times. Opinion.	Unfamiliar topic	Cultural differences	
24	2017/18 Some countries require all citizens to complete some military service. Others, like the United States, have no military requirement. Which do you think is preferable? Use specific examples to support your preference.	Compulsory military service. Opinion.			
25	2017/18 In America, celebrities—like movie stars and singers—make millions of dollars. However, teachers, policemen, and even doctors make much less money on average. Do you think celebrities deserve to make so much money? Why or why not? Use specific details and examples in your answer.	Celebrities making millions, teachers, policemen and doctors making much less. Opinion.			
26	2019/20	Social problems in the U.S.			Cultural and social differences as well as economic disparities

	What do you think are currently the most serious social problems in this country ? Explain why you think they are so important.		Unfamiliar topic		
27	2019/20 Do you think that voting is a right or a privilege?	Voting. right or privilege?			
28	2019/20 Do you think getting healthcare should be tied to your job ? Explain with at least two clear reasons.	Healthcare. tied to job or not?			

Appendix E

1988–1989 NOVA Catalog



FALL SEMESTER 1988

16-Week Session

Classes Begin.....	August 25
Last Day to Apply for Graduation.....	September 2
Labor Day Holiday.....	September 5
Last Day to Withdraw Without Grade Penalty.....	October 31
Thanksgiving Holidays.....	November 23-27
Classes and Examinations End.....	December 21

First 8-Week Session

Classes Begin.....	August 25
Last Day to Apply for Graduation.....	September 2
Labor Day Holiday.....	September 5
Last Day to Withdraw Without Grade Penalty.....	September 27
Classes and Examinations End.....	October 20

Second 8-Week Session

Classes Begin.....	October 21
Last Day to Withdraw Without Grade Penalty.....	November 22
Thanksgiving Holidays.....	November 23-27
Classes and Examinations End.....	December 21

WINTER INTERSESSION 1989

Classes Begin.....	January 2
Last Day to Withdraw Without Grade Penalty.....	January 9
Classes End.....	January 15

SPRING SEMESTER 1989

16-Week Session

Classes Begin.....	January 16
Last Day to Apply for Graduation.....	January 27
Washington's Birthday Holiday.....	February 20
Spring Break.....	March 19-26
Last Day to Withdraw Without Grade Penalty.....	March 27
Classes End.....	May 15
Commencement Ceremony.....	May 19

First 8-Week Session

Classes Begin.....	January 16
Last Day to Apply for Graduation.....	January 27
Washington's Birthday Holiday.....	February 20
Last Day to Withdraw Without Grade Penalty.....	February 21
Classes and Examinations End.....	March 13

Second 8-Week Session

Classes Begin.....	March 14
Spring Break.....	March 19-26
Last Day to Withdraw Without Grade Penalty.....	April 17
Classes End.....	May 15
Commencement Ceremony.....	May 19

SUMMER TERM 1989

12-Week Session

Classes Begin.....	May 17
Last Day to Apply for Graduation.....	May 26
Memorial Day Holiday.....	May 29
Independence Day Holiday.....	July 4
Last Day to Withdraw Without Grade Penalty.....	July 5
Classes End.....	August 8

8-Week Session

Classes Begin.....	June 14
Independence Day Holiday.....	July 4
Last Day to Withdraw Without Grade Penalty.....	July 17
Classes End.....	August 8

First 4-Week Session

Classes Begin.....	May 17
Last Day to Apply for Graduation.....	May 26
Memorial Day Holiday.....	May 29
Last Day to Withdraw Without Grade Penalty.....	June 2
Classes End.....	June 13

Second 4-Week Session

Classes Begin.....	June 14
Last Day to Withdraw Without Grade Penalty.....	June 30
Independence Day Holiday.....	July 4
Classes End.....	July 11

Third 4-Week Session

Classes Begin.....	July 12
Last Day to Withdraw Without Grade Penalty.....	July 28
Classes End.....	August 8

ENG 277 LITERATURE OF VIRGINIA (3 CR.)

Examines literature written by Virginia authors. Involves critical reading and writing. Prerequisite ENG 112 or divisional approval. Lecture 3 hours per week.

ENG 279 FILM AND LITERATURE (3 CR.)

Examines the translation of literature into film viewing and writing. Prerequisite ENG 112 or divisional approval. Lecture 3 hours per week.

ENG 281-282 AMERICAN FOLKLORE I-II (3 CR.) (3 CR.)

Examines traditional spoken, written and musical examples of American folklore from various regional and ethnic groups. Involves critical reading and writing. Prerequisite ENG 112 or divisional approval. Lecture 3 hours per week.

ENG 291-292 WRITING FOR THE COLLEGE NEWSPAPER I-II (3 CR.) (3 CR.)

Provides instruction in news and feature writing and other aspects of journalism. Prerequisite ENG 111 or 112 or divisional approval. Lecture 3 hours per week.

ENG 297 COOPERATIVE EDUCATION (1-5 CR.)

(see General Usage Courses section)

ENG 298 SEMINAR AND PROJECT (1-5 CR.)

(see General Usage Courses section)

ENG 299 SUPERVISED STUDY (1-5 CR.)

(see General Usage Courses section)

ENGLISH AS A SECOND LANGUAGE**ESL 001 ENGLISH AS A SECOND LANGUAGE I (9-20 CR.)**

Provides intensive instruction at the beginning level. Includes (1) listening comprehension, pronunciation and oral production of basic grammatical structure (2) reading and vocabulary development (3) introduction to the writing process. Variable hours per week.

ESL 002 ENGLISH AS A SECOND LANGUAGE II (9-20 CR.)

Provides intensive instruction and practice at the low intermediate level. Provides an introduction to the sound system, stress, intonation and rhythmic patterns of English through listening and speaking exercises. Includes individualized instruction to improve basic reading comprehension. Requires practice in writing with emphasis on building basic sentence structures, grammar and sentence-level writing. Variable hours per week.

ESL 003 ENGLISH AS A SECOND LANGUAGE III (9-20 CR.)

Provides intensive instruction and practice at the intermediate level. Includes (1) practice in oral communication skills needed in common situations (2) instruction to increase reading comprehension and vocabulary (3) practice in the writing process, emphasizing sentence structure, grammar and paragraph writing. Variable hours per week.

ESL 004 ENGLISH AS A SECOND LANGUAGE IV (9-20 CR.)

Provides instruction at the high intermediate level. Emphasizes reading and writing skills needed for successful completion of college work. Includes instruction to improve reading comprehension, study skills and reading rate. Introduces written academic English through practice in the writing process emphasizing summary writing, short essays and advanced language patterns. Variable hours per week.

ESL 005 ENGLISH AS A SECOND LANGUAGE: READING I (3-6 CR.)

Helps students improve word attack skills and basic comprehension. Variable hours per week.

ESL 006 ENGLISH AS A SECOND LANGUAGE: READING II (3-6 CR.)

Helps students improve their reading process by building such skills as finding and remembering facts, making inferences, drawing conclusions and getting meaning from context. Variable hours per week.

ESL 007 ENGLISH AS A SECOND LANGUAGE: ORAL COMMUNICATION (3-6 CR.)

Helps students master the skills needed for functioning successfully in academic and professional settings. Emphasizes clear communication in large or small groups through formal and informal presentations. Variable hours per week.

ESL 008 ENGLISH AS A SECOND LANGUAGE: PRONUNCIATION (3-6 CR.)

Provides individualized instruction and practice to improve speaking ability. Includes assessment of students' oral skills. Provides exercises and other types of practice to overcome specific problems in pronunciation. Variable hours per week.

ESL 011 ENGLISH AS A SECOND LANGUAGE: COMPOSITION I (3-6 CR.)

Provides instruction and practice in the writing process, emphasizing development of fluency in sentence level and paragraph writing and competence in structural and grammatical patterns of written English. Variable hours per week.

ESL 012 ENGLISH AS A SECOND LANGUAGE: COMPOSITION II (3-6 CR.)

Provides further instruction and practice in the writing process, emphasizing writing summaries and short essays, and introducing advanced language patterns. Includes practice in developing and improving writing strategies. Variable hours per week.

ESL 013 ENGLISH AS A SECOND LANGUAGE: COMPOSITION III (3-6 CR.)

Prepares for college-level writing by practice in the writing process, emphasizing development of thought in essays of greater length and complexity. Variable hours per week.

ESL 014 ENGLISH AS A SECOND LANGUAGE: ORAL AND WRITTEN COMMUNICATIONS I (3-6 CR.)

Provides practice in the sound, stress, intonation, structural patterns, grammar, vocabulary, and idioms of beginning-level English in frequently encountered situations. Variable hours per week.

ESL 015 ENGLISH AS A SECOND LANGUAGE: ORAL AND WRITTEN COMMUNICATIONS II (3-6 CR.)

Provides practice in the sound, stress, intonation, structural patterns, grammar, vocabulary, and idioms of intermediate-level English in frequently encountered situations. Variable hours per week.

ESL 016 ENGLISH AS A SECOND LANGUAGE: ORAL AND WRITTEN COMMUNICATIONS III (3-6 CR.)

Provides practice in the sound, stress, intonation, structural patterns, grammar, vocabulary, and idioms of advanced-level English in frequently encountered situations, with an emphasis on preparation for college-level English proficiency. Variable hours per week.

ENVIRONMENTAL SCIENCE**ENV 040 BASIC CERTIFICATION PREPARATION—WASTEWATER (1 CR.)**

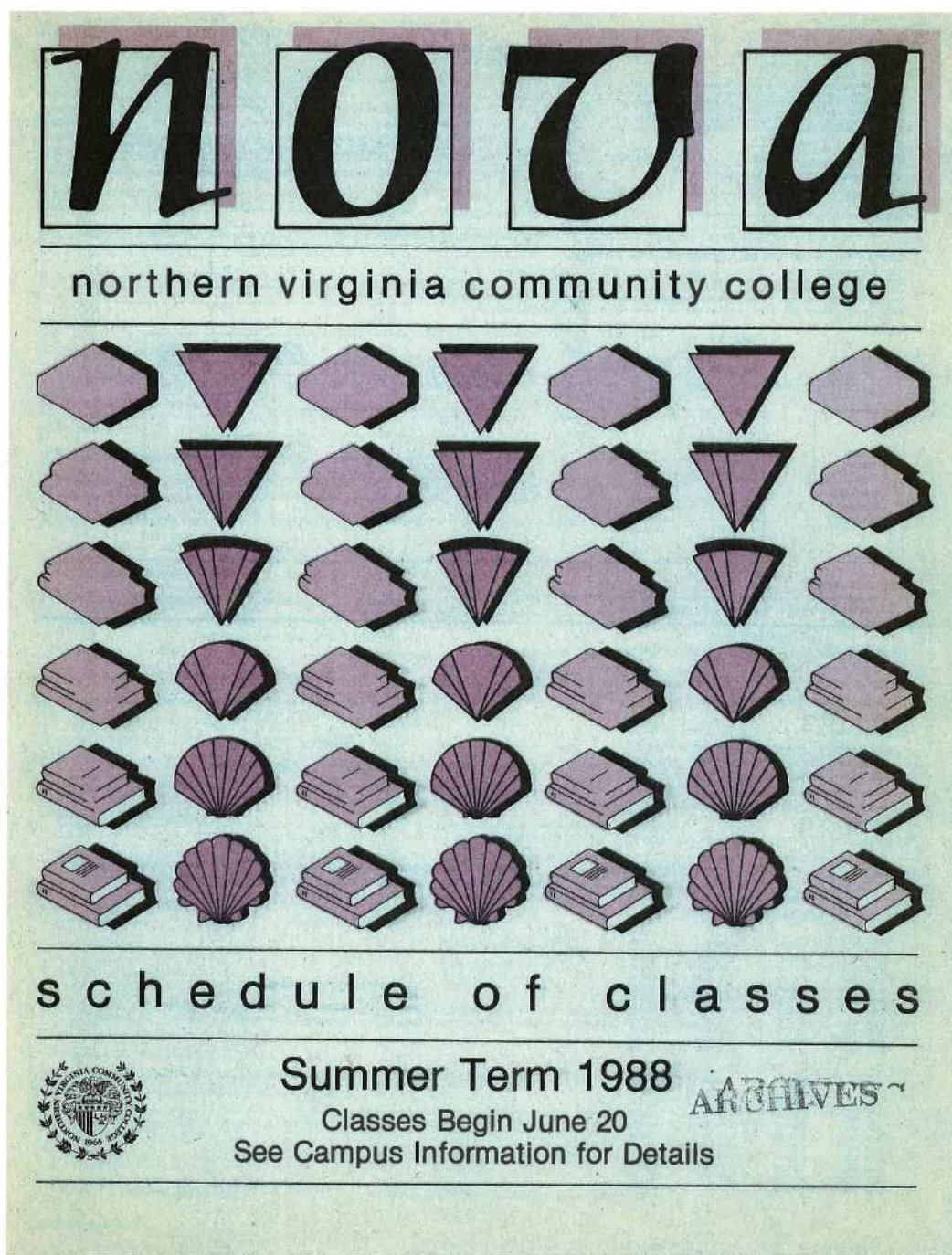
Reviews materials which are normally associated with the Wastewater Treatment Plant Operator's Class IV or Class III level certification examinations. Utilizes lecture, audiovisual, and workshop sessions to review required materials and to prepare the trainee to complete the wastewater operator examinations. Prerequisite divisional approval. Laboratory 2 hours per week.

ENV 146 ADVANCED CERTIFICATION PREPARATION—WASTEWATER (1 CR.)

Reviews the materials associated with the Wastewater Treatment Plant Operator's Class II or Class I level certification examinations. Consists of lecture, audiovisual, and workshop sessions to review the required material and to prepare the trainee to complete the wastewater operator's examination. Prerequisite divisional approval. Laboratory 2 hours per week.

Appendix F

NOVA Class Schedule Summer 1988



COURSE NO.	COURSE TITLE			CREDITS	
CRSE NO.	SEC.	DAY	TIME	ROOM	INSTRUCTOR
0904	05A	TR	0900-1040	AA 0244	McVeigh
ENG 195 Transition Course					
0195	01A	W	1200-1240	AA 0435	Hoydy
ENG 195 Transition Course					
0506	11A	M	1920-2240	AT 0013	TBA
ENG 195 Transition Course					
0609	12A	T	1900-2240	AA 0471	TBA
ENG 195 Transition Course					
0610	01A	W	1920-2240	AA 0554	TBA
ENG 195 Transition Course					
0683	51A	WW	1600-1915	AA 0327	TBA
ENG 195 ENGL 113					
Five weeks 05/20/08 07/21/08 THIS CLASS ENDS ON JULY 20					
ENG 195 Transition Course					
0717	01A	HOME STUDY, See Extended Learning Inst. Pages			
ENG 195 Transition Course					
0722	01A	HOME STUDY, See Extended Learning Inst. Pages			
ENG 295 Transition Course					
0894	01A	WW	0800-0940	AA 0435	Daily
ENG 295 Transition Course					
0895	05A	WW	1000-1140	AA 0436	Daily
ENG 295 Transition Course					
0987	02A	TR	1940-2215	AT 0013	Selman
Five weeks 08/20/08 07/21/08 THIS CLASS ENDS ON JULY 20					
ENG 295 Transition Course					
0988	04A	M	1820-2240	AA 0435	TBA
ENG 295 Transition Course					
0990	05A	WW	1000-1250	AA 0244	Vahing
Five weeks 06/20/08 07/21/08 THIS CLASS ENDS ON JULY 20					
ENG 295 Transition Course					
0726	05A	HOME STUDY, See Extended Learning Inst. Pages			
ENG 295 Transition Course					
0734	01A	HOME STUDY, See Extended Learning Inst. Pages			
ENG 295 Transition Course					
0742	02A	HOME STUDY, See Extended Learning Inst. Pages			
ENG 295 Transition Course					
0747	05A	HOME STUDY, See Extended Learning Inst. Pages			
ENG 297 Cooperative Education					
1545	01A	TBA	TBA	AA 0396	Fried
ENG 297 Cooperative Education					
1586	02A	TBA	TBA	AA 0396	Fried
ENG 297 Cooperative Education					
1587	03A	TBA	TBA	AA 0396	Fried
CRITICAL READING					
1113	01A	TR	1230-1300	AA 0326	Pavia
MUST BE TAKEN WITH ESL 10-01A, SEE LISTING BELOW.					
1115	02A	TR	0900-1030	AA 0246	TBA
MUST BE TAKEN WITH ESL 13-02A, SEE LISTING BELOW.					
1117	03A	MW	0800-1030	AA 0327	TBA
MUST BE TAKEN WITH ESL 13-03A, SEE LISTING BELOW.					
1119	04A	TR	1800-2000	AA 0245	TBA
MUST BE TAKEN WITH ESL 13-04A, SEE LISTING BELOW.					
1122	05A	TR	1700-1930	AA 0470	Russell
MUST BE TAKEN WITH ESL 13-05A, SEE LISTING BELOW.					
ENGLISH AS A SECOND LANGUAGE					
ESL 008	Engl As A Second Lang B				
1033	01A	MTWTF	0800-1130	AA 0245	Conely
1037	02A	MTWTF	1900-1940	AT 0022	Conely
ESL 010	Engl As A Second Lang - Comp I				
1040	01A	TR	0800-1210	AA 0430	O'Donnell
ESL 010	Engl As A Second Lang - Reading I				
1041	01A	MTW	0930-1220	AA 0430	TBA
ESL 11-01A AND ESL 06-01A MUST BE TAKEN TOGETHER					
ESL 011	Engl As A Second Lang - Comp I				
1043	02A	MTW	1100-1250	AA 0309	TBA
ESL 008	Engl As A Second Lang - Reading I				
1044	02A	MTW	0900-1050	AA 0309	TBA
ESL 13-02A AND ESL 08-02A MUST BE TAKEN TOGETHER					

CRSE ID	COURSE TITLE		CREDITS		INSTRUCTOR
	SEC.	DAY TIME	ROOM	INSTRUCTOR	
ESL 011	Eng As A Second Lang: Comp I				
1043	01A MW	1250-1251	AA 2009	TBA	Sc
ESL 005	Eng As A Second Lang: Reading I				
1047	03A TR	1800-2210	AA 0339	G'Donnell	Sc
ESL 011	Eng As A Second Lang: Comp I				
1350	04A TR	1800-2210	AT 0021	Nguyen	Sc
ESL 005	Eng As A Second Lang: Reading I				
1052	04A MW	1800-2210	AT 0021	TBA	Sc
ESL 11044 AND ESL 05044 MUST BE TAKEN TOGETHER.					
ESL 007	Eng As A Second Lang: Oral Communication				
1090	97A TR	3000-1050	AA 0478	TBA	Sc
1092	02A MW	1700-1850	AA 0310	TBA	Sc
ESL 012	Eng As A Second Lang: Comp II				
1080	01A MW	0900-1150	AA 0470	TBA	Sc
ESL 006	Eng As A Second Lang: Reading II				
1094	01A MW	1230-1250	AA 0470	Russell Singer	Sc
ESL 1101A AND ESL 0601A MUST BE TAKEN TOGETHER.					
ESL 012	Eng As A Second Lang: Comp II				
1104	02A TR	0800-1210	AA 0470	Pavia	Sc
ESL 006	Eng As A Second Lang: Reading II				
1105	02A MW	0600-1220	AA 0478	Russell Singer	Sc
ESL 1102A AND ESL 0502A MUST BE TAKEN TOGETHER.					
ESL 012	Eng As A Second Lang: Comp II				
1106	03A MW	1800-2210	AA 4838	TBA	Sc
ESL 006	Eng As A Second Lang: Reading II				
1107	04A TR	1800-2210	AA 4838	TBA	Sc
ESL 1103A AND ESL 0603A MUST BE TAKEN TOGETHER.					
ESL 012	Eng As A Second Lang: Comp II				
1108	04A TR	1800-2210	AA 0478	TBA	Sc
ESL 006	Eng As A Second Lang: Reading II				
1109	04A MW	1800-2210	AA 0478	TBA	Sc
ESL 1104A AND ESL 0604A MUST BE TAKEN TOGETHER.					
ESL 012	Eng As A Second Lang: Comp II				
1110	05A TR	1800-2210	AT 0128	TBA	Sc
ESL 006	Eng As A Second Lang: Reading II				
1111	05A TR	1800-2210	AT 0128	TBA	Sc
ESL 1105A AND ESL 0605A MUST BE TAKEN TOGETHER.					
ESL 013	Eng As A Second Lang: Comp III				
1112	11A TR	0600-1210	AA 2009	TBA	Sc
MUST BE TAKEN WITH ENG 107-01A. SEE LISTING BELOW.					
1114	02A MW	2000-1800	AA 0590	TBA	Sc
MUST BE TAKEN WITH ENG 107-02A. SEE LISTING BELOW.					
1115	03A MW	1100-1350	AA 0590	TBA	Sc
MUST BE TAKEN WITH ENG 107-03A. SEE LISTING BELOW.					
1116	04A MW	1650-2100	AA 0595	Nguyen	Sc
MUST BE TAKEN WITH ENG 107-04A. SEE LISTING BELOW.					
1121	05A MW	1930-1950	AA 0470	TBA	Sc
MUST BE TAKEN WITH ENG 107-05A. SEE ENG LISTING ABOVE.					

FINANCIAL SERVICES

FIN 107 Personal Finance 3c

0190 93A HOME STUDY. See Extended Learning Inst. Pages

FRENCH

FOR INFORMATION CALL 845-6242

FRE 101 Beginning French I 3c

| 0645 | 01A MW | 0930-1210 | AA 0329 | Vafnia | Sc |

FRE 118 Transition Course 3c

| 0644 | 01A MW | 1900-2230 | AA 0322 | Vafnia | Sc |

Qtr Equip Fin 103

FRE 118 Transition Course 3c

| 0645 | 02A TR | 1900-2230 | AA 0322 | Vafnia | Sc |

GEOGRAPHY

FOR COURSE INFORMATION CALL 845-6261

GED 200 Introduction To Physical Geography 3c

| 1498 | 01A TR | 0800-1045 | AT 0015 | TBA | Sc |
| 1084 | 93A HOME STUDY. See Extended Learning Inst. Pages | | | | |

GED 210 People And The Land 3c

| 1090 | 93A HOME STUDY. See Extended Learning Inst. Pages | | | | |

GED 221 Regions Of The World I 3c

| 1462 | 01A MW | 1000-1150 | AT 0015 | TBA | Sc |

GEOLOGY

FOR COURSE INFORMATION CALL 845-6342. ALL LECTURE SECTIONS REQUIRE LABS. LABS WILL BE HELD ON THE 1ST DAY OF STUDENT'S WEEK IN REGISTER FOR THE FIRST QUARTER OF GEOLOGY. STUDENTS MUST REGISTER FOR GED 104

GED 195 Transition Course 3c

| Qtr Equip GED 103 | | | | | |
| 1412 | 01A M | 1530-2220 | AA 0418 | TBA | Sc |

GED 195 Lab For GED 195 3c

| Qtr Equip GED 103 | | | | | |
| 1541 | |

PRGRS. NO.	COURSE TITLE				CREDITS	
INDEX NO.	SEC.	DAY	TIME	ROOM	INSTRUCTOR	
1630	02A	TBA	TBA-TBA	AA 0068	First	
GOL 207	Cooperative Education					
1651	00A	TBA	TBA-TBA	AA 0009	Fred.	
GERMAN						
FOR INFORMATION CALL 845-6241						
GER 185	Transition Course				3cr	
On Equip GER 185						
0970	02A	WW	1900-2230	AA 0242	Phand	
See week 06/25/88 06/31/88						
GER 185	Transition Course				3cr	
On Equip GER 103						
0981	01A	TR	1900-2230	AA 0242	Phand	
See week 06/25/88 05/31/88						
GER 195	Seminar And Project				4cr	
On Equip GER 195						
0080	00A	TBA	TBA-TBA	TBA TBA	Schmiesner	
No week 06/17/88 06/11/88						
TRAVEL TO GERMANY. CLASSES MEET ON CAMPUS JUNE 17 AT 7:30 P.M. AND IN GERMANY JULY 21 - AUGUST 4 OR 11. FOR MORE INFORMATION CALL 845-6242.						
GER 208	Seminar And Project				4cr	
On Equip GER 208						
0085	00A	TBA	TBA-TBA	TBA TBA	Schmiesner	
No week 06/17/88 06/11/88						
TRAVEL TO GERMANY. CLASSES MEET ON CAMPUS JUNE 17 AT 7:30 P.M. AND IN GERMANY JULY 21 - AUGUST 4 OR 11. FOR MORE INFORMATION CALL 845-6242.						
HEALTH						
FOR INFORMATION ON OPR COURSES CALL 845-6242. ALL HISTORY INFORMATION ON OTHER HLTH COURSES CALL 845-6224.						
HLT 110	Concepts Of Personal & Community Health					
1290	00A	TR	0900-1315	AT 0127	Tennison	
See week 06/20/88 09/01/88						
HISTORY						
FOR COURSE INFORMATION CALL 845-6261. ALL HISTORY CLASSES CAN BE TAKEN IN ANY ORDER OR CONCURRENTLY.						
HS 101	History Of Western Civilization I					
1432	01A	TR	0800-1045	AA 0120	Rangel	
1494	02A	WW	1900-2215	AA 0270	Wardlaw	
HS 102	History Of Western Civilization II				3cr	
1497	01A	WWF	1000-1150	AA 0270	Rangel	
HS 121	United States History I				3cr	
1504	01A	TR	0900-1045	AA 0110	Sage	
1505	02A	TR	1630-1915	AT 0010	TBA	
1506	03A	WW	1900-2215	AT 0115	McClellan	
1507	04A	WWF	1000-1150	AA 0110	TBA	
1508	01A	TWR	06/20/88 07/18/88			
Four weeks 06/20/88 07/18/88						
1144	03A	HOME STUDY. See Extended Learning Inst. Pages				
HS 122	United States History II					
1520	01A	TWR	1900-2220	AA 0111	Warr	
Four weeks 07/18/88 05/13/88						
HS 195	Transition Course				2cr	
On Equip HIST 102						
1521	01A	M	1900-2240	AA 0150	TBA	
HS 195	Transition Course				2cr	
On Equip HIST 103						
1503	02A	W	1920-2240	AT 0014	Sage	
HS 195	Transition Course				2cr	
On Equip HIST 112						
1512	01A	TR	2000-1040	AA 0434	McClellan	
HS 195	Transition Course				2cr	
On Equip HIST 112						
1514	04A	W	1900-2240	AA 0271	TBA	
HS 195	Transition Course				2cr	
On Equip HIST 113						
1516	05A	M	1900-2240	AA 0271	Frank	
HS 195	Transition Course				2cr	
On Equip HIST 106						
9758	00A	HOME STUDY. See Extended Learning Inst. Pages				
HS 195	Transition Course				2cr	
On Equip HIST 103						
9757	01A	HOME STUDY. See Extended Learning Inst. Pages				
HS 195	Transition Course				2cr	
On Equip HIST 112						
9762	00A	HOME STUDY. See Extended Learning Inst. Pages				
HS 195	Transition Course				2cr	
On Equip HIST 113						
9767	02A	HOME STUDY. See Extended Learning Inst. Pages				
HS 225	Topics In European History I					
1518	01A	TR	1930-2215	AA 0270	Braden	
HISTORY OF THE GERMANS.						
PERMISSION OF INSTRUCTOR REQUIRED. CLASSES WILL BE HELD ON CAMPUS FROM JUNE 20TH TO JULY 20TH AND IN GERMANY JULY 21TH TO AUGUST 11TH.						
HS 226	Topics In European History II					
2281	00A	HTWR	1900-1915	TBA TBA	TBA	
Four week 07/18/88 05/19/88						
MODERN GERMANY.						
PERMISSION OF INSTRUCTOR REQUIRED. CLASSES WILL BE						

COURSE NO.	COURSE TITLE			CREDITS	
INDEX NO.	SEC.	DAY	TIME	ROOM	INSTRUCTOR

EGR 297	Cooperative Education					3cr
0058	03N	TBA	TBA-TBA	TBA TBA	Flannery	

ENGLISH

STUDENTS PLANNING TO ENROLL IN A COLLEGE WRITING COURSE MUST FIRST TAKE THE ENGLISH QUALIFYING EXAM (EQE) IN ROOM 4025 OF THE GODWIN BLDG

ENG 001	Preparing For College Writing I	3cr			
0907	52N MTWRF	0800-1020	CN 123A	Saylor	

0914	51N MTWRF	0900-1020	CN 0122	TBA	
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0915	52N MTWRF	1030-1250	CN 123A	TBA	
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0916	53N MTWRF	1030-1250	CN 0122	Selken	
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0917	54N MTWRF	1830-2140	CN 123A	TBA	
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0158	ENG 001 AND ENG 005 SHOULD BE TAKEN TOGETHER.				
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0158	90N HOME STUDY.	See Extended Learning Inst. Pages			
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ENG 001 AND ENG 006 SHOULD BE TAKEN TOGETHER.		
0158	53N	HOME STUDY. See Extended Learning Inst. Pages

0919	51N MW	1300-1520	CN 123A	TBA	
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0919	51N MW	1300-1520	CN 123A	TBA	
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0919	51N MW	1300-1520	CN 123A	TBA	
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0919	51N MW	1300-1520	CN 123A	TBA	
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0919	51N MW	1300-1520	CN 123A	TBA	
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0919	51N MW	1300-1520	CN 123A	TBA	
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0919	51N MW	1300-1520	CN 123A	TBA	
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0919	51N MW	1300-1520	CN 123A	TBA	
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0919	51N MW	1300-1520	CN 123A	TBA	
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0919	51N MW	1300-1520	CN 123A	TBA	
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0919	51N MW	1300-1520	CN 123A	TBA	
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0919	51N MW	1300-1520	CN 123A	TBA	
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0919	51N MW	1300-1520	CN 123A	TBA	
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0919	51N MW	1300-1520	CN 123A	TBA	
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0919	51N MW	1300-1520	CN 123A	TBA	
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0919	51N MW	1300-1520	CN 123A	TBA	
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0919	51N MW	1300-1520	CN 123A	TBA	
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0919	51N MW	1300-1520	CN 123A	TBA	
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0919	51N MW	1300-1520	CN 123A	TBA	
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0919	51N MW	1300-1520	CN 123A	TBA	
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0919	51N MW	1300-1520	CN 123A	TBA	
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0919	51N MW	1300-1520	CN 123A	TBA	
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0919	51N MW	1300-1520	CN 123A	TBA	
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0919	51N MW	1300-1520	CN 123A	TBA	
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0919	51N MW	1300-1520	CN 123A	TBA	
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0919	51N MW	1300-1520	CN 123A	TBA	
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0919	51N MW	1300-1520	CN 123A	TBA	
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0919	51N MW	1300-1520	CN 123A	TBA	
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0919	51N MW	1300-1520	CN 123A	TBA	
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0919	51N MW	1300-1520	CN 123A	TBA	
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0919	51N MW	1300-1520	CN 123A	TBA	
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0919	51N MW	1300-1520	CN 123A	TBA	
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0919	51N MW	1300-1520	CN 123A	TBA	
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0919	51N MW	1300-1520	CN 123A	TBA	
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0919	51N MW	1300-1520	CN 123A	TBA	
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0919	51N MW	1300-1520	CN 123A	TBA	
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0919	51N MW	1300-1520	CN 123A	TBA	
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CRSE NO.		COURSE TITLE			CREDITS	
INDEX NO.	SEC.	DAY	TIME	ROOM	INSTRUCTOR	

0941	53N TR	1830-2015	CC 0110	TBA	
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0942	54N MW	1830-2215	CC 0113	TBA	
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0942	54N MW	1830-2215	CC 0113	TBA	
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0942	54N MW	1830-2215	CC 0113	TBA	
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0942	54N MW	1830-2215	CC 0113	TBA	
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0942	54N MW	1830-2215	CC 0113	TBA	
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0942	54N MW	1830-2215	CC 0113	TBA	
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0942	54N MW	1830-2215	CC 0113	TBA	
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0942	54N MW	1830-2215	CC 0113	TBA	
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0942	54N MW	1830-2215	CC 0113	TBA	
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0942	54N MW	1830-2215	CC 0113	TBA	
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0942	54N MW	1830-2215	CC 0113	TBA	
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0942	54N MW	1830-2215	CC 0113	TBA	
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0942	54N MW	1830-2215	CC 0113	TBA	
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0942	54N MW	1830-2215	CC 0113	TBA	
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0942	54N MW	1830-2215	CC 0113	TBA	
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0942	54N MW	1830-2215	CC 0113	TBA	
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0942	54N MW	1830-2215	CC 0113	TBA	
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0942	54N MW	1830-2215	CC 0113	TBA	
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0942	54N MW	1830-2215	CC 0113	TBA	
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0942	54N MW	1830-2215	CC 0113	TBA	
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0942	54N MW	1830-2215	CC 0113	TBA	
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0942	54N MW	1830-2215	CC 0113	TBA	
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0942	54N MW	1830-2215	CC 0113	TBA	
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0942	54N MW	1830-2215	CC 0113	TBA	
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0942	54N MW	1830-2215	CC 0113	TBA	
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0942	54N MW	1830-2215	CC 0113	TBA	
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0942	54N MW	1830-2215	CC 0113	TBA	
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0942	54N MW	1830-2215	CC 0113	TBA	
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0942	54N MW	1830-2215	CC 0113	TBA	
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0942	54N MW	1830-2215	CC 0113	TBA	
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0942	54N MW	1830-2215	CC 0113	TBA	
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0942	54N MW	1830-2215	CC 0113	TBA	
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0942	54N MW	1830-2215	CC 0113	TBA	
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0942	54N MW	1830-2215	CC 0113	TBA	
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0942	54N MW	1830-2215	CC 0113	TBA	
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0942	54N MW	1830-2215	CC 0113	TBA	
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0942	54N MW	1830-2215	CC 0113	TBA	
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0942	54N MW	1830-2215	CC 0113	TBA	
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0942	54N MW	1830-2215	CC 0113	TBA	
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0942	54N MW	1830-2215	CC 0113	TBA	
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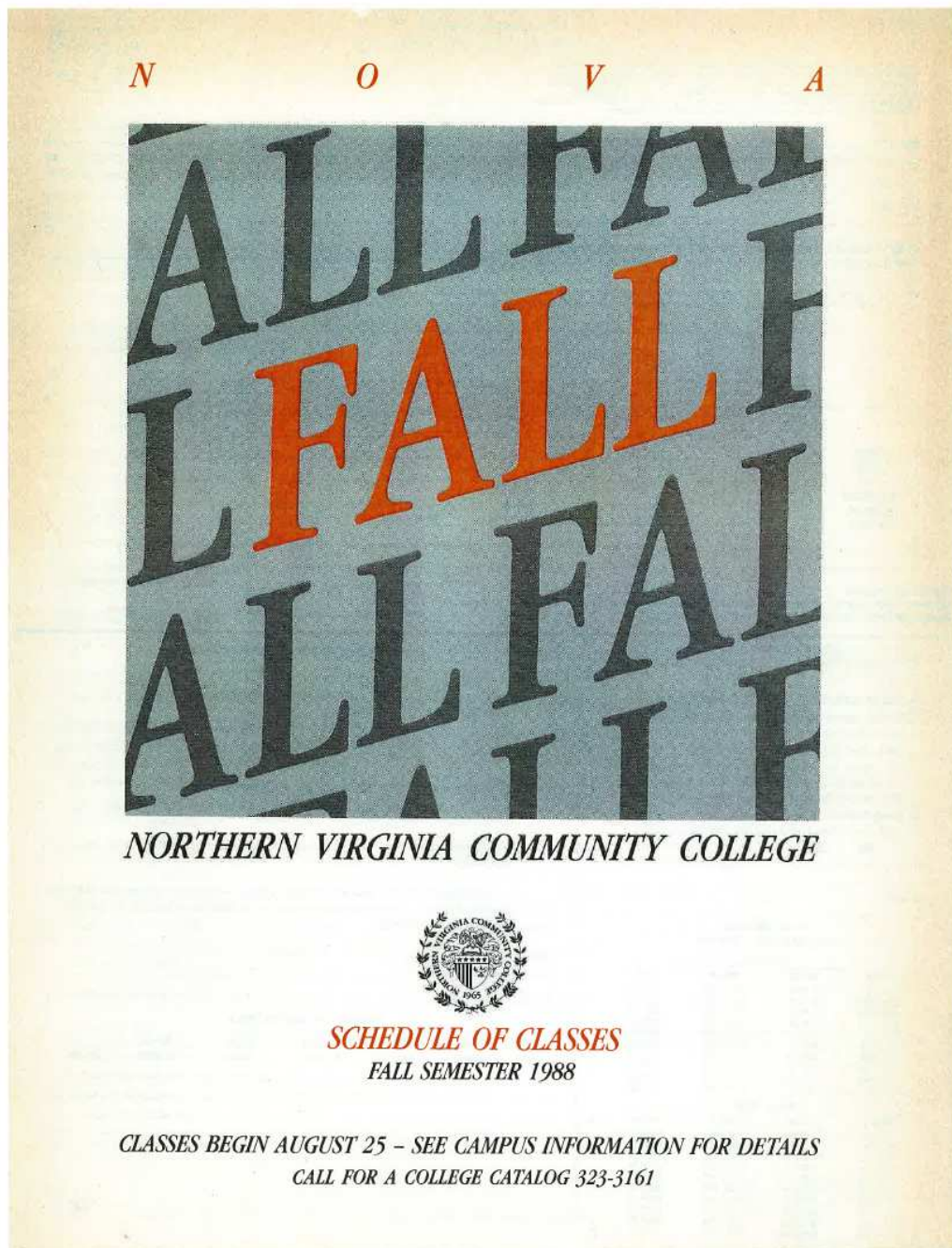
0942	54N MW	1830-2215	CC 0113	TBA	
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0942	54N MW	1830-2215	CC 0113	TBA	
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Appendix G

NOVA Class Schedule Fall 1988



INDEX NO.	COURSE TITLE	CREDITS			
INDEX NO.	SEC.	DAY	TIME	ROOM	INSTRUCTOR
ENG 195	Transition Course	2cr			
2127	01A	MWF	0830-0940	AA 0244	Richards
	Eight week 10/21/88 12/21/88				
ENG 195	Transition Course	2cr			
2169	01A	MWF	1100-1210	AA 0264	TBA
	Eight week 10/21/88 12/21/88				
ENG 195	Transition Course	2cr			
2170	02A	TR	0930-1040	AT 0013	TBA
	Eight week 10/21/88 12/21/88				
ENG 195	Transition Course	2cr			
2172	02A	TR	1030-1210	AT 0013	Daly
	Eight week 10/21/88 12/21/88				
ENG 195	Transition Course	2cr			
2173	02A	M	1000-1200	AA 0244	TBA
	Eight week 10/21/88 12/21/88				
ENG 195	Transition Course	2cr			
2175	02A	W	1920-2240	AT 0013	TBA
	Eight week 10/21/88 12/21/88				
ENG 195	Transition Course	2cr			
2178	02A	R	1820-2240	AA 0471	TBA
	Eight week 10/21/88 12/21/88				
ENG 195	Transition Course	2cr			
2179	02A	F	1800-2200	AA 0327	TBA
	Eight week 10/21/88 12/21/88				
ENG 195	Transition Course	2cr			
2180	02A	S	0830-1180	AA 0471	TBA
	Eight week 10/21/88 12/21/88				
ENG 195	Transition Course	2cr			
2181	01A	R	1920-2240	AA 0264	Grimes
	Eight week 10/21/88 12/21/88				
ENG 295	Transition Course	2cr			
0610	00A	HOME STUDY. See Extended Learning Inst. Pages			
ENG 295	Transition Course	2cr			
2193	01A	R	1920-2240	AA 0264	TBA
	Eight week 10/21/88 12/21/88				
ENG 295	Transition Course	2cr			
0615	01A	HOME STUDY. See Extended Learning Inst. Pages			
ENG 295	Transition Course	2cr			
2198	02A	T	1920-2240	AA 0264	Harrison
	Eight week 08/25/88 10/09/88				
ENG 295-62A	19A	HOME STUDY. See Extended Learning Inst. Pages			
ENG 295-62A	19A	HOME STUDY. See Extended Learning Inst. Pages			
ENG 295	Transition Course	2cr			
2200	02A	T	1920-2240	AA 0264	Harrison
	Eight week 10/21/88 12/21/88				
ENG 295-62A	19A	HOME STUDY. See Extended Learning Inst. Pages			
ENG 295-62A	19A	HOME STUDY. See Extended Learning Inst. Pages			
ENG 295	Transition Course	2cr			
2201	02A	T	1920-2240	AA 0264	Vading
	Eight week 08/25/88 10/09/88				
ENG 295-62A	19A	HOME STUDY. See Extended Learning Inst. Pages			
ENG 295-62A	19A	HOME STUDY. See Extended Learning Inst. Pages			
ENG 295	Transition Course	2cr			
2204	02A	T	1920-2240	AA 0264	Vading
	Eight week 10/21/88 12/21/88				
ENG 295-62A	19A	HOME STUDY. See Extended Learning Inst. Pages			
ENG 295-62A	19A	HOME STUDY. See Extended Learning Inst. Pages			
ENG 297	Cooperative Education	3cr			
0255	01A	TBA	TBA-TBA	AA 0366	Fried
ENG 297	Cooperative Education	4cr			
0256	02A	TBA	TBA-TBA	AA 0366	Fried

COURSE NO.		COURSE TITLE		CREDITS	
INDEX NO.	SEC.	DAY	TIME	ROOM	INSTRUCTOR
ENG 297	Cooperative Education				3cr
0257	02A	TBA	TBA-TBA	AA 0366	Fried
THE FOLLOWING ENG 107 COURSES ARE ENGLISH AS A SECOND LANGUAGE COURSES.					
ENG 107	Critical Reading				3cr
0431	01A	MW	0800-0915	AA 0745	Paves
ESL 13-01A AND ENG 107-01A MUST BE TAKEN TOGETHER. SEE ESL LISTING BELOW.					
0437	02A	TR	0900-0915	AA 4535	TBA
ESL 13-02A AND ENG 107-02A MUST BE TAKEN TOGETHER. SEE ESL LISTING BELOW.					
0438	03A	TR	1100-1215	AA 0470	O'Donnell
ESL 13-03A AND ENG 107-03A MUST BE TAKEN TOGETHER. SEE ESL LISTING BELOW.					
0442	04A	MW	1400-1515	AA 0309	Johnson
ESL 13-04A AND ENG 107-04A MUST BE TAKEN TOGETHER. SEE ESL LISTING BELOW.					
0444	05A	T	1630-1915	AA 4630	Russell
ESL 13-05A AND ENG 107-05A MUST BE TAKEN TOGETHER. SEE ESL LISTING BELOW.					
0446	06A	MW	1800-1915	AA 4630	TBA
ESL 13-06A AND ENG 107-06A MUST BE TAKEN TOGETHER. SEE ESL LISTING BELOW.					
0448	07A	W	1920-2220	AT 0021	TBA
ESL 13-07A AND ENG 107-07A MUST BE TAKEN TOGETHER. SEE ESL LISTING BELOW.					
0450	08A	M	2130-2220	AT 0021	TBA
ESL 13-08A AND ENG 107-08A MUST BE TAKEN TOGETHER. SEE ESL LISTING BELOW.					
0452	09A	F	1900-2145	AA 2478	TBA
ESL 13-09A AND ENG 107-09A MUST BE TAKEN TOGETHER. SEE ESL LISTING BELOW.					
ENGLISH AS A SECOND LANGUAGE					
ESL 002	Engl As A Second Lang II				16cr
0453	01A	MWF	0800-0915	AT 0022	O'Donnell
0930-1055					
0457	02A	MWF	0930-1055	AT 0021	O'Donnell
1100-1225					
0458	03A	MWF	1100-1225	AT 0022	Conely
1230-1355					
0460	04A	MW	1230-1355	WHB 0139	Russell
1355-2150					
0465	05A	MWF	1355-2150	WHB 0141	TBA
2150-2225					
0468	06A	MWF	2150-2225	WHB 0141	TBA
2225-2150					
0470	07A	MWF	2150-2225	WHB 0141	TBA
2225-2150					
0473	08A	MWF	2150-2225	WHB 0141	TBA
2225-2150					
0476	09A	MWF	2150-2225	WHB 0141	TBA
2225-2150					
0479	10A	MWF	2150-2225	WHB 0141	TBA
2225-2150					
0482	11A	MWF	2150-2225	WHB 0141	TBA
2225-2150					
0485	12A	MWF	2150-2225	WHB 0141	TBA
2225-2150					
0488	13A	MWF	2150-2225	WHB 0141	TBA
2225-2150					
0491	14A	MWF	2150-2225	WHB 0141	TBA
2225-2150					
0494	15A	MWF	2150-2225	WHB 0141	TBA
2225-2150					
0497	16A	MWF	2150-2225	WHB 0141	TBA
2225-2150					
0500	17A	MWF	2150-2225	WHB 0141	TBA
2225-2150					
0503	18A	MWF	2150-2225	WHB 0141	TBA
2225-2150					
0506	19A	MWF	2150-2225	WHB 0141	TBA
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0509	20A	MWF	2150-2225	WHB 0141	TBA
2225-2150					
0512	21A	MWF	2150-2225	WHB 0141	TBA
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0515	22A	MWF	2150-2225	WHB 0141	TBA
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0518	23A	MWF	2150-2225	WHB 0141	TBA
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0521	24A	MWF	2150-2225	WHB 0141	TBA
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0524	25A	MWF	2150-2225	WHB 0141	TBA
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0527	26A	MWF	2150-2225	WHB 0141	TBA
2225-2150					
0530	27A	MWF	2150-2225	WHB 0141	TBA
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0533	28A	MWF	2150-2225	WHB 0141	TBA
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0536	29A	MWF	2150-2225	WHB 0141	TBA
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0539	30A	MWF	2150-2225	WHB 0141	TBA
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0542	31A	MWF	2150-2225	WHB 0141	TBA
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0545	32A	MWF	2150-2225	WHB 0141	TBA
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0548	33A	MWF	2150-2225	WHB 0141	TBA
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0551	34A	MWF	2150-2225	WHB 0141	TBA
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0554	35A	MWF	2150-2225	WHB 0141	TBA
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0569	40A	MWF	2150-2225	WHB 0141	TBA
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0572	41A	MWF	2150-2225	WHB 0141	TBA
2225-2150					
0575	42A	MWF	2150-2225	WHB 0141	TBA
2225-2150					
0578	43A	MWF	2150-2225	WHB 0141	TBA
2225-2150					
0581	44A	MWF	2150-2225	WHB 0141	TBA
2225-2150					
0584	45A	MWF	2150-2225	WHB 0141	TBA
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0587	46A	MWF	2150-2225	WHB 0141	TBA
2225-2150					
0590	47A	MWF	2150-2225	WHB 0141	TBA
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0593	48A	MWF	2150-2225	WHB 0141	TBA
2225-2150					
0596	49A	MWF	2150-2225	WHB 0141	TBA
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0599	50A	MWF	2150-2225	WHB 0141	TBA
2225-2150					
0602	51A	MWF	2150-2225	WHB 0141	TBA
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0605	52A	MWF	2150-2225	WHB 0141	TBA
2225-2150					
0608	53A	MWF	2150-2225	WHB 0141	TBA
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0638	63A	MWF	2150-2225	WHB 0141	TBA
2225-2150					
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2225-2150					
0644	65A	MWF	2150-2225	WHB 0141	TBA
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0647	66A	MWF	2150-2225	WHB 0141	TBA
2225-2150					
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0653	68A	MWF	2150-2225	WHB 0141	TBA
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0656	69A	MWF	2150-2225	WHB 0141	TBA
2225-2150					
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0662	71A	MWF	2150-2225	WHB 0141	TBA
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0665	72A	MWF	2150-2225	WHB 0141	TBA
2225-2150					
0668	73A	MWF	2150-2225	WHB 0141	TBA
2225-2150					
0671	74A	MWF	2150-2225	WHB 0141	TBA
2225-2150					
0674	75A	MWF	2150-2225	WHB 0141	TBA
2225-2150					
0677	76A	MWF	2150-2225	WHB 0141	TBA
2225-2150					
0680	77A	MWF	2150-2225	WHB 0141	TBA
2225-2150					
0683	78A	MWF	2150-2225	WHB 0141	TBA
2225-2150					
0686	79A	MWF	2150-2225	WHB 0141	TBA
2225-2150					
0689	80A	MWF	2150-2225	WHB 0141	TBA
2225-2150					
0692	81A	MWF	2150-2225	WHB 0141	TBA
2225-2150					
0695	82A	MWF	2150-2225	WHB 0141	TBA
2225-2150					
0698	83A	MWF	2150-2225	WHB 0141	TBA
2225-2150					
0701	84A	MWF	2150-2225	WHB 0141	TBA
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0704	85A	MWF	2150-2225	WHB 0141	TBA
2225-2150					
0707	86A	MWF	2150-2225	WHB 0141	TBA
2225-2150					
0710	87A	MWF	2150-2225	WHB 0141	TBA
2225-2150					
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2225-2150					
0719	90A	MWF	2150-2225	WHB 0141	TBA
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0722	91A	MWF	2150-2225	WHB 0141	TBA
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0746	99A	MWF	2150-2225	WHB 0141	TBA
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0749	100A	MWF	2150-2225	WHB 0141	TBA
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0773	108A	MWF	2150-2225	WHB 0141	TBA
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0782	111A	MWF	2150-2225	WHB 0141	TBA
2225-2150					
0785	112A	MWF	2150-2225	WHB 0141	TBA
2225-2150					
0788	113A	MWF	2150-2225	WHB 0141	TBA
2225-2150					
0791	114A	MWF	2150-2225	WHB 0141	TBA
2225-2150					
0794	115A	MWF	2150-2225	WHB 0141	TBA
2225-2150					
0797	116A	MWF	2150-2225	WHB 0141	TBA
2225-2150					
0800	117A	MWF	2150-2225	WHB 0141	TBA
2225-2150					
0803	118A	MWF	2150-2225	WHB 0141	TBA
2225-2150					
0806	119A	MWF	2150-2225	WHB 0141	TBA
2225-2150					
0809	120A	MWF	2150-2225	WHB 0141	TBA
2225-2150					
0812	121A	MWF	2150-2225	WHB 0141	TBA
2225-2150					
0815	122A	MWF	2150-2225	WHB 0141	TBA
2225-2150					
0818	123A	MWF	2150-2225	WHB 0141	TBA
2225-2150					
0821	124A	MWF	2150-2225	WHB 0141	TBA
2225-2150					
0824	125A	MWF	2150-2225	WHB 0141	TBA
2225-2150					
0827	126A	MWF	2150-2225	WHB 0141	TBA
2225-2150					
0830	127A	MWF	2150-2225	WHB 0141	TBA
2225-2150					
0833	128A	MWF	2150-2225	WHB 0141	TBA
2225-2150					
0836	129A	MWF	2150-2225	WHB 0141	TBA
2225-2150					
0839	130A	MWF	2150-2225	WHB 0141	TBA
2225-2150					
0842	131A	MWF	2150-2225	WHB 0141	TBA
2225-2150					
0845	132A	MWF	2150-2225	WHB 0141	TBA
2225-2150					
0848	133A	MWF	2150-2225	WHB 0141	TBA
2225-2150					
0851	134A	MWF	2150-2225	WHB 0141	TBA
2225-2150					
0854	135A	MWF	2150-2225	WHB 0141	TBA
2225-2150					
0857	136A	MWF	2150-2225	WHB 0141	TBA
2225-2150					
0860	137A	MWF	2150-2225	WHB 0141	TBA
2225-2150					
0863	138A	MWF	2150-2225	WHB 0141	TBA
2225-2150					
0866	139A	MWF	2150-2225	WHB 0141	TBA
2225-2150</					

INDEX NO.	COURSE TITLE	CREDITS			
INDEX NO.	SEC.	DAY	TIME	ROOM	INSTRUCTOR
1602	04N	MTWTF	1000-1050	CC 0118	Thompson
1604	05N	MTWTF	1100-1150	CC 0118	Flugh
1607	06N	MTWTF	1200-1250	CC 0118	TBA
1611	07N	MTWTF	1300-1350	CC 0118	Seyler
1612	08N	MTWTF	1400-1450	CC 0118	Adams
1615	09N	TR	0800-0915	CC 0118	Thompson
1617	10N	TR	0900-1045	CC 0118	Seyler
1619	11N	TR	1100-1215	CC 0118	Sullivan
1621	12N	TR	1230-1345	CC 0118	Seyler
1624	13N	MTW	1800-1915	CC 0118	McLeone
1626	14N	M	1930-2220	CC 0118	McLeone
1628	15N	W	1930-2220	CC 0118	Flugh
1630	16N	TR	1100-1215	CC 0110	Seabrook
ENGLISH 241-16N IS AN HONORS COURSE. PERMISSION IS REQUIRED. SEE ANNANDALE CAMPUS GENERAL INFORMATION SECTION.					
2897	94N	HOME STUDY	See Extended Learning Inst. Pages		
MAY REQUIRE LISTENING TO 1-2 AUDIOTAPES.					
2224	97N	S	0830-1215	CC 0118	Henehan
	N		1330-1715		TBA
Weekend 08/10/88 10/16/88					
ENG 242	Survey Of American Literature II	3cr			
1644	01N	MTWTF	1000-1150	CT 0227	Lesman
1646	02N	MTWTF	1300-1350	CC 0116	Friedmann
1649	03N	TR	1230-1345	CT 113A	Friedmann
1651	04N	R	1930-2220	CC 0118	Adams
2225	97N	S	0830-1215	CC 0118	Henehan
	N		1330-1715		TBA
Weekend 10/29/88 12/11/88					
ENG 243	Survey Of English Literature I	3cr			
1644	01N	MTWTF	1000-1150	CC 0116	Leggat
1647	02N	TR	1100-1215	CC 0116	Howell
1649	03N	M	1930-2220	CC 0110	Leggat
ENG 251	Survey Of World Literature I	3cr			
1802	01N	TR	0930-1045	CC 0113	Wilen
1805	02N	T	1930-2220	CC 0110	Henehan
ENG 266	Modern Poetry	3cr			
1812	01N	TR	1100-1215	CT 113B	Lesman
ENG 271	The Works Of Shakespeare I	3cr			
2902	94N	HOME STUDY	See Extended Learning Inst. Pages		
SOME VIDEO TAPE PROGRAMS REQUIRED.					
ENG 272	The Works Of Shakespeare II	3cr			
2907	94N	HOME STUDY	See Extended Learning Inst. Pages		
SOME VIDEO TAPE PROGRAMS REQUIRED.					
ENG 273	Women In Literature I	3cr			
2912	94N	HOME STUDY	See Extended Learning Inst. Pages		
ENG 274	Women In Literature II	3cr			
2917	94N	HOME STUDY	See Extended Learning Inst. Pages		
ENG 279	Film And Literature	3cr			
1813	01N	T	1230-1520	CT 113B	Flugh
2922	90N	HOME STUDY	See Extended Learning Inst. Pages		
MYSTERIES IN FILM AND LITERATURE. REQUIRES WATCHING FILMS AVAILABLE FOR HOME VIEWING FROM LOCAL VIDEO CLUBS.					
2927	94N	HOME STUDY	See Extended Learning Inst. Pages		
CRITICAL VIEWING. REQUIRES WATCHING FILMS AVAILABLE FOR HOME VIEWING FROM LOCAL VIDEO CLUBS.					
ENG 291	College Newspaper Writing I	3cr			
1814	01N	MTWTF	1300-1350	CC 0210	Adams
PRODUCTION OF THE STUDENT NEWSPAPER THE PEASHOOTER.					
ENG 295	Transition Course	2cr			
0613	90N	HOME STUDY	See Extended Learning Inst. Pages		
ENG 295	Transition Course	2cr			
0618	91N	HOME STUDY	See Extended Learning Inst. Pages		
ENG 295	Transition Course	2cr			
0623	92N	HOME STUDY	See Extended Learning Inst. Pages		
ENG 295	Transition Course	2cr			
0628	93N	HOME STUDY	See Extended Learning Inst. Pages		
ENG 297	Cooperative Education	1cr			
0694	01N	TBA	TBA-TBA	TBA TBA	Flammy
ENG 297	Cooperative Education	2cr			
0695	02N	TBA	TBA-TBA	TBA TBA	Flammy
ENG 297	Cooperative Education	3cr			
0696	03N	TBA	TBA-TBA	TBA TBA	Flammy
ENG 297	Cooperative Education	4cr			
0697	04N	TBA	TBA-TBA	TBA TBA	Flammy
ENG 297	Cooperative Education	5cr			
0698	05N	TBA	TBA-TBA	TBA TBA	Flammy
ENG 298	Seminar And Project	3cr			
1816	01N	M	1630-1915	CC 0116	Thompson
CANADIAN LITERATURE					
1819	02N	TR	1800-1915	CC 0115	Friedmann
FRIENDSHIP IN LITERATURE					
1821	03N	T	1630-1915	CX 0001	L'Huissoux
CREATIVE WRITING TUTORIAL - BY TEACHER PERMISSION ONLY					
1827	04N	TR	1230-1345	CC 0119	Adams
COMPUTERIZED TYPESETTING AND DESKTOP PUBLISHING.					

PREREQ. INDEX NO.	COURSE TITLE				CREDITS	
INDEX NO.	SEC.	DAY	TIME	ROOM	INSTRUCTOR	
ENGLISH AS A SECOND LANGUAGE						
A COMPREHENSIVE ENGLISH PROFICIENCY TEST (EPT) IS REQUIRED FOR ALL ENGLISH-AS-A-SECOND-LANGUAGE (ESL) CLASSES. FOR MORE INFORMATION, CALL 323-3343						
ESL 002	Engl As A Second Lang I					15cr
2598	01N	MTWRF		CN 0119	O'Neill	
2700	02N	MTWRF	1730-2045	CP 0004	TBA	
ESL 005, 007, AND 011, SHOULD BE TAKEN TOGETHER.						
ESL 005	Engl As A Second Lang: Reading I					5cr
2701	01N	MTW	0900-1025	CN 0124	TBA	
2702	02N	TR	1030-1250	CN 0122	Leggat	
2703	03N	MTW	1830-1950	CN 123A	TBA	
2706	04N	S	0830-1300	CP 0004	TBA	
ESL 007	Engl As A Second Lang: Oral Communication					5cr
2714	01N	MTWRF	0900-0950	CN 0119	TBA	
2715	02N	MTW	1930-2150	CX 0002	TBA	
ESL 011	Engl As A Second Lang: Comp I					5cr
2729	01N	MTW	1030-1155	CP 0004	TBA	
2730	02N	TR	0800-1025	CN 123A	TBA	
2731	03N	TR	1630-1850	CX 0002	TBA	
ESL 009 AND 012 SHOULD BE TAKEN TOGETHER; 007 SHOULD BE TAKEN WITH THEM IF NEEDED.						
ESL 009	Engl As A Second Lang: Reading II					5cr
2709	01N	MTW	1030-1155	CN 0124	TBA	
2711	02N	TR	1030-1255	CP 0004	TBA	
2712	03N	TR	1630-1850	CN 0122	TBA	
ESL 012	Engl As A Second Lang: Comp II					5cr
2732	01N	MTWTF	0900-1025	CP 0004	TBA	
2733	02N	TR	0900-1025	CP 0004	TBA	
2737	03N	MTW	1630-1850	CX 0002	TBA	
2738	04N	TR	1930-2150	CX 0002	TBA	
2739	05N	S	0830-1300	CX 0002	TBA	
ESL 013 SHOULD BE TAKEN WITH ENG 005.						
ESL 013	Engl As A Second Lang: Comp III					5cr
2741	01N	MTWTF	0900-0950	CN 0119	O'Neill	
2742	02N	MTW	1300-1520	CP 0004	TBA	
2745	03N	MTW	1930-2150	CT 113B	TBA	
ESL 008	Engl As A Second Lang: Pronunciation					3cr
2716	01N	MTWTF	1400-1450	CN 123A	TBA	
THE ABOVE COURSES ARE FOR INTERNATIONAL STUDENTS ONLY. FOR MORE INFORMATION ON THE ABOVE COURSES, PLEASE CALL 323-3343.						
FINANCIAL SERVICES						
FIN 107	Personal Finance					3cr
5289	01N	R	1900-2150	CC 0212	TBA	
3354	94N	HOME STUDY	See Extended Learning Inst. Pages			
FIN 108	Principles Of Securities Investment					3cr
5415	01N	W	1900-2150	CC 0212	TBA	
FIN 140	Introduction To Credit Unions					3cr
5417	01N	M	1900-2150	CC 0212	TBA	
FIN 215	Financial Management					3cr
5270	01N	T	1900-2150	CC 0214	TBA	
COMPLETION OF ACC 211 PRINCIPLES OF ACCOUNTING I IS RECOMMENDED PRIOR TO REGISTERING FOR FIN 215.						
FIRE SCIENCE						
FIR 100	Introduction To Fire Science					3cr
2940	94N	HOME STUDY	See Extended Learning Inst. Pages			
REQUIRES 3-4 TRIPS TO CAMPUS.						
FIR 106	Fire Suppression Methods And Operati					3cr
3149	01N	W	0830-1040	CS 0212	Sachs	
FIR 111	Hazardous Materials I					3cr
3150	01N	T	0800-1040	CS 0212	Ward	
FIR 116	Fire Prevention Fundamentals					3cr
3152	01N	M	0800-1040	CS 0212	Plougher	
3153	02N	T	1930-2220	CS 0212	Plougher	
FIR 125	Fire Service Administration					3cr
3154	01N	R	1800-2140	LFS 0001	Murry	
NOTE: CLASS WILL BE HELD AT THE LEEBSBURG FIRE STATION.						
FIR 297	Cooperative Education					1cr
0637	01N	TBA	TBA-TBA	TBA TBA	Chulew	
FIR 297	Cooperative Education					2cr
0638	02N	TBA	TBA-TBA	TBA TBA	Chulew	
FIR 297	Cooperative Education					3cr
0639	03N	TBA	TBA-TBA	TBA TBA	Chulew	
FORESTRY						
FOR 115	Dendrology					4cr
3805	01N	R	1830-2220	CS 0021	Moore	
	S		2000-1150	CT 0212		
FRENCH						
FOR INFORMATION CALL 323-3314. SEE CATALOG FOR PREREQUISITE.						
FRE 101	Beginning French I					5cr
1225	01N	MTW	0930-1055	CT 214A	Gisvold	
1226	02N	MTW	1100-1225	CT 214A	Baldwin	
1237	03N	TR	0830-1045	CT 214A	Gisvold	

COURSE NO.	COURSE TITLE			CREDITS	
INDEX NO.	SEC.	DAY	TIME	ROOM	INSTRUCTOR
1238	04N	TR	1100-1315	CT 214A	Gisvold
1239	05N	MMW	1715-1925	CT 0210	TBA
1240	06N	MMW	1930-2150	CG 214C	TBA
1241	07N	TR	1930-2150	CG 214C	TBA
FRE 102	Beginning French II				5cr
2235	01N	MMWF	0800-0925	CT 214A	TBA
FRE 111	Conversation In French I				3cr
1158	01N	MMWF	1200-1250	CT 0214	TBA
1159	02N	M	1930-2215	CT 0213	TBA
FRE 203	Intermediate French I				3cr
1154	01N	MMWF	1000-1050	CT 0213	Baldwin
1156	02N	W	1930-2215	CT 0213	TBA
FRE 233	Intro To French Civilization & Lit.				3cr
2234	01N	TR	1330-1445	CT 214A	TBA
GEOGRAPHY					
GEO 200	Introduction To Physical Geography				3cr
2213	01N	MMWF	0800-0850	CS 0213	Chailot
2214	02N	TR	1100-1215	CS 0217	Chailot
2215	03N	R	1630-1915	CN 0120	McClure
5409	04N	T	1900-2150	OHS 0254	McClure
2552	94N	HOME STUDY	See Extended Learning Inst. Pages		
GEO 210	People And The Land				3cr
2216	01N	TR	0800-0915	CN 0108	Chailot
5410	02N	R	1930-2220	CN 0120	McClure
2557	94N	HOME STUDY	See Extended Learning Inst. Pages		
GEOLOGY					
GOL 105	Physical Geology				4cr
1300	01N	MMWF	0800-0850	CS 0210	Vespucci
1304	02N	MMWF	0800-0850	CS 0210	Vespucci
HONORS OPTION. LAB GOL 105-A1N REQUIRED.					
GOL 105	Lab For GOL 105				0cr
1306	01N	MMWF	0900-0950	CS 0210	Vespucci
LAB FOR GOL 105-01N AND 02N.					
GOL 105	Physical Geology				4cr
1308	03N	MMWF	1300-1350	CS 0210	TBA
LAB FOR GOL 105-A2N REQUIRED.					
GOL 105	Lab For GOL 105				0cr
1310	02N	MMWF	1400-1450	CS 0210	TBA
LAB FOR GOL 105-03N.					
GOL 105	Physical Geology				4cr
1313	04N	MTW	1800-1915	CS 0210	TBA
LAB FOR GOL 105-A3N REQUIRED.					
GOL 105	Lab For GOL 105				0cr
1315	05N	MTW	1925-2050	CS 0210	TBA
LAB FOR GOL 105-04N.					
GOL 105	Physical Geology				4cr
1318	05N	TBA	0830-1115	CS 0210	TBA
LAB FOR GOL 105-A4N REQUIRED.					
GOL 105	Lab For GOL 105				0cr
1317	06N	S	1130-1420	CS 0210	TBA
LAB FOR GOL 105-05N.					
GOL 105	Physical Geology				4cr
1320	06N	TR	1300-1415	CS 0210	TBA
LAB FOR GOL 105-A5N REQUIRED.					
GOL 105	Lab For GOL 105				0cr
1323	07N	TR	1425-1550	CS 0210	TBA
LAB FOR GOL 105-06N.					
GOL 105	Physical Geology				4cr
3454	07N	MMWF	1000-1050	CS 0210	Vespucci
LAB FOR GOL 105-A5N REQUIRED.					
GOL 105	Lab For GOL 105				0cr
3455	06N	MMWF	1100-1150	CS 0210	Vespucci
LAB FOR GOL 105-04N.					
GOL 106	Historical Geology				4cr
1327	01N	TR	0800-0915	CS 0210	Vespucci
LAB FOR GOL 106-A1N REQUIRED.					
GOL 106	Lab For GOL 106				0cr
1329	01N	TR	0930-1045	CS 0210	Vespucci
LAB FOR GOL 106-01N.					
GOL 105	Transition Course				3cr
1336	01N	MMWF	1600-1750	CS 0210	TBA
EIGHT WEEK 08/25/98 10/20/98					
GOL 106	Lab For GOL 106				0cr
1335	01N	MMWF	1700-1850	CS 0210	TBA
EIGHT WEEK 08/25/98 10/20/98					
GOL 105	Transition Course				3cr
1339	01N	MMWF	1600-1750	CS 0210	TBA
EIGHT WEEK 10/21/98 12/21/98					
GOL 106	Lab For GOL 106				0cr
1347	01N	MMWF	1700-1850	CS 0210	TBA
EIGHT WEEK 10/21/98 12/21/98					
LAB FOR GOL 106-01N.					
GOL 287	Cooperative Education				Flammie
0702	01N	TBA	TBA-TBA	TBA	TBA

CASE NO.	COURSE TITLE			CREDITS	
INDEX NO.	SEC.	DAY	TIME	ROOM	INSTRUCTOR

COMPUTER SCIENCE

CSC 100	Introduction To Computer Usage			
5396	51L	M	2000-2050	HHS TBA Anwar
CSC 201	Computer Science I			
5397	51L	M	1830-1950	HHS TBA Anwar
		W	1830-2050	
COREQUISITES: CSC 100 AND MATH 173				

COREQUISITES: CSC 100 AND MATH 125

ECONOMICS

ECO 120	Survey Of Economics	3cr
0332	01L TR 1400-1515	LC 0204 TBA
2841	94L HOME STUDY. See Extended Learning Inst. Pages	
TV COURSE, STARTS WEEK OF SEPT 5. VERY LIMITED AVAILABILITY; MUST SEE ELI PAGES.		

TV COURSE, STARTS WEEK OF SEPT. 5, VERY LIMITED AVAILABILITY. MUST SEE ELI PAGES.

ECO 201	Principles Of Economics I				3cr
0381	01L	TR	1230-1345	LC 0133	TBA
0384	01L	MW	1830-1945	HHS TBA	TBA
0385	02L	MW	2000-2115	HHS TBA	TBA
0386	03L	T	1800-2145	SRS TBA	TBA

94L HOME STUDY. See Extended Learning Inst. Pages. TV COURSE, STARTS WEEK OF SEPT. 5, VERY LIMITED AVAILABILITY. MUST SEE ELI PAGES.

ECO 202	Principles Of Economics II	3cr
2894	94L HOME STUDY. See Extended Learning Inst. Pages	
TV COURSE, STARTS WEEK OF SEPT 5. VERY LIMITED AVAILABILITY. MUST SEE ELI PAGES.		

TV COURSE, STARTS WEEK OF SEPT. 5, VERY LIMITED AVAILABILITY. MUST SEE ELI PAGES.

ECO 285	Transition Course	2cr
	Or Equity ECON 212	
0691	90L HOME STUDY. See Extended Learning Inst. Pages	
	TV COURSE, STARTS WEEK OF SEPT 5, VERY LIMITED	
	AVAILABILITY, MUST SEE ELI PAGES.	

TV COURSE, STARTS WEEK OF SEPT. 5, VERY LIMITED AVAILABILITY. MUST SEE ELI PAGES.

ECO 285	Transition Course	2cr
	Qtr Equity ECON 213	
0596	91L HOME STUDY. See Extended Learning Inst. Pages.	
	TV COURSE, STARTS WEEK OF SEPT 3. VERY LIMITED AVAILABILITY. MUST SEE ELL PAGES.	

TV COURSE, STARTS WEEK OF SEPT. 5, VERY LIMITED AVAILABILITY. MUST SEE ELI PAGES.

ENGLISH

FOR ENGLISH AS A SECOND LANGUAGE, SEE ESL STUDENTS REGISTERING FOR ENG 003 OR 111 MUST TAKE THE ENG PLACEMENT TEST IN ROOM 211A PRIOR TO REGISTRATION. STUDENTS SHOULD ENROLL CONCURRENTLY FOR THE SAME SECTIONS OF ENG 003 AND 006. EXCEPTIONS MAY BE GRANTED BY PERMISSION OF THE COUNSELING STAFF.

ENG 001	Preparing For College Writing I	5cr
2864	94L HOME STUDY. See Extended Learning Inst. Pages	

ENG 003	Preparing For College Writing II	5cr
2158	01L MW 0830-1045	LC 217E Hansen

ENG 003-01 AND 005-01 SHOULD BE TAKEN TOGETHER. EXCEPTIONS MAY BE GRANTED BY PERMISSION OF THE COUNSELING STAFF.

ENG 005	Reading Improvement I	3cr
2162	01L F 0600-1045	LC 217E TBA

ENG 005-01 AND 005-01 SHOULD BE TAKEN TOGETHER.
EXCEPTIONS MAY BE GRANTED BY PERMISSION OF THE
COUNSELING STAFF.

ENG 005-01 AND 006-01 SHOULD BE TAKEN TOGETHER. EXCEPTIONS MAY BE GRANTED BY PERMISSION OF THE COUNSELING STAFF.

ENG 005	Reading Improvement II				3cr
2194	02L	MW	1100-1215	LC 217E	Bunt

ENG 003-02 AND 006-02 SHOULD BE TAKEN TOGETHER. EXCEPTIONS MAY BE GRANTED BY PERMISSION OF THE COUNSELING STAFF.

ENG 003	Preparing For College Writing II	3cr
2251	03L TR 0930-1215	LC 217E Pothakis

ENG 003-02 AND 006-02 SHOULD BE TAKEN TOGETHER. EXCEPTIONS MAY BE GRANTED BY PERMISSION OF THE COUNSELING STAFF.

ENG 005	Reading Improvement II	3cr
2292	03L TR 1230-1345	LQ 217E Hunt

ENG 003-03 AND 006-03 SHOULD BE TAKEN TOGETHER. EXCEPTIONS MAY BE GRANTED BY PERMISSION OF THE COUNSELING STAFF.

ENG 005	Preparing For College Writing II	3cr
2293	04L MW 1830-2115	LC 217E TBA

ENG 003-03 AND 006-03 SHOULD BE TAKEN TOGETHER. EXCEPTIONS MAY BE GRANTED BY PERMISSION OF THE COUNSELING STAFF.

COUNSELING STAFF					
ENG 005	Reading Improvement II				3cr
2294	04L	R	1900-2145	LC 217E	TBA

ENG 003-04 AND 006-04 SHOULD BE TAKEN TOGETHER. EXCEPTIONS MAY BE GRANTED BY PERMISSION OF THE COUNSELING STAFF.

COUNSELING STAFF					
ENG 108	Critical Reading And Study Skills				3cr
2294	01L MW	1233-1345	LC 217E	Hoanlont	

ENG 003-04 AND 006-04 SHOULD BE TAKEN TOGETHER. EXCEPTIONS MAY BE GRANTED BY PERMISSION OF THE COUNSELING STAFF.

2329	04L T	1800-2145	LC 217E	Brantley	
ENG 111	College Composition I				3cr
2330	01L MW	0900-0945	LC 0131	TBA	

2310	01L	MW	0800-0915	LC 0131	TBA
2311	02L	MW	0800-0915	LC 0132	TBA
2313	03L	MW	0930-1045	LC 0131	Hogland

COURSE NO.	COURSE TITLE			CREDITS		
INDEX NO.	SEC.	DAY	TIME	ROOM	INSTRUCTOR	

2314	04L MW 1130-1245	LC 0131	Hogland
2327	05L MW 1230-1345	LC 0132	Poulsen
2328	06L MW 1400-1515	LC 0132	TBA
2331	07L TR 0830-0915	LC 0131	Hansen
2332	08L TR 0830-0915	TBA TBA	TBA
2334	09L TR 1100-1215	LC 0131	Burnt

ENG 111-09 IS AN HONORS COURSE. PERMISSION REQUIRED. SEE LOUDOUN CAMPUS GENERAL INFORMATION SECTION.

2337	10L TR 1230-1345	LC 0131	Poulsen
2338	11L TR 1400-1515	LC 0132	TBA
2339	12L F 0930-1215	LC 0131	TBA
2340	13L F 0930-1215	TBA TBA	TBA
2341	14L MW 1200-1315	LC 0131	TBA
2344	15L MW 1830-1945	LC 0132	TBA
2345	16L MW 2000-2115	LC 0132	TBA
2347	17L TR 1730-1945	LC 0131	Brantley
2348	18L TR 1900-2145	LC 0131	TBA
2351	19L R 1900-2145	HHS TBA	TBA
2671	94L HOME STUDY. See Extended Learning Inst. Pages		

ENG 112	College Composition II				3cr
2354	01L MW	1100-1215	LC 0132	TBA	
2355	02L TR	0830-0915	LC 0132	Tacoma	
2356	03L R	1900-2145	LC 0132	Tacoma	
2682	94L HOME STUDY. See Extended Learning Inst. Pages				

2335	02L	TR	0800-0915	LC 0132	Taochinn
2356	00L	R	1900-2145	LC 0132	Taochinn
2682	94L	HOME STUDY. See Extended Learning Inst. Pages.			

REQUIRES 4-6 TRIPS TO CHILDREN'S BOOKSTORE OR PUBLIC LIBRARY.

2900	94L HOME STUDY. See Extended Learning Inst. Pages	
	REQUIRES 4-6 TRIPS TO CHILDREN'S BOOKSTORE OR PUBLIC LIBRARY.	

ENG 185	Transition Course	2cr
	Qtr Equiv ENGL 112	

6601	90L	HOME STUDY. See Extended Learning Inst. Pages	
ENG 195	Transition Course		20

Four week 04/08/98-05/03/98

THIS CLASS IS FOR STUDENTS WHO NEED TO LEARN KEYBOARDING IN ORDER TO USE A WORD PROCESSOR TO TYPE COLLEGE PAPERS. COURSE MEETS 4 WEEKS: SEPT. 9, 16, 23, & 30. ONE ADDITIONAL LAB HOUR REQUIRED.

ENG 198	Seminar And Project	1cr
	Intro W perfect 4.2	

Four week 10/27/98-10/31/98

THIS CLASS IS FOR STUDENTS WHO KNOW KEYBOARDING AND WANT TO LEARN HOW TO USE A WORD PROCESSOR TO TYPE COLLEGE PAPERS. CLASS MEETS 4 WEEKS: OCTOBER 7, 14, 21, AND 28. ONE ADDITIONAL LAB HOUR REQUIRED.

ENG 199	Supervised Study				1cr
2364	01L	TBA	TBA-TBA	LC 217E	TBA

WRITING IN THE DISCIPLINES. THIS IS A COURSE FOR STUDENTS WHO NEED OR WANT HELP WITH WRITING ASSIGNMENTS FOR COLLEGE CLASSES. DURING THE SEMESTER, STUDENTS WILL MEET INDIVIDUALLY AT LEAST ONCE A WEEK IN THE WRITING CENTER. MANY WRITING CENTERS WITH TRAINED TUTORS AND/OR FACULTY VOLUNTEERS TO WORK ON NOTES.

AND DRAFTS OF THEIR WRITING. STUDENTS ENROLLED IN ENG 001 ARE TO REPORT TO THE WRITING CENTER BETWEEN 10:45 AM AND 2 P.M. OR 6 P.M. TO 7 P.M. MONDAY THROUGH THURSDAY, DURING THE FIRST WEEK OF CLASSES TO ESTABLISH A SET TIME FOR THEIR WEEKLY MEETINGS. STUDENTS MAY ENROLL IN THIS COURSE THROUGHOUT THE SEMESTER.

THOSE WHO DESIRE TO DO SO AFTER REGULAR REGISTRATION PERIOD SHOULD FIRST COME TO THE WRITING CENTER.

2367	02L TBA TBA-TBA	LC 217E	TBA
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PERSONAL OCCUPATIONAL WRITING. THIS IS A COURSE FOR STUDENTS AND MEMBERS OF THE COMMUNITY WHO WANT HELP WITH WRITING NOT RELATED TO THEIR COLLEGE COURSES. THESE WRITING PROJECTS MIGHT INCLUDE RESUMES, BUSINESS LETTERS, REPORTS, SHORT STORIES, AND POEMS. DURING THE SEMESTER, STUDENTS WILL MEET

INDIVIDUALLY AT LEAST ONCE A WEEK IN THE WRITING CENTER WITH TUTORS AND/OR FACULTY VOLUNTEERS TO WORK ON NOTES AND DRAFTS OF THEIR WRITING. STUDENTS ENROLLED IN ENG 198-02 ARE TO REPORT TO THE WRITING CENTER BETWEEN 10:45 AM AND 2 P.M. OR 6 P.M. TO 7 P.M. MONDAY THROUGH THURSDAY, DURING THE FIRST WEEK OF CLASSES TO ESTABLISH A SET TIME FOR THEIR WEEKLY MEETINGS. STUDENTS MAY ENROLL IN THIS COURSE THROUGHOUT THE SEMESTER. THOSE WHO DESIRE TO DO SO AFTER THE REGULAR REGISTRATION PERIOD SHOULD FIRST COME TO THE WRITING CENTER.

ENG 211	Creative Writing I				3cr
2380	01L T	1900-2145	LC 217E	Hansen	

A POETRY WRITING COURSE FOR BEGINNERS AND INTERMEDIATE POETS. STUDENTS WHO WANT TO ENROLL IN SECTION 02L MUST BE IN THE HONORS PROGRAM OR HAVE THE INSTRUCTORS PERMISSION.

COURSE NO.	COURSE TITLE				CREDITS	
INDEX NO.	SEC.	DAY	TIME	ROOM	INSTRUCTOR	

ENG 227	Introduction To Poetry	3cr
2932	94L HOME STUDY. See Extended Learning Inst. Pages	
	TV COURSE. STARTS WEEK OF SEPT. 5. VERY LIMITED	
	AVAILABILITY. MUST SEE ELI PAGES.	

TV COURSE, STARTS WEEK OF SEPT. 5, VERY LIMITED AVAILABILITY. MUST SEE ELI PAGES.

2357	02L	R	1900-2145	LC 0131	Brantley
2394	94L	HOME STUDY. See Extended Learning Inst. Pages			

MAY REQUIRE LISTENING TO 1-2 AUDIOTAPES

MAY REQUIRE LISTENING TO 1-2 AUDIO TAPES.

2398	02L T	1900-2145	LC 0132	Tacoma
ENG 251-02 IS AN HONORS COURSE. PERMISSION RE				
QUIRED. SEE LOUDON CAMPUS GENERAL INFORMATION				

ENG 251-02 IS AN HONORS COURSE. PERMISSION REQUIRED. SEE LOUDOUN CAMPUS GENERAL INFORMATION SECTION.

2900	94L HOME STUDY. See Extended Learning Inst. Pages	
	SOME VIDEO TAPE PROGRAMS REQUIRED.	

SOME VIDEO TAPE PROGRAMS REQUIRED.

ENG-273	Women in Literature I	3cr
2910	94L HOME STUDY. See Extended Learning Inst. Pages	

SOME VIDEO TAPE PROGRAMS REQUIRED.

ENG 273	Women In Literature I	3cr
2920	90L HOME STUDY. See Extended Learning Inst. Pages	

ENG 274	Women In Literature II	3cr
2915	94L HOME STUDY. See Extended Learning Inst. Pages	

2925	94L	HOME STUDY. See Extended Learning Inst. Pages
CRITICAL VIEWING.		
REQUIRES WATCHING FILMS AVAILABLE FOR HOME VIEW.		

MYSTERIES IN FILM AND LITERATURE. REQUIRES WATCHING FILMS AVAILABLE FOR HOME VIEWING FROM LOCAL VIDEO CLUBS.

	Or: Equity ENGL 252	
0011	90L HOME STUDY. See Extended Learning Inst. Pages	

ENG 295	Transition Course	2cr
	Qtr Equiv ENGL 253	
0616	91L HOME STUDY. See Extended Learning Inst. Pages	

ENG 295	Transition Course	2cr
	Or Equiv ENGL 287	
0621	92L HOME STUDY. See Extended Learning Inst. Pages	

0621	92L	HOME STUDY. See Extended Learning Inst. Pages	
ENG 295	Transition Course		2cr
	Ors. Equiv. ENGL 360		

0626	93L	HOME STUDY. See Extended Learning Inst. Pages	
ENG 295	Supervised Study		1c

2371	OIL TBA	TBA-TBA	LC 217F	TBA
TUTORING WRITING. THIS IS A COURSE FOR STUDENTS WHO HAVE SATISFACTORILY COMPLETED (AND ENJOYED) THE				

ENG 295	Transition Course	2cr
0641	96L HOME STUDY. See Extended Learning Inst. Pages	

THE WRITING CENTER. STUDENTS ARE REQUIRED TO ATTEND TRAINING SESSIONS (TQM) DURING THE SEMESTER. ENROLLMENT IN THIS COURSE IS BY PERMISSION ONLY.

SEE THE INSTRUCTIONAL ASSISTANT IN THE LEARNING-LAB
STUDENTS ARE TO REPORT TO THE COORDINATOR OF THE
CENTER DURING THE FIRST WEEK OF CLASSES TO INITIATE

ENG 295	Transition Course	2cr
0656	99L HOME STUDY. See Extended Learning Inst. Pages	

ENGLISH AS A SECOND LANGUAGE					
ESL 005	Engl As A Second Lang: Reading I				3cr
2209	01L	TR	0800-0915	LC 217E TBA	

ESL 005-01L, 007-01L AND 011-01L SHOULD BE TAKEN TOGETHER. EXCEPTIONS MAY BE GRANTED BY PERMISSION OF THE COLLEGE BOARD.
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TUTORING WRITING. THIS IS A COURSE FOR STUDENTS WHO HAVE SATISFACTORILY COMPLETED ENG 111, 112, AND 113, AND WHO WISH TO TUTOR IN THE WRITING CENTER IN ADDITION TO WORKING 4 HOURS EACH WEEK IN THE WRITING CENTER. STUDENTS ARE REQUIRED TO ATTEND TRAINING SESSIONS (TBA) DURING THE SEMESTER. ENROLLMENT IN THIS COURSE IS BY PERMISSION ONLY. SEE THE INSTRUCTIONAL ASSISTANT IN THE LEARNING LAB. STUDENTS ARE TO REPORT TO THE COORDINATOR OF THE CENTER DURING THE FIRST WEEK OF CLASSES TO INITIATE THEIR TRAINING.

ESL 008-01L, 007-01L AND 011-01L SHOULD BE TAKEN TOGETHER. EXCEPTIONS MAY BE GRANTED BY PERMISSION
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TUTORING WRITING. THIS IS A COURSE FOR STUDENTS WHO HAVE SATISFACTORILY COMPLETED ENG 111, 112, AND 113, AND WHO WISH TO TUTOR IN THE WRITING CENTER IN ADDITION TO WORKING 4 HOURS EACH WEEK IN THE WRITING CENTER. STUDENTS ARE REQUIRED TO ATTEND TRAINING SESSIONS (TBA) DURING THE SEMESTER. ENROLLMENT IN THIS COURSE IS BY PERMISSION ONLY. SEE THE INSTRUCTIONAL ASSISTANT IN THE LEARNING LAB. STUDENTS ARE TO REPORT TO THE COORDINATOR OF THE CENTER DURING THE FIRST WEEK OF CLASSES TO INITIATE THEIR TRAINING.

ESL 006-01L, 007-01L AND 011-01L, SHOULD BE TAKEN TOGETHER. EXCEPTIONS MAY BE GRANTED BY PERMISSION

TUTORING WRITING. THIS IS A COURSE FOR STUDENTS WHO HAVE SATISFACTORILY COMPLETED ENG 111, 112, AND 113, AND WHO WISH TO TUTOR IN THE WRITING CENTER IN ADDITION TO WORKING 4 HOURS EACH WEEK IN THE WRITING CENTER. STUDENTS ARE REQUIRED TO ATTEND TRAINING SESSIONS (TBA) DURING THE SEMESTER. ENROLLMENT IN THIS COURSE IS BY PERMISSION ONLY. SEE THE INSTRUCTIONAL ASSISTANT IN THE LEARNING LAB. STUDENTS ARE TO REPORT TO THE COORDINATOR OF THE CENTER DURING THE FIRST WEEK OF CLASSES TO INITIATE THEIR TRAINING.

FIN 107	Personal Finance	3cr
3336	04L HOME STUDY. See Extended Learning Init. Pages	

TUTORING WRITING. THIS IS A COURSE FOR STUDENTS WHO HAVE SATISFACTORILY COMPLETED ENG 111, 112, AND 113, AND WHO WISH TO TUTOR IN THE WRITING CENTER IN ADDITION TO WORKING 4 HOURS EACH WEEK IN THE WRITING CENTER. STUDENTS ARE REQUIRED TO ATTEND TRAINING SESSIONS (TBA) DURING THE SEMESTER. ENROLLMENT IN THIS COURSE IS BY PERMISSION ONLY. SEE THE INSTRUCTIONAL ASSISTANT IN THE LEARNING LAB. STUDENTS ARE TO REPORT TO THE COORDINATOR OF THE CENTER DURING THE FIRST WEEK OF CLASSES TO INITIATE THEIR TRAINING.

FIRE SCIENCE			
FIR 100	Introduction To Fire Science		3cr

TUTORING WRITING. THIS IS A COURSE FOR STUDENTS WHO HAVE SATISFACTORILY COMPLETED ENG 111, 112, AND 113, AND WHO WISH TO TUTOR IN THE WRITING CENTER IN ADDITION TO WORKING 4 HOURS EACH WEEK IN THE WRITING CENTER. STUDENTS ARE REQUIRED TO ATTEND TRAINING SESSIONS (TBA) DURING THE SEMESTER. ENROLLMENT IN THIS COURSE IS BY PERMISSION ONLY. SEE THE INSTRUCTIONAL ASSISTANT IN THE LEARNING LAB. STUDENTS ARE TO REPORT TO THE COORDINATOR OF THE CENTER DURING THE FIRST WEEK OF CLASSES TO INITIATE THEIR TRAINING.

FRENCH	
FRE 101: Beginning French I	5cr

TUTORING WRITING. THIS IS A COURSE FOR STUDENTS WHO HAVE SATISFACTORILY COMPLETED ENG 111, 112, AND 113, AND WHO WISH TO TUTOR IN THE WRITING CENTER IN ADDITION TO WORKING 4 HOURS EACH WEEK IN THE WRITING CENTER. STUDENTS ARE REQUIRED TO ATTEND TRAINING SESSIONS (TBA) DURING THE SEMESTER. ENROLLMENT IN THIS COURSE IS BY PERMISSION ONLY. SEE THE INSTRUCTIONAL ASSISTANT IN THE LEARNING LAB. STUDENTS ARE TO REPORT TO THE COORDINATOR OF THE CENTER DURING THE FIRST WEEK OF CLASSES TO INITIATE THEIR TRAINING.

FRE 203	Intermediate French I	3cr
4474	01L MW 1100-1215	LC 010B Pizano
THIS COURSE IS VIDEO-TELECONFERENCED FROM THE		

TUTORING WRITING. THIS IS A COURSE FOR STUDENTS WHO HAVE SATISFACTORILY COMPLETED ENG 111, 112, AND 113, AND WHO WISH TO TUTOR IN THE WRITING CENTER IN ADDITION TO WORKING 4 HOURS EACH WEEK IN THE WRITING CENTER. STUDENTS ARE REQUIRED TO ATTEND TRAINING SESSIONS (TBA) DURING THE SEMESTER. ENROLLMENT IN THIS COURSE IS BY PERMISSION ONLY. SEE THE INSTRUCTIONAL ASSISTANT IN THE LEARNING LAB. STUDENTS ARE TO REPORT TO THE COORDINATOR OF THE CENTER DURING THE FIRST WEEK OF CLASSES TO INITIATE THEIR TRAINING.

ENG 295	Transition Course	2cr	
0701	08L TBA TBA-TBA	LC 217E	TBA

TUTORING WRITING. THIS IS A COURSE FOR STUDENTS WHO HAVE SATISFACTORILY COMPLETED ENG 111, 112, AND 113, AND WHO WISH TO TUTOR IN THE WRITING CENTER IN ADDITION TO WORKING 4 HOURS EACH WEEK IN THE WRITING CENTER. STUDENTS ARE REQUIRED TO ATTEND TRAINING SESSIONS (TBA) DURING THE SEMESTER. ENROLLMENT IN THIS COURSE IS BY PERMISSION ONLY. SEE THE INSTRUCTIONAL ASSISTANT IN THE LEARNING LAB. STUDENTS ARE TO REPORT TO THE COORDINATOR OF THE CENTER DURING THE FIRST WEEK OF CLASSES TO INITIATE THEIR TRAINING.

ENG 295	Transition Course	2cr	
0706	09L TBA TBA-TBA	LC 217E	TBA

COURSE NO. INDEX NO.	COURSE TITLE SEC.	CREDITS DAY	TIME	ROOM	INSTRUCTOR
ECO 295	Transition Course	3cr			
0597	Or Equiv ECON 213				
	91M HOME STUDY. See Extended Learning Inst. Pages				
	TV COURSE. STARTS WEEK OF SEPT 5. VERY LIMITED				
	AVAILABILITY. MUST SEE ELI PAGES.				
EDUCATION					
EDU 100	Introduction To Education	1cr			
5554	97M S		0930-1230	MC 0305	TBA
	N		1300-1650		
	Weekend 08/10/88 09/18/88				
	THIS SECTION WILL BE OFFERED IF THERE IS SUFFICIENT				
	ENROLLMENT.				
EDU 118	Math And Lit In Lang Arts For Childr	3cr			
5135	01M MW		2000-2150	MS 0002	Coleman
	THIS SECTION WILL BE OFFERED IF THERE IS SUFFICIENT				
	ENROLLMENT.				
EDU 121	Childhood Educ Development I	3cr			
5133	01M T		1900-2150	SJH 0FL6	Shelsky
	THIS SECTION WILL BE OFFERED IF THERE IS SUFFICIENT				
	ENROLLMENT.				
EDU 125	Creative Activities For Children	3cr			
5136	01M MW		1900-1950	MS 0002	Zapp
	THIS SECTION WILL BE OFFERED IF THERE IS SUFFICIENT				
	ENROLLMENT.				
ELECTRONICS					
ETR 118	D.C. And A.C. Fundamentals	4cr			
5470	01M MW		1900-2150	OSB 0212	Faltz
	THIS SECTION WILL BE OFFERED IF THERE IS SUFFICIENT				
	ENROLLMENT.				
ENGINEERING					
EGR 130	Statics/Material Strength For Eng Tr	5cr			
5467	01M MW		1900-2120	SJH 0LA2	Whitlock
ENGLISH					
	(A PLACEMENT TEST COVERING WRITING & READING				
	SKILLS IS REQUIRED PRIOR TO REGISTRATION FOR COLLEGE				
	COMPOSITION).				
ENG 001	Preparing For College Writing I	5cr			
2895	94M HOME STUDY. See Extended Learning Inst. Pages				
ENG 002	Spelling And Vocabulary Study	1cr			
2890	01M T		1545-1635	MC 0106	Wilan
ENG 003	Preparing For College Writing II	5cr			
3376	01M MW		0900-1130	MC 0204	Simpson
	THE ABOVE SECTION 003-01 IS TAUGHT USING NETWORKED				
	MICROCOMPUTERS. ENROLLMENT IS LIMITED BY THE NUMBER				
	OF WORK STATIONS.				
3377	02M TR		1330-1545	MC 0106	Wilan
3380	03M M		1830-2220	MC 0214	TBA
	THE ABOVE SECTION 003-03 HAS A 1 HOUR LAB TBA.				
ENG 005	Reading Improvement I	5cr			
2895	01M TR		0930-1100	MC 0210	TBA
3386	02M R		1830-2220	MC 0128	TBA
	THE ABOVE SECTION 005-02 HAS A 1 HOUR LAB TBA.				
ENG 008	Writing And Reading Improvement II	8cr			
2887	01M MW		1030-1420	MC 0106	Wilan
3388	02M TR		1830-2220	MC 0106	TBA
ENG 009	Individualized Instruction In Writing	3cr			
2884	01M TBA		TBA-TBA	MC 0102	Simpson
	THE ABOVE SECTION IS THE WRITING LAB. THIS IS A SUPPORT				
	COURSE FOR STUDENTS IN ENG 111 TO ASSIST WITH				
	SUCCESSFUL COMPLETION OF ENG 111 ASSIGNMENTS.				
	STUDENTS ARE TO REPORT TO THE WRITING CENTER IN				
	THE LEARNING LAB (MC 102) DURING THE FIRST WEEK OF				
	CLASSES TO ESTABLISH A SET TIME FOR WEEKLY MEETINGS.				
ENG 106	Critical Reading And Study Skills	3cr			
4043	01M MW		1430-1550	MC 0200	Weiner
4043	02M T		1900-2150	SJH 0LA9	TBA
	THIS SECTION WILL BE OFFERED IF THERE IS SUFFICIENT				
	ENROLLMENT.				
ENG 111	College Composition I	3cr			
3995	01M TR		0800-0920	MC 0106	Weiner
3997	02M TR		0800-0920	MC 0210	Goodine
	SECTION 02M IS AN HONORS COURSE. PERMISSION REQUIRED.				
	SEE MANASSAS CAMPUS GENERAL INFORMATION				
	SECTION.				
3999	02M TR		1330-1450	MS 0002	Goodine
3999	04M TR		1500-1620	MS 0002	TBA
4000	05M TR		1500-1620	MC 0210	Weiner
4031	06M TR		1500-1620	MC 0212	McDonald
4001	07M MW		0830-0950	MS 0002	TBA
4009	08M MW		1130-1250	MC 0204	Simpson
	THE ABOVE SECTION 111-08 IS TAUGHT USING NETWORKED				
	MICROCOMPUTERS. ENROLLMENT IS LIMITED BY THE NUMBER				
	OF WORK STATIONS.				
4032	09M MW		1130-1250	MS 0002	McDonald
4011	10M MW		1430-1550	MC 0106	McDonald
4013	11M F		0830-1120	MC 0106	Weiner
4015	12M F		0830-1120	MS 0002	TBA
4019	13M F		1140-1430	MC 0212	Goodine
4021	14M F		1140-1430	MS 0002	TBA
4022	15M M		1900-2150	SJH LA11	TBA
4023	16M M		1900-2150	VHF 0100	TBA
4024	17M T		1900-2150	SJH LA11	TBA
4026	18M W		1900-2150	SJH 0LA3	TBA

COURSE NO. INDEX NO.	COURSE TITLE SEC.	CREDITS DAY	TIME	ROOM	INSTRUCTOR
4026	19M R		1900-2150	SJH 0LA9	TBA
4030	20M R		1900-2150	SJH LA11	TBA
2872	94M HOME STUDY. See Extended Learning Inst. Pages				
ENG 112	College Composition II	3cr			
4036	01M TR		1100-1220	MC 0204	McDonald
4036	02M R		1900-2150	MC 0212	TBA
	THIS SECTION WILL BE OFFERED IF THERE IS SUFFICIENT				
	ENROLLMENT.				
2883	94M HOME STUDY. See Extended Learning Inst. Pages				
	Miller				
ENG 121	Introduction To Journalism I	3cr			
4051	01M TR		1100-1220	MC 0204	Weiner
ENG 150	Children's Literature	3cr			
2931	94M HOME STUDY. See Extended Learning Inst. Pages				
	REQUIRES 4-8 TRIPS TO CHILDREN'S BOOKSTORE OR PUBLIC				
	LIBRARY.				
ENG 185	Transition Course	2cr			
0602	90M HOME STUDY. See Extended Learning Inst. Pages				
ENG 185	Transition Course	2cr			
0607	91M HOME STUDY. See Extended Learning Inst. Pages				
ENG 211	Creative Writing I	3cr			
4047	01M T		1900-2150	SJH LA13	TBA
ENG 237	Introduction To Poetry	3cr			
2936	94M HOME STUDY. See Extended Learning Inst. Pages				
	TV COURSE. STARTS WEEK OF SEPT 5. VERY LIMITED				
	AVAILABILITY. MUST SEE ELI PAGES.				
ENG 241	Survey Of American Literature I	3cr			
4076	01M MW		1000-1120	MC 0214	McDonald
4080	02M T		1900-2150	SJH LA15	Goodine
	THE ABOVE SECTION 241-02 IS ONLY FOR STUDENTS ELECTING				
	THE HONORS OPTION. SEE MANASSAS CAMPUS GENERAL				
	INFORMATION SECTION.				
4083	03M T		1900-2150	SJH LA15	Goodine
2895	94M HOME STUDY. See Extended Learning Inst. Pages				
	MAY REQUIRE LISTENING TO 1-2 AUDIOTAPES.				
ENG 243	Survey Of English Literature I	3cr			
4085	01M M		1900-2150	MC 0206	McDonald
ENG 251	Survey Of World Literature I	3cr			
4088	01M TR		1100-1220	MC 0108	Goodine
4089	02M TR		1100-1220	MC 0108	Goodine
	THE ABOVE SECTION 251-02 IS ONLY FOR STUDENTS ELECTING				
	THE HONORS OPTION. SEE MANASSAS CAMPUS GENERAL				
	INFORMATION SECTION.				
ENG 271	The Works Of Shakespeare I	3cr			
2901	94M HOME STUDY. See Extended Learning Inst. Pages				
	SOME VIDEO TAPE PROGRAMS REQUIRED.				
ENG 272	The Works Of Shakespeare II	3cr			
2906	94M HOME STUDY. See Extended Learning Inst. Pages				
	SOME VIDEO TAPE PROGRAMS REQUIRED.				
ENG 273	Women In Literature I	3cr			
2911	94M HOME STUDY. See Extended Learning Inst. Pages				
ENG 274	Women In Literature II	3cr			
2918	94M HOME STUDY. See Extended Learning Inst. Pages				
ENG 278	Film And Literature	3cr			
2921	90M HOME STUDY. See Extended Learning Inst. Pages				
	MYSTERIES IN FILM AND LITERATURE.				
	REQUIRES WATCHING FILMS AVAILABLE FOR HOME VIEWING				
	FROM LOCAL VIDEO CLUBS.				
2925	94M HOME STUDY. See Extended Learning Inst. Pages				
	REQUIRES WATCHING FILMS AVAILABLE FOR HOME VIEWING				
	FROM LOCAL VIDEO CLUBS.				
ENG 288	Transition Course	2cr			
0612	90M HOME STUDY. See Extended Learning Inst. Pages				
ENG 288	Transition Course	2cr			
0617	91M HOME STUDY. See Extended Learning Inst. Pages				
ENG 288	Transition Course	2cr			
0622	92M HOME STUDY. See Extended Learning Inst. Pages				
ENG 288	Transition Course	2cr			
0627	93M HOME STUDY. See Extended Learning Inst. Pages				
ENG 289	Supervised Study	1cr			
3992	01M TBA		TBA-TBA	MC 0102	Simpson
	TUTORIAL WRITING. THIS IS A COURSE FOR STUDENTS WHO				
	HAVE SATISFACTORILY COMPLETED (AE) ENGL 111 AND				
	112, AND WHO WISH TO TUTOR IN THE WRITING CENTER. IN				
	ADDITION TO WORKING TWO HOURS EACH WEEK IN THE				
	WRITING CENTER, STUDENTS ARE REQUIRED TO ATTEND				
	BIBLIOTECA TRAINING SESSIONS (TBA) THROUGHOUT THE				
	SEMESTER.				
	STUDENTS ARE TO REPORT TO THE DIRECTOR OF THE				
	WRITING CENTER DURING THE FIRST WEEK OF CLASSES TO				
	INITIATE THEIR TRAINING.				
ENGLISH AS A SECOND LANGUAGE					
ESL 014	ESL: Oral & Written Communication	5cr			
4094	01M T		1630-2220	MC 0200	Wilan

COURSE NO. INDEX NO.	COURSE TITLE SEC.	CREDITS DAY	TIME	ROOM	INSTRUCTOR
THIS SECTION WILL BE OFFERED IF THERE IS SUFFICIENT ENROLLMENT.					
ENVIRONMENTAL SCIENCE					
ENV 040	Basic Certification Preparation--West	1cr			
5457	71M TWRF		0800-1000	MC 216A	Barbano
	Four day 10/04/88 10/07/88				
THE ABOVE SECTION WILL MEET ON OCT. 4, 5, AND 8, 1988 ONLY. CONTACT DR. RON BARBARO AT 703-368-0184, EXT. 210 FOR DETAILS. MAY PREREGISTER OR REGISTER ON FIRST DAY OF CLASS.					
ENV 146	Advanced Certification Preparation W	1cr			
5458	71M TWRF		0800-1000	MC 216A	TBA
	Four day 10/11/88 10/14/88				
THE ABOVE SECTION WILL MEET ON OCT. 11, 12, & 13, 1988 ONLY. CONTACT DR. RON BARBARO AT 703-368-0184, EXT. 210 FOR DETAILS. MAY PREREGISTER OR REGISTER ON FIRST DAY OF CLASS.					
FINANCIAL SERVICES					
FIN 107	Personal Finance	3cr			
3361	94M HOME STUDY. See Extended Learning Inst. Pages				
FIRE SCIENCE					
FIN 100	Introduction To Fire Science	3cr			
4302	94M HOME STUDY. See Extended Learning Inst. Pages				
REQUIRES 3-4 TRIPS TO CAMPUS.					
FRENCH					
FRE 101	Beginning French I	5cr			
4096	01M TR		1900-2120	SJH LA18	TBA
FRE 204	Intermediate French II	3cr			
4364	01M MW		1230-1345	MC 0129	Piano
THIS COURSE IS VIDEO TELECONFERENCE FROM THE LOUDOUN CAMPUS TO THE MANASSAS CAMPUS BY MEANS OF THE PHOTO PHONE, GEMINI ELECTRONIC BLACKBOARD, AND QUORUM MICROPHONE TELECONFERENCING SYSTEM (LATEST BREAKTHROUGH IN ELECTRONIC COMMUNICATIONS). STUDENTS MUST ATTEND CLASS AT TIMES SHOWN.					
GEOGRAPHY					
GEO 200	Introduction To Physical Geography	3cr			
2551	94M HOME STUDY. See Extended Learning Inst. Pages				
GEO 210	People And The Land	3cr			
2556	94M HOME STUDY. See Extended Learning Inst. Pages				
GERMAN					
GER 203	Intermediate German I	3cr			
4366	01M MW		1230-1345	MC 0129	TBA
THIS CLASS IS VIDEO TELECONFERENCE FROM LOUDOUN CAMPUS TO THE MANASSAS AND WOODBRIDGE CAMPUSES BY MEANS OF PHOTO PHONE, GEMINI ELECTRONIC BLACKBOARD, AND QUORUM MICROPHONE TELECONFERENCING SYSTEM (LATEST BREAKTHROUGH IN ELECTRONIC COMMUNICATIONS). STUDENTS MUST ATTEND CLASS AT TIMES SHOWN.					
HEALTH					
HLT 100	First Aid And Cardiopulmonary Resusc	3cr			
5132	01M R		1900-2100	MC 0200	Carroll
THIS SECTION WILL BE OFFERED IF THERE IS SUFFICIENT ENROLLMENT.					
HISTORY					
HIS 101	History Of Western Civilization I	3cr			
4099	01M MW		1000-1120	MC 0212	Simmons
4102	02M TR		0800-0920	MC 0212	Simmons
THIS SECTION IS ONLY FOR STUDENTS ELECTING THE HONORS OPTION. SEE MANASSAS CAMPUS GENERAL INFORMATION SECTION.					
4104	03M TR		0800-0920	MC 0212	Simmons
5111	04M T		1900-2150	SJH 0FL2	TBA
3953	94M HOME STUDY. See Extended Learning Inst. Pages				
HIS 131	United States History I	3cr			
4107	01M TR		0930-1050	MC 0212	Bailey
5103	02M MW		1130-1250	MC 0212	Bailey
SECTION 02M IS AN HONORS COURSE. PERMISSION REQUIRED. SEE MANASSAS CAMPUS GENERAL INFORMATION SECTION.					
4112	03M MW		0830-0950	MC 0212	Bailey
5105	04M TH		1100-1220	MC 0212	Bailey
4117	05M F		0830-1120	MC 0212	TBA
4120	06M TR		1330-1450	MC 0212	Simmons
4123	07M M		1300-2150	MC 0212	TBA
4125	08M T		1900-2150	MC 0212	TBA
4127	09M W		1900-2150	VHF 0100	TBA
4130	10M R		1900-2150	SJH LA13	TBA
2943	94M HOME STUDY. See Extended Learning Inst. Pages				
REQUIRES VISITS TO LOCAL HISTORICAL SITES OR LIBRARIES.					
HIS 132	United States History II	3cr			
4133	01M TR		1100-1220	MC 0206	TBA
THIS SECTION WILL BE OFFERED IF THERE IS SUFFICIENT ENROLLMENT.					
2948	94M HOME STUDY. See Extended Learning Inst. Pages				
REQUIRES VISITS TO LOCAL HISTORICAL SITES OR LIBRARIES.					

60 Woodbridge

INDEX NO.	COURSE NO.	SEC.	COURSE TITLE	DAY	TIME	ROOM	CREDITS	INSTRUCTOR
THE ABOVE CLASS IS AN HONORS COURSE. PERMISSION REQUIRED. SEE WO CAMPUS GENERAL INFORMATION SECTION.								
0026	17W	TR	1900-1945	WC 0337				M. Ber.
0028	18W	F	1800-1850	WC 0336				Rea
0027	19W	T	1900-2150	WC 0309				M. Ber.
0028	20W	W	1800-1850	WC 0305				TBA
0028	21W	W	1900-2150	WC 0305				Rea/D.
THE ABOVE CLASS IS AN HONORS COURSE. PERMISSION REQUIRED. SEE WO CAMPUS GENERAL INFORMATION SECTION.								
0030	22W	R	1900-2150	PHS 0282				TBA
0031	23W	F	0900-1050	WC 309A				TBA
0030	24W	WW	1800-1850	QHS 0304				TBA
Eight week 08/15/98 10/07/98								
3530	25W	WW	0800-2130	FBS 0002				TBA
Eight week 08/26/98 10/27/98								
3508	26W	TR	1800-2130	FBS 0002				TBA
Eight week 10/11/98 12/23/98								
3508	27W	TR	1800-2130	FBS 0002				TBA
Eight week 10/11/98 12/23/98								
2076	28W	HOME STUDY	See Extended Learning Inst. Pages					
ENG 112 College Composition II								
0032	01W	TR	1100-1215	WC 308B				Fuji
0032	02W	R	1800-2150	PHS 0276				TBA
3018	03W	WW	1800-2130	QHS 0304				TBA
Eight week 10/21/98 12/18/98								
3509	04W	WW	1800-2130	FBS 0002				TBA
Eight week 10/11/98 12/23/98								
2080	05W	HOME STUDY	See Extended Learning Inst. Pages					
ENG 115 Technical Writing								
0034	01W	W	1900-2150	WC 0334				Thompson
THE ABOVE COURSE IS A PLS COURSE. ATTENDANCE IS REQUIRED FOR THE FIRST WEEK (AUG. 31) AND THE LAST WEEK (DEC. 21). PLEASE SEE YOUR INSTRUCTOR IF YOU HAVE ADDITIONAL QUESTIONS ABOUT THIS COURSE FORMAT.								
ENG 116 Writing For Business								
0036	01W	R	1800-2150	WC 0334				Coe
THE ABOVE COURSE IS A PLS COURSE. ATTENDANCE IS REQUIRED FOR THE FIRST WEEK (AUG. 31) AND THE LAST WEEK (DEC. 18). PLEASE SEE YOUR INSTRUCTOR IF YOU HAVE ADDITIONAL QUESTIONS ABOUT THIS COURSE FORMAT.								
ENG 121 Introduction To Journalism I								
0037	01W	TR	1400-1500	WC 308B				TBA
ENG 121 MUST BE TAKEN WITH ENG 198 JOURNALISM LAB.								
ENG 135 Applied Grammar								
0039	02W	TR	1900-2150	PHS 0286				TBA
Eight week 06/22/98 10/26/98								
3572	03W	TR	1800-2130	QHS 0282				TBA
Eight week 06/15/98 10/07/98								
QUANTICO, TERM II								
ENG 130 Children's Literature								
0043	04W	HOME STUDY	See Extended Learning Inst. Pages					
REQUIRES 4-5 TRIPS TO CHILDREN'S BOOKSTORE ON PUBLISHERS LIBRARY.								
ENG 135 Transition Course								
0044	05W	HOME STUDY	See Extended Learning Inst. Pages					
ENG 135 Transition Course								
0049	01W	HOME STUDY	See Extended Learning Inst. Pages					
ENG 140 Seminar And Project								
0050	01W	T	1500-1800	WC 308D				TBA
ENG 198 JOURNALISM LAB MUST BE TAKEN WITH ENG 121 INTRO TO JOURNALISM.								
ENG 210 Advanced Composition								
0050	01W	R	1900-2150	WC 308B				Kramer
ENG 211 Creative Writing I								
0050	01W	T	1900-2150	WC 0307				Baugh/R.
THE ABOVE CLASS IS AN HONORS COURSE. PERMISSION REQUIRED. SEE WO CAMPUS GENERAL INFORMATION SECTION.								
ENG 237 Introduction To Poetry								
0058	04W	HOME STUDY	See Extended Learning Inst. Pages					
7V COURSE. STARTS WEEK OF SEPT. 5. VERY LIMITED AVAILABILITY. MUST SEE ELLI PAGE.								
ENG 241 Survey Of American Literature I								
0057	01W	WWF	1100-1155	WC 308B				Fuji
0058	02W	M	1900-2150	WC 309A				Ryan
0059	03W	TR	0900-1045	WA 0101				Bausch/D.
THE ABOVE CLASS IS AN HONORS COURSE. PERMISSION REQUIRED. SEE WO CAMPUS GENERAL INFORMATION SECTION.								
2096	04W	HOME STUDY	See Extended Learning Inst. Pages					
MAY REQUIRE LISTENING TO 1-2 AUDIO TAPES								
ENG 242 Survey Of American Literature II								
0060	01W	WWF	1900-2050	WC 308B				TBA
0061	02W	R	1900-2150	PHS 0282				TBA
ENG 243 Survey Of English Literature I								
0062	01W	R	1900-2150	WC 0305				Mom
THE ABOVE CLASS IS AN HONORS COURSE. PERMISSION REQUIRED. SEE WO CAMPUS GENERAL INFORMATION SECTION.								

INDEX NO.	SEC.	COURSE TITLE	CREDITS		
INDEX NO.	SEC.	DAY	TIME	ROOM	INSTRUCTOR
ENG 251 Survey Of World Literature I					
0043	01W	TR	1100-1215	WC 308A	Miller
0044	02W	M	1900-2150	WC 308B	Kramer
THE ABOVE CLASS IS AN HONORS COURSE. PERMISSION REQUIRED. SEE WO CAMPUS GENERAL INFORMATION SECTION.					
ENG 271 The Works Of Shakespeare I					
2093	04W	HOME STUDY	See Extended Learning Inst. Pages		
HOME VIDEO TAPE PROGRAMS REQUIRED.					
ENG 272 The Works Of Shakespeare II					
2093	04W	HOME STUDY	See Extended Learning Inst. Pages		
HOME VIDEO TAPE PROGRAMS REQUIRED.					
ENG 273 Women In Literature I					
2093	04W	HOME STUDY	See Extended Learning Inst. Pages		
ENG 274 Women In Literature II					
0150	01W	TR	1230-1345	WC 308A	Ryan
2093	04W	HOME STUDY	See Extended Learning Inst. Pages		
ENG 279 Film And Literature					
2093	04W	HOME STUDY	See Extended Learning Inst. Pages		
MYSTERIES IN FILM AND LITERATURE.					
REQUIRES WATCHING FILMS AVAILABLE FOR HOME VIEWING FROM LOCAL VIDEO CLUBS.					
2093	04W	HOME STUDY	See Extended Learning Inst. Pages		
CRITICAL VIEWING.					
REQUIRES WATCHING FILMS AVAILABLE FOR HOME VIEWING FROM LOCAL VIDEO CLUBS.					
ENG 289 Transition Course					
0014	05W	HOME STUDY	See Extended Learning Inst. Pages		
ENG 289 Transition Course					
0015	01W	HOME STUDY	See Extended Learning Inst. Pages		
ENG 295 Transition Course					
0024	02W	HOME STUDY	See Extended Learning Inst. Pages		
ENG 295 Transition Course					
0025	03W	HOME STUDY	See Extended Learning Inst. Pages		
ENG 297 Cooperative Education					
2790	01W	T	TBA-TBA	WC 0321	Hevy
ENG 297 Cooperative Education					
2794	02W	T	TBA-TBA	WC 0321	Hevy
ENG 297 Cooperative Education					
2819	03W	T	TBA-TBA	WC 0321	Hevy
ENG 297 Cooperative Education					
2819	04W	T	TBA-TBA	WC 0321	Hevy
ENG 297 Cooperative Education					
2819	05W	T	TBA-TBA	WC 0321	Hevy
ENG 298 Seminar And Project					
0036	01W	W	1300-1600	WC 308A	Macl
THE ABOVE COURSE IS AN HONORS SEMINAR FOCUSING ON PEER TUTORIAL TRAINING. PERMISSION REQUIRED.					
ENGLISH AS A SECOND LANGUAGE					
ESL 006 Engl As A Second Lang Reading I					
0062	01W	F	1100-1350	WC 308A	Conley
ESL 007 Engl As A Second Lang Oral Commun I					
0064	01W	F	1100-1350	WC 308A	Conley
ESL 011 Engl As A Second Lang Comp I					
0065	01W	F	1100-1350	WC 308A	Conley
FINANCIAL SERVICES					
FIN 107 Personal Finance					
1836	01W	W	1900-2150	PHS 0207	TBA
3365	04W	HOME STUDY	See Extended Learning Inst. Pages		
FIN 218 Financial Management					
1839	01W	R	1900-2150	PHS 0215	TBA
FIRE SCIENCE					
FIR 102 Introduction To Fire Science					
4363	04W	HOME STUDY	See Extended Learning Inst. Pages		
REQUIRES 3-4 TRIPS TO CAMPUS.					
FIR 211 Automatic Sprinkler System Design I					
4638	70W	R	0900-1140	FBI 001E	Leuzee
THIS COURSE IS A 90 MINUTE MEETING FROM 9:00 AM TO 10:30 AM, 21, 1995. AND WILL BE HELD IN FIRE STATION AT THE DAVIDSON AIR FIELD, FORT BELVOIR.					
FRENCH					
FOR FURTHER INFORMATION PLEASE CALL METRO 325-3000 OR WOODBRIDGE CAMPUS 670-2191, EXT. 235					
FRE 101 Beginning French I					
0049	01W	WW	1200-1345	WC 308B	Ajay
0050	02W	WW	1900-2100	PHS 0282	TBA
FRE 204 Intermediate French II					
0051	01W	WWF	1000-1050	WA 2101	Ajay
0052	02W	S	0900-1150	WC 0307	Ajay
GEOGRAPHY					
GEO 200 Introduction To Physical Geography					
2053	04W	HOME STUDY	See Extended Learning Inst. Pages		
GEO 210 People And The Land					
2058	04W	HOME STUDY	See Extended Learning Inst. Pages		

COURSE NO.	SEC.	DAY	TIME	ROOM	CREDITS	INSTRUCTOR
GEOLOGY						
FOR FURTHER INFORMATION CALL 670-2191, EXT. 235, 230, OR METRO 325-3000, WO EXT. 238, 230.						
GOL 105 Physical Geology						
3848	01W	TR	1200-1400	WC 0311	3cr	Gargan
3850	02W	R	1900-2200	PHS 0208	3cr	Gargan
PARTICIPATION IN GOL 198-27W, GOL 199-25W AND GOL 199-25W IS MANDATORY FOR GOL 105-01W AND 105-02W STUDENTS. HOWEVER, GOL 105 STUDENTS DO NOT NEED TO REGISTER FOR GOL 199 CLASSES. THERE WILL BE TRANSPORTATION COSTS.						
0050	03W	WWF	1100-1200	WC 0285	3cr	Gargan
HONORS SECTION. INSTRUCTOR'S PERMISSION REQUIRED. LAB GOL 105-03W REQUIRED. PARTICIPATION IN ALL GOL 198 FIELD TRIPS IS MANDATORY FOR GOL 105-03W (HONORS) STUDENTS. HOWEVER, HONORS STUDENTS DO NOT NEED TO REGISTER FOR GOL 198 CLASSES.						
GOL 103 Lab For GOL 105						
3851	01W	T	1400-1700	WC 236A	3cr	Gargan
3854	02W	R	1900-2200	WC 237B	3cr	Gargan
3858	03W	W	1400-1700	WC 236A	3cr	Gargan
HONORS LAB SECTION. INSTRUCTOR'S PERMISSION REQUIRED.						
3859	01W	R	1400-1700	WC 237B	3cr	Gargan
GOL 198 Seminar And Project						
4469	27W	N	0700-2300	WC 0236	1cr	Gargan
One day 09/15/98 09/19/98						
COLLECTING MINERALS IN VIRGINIA						
ONE FULL DAY FIELD TRIP. STUDENTS MAY REGISTER THRU THE FRIDAY BEFORE CLASS. THERE WILL BE SOME ADDITIONAL TRANSPORTATION COSTS. STUDENTS WILL BE NOTIFIED OF DETAILS.						
GOL 198 Seminar And Project						
4470	28W	N	0700-2300	WC 0236	1cr	Gargan
One day 10/09/98 10/09/98						
GEOLOGIC STRUCTURES AT GREAT FALLS, MARYLAND.						
ONE FULL DAY FIELD TRIP. STUDENTS MAY REGISTER THRU THE FRIDAY BEFORE CLASS. THERE WILL BE SOME ADDITIONAL TRANSPORTATION COSTS. STUDENTS WILL BE NOTIFIED OF DETAILS.						
GOL 198 Seminar And Project						
4471	29W	N	0700-2300	WC 0236	1cr	Gargan
One day 11/13/98 11/13/98						
PHYSIOGRAPHIC PROVINCES OF CENTRAL VIRGINIA: WASHINGTON TO HARRIS FERRY						
ONE FULL DAY FIELD TRIP. STUDENTS MAY REGISTER THRU THE FRIDAY BEFORE CLASS. THERE WILL BE SOME ADDITIONAL TRANSPORTATION COSTS. STUDENTS WILL BE NOTIFIED OF DETAILS.						
GOL 198 Seminar And Project						
4472	30W	N	0700-2300	WC 0236	1cr	Gargan
One day 12/08/98 12/08/98						
DECATO W. AND STRUCTURAL ZONES.						
ONE FULL DAY FIELD TRIP. STUDENTS MAY REGISTER THRU THE FRIDAY BEFORE CLASS. THERE WILL BE SOME ADDITIONAL TRANSPORTATION COSTS. STUDENTS WILL BE NOTIFIED OF DETAILS.						
GERMAN						
GELR 203 Intermediate German						
4386	01W	MW	1920-1945	WC 0409	3cr	Trax
THIS CLASS IS VIDEO TAPED/RECORDED FROM LOUDOUN CAMPUS TO THE MANASSAS AND WOODBRIDGE CAMPUSSES BY MEANS OF PHOTO PHONE. GEMINI II, ELECTRONIC BLACK-BOARD, AND CLUTRON MICROPHONE TELECONFERENCING SYSTEM LATEST STRUCTURE IN ELECTRONIC COMMUNICATIONS). STUDENTS MUST ATTEND CLASS AT TIMES SHOWN.						
HEALTH						
FOR FURTHER INFORMATION CALL 670-2191, EXT. 235, 230, OR METRO 325-3000, WO EXT. 238, 230.						
HLT 110 Concepts Of Parent & Community Hlth						
4458	01W	W	1900-1930	PHS 0384	3cr	Chapman
HISTORY						
FOR FURTHER INFORMATION CALL 670-2191, EXT. 235, 237, OR METRO 301-393-0000, WOODBRIDGE, EXT. 233 OR 257. SEE 145 AND 266 SECTIONS FOR QUARTER EQUIVALENT.						
HIS 101 History Of Western Civilization I						
1944	01W	WWF	0900-0950	WC 3038	3cr	Libby
1946	02W	WWF	1100-1155	WC 3038	3cr	Libby
1948	03W	TR	0930-1045	WC 0116	3cr	Reese
INSTR. 03W IS AN HONORS SECTION. SEE 266 SECTIONS. STUDENTS DESIRING TO REGISTER FOR CLASS.						
1950	04W	W	1900-1955	WC 3038	3cr	Libby
1955	04W	WWF	1900-1955	PHS 0384	3cr	Reese
HIS 121 United States History						
1952	01W	WWF	0900-0950	WC 3038	3cr	Libby
1954	02W	WWF	1100-1155	WC 3038	3cr	Libby
1955	03W	TR	1200-1315	WC 3038	3cr	Libby
1957	04W	TR	0850-0915	WC 3038	3cr	Reese
1960	04W	TR	1100-1125	WC 3038	3cr	Enrico
2002	01W	TR	1200-1315	WC 3038	3cr	Enrico
2004	02W	TR	1100-1215	WC 3038	3cr	Enrico
3186	05W	S	0900-1000	QHS 0024	3cr	Reese
ELECTRONIC 01/16/98 1007/98						

Appendix H

List of Countries and Languages Spoken

	COUNTRY	LANGUAGES SPOKEN
	Afghanistan	Afghan Persian or Dari (official); Pashto (official); various local/indigenous languages
	Albania	Albanian (official); Greek
	Algeria	Arabic (official); French
	American Samoa	Samoan; English
	Andorra	Catalan (official); French
	Angola	Portuguese (official); various local/indigenous languages
*	Anguilla (British terr.)	English
*	Antigua and Barbuda	English ; various local/indigenous languages
	Argentina	Spanish (official); English; Italian
	Armenia	Armenian
	Aruba	Dutch (official); Papiamentu
*	Australia	English
	Austria	German (official nationwide)
	Azerbaijan	Azerbaijani (Azeri); Russian; Armenian
*	Bahamas, The	English (official); Creole
	Bahrain	Arabic; English; Farsi
	Bangladesh	Bangla (official); English
*	Barbados	English
	Belarus	Belarusian; Russian; various local/indigenous languages
	Belgium	Flemish (official); French (official)
*	Belize	English (official); Spanish; Mayan
	Benin	French (official); various local/indigenous languages
*	Bermuda (British terr.)	English (official); Portuguese
	Bhutan	Dzongkha (official); various local/indigenous languages
	Bolivia	Spanish (official); Quechua (official); Aymara (official)
	Bosnia and Herzegovina	Bosnian; Croatian; Serbian
	Botswana	Setswana; various local/indigenous languages; English (official)
	Brazil	Portuguese (official); Spanish; English
	British Virgin Islands	English (official)
	Brunei	Malay (official); English; Chinese
	Bulgaria	Bulgarian; Turkish; Roma

	Burkina Faso	French (official); various local/indigenous languages
	Burma (Myanmar)	Burmese; various local/indigenous languages
	Burundi	Kirundi (official); French (official); Swahili
	Cabo Verde	Portuguese; Crioulo
	Cambodia	Khmer (official) 95%; French; English
	Cameroon	various local/indigenous languages; French (official); English (official)
*	Canada	English (official); French (official)
*	Cayman Islands (British terr.)	English
	Central African Republic	French (official); Sangho (national language)
	Chad	French (official); Arabic (official); various local/indigenous languages
	Chile	Spanish
	China	Standard Chinese or Mandarin (Putonghua; Yue (Cantonese))
	Colombia	Spanish
	Comoros	Shikomoro; Arabic (official); French (official)
	Congo, Democratic Republic	French (official); various local/indigenous languages
	Congo, Republic of the	French (official); various local/indigenous languages
	Cook Islands	English (official); Maori
	Costa Rica	Spanish (official); English
	Côte d'Ivoire	French (official); various local/indigenous languages
	Croatia	Croatian; Serbian
	Cuba	Spanish
	Cyprus	Greek; Turkish
	Czech Republic	Czech
	Denmark	Danish; Faroese
	Djibouti	French (official); Arabic (official)
*	Dominica	English (official); French patois
	Dominican Republic	Spanish
	East Timor	Tetum (official); Portuguese (official)
	Ecuador	Spanish (official); various local/indigenous languages
	Egypt	Arabic (official); English/French
	El Salvador	Spanish; Nahua (among some Amerindians)
	Equatorial Guinea	Spanish (official); French (official)
	Eritrea	Afar; Arabic
	Estonia	Estonian (official); Russian
	Ethiopia	Amharic; Tigrinya

*	Falkland Islands (British terr.)	English
	Faroe Islands	Faroese (derived from Old Norse); Danish
	Fiji	Fijian (official); Fiji Hindi; English (official)
	Finland	Finnish (official); Swedish (official)
	France	French
	French Guiana	French
	French Polynesia	French (official); Polynesian (official)
	Gabon	French (official); various local/indigenous languages
	Gambia	Mandingka; Wolof; English (official)
	Georgia	Georgian (official); Russian
	Germany	German
	Ghana	English (official); various local/indigenous languages
*	Gibraltar (British terr.)	English (official); Spanish; Llanito (Vernacular)
	Greece	Greek (official); English; French
	Greenland	Greenlandic (East Inuit); Danish; English
*	Grenada	English (official); French patois
	Guadeloupe (French terr.)	French (official); Creole patois
	Guam	English (official); Chamorro (official); Filipino
	Guatemala	Spanish; various local/indigenous languages
*	Guernsey	English ; French
	Guinea (Republic of)	French (official); various local/indigenous languages
	Guinea-Bissau	Portuguese (official); Crioulo (creole)
*	Guyana	English ; various local/indigenous languages
	Haiti	French (official); Creole (official)
	Honduras	Spanish; various local/indigenous languages
	Hong Kong	Chinese (Cantonese); English
	Hungary	Hungarian
	Iceland	Icelandic
	India	Hindi; English; various local/indigenous languages
	Indonesia	Bahasa Indonesia (official); English; Dutch
	Iran	Persian
	Iraq	Arabic; Kurdish; Turkish
*	Ireland	English (official); Irish (official)
	Israel	Hebrew (official); Arabic; English
	Italy	Italian (official)
*	Jamaica	English ; patois English
	Japan	Japanese
	Jersey	English (official); Portuguese

	Jordan	Arabic (official)
	Kazakhstan	Kazakh (Qazaq; Russian (official)
	Kenya	English (official); Kiswahili (official); various local/indigenous languages
	Kiribati	I-Kiribati; English (official)
	Korea, North	Korean
	Korea, South	Korean
	Kuwait	Arabic (official)
	Kyrgyzstan	Kyrgyz (official); Russian (official)
	Laos	Lao (official); French; English
	Latvia	Latvian (official); Russian
	Lebanon	Arabic (official); French
	Lesotho	Sesotho; English (official)
	Liberia	English (official); various local/indigenous languages
	Libya	Arabic; Italian; English
	Liechtenstein	German (official); Alemannic dialect
	Lithuania	Lithuanian (official) ; Russian ; Polish
	Luxembourg	Luxembourgish; German; French
	Macau (Macao)	Chinese (Cantonese); Portuguese
	Macedonia, Republic of	Macedonian; Albanian
	Madagascar	French (official); Malagasy (official)
	Malawi	Chichewa (official); English (official)
	Malaysia	Bahasa Melayu (official); Chinese dialects (Cantonese; English
	Maldives	Maldivian Dhivehi; English
	Mali	French (official); Bambara
	Malta	Maltese (official); English (official)
	Marshall Islands	Marshallese
	Martinique	French; Creole patois
	Mauritania	Arabic (official); French
	Mauritius	French Creole (French patois); English (official); French (official)
	Mayotte (French terr.)	Mahorian (a Swahili dialect); French (official language)
	Mexico	Spanish; various local/indigenous languages
*	Micronesia, Fed. States of	English (official language); various local/indigenous languages
	Moldova	Moldovan (official; Russian
	Monaco	French (official); English; Italian
	Mongolia	Khalkha Mongol; Turkic dialects
*	Montserrat (British terr.)	English

	Morocco	Arabic (official); Berber dialects
	Mozambique	Emakhuwa; Xichangana; Portuguese (official)
	Namibia	Afrikaans; German; English
	Nauru	Nauruan (official); English
	Nepal	Nepali
	Netherlands	Dutch (official); Frisian (official)
	Netherlands Antilles	Papiamentu; English; Dutch (official)
	New Caledonia	French (official); various local/indigenous languages
*	New Zealand	English (official); Maori (official)
	Nicaragua	Spanish (official); various local/indigenous languages
	Niger	French (official); Hausa; Djerma
	Nigeria	English (official); various local/indigenous languages
	Niue	Niuean; English
	Norfolk Island (Australian terr.)	English (official)
	Northern Mariana Islands	Philippine languages; Chinese; Chamorro
	Norway	Norwegian (official)
	Oman	Arabic (official); English
	Pakistan	Urdu (official); Punjabi; English
	Palau	Palauan (official); Filipino
	Panama	Spanish (official); English
	Papua New Guinea	Melanesian Pidgin; English
	Paraguay	Spanish (official); Guarani (official)
	Peru	Spanish (official); Quechua (official)
	Philippines	Filipino (official); English (official); various local/indigenous languages
*	Pitcairn Islands (British terr.)	English (official); Pitcairnese
	Poland	Polish
	Portugal	Portuguese (official)
	Puerto Rico	Spanish; English
	Qatar	Arabic (official); English
	Réunion	French (official); Creole
	Romania	Romanian (official); Hungarian; German
	Russia	Russian; various local/indigenous languages
	Rwanda	Kinyarwanda (official); French (official); English (official)
*	Saint Helena (British terr.)	English
*	Saint Kitts and Nevis	English
*	Saint Lucia	English (official); French patois

	Saint Pierre and Miquelon	French (official)
*	Saint Vincent and the Grenadines	English ; French patois
	Samoa	Samoaan (Polynesian); English
	San Marino	Italian
	São Tomé and Príncipe	Portuguese (official)
	Saudi Arabia	Arabic
	Senegal	Wolof; French (official)
	Serbia and Montenegro	Serbo-Croatian ; Albanian
	Seychelles	Creole; English
	Sierra Leone	Krio (English-based Creole); Mende and Temne (vernacular); English
	Singapore	Mandarin Chinese; Malay; English
	Slovakia	Slovak (official); Hungarian
	Slovenia	Slovenian; Serbo-Croatian
	Solomon Islands	Melanesian pidgin; English (official)
	Somalia	Somali (official); Arabic; Italian
	South Africa	Zulu; Xhosa; Afrikaans
*	South Sudan (Republic of...)	English (official); various local/indigenous languages
	Spain	Castilian Spanish; Catalan
	Sri Lanka	Sinhala (official and national language) ; Tamil (national language)
	Sudan	Arabic (official); Nubian; various local/indigenous languages
	Suriname	Dutch (official); Sranang Tongo (Surinamese)
	Svalbard (Norwegian terr.)	Norwegian; Russian
	Swaziland	SiSwati (official); English; Zulu; Tsonga
	Sweden	Swedish; various local/indigenous languages
	Switzerland	German (official); French (official); Italian (official)
	Syria	Arabic (official); Kurdish
	Taiwan	Mandarin Chinese (official); Taiwanese (Min)
	Tajikistan	Tajik (official); Russian
	Tanzania	Kiswahili or Swahili (official); English (official)
	Thailand	Thai; English; various local/indigenous languages
	Togo	French (official and the language of commerce); various local/indigenous languages
	Tokelau (terr. of New Zealand)	Tokelauan; English

	Tonga	Tongan; English
*	Trinidad and Tobago	English (official); Hindi
	Tunisia	Arabic (official); French
	Turkey	Turkish (official); Kurdish; Arabic
	Turkmenistan	Turkmen; Russian; Uzbek
	Turks and Caicos Islands	English (official)
	Tuvalu	Tuvaluan; English; Samoan
	Uganda	English (official national language; Ganda or Luganda
	Ukraine	Ukrainian (official); Russian
	United Arab Emirates	Arabic (official); Persian
*	United Kingdom	English; Welsh; Scottish Gaelic
*	United States	English; Spanish
	Uruguay	Spanish; Portunol/Brazilero
	Uzbekistan	Uzbek; Russian; Tajik
	Vanuatu	local languages; pidgin (known as Bislama or Bichelama)
	Venezuela	Spanish (official); various local/indigenous languages
	Vietnam	Vietnamese (official); French; Chinese
	Virgin Islands	English; Spanish or French Creole
	Wallis and Futuna	Wallisian (indigenous Polynesian language); Futunian; French
	West Bank	Arabic; Hebrew; English
	Western Sahara	Hassaniya Arabic; Moroccan Arabic
	Western Samoa	Samoan; English
	Yemen	Arabic
	Zambia	English (official); various local/indigenous languages
	Zimbabwe	English (official); Shona; various local/indigenous languages

Appendix I

Revised Questions for Determination of ACCUPLACER vs. VPT

(Approved by the ESL Discipline Cluster Jan. 8, 2009)

Guidelines for interviewing students: Use the following questions to initiate a conversation with the student about which test would be the most appropriate. Assure the student that it is possible to enter ENG 111 from either test. However, if students need courses to prepare for ENG 111, it is important for them to take the right test so they will be placed in the most appropriate courses.

Try to elicit the information in as natural a way as possible so that the students doesn't feel defensive. If the student gives the "preferred" response for at least 6 of the 7 questions, then recommend VPT. Otherwise, recommend the ACCUPLACER. You can gently exit the interview at any point after question #2 once you're fairly certain that student needs the ACCUPLACER.

	Questions	Preferred responses
1.	How long have you lived CONTINUOUSLY in the United States?	6 + years
2.	How old were you when you moved to the U.S. "permanently"?	No older than 12 years old.
3.	Have you attended school in the United States? If so, which grades?	6 th through 12 th grades
4.	If you finished high school in the United States, what high school did you graduate from? When?	Within the last 2 to 3 years.
5.	(If the student went to high school in the U.S.) What was the last English course you took in high school?	English 12.
6.	Which languages do you speak with your family at home? Which one do you use the most?	English.
7.	In what language do you read and write the best?	English.

Appendix J

College ESL Entrance Criteria

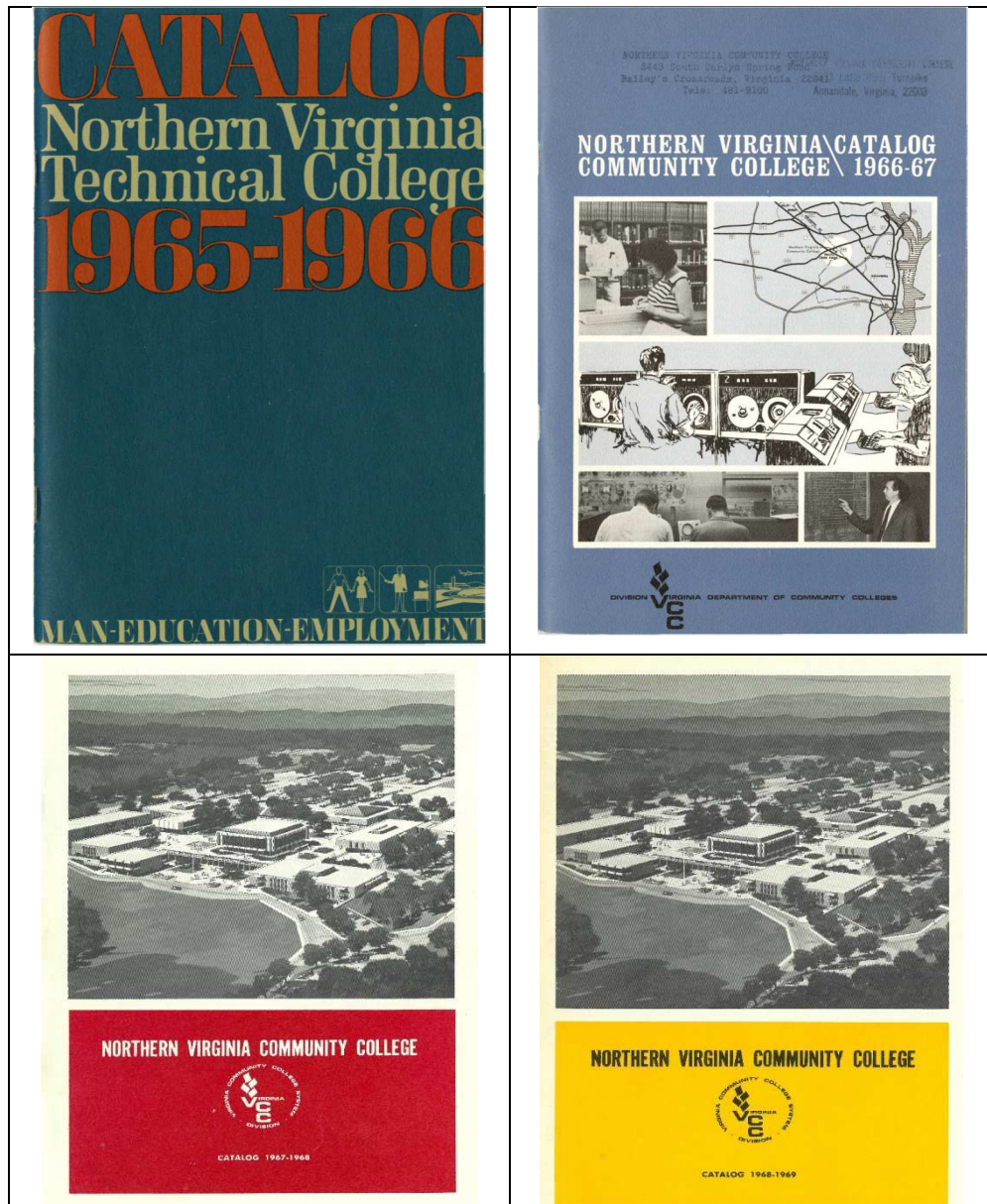
	ESL 20	ESL 31	ESL 41	ESL 51	ENGL 111- ENF 3	ENG 111
Language Skills						
	Errors interfere with meaning.	Errors sometimes interfere with meaning.	Errors occasionally interfere with meaning.	Errors do not interfere with meaning but may interrupt the flow of ideas.	Errors are definable and correctable. They do not generally interfere with meaning or distract from flow of ideas.	Writing is substantially free of errors. Existing errors do not interfere with meaning or distract from flow of ideas.
Syntax/Sentence Structure	<p>Consistent pattern of basic errors in sentence structure, verb forms, and sentence boundaries.</p> <p>May be limited to simple sentence structure, with little or not control of complex sentence structure.</p> <p>Some incoherent language.</p>	<p>Frequent pattern of errors (e.g. in sentence structure, verb forms and tense, and sentence boundaries).</p> <p>Uses simple sentence structure and may use complex sentence structure (e.g. subordinate clauses, advanced phrases), but sometimes incorrectly.</p> <p>Occasional incoherent language.</p>	<p>Occasional errors (e.g. in sentence structure, verb forms and tenses, and sentence boundaries).</p> <p>Sometimes uses complex sentence structure (e.g. subordinate clauses, advanced phrases), but not always correctly.</p>	<p>Uses complex sentence structure (e.g. subordinate clauses, advanced phrases), usually correctly. (Does not demonstrate serious problems with verb tense.)</p>	<p>There may be occasional awkwardness in expression that interferes with clarity.</p> <p>There may be rough spots created by errors in grammar or syntax or usage.</p>	<p>Overall impression of smoothness and fluency.</p> <p>Generally competent display of proper grammar, usage, syntax.</p> <p>Demonstrates some syntactic variety.</p>
Vocabulary	Minimal vocabulary and inappropriate word choice.	Limited vocabulary and word choice may interfere with meaning.	Occasionally struggles for words to express thoughts and may choose wrong term.	Some awkwardness in word choice, but has adequate vocabulary to express most thoughts.	Vocabulary is adequate to express most ideas.	Has adequate vocabulary to express complex ideas.

Writing Skills						
Focus	Writing may lack focus. Scope may be inappropriate.	Writing may lack focus. Scope may be inappropriate.	Focus may be weak. Scope may be appropriate. Some evidence that writer has discovered own voice.	Focus is fairly clear. Scope may be appropriate. Voice is evident.	Scope and focus may be inappropriate to assignment. Point of view may not always be clear.	Scope and focus are appropriate to assignment. Central focus is sustained.
Organization	<p>Main ideas may not be present or may be merely suggested.</p> <p>Sentences may not be related in a logical fashion.</p> <p>Transitions between sentences may be weak or lacking.</p>	<p>Main idea may not be present or may be suggested.</p> <p>Sentences may not be related in a logical fashion.</p> <p>Transitions between sentences may be weak or lacking.</p>	<p>Main idea is present but may be weakly developed or supported.</p> <p>Paragraphs may not be fully developed or logically connected.</p> <p>Transitions between may be weak or lacking.</p> <p>Essay may lack introduction and conclusion.</p>	<p>Main idea is present.</p> <p>Message is coherent despite any problems with organization of ideas.</p> <p>Transitions between paragraphs may be weak.</p> <p>Essay has introduction, body, and conclusion.</p>	<p>Writing has a sense of essay form (introduction, body, and conclusion).</p> <p>Writing has a thesis statement but support may be insufficient.</p>	<p>Writing has a sense of essay form (introduction, body, and conclusion).</p> <p>Writing has a thesis statement and some supporting detail.</p> <p>Writing has an order controlled by the writer.</p>
Content	Content may be severely underdeveloped and superficial.	Content may be underdeveloped and superficial.	Content may be underdeveloped or repetitive but shows some thought.	Content may be somewhat superficial but shows thought.	<p>Ideas are generally clear but may be underdeveloped.</p> <p>Ideas may not show original thought.</p> <p>Writing may demonstrate a lack of inferential ability.</p> <p>Message is generally coherent.</p>	<p>Essay shows sustained thought.</p> <p>Essay shows some originality of thought.</p> <p>Writing demonstrates some inferential ability.</p> <p>Message is coherent.</p>

Rev. 2/12/2000 Note: If writing is borderline, give language skills more weight than writing skills.

Appendix K

NOVA First Four Catalogs



Appendix L



Office of Research Integrity and Assurance

Research Hall, 4400 University Drive, MS 6D5, Fairfax, Virginia 22030
Phone: 703-993-5445; Fax: 703-993-9590

DATE: July 21, 2020

TO: Shelley Wong, Ed.D.
FROM: George Mason University IRB

Project Title: [629582-10] The History of English Placement Testing at Northern Virginia Community College (NOVA): A Critical Analysis.

SUBMISSION TYPE: Continuing Review/Progress Report and Amendment

ACTION: APPROVED

APPROVAL DATE: July 21, 2020

EXPIRATION DATE: July 20, 2021

REVIEW TYPE: Expedited Review

REVIEW TYPE: Expedited review categories 5, 7

Thank you for your submission of Continuing Review/Progress Report and Amendment materials for this project. The George Mason University IRB has APPROVED your submission. This submission has received Expedited Review based on applicable federal regulations.

You are required to follow the George Mason University Covid-19 research continuity of operations guidance. You may not begin or resume any face-to-face interactions with human subjects until (i) Mason has generally authorized the types of activities you will conduct, or (ii) you have received advance written authorization to do so from Mason's Research Review Committee. In all cases, all safeguards for face-to-face contact that are required by Mason's COVID policies and procedures must be followed.

Please remember that all research must be conducted as described in the submitted materials.

Please remember that informed consent is a process beginning with a description of the project and insurance of participant understanding followed by a signed consent form unless the IRB has waived the requirement for a signature on the consent form or has waived the requirement for a consent process. Informed consent must continue throughout the project via a dialogue between the researcher and research participant. Federal regulations require that each participant receives a copy of the consent document.

Please note that any revision to previously approved materials must be approved by the IRB prior to initiation. Please use the appropriate revision forms for this procedure.

All UNANTICIPATED PROBLEMS involving risks to subjects or others and SERIOUS and UNEXPECTED adverse events must be reported promptly to the IRB office. Please use the appropriate reporting forms for this procedure. All FDA and sponsor reporting requirements should also be followed (if applicable).

All NON-COMPLIANCE issues or COMPLAINTS regarding this project must be reported promptly to the IRB.

The anniversary date of this study is July 20, 2021. This project requires continuing review by this committee on an annual basis. You may not collect data beyond this date without prior IRB approval. A continuing review form must be completed and submitted to the IRB at least 30 days prior to the anniversary date or upon completion of this project. Prior to the anniversary date, IRBNet will send you a reminder regarding continuing review procedures.

Please note that all research records must be retained for a minimum of five years, or as described in your submission, after the completion of the project.

Please note that department or other approvals may be required to conduct your research in addition to IRB approval.

If you have any questions, please contact Bess Dieffenbach at 703-993-5593 or edieffen@gmu.edu. Please include your project title and reference number in all correspondence with this committee.

GMU IRB Standard Operating Procedures can be found here: <https://oria.gmu.edu/topics-of-interest/human-subjects/>

This letter has been electronically signed in accordance with all applicable regulations, and a copy is retained within George Mason University IRB's records.

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Biography

Nasim Khawaja emigrated to the United States in 1988. He received his Master of Arts (Journalism) from University of the Punjab, Lahore, Pakistan, before moving to the U.S. He also received his Master of Arts degree in English (Linguistics) with a TESL (Teaching English as Second Language) certificate from George Mason University in 2003. He currently works as a full-time ESL faculty member at Northern Virginia Community College, Annandale Campus. He was awarded the 2011-2012 VCCS (Virginia Community College System) Chancellor's Faculty Fellowship. He worked as a senior linguist providing language support for a clandestine federal government agency after the September 11 terrorist attacks. Later, he also served in the U.S. Navy as a linguist and interpreter, stationed at the U.S. Naval Base in Bahrain—home to the Fifth Fleet—and traveled on naval ships in the Persian Gulf, Strait of Hormuz, Gulf of Oman, and Horn of Africa. He lives in Lansdowne near Leesburg, Virginia.