Improving the Writing Skills of 1st Generation Students

Innovations in Teaching & Learning Conference

University of Maryland Eastern Shore

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Our Journey to Improved Writing Skills

What?

So What?

Now What?
What?

- What do we know about our First Generation students?
- What skills do they bring to college?
- What skills do they lack?
- What is their health status?
- What “baggage” do they bring along?
• So What?

• So what do we do with that information?
• Do we modify our teaching?
• How do we connect our students with campus resources?
  • Do we even have the resources???
• **Now What?**
  • How do we engage these students?
  • How can we assist them and help them be successful?
  • Specific suggestions to improve writing skills.
Who sits in our classrooms?
Our Journey to Improved Writing Skills

What?
Today's College Students Aren't Who You Think They Are

September 4, 2018 · 6:15 AM ET

Heard on Morning Edition

ELISSA NADWORNY  JULIE DEPENBROCK

Not So Typical
Today’s college students break stereotypes

http://highland.mycareerfocus.org/typical-todays-college-students-break-stereotypes/
ONE THIRD of students are 1st generation college students.

Source: Integrated Postsecondary Education Data System, 2015
Incoming Freshman

• Pop culture mentalities
• Drama culture
• Political divisiveness
• Police relations in certain communities
• High School mentalities
  • Get by / get over
  • Blame the teacher
Imagine the public’s reaction to these newspaper headlines:

“Almost 60% of Children Cannot Read Classroom Material”

“50% of High School Graduates Not Prepared for College-Level Reading”

“Reading Remediation Costs Businesses $3.1 Billion a Year”

These are the REAL headlines:

“Almost 60% of Children Cannot Write Classroom Material”

“50% of High School Graduates Not Prepared for College-Level Writing”

“Writing Remediation Costs Businesses $3.1 Billion a Year”

Many who pass state high school graduation tests show up to college unprepared

So what do the exams, now being conducted in classrooms nationwide, actually measure?

by LUEA OSTATOVSKY

February 18, 2016

https://hechingerreport.org/many-who-pass-state-high-school-graduation-tests-show-up-to-college-unprepared/
Baltimore — The vast majority of public two- and four-year colleges report enrolling students — more than half a million of them — who are not ready for college-level work, a Hechinger Report investigation of 44 states has found.

https://www.pbs.org/newshour/education/colleges-enroll-students-arent-prepared-higher-education
Education report card shows Common Core still fails US students
Five years after Common Core, a mysterious spike in failure rate among NY high school students

Potential signs of long-lasting problems for low-achieving students

https://hechingerreport.org/five-years-after-common-core-a-mysterious-spike-in-failure-rate-among-ny-high-school-students/
Who Are Our 1st Generation Students?
Characteristics of 1st Generation Students

As they enter college:

• tend to be from low-income families
• tend to be members of racial or ethnic minority groups
• more likely to be female than male
• tend to have lower college entrance exam scores
• tend to be less prepared academically for college
• perceive they lack support from family and friends

Characteristics of 1st Generation Students

Once their education is underway:

• tend to have lower 1st semester & 1st year GPAs
• more likely to drop out during 1st year
• attend class part-time & work full-time
• feel marginalized by both the culture they leave behind and the one they are joining
• encounter lower faculty expectations
• have lower self-esteem
• more likely to leave without a degree

Characteristics of 1st Generation Students

First year challenges:

• parents have no college experience
  • little guidance on selection of classes and major
• issues of shame, guilt, and confusion
  • family values
• lacking in self-regulation skills
  • time management & study skills
• less involvement with campus activities
• financial concerns

Attainment of College and Career Readiness

- First-generation students are those whose parents did not enroll in postsecondary education.²
- 350,455 first-generation 2015 high school graduates took the ACT.

Percent of 2015 ACT-Tested First-Generation High School Graduates Meeting ACT College Readiness Benchmarks by Subject

Only 10% meeting Readiness Benchmarks
First Generation students are 4 times more likely to drop out of college before graduating. Pell Institute Study
A consistent gap between first-generation students and their peers has been demonstrated in:

• time spent studying in high school
• average grade in high school
• academic self-confidence
• self-ratings of math and writing ability

OPINION: Are colleges failing first-generation students?

Catching up with higher ed’s new demographics

First-generation college students are less likely than their peers whose parents graduated from college to have a mentor who is a college professor.

It’s a finding that got less attention than it deserved following the recent 2018 Strada-Gallup Alumni Survey, which reports on new college graduates’ experiences with mentors during their time as students.

https://hechingerreport.org/opinion-are-colleges-failing-first-generation-students/
We live in traumatizing times . . .

State of Mind in the College Classroom

By: Stacy Roth

There’s a mental health crisis on today’s college campuses. According to research conducted by the National Alliance on Mental Illness: one in four college students have a diagnosable illness, 40 percent do not seek help, 80 percent feel overwhelmed by their responsibilities, and 50 percent have become so anxious that they struggle in school.
Between 2009 and 2015, the number of students visiting counseling centers surged by about 30% on average . . .

- a cultural shift toward normalizing mental illness is the primary reason for the rising numbers, though an actual increase in mental distress is an “important secondary cause”

https://www.health.com/condition/depression/anxiety-depression-college-university-students
students seeking help are increasingly likely to have previously engaged in self-harm or attempted suicide . . .
Ideas and Research You Can Use: VISTAS 2013

**Article 91**

**The Effects of Violence on Academic Progress and Classroom Behavior: From a Parent’s Perspective**

Valerie McGaha-Garnett

McGaha-Garnett, Valerie, is an Assistant Professor of Applied Health and Educational Psychology at Oklahoma State University. She has valuable experience in the school and community settings with at-risk and gifted students. She is licensed as a Professional Counselor, Marriage and Family Therapist, and Chemical Dependency Counselor.

At the front lines of this issue is the harsh reality of the transferred behaviors from the family and community atmosphere into the classroom environment.
“Exposure to violent home and community environments, as well as injury due to violence, contribute to both reduced academic progress and increased disruptive or unfocused classroom behavior.”
The Effects of Violence on Academic Progress and Classroom Behavior: From a Parent’s Perspective

- Children affected by family and community violence suffer from lowered social and emotional competence, diminished academic performance . . .
  - Wolfe & Jaffe, 1999 as cited by Close, 2005; Fantuzzo & Mohr, 1999

"Educators play a pertinent role for children who are emotionally sensitive and socially inept by providing a safe haven and learner-centered environment."

So What?
The Realities of “Toxic Stress”
SLEEP is the THIRD LARGEST FACTOR affecting college student’s academic performance.

- Stress 33.2%
- Anxiety 26.5%
- Sleep Difficulties 21.8%
- Depression 18.7%

5 out of 10 college students reported having “more than average stress” in the last 12 months.

8.7 out of 10 college students felt overwhelmed by all they had to do in the last 12 months.

Traumatic childhood events such as abuse, neglect, witnessing experiences such as crime, parental conflict, mental illness, and substance abuse can create dangerous levels of stress and derail healthy brain development—resulting in long-term effects on learning, behavior and health.
**Behavior**

- Lack of physical activity
- Smoking
- Alcoholism
- Drug use
- Missed work

**Physical & Mental Health**

- Severe obesity
- Diabetes
- Depression
- Suicide attempts
- STDs
- Heart disease
- Cancer
- Stroke
- COPD
- Broken bones

Robert Wood Johnson Foundation
Does Exposure to Violence and Trauma Impact Students' Education Prospects?

In the wake of Ferguson, policymakers need to pay more attention to the challenges that community violence pose for teenagers and young adults.

JANELL ROSS | SEP 8, 2014 | POLITICS
"Study finds trauma effects may linger in body chemistry of next generation"

PBS

(August 30, 2015) – New research on survivors of the Holocaust shows how catastrophic events can alter our body chemistry, and how these changes can transmit to the next generation. Rachel Yehuda, PhD, Director of Mount Sinai's Traumatic Stress Studies Division, led the study. Her team interviewed and drew blood from 32 sets of survivors and their children, focusing on a gene called FKBP5. "We already know that this is a gene that contributes to risk for depression and Post-Traumatic Stress Disorder," says Rachel Yehuda, PhD, Director of Mount Sinai's Traumatic Stress Studies Division. Yehuda noticed a pattern among the Holocaust survivors called an "epigenetic change" - not a change in the gene code itself, but rather a change in a chemical marker that turns genes on or off.

- Rachel Yehuda, PhD, Professor, Psychiatry, Neuroscience, Director, Traumatic Stress Studies Division, Icahn School of Medicine at Mount Sinai

http://www.mountsinai.org/about/newsroom/2015/study-finds-trauma-effects-may-linger-in-body-chemistry-of-next-generation
For One Baltimore School, 7 Killings in Just 15 Months

A photo of Markel Scott, left, with his siblings and his mother, Sharonda Rhodes.

By Timothy Williams
Jan. 16, 2018

Hospitals See Growing Numbers Of Kids And Teens At Risk For Suicide

May 16, 2018 · 12:01 AM ET

TARA HAELE
“Evidence of trauma often takes an all too familiar route as students play out low academic performance, behavioral problems, and inept social skills . . .”

Deborah Kellner
University of Cincinnati

“A Semicolon is used when an author could've chosen to end their sentence, but chose not to. The Author is you and the sentence is your life.”

The mission of Project Semicolon is to help reduce the incidents of suicide in the world through connected community and greater access to information and resources.

https://projectsemicolon.com/
Our Journey to Improved Writing Skills

Now What?
We Must Help First-Generation Students Master Academe’s ‘Hidden Curriculum’

By Marcia Chatelain | OCTOBER 21, 2018

https://www.chronicle.com/article/We-Must-Help-First-Generation/244830
The "Hidden Curriculum" syllabus

Students read about theories of cultural capital and first-person accounts that reflect some of their experiences:

• including **impostor syndrome** (induced by being counted among the best and the brightest)
• and **guilt about having plenty** of food and a warm bed while family members face eviction.
• This approach helps students name the dissonant experience of being away at college while **tethered to the challenges of home**.
“... helping students see themselves as members of the academic community may be the most important challenge faced in the university at large and in writing classrooms in particular ...”

describes habits of mind and experiences with writing, reading, and critical analysis that serve as foundations for writing in college.
Habits Of Mind Essential for Success in College Writing

1. Curiosity
2. Openness
3. Engagement
4. Creativity
5. Persistence
6. Responsibility
7. Flexibility
8. Metacognition
Experiences with Writing, Reading, and Critical Analysis

1. Develop Rhetorical Knowledge
2. Develop Critical Thinking
3. Develop Flexible Writing Processes
4. Develop Knowledge of Conventions
5. Compose in Multiple Environments
“Standardized writing curricula or assessment instruments that emphasize formulaic writing for nonauthentic audiences will not reinforce the habits of mind and the experiences necessary for success as students encounter the writing demands of postsecondary education.”
Strategies for Engaging 1st Gen Students

• Provide genres that are familiar and reflective
  ➢ memoir and ethnography
  ➢ focus on social issues & concerns

• Offer opportunities to see themselves as academically productive scholars
  ➢ writing labs
  ➢ peer review groups
  ➢ mentorship opportunities
  ➢ student and teacher writing conferences
How Hip Hop taught my students to think critically | Jamila Lyiscott
https://www.youtube.com/watch?v=HDaAMjtq6JU
• Extemporaneous freestyle and newly-written ideas . . .
• Lyrical and rhetorical dexterity . . .
• Honest reflections . . .
Working with 1st Generation Students

• Avoid “Syllabusitis”
  • First day process is critical to success
  • Build a community of young scholars
  • Build excitement
Working with 1st Generation Students

• Maintain high, but differentiated, expectations
  • Include high levels of encouragement
  • Offer choice in assignment topics
  • Provide numerous grading & assessment opportunities
    • Lots of small, low-risk assignments
      • More 10-point writing assignments
      • Less 100-point assignments
Working with 1st Generation Students

• Offer opportunities for differentiated assignments and differentiated grading
  • Mastery Learning
  • 10/6/0 model
In the real world, there are lots of second chances.

Why not in schools?

The Case for Mastery Learning
Lessons of Mastery Learning

• Most current applications of mastery learning stem from the work of Benjamin S. Bloom (1971, 1976, 1984)
  1. aspects of tutoring and individualized instruction
  2. quick and targeted pre-assessment
  3. strategy to incorporate feedback and corrective procedures
• corrective instruction is not the same as “re-teaching”

• corrective instruction accommodates differences in students’ learning styles, learning modalities, or types of intelligence

• peer tutoring or cooperative learning groups
• The core idea of mastery learning is that aptitude is the length of time it takes a person to learn
  • Adjust time to learn to fit aptitude.
• The learner who “masters” the material on the second, third, or subsequent tries is NO LESS A MASTER than the one who “mastered” the material on the first try.
  • Mastery is mastery, period.
“10 / 6 / 0” Grading Model

Everything does NOT require “grading”

One paragraph perhaps better than 5 pages!

Simplified Assessment Scale

• 10 points = you met all criteria to the best of your ability
• 6 points = Seriously? This is what you’re submitting? R&R Time!
• 0 points = You didn’t even try! We need to talk!
  ➢ Attitude Adjustment Conference

6 points = “D” = Not Acceptable = “R&R” (Re-do & Re-submit)
“Almost all good writing begins with terrible first efforts. You need to start somewhere. Start by getting something -- anything -- down on paper. A friend of mine says that the first draft is the down draft -- you just get it down. The second draft is the up draft -- you fix it up.”

~~ Anne Lamont

*Bird by Bird: Some Instructions on Writing and Life* (1994)
Down Drafts & Up Draft Writing

• Don’t grade draft writing
  • Offer a variety of risk-free writing opportunities to build scores
    • Lots of 10-point assignments
    • A few 100-point assignments
  • Build self-confidence
  • Allow for multiple draft submissions
• Assess only the final product
What is a “Sentence”
Our Typical Approach

Dictionary definition:
• a set of words that is complete in itself, typically containing a subject and predicate, conveying a statement, question, exclamation, or command, and consisting of a main clause and sometimes one or more subordinate clauses.
Simplify the complex . . .

We’ve all heard the “RULES” . . .

“i” before “e” except after “c”
3 Simple Strategies for Engaging 1st Gen Students

1. Simplify the complex . . .
2. Provide models of success . . .
3. Forget “grammar”
   • But don’t neglect it
   • Don’t be afraid of diagramming
The Goal is to Create “One Good Sentence”

**Basic pattern of relationships:**

- “X” does “Y” to “Z”
- “Something” does “Something” to “Something”
- Doer / Doing / Done To
- Actor / Action / Acted Upon
  - “Simon eats food.”
What is a Sentence?

• A sentence:
  • organizes related items in space and time . . .
  • provides a structure of logical relationships . . .
  • tells a story about how an actor acts upon something, and in what manner . . .
Only one rule in creating strong sentences:

“. . . make sure every component of your sentence is related to the other components in a way that is clear and unambiguous . . .”

~~ Stanley Fish
"The curves of your lips rewrite history."
~~ Oscar Wilde (The Picture of Dorian Gray)

"His room smelled of cooked grease, Lysol, and age."
~~ Maya Angelou (I Know Why the Caged Bird Sings)
IT TAKES A LOT OF BAD WRITING TO GET TO A LITTLE GOOD WRITING

TRUMAN CAPOTE

PICTUREQUOTES.COM
A few writing activities . . .
Think of your reaction if a friend texted you the following messages:

"My worries seemed to be piling up, one on top of the other, like bricks on a wall."
~~Patricia O’Conner (How To Steal A Dog)

“It was a fine cry—loud and long—but it had no bottom and it had no top, just circles and circles of sorrow.”
~~ Toni Morrison (Sula)

"The best day of my life happened when I was five and almost died at Disney World."
~~ Libba Bray (Going Bovine)
EXERCISE: 3 Word Sentence

“Simon eats food.”

• Simon = Actor
• Eats = Action
• Food = Object Acted Upon
Writing Exercise: 3 Word Sentences

• Create 3 sentences
  • 3 words each
  • Any topic
  • Connect them in a logical way that tells a story
John Updike watching Ted Williams hit a home run at his last at bat in Fenway Park on September 28, 1960 . . .

“It was in the books while it was still in the sky.”

While” = “hinge word” that separates two different things, but also brings them together

“It was in the books while it was still in the sky.”
Writing Exercise: Hinge Words

• Write a sentence that connects two seemingly disconnected things together using a “hinge” word
  • Actor / Action / Acted Upon

“She was enrolled in college before she was conceived.”
Writing Exercise . . .

• Look around the room
• Pick out 4 or 5 items
• Create a sentence that creates a relationship between the items . . .
  • Add words to show action
  • Add other words as needed to make sense
• Tell a logical story . . .
The Four Parts of a Sentence

• A sentence has 4 basic parts:
  • Main Parts
  • Intro Parts
  • In-Between Parts
  • Add-On Parts

• The parts can be put together using the formula (Intro + Main + In-Between + Main + Add-On) to build a super sentence!

Looking for Quality in Student Writing by Steve Peha
https://www.ttms.org/writing_quality/sentence_fluency.htm
On a bitter cold winter morning, Malcolm Maxwell, a young man of simple means but good intentions, left the quiet country town in which he’d been raised, and set off on the bold errand he’d been preparing for all his life.
Sentence Deconstruction Exercise

• Prepare a 4-column chart
• Analyze each sentence
• Break sentence it’s basic components
  • There may be more than one part of each

<table>
<thead>
<tr>
<th>Main Parts</th>
<th>Intro Parts</th>
<th>In-Between Parts</th>
<th>Add-On Parts</th>
</tr>
</thead>
</table>
On a bitter cold winter morning, Malcolm Maxwell, a young man of simple means but good intentions, left the quiet country town in which he’d been raised, and set off on the bold errand he’d been preparing for all his life.

You’ll notice that it’s made up of several different parts. In our system, there are four kinds of sentence parts you can use:

- **Main Parts.** These parts contain the main action: “Malcolm Maxwell,... left the quiet country town in which he’d been raised,...”
- **Intro Parts.** These parts often introduce other parts, especially main parts: “On a bitter cold winter morning,...”
- **In-Between Parts.** As the name implies, these parts go in between other parts. They feel like a slight interruption: “…a young man of simple means but good intentions,...”
- **Add-On Parts.** These parts convey additional information: “…and set off on the bold errand he’d been preparing for all his life.”
“On a bitter cold winter morning, Malcolm Maxwell, a young man of simple means but good intentions, left the quiet country town in which he’d been raised, and set off on the bold errand he’d been preparing for all his life.”

• What comes next in the story of Malcolm Maxwell?

• Write the 2nd, 3rd, and 4th sentences of this story
  • Use the “4-Part Sentence Structure” to develop your sentences
  • Construct detailed sentences to tell the untold story
Sentence Construction Exercise

• Prepare a 4-column chart
• Create the basic components
  • *There may be more than one part of each*

<table>
<thead>
<tr>
<th>Main Parts</th>
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<th>In-Between Parts</th>
<th>Add-On Parts</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
When writing the story of your life, don't let anyone else hold the pen.
Autobiography in Five Short Chapters
By Portia Nelson
Copyright (c) 1993, by Portia Nelson from the book There's A Hole in My Sidewalk.

• **Chapter One**
  I walk down the street.
  There is a deep hole in the sidewalk
  I fall in.
  I am lost...
  I am hopeless.
  It isn't my fault.
  It takes forever to find a way out.

• **Chapter Two**
  I walk down the same street.
  There is a deep hole in the sidewalk.
  I pretend I don't see it.
  I fall in again.
  I can't believe I am in the same place but, it isn't my fault.
  It still takes a long time to get out.

• **Chapter Three**
  I walk down the same street.
  There is a deep hole in the sidewalk.
  I see it is there.
  I still fall in ... it's a habit.
  my eyes are open
  I know where I am.
  It is my fault.
  I get out immediately.

• **Chapter Four**
  I walk down the same street.
  There is a deep hole in the sidewalk.
  I walk around it.

• **Chapter Five**
  I walk down another street.
What happens in your “Five Chapters”? 

- Write your autobiography
- Use good strong sentences to convey your story
- I will provide the 1st and last chapter
  - You write the 2nd, 3rd, and 4th

“Begin at the beginning, and go on till you come to the end: then stop.”
~~ Lewis Carroll (Alice in Wonderland)
“Me: An Untold Story”

• Chapter One
  • *I was born . . .*

• Chapter Five
  • *I began college*

• You complete the chapters 2, 3, and 4.
  • Use the 4-part sentence structure to develop your sentences.
  • Submit a “Graphic Organizer” showing how you created your sentences using the 4-part sentence structure
Thinking About the Process You Utilized

- Created a narrative story
- Ordered your thinking using graphic organizer
- Developed logical relationships
- Began to write
  - “A word after a word after a word . . .”
- Ordered by time
  - Chronology
- Revised your words . . .
Writing Assignment: What Moves You?

• Select your favorite song lyrics
  • Conduct some research and compose an essay to discuss the following:
    • Why did you choose this particular selection?
    • What it means to you on a personal level?
    • How do you interpret the author’s intended meaning of the song?

1. Conduct research
2. Cite evidence
3. Cite sources
Writing Assignment: Personal Reflections

To be assigned after the first month of the semester . . .

• How is your world different today than when you started college?
  • Reflect on your experiences this past month
  • Compare your thoughts and feelings on the 1st day to your thoughts and feelings today
  • Use and submit a Graphic Organizer to develop your thoughts
In This Writing Assignment, Students Tell Their Professor How to Improve Their Education

JANUARY 10, 2019

Welcome to Teaching, a free weekly newsletter from The Chronicle of Higher Education.

This week:

- Beth describes a professor’s writing assignment, in which he asks students to help him improve his class.
- We catch you up on what you may have missed, including a survey on faculty feelings toward textbooks and a new guide to the first day of class.
- An assistant professor at Pennsylvania State University tells us why learning to trust her students made all the difference in her teaching.

Students in Charge

https://www.chronicle.com/article/In-This-Writing-Assignment/245446
Composing “Postcard” Paragraphs

• As you walk around campus these next few days, pay attention to your senses.
  • What do you see, smell, hear, taste, and touch?

• Write three “Postcards” about your walks and what you sense during those walks
  • Compose one good paragraph for each Postcard
    • Use ACTIVE VERBS
Observe & Record - “Look, Think, and Write”

--- I will show you a photograph ---

• Look
  • Make a list of everything you see

• Think
  • Create “one good sentence” to explain what might be happening

• Write
  • Construct a 3-sentence story
    • Beginning – middle – end
  • You must be a part of the image!
I will show you a photograph

Imagine that we come upon the scene in the photograph

• Create 3 good sentences that tell a story about what you see
  • Focus on periods of time:
    • PAST
      • what happened in this scene just moments before we came upon it?
    • PRESENT
      • what is happening right now, the moment we come upon the scene?
    • FUTURE
      • What might happen in the moments after we leave the scene?
I will show you a photograph

Imagine that we come upon the scene in the photograph

• Create one good sentence that tells a story about what you observe and answers the question:
  
  • What is happening here?
    • Pay attention to detail
    • Be descriptive
    • Use modifiers to expand the story

Create complex sentences by combining multiple clauses or phrases to add additional information about what you observe.
Academic Poetics & Observation

A different approach to reading scholarly articles
Claim + Evidence + Reasoning = Explanation

What do you know?

How do you know that?

Why does your evidence support your claim?
Teach students how to read a journal article
Assignment: Prepare a Critique of that Journal Article

You may write in standard essay form

OR

write in some type of poetic or rhythmic form

~~ explore the underlying message of the article ~~

~~ convey the claims, evidence, and reasonings of the article ~~

~~ You may experiment with form, sound, and rhyme ~~
Assignment For Athletes

An alternative approach to missed assignments
ASSIGNMENT: Road Trip Travelogue

- A “Travelogue” is a type of writing that talks about your experiences while traveling
- You will write about a recent road trip with your team
Criteria for Travelogue Assignment

You will focus on your most recent road trip with your team.

• Describe where you went, how you got there, how long you stayed.
  • Tell me where you stayed and what you ate. Describe the hotel.
  • Write about the look and smell and taste of the food.
  • Describe the restaurant and the other people you saw there.
  • Describe people and places in detail.
  • Write about what you did for enjoyment during the trip.
  • Write about an “interesting” person you encountered during your trip.

• Was this your first trip to this city?
  • If so, tell me about your first impressions and how it felt to be there.
  • If not your first time, compare this trip to your first time in that city.
  • In what ways was this trip different?

• Describe in detail your experiences.
  • Discuss how this trip has influenced the way you see things in your life.
Additional Example Activities

➢ Working Class Poetry
➢ Working Class Memoir
➢ Multigenre & Multigenerational Folklore Research Projects
➢ Culturally & Socially Relevant Writing
What we need . . .

- Trauma-informed educational practices
- More support for 1st Gen Students
  - Academic skill development
  - Mental, physical, and emotional health support
  - Transition to academic mentalities
- More support for veterans
  - Be aware of issues faced by veterans
- Low-cost / no-cost writer workshops & conferences that provide opportunities for writing growth
  - Remove the “privilege” of learning!
Resources
Special Research Column:
Empathetic Genres, Empathetic Spaces, and Mentoring:
Examining Contemporary Research on First-Generation
College Students in First-Year Writing

Jessica Jorgenson Borchert
Pittsburg State University

Introduction

This essay gives an overview of contemporary research on first-generation college students in
higher education and shares pedagogical interventions that may best engage them in the
classroom, thereby improving retention efforts.

https://journals.tdl.org/ceaforum/index.php/ceaforum/article/view/7120/6204
Selected Research & Writing on First-Generation College Students

compiled by Mugar Library, Boston University, for First Generation Connect, University Service Center, June 2014
• **Best Practices in Teaching Writing**  
  *by Charles Whitaker, Ph.D.*  

• **Effective Writing Instruction for All Students**  
  *Written for Renaissance Learning by Steve Graham, Vanderbilt University*  

• **What Works in Writing Instruction: Research and Practices**  
  *Deborah Dean, National Council of Teachers of English*  
  • [https://secure.ncte.org/library/NCTEFiles/Resources/Books/Sample/52119chap01_x.pdf](https://secure.ncte.org/library/NCTEFiles/Resources/Books/Sample/52119chap01_x.pdf)
Becoming “Trauma-Sensitive”

If you’re interested in trauma-informed education, this is one of the best books written on issues surrounding violence, trauma, and our reactions . . .
Trauma-Informed Practices for Postsecondary Education: A Guide

August 2017

All students face challenges as they transition into college, but it can be all the more difficult for those who arrive on campus with a history of trauma.

Additionally, college students are at higher risk of experiencing new trauma, including sexual assault, than members of the general public. Trauma increases susceptibility to depression and substance abuse, making it a pressing concern for campus mental health and student services professionals.

Oregon Community College Association’s Student Success Center partnered with Education Northwest to develop this free, downloadable resource for college instructors, administrators and student service professionals. This guide is intended to raise awareness about trauma in postsecondary education institutions, help educators understand how trauma affects learning and development, and provide practical advice for how to work effectively with college students who have been exposed to trauma.

Download guide
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Trauma’s Impact on Academic Performance, Behavior, and Relationships

Many of the obstacles traumatized children face in the classroom result from their inability to process information, meaningfully distinguish between threatening and non-threatening situations, form trusting relationships with adults, and modulate their emotions.
If you deal with military veterans . . .
Donovan Livingston's Harvard Graduate School of Education Speech – 2016

https://www.youtube.com/watch?v=9XGUpKITEJM
Job #1...

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