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Academic Reading and Writing at the College Level: Action Research in a Classroom of a homogeneous Group of Male Students from Saudi Arabia

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Academic Reading and Writing at the College Level:
Action Research in a Classroom of a Homogeneous Group of Male Students from
Saudi Arabia

Presented to Eastern Washington University
Cheney, Washington

A Thesis presented
In Partial Fulfillment of the Requirements
For the Degree
Master of Arts: English
With an Emphasis in
Teaching English as a Second Language

By
Margaret Mount
Summer 2014

THESIS OF

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Master's Thesis

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Abstract

This thesis is the culmination of two years of working with and teaching English composition to primarily international students from Saudi Arabia whose first language is not English. For the purposes of this study, I will identify students whose first language is not English as English Language Learners (ELLs). I have decided to use this term because in many cases, English is not a student's second language but their third or fourth. The research for this study uses a mixed methods and action research framework and was conducted in my English 101-SL (Second Language) class during the Winter of 2014 at Eastern Washington University (EWU). However, reflections from my time teaching English composition both before and after the Winter Quarter 2014 are also included along with sample activities, study guides, and writing prompts. The study focuses on the Essay Exam unit of the English 101 curriculum and my efforts at teaching academic reading and writing. As this research uses a theoretical framework of constructivist grounded theory, it addresses the researcher/instructor in the first person and includes student voices in the form of journals, questionnaire responses, and sample essays. Three sets of journal responses are included within these pages and will largely be allowed to speak for themselves with minimal analysis on my part. In the tradition of critical ethnography, this allows for the student participants and researcher to be co-constructors of meaning and, in part, co-creators of this thesis.

Hello..

i would love to thank you for everything you have done, and every minutes you spent to help us. you asked us to email you about how many time we went to writer center and conversation group, so I went three times to conversation group and two times to writer center. however, i would to talk about your paper you are writing did you remember in the first of the quarter when i came to you and told you about how i faced time hard studying and you encouraged me you really helped me se what i could be, so now is my time turn to encouraged i bet on you and i am sure you can do it just take your time and focus on your work.

best wishes

Email received on March 22, 2014 from a student in the English 101-SL class that is the focus of this study.

Dedication

This publication is dedicated to everyone who has made the effort to learn another language at what my students would call a "higher level." For the Saudi male students that are the subject of this study, this could mean the ability to critically read and write in English, or to ultimately be as comfortable with English as they are at reciting the Koran. For the adult refugee students that I have been working with this summer at the Institute for Extended Learning, learning English at a "higher level" could simply mean knowing enough English to have a paying job so that their children can go to school, then go to college, and ultimately get a job with a future in the United States. It can also mean writing and reading at a level that they have never done in their native languages.

For the monolingual English speakers in my life, I challenge you to decide what learning another language at a "higher level" means to you and to work towards this goal. It is through struggling with trying to learn another language that you will be able to identify with those learning the language that you have spent a good portion, if not all, of your life with. It is also the only way that I can see you being able to identify with the student writings and experiences shared in this study.

This thesis is also dedicated to those that will read it and learn something from it. Perhaps it will impact your teaching or curricular decisions, or perhaps it will inspire you to learn another language at a "higher level" for yourself. I encourage your efforts.

Acknowledgements

At the end of every quarter, I would ask my students to write a thank you letter to someone who had had an impact on their writing and in the process, to reflect on what they had learned during the quarter. I cannot think of a better form than the thank you letter to share my acknowledgments.

Dear Students,

This thesis is yours just as much as it is mine. “Moreover,” I cannot adequately express how much I have enjoyed being your instructor these past two years. Thank you for allowing me to include your voices in this thesis and for being privileged to guide you through a portion of your academic journey here in the U.S..
Shukran.

Dear Dr. Reeves,

You exemplify ‘radical openness.’ There is no bigger compliment in my book. I remember the first time that we met and I felt as if you had penetrated my soul. You understood me. I could not consider having anyone else as my Graduate Study Committee Chair. Not only have you given me feedback on this thesis, but you have also practiced deep listening as I shared my concerns about my students, and how best to create a thesis around my frequent disillusionment and frustration. Thank you for being there and providing the scaffolding that I myself needed during the evolution of my many research questions and drafts.

Dear Dr. Logan Greene,

Earlier this summer, right after I finished teaching English 201, I shared with you my frustration at all that I wasn't able to accomplish in my 10, 20, and in a few cases 30 weeks with my students. You reminded me that since the teaching of writing is the teaching of a skill, not a content area such as literature, that it is not uncommon for instructors of composition to feel that their work is not done. The feeling that I have not done enough is a feeling that will surface throughout this thesis. It is also a feeling that I have about this bit of writing in general. I very much appreciate the schedule and responsibility juggling that you have engaged in to make your eyes and feedback a part of this thesis.

Dear Mary Parker:

I am excited to have you on my committee. Your knowledge and experience working with international students will prove invaluable. You may have even taught many of the students in this study! I hope that my experiences teaching reading and writing to ELLs in English 112, 101, and 201 may also provide a glimpse of the struggles and successes that many international students face after they graduate from the English Language Institute. I look forward to hearing your questions and receiving your feedback. I am looking forward to asking you questions too. Thank you for volunteering to be my third reader. I know that I will learn a great deal from you.

Dear Dr. Young,

You have always encouraged me and supported me these past two years. I did not realize how much of an impact you had on my overall quality of life at Eastern until you took your leave of absence. I wish that you could have been on my committee, but understand. You are a part of this thesis in so many ways including the inspiration and ideas that you and Charlie Potter's research provided.

Many thanks.

Dear Mom and Dad,

I don't generally correspond with you two together, but you both are responsible for this thesis. If you hadn't been so determined to make me learn French and Arabic when I was a child, this thesis would never have happened. You gave me the gift of multilingualism and the passion for languages.

Thank you.

Dear E,

You have provided the sense of emotional stability that I needed throughout this process. You have also listened to me read out loud most of the journals included in this thesis as well as many others. There have been so many days that you have allowed me to go on and on about the amazingness of my students. I warn you that you are in for more.

Much Love,

M

Preface

Language Learning Experience and Teaching Philosophy

When I teach English to a new group of students, I generally put them in pairs and ask them to get to know each other. One of the questions that I have them ask each other is: “What languages do you speak?” When we share as a large group, I tell my students that I too speak more than one language. Then I will tell them that if they ever feel inferior or less intelligent because they don’t speak English the same way as a native speaker, they need to remind themselves that they speak more than one language and that that native English speaker (NES) most likely doesn’t. “How can anyone criticize your English language ability when you speak more languages than they do?” I ask.

Learning languages has been the greatest gift that I have experienced. I love it when the language starts to become a part of me and my voice and rhythm changes when I speak and write in it. I love the way it feels when the words start coming out without thinking, even when I make mistakes. I also love helping students get to the point where they may feel this way about English. I tell my students that learning a language requires making mistakes, taking risks, and jumping off a few linguistic cliffs, but that I will encourage and support their efforts during our time together. The only way that I know to teach languages is to share some of what worked when I learned mine.

Until the age of eight, English was my only language. Then, my English speaking American family found itself in a Lebanese village in the mountains just north of Beirut. The country was in the middle of a civil war and there were no other

foreigners that I knew of. I quickly began learning French and Arabic. My Lebanese friends say that my Arabic was “pretty good” and that I could have basic conversations in it. All that remains of this knowledge at this point in my life, is the ability to understand a few words, to know the alphabet, and to pronounce my students’ names correctly. When my family left 5 years later, Arabic was no longer accessible to me. French, on the other hand, was the language that I spoke with my best friend in Lebanon and the language that I was able to keep studying in high school, college, and graduate school.

After college, I used my knowledge of French and my comfort living in other cultures to move to Mexico and learn Spanish. I continued to develop my Spanish in formal environments, eventually receiving an MA degree in Comparative Literature with an emphasis in nineteenth and twentieth century Spanish-American and Francophone Literatures. After graduate school, I continued my Spanish education in informal settings on the South Texas/Mexico border and in Guatemala. I now speak fairly proficient “campo” Spanish with a French accent and have used it frequently in my career as a human rights and social worker. My future language goals are to keep developing my French and Spanish, to learn Arabic, and to learn a language indigenous to the Americas. Seeing that I live in the Inland Northwest, the indigenous language that I will most likely strive to learn is Salish.

In *Teaching community: A pedagogy of hope*, bell hooks, quotes Judith Simmer-Brown who stated:

As educators, one of the best things that we can do for our students is to not force them into holding theories and solid concepts but rather to actually encourage the process, the inquiry involved, and the times of not knowing—

with all of the uncertainties that go along with that. This is really what supports going deep. This is openness. (hooks, 2003, p. 47-48).

It is this openness that I encourage my students to feel as they learn English and develop their skills. Learning a language takes a great deal of strength and requires a person to feel unstable, even insecure at times. The teacher must remind her or his students that language learning is a process and that there will definitely be times “of not knowing.” The process of language learning and “going deep” can also refer to the ideas and content that this new language renders accessible to students. Language truly does encourage “openness” to new ideas and perspectives as this research study will show.

It is important to recognize that language teaching is also a process that encourages teachers to be open to exploring what students need to learn. This can mean changing one’s mind, sometimes in the middle of a lesson. No matter how detailed the lesson plan is, often in my case with every five minute accounted for, I just as often change my lesson in the middle if I believe it will be just as, if not more, effective in meeting the day or week’s learning goals. Flexibility and what bell hooks identifies as “radical openness” are therefore not only important qualities of a language learner, but also of a language teacher and researcher (hooks, 2003, p. 48).

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Chapter 1: Introduction

In this unit you will:

- Practice critical reading strategies, including annotation and note-taking
- Discuss and ask questions about our assigned articles
- Work in a group to plan and lead a class discussion on one of the articles
- Practice strategies for reading essay exam questions, planning, and writing a successful timed essay
- Practice strategies for studying in preparation for an exam
- Take an essay exam on the readings we have studied and discussed

(Essay Exam prompt, Appendix C).

The idea for this thesis topic began in the Fall of 2012. It was my first quarter in the MA-TESL (Teaching English as a Second Language) program at Eastern Washington University (EWU) and my first quarter teaching English 101: College Composition: Exposition and Argument as a graduate instructor. As the instructor for the course, I was responsible for designing and delivering lessons based on a curriculum and objectives created by the Composition Director, Dr. Justin Young. One unit in the curriculum is the Essay Exam unit, the focus of this study. This unit is designed to teach students how to read academic articles and to successfully write an in-class essay exam on the articles (Appendix C). The articles in the Essay Exam unit center around the theme of literacy, education, and power. There are seven articles to choose from. In my Fall 2012 class, I chose to have students read Chapter One: "Abby's lament: Does literacy matter?" of *Literacy matters: Writing and reading the social self* by Robert Yagelski (2000), "Literacy and the politics of education" by C.H. Knoblauch (1990), "Social class and the hidden curriculum of work" by Jean Anyon

(1980), "Confronting class in the classroom" by bell hooks (1994), "How to tame a wild tongue" by Gloria Anzaldúa (1987), and "Live and learn: Why we have college" by Louis Menand (2011). My students were all native English speakers (NESs) and three were bilingual in Spanish and English. As recommended by the curriculum, we read the Yagelski and Knoblauch articles together as a class and then students formed groups to read and present on the other articles. After the completion of the presentations and the essay exam, I found that most students were generally able to understand the main points of the articles, but were unable to understand the role power played in each of the articles as well as some of the supporting claims of the articles. This lack of strong reading comprehension skills was also evident in the students' research papers on other topics. It was at this time, that I began to think about the role reading played in student academic writing.

While my class this first quarter was made up entirely of NSEs, many of my fellow graduate instructors had ELLs (English Language Learners) in their classes. For the purposes of this study, I will identify students whose first language is not English as English Language Learners (ELLs). I have decided to use this term because in many cases, English is not a student's second language but their third or fourth. In fact, how to best work with ELLs was a frequent concern expressed by my colleagues. Few graduate instructors had prior teaching experience, much less any knowledge of how to work with ELLs. At the time, international students made up 3% of the total 12,587 student population in the Fall of 2012 (Eastern Washington University). The majority, 80% of these students were from Saudi Arabia, 10% were from the People's Republic of China, 5% were from Taiwan and 5% from other

countries (Eastern Washington University English Language Institute). Many of the graduate instructors found that the ELLs were quickly falling behind and were not understanding the articles, much less able to write about them. Hearing from my colleagues about how these students were struggling and how my colleagues were unsure of how to work with them in their mainstream NES classes made me even more interested in learning more about what teaching methods were most effective in helping both ELLs and NESs develop their academic reading skills in first-year English composition courses.

The following Winter 2013 quarter, the English Department decided to offer a sheltered English 101 course, English 101-SL (Second Language), and I was asked to teach it. I excitedly began developing scaffolding, prompts, and rubrics for my class of 17 Saudi, 2 Chinese and one Japanese students (Appendices D-F.) “Scaffolding” can be defined as the “support mechanisms” that teachers use to help students “successfully perform a task within their zone of proximal development,” activities that a student can perform with structure but not without (Tompkins, 2013, p. 7). These can take the form of providing definitions of vocabulary, study guides to assess reading comprehension, and various other reading and writing activities. Over the next year and a half, English 101-SL became "my class" and I had the opportunity to teach it three times in a two-year period. I began researching the first-year composition programmatic options available to ELLs and became even more concerned with what types of classes, curricula, and teaching methods were most effective in helping students navigate the uncertain and often treacherous world of English composition where instructors are largely monolingual and untrained in working with ELLs.

Research Question Evolution

As will be further discussed in Chapter 3, this study uses action research. This research method allows the researcher's questions to evolve along with the project. In this way, my research questions also evolved. In Winter 2013, while teaching English 101-SL for the first time, I was also enrolled as a student in English 511: Composition Pedagogies. It was in this class that I began to formulate my first research question: "What are the questions and concerns that need to be considered when developing composition programs that meet the needs of second language English students?"

The evolution of my research questions further developed in Spring 2013 while teaching English 101-SL for the second time and while enrolled as a student in English 520: Seminar in Research Methods and Design. My concluding proposal for the course included the following broad research questions:

- How do students self-evaluate their English language skills at the beginning of English 101-SL?
- What assignments in the English 101-SL curriculum are most effective in helping students develop their English language skills?
- How do students self-evaluate their English language skills at the end of English 101-SL?
- After taking English 201, what parts of the English 101-SL curriculum were helpful to students and which were not?

During the summer of 2013, I worked on my thesis proposal and developed a questionnaire and other research tools. At this point, I described my purpose and methodology as follows:

This action research will investigate the challenges of college reading and writing assignments and the benefits of direct instruction in aspects of reading, writing, and vocabulary as reported by students through reflective writing and assessment.

Students will write journals about their reading and writing processes. These kinds of journals, essays, and questionnaires are commonly included in the English 101 curriculum. The primary investigator and Reeves will analyze these for common themes in order to assess students' previous knowledge as well as new information being taught on the subject.

The next time that I taught English 101-SL was in the Winter of 2014. It was at this time that I gathered data in my classroom. After reading through the data and while in the throgs of thesis writing, my research questions are:

- What challenges do ELLs from Saudi Arabia report having when it comes to English 101 reading and writing assignments in the Essay Exam unit?
- What challenges do I as the instructor find that ELLs from Saudi Arabia report having when it comes to English 101 reading and writing assignments in the Essay Exam unit?
- What type of reading and writing instruction helps students not only comprehend the reading but be able to summarize and synthesize the material in their own writing?

Assumptions

Social workers promote social justice and social change with and on behalf of clients. "Clients" is used inclusively to refer to individuals, families, groups, organizations, and communities. Social workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other forms of

social injustice. These activities may be in the form of direct practice, community organizing, supervision, consultation administration, advocacy, social and political action, policy development and implementation, education, and research and evaluation. Social workers seek to enhance the capacity of people to address their own needs. Social workers also seek to promote the responsiveness of organizations, communities, and other social institutions to individuals' needs and social problems (National Association of Social Workers (NASW), 2008).

I have only briefly mentioned that I am a trained social worker and have successfully been awarded a MSW degree. TESOL research guidelines urge researchers to divulge their epistemological stance and the subsequent assumptions that they may have as they are conducting research. In addition, as will be discussed more fully in Chapter 3, this study uses the theoretical lens of constructivist grounded theory, and in so doing, requires the researcher “to reflect upon his or her underlying assumptions” (Mills, Bonner, & Francis, 2006, p. 9). The social work code of ethics and values are a part of my professional identity. I see the world through the eyes of a social worker even though I am also an ESL instructor now. In this case, my students are my clients, and I strive to offer them the best education that I can while at the same time being aware of and addressing any systemic or cultural diversity issues that may hinder client success. In the case of this thesis, this requires the researcher to investigate programmatic options available to students in first-year English composition courses as well as reading comprehension teaching strategies. It also requires the researcher to acknowledge her assumptions. These assumptions include:

- Most ELLs are not prepared for the English composition sequence before beginning it.
- Most English composition instructors see the deficits of their ELLs students rather than their strengths.
- The teaching of reading skills is not emphasized in English composition and when it is addressed, various skills and steps are shared and emphasized rather than working through the text together in class.
- Monolingual teachers are at a disadvantage at knowing how to work with our increasingly multilingual student population.
- A student cannot write an academic essay and achieve synthesis without first learning how to read academic articles.
- Multilingual students will express frustration and even embarrassment at trying to negotiate the Essay Exam articles.
- Students will put their best effort at trying to understand the texts even with varying levels of exasperation.
- Multilingual student linguistic strengths and “rhetorical attunement” as defined by Leonard (2014) should be acknowledged and respected rather than devalued.
- A homogenous English is now neolithic. English Departments need to practice openness and accept the linguistic diversity of their multilingual students.

Thesis Overview

This thesis is divided into five chapters. Chapter 2 is a review of literature. Chapter 3 is a presentation of the research methodology. Chapter 4 is the data analysis and reflection. Chapter 5 is the conclusion.



Figure 1. English 101-SL students hard at work writing an in-class essay during the Winter 2014 quarter

Chapter 2: Review of the Literature

Teaching Reading Comprehension

According to the Council of Writing Program Administrators in their outcomes statement for first-year composition, “By the end of the first-year composition, students should use writing and reading for inquiry, learning, thinking, and communicating” (2008, p. 2). While this may be the case, the professional experience of the author of this thesis demonstrates that many students are not developing the necessary reading skills to be successful in the critical analysis and synthesis writing required in first-year composition and beyond. This experience is substantiated by Kim & Anderson (2011) who explain that, “many college students have trouble with reading comprehension which denotes serious difficulty in content areas” (Lei, Rhinehart, Howard, & Cho, 2010; Underwood, 2004 as cited by Kim, J.Y. & Anderson, T., 2011, p. 29). Even though college students are required to read academic texts, they often do not have the skills to evaluate and synthesize the information. In addition, many college professors are not trained to teach students reading comprehension skills and therefore assume that students already have the skills and do not teach them to their students (Kim, J.Y. & Anderson, T., 2011, p. 29).

A research study conducted by Young and Potter (2013) confirms that the students in first-year composition classes at EWU are not gaining the reading skills necessary for future academic and professional success. Young and Potter's research found that while students could "adequately summarize academic discourse, they do [could] not adequately analyze, synthesize, or evaluate it" (Discussion section, para. 7). They conclude that an academic literacies approach (ACLITS) that incorporates a

variety of academic literacies into the curriculum cannot be achieved in two first-year college composition courses, which total 20 weeks, alone. This study did not differentiate between NESs and ELLs in the classroom, and knowing the demographics of first-year students at EWU, there most likely some ELLs involved in this study. As a result, Potter and Young recommend that a model such as the Common Core State Standards (CCSS) that integrates reading across the curriculum will more effectively address the academic reading and writing needs of college students.

At Eastern Washington University, a large number of those who struggle with the first-year composition sequence and fail, sometimes more than once, are students whose first language is not English. As a result, it is important that first-year composition instructors teach reading comprehension strategies and scaffold readings for all their students including their ELLs. Grabe and Stoller (2014) state that ELLs need to understand 95% of the vocabulary in a text in order to comprehend the text (pp. 193-194). Most ELLs begin the first-year composition program with a much lower percentage of vocabulary comprehension. Without appropriate scaffolding and instruction, they will not comprehend the academic articles. Fisher and Frey describe scaffolded reading as “a time to stretch students to grapple with text that is more difficult than they can access on their own” (2014, p. 349). The authors argue that instead of limiting student access to complex texts, students should be provided with opportunities to struggle with texts that are appropriately scaffolded. Chi (2002) supports students’ access to complex texts by stating that: Interpretation occurs not only when readers understand (comprehend) the text, but also when readers do not understand the text. Doubt, ambiguity, conflict, and

contradiction may inspire, urge, and propel readers to the interpretive inquiry. When an interpretation is generated, a reader is able to build on this uncertainty in order to inquire and learn further (Chi, F., 2002, p. 4 as cited in Lin, C., 2007, p. 11).

Scaffolding allows for students to be successful with this struggle. As defined in Chapter 1, “scaffolding” can be defined as the “support mechanisms” that teachers use to help students “successfully perform a task within their zone of proximal development,” activities that a student can perform with structure but not without (Tompkins, 2013, p. 7). The National Council of Teachers of English (NCTE) Position Paper on the Role of English Teachers in Educating English Language Learners (ELLs) also recommends that teachers use scaffolding “to help them [students] to learn both the English language and the necessary content” (2006). Fischer and Frey further argue that the teacher must continually assess the needs of the students and develop scaffolded activities that will help them build the skills that they lack (Appendices D-F). For example, if students are struggling with comparing and contrasting, a scaffolded reading activity could focus on having students identify and list what the author is comparing and contrasting and what evidence the author uses to support the comparisons and contrasts. The activity could take the form of a summary, a graphic organizer or some other form (pp. 348-350). Scaffolding allows students to develop the reading strategies that will enable them to become effective readers.

Reading scholars and educators agree that instructors should organize readings around pre-, during, and post-reading activities (Grabe & Stoller, 2014, p. 190; McKeachie, W. & Svinicki, M., 2011, p. 34, Tompkins, 2013). Following this basic organizational structure, Sherie Williams (2005) adapted reading strategies developed

by Francis Robinson, Michael Shaughnessy, Jewelene Whittaker, Feldt and Moore and offers her own reading strategy, SQ6R (Survey, Question, Read, Reflect, Review, Rehash, Rethink, Reevaluate) to give college students the skills they need to read research articles (pp. 137-138). In the pre-reading phase, Williams explains that students first need to “survey” the article (p. 138). This includes scanning the title, headings, and subheadings of the article, reading the summary or abstract of the article, but not reading the article yet. Students are encouraged in this phase to relate what they are understanding from their survey to prior knowledge and experience that they may have about the topic as this will help ensure that they remain engaged with the text and the topic throughout the reading process (Harvey, S. & Goudvis, A., 2007 as cited in Marschall, S. & Davis, C, 2012, p. 66). The NCTE guidelines for teachers of ELLs mirror many of these suggestions for teaching reading comprehension including: “Relating the topic to the cultural experiences of the students,” “‘front loading’ comprehension via a walk through the text or a preview of the main ideas. . . ,” “doing pre-reading activities that elicit discussion of the topic,” and “teaching key vocabulary essential for the topic” (NCTE, 2006).

In Williams’ SQ6R strategy, the second part of the pre-reading requires students to ask “questions.” From their survey, students then identify what they think that the article is going to be about, why the topic is important, and how it might be personally useful to them. Students write down questions that they will hope to be able to answer after reading the text. When students ask questions that engage them with the reading, they are much more likely to stay engaged with the text (Williams, S., 2005, p. 138; Harvey, S. & Goudvis, A., 2007 as cited in Marschall, S. & Davis, C, 2012, p. 66; Lin, C., 2007, p.4). Chiu-Hsin Lin describes this questioning as “self-

questioning” and explains that, “self-questioning can enhance text comprehension, and promote higher order thinking” (2007, p. 4).

Williams’ next phase is the “reading” phase which Grabe and Stoller (2014) call the “during reading stage.” Students are asked to read the article and engage in an activity with the reading (Appendices D-F). Williams suggests that students create a summary in their own words using bullets under each heading and to create a vocabulary list of unknown words. The bullet format helps students reduce the text to the main ideas. Williams also encourages students to create private vocabulary lists so that students do not have to be embarrassed if they do not know a word (2005, p. 138). The author of this thesis does the opposite. She finds that giving students the opportunity to share their vocabulary lists allows students to recognize that everyone is learning new words and that they can work together to look them up and learn them. In addition to creating a summary of the main points, Grabe and Stoller suggest that students can discuss why they chose the main points that they did. They can also fill out graphic organizers, discuss lexical cues, and highlight transition words. The ultimate goal of any scaffolding and reading activities are for the students to learn how to do these steps independently (Grabe,W. & Stoller, F., 2014, p. 197).

In the post-reading phase, students can reread and arrange main ideas and supporting information into two columns, reorganize scrambled paragraphs or sentences of the article, or read a summary created by the teacher that they evaluate and improve (Grabe,W. & Stoller, F., 2014, p. 197). An activity that McKeachie and Svinicki (2011) suggest and that the author of this thesis frequently does is to write a short journal at the beginning of the class about the most important ideas in the reading or what most interested them about the reading (p. 32). Williams encourages

“reflecting” for 24 hours and to stop analyzing before “reviewing” the information and doing something with the material such as “rehashing” in class and “rethinking” and “reevaluating” the information after listening to peer opinions (pp. 138-139). The post-reading phase would also be a good time to revisit the questions that students developed before reading and see if students can answer them.

These techniques can help achieve reading comprehension for all students, both native English speakers and ELLs and can also help students achieve the high level of reading comprehension needed for the synthesis writing required of students in both English 101 and 201. In a study by Zhang (2013), intermediate-level ELLs in an intensive language setting were “able to complete discourse synthesis tasks that integrate[ed] information from two texts” (p. 62). Students in the experimental group were able to achieve a higher level of synthesis in their essays after direct instruction in synthesis writing than the students in the control group. While ELLs can be taught synthesis writing, Zhang explains that the reading material still needs to be “level-appropriate” and that instructors need to support student comprehension through scaffolding and frequent monitoring of student comprehension (2013, p. 61). In other words, students cannot achieve a level of synthesis in their writing about readings if they do not understand what they are reading.

Addressing the Needs of English Language Learners

While scaffolding and developing reading comprehension through direct instruction can benefit all students, it is still important to recognize that an increasingly large number of international and ELLs are entering our first-year composition classrooms:

Writing teachers at colleges and universities across the United States are routinely encountering second language writers in their classrooms as institutions aggressively recruit ethnic minority students (who contribute to the visible diversity of the student population) and international students (who pay out-of-state tuition and, at an increasing number of institutions, thousands of dollars in additional fees). At some institutions, it is no longer unusual to find writing classes where second language writers constitute a majority (Matsuda, 2012, p. 142).

With this in mind, addressing the needs of our ELLs is not a peripheral concern but a central one. In 2001, the Conference on College Composition and Communication (CCCC) released its statement on Second Language Writing and Writers in 2001 and recognized the “growing number of second language writers” in colleges and universities throughout the United States (p. 10). The statement “urge[d] writing teachers and writing program administrators to recognize the regular presence of second-language writers in writing classes” and “to develop instructional and administrative practices” that address their needs (CCCC, 2001, p. 11). In 2008, the statement was updated to not only “[r]ecognize” but to “take responsibility for the regular presence of L2 writers in writing classes, to understand their characteristics, and to develop instructional and administrative practices that are sensitive to their linguistic needs” (CCCC Statement on Second Language Writing and Writers, 2009, para. 4 as cited by Matsuda, P.K., Saenkhum, T., and Accardi, S. (2013).

According to Matsuda, Saenkhum, and Accardi (2013), there have been an increased number of articles in such journals as *College Composition and*

Communication, College English, and Writing Program Administration on the need to address the needs of ELLs (p. 69). Despite this fact, many of the instructors teaching first-year composition classes have a background in literature or creative writing and may not be familiar with academic discussions taking place in rhetoric and composition (p. 69). While similar studies need to take place at other institutions, Matsuda, Saenkhum, and Accardi's institutional case study published in 2013 demonstrates that at the Southwestern University in which the research took place, many composition instructors still do not know how to effectively work with ELLs. Many instructors make no changes to the curriculum or offer special "provisions" to these students (p. 68). One instructor with a Ph.D. in rhetoric even noted that "the exclusive focus on rhetoric was counterproductive for L2 writers" (p. 81).

Zamel (1995) also conducted surveys of both instructors' and ELLs' expectations, perceptions, and experiences. While Zamel explains that she did not receive many responses from faculty and does not offer an exact amount, in a two-year period she received 325 responses from students enrolled in many courses across the curriculum. Among the responses, students spoke of how much they appreciated instructors who were patient with them, who explained words that they may not know and not only said but wrote down assignments on the board (Zamel, 1995, p. 511). Students also expressed a desire for acknowledgement from instructors of all the work that they were doing compared to their native English-speaking classmates. They wanted to be acknowledged as college students who were deserving to be at the university because they worked hard (Zamel, 1995, p. 511). Students expressed not wanting their work to be perceived by instructors as deficient. They did not want to feel silenced in the classroom and afraid to talk (Zamel, 1995, p. 512). Most

importantly, they felt that their writing should be allowed to have content that had a purpose to them, confirming Zamel's belief that writing should be contextualized (1995, p 512).

Contextualized learning includes giving ELLs "multiple opportunities to use language and write-to-learn, coursework which draws on and values what students already know, classroom exchanges and assignments that promote the acquisition of unfamiliar language, concepts, approaches to inquiry, evaluation that allows students to demonstrate good understanding" (Zamel, 1995, 518-519). While this approach values students' opinions and contextualizes learning in such a way that students can see a purpose, Zamel criticizes the tendency in composition to believe that students must learn the discourse of the academy in order to be successful and, like Matsuda (2006) and the unnamed "Ph.D." in Matsuda's 2013 research, she questions the idea that there is one "monolithic discourse" in the academy (Zamel, 1995, p. 516).

Like Zamel (1995), Illona Leki (2006) also questions what English skills ELLs need to learn in order to be successful in their college and university courses. She reiterates that some institutions argue that ELLs should not be separated and that other institutions have created sheltered ELL composition classes; however, she says that both approaches have "a price tag" (p. 60). Most importantly, Leki (2006) explains that following the discussions of Zamel (1990, 1995), Matsuda (2006) and others, students of a second language rarely reach a miraculous plateau where their writing is indistinguishable from native English writers. In addition, ELLs also need to continue practicing other language skills such as reading, listening and speaking (pp. 60-61). She explains that when ESL classes are expected to duplicate regular composition programs, students not only do not develop the other language skills that

they need, but also may not be learning the writing skills that they will need later on (Leki, 2006, p. 62).

Leki (2006) uses Yang, an undergraduate student from China, as an example (p. 61). Yang was able to do quite well in her composition courses. Her difficulty was pronunciation and speaking. She was even called into the dean's office of her nursing program and told that she needed to improve her spoken English if she wanted to stay in the program (Leki, 2006, p. 61). As the university did not have classes available to assist her, she enrolled in non-credit community courses which even included a conversation group offered by a church group. All of this extra work was performed on her own time and in addition to her rigorous nursing program classes (Leki, 2006, pp. 61-62). Leki (2006) further explains that the focus on certain genres of writing neglects the need for ELLs to be familiar with forms of writing that are specific to their field such as reports and other forms of writing common in the majors of the majority of ELLs (pp. 63-64).

Leki (2006) also discusses near and far transfer in language learning (p. 68). In second language acquisition, students are more likely to learn small, specific tools and information that they can transfer to other situations. This is called near transfer. In far transfer, students are able to transfer broad principles to other language situations. Grammar, punctuation, and spelling would be examples of near transfer, while claim development and support for arguments would be considered examples of far transfer (Leki, 2006, pp. 68-69). Courses at EWU such as English 112 and English 101-SL give ELLS the opportunity to continue to develop their near transfer skills while working on far transfer ones with the assistance of scaffolding. Leki's own research indicates that students believed that they found the specific near transfer skills much

more helpful in their later classes than the far transfer ones (2006, p. 69). Students may have found near transfer skills more helpful because the expectations of each discipline are so different that even though an English composition course may purport to prepare students for the other disciplines, it often does not (Leki, 2006, p. 70).

In an earlier article by Leki, “Meaning and development of academic literacy in a second language” (2004), the author describes four issues that complicate the development of the broad transfer skills said to be necessary for second language learners to gain academic literacy: “correctness, range, identity, and discourse community values” (Leki, 2004, p. 330). In terms of correctness, Leki (2004) disagrees with the assumption held by some academics that ELLs are considered “illiterate” until they have mastered a certain level of grammar and punctuation skills and asks, “how closely does the reading and writing of an L2 English learner need to match that of other members of an L1 English literature culture?” (p. 332). She uses the Chinese student Yang (Leki, 2006) to highlight the issue of range. Yang needed a range of skills to improve her academic English including speaking (Leki, 2004, p. 332).

Instructors not only need to be familiar with the linguistic needs of ELLs, but also with cultural and identity issues. Another Chinese student, Shen, serves as an example of some of the identity issues that instructors need to be aware of when encouraging the development of a voice in writing. When Shen expressed frustration over his progress with academic writing, his instructor encouraged him to “just be himself” without understanding that Shen had to take on a new cultural identity to write in academic English as it was a form of writing so distinct from his own (Leki,

2004, pp. 332-333). Leki (2004) also reiterates that ELLs come from different writing traditions and academic discourse communities distinct from those in the United States. Because of this, students may have different expectations from the reader, such as expecting the reader to understand information in a text that is not directly stated. Students may also cite differently. As a result, Leki argues that composition teachers need to clearly define the writing community that they are encouraging their students to become a part of (2004, pp. 332-333). This could also mean that teachers should become more familiar with writing across the curriculum.

From Linguistic Homogeneity to Rhetorical Attunement

While Matsuda, Saenkhum, and Accardi (2012) have explained that current rhetoric and composition journals are increasingly publishing articles concerning ELLs, and while both the CCCC and NCTE have published multiple position statements on addressing the needs of multilingual students and ELLs, it is still not uncommon for ELLs to be viewed by their instructors as having the same deficits that they were perceived to have 20 years ago when Tony Silva complained that writing instructors and administrators considered the writing and language skills of their ELLs as “deficient” and that they are being “penalized for being culturally and/or linguistically different” (Silva, 1994, p. 40). In 1996, Braine similarly stated that ELLs face a “hidden agenda” in composition classes where their writing is expected to be “indistinguishable” from that of native speakers (p. 101). This led to Matsuda coining the phrase, “the myth of homogeneity” in 2006 (p. 638).

Matsuda begins his argument by referring to Bruce Horner and John Trimbur who recognized a policy in college composition programs in the United States that they called “unidirectional English monolingualism” where instructors are expected to

teach a “dominant form of English” to all students (2006, p. 637). He expands on Horner and Trimbur’s argument by explaining that college composition programs not only accepted the view of a dominant English, but also assumed that all of their students had the same linguistic background and that all “are native English speakers by default” (2006, p. 637). As a result, Matsuda (2006) argues that the reason the study of language differences has not been emphasized in college composition programs, instruction, and research is because of the false belief of the existence of one English. He terms this assumption “the myth of linguistic homogeneity” (p. 638).

This assumed homogeneity has been perpetuated through “policies of containment” (Matsuda, 2006, p. 640). Matsuda explains that these policies were implemented as early as the late nineteenth century at Harvard when introductory composition classes served as a means of establishing a homogeneous linguistic standard and filtering those who were able to successfully continue through university classes (2006, p. 640). Other policies that served and serve as means of containment can include the admissions process, the tendency to blame language differences on the lack of preparation for college, and the use of remedial classes to “erase the traces of their language differences” before students can enroll in the required composition sequence (Matsuda, 2006, p. 642). It is these “policies of [linguistic] containment” that have maintained the invisibility of language differences in composition classrooms (Matsuda, 1996, p. 641).

Matsuda (2006) further argues that the “policies of containment” and the resulting assumption of homogeneity are the reasons why there has been too little response and concern on the part of those in the field of composition studies to the needs of ELLs “who do not fit the dominant image of college students” (p. 638). This

belief that the writing of ELLS and NESs needs to be “indistinguishable” renders the linguistic variation that actually exists in all composition classrooms invisible (p. 641). As a result, Matsuda (1996) calls on composition instructors “to resist the popular conclusion that follows the policy of containment--that the college composition classroom can be a monolingual space” (p. 649). Instead, instructors should affirm a multilingual space where language difference is assumed and respected, not made invisible (Matsuda, 2006, p. 649).

Vivian Zamel (1995) similarly discusses this assumption of the potential for homogeneity. After surveying faculty members throughout her university, she discovered that there was a tendency to see ELLs as having writing that is deficient (Zamel, 1995, p. 507). She describes a belief among many faculty that if students just take one or two “remedial” English writing courses, their writing is going to be the same as native English speakers. Zamel (1995) describes this using a term used by Mike Rose: “‘the myth of transience,’ . . . the notion that these students’ problems are temporary and can be remediated- so long as some isolated set of courses or program of instruction, . . . , takes on the responsibility of doing so” (p. 510). Zamel further explains that this perspective allows for the illusion that there is a permanent solution and gives faculty a reason not to be concerned with the needs of ELLs as theirs is a temporary “problem” (1995, p. 510).

On the other hand, not all faculty in Zamel’s 1995 study had the same responses. Some faculty welcomed the experience and perspective of international students (Zamel, 1995, p. 507). They wrote of encouraging students to take risks in their writing, to revise multiple times, and to focus on content rather than form and surface issues such as grammar. These faculty described a sense of trust between

student and teacher that eventually allowed for any false assumptions regarding student ability to be transformed (Zamel, 1995, pp. 509-510). Zamel (1995) explains that these faculty had “a rich and complicated notion of language” where language is developed in meaningful contexts (p. 509). This perspective is in direct contrast to the notion that language is “fixable”, that it is a decontextualized skill, and that knowledge cannot happen until language reaches a certain level of development (Zamel, 1995, pp. 509-510). The understanding and appreciation that these faculty had for their students’ writing is evidence that not all faculty subscribe to the “linguistic homogeneity” that Matsuda (2006) describes and that many faculty celebrate linguistic diversity within their classroom.

One current voice that discusses multilingual diversity in the composition classroom is Rebecca Lorimer Leonard (2014). She uses the term “rhetorical attunement” to describe the incorporation of the unique voices and experiences into multilingual writing. “Rhetorical attunement” is “an ear for, or a tuning toward, difference or multiplicity” (p. 228). Contrary to the deficit model that Silva, Matsuda, Zamel, Leki, and others describe, “rhetorical attunement accounts for the practices multilingual writers create rather than lack” (p. 230). It is also important to note that “rhetorical attunement” is not stable and fixed, but incorporates the many moments of rhetorical decision making that a multilingual person encounters (p. 231). “Rhetorical attunement” goes beyond acknowledging that students have a “right to their own language” as the 1974 NCTE resolution suggests, and also goes beyond allowing students to “incorporate heritage and home languages into their writing” (NCTE, 2011). Instead, “rhetorical attunement” celebrates the strength and “messiness”

involved in negotiating and creating a new and powerful meaning that is complex and “worthy” in its lack of “homogeneity.”

This creation of new forms of writing, of language, and of meaning is postmodern in its acknowledgement and deconstruction of power itself. Leonard explains that multilingual speakers and writers are in the position to see “that official languages were [are] related more to the whims of political change than to hard fast rules” (p. 239). Multilingual writers have also experienced “English as a politically fraught and distinctly powerful language” (p. 241). As a multilingual writer, Matsuda (2006) identified this power when he described the “policies of containment” and “homogeneity” that English departments have traditionally perpetuated. Interestingly, the acknowledgement of the role power plays in the definitions of literacy is the central thesis of Knoblauch’s “Literacy and the Politics of Education,” an article that is part of the Essay Exam unit and is the focus of this thesis. As Knoblauch explains: Invariably, definitions of literacy are also rationalizations of its importance. Furthermore, they are invariably offered by the literate, constituting, therefore, implicit rationalizations of the importance of literate people, who are powerful (the reasoning goes) because they are literate and, as such, deserving of power (Knoblauch, 1990, p.1).

Student Experience

Zamel (1995) and Leki's (2006) critique of the notion that ELLs need to learn academic language to be successful is also evident in an older case study published by Zamel in 1990, “Through Students’ Eyes: The Experiences of three ESL Writers.” This study focused on “students’ perceptions of and reactions to their classroom experiences” and focused on two central questions: “What happened to these students

in their pre composition classes? and What happened to these students the following semester?” (Zamel, 1990, pp. 84-89). She explains that she is most interested in “how ESL students writers develop their assumptions, perceptions, and expectations about their writing” (Zamel, 1990, pp. 83-84).

In order to answer her research questions, Zamel (1990) conducted a case study of three ELLs and their experiences in two different classrooms. This was accomplished by collecting open-ended interview data through meeting with students four times for each semester. In addition, Zamel (1990) interviewed the teachers and tutors and observed all classrooms. The study included Carlos from Columbia, Mohammed from Somalia, and Nham from Cambodia. Carlos expressed confidence about his writing upon entering the pre-composition course due to his previous experience reading and writing in English (Zamel, 1990, p. 85). On the other hand, Mohammed did not have a great deal of writing experience in English. He believed that instructors were supposed to focus on correcting surface level errors as opposed to helping him develop content. He also shared having to write about “artificial topics” in his previous writing classes (Zamel, 1990, p. 85). Nham, on the other hand, had had the least English education of the three students and had previously studied mostly grammar and structured writing. While he struggled with English, he did very well in science and math (Zamel, 1990, p. 85).

The study showed that all three students felt positively challenged in the pre-composition class. Carlos spoke of writing about topics that made him think and that came from his own experience. Mohammed spoke about how much easier it was for him to write in this class because he could make mistakes and then correct them later. At the same time, Nham expressed that he was no longer afraid to write because his

teacher cared about what he had to say. All three explained that they valued the freedom that the teacher gave them, as well as the fact that they were encouraged to think and reflect upon their personal experiences (Zamel, 1990, pp. 87-88). These descriptions sound very similar to the pedagogical approach used in English 112 at EWU and also to the responses that I received from students about the class.

Sadly, students in the study did not report having the same positive experience in their ESL freshman composition class that followed (Zamel, 1990). While the class was a class for ELLs and students looked forward it, they reported feeling discouraged as the class continued. Students explained that the instructors were trying to teach them a certain type of discourse that did not value their personal experience. The teachers had certain expectations, and the students expressed not knowing what they were. They did not feel as free to write as they had in their previous class (Zamel, 1990, pp. 89-90). Carlos expressed this frustration eloquently: “This is a writing class. We’re supposed to write a lot. Why don’t we write in class? We learn things like finding a thesis . . . but why don’t we do writing?” (Zamel, 1990, p. 90). Student reaction to the change in discourse is something that I can relate to as an instructor who taught the first-year composition sequence for ELLs at EWU: English 112, English 101-SL, and English 201. While I tried to create transitions between the courses, in part by incorporating reading Malcolm X’s narrative and writing daily journals, the shift from personal narrative to academic discourse is also a characteristic of the EWU program.

Zamel (1990) explained that in interviews the two ESL composition teachers described the change in focus from the pre-composition to the composition class. Both teachers also taught the second level composition course that students needed to

pass to successfully complete their writing requirements. As a result, teachers were conscious of the academic discourse that students needed to be familiar with if they were going to pass (Zamel, 1990, p. 93). The critique of academic discourse that Zamel expanded upon in “Strangers in Academia” (1995) is implied in this 1990 study if not stressed. In “Through Students’ Eyes,” Zamel (1990) concludes that it is critical that research explore more fully the experiences of writers within classroom settings and how instructional content affects students’ assumptions, attitudes, and expectations of writing (p. 96). This study also illustrates how the varying goals of writing classes at different levels of English acquisition can affect instruction and, as a result, student attitudes towards writing.

The frustration that the students describe in Zamel’s 1990 study can be defined as “anomie” (Okabe, 2008). In second language acquisition, “anomie” is generally described as the “social uncertainty or dissatisfaction” that language learners may experience (Lambert, 1963 as cited in Okabe, 2008). This feeling is linked to the language learner’s feelings of liminality as she or he develops a new language and identity and “may experience feelings of chagrin or regret as he loses ties in one group, mixed with the fearful anticipation of entering a relatively new group” (Lambert, 1963 as cited in Okabe, 2008). Okabe (2008) eloquently describes her own feelings of anomie when she began studying in the United States at EWU: “I lost myself, because I could not find any good part of myself. Especially, when I talked with native English speakers” (p. 1).

As expressed by Okabe, as well as by many of the student voices that Zamel shared, ELLs can easily feel insecure, frustrated, and even defeated. When these feelings become a part of the ELLs experience, their affective filter is at risk of

limiting language acquisition. As Krashen explains, student motivation, self-confidence, and anxiety are three factors that can affect how much input a language learner is able to comprehend and to acquire (1982, p. 32). When a language learner lacks motivation or self-confidence or is anxious about her or his language learning, the affective filter will be stronger and students will acquire less comprehensible input. As a result, it is important for instructors to create learning environments and materials that lower anxiety and increase self-confidence and motivation if students are to learn another language.

Reeves (1997) discusses how feelings of anxiety can affect student writing. Using the term “writing apprehension,” she explains that during her time teaching in New York City she encountered many “students who refused to write—to save themselves from self-exposure, criticism, ridicule, failure” (p. 38). In order to lower the affective filter of all writers, not just ELLs, Reeves suggests that teachers create a learning environment where students feel comfortable sharing their anxiety about writing, where they are encouraged to write often, and where learners are very clear about what the expectations of an assignment are (pp. 39-41). This is something that students in Zamel’s 1990 study did not experience which subsequently made them frustrated and lowered their ability to actually perform. As echoed by many of the researchers included in this literature review, ELLs will be able to achieve higher reading comprehension and ultimately synthesis in their writing, when they are provided with learning environments that encourage their academic success rather than create a level of anxiety that will result in the opposite.

Options for English Language Learners

The debate regarding how best to incorporate ELLs into first-year English writing courses is not a new one. Tony Silva (1994) explored four placement options for international students (p. 37). These include mainstreaming ELLs with NESs which he further describes as “the sink or swim option” (Silva, 1994, p. 38). He explains that while it may appear that there are advantages to language learning in having ELLs in the same classroom as native speakers, ELLs have different writing needs (Silva, 1994, p. 38). Silva describes a tendency for the English writing skills of these students to be judged deficient (1994, p. 39). Teachers in mainstream classes are often not trained to work with second language writers. In addition, teachers in mainstream classes often have large class sizes and a work load that may not allow for the extra time that ELLs may require. Such classes often leave ELLs feeling alienated with low grades, failures, and low self-confidence (Silva, 1994, p. 39).

A second option that Silva discusses is the basic writing option or “remedial” classes. In this option, ELLs are placed in classes with inexperienced native English writers. This option has its advantages because ELLs will still have the opportunity to interact with native speakers. However, just because ELLs writers may not have yet developed their writing in English, these writers may be strong writers in their own language and despite the English barrier may have strong academic skills which the native English speakers in the class may not yet have. In addition, their writing needs may not be the same and once again, teachers are often not trained to work with ELLs. While instructors in basic writing courses may be familiar with the types of challenges native English speakers may face in their writing, they are often unfamiliar with the struggles of ELLs and could falsely assume that they are similar to those of

native English speakers (Silva, 1994, pp. 39-40). Furthermore, Silva explains that this option could not only alienate and frustrate the ELLs but native speakers as well (1994, pp. 39-40). As a result, placement in such courses should be based on the need to develop the academic and writing skills of native English speakers and may not be appropriate for ELLs.

According to Silva, a better option is a composition class for ELLs taught by an instructor with experience working with ELLs. This is an option that the English Department at EWU has made available to students and that I had the opportunity to teach three times. Silva explains that these classes should also be credit-bearing. He explains that such a “sheltered class can create community” (1994, p. 40). He explains that this method shows that a department is willing “to give more than lip service” to the needs of ELLs (Silva, 1994, p. 40). He counters the claim that sheltered classes segregate students and place them in a “separate but equal” position.” He further argues that ELLs will have other opportunities to interact with native speakers and that for a first-year composition class, and that it is more important for ELLs to develop their writing skills (Silva, 1994, p. 40).

The last option is the cross-cultural composition model. In such a class, a near equal number of native speakers and ELLs enroll (Silva, 1994, p. 40). The teacher is also trained to work with both students groups. In order to ensure an equal number of non-native and native English speaking students, Silva recommends that students enroll in two separate sections of half the size of a usual class, one for ELLs, and one for native speakers, and that these two sections be joined. Silva explains that this is the most challenging model to create, but it is by far the most rewarding for all students involved because of its cross-cultural component (1994, p. 41). My students

and I have personal experience with a cross-cultural class as 15 ELLs, 14 Saudi men and one Saudi woman, enrolled in my 201 class in Spring 2014 along with ten NES. The class was the result of students waking up at 6:00 am to register for my class and was not created to be cross-cultural. However, due to the number of ELLs, many of the readings and discussions that we had in class had a cross-cultural component that both the NESs and ELLs responded positively to.

Silva and Matsuda further investigate the cross-cultural option in a report published in *Composition Studies* in 1999. Matsuda and Silva (1999) discuss creating such a course through the School of Management at Purdue University. The course had been taught since 1993 by instructors with both ESL and mainstream teaching experience. The course was made up of eight NESs and 12 ELLs (Matsuda and Silva, 1999, p. 250). The School of Management embraced the class because it not only provided instruction that met the needs of all students, but also created an environment for students to prepare themselves “for an international world” with course materials and writing assignments focusing on cross-cultural understanding (Matsuda and Silva, 1999, pp. 246 and 257).

The course was particularly designed to not only meet the requirements of the first-semester introductory composition course, but also offer students opportunities to write about cross-cultural issues and to learn from one another. The first assignment involved a cultural profile where students from different cultures interviewed each other to learn about their partners’ cultural practices and how they differed from their own. Then they each wrote a short essay and presented what they learned to the rest of the class. The second assignment focused on nonverbal communication and included a collaborative writing project. The third assignment

involved survey research inspired from questions in the second assignment and the final project involved students writing about their development as writers throughout the semester and as they learned and gathered cross-cultural knowledge (Matsuda and Silva, 1999, p. 252)

The cross-cultural course created a model for mutual understanding to develop. Matsuda and Silva (1999) explain that many of the non-native speakers of English were at first worried that they would not do well in the class especially because there were native speakers in the class, and they did not feel that they could compare in terms of their writing. Many students expressed concern about speaking in front of native speakers as well. However, at the end of the course, these same non-native speakers described how they felt that their writing and also their speaking and listening skills had improved. NESs shared that they gained a heightened appreciation for people who speak another language and how hard it can be for them to express themselves in English (Matsuda and Silva, 1999, pp. 252-254). This is something that I observed in the English 201 class that I taught with 15 Saudis and 10 NESs. NESs made a visible effort in class discussions and presentations to ensure that information was clear to the ELLs and that cultural terms were thoroughly explained. In one case, when presenting on the toxicity of rivers in the United States and cancer rates, two NESs made a point to find a map that identified the cancer rates in Saudi Arabia as well. Matsuda and Silva explain that this model is especially beneficial “at institutions where linguistic and cultural diversity is not prevalent” (1999, p. 257). However, the model can be equally beneficial at colleges and universities with a great degree of cultural and linguistic variation (Shuck, 2006, p. 70; Smoke, 2001, pp. 202-210).

Logistically, such a cross-cultural course can be difficult to create. It requires a teacher who is trained to work with second-language English writers. It also necessitates special enrollment procedures as well as a balance of non-native and native English speakers. While Silva initially discussed having an equal number of students, this did not end up being the case in the Purdue courses. Neither was this the case in the cross-cultural composition courses that Smoke (2001) discusses. For instance, at the University of Arizona, a cross-cultural course was implemented that included 2/3 ELLs and 1/3 NESs (Smoke, 2001, p. 206). In fact, cross-cultural composition courses are much more prevalent at institutions where there is a high percentage of non-native speakers of English as well as English speakers who were not born in the United States but have lived in the country and have perhaps gone to school in the United States as well.

In order to provide research that might or might not support some of the opinions of Silva (1994) and other academics, George Braine (1996) conducted a year-long study at a medium-sized university in the United States. The purpose of the study was to examine the choices international students made and why when offered an option of either an composition class for ELLs or a mainstream class. In addition, the study analyzed the withdrawal rates of ELLs in both class types as well as the performance on the exit exam of all ELLs no matter what class they chose to take. The study also included interviewing the students that had decided to withdraw from the mainstream class to discover the reasons for their withdrawal (Braine, 1996, p. 95).

The results of the study showed that the majority of students, 75.3%, chose an ESL class. The majority of students who chose the mainstream class chose it because

they wanted to challenge themselves, the ESL classes were full, or there were no summer ESL classes (Braine, 1996, pp. 98-99). While 4.8% of the students in the ESL classes withdrew, the percentage was much higher for ELLs in the mainstream classes (24.4%) (Braine, 1996, p. 96). Students were asked why they withdrew from the mainstream class. They described feeling embarrassed when they were asked to share their essays in class and targeted for their errors (Braine, 1996, pp. 98-99). Students explained that they were uncomfortable and often anxious speaking in class for fear of not being understood or being criticized for their English skills. They also expressed feeling that native English students were impatient with them. One student shared overhearing a fellow student complaining about being partnered with an ELL because of all of the errors the ELL had (Braine, 1996, p. 98). Many of these concerns also relate back to the fact that mainstream teachers were not trained to work with second-language English students and were not able to give them the time and type of feedback and support that they needed.

The fact that 75.3% of the second-language students in Braine's study decided to take the second-language course is significant and demonstrates how comfort level is an important factor in students' decisions to take a first-year composition class. Both Braine and Silva discuss how students often feel less isolated in classes with other second-language English students. When students are in classes with other second-language students, they participate more in class discussions and are more comfortable sharing assignments students because students are all non-native speakers and writers and can struggle with the English language together. Students also decided to take the second-language course because it was important to them that the instructor was trained to work specifically with them and was familiar with their

needs, “teachers paid them individual attention, appeared to be aware of their special problems, and were “understanding” and “caring” (Braine, 1996, p. 97). In this way, an ESL class can boost self-confidence and prepare students for the majority of their classes at the college or university level which will be with native English speakers.

Braine’s study also showed that the overall passing rate on the exit test of students enrolled in the ESL classes was higher than that of ESL students enrolled in mainstream classes. While most students chose to take an ESL class and the passing rate on the exit exam was higher, Braine does note that the ELLs in mainstream classes performed slightly better on a department exit exam with 42% of ELLs in mainstream classes failing the test versus 50% of students in second-language English composition classes (Braine, 1996, p. 99). Braine explains that students could take the test as many times as they wanted and were therefore encouraged to take the test even if they were worried that they would not pass. However, because of the positive role of comfort, self-confidence, and low anxiety in second-language acquisition, Braine concludes his study by saying that “except for insufficient enrollment there is no other reason not to offer ESL classes” (1996, pp. 102-103). This does not mean that all ELLs should be segregated into second-language classes. Like Silva (1994), Braine advocates that students be able to choose for themselves amongst a variety of options (1996, pp.102-103).

The Conference on College Composition and Communication (CCCC) released its statement on Second Language Writing and Writers in 2001 and recognized the “growing number of second language writers” in colleges and universities throughout the United States (p. 10). The statement “urge[d] writing teachers and writing program administrators to recognize the regular presence of

second-language writers in writing classes” and “to develop instructional and administrative practices” that address their needs (CCCC, 2001, p. 11). With this in mind and mirroring Silva’s suggestions, the statement recommended that programs offer various first-year composition placement options for second-language writers to choose from including mainstream classes, classes specifically designed for ELLs, basic writing courses, and a class with an equal number of native English and second-language writers of English (CCCC, 2001, p. 11).

More importantly perhaps, the CCCC statement reminded its readers that “second language writers are found in writing programs at all levels” and on a regular basis (2001, pp.10-11). As ELLs, they may be “still acquiring syntactic and lexical competence- a process that could take a lifetime” (CCCC, 2001, p. 11). As a result, it is the responsibility of all instructors, not just those who focus on teaching ESL or first-year composition courses to know how to effectively assist them in developing their writing (CCCC, 2001, p. 10). For this reason, the CCCC statement encourages teacher support in the form of “pre-service and in-service preparation programs in teaching second language writing,” coursework for all future composition instructors on ESL composition, as well as incentives for established faculty to attend that will assist them in gaining the skills necessary to work with second language writers (2001, p. 12).

The CCCC statement also stressed that placement should be based on writing proficiency, not race. Placement should also not be based on a single test or writing sample. Assessment prompts should avoid cultural references that may be unfamiliar to second language students; and, as stressed by Silva and Braine, students should be offered options from which to enroll with all options being credit-bearing (CCCC,

2001, pp. 11-12). Another guideline that many instructors wish that administrators would take note of is enrollment size. Because second-language writers often require more individual time with the instructor, the CCCC guidelines suggest that composition classes specifically designed for second language writers should be limited to fifteen students (CCCC, 2001, p. 12).

Unfortunately, other factors contribute to the first-year composition options that are available to second-language writers including budgetary and other administrative and contractual issues beyond the departmental level. For example, Angela Dadak (2006) discusses how placing second language writers into mainstream first year composition classes was the only option at American University. In 2003, the university administration decided to close the English Language Institute (ELI). The faculty at the ELI were able to negotiate that if any classes for second-language learners were taught at the university, they would teach them. Because of this, the Composition Program was unable to offer first-year classes that were specifically designed for second-language English students without hiring the ELI faculty, which was not an option. As a result, the writing program and the university administration developed a support system for international students which included language assessment during orientation week, a course on academic English and cultural adaptation for international students, an International Student Coordination Committee, and three staff positions: senior advisor in international student services, one position in the academic support center, international student coordinator in college writing program (Dadak, 2006, pp. 96-99). The international student coordinator in the college writing program was responsible (1) for teaching a section of the academic English and cultural adaptation course, (2) for offering training to

faculty and instructors on working with ELLs, and (3) for serving as a liaison and a support for these students on campus and in the writing program (Dadak, 2006, pp. 96-99).

Dadak notes that these institutional changes created positive effects, not just in the writing program but also throughout the university (2006, p. 106). As a result of these policy decisions, the university developed more individualized support for ELLs. These policy decisions also resulted in increased cooperation between departments and programs, training opportunities, and awareness in the writing program and within other programs of the needs of ELLs. Of course, the writing program still has challenges. As the students are mainstreamed, the curriculum and materials are not always appropriate for second-language learners, many faculty continue to view second-language writing as deficient, and most important of all, students still do not have a choice among a various course options (Dadak, 2006, p. 105).

Trudy Smoke (2001) discusses another administrative factor that can complicate placement options for second-language writers. Smoke discusses how legislation phasing out remedial programs effected ELLs at CUNY, the largest urban school in the United States. She also gives brief description of the effects that this legislation had at other universities across the country (Smoke, 2001, p. 197). Smoke explains that in 1996 the school where she teaches, Hunter College at CUNY, began offering a full credit composition course, English 110. This course was designed to prepare students for the expository writing course English 120 (Smoke, 2001, pp. 202-203). The course was developed for both ELLs and NESs and in this way could be said to be similar to the model Silva (1994) proposed (Smoke, 2001, p. 204).

Between 500-800 students register for this course each semester (Smoke, 2001, p. 203). When Smoke taught the course, she had 25 students in the class, 18 of whom were ELLs and seven NESs. Most of the ELLs had at least attended high school in the United States, but others were international students who transferred from universities abroad (Smoke, 2001, p. 204). She found that it was the NESs who were the most apprehensive about the class. Many students felt that the class served as a “gatekeeping class” for expository writing. She further explained that one of the NESs who had been most vocal at complaining about the large number of second-language students in the class had changed his mind at the end and eventually appreciated the diversity in the classroom (Smoke, 2001, pp. 204-205).

Smoke (2001) explained that there were both advantages and challenges to English 110. It did allow access to a composition course for students who may have otherwise had to take remedial courses at the community college. The class also created a community for a diverse body of students. However, some of the challenges that the department noted were that both students and teachers needed a great deal of support. The university found that their writing center was very heavily used, in her words “oversubscribed” (Smoke, 2001, p. 203). Other sessions needed to be offered to students for the course to be effective, including intensive grammar sessions (Smoke, 2001, p. 203). Smoke also notes that many teachers did not feel that they had adequate training to work with ELLs and that this was another issue that the department needed to address (Smoke, 2001, p. 203).

In addition to describing how English 110 was implemented as a response to the legislation that eliminated certain remedial programs, Smoke describes how other programs adapted in response to the same legislation. The University of Arizona in

Tucson also created a combination “cross-cultural” class. Unlike Silva (1994) who advocated for a class that was 1/2 ELLs and 1/2 NESs, Susan Penfield and Yvonna Roepcke found that a class of 2/3 ELLs and 1/3 NESs was most effective for their program (Smoke, 2001, p. 209). Smoke does not explain why this ratio is more effective. In addition, she explains that the program was also effective because students were able to self-select and because the teachers were experienced in working with ELLs (2001, p. 209).

Smoke (2001) concluded her article with a list of insights that appear to confirm some of what Silva (1994), Braine (1996), and the CCCC (2001) and others have already said as well as offer additional opinions: (1) when being placed, ELLs writing should be carefully examined, and an interview should also be considered to learn more about the students’ speaking and listening skills; (2) if students are mainstreamed, instructors must be trained to work with ELLs; (3) curricula must be appropriate to a diverse student body as well as to students with diverse abilities; (4) writing needs to be made real; (5) if students are mainstreamed, the students and the teacher should remain the same through the whole two semesters; (6) there should be a balance of ELLS and NESs in the classroom; (7) students need options; (8) advisors need to be available to guide students as they make enrollment choices; (9) programs need to be flexible and to support what works (Smoke, 2001, p. 214).

Amongst all of the options discussed, the most important option, when it is possible, is choice. As the CCCC (2001), Silva (1994), Braine (1996), and Smoke (2001) explain, second-language English students need options and to be provided with the opportunity to decide for themselves what works for them. In 2001, Shuck began a tenure-track teaching position that, because of her experience in ESL,

involved a one course release to work on English language support. At the time of this article, 7.5% of Boise State's students spoke a first language other than English (Shuck, 2006, p. 60). As a result, the writing program offered three ESL composition courses before students mainstream into English 101 and 103 with NESs (Shuck, 2006, p. 62). These three ESL composition courses were taught by an adjunct instructor, and no other instructors or faculty knew anything about the courses much less had ever taught them (Shuck, 2006, p. 62). None of the other composition instructors were trained to work with ELLs. Shuck (2006) explains that this is an example of how the responsibility of teaching ELLs is often handed off to ESL specialists. Once the ESL sequence is complete, there is a false belief that students will be able to enter mainstream writing classes without instructors having any training to work with them. This is as Mike Rose has described and as Zamel (1995) discussed, "The myth of transience:" the assumption that any language differences will disappear after the three ESL composition classes (Shuck, 2006, pp. 62-63).

Schuck explains that because of her one course release, the campus faculty and staff perceived her as the person responsible for all ELLs on campus (2006, p. 66). This perception is not uncommon, Schuck, Zamel, Silva, Matsuda, among others have all criticized an assumption within universities and English programs that only ESL specialists need to be concerned with ELLs. Schuck's duties included but were not limited to directing the ESL composition program and revising the curriculum, and consulting with faculty and students across disciplines, and offering trainings (Shuck, 2006, pp. 65-66). It is in these roles that Shuck developed a list of strategies for "challenging monolingualism" (2006, p. 68). These strategies include creating linguistically diverse classrooms. Like Silva (1994), Braine (1996), and the CCCC

(2001), she believes students should have options when deciding what composition class to take. In addition, she believes that mainstreaming students into classrooms where instructors have no ESL training is inappropriate and that parallel courses may be helpful for this reason (Shuck, 2006, p. 69). And while it has been difficult to control the ratio of ELLs and NESs in the courses, she has implemented cross-cultural English 101 and 102 courses (Shuck, 2006, p. 70). More than anything, she advocates educating faculty of the negative effects of the “sink or swim” method which she says is assimilationist and renders language diversity invisible (Shuck, 2006, p. 71).

As this literature review shows, despite the recognized and long-established concern with incorporating and addressing the needs of ELLs in first-year English writing courses, there are many pedagogical and administrative factors to consider for there to be an established best practice on the issue (Dadak, 2006; Leki, 2006; Matsuda, 1999 and 2006; Silva and Matsuda, 2006; Shuck, 2006; Smoke, 2006). The difficulty in establishing one unanimous best practice in composition pedagogy for guiding second-language writers successfully through first-year composition courses, results in each composition program needing to create its own the standards and procedures on the issues. In addition, as the needs of ELLs are only one of many concerns that composition programs are struggling to address, it is not surprising that the writing needs of ELLs do not always get the attention that they deserve.

Chapter 3: Research Methodology

I spent two days just rifling uncertainly through the dictionary's pages. I'd never realized so many words existed! I didn't know which words I needed to learn. Finally, just to start some kind of action, I began copying. In my slow, painstaking, ragged handwriting, I copied into my tablet everything printed on that first page, down to the punctuation marks.

I believe it took me a day. Then, aloud, I read back to myself, everything I'd written on the tablet. Over and over, aloud, to myself, I read my own handwriting.

I woke up the next morning, thinking about those words - immensely proud to realize that not only had I written so much at one time, but I'd written words, that I never knew were in the world. Moreover, with a little effort, I also could remember what many of these words meant.

Malcolm X, "A Homemade Education"

Malcolm X's "A Homemade Education" became a popular and effective text for me to introduce my students to the concepts of the Essay Exam. The students could identify with his struggle with literacy, and as I read through the quotes that I chose for journal and essay prompts, I realize that I can relate to the above quotation in my role as researcher. Like Malcolm X's experience of "rifling uncertainly through the dictionary's pages," I too proceeded with ever-changing research questions and data collection methods. The central figures in my research, were my students, their experiences, and my experiences with them in and out of the classroom as we all did

our part in successfully completing the Essay Exam unit. While the data for this research study was completed in the Winter of 2014 when I was teaching English 101-SL for the third time, I was reflecting on the Essay Exam unit and my teaching of it every time that I taught English 101-SL. I also was seeking feedback from my students through journals and conversation as well as evaluating their written work in my role as their instructor.

By the Spring of 2013, while teaching English 101-SL at the same time, I decided that I wanted to use action research because the methodology allowed for students taking an active role and voice in the research and it allowed for me to make changes during the research process. After completing the data collection and beginning to analyze it, I finally sat down to define my epistemological stance and the research methodologies that I instinctively used in my research. It is at this time that I defined my epistemological stance and theoretical framework to be based in constructivist grounded theory. After establishing this, it became increasingly clear to me that my qualitative mixed methods research not only included action research but also critical ethnography and aspects of case study research methodology. Just like Malcolm X, I delved into the world of words and research and with time learned to create a pattern out them, in my case my research methodology.

Constructivist Grounded Theory

Constructivist grounded theory serves as the theoretical lens through which I conducted the research for this study. In constructivist grounded theory, the researcher and research participants “co-construct meaning” during the process of the research (Mills, Bonner, & Francis, 2006, p. 8). Subsequently, the theoretical intention is that the research become “a meaningful reconstruction” of both the experiences of

the researcher as well as the research participants (p. 8). Through this lens, the researcher must become aware of not only his or her assumptions but also pay attention to the nature of the relationship established with the research participants, clearly identifying power imbalances, and requiring the researcher to be a deep listener in order to hear and share the voices of the participants themselves (p. 9). As the creators of meaning are given a central position in the constructivist approach to grounded theory, it is important for the researcher to acknowledge her or his voice in the use of the first person rather than in the use of the “removed third-person” (p. 11). As a result, while it was at times a struggle to break the habit of using the third person, I use the first person in this thesis.

Critical Ethnography

According to the guidelines established by the international association TESOL (Teaching English to Students of Other Languages), research approaches that are less objective and involve the acknowledgement of the interconnection between researcher and research participant “use the qualifier critical” (TESOL Qualitative Research: (Critical) Ethnography Guidelines, par. 1). Ethnography is “a strategy of inquiry in which the researcher studies an intact cultural group in a natural setting over a prolonged period of time by collecting, primarily, observational data” (Creswell, 2009, p. 13). Critical ethnography uses a critical lens in its research on culture that stresses that the researcher acknowledge assumptions and be aware of power dynamics inherent in the researcher/research participant relationship. Culture in critical ethnography used by researchers in the field of TESOL can include educational institutions, student communities, classrooms, or activity groups (TESOL Qualitative Research: (Critical) Ethnography Guidelines, par. 2). In the current study,

I define culture as the classroom community that is made up of a homogeneous group of 19 males from Saudi Arabia who are between the ages of 19 and the low 30s as well as myself in role of instructor. What is most important is that a critical ethnographer does not see these cultural communities as “static” but as continually evolving (TESOL Qualitative Research: (Critical) Ethnography Guidelines, par. 2). In this way, the identities of the students and their instructor evolved and changed during the duration of the research due to interactions between the participants and myself, but also due to life itself. Critical ethnographies also generally include several forms of data collection including interviews, journals, and questionnaires. This current research study included, questionnaires, journals, lessons, prompts, as well as my observations and those of the students.

Case Study Research

Case study research is a method of inquiry that allows the researcher “to explore in depth a program, event, activity, process, or one or more individuals” (Creswell, 2009, p. 13). In the field of TESOL, many cases studies include an investigation of “learners' and teachers' identities, skill development and its consequences for learners, teachers' professional development experiences, and the implementation of language policies in programs and countries” (TESOL Qualitative Research: Case Study Guidelines, par. 1). As this current study includes an in depth investigation of 19 students as they negotiate the Essay Exam unit, it can be considered a single case study of a class made up of multiple voices.

Action Research

The research for this study conducted in Winter 2014 uses action research, a qualitative research method that allows teachers to research their own practice by providing a framework from which teachers can evaluate what they are doing well as well as investigate solutions to problems (McNiff and Whitehead, 2002, p. 15). Action research is often implemented in school settings by teachers, school administrators, or both (Ferrance, 2000, p. 1). This research method assumes that people can be involved in their own search for understanding. In this way, both the teacher and the students can participate in the research process. Johnson (2002) explains that action research allows teachers to do research and to reflect upon and evaluate aspects of their own teaching (McNiff and Whitehead, 2002, p. 17). Teachers involved in action research are "*not* problem-solving in the sense of trying to find out what is wrong, but rather a quest for knowledge about how to improve" (Ferrance, 2000, pp. 2-3). Teachers who conduct this type of research begin a cycle of asking questions, collecting data, and acting upon what they learn in their research (Ferrance, 2000, p. 2).

Figure 2 shows that this cycle of inquiry can be repeated multiple times and includes five main steps: "identification of problem area," "collection and organization of data," "interpretation of data," action based on data," and "reflection" (Ferrance, p. 9) (See Figure 2).

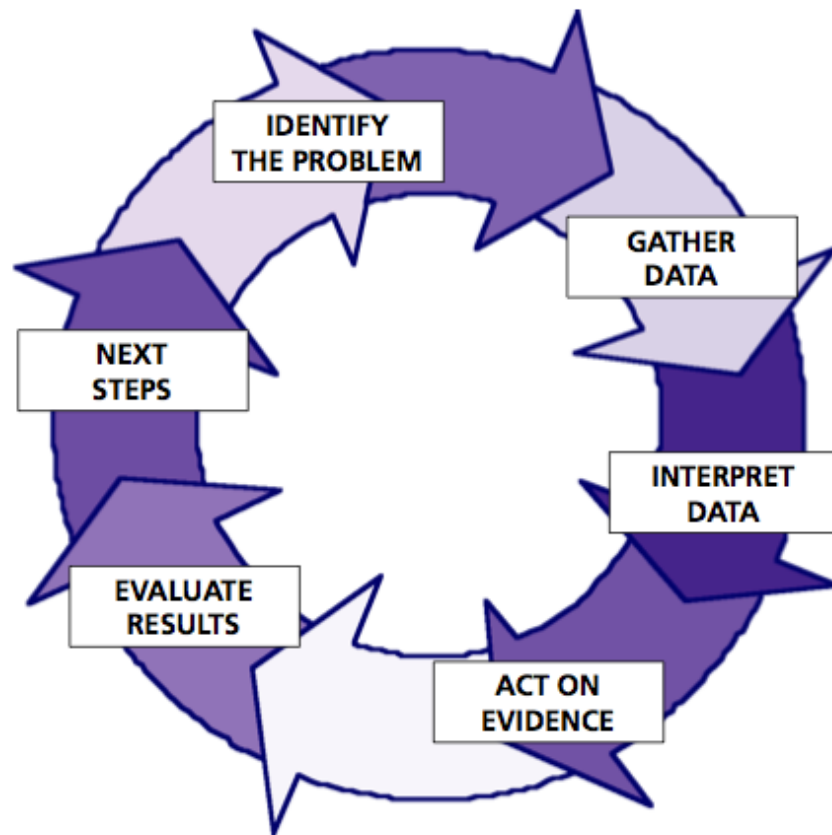


Figure 2: Ferrance's (2000) Action Research Cycle (p. 9)

Because this research method is recursive and can involve repeating the various steps many times during the research process, it can be said to be based in the epistemological perspective that “knowledge is never static” and that as one engages in the process of research, “new understandings emerge” (McNiff and Whitehead, 2002, p. 18). In addition, it is a method in which the researcher may reframe her or his research questions as well as the data collection method during the process in order to best answer the research questions.

When a teacher begins the process of action research, he or she identifies several questions that she or he would like to investigate. These research questions should not have a simple "yes/no" answer, should not already have an answer, and should be questions that are within the parameters of the instructor's influence, such as in the classroom (Ferrance, 2000, p. 10). The questions generally come from circumstances that have arisen in the teacher's environment that she or he would like to reflect upon and explore answers for. The questions and reflections upon the answers may also change and be reinterpreted as the process of deep listening may take time for the teacher to hear what the student voices are saying. This research also has the opportunity for the teachers to not only make changes to their own lessons, but also influence larger curricular decisions if possible. The data for this type of research can take many forms including but not limited to: journals, interviews, questionnaires, portfolios, and samples of student work (Ferrance, 2000, p. 11).

Research Methods and Procedure

The action research for this study formally took place in the Winter 2014 quarter during my third time teaching English 101-SL for the third time. However, the cycle of research question development, data collection and interpretation, action, and reflection informally began the first time that I began teaching English 101. As a result, this thesis includes a reflection on some of the materials that I created and how they impacted student learning in the year and a half before the study. This allows me as the researcher to identify the perspectives and questions that lead to the formal action research conducted in Winter 2014.

Just as the questions evolved, so did the data collection methods. The proposal involved a pre and post questionnaire that asked students about both their experience

with academic reading and writing and two journals administered before and after the Essay Exam Unit. The questionnaires were based on questionnaires developed by Weng (2009) and Young and Potter (2013). The questionnaires and journals were originally also going to be administered in an English 101 classroom of NESs and also included a questionnaire for the instructor of this second class to complete. However, I ultimately decided to limit the study to my own classroom in order to be able to focus on my own students and their reading and writing process. Limiting the study to my own class, I also was able to more clearly follow one of the characteristics of action research that involves evaluating and acting upon the data discoveries during the process of research itself. This allowed for the research to focus much more on the voices, struggles, success, and reflections of the students as well as on myself as their teacher.

The Process of Curriculum Design

As a result of the reflection, feedback, and evaluation of student work, I continued to revise my research questions as well as my lessons during the two years that I taught English 101-SL. While continuing to adhere to the overall curriculum and objectives for English 101 developed by the Composition Director, Dr. Justin Young, I used a process-inquiry curricular model in which I gathered research and then reflected upon what curriculum content assisted students in gaining an understanding of the material (McKernan, 2008, p. 85). In fact, McKernan believes that action research is “perhaps the most suitable research methodology for investigating and solving curriculum and practical classroom problems” (p. 84). This is because it is at the level of the classroom that student learning takes place and it is the teacher that is witness and active participant in this discovery. McKernan would

go so far as to say that action research provides teachers with “a research tradition based on classrooms rather than laboratory experiments” (p. 85).

As described by Nunan (1988), curriculum development is assumed to follow several phases including the planned, implemented, and assessed curriculum (p. 35). However, these phases are, in fact, not linear and predetermined. “What is planned” is not necessarily “what gets taught,” and “what gets taught” is not necessarily “what is learned” (pp. 35-36). As Nunan explains, “By assuming that ‘planning equals teaching equals learning’, curriculum designers have focused on the planned, and to a certain extent, the assessed curriculum, and have tended to ignore the implemented curriculum” (p. 36). All teachers know that no matter what is laid out in their lesson plan, the lesson will never be implemented exactly the same way twice. In addition, the action research process adds recursiveness to the curriculum process. This is because what is planned changes as the curriculum is implemented and assessed in a continual and non-linear order.

The Researcher’s Evolving Curriculum

In the role of researcher and instructor, I collected the formal data for this research study during the Winter of 2014 while teaching English 101-SL for the third time. However, the research questions, data collection methods, and the implemented curriculum were informed by my experiences teaching English 101-SL for two quarters prior as well as teaching English 112: Composition for Multilingual Students for one quarter. As a result, the following section provides an overview of the pedagogical decisions that the researcher made and includes a brief explanation of the study guides, articles, journal and essay prompts that the instructor used each quarter while delivering the Essay Exam unit. Table 1 provides an overview of the courses

that I taught during my six quarters at EWU and what classes the students involved in the study took with me as their instructor.

Quarter	Class	NESs	Bilingual Spanish-English Speakers	ELLs	Students in Research Study
Fall 2012	English 101	22	3	0	0
Winter 2013	English 101-SL	0	0	19	0
Spring 2013	English 101-SL	0	0	12	0
Fall 2013	English 112	0	0	13	5
Winter 2014	English 101-SL	0	0	20	19
Spring 2014	English 201	7	3	15	11

Table 1. Classes taught and students in them Fall 2012-Spring 2014

English 101-SL: Winter 2013

As most students had also been enrolled in an English 112: Composition for Multilingual Students previously, I decided to incorporate the same lesson and curriculum design used in English 112 and that I had studied in English 581: Second Language Curriculum Design and Assessment to create lessons and materials for English 101-SL that would hopefully help students be successful with the reading and writing assignments. The types of activities that I added were video listening activities about topics that could be related back to the articles, journals asking students to reflect upon the articles, and study guides of the articles for students to complete as

homework and then review in class (Appendix D). The videos included two TED videos, one of a Patricia Ryan speech "Don't Insist on English" and Paul Andersen's lecture on classroom game design as well a Daily Show video on Tucson's Mexican-American Studies ban. The third video was the most challenging, as sarcasm is difficult to comprehend in a foreign language. However, students were engaged and interested. In fact, I have found that social justice topics lead to lesson success. The students are engaged and want to learn during these lessons. I also asked students to write journals that encouraged them to begin to summarize what they had been reading and to relate it back to the other texts or to their own lives. In addition, I decided to have students write a short essay on each article that we covered in class in order for me to assess their comprehension before the summative assessment of the Essay Exam. Reeves (1997) also recommends frequent formative assessment as a means of reducing writing apprehension.

This first quarter teaching English 101-SL, I set out with the goal of reading three essays "Literacy Matters" by Robert Yagelski, "Literacy and the Politics of Education" by C.H. Knoblauch, "Social Class and the Hidden Curriculum of Work" by Jean Anyon. However, we only were able to read the first two. This is because I was unwilling to move on to another article unless I had assessed that the majority of the class had understood the most important parts of the article. The Yagelski article is divided into two main parts: a discussion of a high school student named "Abby" and why she felt that she "did not matter" in the existing educational structure and a second part that is subtitled "English Education and the Violence of Literacy" (Yagelski, 2000). Students struggled with finding Yagelski's thesis and understanding the relationship between the two parts. The first day, I gave students a

study guide to help them through the reading. The study guide was made up of a series of questions based on the format for creating study guides that was suggested by the English Composition program students. This format asked students to identify the main points of the essay, and to define certain words (Appendix C). Students wrote a short journal where they discussed why Yagelski believed that what Abby was asked to do as a reader and writer had little relevance to her and to then reflect on whether they found the English writing and reading skills that they had learned were useful (Appendix D). Students also reread the essay at home as homework, read a paragraph with a partner and reported back to the larger group, and followed along as I displayed and read important passages in the article on the document viewer. While I attempted silent sustained reading with the group during class as is recommended by the NCTE (2006) and Tompkins (2013), I did not find that this was successful with a text this difficult. Some students stared at the article with an overwhelmed look and others began asking me questions. I soon learned that more active interaction with the text in class through discussion and group reading was far more effective. This is a discovery that is substantiated in the data collected for this current study. Students much preferred approaching the text in groups, working on study guides, presenting on what they read, and engaging in class discussion. Instead of having students present on an entire article, students read paragraphs of the articles in small groups and reported on what they understood.

Students were asked to complete a similar study guide for the Knoblauch article. In addition, students wrote in class and described the four literacies that Knoblauch discusses (functional, cultural, liberal, and critical), to describe which literacy they most related to, and to discuss the types of literacies that were

emphasized in their education at home and in the United States. I made sure to add opportunities for students to relate the information in the articles back to student experience because this is what NCTE (2006) recommends. For the second short essay, students again wrote an essay that mirrored what they had begun to reflect upon in their journals. Students were asked to define literacy, describe one of the literacies that Knoblauch discussed and to then relate this literacy to their lives. I found that while students were able to understand that functional literacy was about “functioning” in society, cultural literacy celebrated the importance of culture, liberal literacy was concerned with a reader and writer’s “personal growth,” and that “critical literacy” was more about critically questioning and analyzing, students were unable to understand that Knoblauch was actually most concerned with how literacy was defined by those in power and that all but “critical literacy” were in fact ways to limit critical literacy (Knoblauch).

Unlike in the English 101 classes designed for NESs where students completed a practice and final Essay Exam in class after reading all of the assigned articles, I decided to require a short essay on each article that we read. The prompts for the two essays were based on the journal prompts that I had been giving students and are included Appendix D. The prompts included outlines to follow with clear questions to answer in each paragraph. This created more work for my students than students in the other classes. Students commented on the extra work that they had compared to the other English 101 sections. I explained that this was my way of helping them thoroughly understand the articles before they were asked to write about them in the Essay Exam.

While, I was still not happy with how well my students understood the Knoblauch article this first quarter teaching English 101-SL, I did feel that the extra writing assignments helped me assess their understanding of the articles and to prepare them for the in-class Essay Exam. Since students had already written two essays, I decided to forgo the practice Essay Exam and to instead share the prompt the day before and to create possible outlines as a class. We shared these outlines as well as possible theses. In addition, as the English Composition program suggests, we discussed time management strategies as well as key words that are frequently used in Essay Exams.

English 101-SL: Spring 2013

In the Spring of 2013, I taught English 101-SL for the second time. The most important revision that I made to the curriculum was to have the first writing assignment be the required autobiographical essay. The autobiographical essay is one of three essays in the final portfolio, which also includes the Researched Argument and the Final Reflection essay. The order in which these three essays are assigned is the instructor's decision; however, they are all three required. In previous quarters, I had been so concerned with developing student ability to read and write about academic articles that I had always treated the autobiographical essay as something to find a space for. After researching critical literacy and literacy narratives on the web, I came up with my solution: I would have my students read "A Homemade Education" by Malcolm X as a hook, then I would have students write about their own journey with writing and reading (Appendix E). In the process, I would also introduce them to the term "critical literacy" and allow for discussion on how Malcolm X's literacy

journey related to critical literacy. This would lead into reading and discussing Knoblauch's various definitions of literacy including critical literacy.

As explained, I had not found that students in my previous two English 101 courses had amply understood the four literacies that Knoblauch describes as well as how he critically analyzed each one. For this reason, I added an additional study guide, Study Guide 2.4, that identified two passages from the article and asked students to reflect on who Knoblauch thought was creating the definitions of literacy and what Knoblauch said “was embedded in literacy” (Appendix E). I also had not assigned group presentations on the reading the quarter before. As a result, I assigned a group presentation to students in which each group needed to present on one literacy and also show how Knoblauch criticized it (Homework 2.4 and Group Presentation #1, Appendix E). The groups that were most successful at providing a thorough analysis of the article, were the groups that had strong readers in the group or groups that met with me in conference to go over their presentations. While creating opportunities for group presentations is one of the objectives for English 101 and is also a very important skill for ELLs to develop, I still did not feel that students amply understood the Knoblauch article. I also made sure that the prompt for the essay on this article asked students to identify how Knoblauch criticized the various literacies (Essay 1, Appendix E). I found that some students were much better able to grasp the complex meanings of the article after reflecting individually on it through writing.

Instead of the Yagleski article, I also decided to have students read the Anyon article, “Social Class and Hidden Curriculum of Work.” In this article, Jean Anyon describes four types of schools: the “working class,” the “middle class,” the “affluent professional,” and the “executive elite” schools and discusses how the curriculum

provides the educational skills necessary to fulfill the job requirements of each classes' jobs. I found it much easier for students to relate to the various schools that were described in the article and to relate them to their own education. Through their study guides and class discussions, students were also better able to then relate the schools to the literacies discussed in the Knoblauch article (Study Guide 4.4 and Compare and Contrast Essay 2, Appendix E). In this way, students completed a second essay in the Essay Exam unit comparing Knoblauch's literacies and Anyon's schools and then relating this back to their own education. This essay was very similar to the final Essay Exam for the unit (Essay Exam 5.4, Appendix E). In this way, I could ensure that students had reached a certain level of comprehension and were able to begin to not only summarize the content but also synthesize the information.

English 101-SL: Winter 2014

In their 2013 study, Potter and Young discovered that while the English 101 students who participated in their study were able to summarize the articles in the Essay Exam, very few students were able to synthesize the information. This current study contains an analysis of student writing in order to determine the level of synthesis that was achieved. This leads to Winter 2014 when the author engaged in action research for this study. This would be the author's fourth quarter teaching English 101 and third teaching English 101-SL at Eastern Washington University.

Once again, I began the quarter with Malcolm X's "A Homemade Education." At the same time that I was teaching, I was also taking English 582: Modern Language Methodology and continuing my research on effective strategies to teach reading. Appendix F contains any new activities that I created for both the Literacy Narrative and Essay Exam unit as I researched effective strategies for teaching

reading. It is in Study Guide 1.2 that I began asking students to share their vocabulary words in direct opposition to what Williams (2005) suggests (Appendix F). I also began introducing students to the role power plays in literacy by asking students in Question #4 of the Study Guide, "What does Mr. Elijah Muhammad mean when he says that history has been "whitened" ? (Malcolm X, p. 137). Study Guide 1.2 ended with opportunities for students to develop their own questions that they can try to answer during the course of the reading as suggested by Lin (2007).

In an effort to reduce their writing apprehension and their affective filter (Reeves, 2007; Krashen, 1982), I also incorporated journal prompts that allowed students to explore any frustration and anxiety that they may have with language learning. Journal 1.2 shares a quote from Malcolm X and asks students to write about their own language learning experience, "I became increasingly frustrated at not being able to express what I wanted to convey in letters that I wrote, especially what I wanted to convey to Mr. Elijah Muhammad" (p. 134). As Reeves (2007) suggests, I shared my own writing and my own anxiety with language learning and wrote about my first day in a French class that I was taking that quarter:

Yes. I have definitely felt the way Malcolm X felt. Yesterday, I went to a French class after our class. It is an upper level French literature class. I have not used my French in at least 10 years, maybe longer. I was worried about speaking. I wasn't sure that I was going to remember the words to get my ideas across. The teacher asked me to introduce myself because most of the other students already knew each other. I found myself speaking in French. I was honest and said that I hadn't spoken in awhile and that I had a tendency to

mix Spanish words in with my French. What is hard about it, is that I say the Spanish words with a French accent and so I don't even notice!

I was able to talk, but I did notice that I held myself back a bit because I didn't have the words. It is so frustrating to have an idea in my head and not be able to say it in French. I was also worried about saying everything correctly. I hope that in our English class, my students will take risks and will feel comfortable speaking even if they make mistakes. We are all learning language together and it is important to take risks. We will not laugh at each other, only support one another (Journal 2.1, Appendix F).

As previously stated, at the time I was busy reading about effective ways to teach reading comprehension and along with a deep desire to ensure that students understood Knoblauch, I created a rather challenging set of study guides, Study Guides 2.3 and 2.4, for the reading (Appendix F). These study guides were based on Williams (2005) and Grabe & Stoller (2014) suggestions for pre-reading activities and asked questions to help students scan the article and develop the type of reading skills that would be useful to them when they began their Researched Argument assignment, such as inferring what the article will be about and making educated guesses as to the meanings of ideas such as that literacy is a "mischievous concept" (Knoblauch, p. 1). Student feedback was that the study guides were helpful, but the fact that it took them over a week to finish them was evidence to me that they were very difficult for them. Inspired by Grabe & Stoller, I also developed two vocabulary activities, Activities 3.3 and 3.4 that helped introduce students to the vocabulary.

In-class activities during the reading phase of both academic articles as well as Malcolm X's narrative, included having students work on certain questions of the study guides in pairs, coming up with questions to answer as a class, short presentations in groups on a section of the reading, and daily journal prompts. Some of these activities may also be post-reading activities, but as will become clear in Chapter 4, many students read the articles several times in order to complete the study guides, and essays. As suggested by McKeachie and Svinicki (2011), one of the journal activities asked students to write about what has interested them so far about the reading and what had confused them.

Since one of the goals of the Essay Exam unit is a group presentation of an article, I asked students to present in groups on one of the four schools described in the Anyon article. In previous quarters, I had asked students to present on an entire article and had found that reading comprehension has been low in such cases. By requiring students to read and present on a much shorter number of pages and by telling students that they all needed to read the entire article in order to successfully complete the final essay on the article, student comprehension of the article was much higher. They worked together, asked each other questions, related the schools to the other articles and to their own lives. I was even able to step back and merely redirect the occasional gazes that were directed my way instead of at classmates. Students asked each other respectful and thoughtful questions and generally made me very proud. In fact, Dr. Justin Young had come to observe me during one of our discussions on Anyon and commented on how all of the students were engaged and that every student spoke at least once.

My approach to achieving a level of synthesis in the post-reading writing assignments was to have the journals build on each other. Generally, the essay prompt for each article was made up of the journal prompts. Both journal and essay prompts also asked to reflect on previous readings in the course and what the authors they had already read would say about the article that they were currently reading. Since all but one student had either read Eleanor Roosevelt's biography or Fannie Lou Hamer's biography in English 112, I also asked students to reflect and write about what one of the women would have thought of the reading and its content (Journal 3.4, Appendix F). This also gave students the opportunity to share what they had learned about Eleanor Roosevelt and Fannie Lou Hamer in their English 112 class with each other.

Because of the amount of daily writing that we had done in class and because our discussions helped with my formative assessment of their comprehension, our Essay Exam was actually the Anyon compare and contrast essay, Essay #2, that I had given students the Spring 2013 quarter (Appendix E). As students had become very used to timed in-class writing assignments in English 112 through the weekly "Friday Essay," I decided to treat Essay #2 as a "Friday Essay/Essay Exam." The only difference is that I allowed students to revise their essays after I had given them feedback. Some students continued to revise both their Anyon and Knoblauch essays until the end of the quarter. This is because my ultimate goal was to teach students how to effectively synthesize and I find that allowing students to work on their mistakes and weakness is the only way to accomplish this.

Chapter 4: Data Discussion and Analysis

January 6, 2014: Journal 1.1

English 101: College Composition: Exposition and Argumentation: 5 credits
Provides opportunities for students to develop and enhance their written communication skills. Stresses the organization, development, and support of ideas and perspectives in exposition and argumentation as public discourse. Familiarizes students with library resources and application of the rules and conventions of Standard American English.

Prompt

What are you most excited about doing in this class this quarter? What are you most worried about? What do you think that you most need to work on in your English? (Write a minimum of 200 words)

Margaret's Journal

This will be my third time teaching English 101 for second-language writers of English. I am excited to refine the lessons that I prepared last quarter and to change things around a bit. I am going to start off with the autobiographical essay this time, but I am going to try to relate it back to the main theme of the class which is literacy. With this in mind, I am going to assign a reading from Malcolm X and then introduce the Literacy Narrative assignment. After that, we will do the Essay Exam unit that you may have heard about. The readings are pretty difficult even for me. We won't be reading Yagelski this time. I think that his thesis is confusing. And so we will read Knoblauch and then Anyon and hooks instead.

What am I worried most about? I worry most about the jump from English 112 to 101 and then to English 201. It's pretty large. It is my hope that I will prepare you for 201. It's hard learning a new language and even harder when students are thrown into classes with NESs and are expected to write the same way as them. I promise to do my best to prepare you! (211 words)

The above prompt and journal were introduced the first day of English 101-SL Winter 2014. I am including it because it serves as an introduction to the journey that the students and I embarked on as I collected data, "their words," for my research study. It was important for me to share how purposeful I was with the assignments and how we were working together toward a shared goal. I am not including student responses to this prompt as this current study focuses on the Essay Exam Unit. Instead, the data that I collected for this research study takes the form of a pre and post questionnaire administered before and after the Essay Exam unit (Appendices G and H), three journals: one before the Essay Exam (Appendix I), one during (Journal 6.1), and one after (Appendix J). Data for this study will also include 3 sample student essays from the Essay Exam Unit. As this critical ethnography is co-created, it allows the student voices to speak for themselves, sometimes as individuals and sometimes as a chorus. My analysis will follow each part but will remain short and succinct as to not drown out the primary voices of this study.

101 Questionnaire: Before Exam Unit

On January 15, 2014 during Week 2 of a ten week course, students completed the *101 Questionnaire: Before Exam Unit* (Appendix G). In this questionnaire, nine of the 19 students identified that they have studied English for only two years, one

student reported studying English for a year and a half, and two students reported studying for three years. Four other students reported studying English for 13, ten, seven, and six years respectively. Three students did not report. This data suggests that while anecdotal reports confirm that many students may have studied English in Saudi Arabia, very few of these students consider these years as “years of study” of the language. This could have been due to not understanding the question and believing that they were asked how many years that they had studied English in the United States or many years that they had intensively studied the language. It could also be evidence that students did not believe that their time studying English in their home country helped prepare them for academic study in the United States.

No matter, the fact that the majority of students self-reported having only studied for two years is important to recognize as students began the Essay Exam unit, a unit designed to introduce NESs to reading and writing about academic articles. While this English 101-SL is a sheltered class, it nonetheless followed the same curriculum as that of the mainstream English 101 courses, and students are expected to understand, write about, and synthesize the articles in this unit at the same level as the students in the other classes. These skills will be essential in order to successfully complete the next and last course in the first-year composition sequence, English 201.

The questionnaire also asked students why they chose this particular section of English 101, which was the only English 101-SL offered that quarter. Eight students reported that they had heard about the teacher, four students chose the class because it was for international students, three on a friend’s advice. Other reasons included wanting to improve English skills in reading and writing, because the teacher speaks more than one language, and the very truthful answer of “This is the best way of

passing the class.” These responses show how important word of mouth and the advice of friends are to these students. As I had already taught English 101-SL two times and had also taught English 112 the quarter before, I had developed a reputation among the students. The fact that one student commented that he was influenced by the fact that I spoke more than one language suggests that students may feel that a teacher who has struggled with learning additional languages may be better prepared to help them develop their new language. And the student who responded that it was a way to pass the class was giving a very realistic response, as it is not uncommon for Saudi students to not pass English 101 the first time. In fact, there was one student in this English 101 class who had already failed English 101 once. He was a very bright student with a desire to write about complicated ideas and with a great deal of work on his part and support on mine, he was eventually successful in completing English 101-SL and English 201 with me as his instructor.

In addition to asking why they chose this particular section of English 101, I also wanted to have a sense of what they had heard about the class. Students mentioned that had heard they had to read difficult articles and that the course was different from English 112. Students also mentioned that there would be a great deal of reading and a research paper. One student indicated that there would be a lot of homework. This may be in response to anecdotal information that the teacher received from former students that she gives more homework than the teachers in other classes. The teacher attributes this to the scaffolded approach that she takes to achieve student academic success. Other comments included that there would be a research paper and a biography and that the biography was what this student was most afraid of. This comment is interesting because the autobiographical essay is in fact a difficult essay

to teach to this particular group of students, primarily because students tend to struggle with focusing on one event as opposed to many and with “showing, not telling.” Another student wrote, “It’s not the same gread what I get in E 112 but I hope it same :).” This last quote is a testament to the fact that most students want a 4.0 at the end of the quarter and work as hard as they can to get it. It is often very difficult for them to comprehend that no matter how hard they work, they may not get a 4.0. I have often had students even complain about a score in the 3. range.

While the questionnaire asked questions about both the reading and the writing about academic articles, this discussion will involve only the *Reading Academic Articles* section of the questionnaire. This is mostly due to the fact that the questionnaire was so long that students did not have ample time to answer the questions in the second half of the questionnaire. In addition, I realized during the research process that the answers to the questions on academic reading are the focus of the study. Finally, I will demonstrate that examples of student comprehension and synthesis of the articles are better illustrated in student writing samples and journals.

Mirroring the questions asked in Young and Potter’s 2013 study, I asked students to define “academic discourse.” Many students admitted that they did not know what the term meant. Many guesses included, “when someone gives an educated speech,” “modern education,” “the ability to speak academic,” “the ‘new’ reading about articles and global issues,” “a lecture of academic, or “something that people made for giving people to learn.” The responses to the question show that students were not familiar with the term prior to beginning the Essay Exam unit.

As students could not define the term “academic discourse,” it is no surprise that the answers to the question, “Give an example of academic discourse from your

own education or an assignment in which you had to use academic discourse” included many different responses: “giving a speech in academic places or colleges,” “Canvas where I find my homework,” “I use academic discourse when I speak with my professors,” “when I do a presentation,” and “a research paper” in addition to “I don’t know.” One student mistook academic integrity for academic discourse and wrote, “I think I’m not sure about it, but I think if you copy your friends work and you said that your work hat will call an academic discourse. And that will kik out of class.” While an inaccurate definition, it is a particularly honest and telling response to a reality for the students. Many feel the need to get “help” from their friends in order to get through the demanding English classes that ELLs may be underprepared for by getting “help” from friends. There is no easy answer to why students “copy” from their friends. While I pride myself on close interactions with students, I still have fallen victim to having to file reports with Academic Integrity. The honesty of this one student as to the existence of this reality is commendable. This is a student that this instructor has had for three quarters in a row.

Besides the confusion between academic discourse and academic integrity, many of the answers are similar to the answers regarding the definition of academic discourse, as well as the answers to the question, “What is academic reading?” Answers for this question included: “”academic English is perfect English written paper that you find in English 101, 201, and many other EWU official papers,” “It mean reading academic English,” “What we read from articles and books,” “While reading stories and novels is usually fun, academic reading is usually about articles,” “high level of reading where you get knowledge and benefit from it,” “It is really hard reading. When I’m reading academic reading I have to read carefully because if I

misread any parts maybe I misunderstand the whole idea,” “to read to be use specific ways such as highlight, write note and question self,” and “think it more difficult and it have many of hard work of understand.”

What is most interesting from these responses are the uses of the terms “perfect” and “high level.” This instructor and researcher has found that the desire for perfection is a goal that is often expressed in their journals as well as in informal conversation. The instructor’s interpretation of “high level” is that it is a term of respect as well as a goal that most if not all students would like to achieve. Both terms may have precedent in the students’ initial education in Arabic which was based on memorization and accurate recitation of their most important text, the Koran. Achieving the ability to accurately and “perfectly” recite the Koran, according to many of the students of this class, was the most important aspect of their education in Saudi Arabia. As a result, It is no surprise that such desires to achieve “perfection” and a “high level” of success in their English 101 class are disclosed in the questionnaires and journals.

In fact, the most interesting answers were in the open-ended questions. Questions 8 and 9 contain similar answers which may mean that students did not understand the subtle difference between the two questions:

8. In the past, how how have you known that you are understanding what you are reading?

9. What strategies have you learned in the past that have helped you read academic articles?

For both questions, most students discussed strategies that they have used to try and understand academic articles. These included using the translator, a dictionary,

or trying to figure out the meaning of the word through context, “reading the worlds that is before and after.” One student explained that he asks himself questions as he reads, “ask myself a lot droing the reading.” One student wrote, “I would say every time I had to read there was a paper sheet with questions that I had to show my teacher that I understand what I read or not” This last student may be referring to the study guides on readings that his instructor, who is also the researcher, would assign in English 112. A few students also explained that discussing the reading in class is very helpful to them. A number of students described trying to understand the main idea of an article or paragraph. One student commented on the importance of stopping and reflecting upon what he was reading: “My teacher taught me how to read academic articles. For example, she said I should read the first pragraph and stope so I can undersant what the paragraph after that I should question me self such as, what is he trying to said and why. So, I will do that for all the article.”

Before the Essay Exam Journal: Week 2

During the Essay Exam unit, students responded to journal prompts nearly every day. This is because I found that the quick writing assignments allowed the students to gather their initial thoughts and allow me to assess their level of comprehension. It also was a way for students to begin exploring the questions that would eventually build into the prompt for each essay. Selected activities, study guides, journal and essay prompts that were used during the Essay Exam unit during the Winter of 2014 are included in Appendix F. It is important to note that I encourage students to just write and to not be concerned with mistakes. In addition, if students are struggling with finding the right word I tell them to write the word in Arabic or to write what seems to fit the best in English and to move on as quickly as possible. The

focus is on fluency and the number of words that they can write in a short length of time. Generally, I start the students attempting to write 150 words in five to 10 minutes depending on the prompt and increase this amount to 200 words or more as the quarter progresses.

On 1/15/2014 after reading the four page introduction to the essay “Literacy and the Politics of Education” by C. H. Knoblauch, students responded to the “Before the Essay Exam Journal” Prompt:

Part I: You have been asked to read the first article of the Essay Exam unit for class today. What article did you read? Please summarize the article and describe the main points of the article.

Part II: Please describe your experience reading the article. How did you read the article? Did you find the article easy to read or difficult? Please be honest and detailed as possible.

Student Responses to the Before Essay Exam Journal

Student #1

I read about Literacy and the politics of education by C.H. Knoblauch. He's really hard to read, As i'm forghig students trying to study English, it makes a big different. I can't read much when there are many words need to be looked up. I know it's a way to improve and skilles but way more than I can do. I would go by slow stips so we can catch each word. To be honest I didn't read all of it because I didn't find it easy or grab my interest.

Student #2

I fact, the name of the article that I have read is called “Literacy and the Politics of Education by C.H Knoblach.” Well, according to what I understood, it was about literacy and how is it important in our life. For example, in Africa, they started teaching lityery because to read the bible Actually, I think this is the best way the did for the Because, teachig the how to beome a

literacy is really big thing for them for several reasons one reason is their life has changed from negative to positive. Also, they can read more about Christianity plus the bible. Another point, literacy has many hidden advantages. For example, soldiers need to repair an MX missile by reading the range. Moreover, I found this article is really helpful to read it for people who are not able to read and write. Obviously, what I mean is this article contains a great speech for illiteracy people to get them knowledge how literacy can change their life. Actually, this article took me 1 hour to read it, because I have taken English 101 before, and I am still remembering some of the points. However, I believe if I did not take English 101 before, it would take from me 4 hours at least to read it, because there are a lot of academic vocabulary that I did not see before.

Student #3

I read the "Literacy and Politics of education" article and it is not easy to summarize part of the whole article. Yet, in the very beginning they were mentioning that many people are understanding the literacy but not in the right way because there are some people who has power make people with no power feel literacy because they want them to feel that they are less smarter than them. They have mentioning that in different situation. Also, I was reading the article like normal until I got interested and started to compare English and Arabic and it was really difficult to understand every thing in the article. I was able to read the four pages and I am able to read the whole article and I think anyone would read it but the good question is would they understand it? I don't really remember how much time I spent reading this article but I spent time discussing the article with American friend. I actually looked up a bunch of the vocabulary because it was not enough easy to not to look up in the dictionary. I think subject as this one should be discuss not to write about.

Student #4

I read some not all of it because it is really hard I never ready article like this whole my life I think it is hard for native too and a lot of words I can't understand. Also, if I translate it the meaning does not make since so that make it hard for me to understand the article and I feel I am spending my time reading this article without perfect and spent around three hour for this

article and look up more than 20 words and still does not make sense to me I mean I can't understand this article for now but maybe it needs more time to get it.

Student #5

Especially the article was so difficult but I understand some of the sentence. That person who faced difficulty with reading and he challenged himself. And I found some of the words are familiar. He is a student. Also, that person wants to learn but he fails. I actually didn't understand what the main idea of this article. I showed it to my roommate who is from America, he said I am native and I can't understand the article. How the second (?) you understand it. I got very frustrated and made me sad. So, I don't feel comfortable with this article I hated it. I need that article who makes me understand it and feel good to read it. When I started to read it, I said maybe just in the beginning is difficult but I found it so hard and frustrated. As you can see, I didn't understand what the article talks about.

Student #6

I read the article I like the beginning but it started to have in the second page I agree with further also I just want to tell you I miss it a lot with this article because it was difficult so many new words I don't understand and I don't find the main idea and the details (?) and I felt the article was not organic with my level I tried to understand but the article makes me so mad and frustrated because there is nothing I like and enjoy with this paper. I was tired when I started to read it nothing I like with it. I want to say the last thing that I don't feel conveyed with this article thank you :)

Student #7

I think, this article was so hard for me and complicated as well because the article was talking about who's literate and illiterate in the community. I started to read this article with a lot of attention, but that was so difficult to be as simple as a hard book which is this article has many words and information which is I have to understand all the topic. I should to get all the information from this article. I began to read more and more to give me a good way for that article.

Student #8

I found myself very intrsting while I am reading the article I learned more than one thing and I found a lot of good thing in the article. When I started reading the article it was diffcult but when I kep readin it was really easy more than I think. I read more than four pages and I spent more that one hour. The diffcult part of the whole story is the fact that some words that I do not know before so for the reasen I had been looked for more than 22 words.

Student #9

The article that I had been asked to read was “Literacy and Politites of Education by C.H. Knoblauch”. The article talked about the importance and meaning of literacy, and it alos talked about the reasons that make literacy a “mischievous concept”. In the article, the writer wants to tell us the the arguments about the nature and importance of litracy among the power of Politics and education life in the United States. It also talked if a society can have a rich culture and not have and alphabet In the article, the authe wanted to tell us that the thing that distinguishes a man from animal is language. I started reading the article when I went to the library and sat next to the computer. I tried to start by looking for the math idea and for the key words. I spent about an hour and a half on the first two pages. I tried not to look at my dictionary alot. I was kind of hard to get the idea of the article and understand it. I read the first there pages for about two and a half hours. I looked up for about 20 words on the dictionary.

Student #10

Last night I had to read Knoblauch which was enjoyable time. Also I had great times going through the first four pages. It is so important to become literate so literacy will change your life 100%. Many countries had felt that way which literacy is so important concept. For example, the United States had some argumants which were about the importance of literacy. They had to mention those that are politic and education. Politics and education are the two important things of the countries. Moreover, the world’s countries could educate their people by teaching them how to become literate in their native language since the start studying at

school. Basically they teach them first the alphabet then they teach them how to read and write. Then, the student continues learning by reading and writing until they graduate from the high school. Also, by the politics, some of the military way, they think a person who is illiterate soldier can't hold a position instead of being literate and the soldier can lead and understand the concept of literacy. There is too important to become literate educated person. Finally, if you are literate person you can achieve your goals as easy as you work hard for them.

Student #11

I start read the first four pages yesterday. Also, my strategy was read all the four pages first and underline any word that I don't understand. Next, when I finished it I translated all that word which I don't understand. However, the article was not easy to me, but that give me some time to see what my problem and where is my level. Also, I study in my house because over there I feel comfortable. However, this article was not easy to me. I take around four hours to finish the first four pages. Also, there are a lot of word that I don't understand. It was above 20 words.

Student #12

My Experience with Reading

In fact, my experience with reading this article was more about figuring lots of vocabularies because there were a lot of academic words that needed to be translated. So, I found the article that I read which was about "Literacy and the politics of Education" not that difficult because the struggling part was not understanding the vocabularies. Moreover, I was able to read the four pages which was a challenge for me because in the beginning when I read the first paragraph, it took me a while because I have been translating more than five words, so I knew that I need to spend time on it. Then, I kept reading the article where I discovered that the article was discussing the illiterate people and the literate people. So, it was about that illiterate people would not expect right because they can become like others if they wanted to, so they can participate in human progress. Actually, the four pages that I read, it took three

hours and half because there were a lot of information that I need to pay attention for. All in all, the words that I looked up were more than 15 words in these four pages.

Student #13

I was asked to read the most difficult article ever. I tried to read the first page I found really hard to read I was proven the words just to go through the reading then I felt bored so I asked my roommate to help me because he is a native English speaker, but he found it really hard to be honest I felt disappointed because I was saying my roommate is American and he did not understand how I can understand then I took a break for an hour after that I read again then I forced myself to read because I wanted to get my homework done. Teacher I really feel embarrassed because you accepted me to understand that reading, but I promise I will try my best to understand it.

Student #14

I read the Literacy and Politics of Education by C.H. Knoblauch. I understand that all people should be literate. Also, I understand why literacy is more important to people. Moreover, I understand that "language distinguishes man from animal". I was reading paragraph by paragraph. I used my dictionary to understand the words I do not know. I was questioning myself what Linda Brodkey wants to explain why literacy is so important and give some of the skills such as, grossly or subtly. I find the article is so difficult because when I read, I was thinking I did not know English ever. Also, I felt frustrated and I was thinking I will not do well for this assessment. In addition, I did not read all four pages because it was so difficult. Moreover, I was able to read two pages. I read until the line 50, in fact, this article is the most difficult article I seen in my life when I started learning English. I spend three hours just for two pages. So, how much time will I spend to read all the article? I wish I will understand and finish this article. I think I was looking up 20 words for two pages. However, I will study hard to get a good grade for this assessment.

Student #15

The artical was about the litracy and how is hard for some people. Actully I couldn't understand the whole thing because it was alot of diffcal words but as what I underdtrand, it took about people who are a old and they don't know how to read and write. It said, they have to provides for them a good school to learn them and give them a good education. Also, it talked about how bad that they didn't learn literacy second, my expirnce about the artical it not that good because I didn't now alot of word. Meaning, I started reading this artical, but I tried to understand what excatly is talking about but it's realy hard, its kind of confusing. I find the eassy so diffical and not easy to read. No I wasn't able to read all of four pages, because of diffcal words. I read two and a half and I spend like to houres to be honest. I looked for maybe 20 words. I hope you understand me and I will try my best to be a good reader in this eassy but as you know it's my fiorgen language.

Student #16

Actually, I never read any artical more difficult thos article in my life. I felt like a student who read for the first time. there were many difficult words and many terms. On the other hand, for any one who looking to develop his vocab strong, this article will be worth for some. For example "Virtuousness" this just an example of many great words I found it in this article. But as I said this article vaeyr hard and I think It wrought a native and proffisionals in English. For me, I will read it 50 times or may be more than six times. Also, I will translate all of those words I did not understand to develop my language. I bellieve that, this article is able to get a big jump on my way to develop my English.

Student #17

To be honest, yesterday was a hard day for me. I could not make a deal with reading, because I have two other classes and one of them has alot of read and alot of new vocabularies, which is recoierd from me alot of time, hwne I started to read it was around six pm and I spend a lot of time looking for some word that did not make any sense in my nitive language. I was using many dictionaries to find the right definitien that meant in the article. The artical has alot of long new words and some of it didn't make sense. It was a pretty hard artical to me. I read two pages, but what I come out with actually one page. Also, I almost spend more than five

hours. I used the dictionary for more than 20 words per page. Sometime even though I already knew the word I could not understand what the writer was meant by it.

Student #18

In this article the words were really difficult for me. I can't catch the meaning of it. It's kind of a new thing I saw in my life written in English. It reminded me when the first time I saw Japanese language. When I started to read the first page I really can't catch the meaning of it. Then I went to the next page, but this same problem happened again with me. I try to translate the words and look up it, but it was really hard to do that. I think the words in this article are more than academic words.

Student #19

I read about Literacy and politics of Education by C.H. Knoblauch. I just understood some vocabularies that I learned from before. My experience is so hard to understand it. I read the article is too much difficult to understand. I was able to read all four pages in my home or with someone who has a big experience about it. I read the whole four pages. I spent 45 minutes to read the article. I just look up for ten words because there are many of words I can't understand it. Also, if I will look up for one page, I will spend one and a half hours to finish just that page.

Instructor Summary and Analysis of Before Essay Exam Journal

The journal allowed the instructor to gain a sense of student reactions and experiences reading the first four pages of the first article of the Essay Exam unit. 19 students participated in this journal activity. The students explained that the article was very difficult for them. One student, Student #13, explained, "I was asked to read the most difficult article ever;" while Student #14 wrote, "In fact, this article is the most difficult article I seen in my life when I start learned English." This same student also expressed doubt about his English skills when he wrote, "I find the article is so

difficult because when I read, I was thinking I did not know English ever.” Two students explained that they had asked their American friends or roommates to read the article and that they also found the article difficult to understand. Student #5 responded with, “I actually I didn’t understand what the main idea of this article. I show it my roommate who is from America, he said I am native and I can’t understand the article. how the second language you understand it.”

One of the biggest struggles that students had with the article was the amount of new vocabulary. Students explained that they spent a great deal of time looking up vocabulary words and did not understand the article even after doing so. Many students reported looking up at least 20 words in the first four pages. Student #19 explained that he only looked up ten words because in his words, “I just look up for ten words because there are many words I can’t understand it. Also, if I will look up for one page, I will spend one and a half hours to finish just one page.” While there were many new vocabulary words, Student #16 did remark, “There were many difficult words and many terms. On the other hand, for any one who looking to develop his vocab strong, this article will be worth for sure. For example, “virtuousness” this just an example of many great words I found it in this article.”

While students struggled with the vocabulary, most reported continuing to struggle with the article and trying to understand it. A few students were able to grasp that the article was about the importance of being literate, but could not be any more specific than that. Two students remarked upon the relationship between literacy and power. In the words of Student #3; “Yet, in the very beginning they were mention that many people are understanding the literacy but not in the right way because there are some people who has power make people with no power feel literacy because they

wants them to feel that they are less smarter than them.” Student #9 referenced “power” in the following sentence: “In the article, the writer wants to tell us the the arguments about the nature and importance of literacy among the power of politics and education life in the United States.” Power is a central theme in the Knoblauch essay and after an initial reading, the journals show that only two students were beginning to grasp its importance within the article. On the other hand, Student #2 had taken already English 101 and had read the article before once before but had not received a passing grade for the class. While this student described a many of the details that Knoblauch discussed in the first four pages, he was unable to connect the details with the essays central argument that those with power define the definitions of literacy.

Student reactions to their incomprehension of the article is particularly noteworthy. Students expressed a desire to understand the article, but felt frustrated, said, and even ashamed. Student #5 wrote: “How the second (?) you understand it. I got very frustrated and make me sad. So, I don’t feel comfrtible with this article I heated it.” Three students were even apologetic about not understanding the article and explained that they would try harder next time and not give up. In the words of Student #13: “Teacher I really feel embarrassing because you accpteing me to understand that reading, but I promies I will try my best to understand it.” Student #16 explained that he will reread the article. He wrote: For me, I will read it 5 or 6 times or maybe mor than six times. Also, I will translate all of those words I did not understand to develop my language. I believe that, this article is able to get a big jump on my way to develop my English.” These last journals show the level of “apprehension” (Reeves, 1997) and “anomie” (Okabe, 2008) that these students were

feeling. Their affective filters were at risk of clouding their ability to learn (Krashen, 1981).

Journal 6.1: Week 6

Six weeks into the quarter, students had read both of the Knoblauch and Anyon articles and were working on revisions of both essays. On February 10, 2014, nearly one month after beginning the Essay Exam unit, I asked students to respond to the following journal prompt that I wrote on the dry erase board: “Journal 6.1a: We are now half way through the quarter. What has most interested you about what we have read or what you have written about so far?”

Student responses to Journal 6.1

As with the first journal prompt, student responses demonstrated both the challenges as well as the successes that they had had during the unit:

Student #3

Since this quarter started, we had read at least three articles and two articles were a new level to me because they were hard and perfectly writtin yet, I really enjoyed reading them and writing about them. I wrote an essay about Knoublach article and I really worked hard on it but it was not to long till I went to the writing cinter and told me that this paper is perfect so, I knew that this paprer deserve the time I spent working on it so, learning about the diffrent types of schools was really interesting to me because we don't have that back home.

Student #4

I liked all articles because I got beinvet from all of them but the best one was that the first one whom that about literacy a how literacy become in my life the tup first essay I wroit about things I had in the back day which is some mmery the about my first school and some bad experins I had but when I write about I felt good beause what I wroit in my paper I have not

talked about in my life so my teacher gives the opportunity to write about and that makes me feel better when I write about because I write about something I was holding in my head.

Student #5

Actually we are in the 6 weeks in this quarter and Margaret's class everyday interesting me with something new. I liked to read about Malcolm X because I did not know him. But Margaret teaches us about him and lets us to read about him. I am really interested because he was illiterate and when he went to the jail he started to read and write by himself. Also, he converted to Islam and started to read the Quran that helped him a lot. Then, I read about knowledge also, he is a very interested man. I learn about him a lot how the question is important with reading and writing. I am really happy with this class because I feel I took the benefit(?) and experience. As you can see. Margaret's class so helpful with English.

Student #6

I read about many types of literacy and I am interested with so many details and a new idea for me. I believe that I learned and improved my ideas with what I read about education for example, Malcolm X, Knowledge and Anyon. All of them were talking about education and school. I took experience from each of them, and they have some of ideas and details. I write essays about them and I like the way that they discuss their story so excited when I started to read about Malcolm X and I watched a movie. I agree with them about the student can be literate does not matter if he learns anywhere in his life. But I believe there are so many people who want to read and write but they are illiterate. As you can see, interested when we read about stories with education.

Student #8

Today I would like to write about the most interested me about what I read in this class which is English 101. First of all, I read a lot about literacy and I learned a lot from that article so far. Literacy means to be able to read and write as well and the good part of the whole story is the fact that like this article because I have experience and I was reading too much but I found out that I will not ever improve my skill without reading. Moreover, reading is the most

important part of our life and if you read a lot you will become a good person with a good mind.

Student #9

My half Quarter

Actually, this one of the favorite classes for me. There are many articles to read and write about it. Thus, there are many things ahead to do, but I am developing and my skill has been improving. The shock was with Knoblauch's article which was very complex and different. But on the other hand, by repeated more and more I found myself able to read and understand his article. Moreover, I found myself able to do analysis and discuss about what he said. Day by day, I get many academic articles, it is worthy and helpful more than any thing to help me improve my language. Also, I use Anyon's article to compare what he said with what I had in my experience as a student. All of that was unexpected but I did.

Student #10

What I have most liked in our class is the way we always write journals about the topic we are reading about. I liked Malcolm X's story of his life it was interesting when he was questioning himself about the reading. Then, we wrote essays as what he did when he was using new words and put them in a dictionary so he was kind of understanding the reading with this skill. At last, I wrote the same way as him in class.

Student #11

In this class one of the most important parts that I am interested with is getting a lot of experience about writing and reading. Also, that helps me a lot because before I had a lot of problems to write just one page, but now I can write more than two pages in a short time. Moreover, by the time of writing and reading in this class I can feel that I get a lot and a lot of knowledge which I need it for my life. For example, in English 101 class I knew that there is no one can have a good life without knowledge and degree.

Student #12

The most interested part to me:

In fact, as I am working in this quarter and especially in 101 class, I have become interested about what I have read and what I have written so far about the Knoblauch article even though it was different, but I have liked the most. In addition, I've liked this article because it shows me what it means literacy exactly, what I mean it it described my whole education just by the literacy word because it has lots of meaning. Also, that article made me learn some different ways about how I could become literate in something while some of the ways that article have given to us, I already have been using these ways, but I did not even know what are those ways that I was using, but after I have read and learned the article, I knew what are the ways that I am using.

Student #13

In English 101 class I had done so many things so far. First, I had a great chance to learn about Malcolm X's life. I had no idea about his life until I got a chance to read his article "Home Education" and I was so happy for him because he could change his life from badness to goodness. Moreover, now I could know the differences between literacy topics(?) because I have read Knoblauch's article it was discourses academic but I would throw it even though the weakness in my language. Now, I'm reading about different types of school and I wish I could understand all to what I'm reading. In short, to be honest I am happy because I have been learning.

Student #14

The most interested me is Social class. I think when I read this article, I understand more about social class. Also, this article saved me a lot of information about the level of these classes. In fact, I will have a lot of knowledge to choose for my children. Moreover, this article the author gives the parents what they need for their children. I like this article because I felt I have what I need for my children. Also, I will choose for my children the professional class school because I like their each style. As you can see why this interested me.

Student #16

Actually the things that was interesting to me is about the literacy and how it effect the soicity. This subject was for me is the best because before I read I wasnt that much about literacy. It was a new information about me and it realy gave me alot of benifits and made my experience developed and if someone asked me about it I will difinately can talk about it and explane to him what literacy and it works nowadays. The second thing was for me about school and what the different bettween them in the weathy and poor schools, and to be onest the class English 101 with Margerat is really intersting and I realy like this class because it has alot of intersted subject.

Student #17

The most thing that I interested is about that important of literacy for people. Also, who these people really care about literacy. Such as, Knobluach where he spent that time to gave many meaning of literacy and talk about many different types of it. Also, when I read these articles I feel that they were talked about each others, or in other word it seem that they have a relationship between each others. The ideas that they talked about is how literacy is important and how a person can get that good level of quality of living if he or her get a good level of literacy. the first article was about Maleckom X's life, from when he start until he got that level of education, and how was he living and how he became. Also, in the second article Knoblack was walked about the different kind of literacy and in Annoy article was about the different level of social class.

Student #18

I like to understand the Knoblauch essay because I was write about it more then two study guides, and more then three journals. Also, I read it and study it as group study, but I still don't understande. I think because of the hard vocabulry or the way of writing of the authur. I wish that In one day I can get or understand the meaning of it, and figer out. I will have a meating with my teacher this week to talk about it, and discuss what I don't understand about it. I think it will not be that easy. But I hope to understande it as fast as I can.

Student #19

The most things that interested me in this class was when I read about Malcom X, when he fight for human rights. Also, when he push his self to read many of books in the prison. Also, I was interested with knoblauch essay. It was so hard to understand each paragrph but then after I read it again and again it was seem a good article with many of information on it. Moreover, I like the Anyon's article because she wrote about types of schools that happen in this life. Her article is easier than Knoblauch. Finally, I wish to do better on next week to improve my skills.

Student # ?

The most thing that has interested me is how Malkom X hcnaged his life by becoming a literat person in preson when he started to learn how to read and write. He was critical literated. He copied the dictionary in his table, word followed by the other in order to improve his writing and vocablory. I liked how he decieded to change his life from a hopeless person to an optomisteck person. All that happened in jail. He said that even though he was in prison, he felt that he was free. I really love how a person chose to be a better person.

Instructor Summary and Analysis of Journal 6.1

Student responses to Journal 6.1 did not reflect the same level of being overwhelmed as the first journal. Student #9 described reading the Knoblauch article over and over again but that he eventually was able to understand what the article was about: "The shock was with Knoblauch's article which was very comples and different. But on the other hand, by repeated more and more I found my self able to read and understand his article. Moreover, I found my self able do analysis and discuss about what he said." This student did in fact develop a higher level of understanding of the articles that included his being able to successfully analyze and synthesize the articles in his essays. His hard work paid off because he not only was

able to read more complex articles and write a strong research paper for my class, but also he was received a 4.0 the following quarter in his English 201 class with a different instructor.

Student #18 explained that he was still struggling with the reading even after reading the articles with his classmates, coming to class everyday, writing journals, and doing the study guides. He hoped that a conference with his instructor would help: “I wish that In one day I can get or understand the meaning of it, and figer out. I will have a meating with my teacher this week to talk about it, and discuss what I don’t understand about it.” This student continued to struggle with the readings and with his research paper. While he is the only one that openly admitted that he was struggling with the readings, he in fact was not the only one. Most of the other students were able to explain that Knoblauch’s essay was about various literacies but did not exhibit a deep understanding of the text. Student #17 explain that Knoblauch “spent that time to gave many meaning of literacy and talk about many different types of it. Also, when I read these articles I feel that they were talked about each others, or in other word it seem that they have a relationship between each others.”

In fact, Student #17 concludes with a value statement about literacy: “The ideas that they talked about is how literacy is important and how a person can get that good level of quality of living if he or her get a good level of literacy.” In all of the journals and essays, many students discussed the value behind being literate. In this journal assignment, Student #8’s response also demonstrates this: “Moreover, reading is the most important part of our life and if you read alot you will become a good person with a good mind.” Student #14, a student who demonstrated a higher level understanding of the articles during the unit chose to write about how the articles

would help him be a better parent: “In fact, I will have a lot of knowledge to choose for my children. Moreover, this article the author gives the parents what they need for their children. I like this article because I felt I have what I need for my children.” For a Western reader, statements such as this may be defined as platitudes. However, statements with moral message are much more common in cultures such as Saudi culture. Such references show a respect that needs to be appreciated even if they do not fit into our traditional Western rhetorical consciousness. It is also an example of how our Western rhetorical consciousness can be broadened and “attuned” (Leonard, 2014).

Journal 6.1 also gave students the opportunity to express what article they most understood and enjoyed, Malcolm X’s “A Homemade Education.” This essay is not an academic essay and is not part of the English 101 curriculum. I chose to add it for because I knew that the students would be able to relate to it and because it helped me introduce the various concepts in Knoblauch and Anyon. In addition, “A Homemade Education” uses a narrative style that students should already be comfortable with from their English 112 class. It is also more at their reading level. While students still had to look up words, they did not have to look up as many. In addition, students could relate to the information, in part because of the accessibility of the narrative style, but also because I have found that many students are very interested African-American civil rights issues and have found a connection with them.

Their essays and journals on “A Homemade Education” also showed that students could connect with Malcolm X’s struggle with literacy and their own. Student #10 explained, “I liked Malcolm X story At last, I wrote the the same

way as him in class.” Student #4 explained that he could relate most to the Malcolm X article and how it encouraged him to write about a personal experience that he had had as a child: “the tup first essay I wroit about things I had in the back day which is some mmery the about my first school and some bad experins I had but when I write about I felt good beause what I wroit in my paper I have not talked about in my life . . .” The student was referring to his Literacy Narrative, which was not part of the Essay Exam unit. His narrative was exceedingly powerful and I asked if he or I could read it to the class. He did not want to share it and I respected his choice. All in all, these journal entries clearly demonstrate how much students want to improve their English and will do their best to understand the reading but that the language level of most of these students makes this difficult.

After the Essay Exam Journal

After completing the Essay Exam unit, students responded to the final journal prompt included in this research study. Part I of the prompt encouraged students to reflect on their experience and to share what article they best understood and what activities they found most helpful:

Part I: Now that you have finished the Essay Exam unit, describe your experience. What article did you understand the best? What activities did you find most helpful for you to understand and write about the articles? What do you think would have helped you understand and write about the articles even more?

Student Responses to the End of the Essay Exam Unit Journal

Student #2

Well, my experience in this class is amazing. The article that I like the most is Khoublach article. Actually, there was an activity when we were required to take a part from Anyon's article and explain it to the student, I think that was really helpful for me. Also, the journals that we were required to do were useful too. This experience was so enjoyable. I have not studied with Saudi since I graduated from the English Language institute except English 112 class. I hope I have similar experience in the future.

Student #3

The best articles that I understand the most are Literacy and Social Classes because of the study guide that we had to do over them. Study guides were really helpful to me to understand these articles. I would not think there will be something to help me more without being mention from Margaret. I wrote about both of Literacy and Social Classes because it was assigned to all of us and even if they were not, I would pick them myself because I worked really hard on them and I understand them very well, so they will be my first choice to write about.

Student #4

I had this quarter a lot of experience. The article that I understand the best is in Literacy Narrative and I learned from this articles; there are different kind of Literacy and that help me to be more knowledgeable. I wrote in my essay exam about Literacy Narrative because I find myself feel good about and I got a lot of advantage from it. For example, now I can know the difference between any kind of literacy.

Student #5

in my experience. English 101 is one of the best class I have been taken. I learned a lot from this class. I like my teacher Margaret when she chose Malcolm X as articles helped me a lot

with my vocabulary. In fact, the activities in class was so good. When the teacher played vidowe and we have to take note about it. For example, that day she showed us vidowe about Malcoulm X and we had to take note after that we desscoused with group. I like Malcoulm X's story. I think he gave us a good advice to be seccasful. He learned and studies by himself. That mean everything in this life nothing emposible but we believe there are many things diffecult. As you can see, Malcolm X supported my with my education.

Student #6

We wrote about to articles.

The artucuil wich one I felt it's so intrsted and easy Malco X because I care his story is. It was good activiy what I wating the movie about it what thire that makes me more exsited to complet reading about Mlcom X that he became a Muslem and he visit Makan. Malcolom X he was good started with his education tat helped me with my education to be respsnble about my self. However, I believe that I got good advice from this articl because I really love his story.

Student #7

I wrote about Anyon which is about the Middle School in the U.S. and comparing with my school in my country. Anyon article was about many different ways of school in the U.S. There is a poor school, and Middle school and wealthy school. There is diffrent curiclume in their school, and also, there is diffrennt toles on it. More over, Middle school has activities as what I learn before which is students should to learned the course with more explain to solve answer. the article was so helpful for me because I get a lot of benefits of this article, and I got more knowledge about it. the most helpful thing is when the student reading and solving many problems with their teachers, and they showed their ideas with them.

Student #10

I think that I liked Anyon article because he was to sort some social classes by their schools. So, if there is poverty level, there is working class schools for the students to go to to study. Also, there are high class level where rich parents take their sons as students I think Anyon

explained clearly the social class differences. At last Anyon was great writer who could define social class differences.

Student #14

I think the article I did understand best is Social Class. So, this article was so easy because it had something I am interesting about it. Moreover, I believe the most helpful activities were the study guide and the presentation. In fact, I think my teacher was taught us a good way that let us understand the article perfect. So, I think what she was taught us was enough to understand the article.

Student # 15

I wrote about the Anyon which is about the schools levels and what relates to knabluch Artical. I picked this author because it explain to me what my level in schools and how my kind of literacy relate to like my level schools was middle school and it relate to culuter(?) literacy when I starte read the Artical about Anyon and when I start writing about it I felt it talking about me when I was middle school, and How the cultcu literacy effect me whil Im in middle school. The most thing that activite me in thir artical is the diffenc between school. I thin thir artical makes me knows that where and how my level goes in school.

Student #17

First of all, I have had a good experience in English 101 class this quarter, because I tryed to understand an academic articles and writing in other language, which was a hard challenge for me. I enjoyed with this class espically that this class was an international class. However, the best article that I had read this quarter was Anoyrn article. Because it was so helpful with Knowblach article even when it was talking about other way of education. The most activities that was so helpful for me in this class was writing the journle everyday and the descution on the canvas. Also the desscison in the class about the articles that we got, and we make qusetion for eachother, that we think help us alot. I write about the Anoyrn articles because it was so eassy to understand cause we make a persentation in the class which the other students explain the articles.

Student #19

My experience is develop more after I finished English 101 and my essay. I develop in writing and how to pick a good articles for my essay. The best article I understood is for Anyon's because it had a simple words I can understand it. Alos. it had a lear sentense to read it. My favorite activity was when my teacher brought her bottle to write about it. I think to help me to understand and write about articles is after I read it in home, I would my teacher talked about it and ask me and my classmates about it that will make me to understand and write about it more in my paper.

Instructor Summary and Analysis of End of Essay Exam Unit Journal

According to the journal responses Malcolm X's "A Homemade Education" was the student's favorite with Anyon's article being popular as well. As "A Homemade Education" was not a part of the Essay Exam unit, some students may have appreciated it but identified Anyon over Knoblauch as the Essay Exam article favorite. Student #5 commented on the short video that I showed about Malcolm X's life and how I asked students go around the room and say something that they had learned from the video. Student #6 was struck by how Malcolm X had become a Muslim and traveled to Mecca. These are just some of the reasons that I chose to use "A Homemade Education" before starting the unit. Students identify with the fact that Malcolm X converted to Islam. This fact allows them to be more open to the idea of critical literacy that he expresses in the essay. As student #? commented in Journal 6.1, "The most thing that has interested me is how Malkom X chnaged his life by becoming a literat person in preson when he started to learn how to read and write. He was critical literated."

The three quarters that I have taught English 101-SL, I always had a handful of students who wanted to write about critical literacy while another small handful wrote about liberal literacy. What I understood from their journals and essays was that they wanted to be open to new ideas that they had yet to be exposed to but did not know where to start. I am currently reading a novel that is banned in Saudi Arabia, *Adama* by Turki Al-Hamad. It is a story of a young Saudi man who is exceedingly well read in liberal and Marxist political philosophy and is trying to negotiate these interests in 1980s Saudi Arabia while at the same time being a young man that is being exposed to sex and alcohol for the first time. As I read the book, I cannot help but think of my Saudi students who are not only finding themselves in a class where they are asked to speak and write about issues that include the words “critical” and “liberal,” but also are negotiating young adulthood in a country where alcohol and premarital sex are accessible to them (Not that I am supposed to know about the sex and alcohol, but I am a social worker after all).

Not only did students not know how to express their thoughts about critical and liberal literacy in their writing, but also they felt even less comfortable speaking about such topics. As discussions proceeded, it became clear to me that some students were open to finding ways to incorporate liberal ideas with traditional Islam while others found the idea threatening. As a result, others just stayed quiet and decided to write about the safe topics of cultural and functional literacy instead. This reality became even more obvious to me in my English 201 class where 10 of my students from my Winter 2014 English 101-SL class followed me. For his research paper, Student #16 explored ways that Islam could be open to liberal political philosophies. He showed a video about how the separation of women and men was not explicitly

stated in the Koran. This caused quite a bit of murmuring among the Saudis. The American students found the whole discussion and non-discussion fascinating.

Earlier in the quarter, I had shared an editorial that I had found in the New York Times on March 14, 2014 by Caryle Murphy, "America's Role in Riyadh." The article discussed President Obama's upcoming trip to visit King Abdullah of Saudi Arabia. In addition to highlighting some of the conflicts the two leaders were having, the essay highlighted some of the internal struggles that were taking place in Saudi Arabia. I asked all of the students to summarize the article and to give their opinion at the end and all of the Saudis criticized the author for being unfocused for having brought up internal issues when the focus of the article was clearly about Saudi and U.S. Relations. I let students have their perspective and did not stress the matter. However, at the same time, my American students wrote that they did not necessarily understand the intricacies but that they did appreciate learning more about global issues and differing perspectives. The double struggle of expressing complicated ideas that they may never have expressed in their own language along with the taboo of expressing one's own opinion when it could potentially be critical of the status quo in their homeland, may be unintentional complications and barriers to their success in first-year composition programs at EWU. While the EWU program striving to create articles that encourage discussions around power, identity, language, and education some of the articles may be difficult for Saudi students to reach and understand culturally as well as linguistically even though they will try.

Returning to English 101-SL, In addition to Malcolm X, Anyon was more popular than Knoblach and if my interpretations of their journals are accurate, this is mostly because the article was straightforward and easy to follow. Students also

explained that they appreciated the study guides, while the majority expressed appreciation for the group presentations and discussions. All in all, I learned that this group learns best by discussing together. In the words of Student #2: Actually, there was an activity when we were required to take a part from Anyon's article and explain it to the student, I think that was really helpful for me." Journals were also a popular tool for comprehension and tackling writing apprehension. Student #17 explained: "The most activities that was so helpful for me in this class was writing journals everyday and the discussion on the canvas." I incorporated Canvas discussions as a way to expand the type of writing that the students were engaging in and allowed them to continue the sense of community and sharing that we had established outside of the classroom. In addition, I found that it was a homework assignment that worked well with their late night schedules.

One of my favorite activities was to have students come up with questions that they had while reading, and to work in groups at the end of the reading to try and answer them. This an assignment that I adapted from Lin (2007). Student #17 also commented on the questioning activities as well: ". . . and we make question for each other, that we think help us alot." Students wrote unanswered questions on the board and we tried to answer them as a group. My favorite was: "Is there a Malcolm X among us?" (Figure 3). I hope that there is.

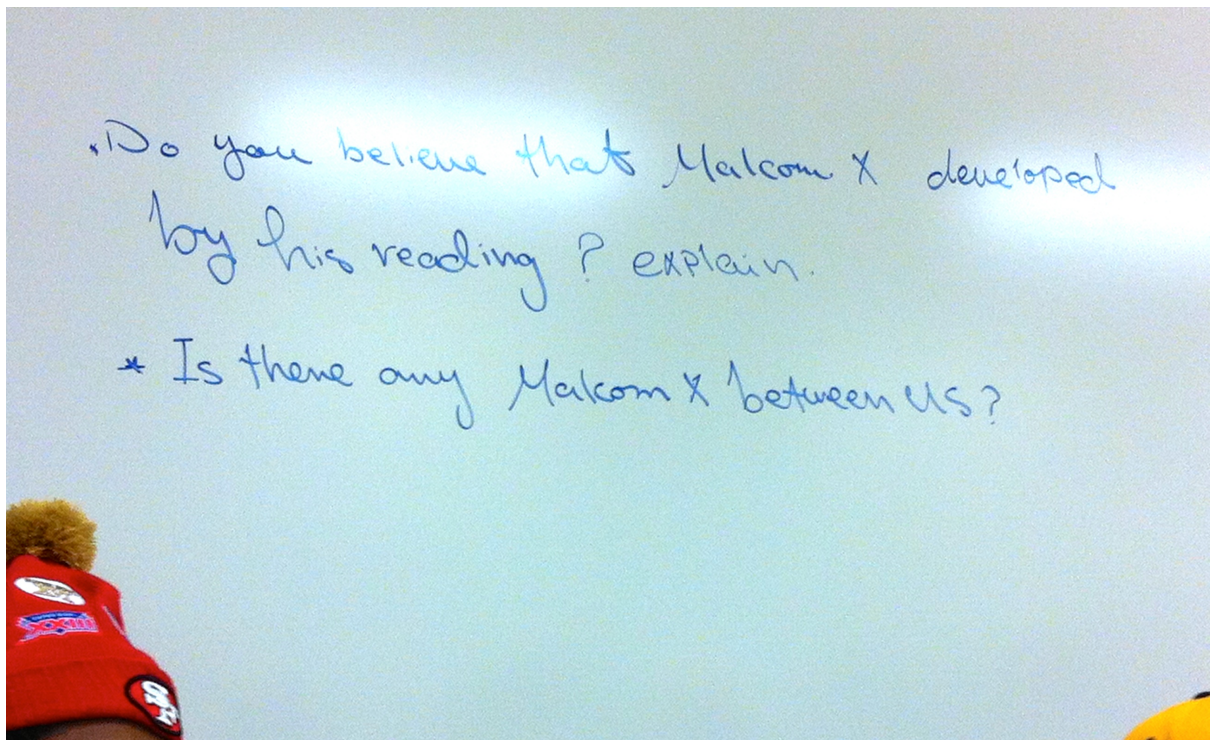


Figure 3. Group developed questions on Malcolm X.

101 Questionnaire: After Exam Unit

The answers to the post-questionnaire do not tell me as much as the journal entries. I have learned that students understand that there is a distinct type of writing termed academic writing and discourse and that it has to do with the academy and university. I have also learned that students have understood that these types of sources will be the type of sources required of them in their college English if not in their other courses. Whether or not students know how to engage in it, the results demonstrate that there is an academic way of writing which, even if clueless how, they will do their best to be successful at. When asked to give an example of academic discourse, students had a much better idea of what that meant after the

Essay Exam unit naming Knoblauch, Anyon, the Researched Argument essay, as well as articles from Proquest. The reference to Proquest demands particular attention because despite my efforts, students still struggled with understanding the difference between news articles and academic articles, both of which are common in Proquest searches. I am open to students incorporating news articles in their research papers, but the curriculum demands that they balance them with academic articles. Many of my students wanted to discuss recent issues in Syria or Egypt in their research papers and were frustrated when they could only find newspaper articles on the subject. I encouraged these students to continue to look for articles but to consider researching the historical antecedents or finding articles written by political scientists who can provide overview of the region in order to give an academic perspective to the issues.

When I asked students what academic reading meant, one student referenced “perfect English.” This is a student who, throughout our three quarters together, strove for “perfection” in his writing. In the many essays and journals of his that I have read as well as our many conversations, I see a connection between his belief in the perfection of the Koran which includes all past, present, and future knowledge and his belief that any language learning endeavor should strive for the same level of “perfection.” Any knowledge of the Koran that I have comes from conversations with students during conferences for the Literacy Narrative. I did not think to take formal notes since the Literacy Narrative wasn’t part of the Essay Exam unit, but our conversations and their writing have informed this thesis. The epistemological foundation of the 19 students in this study lies in the Koran. For many of my students, their first journey with literacy was with the Koran. My understanding is that most had memorized the Koran by the time they were four or five. Competitions took place

to see who could recite chapters “perfectly,” those who could had their names announced publicly and were able to proceed to the next chapter. The majority of my students could memorize and recite before they could read and write. This means that the elders were reading to them and they were repeating what they heard rather than memorizing after reading.

Sample Essays

Not knowing how to proceed with all the data that I had, Dr. Reeves suggested that I limit myself to three essays. This was a hard task considering how much I have appreciated the voices of all of my students. We considered finding a paper that received a high grade, a medium one, and a lower yet passing grade. While the students were nameless, I felt uncomfortable sharing my final assessment of their work. Instead, I selected three essays that exhibit the highest level of synthesis that was achieved in the Essay Exam unit. I am presenting all three essays without interruption in order to preserve the unity of the voices and to honor the writers, and then I will analyze the content. The prompt that students followed for this assignment was:

Compare and Contrast Essay 2

Tasks

Summarize the main points of Anyon’s article.

Begin to make connections between the readings that we have done thus far in the quarter.

Compare and contrast one of the schools in Anyon’s article to the ideas about literacy and education discussed in Knoblauch and/or Malcolm X.

Compare and contrast one of the schools that Anyon describes to your own education.

Audience

Your instructor and classmates are your audience.

Length

You must write at least 900 words.

Model

I have provided a model essay for you to follow.

Paragraph 1- Introduction: Describe the main point(s) and thesis of Anyon's article and the four types of schools that Anyon refers to. Provide a clear thesis.

Paragraph 2- Compare and contrast one of the schools in Anyon's article to the ideas about literacy and education discussed in Knoblauch and/or Malcolm X. How are they similar and/or different?

Paragraph 3- Compare and contrast one of the schools that Anyon describes to your own education.

Paragraph 4- Conclusion. How can you tie this essay together?

Student Essays

The following three essays are the writers' final drafts. The first draft was written in class on a Friday. All three went through a minimum of three revisions. I am presenting all three essays with out interruption to preserve the unity of the voices and to create space for the writers. After, I will analyze and discuss the content.

Student #9

The Inequality of Education and How the Elite School is making the Future Leaders

Are all children getting the same equal quality of education in all different social economic classes? According to Anyon, children in different economy classes don't get an equal education. There are four kinds of schools that she mentioned in the Social Class and the Hidden Curriculum of Work, which are the working class school, the middle class school, the affluent professional school, and finally the executive elite school (1). Each of these schools is giving a different level of education. Most students are not provided with the same values of education because not all of the students have the same power and money. Money and power decide where children will get their education. That means people with money and power have better education and better schools.

In the executive elite school, students will have more time to ask questions and discuss things in the class which is not the same in most other schools. They have the freedom to ask and do whatever they want. They can give their opinion and disagree on things. In the article Literacy and the Politics of Education by C.H. Knoblauch, there were four kinds of schools, which are Functional Literacy, cultural literacy, critical literacy, and liberal literacy. The kind of literacy that the elite schools use is critical literacy according to Anyon. It is the same kind that Malcolm X, Eleanor Roosevelt, and I love and have. Students in that school try to learn mostly by themselves. they learn how to be leaders, but not followers like in other schools. This is the same kind of literacy that Malcolm X had when he started to learn by himself in prison. He started to learn how to read and write after so much thinking. He started to look at dictionary and copy the whole book down in his table a word followed by the next word which improved his vocabulary options and knowledge. I think Critical literacy is the most effective key for success in all fields, but especially, in politics. For example, Abraham Lincoln became president of United States because of critical literacy that helped him to be the president. Critical literacy changed Malcolm X's life from sadness to happiness. As we can see, critical literacy has a very important meaning and ability in United States' political.

I also have the same kind of literacy, but not the same kind of school that the elite schools have. I try to learn by myself and question things which is considered to be "Critical Literacy". I didn't go to elite schools, but I went to middle class schools because I believe the

education is the same between public and private schools if a student is motivated and has a good attitude. I remember the time when I started to be involved in critical literacy which changed my thinking and life for the better. It was when my uncle was helping me to study for my math test on Algebra, and I am sure that you know how hard it is if you don't understand it step by step. I wanted to know how to solve certain problems without understanding the concepts or the processes. It was the worst idea ever, so I got 65 out of 100 in the exam. I was about to cry because I needed at least 85% to pass the class, but gladly that test was the first test for the class of four tests. I was in a very bad and unenjoyable situation. My uncle called me to calm me down a little and to give some advice. I told him how I studied and what I did, so he told me to always question myself about it, and he told me that I need to understand all the steps one by one. From that time on, I started asking myself about it, and he told me that I need to understand all the steps one by one. From that time on, I started asking myself a lot of questions about anything, I am sure at first I used to ask myself more than a thousand questions. Yes that was true. I started asking questions to help me understand. It is a very helpful and effective strategy to learn and be more involved in understanding. At the end of the quarter my GPA in that class jumped from 68% to 94% which never happened in the department according to my professor. I am very happy that I passed the class with the best grades in both sections for Math 104. I had the chance to go to a private school, but I refused because I know that I can learn anywhere, so I started to study by myself to improve my knowledge and become a leader not a follower one day, I hope.

In conclusion, all children with different situations and finance abilities should have a fair and equal education for the seek of fairness. Moreover, in all honesty, money and power doesn't mean that you have everything and make others to have lower value of education just because they were poor. As a matter of fact, critical literacy, which I am trying to have, is one of the most effective ways to learn and develop yourself and Malcolm X is just an example of that which I am trying to have. I will always try to be a leader not a followers just like what the Elite schools would do to it's students.

Student #3

The Leaders of No One

Anyon has mentioned four types of schools but the one that stood out to me the most was the middle class or working class schools. These schools are not meant to teach children to become the future leader of the world or the top executives of a corporate company. They are meant to teach students to be educated enough to live within their class. One can simply look at how homework and tests are assigned and how the student is required to complete them. Each student in the middle or working class schools are expected to just do their work. They are not grade for being creative or how outside of the box that they can think. They are graded on listening, following directions, and getting the correct answer. They are simply expected to be ordinary and are awarded by striving to be nothing more than that.

Knoblauch describes this school perfectly when he talks about functional literacy. He defined functional literacy as being able to read and write well enough to live everyday life. But, I think he was better describing the life as middle or working class people. These schools are teaching their students not to be future leads of this country or science but to simply follow instructions and do what they are told. They do not need to wonder about important issues around the world. Those decisions are not left up to them because they are not literate enough because of their class. The world has been made so that people with money stay there and the people of middle or lower class can barely escape. The decision was made for them before they were born and they spend their childhood learning as much or as little is expected of them.

Knoblauch's ideas of functional literacy and Anyon's ideas of the middle class schools completely fit the life Malcolm X had growing up. He was the only black student in his school and even though he was treated nicely and was the class president he felt like he was being treated as the class pet. He told his teacher one day that he wanted to become a lawyer and his teacher broke his dreams. The teacher did this by telling him that he must be realistic because of his social status it was impossible for him to become a lawyer. Instead, he should set his goals on something within his class like a carpenter. This lead him to drop out of school which is consider to be the only way to become educated. it is required if one wants to even think about raising above his class. Yet, the decision has still been made by those with

money. malcolm X was middle of the line and nothing great was expected from his life or education because of this.

In comparison, my education was completely different. We do not have schools that focus on social classes. there are only two types of schools back home, private, and public schools. We have only one curriculum for both these schools that they should follow regard of the class of the students. One's class or social status is not a factor other than whether one can pay for private schools or not. However, one can find princes studying in the same school as those who are middle or lower class. Schools back home are not based on the area they are in. They are based on the same curriculum from the Ministry of Education.

All in all, there are certain types of schools that Anyon mentioned. Of all of them, the middle class schools stood out to me the most because this was something I never experienced. I was able to receive the same education given to princes. It did not matter that I grew up in a middle class family. Education is something that everyone receives and everyone has the chance to push his or herself to be great. I cannot imagine how hard it would be to go to school in the united states with Malcolm X. It is still hard today for people in the United States and around the world who have to face still. Everyone deserves the chance to be something in the world. How much money a person makes should not decide how great they can become.

Student #2

The Affluent Professional School and Critical Literacy

In the article "Social Class and the Hidden Curriculum of Work" Anyon has described the four types of school. The first type of school is called working class. Working class means the families of the students who are mostly beneath \$12,000 in the United States. Therefore, the other type which is the middle class is very similar the the working class. Subsequently, the third type of school is the executive elite schools. The main idea of executive elite school is to improve the student's analytical intellectual powers. Then, the affluent professional school is where most of the students who are in this school are from the upper middle class, and most of the student's parents have professional skills, and there is a chance for creativity. There are four types of schools which Anyon have described in her article, working class

school, middle-class school, affluent professional school and executive elite school, so I will pick one school which is the affluent professional school, and I will talk about it, and how it is related to critical literacy.

Actually, one of the schools that I want to talk about is the affluent professional school. In fact, most of the families' incomes are getting twice the middle class families incomes. Also, most of the student's parents have professional skills, and there is a chance for creativity which means they are able to understand the task, not only how to do it. Furthermore, the affluent professional school focuses on creativity and individual thinking, and students are able to ask questions in order to understand what they are doing and to develop their thought, not only to do their tasks. Also, making good design is really important in this class. According to Anyon, when the teacher asked her students to find the average of chocolate chips in three cookies, students started working on that question; one of the students has shown his paper to the teacher, but the teacher looked at it, and she refused it because she said "Do a better design". So, that's a simple example to proof how making good design is necessary in this school.

Subsequently, in the article "Literacy and the politics of Education." Knoblauch lists four types of literacy. Actually, there is a type of literacy called critical literacy. In fact, it is related to affluent professional school for some reasons. one thing is that critical literacy gives you the advantages to ask questions, and it supports the individual thinking. Critical literacy gives you the advantages to ask questions, and it supports the individual thinking. Critical literacy always makes you ask questions about anything in order to find the right answer. For example, when Malcolm X entered the prison, he always asked himself and thinking. Since he was born, he has discriminated because of his black skin. After the questions that he was asking himself, he found that he would convert to Islam, because he beliefs there is no deference between black and white people in Islam.

Then, in my country we have more than one types of school, as other countries. However, I see myself graduated from Affluent professional school. One reason is we were able to ask question. For example, in religious lectures, some of the students do not understand some of the religious rules, and why we have to follow those rules. Also, most of the students families were upper the middle class. Other reason is, the school supported

creativity. For instance, one of the students dreamed to be a director, and he usually had to bring his digital camera with him. One day my teacher asked him “Mansour why you always bring your camera with you?” He answered “I like to record some short movies with my classmates in the break”. Later, the school gave him around 80 minutes per week to record short movies in the school. I remember teachers have always asking us if we are interested in something like my friend Mansour, so they can help us with it in order to support us.

In conclusion, affluent professional school has many positives, one is there is a chance for creativity, and it supports the individual thinking. Moreover, there is a similarity between affluent professional school and critical literacy. Critical literacy allows you to ask questions. Malcolm X’s life has changed positively because he always has asked himself and thinking until he found the right answer. I graduated from affluent professional school, because we were allowed to ask questions. My school helped the students by giving them the time to help them to make their dreams true.

Instructor Observation from Sample Essays

All three students followed the prompt that I provided. As is clear from the prompt, I laid out what should be included in each paragraph. This is called guided composition in ESL best practice. This may have actually limited the amount of synthesis achieved as students stuck closely to the outline. I provided outlines in English 101-SL as a form of scaffolding. I found that student essays were much stronger when I provided them. I did not provide an outline for the Literacy Narrative because I wanted to allow for creative freedom of design. However, the result was that students spent a great deal of time organizing their essays, and I ended up giving them possible outlines in conference anyway. While I firmly believe in the struggle inherent in writing, which can involve creating an outline, my first concern with the Essay Exam unit was reading comprehension and the ability to begin not only

summarizing but also synthesizing information. I have also found that students will let me know when the outline that I provide is not working for them. I am clear in class that outlines are guides and to talk to me if they are struggling with fitting what they want to say about the prompt into my outline. They usually do.

All three students were able to relate one of Knoblauch's literacies to one of Anyon's schools. Student #9 found a connection between critical literacy and its emphasis on independence and asking questions and the executive elite school that Anyon describes. Student #3 found a connection between Knoblauch's functional literacy, the middle class schools that Anyon describes, and Malcolm X's own education. He explains: "These schools are teaching their students not to be future leads of this country or science but to simply follow instructions and do what they are told." In this way, Student #9 is describing the lack of creative independence in the middle class schools. On the other hand, Student #2 found a connection between critical literacy and the affluent professional school.

Students #3 and #9 were able to articulate the role that power played in literacy and education. Student #9 explains it eloquently: "Most students are not provided with the same values of education because not all of the students have the same power and money. Money and power decide where children will get their education. That means people with money and power have better education and better schools." In describing the working and middle class schools, Student #3 explains: "The world has been made so that people with money stay there and the people of middle or lower class can barely escape. The decision was made for them before they were born and they spend their childhood learning as much or as little is expected of them."

What is interesting to me, is that Student #3, is able to understand that people in power make the decisions about who can be educated and how, but he is unable to realize that the same class system may exist in his own country's educational system: "We do not have schools that focus on social classes. there are only two types of schools back home, private, and public schools. We have only one curriculum for both these schools that they should follow regard of the class of the students." As I am not from Saudi Arabia and do not know a great deal about their system, I did not press him on its egalitarian nature. In addition, as an ESL instructor, I believe that it is important to respect the writer's self-representtaion. On the other hand, Student #2 acknowledges differences in Saudi schools: "Then, in my country we have more than one types of school, as other countries." Evidently, not all Saudis in my study agree.

Despite the acknowledgement of school and class differences, Student #2 explains that he went to an affluent professional school that allowed him to ask questions. His example may be surprising to Western audiences: "For example, religious lectures, some of the students do not understand some of the religious rules, and why we have to follow those rules. Also, most of the students families were upper the middle class. Other reason is, the school supported creativity." While not explained fully, I understand him as saying that his school allowed students to question aspects of the Koran that they did not understand in order to be provided with answers. While providing students with the reasons why they need to follow Koranic rules, may not have been what Knoblauch had in mind when he described "critical literacy," Student #3 did try to incorporate Knoblauch's ideas into his cultural frame of reference.

All three essays show how far students can go from not understanding articles to writing fairly strong essays that incorporate summary and a certain amount of synthesis with the help of the scaffolded assignments that I provided. While there is still always room for improvement, all three essays were strong enough for me to feel that they had achieved the reading and writing skills necessary for their next assignment in English 101-SL: the Researched Argument Essay. All three eventually passed the course based on their final portfolio and my belief that they had met the student learning outcomes of English 101-SL.

Chapter 5: Conclusions

Reflections After Teaching English 201 Spring 2014

Many of the students that participated in this study followed me into English 201 in the Spring of 2014. A student from my English 101-SL: Winter 2013, another from English 101-SL Spring 2014, and yet another from my English 112 Fall 2013 also joined. My English 201 class was made up of 15 Saudi students and 10 NESs, 3 of whom were bilingual in Spanish and English. The majority of the students struggled, even the NESs, but what was most difficult for the Saudis was comprehending the articles that we read in class and those that they used in their research as well as achieving synthesis in their writing. Truthfully, despite my efforts in English 101, most were not ready— neither linguistically nor culturally. This is not to say that the majority of my NESs were all that better prepared. On one occasion, one of my Saudi students sat down and helped a NES divide his multi-paged one paragraph Literature Review into multiple paragraphs.

There were many moments of sharing in that English 201 class that kept me close to bell hooks' vision of "radical openness" in teaching. There were also moments of deep sadness when I finally had to admit to myself, with the help of the assistance of the educational software program Turnitin, that at least two students had undeniably plagiarized. One of these two students was in my English 101-SL class the Winter of 2014 and is included in this study. He is a hard worker and gave me nearly daily revisions of his English 101 research paper even if he was never satisfied with his final grade. It was very hard to file a report with Academic Integrity. I mention this only because it is relevant. He is a hardworking student who became overwhelmed with what was required of him. He had a teacher he knew would work

with him, but who also was required to set a certain academic standard in the classroom and did so. This student is a very intelligent student but was neither linguistically nor culturally ready for English 201 and plagiarized out of desperation. There are probably others that I did not catch. I do not blame the students entirely. Having worked with them as long as I have and knowing their values, I know that it was desperation. They had to keep their scholarships while at the same time negotiating an academic curriculum that they were unprepared for. They had a chance with their sweet English teacher. They had no such chance with their math professors.

Revisiting Assumptions

In Chapter 1, I identified nine assumptions that I had going into this research. I will discuss and reflect again on each now that I am at the culmination of this study.

- Most ELLS are not prepared for the English composition sequence before beginning it.

I will let the student voices do most of the speaking. However, as an instructor who has worked with many of them for ten, 20, and in some cases, 30 weeks, my opinion is still, No.

- Most English composition instructors see the deficits of their ELLs rather than their strengths.

This study did not sufficiently confirm this assumption. In fact, it was not within the scope of the research questions, but I continue to make this assumption.

- The teaching of reading skills is not emphasized in English composition and when it is addressed, various skills and steps are shared and emphasized rather than working through the text together in class.

This study focused on one classroom. Student voices, the activities, and the prompts will confirm that in the classroom that was part of this study, the teaching of reading skills was emphasized and students and instructor worked together to ensure student success. In critical ethnography and case study, TESOL warns researchers not to generalize findings to broader contexts and not to essentialize cultures.

- Monolingual teachers are at a disadvantage at knowing how to work with our increasingly multilingual student population.

Student voices confirmed their appreciation for having a multilingual instructor. This does not mean that a monolingual instructor cannot successfully work with ELLs. However, an appreciation for the strengths of multilingual students as well as a sense of the “rhetorical attunement” (Leonard, 2014) of ELLs would help both instructors and their students successfully navigate the first-year English composition curriculum.

- A student cannot write an academic essay and achieve synthesis without first learning how to read academic articles.

While my study did not include a control group, student voices and writing will confirm that a level of academic writing and synthesis was achieved. In fact, 19 of the 20 students in the class, passed and continued onto English 201. This level of success would most likely not have been achieved without scaffolding.

- Multilingual students will express frustration and even embarrassment at trying to negotiate the Essay Exam articles.

Student voices in the journals and questionnaires confirm these feelings. Therefore, it is important for composition instructors to recognize how the affective domain will influence their learning. As echoed throughout this thesis, students' epistemological connection to the Koran will encourage them to strive toward "perfection" and will leave them feeling frustrated and even at times ashamed at not being able to achieve it.

- Students will put their best effort at trying to understand the texts even with varying levels of exasperation.

Student voices in the journals as well as in class and conference discussions between instructor and student confirm this assumption.

- Multilingual writers' linguistic strengths and "rhetorical attunement" as defined by Leonard (2014) should be acknowledged and respected rather than devalued.

Student journals and essays demonstrate a negotiation of values within an unfamiliar cultural milieu that should remind instructors to not only be cognizant and respectful, but also to accept the cultural and rhetorical perspectives of students in the classroom, even if those perspectives are non-Western and not based in the Aristotelian rhetorical tradition.

- A homogenous English is now neolithic. English Departments need to practice openness and accept the linguistic diversity of their multilingual students.

This is not as much an assumption, as a deeply felt belief. Besides working with international students, I have also worked with ELLs who completed high school in this country, as well as bilingual Spanish-English speakers who have negotiated their multiple languages in English classes for often much longer. The English language, just like other languages, has been changing for centuries. It is time for our increasing multilingualism and the “rhetorical attunement” (Leonard, 2014) that accompanies it to be accepted into English Departments. It is time to honor World Englishes in our midst.

Conclusions

As can take place in a critical ethnography and single case study that uses action research as the predominant research method and the theoretical lens of constructivist grounded theory, both researcher and participants have been co-creators of this thesis. As a result, and as the research methodology allows, the researcher’s conclusions also reflect the needs and concerns of the students. My primary conclusion is that the current English composition curriculum at EWU (English 112, English 101, English 201) is not serving the needs of our Saudi students. This may also be the case with other international students; however, they were not a part of my study. We as teachers of English composition need to find a place for students like the ones in this study. While the current models encouraged by Writing Program Administrators aim to give students the skills in academic reading and writing through Writing Across the Curriculum and Common Core models, students whose first language is not English, whose culture is not Western, and whose career goals are

geared towards the Engineering and Business professions deserve a model that works for them.

As students have expressed in their questionnaires, journals, essays and conversations with their instructor, the response to the English Department's decision to offer English 101-SL has been very positive, and students are very appreciative. However, one 10-week course cannot adequately prepare students for English 201. Most students enter English 101-SL without having a clear idea of what academic discourse is. As discovered by Young and Potter (2013), most NESs enter EWU's English 101 class without being able to define the term either. However, those students are NESs and have read enough during their K-12 education to be more or less prepared for academic discourse. The Saudi students in my study; however, did not have the skills necessary for success in academic reading.

Further Research

I am moving on to be an instructor in the Intensive American Language Center at Washington State University. I am told that many of my students will still be from the Arab Peninsula, but I am not sure whether I will be placed with low-level English speakers or those preparing to enter university. What I do know is that whatever my placement is, I will still find myself involved in being a bridge between the language institute and academic success at the university level. I said in many job interviews these past six months and received many nods from ESL instructors, that communication is the key. If we care about the success of our international students and, in this case, our Saudi students, we need to communicate. To that end, it is recommended that future thesis writers/researchers explore one or more of the following questions:

1. When should ELLs receive direct instruction in academic reading and writing as well as synthesis writing?
2. How can we teach reading in English 101 that will help all students achieve reading comprehension and synthesis in their writing?
3. What is the value of teaching ELLs argumentation in the Western tradition? Is it possible for them to have a choice?
4. How do we begin to teach all students other rhetorics beyond the the Western Aristotelian tradition?
5. How can we as composition specialists encourage students to appreciate their multilingualism and learn to not only be “rhetorically attuned” (Leonard, 2014), but also embrace and encourage the multilingualism that exists in our classrooms?
6. What alternatives to English 201 might be offered to multilingual writers to prepare them to write in their majors yet meet graduation requirements?
7. What early literacy events in the home, religious settings, and school factor significantly in writers’ understanding of how we treat others, influence others, and gain favor with those we are writing for? (Reeves, 2014)

Final Thoughts

There are no easy answers to my conclusion. As a social worker, educator, and former social service administrator, my hope would be that the various educators and administrators who are responsible for not only creating English curricula but also ensuring student success could meet to discuss gaps and possible solutions. Besides

representatives from the English Department, representatives from the English Language Institute, the Office of Global Initiatives, and departments in which the students are majoring such as Engineering, Business, and Computer Science may also provide insight into how best to ensure student success.

This thesis and its appendices also include the many drafts of assignments, study guides, videos, journals, and essay prompts that I have used in my attempts to make English 101 accessible to my international students. I am including them in the hopes that someone—not just English 101-SL instructors—will use them or incorporate some of my research on teaching reading comprehension into their own lessons. The student voices included in this study have also provided insight into what they have found to be helpful in their English composition classes. Please consider their suggestions.

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Appendix A

Academic Reading and Writing at the College Level

Consent Form

You are being asked to participate in a research project conducted by:

Principal Investigator Margaret Mount, Master of Arts in English/TESL Student English Department RRL 137 Cheney, WA 99004 509-979-2330 E-mail: mmount@ewu.edu	Responsible Project Investigator Dr. LaVona Reeves, MA-TESL Program Director, English Department 158A Reid School Tel: (509) 359-7060 E-mail: lreeves@mail.ewu.edu
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Purpose and Benefits: The purpose of this study is to describe the challenges that ESL writers and native speakers of English face at the college level when doing academic reading and writing.

Procedures: I am asking you to allow me to include (in my master's thesis) selections (quotations) from your journals, essays, and questionnaires from English 101. Dr. Reeves will assign you a random number or a random name, and your real **name will not appear** in the thesis. This project fulfills requirements for the Master of Arts in English with an emphasis in Teaching English as a Second Language.

Risk, Stress or Discomfort: The risks of participating in this study are not expected to exceed those encountered in daily life. Your writing will appear in the thesis only with your written permission. Your name will be confidential. It will not appear in the thesis. Though the journals, essays, and questionnaires are required for those enrolled in English 101, you will not be required to submit your work to me for my thesis if you choose not to participate in my thesis project. It is totally voluntary. Your decision not to participate in this study will in no way affect your grade in English 101.

Other Information: Participation in this study is completely voluntary. You may stop participating at any time without penalty. The writing I collect for the thesis will be kept confidential. Your name will not be used in the thesis, but I will give each participant a different name or random number, so readers cannot know your real name.

If you have any concerns about your rights as a participant in this research or any complaints you wish to make, you may contact Ruth Galm, Human Protections Administrator at Eastern Washington University (509-359-7971/6567) <rgalm@ewu.edu>.

Please return the signed form only if you are participating.

Margaret Mount _____

Primary Investigator's name Primary Investigator's signature Date

Yes, I will participate.

The study described above has been explained to me, and I voluntarily consent to participate in this study. I have had an opportunity to ask questions. I am not waiving any of my legal rights by signing this form. I understand I will receive a copy of this consent form after I sign it.

Yes, Margaret Mount has my permission to reproduce selections of my coursework including journals, essays, and questionnaires from English 101 in her thesis without identifying me.

Student's name printed in English Student's signature Date

Appendix B

English 101 Course Goals

By the end of English 101, students should be able to:

- read, comprehend, and analyze a variety of popular and/or scholarly texts.
- identify and analyze the elements of the rhetorical situation, including context, purpose, audience, subject, and author.
- use academic discourse to compose a variety of analytical, argumentative, and reflective texts that appeal to an academic audience.
- generate mostly error-free texts that include focused topics that are controlled by implicit/explicit theses (points), supported by main ideas, developed with evidence, and organized in ways that influence a particular audience to think, feel, or act as a result of the information presented.
- analyze, use, and document evidence (examples, quotations, paraphrasing, etc.) from secondary sources to supplement and complement the students' own writing.
- compose in a voice, tone, and style that is appropriate for the target audience and specific purpose.
- develop a recursive and collaborative writing process that includes planning, drafting, revising, organizing, editing, and proofreading.
- identify and analyze logical fallacies in their own and others' writing.
- collaborate in small and large peer-groups for the purpose of sharing relevant ideas, respectful opinions, and constructive feedback.
- identify areas in their own and in peers' writing where revisions are needed to create texts that will appeal to specific audiences

Appendix C

The Essay Exam

For this unit, we will critically read and discuss a number of articles on literacy, education and power. We will also learn and practice strategies for writing a successful essay exam—a type of test that is very common in the college classroom. We will read carefully, work together in groups to lead a class discussions, practice essay exam strategies, and take an essay exam on the readings for the unit.

In this unit you will:

- Practice critical reading strategies, including annotation and note-taking
- Discuss and ask questions about our assigned articles
- Work in a group to plan and lead a class discussion on one of the articles
- Practice strategies for reading essay exam questions, planning, and writing a successful timed essay
- Practice strategies for studying in preparation for an exam
- Take an essay exam on the readings we have studied discussed

You will take many essay exams, for a wide range of classes at Eastern; after completing this unit, you should be able to strategically approach and successfully complete essay exams for any class.

Appendix D

English 101 Winter 2013: Selected Prompts and Activities

Assignment 1.1a Patricia Ryan: Don't insist on English!

1. Please watch the video Patricia Ryan: Don't insist on English! http://www.ted.com/talks/patricia_ryan_ideas_in_all_languages_not_just_english.html. While watching the video, pay attention to the following and write your answers below:

- What is her main point or thesis?
- What does she say about the TOEFL?
- What are her thoughts about the importance of learning English?

2. In a journal form, please explain what you think of Patricia Ryan's argument? Do you agree or disagree with her? Why or why not? Feel free to write about your personal English learning experience. Write a minimum of 200 words. Be prepared to share your writing with a partner if your instructor asks you to.

Journal 1.2

Abby doesn't believe she matters. She is sixteen years old, a junior in a rural high school in upstate New York, and she doesn't believe that, in the larger scheme of things, she "can make a difference." She doesn't believe, in fact, that anyone her age can make a difference. She's irrelevant. They are all irrelevant. They don't matter in "society." (Yagelski 1)

Prompt: Why does Abby think that she does not matter? Explain why she thinks that she does not matter. Find examples in the Yagelski article to support your answer.

Do you think that Yagelski thinks that she matters? Why or why not? Find examples in the article to support your answer.

Write a minimum of 150 words.

1.3 Study Guide for “Abby’s Lament: Does Literacy Matter?” by Robert Yagelski

Please answer the following questions on a separate sheet of paper or papers. Make sure to put your name and the date on the paper and to staple this assignment sheet to it.

1. Who is Yagelski’s intended audience for this article?
2. What is the purpose of this article? Why do you think Yagelski wrote the article?
3. What is the thesis of the article? Please rewrite it here.
4. Circle ten words that you are unfamiliar with in the article. Write out their definitions.
5. Look up and write down the definitions for the following key words in the article. Write a sentence using each word.

Computer technologies

Literacy

Empowerment

Institutional racism and sexism

Acts of literacy

6. What are the key points/concepts in the article? Find at least four. Make sure to describe each claim in detail and to cite the supporting evidence from the article.

7. What is one additional question that you have about the article? Please write out your question.

Journal 1.3

In other words, Abby's experience in the world contradicts much of what her English teachers--and other representatives of the educational and political establishment, including me--tell her about the importance of writing and reading, about the difference it can make in her life; moreover, as I hope to show in this book, most of what Abby is asked to do as a writer and reader in school has little relevance to her social, political, cultural, and economic life outside school. (Yagelski 4)

Prompt:

Why does Yagelski believe that what Abby has been asked to do as a reader and writer in school has little relevance? Using examples from the text, explain why Yagelski thinks this. What does Yagelski suggest instead?

Do you agree or disagree with Yagelski? Do you think that the English writing and reading skills that you have learned have been useful for you? Why or why not?

Write a minimum of 150 words.

Essay 1 Draft 1

Please hand this in on Monday typed on Monday, January 14. Make sure to staple the instructions and the rubric together with your essay.

Task

Summarize Yagelski's argument. Substantiate Yagelski's argument with examples from the article. Explain whether you agree with him or not. Make sure to cite from the text and you share your opinion.

Audience

Your instructor and classmates are your audience.

Length

You must write at least 350-400 words. Count your words and write the number here _____. You will have 4 paragraphs.

Model

I have provided a model essay for you to follow.

Paragraph 1- Why does Abby think that she does not matter? Does Yagelski believe that Abby does not matter? Write a clear thesis statement.

Paragraph 2- Why does Yagelski believe that what Abby has been asked to do as a reader and writer in school has little relevance? What does Yagelski suggest instead?

Paragraph 3- Explain why you disagree or disagree with Yagelski's opinions. Relate it to your own educational experience.

Paragraph 4- Conclusion: Tie your essay together.

Evaluation

The rubric is attached. You will receive 10 points for each trait. Answer each question Yes or No. Follow the rubric as you write. This essay is worth 100 points. You will

revise it for the final grade. Don't waste any time looking up words and worrying about grammar. Just write. You will have this evening to revise and type your essay to submit tomorrow.

Rubric for Essay 1

Each area is worth 10 points.

Trait	Student Yes or No?	Instructor Yes or No?	Points
1. My essay has an appropriate title. It makes people want to read my essay. It grabs the reader's attention.			
2. My essay has a clear thesis statement in Paragraph 1.			
3. My essay has at least four well developed paragraphs. It follows the model.			
4. Paragraph 1 has supporting details.			
5. Paragraph 2 has a clear topic sentence and supporting details.			
6. Paragraph 3 has a clear topic sentence and supporting details.			
7. I shared my own opinion in Paragraph 3.			
8. My sentences are clear and ideas follow a logical sequence.			
9. I followed the directions for writing and submitting this essay.			
10. My conclusion ties everything together.			

Class Activities 2.1

Part II: Watch the Paul Andersen Ted video <http://tedxtalks.ted.com/video/>

[TEDxBozeman-Paul-Andersen-Class](#)

1. What motivates Paul Andersen to make changes in his classroom?
2. What are the three things that Paul Andersen learned?
3. What does Paul Andersen do in his classroom?
4. What are three mistakes that Paul Andersen says that he made?

Part III: Journaling

Prompt: Does this article have anything in common with Yagelski's article? If so, what does it have in common? If not, how are they different?

Do you think that Abby would have liked being in Paul Andersen's classroom? What would she have liked or not liked about it?

What do you think about Paul Andersen's classroom? Would you like to be in a classroom like his? Why or why not? (Write 150 words)

Activity 2.2

Study Guide for "Literacy and the Politics of Education" by C.H. Knoblauch

Please answer the following questions on a separate sheet of paper or papers. Make sure to put your name and the date on the paper and to staple this assignment sheet to it.

1. Who is Knoblauch's intended audience for this article?
2. What is the purpose of Knoblauch's article? Why do you think that he wrote this article?
3. What is the article's thesis?

4. Circle ten words that you are unfamiliar with in the article. Write out their definitions.
5. Define the following key terms in your own words:

Literacy, Ideology, Functionalist, Literacy, Cultural Literacy, Liberal Literacy, Critical Literacy

Journal 2.4

Prompt:

In Knoblauch's article "Literacy and the Politics of Education," the author defines four types of literacy. What is the one that you most identify with? Describe this type of literacy. After you have described it, explain why you identify with this type of literacy and how it applies to your life.

Write a minimum of 150 words.

In Class Activity 2.5

Write the following answers out on your own and then share with your partner.

1. Find an example for each of the four types of literacy from your life or school experience. The four types of literacy are: Functionalist Literacy, Cultural Literacy, Liberal Literacy, and Critical Literacy.
2. What type of literacies were emphasized in your education in your home country? Explain your answer and describe your education experience.
3. What type of literacies do you think are emphasized in your classes at EWU? Explain your answer and give an example.

Essay 2: Analysis of Knoblauch

Task

What is the type of literacy that Knoblauch describes that you most identify with?

Describe this type of literacy. After you have described it, explain why you identify with this type of literacy and how it applies to your life.

Audience

Your instructor and classmates are your audience.

Length

You must write at least 400-500 words. Count your words and write the number here _____. You will have a minimum of 4 paragraphs.

Model

I have provided a model essay for you to follow.

Paragraph 1- Define literacy. Include a clear thesis statement.

Paragraph 2- What is the literacy that Knoblauch describes that you most identify with? Describe this literacy.

Paragraph 3- Explain why you identify with this type of literacy and how it applies to your life.

Paragraph 4- Conclusion: Tie your essay together.

Evaluation

The rubric is attached. You will receive 10 points for each trait. Answer each question

Yes or No. Follow the rubric as you write. This essay is worth 100 points. You will

revise it for the final grade.

Rubric for Essay 2

Each area is worth 10 points.

Trait	Student Yes or No?	Instructor Yes or No?	Points
1. My essay has an appropriate title. It makes people want to read my essay. It grabs the reader's attention.			
2. My essay has a clear thesis statement in Paragraph 1.			
3. My essay has at least four well developed paragraphs. It follows the model.			
4. Paragraph 1 has supporting details.			
5. Paragraph 2 has a clear topic sentence and supporting details.			
6. Paragraph 3 has a clear topic sentence and supporting details.			
7. I shared my own opinion in Paragraph 3.			
8. My sentences are clear and ideas follow a logical sequence.			
9. I have appropriately cited my sources.			
10. My conclusion ties everything together.			

Study Guide 3.5

The Daily Show: Tucson's Mexican-American Studies Ban

1. Please watch the video: http://www.thedailyshow.com/watch/mon-april-2-2012/tucson-s-mexican-american-studies-ban?xrs=share_copy In groups of three, decide who in your group will keep track of what John Stewart and the interviewer say, who will keep track of what Michael Hicks says, and what Curtis Acosta has to say. Take notes.
2. Discuss what you understood with your partners. Be prepared to share with the class.
3. What does the word “sarcasm” mean? What does “hearsay” mean? Who is Rosa Clark?
4. Journal: What are your reactions to this video? Describe your thoughts thoroughly. How does the video relate to the Yagelski and Knoblauch articles?

Write a minimum of 150 words.

Study Guide 3.5 Preparing for an Essay Exam

1. The two essay exam questions that follow are similar to the essay prompts from Essays 1-2. Read over the essay prompts and fill in the missing words with an essay exam verb:

_____ Yagelski’s argument. _____ Yagelski’s argument with examples from the article. _____ whether you agree with him or not. Make sure to cite from the text and you share your

opinion.

What is the type of literacy that Knoblauch describes that you most identify with?

_____ this type of literacy. After you have done this,

_____ why you identify with this type of literacy and how it applies to your life.

Write a possible essay exam question based on Yagelski, Knoblauch, and the videos that we have seen thus far. Make sure to use the essay exam vocabulary words. Share your essay exam question on Blackboard before Tuesday morning at 7:00 am.

Respond to one person's essay exam question explaining if you think that it is a question that you could answer or not and give suggestions for improvement.

Read pages 143-147 in BMHH. Write out 4 steps that you think will be helpful in preparing for an essay exam. be prepared to share these steps with your classmates.

Journal 4.1: Now that you have written two essays in English 101, what do you think will be the most difficult part of taking the essay exam? Explain. Write a minimum of 100 words.

Essay Exam Question 4.3

Both Yagelski and Knoblauch discuss literacy. Summarize Yagelski's main points concerning literacy and then do the same with the Knoblauch essay. Make sure to briefly define each of the four literacies that Knoblauch describes.

Discuss which of the four literacies you think Yagelski supports and substantiate this choice with an example from the text. Be sure to properly cite your sources

Journal 4.2 Essay Exam Preparation

What are some of the points that you want to make sure that you bring up tomorrow?

Free write without worrying about grammar and spelling. Write a minimum of 150 words.

Essay Exam Rubric

Trait	Student Yes or No?	Instructor Yes or No?	Points
1. My essay has a clear thesis statement in Paragraph 1.			
2. I answer the essay question thoroughly.			
3. My essay has at least four well developed paragraphs.			
4. Paragraph 1 has supporting details.			
5. Paragraph 2 has a clear topic sentence and supporting details.			
6. Paragraph 3 has a clear topic sentence and supporting details.			
7. My sentences are clear and ideas follow a logical sequence.			
8. I paced myself and was able to finish the essay.			
9. I have appropriately cited my sources.			
10. My conclusion ties everything together.			

Appendix E

English 101 Spring 2013: Selected Prompts and Activities

Homework 1.2

Who was Malcolm X? Find one source that describes who Malcolm X was. Describe who he was in a short essay about Malcolm X. This essay can be handwritten or typed and must be a minimum of 300 words. If you quote from the text, make sure to cite your sources. Staple this assignment sheet to your typed essay. Please also count your words and write down how many words you have.

This essay will be graded like a homework assignment and will serve as a diagnostic for your instructor to become familiar with your writing.

Be prepared to share your essay in class tomorrow.

Please also print out your source and bring these to class.

Study Guide 1.3 Who was Malcolm X?

1. Read your essay to your partner.
2. What new information did you learn about Malcolm X from your partner's essay.
3. What source did your partner use? Review pages 60-66 in JTC. Describe this source as thoroughly as you can. Is it from a website? If so, what kind? What can you say about the source? Is there an author? Does the author or publisher have any biases when describing Malcolm X?
4. As a class share information about Malcolm X. Write down any new information that you learn below.

Journal 1.3

Prompt

What additional information would you like to know about Malcolm X? We will be reading “A Homemade Education” by Malcolm X as a class. What do you think the reading will be about? (Write a minimum of 150 words)

Study Guide 1.4 “A Homemade Education” by Malcolm X

Part I: Answer the following questions individually. Please write a minimum of three sentences for each question (Except for #1).

1. Circle 10 words that are new to you.
2. Why is this story called “A Homemade Education”?
3. Why did Malcolm X begin to read? What does reading do for Malcolm X?
What does he read?
4. What part of this story interested you the most? Why?
5. What questions do you still have about the reading?

Part II: Answer this section with your partner.

1. Share the words that you circled with your partner. Does your partner know what they mean? If so, write the words and their definitions below.
2. Go over #2. Did you have the same response? What was different?
3. Go over #3. Did you have the same response? What was different?
4. Look over question #4 with your partner. Did you and your partner agree about what interested you or did different things interest you. Explain.

5. Look over the questions that you had in #4 and see if your partner can help you answer them. Come up with one question that you still don't have an answer for that you would like to ask the class.
6. With your partner, pick a section that you would like to read as a class.

Study Guide 1.5 What does it mean to be literate?

1. In "A Homemade Education," Malcolm discusses his journey toward becoming literate in English. What do you think it means "to become literate?" What did it mean for Malcolm X to become literate? How did this experience change him for the better or for worse? What did he learn from this experience? Write a minimum of 100 words.
2. Now that you have thought about what it meant for Malcolm X to become literate? What does it mean for you to become literate in English? Is there a particular incident or experience that you remember during your journey of becoming literate in English? How did this experience change you for the better or for worse? What did you learn from this experience? Write a minimum of 100 words.

Autobiographical Essay: A Literacy Narrative

I spent two days just rifling uncertainly through the dictionary's pages. I'd never realized so many words existed! I didn't know which words I needed to learn. Finally, just to start some kind of action, I began copying. In my slow, painstaking, ragged handwriting, I copied into my tablet everything printed on that first page, down to the punctuation marks.

I believe it took me a day. Then, aloud, I read back to myself, everything I'd written on the tablet. Over and over, aloud, to myself, I read my own handwriting.

I woke up the next morning, thinking about those words - immensely proud to realize that not only had I written so much at one time, but I'd written words, that I never knew were in the world. Moreover, with a little effort, I also could remember what many of these words meant.

Malcolm X, "A Homemade

Education"

The Assignment

Write a literacy narrative- a story about your becoming literate in your native language and/or any other languages that you know. Becoming literate can mean speaking, reading, and/or writing.

In this narrative, explore some of the important moments in your own encounters with literacy.

Write a literacy narrative that retells or analyzes one important scene, incident, or experience in your development as a reader or writer in your native language and/or any other languages that you know.

Make sure to focus on one turning point, a moment or series of moments when you realized something or learned something or became literate.

Audience

Your instructor, classmates, and other English instructors that could benefit from learning about your experiences.

Format

You must write at least 900 words or 3 pages of 12 point font. You will have a minimum of 4 paragraphs. All drafts should be typed and double spaced with one inch margins and follow MLA formatting standards. See sample in *The Brief McGraw-Hill Handbook* on page 306.

Be sure to staple the assignment sheet and rubric to your essay. Fill out the rubric.

Grading

A rubric is provided with this assignment.

You must bring a full draft of Draft 1 for peer review on Monday, April 8. Late essays will result in 5 points off your final essay grade.

Draft 2 is due the following day, April 9, for submission to your instructor. Late essays will result in 5 points off your final essay grade.

You will significantly revise this essay at least 2 times before the final portfolio.

The final essay will be worth 20% of your final grade when it is submitted in your final portfolio.

Questions and Reflections

I've been going back and forth in my head about giving you an outline. Every time that I create one, I am not happy with it. And so, I am not giving you one. I want you to create one that works for you. As this essay will be revised several times, you will have the opportunity to revise and improve your organization as well as your content.

We will also have the opportunity to conference about it.

Do you have a memory about becoming literate in English? Describe this memory.

Use the 5 Ws of what, when, where, why, and who to describe the memory. Push yourself to describe this memory in a great amount of detail.

Was there someone else involved in this incident? If so, explain how they were involved.

Why do you think this memory or incident is important to you? Did this incident change you in some way for the better or for the worse?

What did you learn from this incident or experience?

Rubric for Autobiographical Essay: A Literacy Narrative

Each area is worth 10 points.

Trait	Student Yes or No?	Instructor Yes or No?	Points
1. My essay has an appropriate title. It makes people want to read my essay. It grabs the reader's attention.			
2. I have considered my audience and believe that I have created an essay that will appeal to them and that will keep them interested and engaged.			
3. I have described a memory or incident of becoming literate in English.			
4. I used the five W's to describe this memory, incident, or experience.			
5. I have explained how this memory has changed me for the better and/or for the worse and what I learned from the experience.			
6. I have a conclusion that wraps my essay up.			
7. This essay is well organized and transitions well between ideas and paragraphs.			
8. My sentences are clear and ideas follow a logical sequence.			
9. I have followed MLA formatting standards and have attached the assignment sheet and the rubric to this essay.			
10. I have few mechanical errors such as grammar, punctuation, and spelling.			

Vocabulary Words for Quiz on “A Homemade Education”

Five of these words will be on the quiz. Be sure that you can spell them and give me a definition that is how the word was used in “A Homemade Education.” When possible, I added page numbers to the words.

1. Convey (v): to impart or communicate by statement, suggestion, gesture, or appearance

Malcolm X is trying to convey (communicate) his ideas through his writing.

1. 2. Articulate (adj) (p 134): Having or showing the ability to speak fluently and coherently.

Malcolm X was very articulate in the world of the street English but not necessarily in other Englishes.

1. 3. Opportunist (n): a person who can take advantage of situations.

A politician can be considered an opportunist when he changes his opinions to win an election.

1. 4. Atrocity (n) (p 139): an extremely cruel and violent action, especially during a war.

African-Americans withstood many atrocities during slavery.

1. 5. Motion (n): suggestions or a proposal for action; *especially* : a formal proposal made in a deliberative assembly

The judge denied a *motion* to delay the hearing.

“Going through the motions” is doing something because you have to and not necessarily because you want to.

Students sometimes go through the motions and do assignments even if they would rather not.

1. 6. Roost (n) a perch on which domestic fowl rest or sleep.

The chicken slept on its roost.

1. 7. Indisputable (adj): not disputable or unquestionable An indisputable fact is something that most if not all people will argue is true.

It is now indisputable that slavery was a barbaric practice.

1. 8. Minority (n) (p. 142): the smaller in number of two groups constituting a whole; a group having less than the number of votes necessary for control; a part of a population differing from others in some characteristics and often subjected to differential treatment.

Obama gained many votes from minority groups that traditionally had not had much say in government.

1. 9. Extension (n) (p 138) - an act or instance of extending, being stretched out, to increase.

After the Mexican-American war, the United States was able to extend(v) its territory.

The students asked for an extension on their paper.

1. To digress (v) (p 142) to turn aside especially from the main subject of attention or course of argument.

When writing, many writers digress and start discussing something else other than what they were discussing.

Study Guide 2.2 “The Kahn Academy: The Future of Education”

Malcolm X attended to the University of Books. He did not have the opportunity to go to college. Instead, he taught himself through reading. What are ways that people can become self-educated today? Do people become educated from books alone?

What are possible 21st century ways for people to become self-educated?

With this in mind, we will watch a short video about the Kahn Academy. A school that people can access from all over the world for free.

Try answering the following questions as you watch the video [https://](https://www.youtube.com/watch?v=9kh60v5PxMk)

www.youtube.com/watch?v=9kh60v5PxMk

1. Who started the Kahn Academy? Why?
2. What was the education of the person who started it?
3. Where can you find the Kahn Academy? What subjects are taught?
4. What happened when the Kahn Academy was implemented in schools?
5. What does it to “flip” the classroom and homework?

Journal 2.2 The Kahn Academy

After watching the 60 minutes episode on the Kahn Academy, what do you think Malcolm X would say about the Kahn Academy? Do you think he would be interested in taking classes? Why or why not? What are your own thoughts about the Kahn Academy? What are the advantages and disadvantages of getting your education from these videos? Write a minimum of 200 words.

Study Guide 2.4 for “Literacy and the Politics of Education” by C.H. Knoblauch

Please read through the Knoblauch article one more time.

1. Read the article’s thesis:

Instead, there are competing views, responsive to the agendas of those who characterize the ideal. Invariably, definitions of literacy are also rationalizations of its importance. Furthermore, they are invariably offered by the literate, constituting, therefore, implicit rationalizations of the importance of literate people, who are powerful (the reasoning goes) because they are literate and, as such, deserving of power (Knoblauch 1).

Who is creating the various definitions of literacy? Who makes the decision that literate people are important?

2. The concept of literacy is embedded, then, in the ideological dispositions of those who use the concept, those who profit from it, and those who have the standing and motivation to enforce it as a social requirement (Knoblauch 1).

What is embedded within literacy? (Think of one of our vocabulary words) What does this mean?

Homework 2.4

1. After dividing into four groups, read over the type of literacy that your group was assigned.

Functionalist literacy lines 71- 101

Cultural literacy lines 102-135

Liberal literacy lines 136-174

Cultural literacy lines 175-207

2. Define the literacy that you were assigned. What is this literacy? What does Knoblauch say about it? Try to find where Knoblauch criticizes the literacy. Explain what he says and how he criticizes this literacy. Write a minimum of 200 words.
3. Tomorrow, you and your partners will have time to prepare a presentation on your literacy. Your presentation will take place on Monday. You will have up to 10 minutes to present on the literacy and you can include, powerpoint, a video, a skit, . . . whatever makes sense to help describe this literacy to the rest of the class. What do you think about when you think of this literacy? Is there a personal experience that comes to mind or something else? Write at least 100 words.

Group Presentation #1: The Literacies Delineated by Knoblauch

Each group should lead a 5-10 minute discussion of their assigned literacy considering the following points:

Points I:

Include a definition of the literacy.

Identify why Knoblauch may disagree with this literacy.

Point II:

It is also important to get the class involved with this article. The point is to think about how to get the class to look at the literacy critically, and understand it at more than a surface level. Your presentation may include some or all of the following elements.

Something that inspired group members or got group members thinking about the literacy.

An explanation (or discussion) as to how the literacy may or may not relate to Malcolm X's "A Homemade Education."

Discussion questions that will help the class think about how they would design a response if they were writing an in-class essay exam about this literacy.

An activity or activities that engage the class and get them working on something that would help everyone better understand the literacy and different or unique ways to approach it.

5-10 minutes may seem like a long time, but if you engage the class with discussions or an activity the time will actually go by very quickly. Think about how you can make your article session interesting, fun, helpful, and an effective use of time.

Use power point, handouts, video, photographs, or any thing that will help your group make the literacy real.

Point III:

Every group member needs to be involved in this presentation in some way. Your instructor also requests an email from a group member by 8:00 pm on the April 15 explaining the role of each group member in this presentation.

Rubric for Presentation On Knoblauch's Literacies

Trait	Instructor Comments	Points
1. The presentation was between 5 and 10 minutes long.		
2. The presentation included a definition of the literacy.		
3. The presentation included an explanation of how Knoblauch may criticize or disagree with this literacy.		
4. The presentation engaged the class in the discussion.		
5. The student was involved in the presentation.		

Essay 1: Analysis of Knoblauch

Task

What is the type of literacy that Knoblauch describes that you most identify with?

Describe this type of literacy. After you have described it, explain why you identify with this type of literacy and how it applies to your life.

Audience

Your instructor and classmates are your audience.

Length

You must write at least 900 words. Count your words and write the number here _____. You will have a minimum of 4 paragraphs.

Model

I have provided a model essay for you to follow.

Paragraph 1- Define literacy. Include a clear thesis statement.

Paragraph 2- What is the literacy that Knoblauch describes that you most identify with? Describe this literacy. Does Knoblauch criticize this literacy? If so, how?

Paragraph 3- Explain why you identify with this type of literacy and how it applies to your life. Do you disagree with Knoblauch's criticism of this literacy? Make sure to explain why or why not.

Paragraph 4- Conclusion: Tie your essay together.

Evaluation

The rubric is attached. You will receive 10 points for each trait. Answer each question

Yes or No. Follow the rubric as you write. This essay is worth 100 points. You will revise it for the final grade.

Rubric for Essay 1

Each area is worth 10 points.

Trait	Student Yes or No?	Instructor Yes or No?	Points
1. My essay has an appropriate title. It makes people want to read my essay. It grabs the reader's attention.			
2. My essay has a clear thesis statement in Paragraph 1.			
3. My essay has at least four well developed paragraphs. It follows the model.			
4. Paragraph 1 has supporting details.			
5. Paragraph 2 has a clear topic sentence and supporting details.			
6. Paragraph 3 has a clear topic sentence and supporting details.			
7. I shared my own opinion in Paragraph 3.			
8. My sentences are clear and ideas follow a logical sequence.			
9. I have appropriately cited my sources.			
10. My conclusion ties everything together.			

Study Guide 4.4 “Social Class and the Hidden Curriculum of Work” by Jean Anyon

Please read the article using the following steps.

Part I

1. Skim the essay. What are the various parts of the essay? What do you think the article is about (purpose)? Who do you think the intended audience is?
2. Read the introduction (the first 2 1/2 pages). Create an outline of how it is organized. As you create this outline, consider the following questions:

Why is the first paragraph in italics?

What is the thesis?

What else happens in the introduction?

3. Read the about the type of school that you were assigned in class. **Be prepared to give a short summary of this type of school to the class.** Make sure to include the main points of the section that you were assigned. The four types of schools are:

The Working Class School

The Middle-Class School

The Affluent Professional School

The Executive Elite School

4. Find ten new vocabulary words. Write them out and define them. Post one new a new vocabulary word and post it to the discussion board on Canvas by 7:00 am on Friday. Make sure to define it and use it in a sentence. As usual, make sure that you do not pick the same word as any of your classmates. We will have a short vocabulary quiz early next week.
5. Read the conclusion. What information do we learn in the conclusion?

Compare and Contrast Essay 2

Tasks

Summarize the main points of Anyon's article.

Begin to make connections between the readings that we have done thus far in the quarter.

Compare and contrast one of the schools in Anyon's article to the ideas about literacy and education discussed in Knoblauch and/or Malcolm X.

Compare and contrast one of the schools that Anyon describes to your own education.

Audience

Your instructor and classmates are your audience.

Length

You must write at least 900 words.

Model

I have provided a model essay for you to follow.

Paragraph 1- Introduction: Describe the main point(s) and thesis of Anyon's article and the four types of schools that Anyon refers to. Provide a clear thesis.

Paragraph 2- Compare and contrast one of the schools in Anyon's article to the ideas about literacy and education discussed in Knoblauch and/or Malcolm X. How are they similar and/or different?

Paragraph 3- Compare and contrast one of the schools that Anyon describes to your own education.

Paragraph 4- Conclusion. How can you tie this essay together?

Rubric for Essay 2

Each area is worth 10 points.

Trait	Student	Instructor	Points
	Yes or No?	Yes or No?	
1. My essay has an appropriate title. It makes people want to read my essay. It grabs the reader's attention.			
2. My essay has a clear thesis statement in paragraph 1.			
3. My essay follows the model provided.			
4. My paragraphs have a clear topic sentences and supporting details.			
5. My essay exhibits an understanding of the Anyon's article.			
6. My essay successfully compares and contrasts Anyon to one of the other essays that we read in class this quarter.			
7. I successfully compared my education to to one of the types of education described in Anyon's article.			
8. My sentences are clear and ideas follow a logical sequence.			
9. I appropriately cited and paraphrased my sources.			
10. My conclusion ties everything together.			

Essay Exam 5.4

Please answer the following questions in an essay format. Make sure to also use MLA formatting for citing your sources in the text. You have 50 minutes. Make sure to create an outline before you begin and pace yourself. You may refer to the articles while you write. You may also use your textbook to look up how to properly cite using MLA.

Describe one of the schools that Anyon describes in his article. Discuss how this school relates to the literacies described by Knoblauch. Explain how this school is similar or different to the education that Malcolm X and/or Rodriguez received. Finally, share how this school is similar or different from your own education.

Essay Exam Rubric

Trait	Student Yes or No?	Instructor Yes or No?	Points
1. My essay has a developed introduction			
2. My essay has a clear thesis statement in Paragraph 1.			
3. My essay has at least four well developed paragraphs.			
4. I thoroughly describe one of Anyon's schools.			
5. I thoroughly explain how his school compares to one of Knoblauch's literacies			
6. I describe how this school relates to my own schooling.			
7. My sentences are clear and ideas follow a logical sequence.			
8. I paced myself and was able to finish the essay.			
9. I have appropriately cited my sources.			
10. My conclusion ties everything together.			

Appendix F

English 101-SL Winter 2014 Selected Prompts and Activities

Study Guide 1.2 “A Homemade Education” by Malcolm X

With a partner, answer the following questions:

1. Share your list of vocabulary words with your partner. Are there any words on this list that are new to you? Write the words down along with their definitions.
2. Why is this chapter titled “A Homemade Education”?
3. How did Malcolm X learn to read and write?
4. What does Mr. Elijah Muhammad mean when he says that history has been “whitened” (137)?
5. Who was Nat Turner? What does Malcolm X say about him?
6. Why was reading important to Malcolm X?
7. What does Malcolm X read? Identify one text or book that he read and what he learned from it.
8. What part of the story interested you the most? Why?
9. What questions do you still have about the reading?

Journal 1.2

Malcolm X writes, “I became increasingly frustrated at not being able to express what I wanted to convey in letters that I wrote, especially what I wanted to convey to Mr. Elijah Muhammad” (134). Have you ever felt frustrated at not being able to express yourself? Describe the situation using the 5 W’s of when, where, what, why, who. What did it feel like and what did you do about it? Write a minimum of 200 words.

Margaret's Journal

Yes. I have definitely felt the way Malcolm X felt. Yesterday, I went to a French class after our class. It is an upper level French literature class. I have not used my French in at least 10 years, maybe longer. I was worried about speaking. I wasn't sure that I was going to remember the words to get my ideas across. The teacher asked me to introduce myself because most of the other students already knew each other. I found myself speaking in French. I was honest and said that I hadn't spoken in awhile and that I had a tendency to mix Spanish words in with my French. What is hard about it, is that I say the Spanish words with a French accent and so I don't even notice!

I was able to talk, but I did notice that I held myself back a bit because I didn't have the words. It is so frustrating to have an idea in my head and not be able to say it in French. I was also worried about saying everything correctly. I hope that in our English class, my students will take risks and will comfortable speaking even if they make mistakes. We are all leaning language together and it is important to take risks. We will not laugh at each other, only support one another (227 words).

Journal 1.3

“Between Mr. Muhammad’s teachings, my correspondence, my visitors -usually Ella and Reginald- and my reading of books, months passed without my even thinking about being imprisoned. In fact, up to then, I had never been so truly free in my life” (Malcolm X 135).

Prompt

For Malcolm X, reading allowed him to be free. He read whenever he had the chance.

What is reading for you? Do you like to read? Why or why not? What language do you prefer to read in? Why? What kinds of things do you read? Do you think reading is important? Why or why not?

Write a minimum of 200 words.

Journal 1.4 What does it mean to be literate?

lit·e·rate (adj.) 1. able to read and write [\neq illiterate; \hookrightarrow numerate] 2. computer literate/musically literate etc able to use computers, understand and play music etc 3. well educated

Prompt

In “A Homemade Education,” Malcolm X discusses his journey toward becoming literate in English. What do you think it means “to become literate?” What did it mean for Malcolm X to become literate? How did this experience change him for the better or for worse? What did he learn from this experience?

Describe how you “became literate” in your native language or in another language that you know. Focus on an how you learned to read and/or write in this language. Is there a specific experience that you had that you can describe? How has being able to read and write in this language impacted you? Write a minimum of 200 words.

Literacy Narrative

I spent two days just rifling uncertainly through the dictionary's pages. I'd never realized so many words existed! I didn't know which words I needed to learn. Finally, just to start some kind of action, I began copying. In my slow, painstaking, ragged handwriting, I copied into my tablet everything printed on that first page, down to the punctuation marks.

I believe it took me a day. Then, aloud, I read back to myself, everything I'd written on the tablet. Over and over, aloud, to myself, I read my own handwriting.

I woke up the next morning, thinking about those words - immensely proud to realize that not only had I written so much at one time, but I'd written words, that I never knew were in the world. Moreover, with a little effort, I also could remember what many of these words meant.

Malcolm X, "A Homemade Education"

The Assignment

In "A Homemade Education," Malcolm X tells the story of how he learned to read and write. He describes how frustrated he was because he could not convey his ideas to Mr. Elijah Mohammed. Then, he describes in detail how he read the dictionary and copied the words out of it. "A Homemade Education" is Malcolm X's literacy narrative.

Write your own literacy narrative- a story about your becoming literate in reading and/or writing in your native language or in another language that you know.

In this narrative, explore one important moment in your learning to read and/or write in this language.

Describe this moment in detail. Focus on one moment or event just like Malcolm X did. Use the 5 W's of when, where, what, why, who to describe this moment or event.

After you describe this moment or event, explain why this moment or event was important to you.

Audience

Your instructor, classmates, and other English instructors that could benefit from learning about your experiences.

Format

The first draft will be written in class. While in class, try to write a minimum of 400 words. At the end of class, count your words and write the number on the top of your essay.

You will have the weekend to continue writing your essay. A typed version of your essay is due to hand in on January 12. Include your handwritten essay with your typed essay.

For January 12, you must write at least 600 words or 2 pages of 12 point font. All drafts should be typed and double spaced with one inch margins and follow MLA formatting standards. See sample in *The Brief McGraw-Hill Handbook* on page 306.

Be sure to staple the assignment sheet and rubric to your essay. Fill out the rubric.

Grading

A rubric is provided with this assignment.

You will significantly revise this essay at least 2 times before the final portfolio.

The final essay will be worth 20% of your final grade when it is submitted in your final portfolio.

Model:

I am not going to give you an outline for this assignment. You can be creative with your outline. Do your best to come up with a structure that works for your essay. After you finish your first draft, we will discuss possible ways to organize our narratives.

Possible topics:

- Describe a time that you were frustrated because you could not fully express your ideas in writing. Describe this time in detail using the 5 W's. How did it make you feel? What did you do about it? What did you learn from the experience?
- Describe a book or text that is important to you and helped you develop your reading and writing. Describe this book or text in detail using the 5 W's. Why is this book or text important to you? What did you learn from this book or text?
- Describe in detail an early memory about writing or reading that you recall vividly. Then explain why this event is significant to you now.
- Describe someone who taught you to read or write and explain this person's significance in your life.
- Narrate an experience with a writing or reading task that you found (or still find) difficult or challenging.

Rubric for the Literacy Narrative

Each area is worth 10 points.

Trait	Student Yes or No?	Instructor Yes or No?	Points
1. My essay has an appropriate title. It makes people want to read my essay. It grabs the reader's attention.			
2. I have considered my audience and believe that I have created an essay that will appeal to them and that will keep them interested and engaged.			
3. I have described a memory or incident of becoming literate in a language.			
4. I used the five W's to describe this memory, incident, or experience.			
5. I have explained how this memory has changed me for the better and/or for the worse and what I learned from the experience.			
6. I have a conclusion that wraps my essay up.			
7. This essay is well organized and transitions well between ideas and paragraphs.			
8. My sentences are clear and ideas follow a logical sequence.			
9. I have followed MLA formatting standards and have attached the assignment sheet and the rubric to this essay.			
10. I have few mechanical errors such as grammar, punctuation, and spelling.			

Study Guide 2.3 for “Literacy and the Politics of Education” by C.H. Knoblauch

Pages 1-4 (line 101)

1. Why is literacy a “mischievous concept”?
2. “Invariably, definitions of literacy are also rationalizations of its importance. Furthermore, they are invariably offered by the literate, constituting, therefore, implicit rationalizations of the importance of literate people, who are powerful (the reasoning goes) because they are literate and, as such, deserving of power” (Knoblauch 1).

What do you think that Knoblauch saying? In your own words, paraphrase this sentence.

3. The concept of literacy is embedded, then, in the ideological dispositions of those who use the concept, those who profit from it, and those who have the standing and motivation to enforce it as a social requirement (Knoblauch 1).

Look up the word “ideological.” What does it mean? What part of speech is it? What is the corresponding noun? In your own words, paraphrase this sentence.

4. According to Knoblauch, can a society have a rich culture and not have an alphabet? Identify the part of the article where he gives his opinion.
5. I. J. Gelb writes: "As language distinguishes man from animal, so writing distinguishes civilized man from barbarian," and that "an illiterate person cannot expect to participate successfully in human progress, and what is true of individuals is also true of any group of individuals, social strata, or ethnic units" (as cited in Knoblauch 2).

Does Knoblauch agree or disagree with I.J. Gelb? Identify the part of the article where Knoblauch states his opinion.

6. According to Knoblauch, why did Christian missionaries in Africa teach people to read and write?
7. “There is no question that literacy is necessary to survival and success in the contemporary world--a world where the literate claim authority to set the terms of survival and success, a world that reading and writing abilities have significantly shaped in the first place. But it is important to regard that necessity in the context of political conditions that account for it, or else we sacrifice the humanizing understanding that life can be otherwise than the way we happen to know it and that people who are measured positively by the yardstick of literacy enjoy their privileges because of their power to choose and apply that instrument on their own behalf, not because of their point of development or other innate worthiness” (Knoblauch 2).

Paraphrase what you believe Knoblauch is stating.

8. Why do you think Knoblauch is writing about literacy?
9. In your own words, describe functional literacy.

10. "Soldiers will know how to repair an MX missile by reading the field manual but will not question the use of such weapons because of their reading of antimilitarist philosophers; clerks will be able to fill out and file their order forms but will not therefore be qualified for positions in higher management" (Knoblauch 4).

Why does Knoblauch give the reader these examples?

Journal 2.4

For this journal, you can pick one of these two prompts, or write about both. Make sure to write at least 200 words!

Prompt 1

Identify one or two sentences from the Knoblauch reading so far that have interested you. Write these lines out below. Why do these lines interest you?

Prompt 2

Imagine that Malcolm X has just finished reading the first four pages of Knoblauch's article. What do you think Malcolm X would think of the article so far? Are there points that he and Knoblauch would agree on? What are these points and why would they agree?

Are there other points that they would disagree on? What are these points and why would they disagree?

Margaret's Journal 2.4

Prompt 1

I. J. Gelb writes: "As language distinguishes man from animal, so writing distinguishes civilized man from barbarian," and that "an illiterate person cannot expect to participate successfully in human progress, and what is true of individuals is also true of any group of individuals, social strata, or ethnic units" (as cited in Knoblauch 2).

This quote really bugs me. I don't think that people who do not know how to read and write are barbarians. I agree with Knoblauch when he says that many societies that did not or do not have an alphabet can still have a rich culture. I also value people

who may not be able to read and write as well I can. One example of this is Fannie Lou Hamer. I.J. Gelb may consider her a “barbarian” because she had only had a limited education. While she may not be able to read this article by Knoblauch, I can assure you that she understands the ideas better than he does. Because she has lived the importance of knowing how to read and write so that she can be an informed citizen and so that she can participate in the democratic process.

This quote also bugs me because I spent a year living in an indigenous community of returned refugees in Guatemala. Very few in the village were literate, especially among the women, but they nonetheless had a very rich culture and were more informed about global politics than most Americans.

The women also had a visual literacy that they expressed through their weavings and their crocheted bags. I have brought a crocheted bag that I made while living there. It’s a pillow now. Nonetheless, you can get a sense of the rich designs that were part of the women’s visual lexicon (1). Each woman had a favorite and as I wandered around the village talking to the women and learning patterns, they would comment in Q’anjob’al Maya about how that was Eugenia’s, Maria’s, or Eulalia’s pattern. They recognized each other by their pattern. Isn’t that a type of literacy as well? (292 words)

(1) lex·i·con (noun): 1. all the words and phrases used in a language or that a particular person knows; 2 an alphabetical list of words with their meanings, especially on a particular subject or in a particular language

Study Guide 2.4 for “Literacy and the Politics of Education” by C.H. Knoblauch

Pages 4 (line 102) to 6 (line 174)

1. Find the part of the text that you think best describes cultural literacy. Copy it down and then paraphrase it in your own words.
2. “In some popular versions of cultural literacy, English is regarded as the only truly American language and is, therefore, the appropriate medium of commerce and government. The economic self-interest that pervades the functionalist

perspective frequently gives way here to jingoistic protectionism; cultural literacy advocates presume that the salvation of some set of favored cultural norms or language practices lies necessarily in marginalizing or even extinction of others (Knoblauch 4-5).

In your own words, paraphrase these sentences.

3. For Knoblauch, what are two positive characteristics of cultural literacy? What are two negative characteristics of cultural literacy? Explain your opinion.
4. Find the part of the text that you think best describes liberal literacy. Copy it down and then paraphrase it in your own words.
5. What is personal-growth literacy? Is it the same thing as liberal literacy or is it different? Explain your answer.
6. “Using the rhetoric of moral sincerity, the personal-growth argument speaks compassionately on behalf of the disadvantaged. Meanwhile, it avoids for the most part, the suggestion of any fundamental restructuring of institutions, believing that the essential generosity and fair-mindedness of American citizens will accommodate some liberalization of outmoded curricula and an improved quality of life for the less privileged as long as fundamental political and economic interests are not jeopardized” (Knoblauch 6)

In your own words, paraphrase these sentences.

7. For Knoblauch, what are two positive characteristics of liberal literacy? What are two negative characteristics of liberal literacy?

Journal 3.3

For this journal, you can pick one of these three prompts. Make sure to write at least 200 words!

Prompt 1

Imagine that Malcolm X has just finished reading Knoblauch's descriptions of the four literacies. What do you think Malcolm X would think of these definitions? Are there points that he and Knoblauch would agree on? What are these points and why would they agree?

Are there other points that they would disagree on? What are these points and why would they disagree?

What literacy would be Malcolm X's favorite literacy? Explain why.

Prompt 2

Which of Knoblauch's literacies do you most identify with? Describe this literacy and explain why you identify with this literacy. Feel free to share a personal story if you have one.

Margaret's Journal

I think that Malcolm X would most identify with critical literacy. This is because he did not just read, but he questioned what he read. He would appreciate the fact that functional literacy gave people the skills to survive in this world, but he would agree with Knoblauch that people need to have the skills to analyze and question their position and to then make changes. This is what Malcolm X and Fannie Lou Hamer did. They used their literacy skills to ask questions and to make changes.

In addition, Malcolm X would agree with the importance of knowing and respecting one's culture, as Knoblauch explains in his definition of cultural literacy. However, Malcolm X would agree with Knoblauch that English and white culture should not be considered more important than other cultures. Malcolm X would also believe that people need to express themselves, as in Knoblauch's definition of liberal literacy. But, as Knoblauch explains, this expression is only superficial. The example that I gave in class is that while we have African Studies and Chicano Studies programs at

the university now, it is still very difficult for many people from poor backgrounds, including many minorities, to afford to attend university. Think about the Vice-President of the Student Body, Frank Navarro, who was sleeping on couches and could barely afford to attend Eastern. Malcolm X would be just as critical of some aspects of liberal literacy as Knoblauch.

On the other hand, one difference between Knoblauch and Malcolm X is that Malcolm X would have said everything that Knoblauch said in much clearer language so that more people could understand him. In many ways, I believe Knoblauch is showing off how “literate” he is by his choice of words. He has put my dear students through the ringer these two weeks. I know that Malcolm X would appreciate their efforts as much as I do. I hope that Knoblauch would as well (325 words).

Vocabulary Activity 3.3

Vocabulary from pages 4 (line 102) to 6 (line 174) of “Literacy and the Politics of Education” by C.H. Knoblauch

Please find the definition that best matches the word.

1. socioeconomic (adjective) _____
2. heritage (noun) _____
3. to enshrine (verb) _____
4. jingoism (noun) _____
5. salvation (noun) _____
6. to marginalize (verb) _____
7. barbarism (noun) _____
8. decay (noun) _____
9. hierarchical (adjective) _____
10. hallowed (adjective) _____
11. authoritarian (adjective) _____
12. disadvantaged (adjective) _____
13. to jeopardize (verb) _____

14. self-determination (noun) _____

15. to disenfranchise (verb) _____

Definitions

- A. 1. holy or made holy by religious practices (sacred); 2. important and respected by a lot of people
- B. 1. the natural chemical change that causes the slow destruction of something; 2. the gradual destruction of buildings, structures etc because they have not been cared for; 3 the gradual destruction of ideas, beliefs, social or political systems etc, . . .
- C. formal if something such as a tradition or right; preserved and protected so that people will remember and respect it
- D. based on a combination of social and economic conditions
- E. a strong belief that your own country is better than others - used to show disapproval
- F. something that prevents or saves someone or something from danger, loss, or failure
- G. to make a person or a group of people unimportant and powerless in an unfair way
- H. the traditional beliefs, values, customs etc of a family, country, or society
- I. when people do not have any education or pleasure in art, literature, etc . . .
- J. the right of the people of a particular country to govern themselves and to choose the type of government they will have
- K. people or things are divided into levels of importance

L. to not give people the right to vote; to have social problems, such as a lack of money or education, which make it difficult for you to succeed

M. to risk losing or spoiling something important

N. strictly forcing people to obey a set of rules or laws, especially ones that are wrong or unfair

Journal 3.3

For this journal, you can pick one of these three prompts. Make sure to write at least 200 words!

Prompt 1

Imagine that Malcolm X has just finished reading Knoblauch's descriptions of the four literacies. What do you think Malcolm X would think of these definitions? Are there points that he and Knoblauch would agree on? What are these points and why would they agree?

Are there other points that they would disagree on? What are these points and why would they disagree?

What literacy would be Malcolm X's favorite literacy? Explain why.

Prompt 2

Which of Knoblauch's literacies do you most identify with? Describe this literacy and explain why you identify with this literacy. Feel free to share a personal story if you have one.

Prompt 3

What do you think that Fannie Lou Hamer or Eleanor Roosevelt would have thought of this article? Are there points that Ms. Hamer or Ms. Roosevelt and Knoblauch would agree on? What are these points and why do you agree?

Are there other points that they would disagree on? What are these points and why would disagree?

Discuss Fannie Lou Hamer or Eleanor Roosevelt, not both.

Margaret's Journal (Prompt 1)

I think that Malcolm X would most identify with critical literacy. This is because he did not just read, but he questioned what he read. He would appreciate the fact that functional literacy gave people the skills to survive in this world, but he would agree with Knoblauch that people need to have the skills to analyze and question their position and to then make changes. This is what Malcolm X and Fannie Lou Hamer did. They used their literacy skills to ask questions and to make changes.

In addition, Malcolm X would agree with the importance of knowing and respecting one's culture, as Knoblauch explains in his definition of cultural literacy. However, Malcolm X would agree with Knoblauch that English and white culture should not be considered more important than other cultures. Malcolm X would also believe that people need to express themselves, as in Knoblauch's definition of liberal literacy. But, as Knoblauch explains, this expression is only superficial. The example that I gave in class is that while we have American Studies and Chicano Studies programs at the university now, it is still very difficult for many people from poor backgrounds, including many minorities, to afford to attend university. Think about the Vice-President of the Student Body, Frank Navarro, who was sleeping on couches and could barely afford to attend Eastern. Malcolm X would be just as critical of some aspects of liberal literacy as Knoblauch.

On the other hand, one difference between Knoblauch and Malcolm X is that Malcolm X would have said everything that Knoblauch said in much clearer language so that more people could understand him. In many ways, I believe Knoblauch is showing off how "literate" he is by his choice of words. He has put my dear students through the ringer these two weeks. I know that Malcolm X would appreciate their efforts as much as I do. I hope that Knoblauch would as well (325 words).

Vocabulary Activity 3.4 for Pages 6 (line 175) to 8 (line 230) of "Literacy and the Politics of Education"

Please fill in the sentences with the appropriate words. Every word is only used once.

ontology to sanction (conjugate if necessary) adherents volatile

to rationalize (conjugate if necessary) to enumerate (conjugate if necessary)

compulsory paternalistic to scrutinize (conjugate if necessary)

enfranchisement

1. The anti-globalization movement is attracting new _____ to its principles.
2. Car insurance is required in the United States. It is _____.
3. An organization is _____ when it will give people what they need but will not give them freedom or responsibility.
4. After the worker did the project incorrectly, his boss _____ his work.
5. The subject of study in philosophy that is concerned with human existence is _____.
6. My teacher listed or _____ all the different goals that she had for the course.
7. The church refused _____ the king's second marriage.
8. I _____ that I failed the class because my teacher was not a good teacher.
9. Fannie Lou Hamer sought political _____.
10. The political situation in Egypt is very _____ right now.

Vocabulary Words for Quiz on “Literacy and the Politics of Education”

Five of these words will be on the quiz. Be sure that you can spell them, name the part of speech, and give me a definition that is how the word was used in “Literacy and the Politics in Education.” Please also be able to use the words in a sentence. When possible, I added page numbers to the words.

1. literacy (noun): the state of being able to read and write
Today, computer literacy is important in most professions.

2. mischievous (adjective): (1) someone who is mischievous likes to have fun, especially by playing tricks on people or doing things to annoy or embarrass them. (2) causing trouble or quarrels deliberately.

Knoblauch considers the word “literacy” mischievous because it is hard to define and has many meanings.

concept (noun): an idea of how something is, or how something should be done. I have never been able to understand mathematical concepts.

3. embedded em·bed *past tense and past participle* embedded, *present participle* embedding (verb) 1 [intransitive, transitive usually passive] to put something firmly and deeply into something else, or to be put into something in this way

be embedded in something

A piece of glass was embedded in her hand. 2 [transitive usually passive] if ideas, attitudes, or feelings etc are embedded, you believe or feel them very strongly:

Feelings of guilt are deeply embedded in her personality.

A journalist who stays with the armed forces in order to report on a war is called an embedded journalist.

4. ideological (adjective): based on strong beliefs or ideas, especially political or economic ideas:

The party is split by ideological differences.

5. ethnocentric (adjective): based on the idea that your own race, nation, group etc is better than any other - used in order to show disapproval:

Malcolm X believed that most history textbooks were ethnocentric because they only contained the history of white men.

6. rationalization (noun): the invention of an explanation for behavior so that it does not seem as bad:

Telling myself that it alright not to do my homework because I am tired is rationalization.

7. utilitarian (adjective): intended to be useful and practical rather than attractive or comfortable:

Birkenstock sandals are utilitarian and comfortable.

8. socioeconomic (adjective): based on a combination of social and economic conditions

In the United States, schools in poor socioeconomic areas do not have the same financial resources as those in wealthy ones.

9. enfranchisement (noun): the act of giving people the right to vote
to enfranchise (verb): to give people the right to vote
to disenfranchise (verb): to not give people the right to vote

Fannie Lou Hamer fought for the enfranchisement of black people.

Many poor people in the United States still are disenfranchised and do not always feel that they have a say in the political process.

Journal 3.4

For this journal, you can pick one of these three prompts. Make sure to write at least 200 words!

Prompt 1

Imagine that Malcolm X has just finished reading Knoblauch's descriptions of the four literacies. What do you think Malcolm X would think of these definitions? Are there points that he and Knoblauch would agree on? What are these points and why would they agree?

Are there other points that they would disagree on? What are these points and why would they disagree?

What literacy would be Malcolm X's favorite literacy? Explain why.

Prompt 2

Which of Knoblauch's literacies do you most identify with? Describe this literacy and explain why you identify with this literacy. Feel free to share a personal story if you have one.

Prompt 3

What do you think that Fannie Lou Hamer or Eleanor Roosevelt would have thought of this article? Are there points that Ms. Hamer or Ms. Roosevelt and Knoblauch would agree on? What are these points and why do you agree?

Are there other points that they would disagree on? What are these points and why would disagree?

Discuss Fannie Lou Hamer or Eleanor Roosevelt, not both.

Analytical Essay on Knoblauch

Prompt 1

What is literacy? Define literacy in your own words. What type of literacy that Knoblauch describes do you most identify with? Describe this type of literacy including how Knoblauch criticizes it. After you have described it, explain why you identify with this type of literacy and how it applies to your life.

Make sure to include examples from the text and cite from the text using proper MLA citation standards.

Prompt 2

Imagine that Malcolm X has just finished reading Knoblauch's descriptions of the four literacies. Describe two of the literacies that Knoblauch discusses. Be sure to explain how Knoblauch criticizes each literacy. What do you think Malcolm X would think of these two types of literacies? Are there points that he and Knoblauch would agree on? What are these points and why would they agree? Are there points that they would disagree on? What are these points and why do you think that they would disagree?

Make sure to include examples from the text and cite from the text using proper MLA citation standards.

Prompt 3

Imagine that Fannie Lou Hamer or Eleanor Roosevelt has just finished reading Knoblauch's descriptions of the four literacies. Describe two of the literacies that

Knoblauch discusses. Be sure to explain how Knoblauch criticizes each literacy. What do you think Fannie Lou Hamer or Eleanor Roosevelt would think of these two types of literacies? Are there points that she and Knoblauch would agree on? What are these points and why would they agree? Are there points that they would disagree on? What are these points and why do you think that they would disagree?

Discuss Fannie Lou Hamer or Eleanor Roosevelt, not both.
Make sure to include examples from the text and cite from the text using proper MLA citation standards.

Model for Prompt 1

I have provided a model outline for you to follow. You do not have to follow this outline, as long as your final essay answers the prompt.

Paragraph 1- Define literacy in your own words. Include a clear thesis statement.

Paragraph 2- What is the literacy that Knoblauch describes that you most identify with? Describe this literacy. Does Knoblauch criticize this literacy? If so, how?

Paragraph 3- Explain why you identify with this type of literacy and how it applies to your life. Do you disagree with Knoblauch's criticism of this literacy? Make sure to explain why or why not.

Paragraph 4- Conclusion: Tie your essay together.

Model for Prompts 2 and 3

I have provided a model outline for you to follow. You do not have to follow this outline, as long as your final essay answers the prompt.

Paragraph 1- Describe two of Knoblauch's literacies including how he criticizes them.

Include a clear thesis statement that makes reference to Malcolm X, Fannie Lou Hamer, or Eleanor Roosevelt.

Paragraph 2- Discuss how Malcolm X, Fannie Lou Hamer, or Eleanor Roosevelt would agree with Knoblauch's descriptions of these two literacies.

Paragraph 3- Discuss how Malcolm X, Fannie Lou Hamer, or Eleanor Roosevelt would disagree with Knoblauch's descriptions of these two literacies.

or

Paragraph 2: Discuss how Malcolm X, Fannie Lou Hamer, or Eleanor Roosevelt would agree and disagree with Knoblauch's descriptions of one of these literacies.

Paragraph 3: Discuss how Malcolm X, Fannie Lou Hamer, or Eleanor Roosevelt would agree and disagree with Knoblauch's descriptions of the other of these literacies.

Paragraph 4- Conclusion: Tie your essay together.

Audience

Your instructor and classmates are your audience.

Length

You must write at least 900 words. Count your words and write the number here _____. You will have a minimum of 4 paragraphs.

Evaluation

The rubric is attached. Answer each question Yes or No. Follow the rubric as you write. This essay is worth 100 points.

Homework:

Type your essay using MLA format

Be sure to properly cite your sources using MLA format.

Rubric for Knoblauch Essay

Unless noted otherwise, each trait is worth 10 points.

Trait	Student Yes or No?	Instructor Yes or No?	Points
1. My essay has an appropriate title. It makes people want to read my essay. It grabs the reader's attention. (5 points)			
2. My essay has a clear thesis statement in Paragraph 1.			
3. My essay has at least four well developed paragraphs.			
4. Paragraph 1 has supporting details.			
5. Paragraph 2 has a clear topic sentence and details that support my argument.			
6. Paragraph 3 has a clear topic sentence and details that support my argument.			
7. My essay is well organized.			
8. I have few mechanical errors such as grammar, punctuation, and spelling.			
9. I have appropriately cited and paraphrased my sources.			
10. My conclusion ties everything together.			
11. I have used MLA formatting in my final types paper (5 points)			

Study Guide 4.3 “Social Class and the Hidden Curriculum of Work” by Jean Anyon

1. Read the italicized introduction of the essay. Write out two questions that you would like to be able to answer after reading the article.
2. Look at the title of the essay. What do you think the article is about from reading the introduction of the title? What do you think Anyon means by the “hidden curriculum of work?”
3. Where was this article published? What type of article is it?
4. Who is the intended audience of this article?
5. Read the first 2.5 pages up until "Working Class Schools." Write out two more questions that you would like to be able to answer after reading the whole article.
6. Find the thesis of the article and copy it using proper MLA citation.
7. Find 10 new words from the part that you have been asked to read. Write them out and provide definitions.

Journal 5.1

Please write out the four questions that you came up with in your study guide on Anyon.

Now that we have discussed the article together, try to answer your questions for today’s journal. Make sure to identify which question you are answering. If you cannot answer one of the questions, write that. Your instructor will look over your answers and make time to go over any questions that do not yet have answers. Make sure to write a minimum of 200 words!

Question #1:

Question #2:

Question #3:

Question #4:

Journal Homework 6.2 (10 points)

LANGUAGE

LITERACY

EDUCATION

POWER

Prompt

What comes to mind when you see these four words? Write 200 words in no more than 20 minutes. Make sure to do this for class tomorrow because we will discuss what you wrote

Appendix G

101 Questionnaire

Name: _____

Before Essay Exam Unit

Date: _____

Class: _____

101 Questionnaire: Before Essay Exam Unit

Date: _____

Class: _____

I. Demographic Information

1. What is your sex/gender? male female other

2. What is your nationality?

3. Please answer the following questions by filling in the following table:

- What is/are your native language/s?
- Besides your native language/s, what foreign languages do you know, if any?
- Please list all languages that you have learned besides your native language/s.
- At what age did you begin to learn your foreign language or languages?
- How long have you been studying your foreign languages?
- Please list the language and your age when you began to learn it.
- How many years have you studied each language?

Language	Native	Foreign	Age you began studying the language	How many years of study of the language

4. Why did you choose this section of English 101?

5. What have you heard about English 101? Try to list at least 3 things that you have heard about English 101.

1.

2.

3.

4.

5.

II. Reading Academic Articles

Please answer these questions as honestly as possible. The information included on this questionnaire will remain anonymous.

1. What is academic discourse? Please define.
2. Give an example of academic discourse from your own education or an assignment in which you had to use academic discourse.
3. What is academic reading? If you wish, contrast it with other kinds of reading.
4. Please circle the number on the scale below that most accurately represents how you feel about the following statement:

In the past, I have read academic articles in my native language/s.

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

5. Please circle the number on the scale below that most accurately represents how you feel about the following statement:

In the past, I have felt comfortable reading academic articles in my native language/s.

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

6. Please circle the number on the scale below that most accurately represents how you feel about the following statement:

In the past, I have read articles in the foreign language that I have studied (If you speak more than one foreign language please refer to the one that you feel that you are the strongest in).

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

7. Please circle the number on the scale below that most accurately represents how you feel about the following statement:

In the past, I have felt comfortable reading academic articles in the foreign language that I have studied (If you speak more than one foreign language please refer to the one that you feel that you are the strongest in).

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

8. In the past, how have you known that you are understanding what you are reading?

9. What strategies have you learned in the past that have helped you read academic articles?

III. Writing about Academic Articles

1. What is academic writing? Please describe.
2. Please circle the number on the scale below that most accurately represents how you feel about the following statement:

In the past, I have written for academic purposes in my native language/s.

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

3. Please circle the number on the scale below that most accurately represents how you feel about the following statement:

In the past, I have felt comfortable writing for academic purposes in my native language/s.

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

4. Please circle the number on the scale below that most accurately represents how you feel about the following statement:

In the past, I have written for academic purposes in my foreign language (If you have studied more than one foreign language, please refer to the language that you feel the strongest in).

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

5. Please circle the number on the scale below that most accurately represents how you feel about the following statement:

In the past, I have felt comfortable writing for academic purposes in my foreign language (If you have studied more than one foreign language, please refer to the language that you feel the strongest in).

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

6. Please circle the number on the scale below that most accurately represents how you feel about the following statement:

In the past, I have been comfortable paraphrasing the main point of academic articles in my native language/s.

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

7. Please circle the number on the scale below that most accurately represents how you feel about the following statement:

In the past, I have felt comfortable paraphrasing the main point of academic articles in my foreign language (If you have studied more than one foreign language, please refer to the language that you feel the strongest in).

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

Appendix H

101 Questionnaire

Name: _____

After Essay Exam Unit

Date: _____

Class: _____

101 Questionnaire: After Essay Exam Unit

Date: _____

Class: _____

I. Reading Academic Articles

Please answer these questions as honestly as possible. The information included on this questionnaire will remain anonymous.

1. What is academic discourse? Please define.
2. Give an example of academic discourse from your own education or an assignment in which you had to use academic discourse.
3. What is academic reading? If you wish, contrast it with other kinds of reading.
4. Please circle the number on the scale below that most accurately represents how you feel about the following statement:

In English 101 this quarter, I have read academic articles in my native language.

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

5. Please circle the number on the scale below that most accurately represents how you feel about the following statement:

In English 101 this quarter, I have felt comfortable reading academic articles in my native language.

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

6. Please circle the number on the scale below that most accurately represents how you feel about the following statement:

In English 101 this quarter, I have read articles in the foreign language that I have studied (If English is one of your foreign languages, please refer to English).

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

7. Please circle the number on the scale below that most accurately represents how you feel about the following statement:

In English 101 this quarter, I have felt comfortable reading academic articles in the foreign language that I have studied (If English is one of your foreign languages, please refer to English).

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

8. Now that you have completed the essay exam unit in English 101, how do you now know that you are understanding what you are reading?
9. What strategies have you learned in your English 101 class that have helped you read academic articles this quarter?
10. Which articles did you read in your English 101 class? Please answer these questions by filling out the following table.

Article	Assigned ? Yes/No
"Literacy Matters" by Robert Yagelski	
"Literacy and the Politics of Education" by C. H. Knoblauch	
"Social Class and the Hidden Curriculum of Work" by Jean Anyon	
"Confronting Class in the Classroom" by bell hooks	
"How to Tame a Wild Tongue" by Gloria Anzaldúa	
"Live and Learn: Why we have college" by Louis Menand	
"On the uses of a liberal education" by Mark Edmundson	
Other:	

11. Please circle the number on the scale below that most accurately represents how well you feel about the following statement. If you did not read the article for your class, please leave that row blank.

I understood the article.

Article	1 Strongly Disagree	2 Disagree	3 Neutral	4 Agree	5 Strongly Agree
"Literacy Matters" by Robert Yagelski					
"Literacy and the Politics of Education" by C. H. Knoblauch					
"Social Class and the Hidden Curriculum of Work" by Jean Anyon					
"Confronting Class in the Classroom" by bell hooks					

Article	1 Strongly Disagree	2 Disagree	3 Neutral	4 Agree	5 Strongly Agree
“How to Tame a Wild Tongue” by Gloria Anzaldúa					
“Live and Learn: Why we have college” by Louis Menand					
“On the uses of a liberal education” by Mark Edmundson					
Other:					

12. Please circle the number on the scale below that most accurately represents how well you feel about the following statement. If you did not read the article for your class, please leave that row blank.

I feel comfortable writing about the article.

Article	1 Strongly Disagree	2 Disagree	3 Neutral	4 Agree	5 Strongly Agree
"Literacy Matters" by Robert Yagelski					
"Literacy and the Politics of Education" by C. H. Knoblauch					
"Social Class and the Hidden Curriculum of Work" by Jean Anyon					
"Confronting Class in the Classroom" by bell hooks					
"How to Tame a Wild Tongue" by Gloria Anzaldúa					
"Live and Learn: Why we have college" by Louis Menand					
"On the uses of a liberal education" by Mark Edmundson					
Other:					

13. Which articles did you read in your class? How much time did you spend in class and outside of class reading each article? Please answer these questions by filling out the following table.

Author	Assigned? Yes/No	Time spent reading the article at home
“Literacy Matters” by Robert Yagelski		
“Literacy and the Politics of Education” by C. H. Knoblauch		
“Social Class and the Hidden Curriculum of Work” by Jean Anyon		
“Confronting Class in the Classroom” by bell hooks		
“How to Tame a Wild Tongue” by Gloria Anzaldúa		
“Live and Learn: Why we have college” by Louis Menand		
“On the uses of a liberal education” by Mark Edmundson		
Other:		

14. What activity or homework assignment best helped you understand the articles? Explain your answer.

15. What article do you feel that you understood the best? Why?

II. Writing for Academic Purposes

1. What is academic writing? Please describe.
2. Please circle the number on the scale below that most accurately represents how you feel about the following statement:

In English 101 this quarter, I have written for academic purposes in my native language.

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

3. Please circle the number on the scale below that most accurately represents how you feel about the following statement:

In English 101 this quarter, I have felt comfortable writing for academic purposes in my native language.

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

4. Please circle the number on the scale below that most accurately represents how you feel about the following statement:

In English 101 this quarter, I have written for academic purposes in my foreign language (If English is one of your foreign languages, please refer to English).

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

5. Please circle the number on the scale below that most accurately represents how you feel about the following statement:

In English 101 this quarter, I have felt comfortable writing for academic purposes in my foreign language (If English is one of your foreign languages, please refer to English).

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

6. Please circle the number on the scale below that most accurately represents how you feel about the following statement:

In English 101 this quarter, I have been comfortable paraphrasing the main point of the article in my native language.

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

7. Please circle the number on the scale below that most accurately represents how you feel about the following statement:

In English 101 this quarter, I have felt comfortable paraphrasing the main point of the article in my foreign language (If English is one of your foreign languages, please refer to English).

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

8. Please circle the number on the scale below that most accurately represents how well you feel about the following statement. If you did not read the article for your class, please leave that row blank.

I feel comfortable writing about the article.

Article	1 Strongly Disagree	2 Disagree	3 Neutral	4 Agree	5 Strongly Agree
"Literacy Matters" by Robert Yagelski					
"Literacy and the Politics of Education" by C. H. Knoblauch					
"Social Class and the Hidden Curriculum of Work" by Jean Anyon					

Article	1 Strongly Disagree	2 Disagree	3 Neutral	4 Agree	5 Strongly Agree
“Confronting Class in the Classroom” by bell hooks					
“How to Tame a Wild Tongue” by Gloria Anzaldúa					
“Live and Learn: Why we have college” by Louis Menand					
“On the uses of a liberal education” by Mark Edmundson					
Other:					

Appendix I
Journal Question #1 for Students

Please provide this journal prompt to students in class the day that they were told to come to class prepared to discuss the first article in the Essay Exam unit. Please remind students that this is not a graded assignment. All journal entries are anonymous.

101 Journal for the beginning of the Essay Exam Unit

Name: _____

Date: _____

Class: _____

Prompt

Part I: You have been asked to read the first article of the Essay Exam Unit for class today. What article did you read? Please summarize the article and describe the main points of the article.

Part II: Please describe your experience reading the article. How did you read the article? Did you find the article easy to read or difficult? Please be honest and detailed as possible.

Appendix J
Journal Question #2 for Students

Part II: Please provide this journal prompt to students in class after they have completed the Essay Exam unit. Please remind students that this is not a graded assignment.

101 Journal for the end of the Essay Exam Unit

Name: _____

Date: _____

Class: _____

Prompt:

Part I: Now that you have finished the Essay Exam unit, describe your experience. What article did you understand the best? What activities did you find most helpful for you to understand and write about the articles? What do you think would have helped you understand and write about the articles even more?

Part II: What articles did you write about in your essay exam? Why did you pick these articles?

MARGARET MOUNT

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EDUCATION

Master of Arts in English with an emphasis in TESL **August 2014**

Thesis: *Academic Reading and Writing at the College Level: Action Research in a classroom of a homogeneous group of male students from Saudi Arabia*
Eastern Washington University, Cheney, WA

Doctoral Coursework **2009- 2011**

American Studies and Cultural Studies in Education
Washington State University

Master of Social Work **May 2004**

The University of Houston, Houston, TX

Master of Arts in Comparative Literature **January 1998**

19th and 20th Century Latin American and Francophone Literatures
The University of Illinois at Urbana-Champaign, Urbana, IL

Bachelor of Arts in Ceramics **May 1989**

Tulane University, New Orleans, LA

LANGUAGE FLUENCY

High verbal and written proficiency in French and Spanish
Elementary knowledge of the Arabic alphabet and Modern Standard as well as Lebanese spoken Arabic

TEACHING EXPERIENCE

Intensive American Language Center **August 2014 - Present**

Washington State University

Pullman, WA

Instructor of Record

ESL Program

**The Institute for Extended Learning
Spokane Community College**

April - August 2014

Spokane, WA
Instructor of Record
ESL Levels 2 and 3
Tutor/ Volunteer
ABE/GED Program

Eastern Washington University

September 2012 - June 2014

Cheney, WA

Instructor of Record:

- English 101 SL-College Composition: Exposition and Argument for Second Language Learners
- English 101-College Composition: Exposition and Argument
- English 112-Composition for Multilingual Writers
- English 201-College Composition: Analysis/Argumentation/Documentation

Eastern Washington University

September 2012 - June 2014

Cheney, WA

Team Instructor/Intern:

English 112-Composition for Multilingual Writers

English 170-Introduction to Literature

**The Institute for Extended Learning
Spokane Community College**

July -August 2013

Spokane, WA

Team Instructor/Intern:

ESL Level 4

San Jacinto College

August 2002 - May 2003

Houston, TX

Instructor of Record:

English 1301-Composition I

South Texas College

January 1999 – May 2000

Rio Grande Valley, TX

Instructor of Record:

Arts 1301-Art Appreciation

English 1301-Composition I

English 1302-Composition II: Rhetoric

The University of Illinois at Urbana-Champaign

August 1993 – May 1997

Urbana, Illinois

Instructor of Record:

Arts 230-Jewelry/Metals 1

French 101-Elementary French 1

Spanish 101-Elementary Spanish 1

TEACHING-RELATED SOCIAL WORK EXPERIENCE

Education Director

November 2004 – June 2009

Planned Parenthood of the Inland Northwest, Spokane, WA

Supervised Community Health Educators and College/High School Interns

Actively involved at the Director level with the leadership of the agency, including 10-year strategic planning

Served as an agency representative at community events, with the media, and through our donor newsletter

Developed sex education and peer education programs for youth, adults, and parents

Incorporated the arts and advocacy opportunities into peer education programming

Provided trainings to teachers and other professionals

Designed a yearly retreat for peer educators

Advocated statewide and locally for sound policies and implementation strategies at the state and local levels to ensure age-appropriate and medically-accurate sex education for Washington youth

Created and implemented *A Healthy Look at Sexuality*, a 9th grade sexual health program for Spokane School District 81

Bilingual Fair Housing Specialist

May 2011- August 2013

Northwest Fair Housing Alliance, Spokane, WA

Conducted outreach with the refugee and immigrant communities of Eastern Washington

Developed and facilitated a fair housing and tenant rights curriculum for refugees and immigrants attending area ESL programs

Graduate Assistant

August 2010 - May 2011

Gender Identity/Expression and Sexual Orientation Resource Center, Washington State University

Pullman, WA

Facilitated Ally Trainings and Speaker's Bureau Panelist Trainings

Coordinated the Speaker's Bureau Panel

Human Rights Monitor

June 2000 – February 2001

Guatemalan Accompaniment Project (G.A.P.)

Comunidad de Nueva Union Maya, Huehuetenango, Guatemala

Served as an international observer in a community of returned Mayan refugees, monitoring the peace process and human rights situation

Offered ESL classes to secondary school children

Provided a one-day workshop on the visual arts to 60 rural education promoters

Wrote bimonthly reports and letters that could be used for campaign and advocacy work in the United States

Contributed articles, reviews, and photographs to the quarterly publication *Report on Guatemala*

Conducted presentations in schools and churches upon return to the United States

Educational Consultant**January 1998 – December 1998**

Project ARISE, Alamo, TX

Served as an advisor, co-trainer, and animator to low-income Latina women in the initiation of an after-school English language program for second graders in three rural “colonias” in South Texas

Instructed ESL for men and women of diverse literacy and educational levels

COMMUNITY SERVICE

Outreach Advocate**July 2009 – July 2010**

Alternatives to Violence of the Palouse (ATVP), Pullman, WA

Coordinated outreach to underserved communities with special emphasis on the rural and LGBTQ communities

Served as advocate for victims of domestic violence, sexual assault, and stalking

Facilitated presentations and trainings to the community and volunteer advocates on stalking, sexual and domestic violence in the LGBTQ community

Co-facilitated Safe Zone Trainings through the Gender Identity and Expression and Sexual Orientation Resource Center (GIESORC) at WSU

Healthy Youth Alliance Co-Chairperson**2006-2008**

A statewide coalition working to ensure that Washington youth receive effective sex education programming

Spokane School District 81 Human Growth and Development**2006-2009**

Member of Citizen’s Advisory Committee and Executive Committee

Group Facilitator**August 2003 - May 2004**

Aid to Victims of Domestic Abuse (AVDA), Houston, TX

Developed and facilitated psycho-educational groups in the Batterer Intervention and Prevention Program (BIPP)

Assessed clients individually in Spanish and English and prepared written evaluations

PRESENTATIONS AND WORKSHOPS

Working with ESL Students in College Composition, A one-hour presentation with co-presenter Patrick Cornwall for new teaching assistants in English composition, Cheney, WA, September 2013

Integrating Educational Opportunities for ESL Adult Learners Regarding Fair Housing,

Co-presenter with Kathy Laise and Christina Mitma, WAESOL Conference, Seatac, WA, October 2012

InQueery 2011, Panel Chair, Washington State University, Pullman, WA, April 14, 2011

Games for Activists and Non-Activists: Bringing Theatre and Fun into Praxis, Workshop Facilitator, Peace and Justice Action Conference, Spokane, WA, March 19, 2011

Queers on Display: Qu(e)er(y)ing the LGBTIQA Speaker's Bureau, Paper Presentation, Globalization, Diversity, and Education Conference, Washington State University-Spokane, February 24-26, 2011

Games for Educators and Non-Educators: Bringing Theatre and Fun into our Praxis, Workshop Facilitator, Globalization, Diversity, and Education Conference, Washington State University-Spokane, February 24-26, 2011

What Do I Do Now? Theatre for Problem Solving, Workshop Facilitator, Power of One Conference, Moscow, ID, April 2-4, 2010

Taller del Arte, Cooperación Mesoamericana para el Desarrollo y la Paz, Guatemala, December 2000

Conducted a one-day workshop on the visual arts to 60 rural education promoters
Designed hands-on art activities that drew from the promoters' own cultural and aesthetic background as well as from their economic reality