

AN ABSTRACT OF THE THESIS OF

Elizabeth Summer Wimberly for the degree of Master of Arts in English presented on June 12, 2014.

Title: More Than a Term: A Consideration of How to Support Generation 1.5 Students at Colleges and Universities.

Abstract approved:

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In this thesis, Elizabeth Summer Wimberly details the profile of generation 1.5 students as a group of students who can need extra support in higher education. Generation 1.5 students stand distinct from both international students and native, monolingual students. As such, placing generation 1.5 students in either a mainstream or ESL First Year Composition course can be both ill-fitting and detrimental. In light of this, this thesis considers different models and suggestions are considered as means of better supporting generation 1.5 students, including linked courses, co-lingual classrooms, focusing on the theme of identity in writing, and building community. These models and suggestions come from both two- and four-year colleges and universities and a case study of a college access program.

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More Than a Term: A Consideration of How to Support Generation 1.5 Students at
Colleges and Universities

by

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A THESIS

submitted to

Oregon State University

in partial fulfillment of
the requirements for the
degree of

Master of Arts

Presented June 12, 2014

Commencement June 2014

Master of Arts thesis of Elizabeth Summer Wimberly presented on June 12, 2014.

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I understand that my thesis will become part of the permanent collection of Oregon State University libraries. My signature below authorizes release of my thesis to any reader upon request.

Elizabeth Summer Wimberly, Author

ACKNOWLEDGEMENTS

The author expresses sincere appreciation to Ehren H. Pflugfelder for his continued guidance in this project and over the past two years. Without your emphasis on structure, I am unsure where my penchant for going with the wind would have lead (if anywhere).

Second, a sincere thank you to faculty at Oregon State University, especially Sara Jameson, Chris Anderson, Elena Passarello, John Larison, Susan Jackson Rogers, and Marjorie Sandor, for introducing me to different ways to conceive and approach writing.

Also, a special thank you Patrice Gallagher, Rachel Ratner, Jillian Clark, and Nazifa Islam for the continual recognition of what a funny person I am. I am very funny.

Last, though obviously not least, a continual thank you to my parents Barbara Hall and Bob Wimberly, for being constant pillars of support, guidance, inspiration, and comic relief.

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Introduction

Over the past two years I have spent muggy, humid summers in New Jersey. Summers spent sleeping on lumpy, twin sized mattresses, taking day-long bus rides to colleges and universities along the East coast and generally spending a lot of time sweating (and bonding) with sixty others, mostly under the age of eighteen. For a person who graduated from a university four years ago, this may seem like a crazy, perhaps unfortunate, way to choose to spend one's summer. Yet I do it willingly, gleefully, to work with the life-changing program Leadership Enterprise for a Diverse America (LEDA). Every summer since 2005, LEDA has invited over sixty high-achieving, rising high school seniors from disadvantaged socio-economic backgrounds across the nation to participate in a seven-week summer institute. I participated in the program as part of the incipient cohort and have worked at the program these past summers. My official title has been Administrative Coordinator, but I actually spent a significant amount of time talking, walking, and participating in activities with the scholars. The conversations have included everything under the sun—thoughts on gay marriage, what tornados are like in Kansas, and who has a crush on who in the program. While pleasurable, informative, and engaging, I never considered the conversations to be anything more than casual conversations. Until one day I was talking to a female scholar and asked, “Candice,¹ where are you from?”

“Where am I from, or where are my parents from?” she responded.

“Both.”

¹ Names have been changed to protect identity.

“My parents are from Somalia, but I was born here [in the United States].”

A few days later I had a similar conversation with a male student.

“Jack. Where are you from?”

“I was born in Eritrea. I moved to the United States when I was six.”

It was then that wheels started turning. Casually looking at this group of students, most people (myself included) would not think to consider that they may have backgrounds—specifically educationally and linguistically—drastically different from that of most other students in the North American classroom. But these students did. Many either grew up speaking another language, had been born in another country and immigrated to the United States, or grew up around parents, or in a community, where another language was prominently spoken. In considering this information, I decided these sometimes hidden backgrounds must mean something and likely had an educational effect, because these students were similar to English as Second Language (ESL) students, maybe even considered ESL students, but they also clearly were not the ESL student as commonly perceived. It was this unformulated query that launched this thesis.

What I discovered was that students with backgrounds like those mentioned above are categorized as generation 1.5. The term “generation 1.5” is used because these students lie somewhere between native, monolingual English speakers and non-native students whose main language is something other than English.

Brief History

Generation 1.5 is neither a new term nor a group that has suddenly seen an increase in population resulting in an increase in publications in composition journals.

Paul Kei Matsuda dates the recognition of “resident ESL” students (his term for generation 1.5 students) as early as the mid-twentieth century. Summarizing Edwin Kiester Jr’s article “Uncle Same Wants You...to go to College,” Matsuda says that “Resident ESL students began to enter U.S. higher education in large numbers by the 1950s and the 1960s when developments such as the G.I. Bill and the Civil Rights Movement prompted many colleges and universities to open their doors to traditionally excluded groups of students” (Matsuda 53). That this was, indeed, reflective of a generation 1.5 population is elucidated by Joe Valentich, a US native raised in a predominantly ethnic community. He says, “I don’t think I heard a word of English until I entered first grade” (Kiester 132). However, through the G.I. Bill, Valentich went on to earn a “degree in mathematics and forty five graduate credits in math and physics at Duquesne and Pitt...”(134). While likely not as prominent as now, generation 1.5 students were a rising part of the US national and educational makeup.

Another historical reference to generation 1.5 comes from William Slager’s 1956 article “The Foreign Student and the Immigrant.”² In this article, Slager discusses the growing need for American universities to create separate English classes for foreign students and immigrant students. He distinguishes foreign students from immigrant students by explaining that “many of these [immigrant students] have lived in the community for years; they may even have graduated from local high schools and have served in the armed forces. Yet their scores in the English language tests are often as weak as, or weaker than, those of the newly arrived foreign students” (Slager 25). Of

² “The term ‘immigrant’ as used in this paper is not meant to have the technical, legal sense, but is intended simply as a convenient label for the foreign-born student who has been living in the United States several years...” (Slager 25)

equal interest to the references to generation 1.5 students is Slager's argument that immigrant and foreign students should be in separate classes. This concern is noteworthy because it is an argument that has continued into current generation 1.5 research. In many ways, then, this thesis grows from this continued conversation.

Here, I argue that generation 1.5 students still require further consideration. While creating a separate course or track in first-year composition (FYC) is presented as an option, it is not the only means suggested for supporting and retaining generation 1.5 at four-year colleges and universities. Currently, a significant portion of generation 1.5 students are enrolling at two-year colleges. However, as the population in the United States continues to embrace multiculturalism, four-year colleges and universities should further consider progressive ways to enroll, support, and retain generation 1.5 students.

The goal of this thesis, then, is to articulate different models for supporting generation 1.5 students in four-year colleges and universities. With this goal in mind, it is important to note that these suggestions are neither all-inclusive, nor targeted at a particular type of four-year institution. Further, this thesis relies on my own personal experiences and interactions with generation 1.5 students along with case studies and academic research by other teacher-researchers. However, no formal study was performed of a particular group of students in writing this thesis. Thus, there still remains room for future research on many of the suggestions I offer, including: generation 1.5 and writing about identity; the benefits of community for generation 1.5 students, and the benefit of FYC courses combining generation 1.5 and native, monolingual students instead of generation 1.5 and international students.

While there remains potential for further research and suggestive models, this thesis does provide many usable suggestions. The presentation of these suggestions can be found in the outline of the thesis trajectory.

Thesis Trajectory

Though it is clear that generation 1.5 students are a longstanding group within the US education system, they remain an important group to consider. Many two- and four-year colleges and universities in areas with high immigrant populations have taken successful measures to aid and support generation 1.5 students. However, there is room for improvement at institutions that have up to now almost wholly catered to a native, monolingual student population, but are seeing their student populations becoming increasingly diverse, specifically in enrolling more and more generation 1.5 students. With such a focus in mind, this thesis goes on to consider the progress made to support generation 1.5 students in higher education. Support is considered in three areas: access to postsecondary education, support in the FYC classroom, and support at the university level. First, though, I take closer look at who this group of students is.

Chapter one is divided into three sections and a conclusion. The first section, “Identifying Generation 1.5,” considers the multitude of labels applied to generation 1.5 students, discusses why ESL is an ill-fitting term for generation 1.5 students—the connotations can be confusing, isolating, and offensive—and then identifies the prominent terms of the thesis. The second section, “Language Acquisition,” considers how student profiles within generation 1.5 can be different—specifically in terms of incipient and functional bilingualism and early or late arriving status—as well as how

generation 1.5 profiles can be similar. Contrastingly, this section also considers how generation 1.5 students are distinct from international students—specifically in types of English language fluency and place of English language acquisition. This section also defines the term “generation 1.5” as it is used throughout the thesis.

This chapter then moves to consider “Generation 1.5 in the Writing Classroom,” and how both ESL and mainstream FYC courses do and do not meet the needs of generation 1.5 students. While ESL courses are more likely to employ instructors who have received ESL instruction training, there exist concerns about the course structure, student composition, and lack of similarity in error patterns. Mainstream FYC courses offer generation 1.5 students the rigor and academic context students will encounter throughout college; however, instructors of mainstream courses may make assumptions about students’ backgrounds and abilities and, in turn, see errors as a result of laziness instead of lack of familiarity with the writing context.

Chapter two, keeping the ill-fit of typical FYC track options in mind, considers models for structuring generation 1.5-supportive classrooms. Before discussing the models, this chapter considers why generation 1.5 enrollment is so high at community colleges. In exploring this, I name three prominent barriers to higher education faced by generation 1.5 students: funding, capacity, and standardized testing. Focusing on issues of access, I begin to emphasize that consideration for supporting generation 1.5 students should: 1. go beyond the classroom and 2. be of particular relevance to four-year colleges and universities. With an eye towards four-year compatibility, chapter two goes on to consider suggestions for supporting generation 1.5 students in the FYC classroom. These suggestions include: assignments using home languages, writing in academic contexts,

linked courses, and (what I term) co-lingual classes. While these are many adaptable options, the chapter ends by considering some concerns with these suggestions, especially the need for teacher training.

Chapter three moves away from considering generation 1.5 students at large and focuses on a single organization whose goal is to help socioeconomically disadvantaged students access highly selective colleges and universities: Leadership Enterprise for a Diverse America (LEDA). LEDA is an important and unique organization to study because their original intent was not to serve generation 1.5 students; but because of the strong generation 1.5 presence in the United States' education system, they have done so, and they have done so well. Thus, I choose to closely study this organization as one that has powerful methods of learning and support that have the potential of being massively beneficial to generation 1.5 students.

This chapter begins by returning to the discussion on educational access. This time the focus is on inequality in college preparation, in turn providing background for why programs like LEDA exist. Then, the chapter goes on to detail the main components of LEDA: the admission process, the summer institute, and how they provide ongoing support. Shifting away from these larger components, the chapter hones in on elements utilized by LEDA that are particularly beneficial for generation 1.5 students. These elements include promoting leadership, fostering community, and incorporating written assignments that employ revision and focus on identity.

Chapter four, also the conclusion, takes the ideas brought up in chapters two and three and focuses on a major recurring theme: community. The chapter begins by establishing the meaning of community for the chapter (and thesis). Community is

described as “shared purpose, shared commitment, shared relationships, [and] shared responsibility” (Bogue 3). With this definition, the chapter then explores two brief case studies. One demonstrates the negative effects of not having a community and the other shows the positive outcomes of strong communities for generation 1.5 students. Using the case studies as support for the powerful potential of communities, the next sections of the chapter present two models colleges and universities could use to further support generation 1.5 students.

The first model stems from LEDA and is based on constant, overlapping interactions among students. I propose that colleges and universities could create this kind of interaction through linked courses, having students in those courses live in the same residential hall their first year, and having mandatory, non-academic meetings and collective events. This constant interaction can help students build familiarity and comfort in the classroom and throughout the campus at large. The second model suggests creating a multilingual center based on pre-existent cultural center models. As with the first model, this model could help students feel connected to and supported by the greater campus community. After considering these final two models for supporting generation 1.5 students, the chapter moves to the conclusion and provides a summary of the content and goals of this thesis.

Through these four chapters, then, I look to challenge current considerations of generation 1.5 students’ support. I challenge their placement in FYC courses, higher education preparation, and their inclusion and familiarity with the university as a whole. Generation 1.5, while not a new group of students, is a significant and growing population in US education. Many schools are making valuable strides in recognizing and

supporting this group of students. With this thesis I hope to bring to light some of those ways for two- and four-year colleges and universities and LEDA as well as provide ways to begin and continue supporting generation 1.5 students. As an expanding population in higher education, it is a grave disservice not to consider more fully who generation 1.5 students are and how to better support their education progress.

Chapter 2: Who is Generation 1.5?: An Expanded Profile

This chapter works to create a profile of generation 1.5 students that aids in understanding the difference in needs and challenges between generation 1.5 and international students. The difference between these groups is important for pointing out the insufficiency of a term like “ESL” for generation 1.5 students as well as demonstrating the need to assess or embark upon efforts of supporting generation 1.5 students.

Identifying Generation 1.5

In various research disciplines, the term for generation 1.5 students has likewise varied. This has included, but has not been limited to: “native language minority students,” “immigrant students,” and “resident ESL students.” Linda Harklau, Kay M. Losey, and Meryl Siegal in *Generation 1.5 Meets College Composition*, for example, don’t use the term generation 1.5, but instead use the terms “US Resident Language Minority,” “US-educated second language learners,” and “US educated linguistically diverse students” (Preface VII-VIII). All of these terms, however, are referencing “bilingual US resident students who enter U.S. Colleges and universities by way of K-12 schools” (Linguistically 1).

Patricia Friedrich continues in this vein in “Assessing the Needs of Linguistically Diverse First-Year Students: Bringing Together and Telling Apart International ESL, Resident ESL and Monolingual Basic Writers.” She, like Harklau, Losey & Siegal, chooses not to use the term “generation 1.5”, but for different reasons. Friedrich concedes

that “coining the term ‘generation 1.5’ was helpful in calling attention to the difficulties of a specific set of ESL writers,” but finds a more useful term is “linguistically diverse students” (2). However, with this term she refers “to the combination of international ESL and resident ESL students” (2). For her the more important divide lies between “ESL writers and monolingual basic writers” (2).

Yet, “linguistically diverse students,” as a term, remains, at least for this thesis, much too broad because the ways a student can be linguistically diverse, specifically considering generation 1.5, are seemingly unending. What this thesis is in search of is a term that distinguishes “a specific set of ESL” because the term ESL is so broad itself. ESL refers to students who are learning English as their second language, but this classification, as is later shown, may or may not include generation 1.5 students. And while the term ESL, like the term generation 1.5, was useful for signifying a group of students that had educational backgrounds and needs different from native, monolingual students—the students most faculty are trained to teach—there are also inherent issues with the term. One such issue is what the term connotes to students.

Kimberly Costino and Sunny Hyon find that, among students, there is a lot of variation in “ESL” students’ understanding, conceptualizing, and embracing of the term ESL. Given different labels such as ESL student, ESL speaker, ELL (English Language Learner), and Bilingual, Costino and Hyon found that the students they studied define the terms in regards to English language ability (68-69). While some “ESL” students were unable to define ESL, other students felt it signified linguistic weakness (77). Two international students surveyed “had positive definitions of this label and embraced it for themselves” (70). Other students, both international and native, “connected [the term ESL

speaker] to deficits,” as something that “implied lesser dominance in English” (70). As is seen, there is much confusion surrounding the term “ESL”—both as a stand-alone term as well as how it may apply to individual students. While this confusion may not seem like the biggest issue, it does have ramifications when universities attempt to create classes or tracks of classes using the term.

Mark Roberge furthers the issue of ESL connotation as he discusses the problem of generation 1.5 students being relabeled ESL. He argues that “when students enter high school, community college, and 4-year colleges, they are particularly vulnerable to redesignation as ‘ESL students,’ a prospect that most students find highly demoralizing because they feel they have already ‘made it out of ESL’”(Roberge 13). In this way, the term “ESL” can be even more stigmatizing, isolating, and confusing for generation 1.5 students. Other detrimental associations include the term “ESL student” being interpreted as synonymous with “international student”—so thought by students, domestic and international, as well as incipient or careless instructors—or the term simply and degradingly signifying “other.” This kind of loose, catch-all defining has significant potential to be damaging to students’ self-identity as well as hamper students’ use of needed or appropriate resources.

While acknowledging the possible detrimental connotations of the term “ESL,” I choose to use it in this thesis because it is such a familiar term. Another frequently used term in this thesis is “generation 1.5 students,” which I also use interchangeably with native, multilingual students—especially when simultaneously discussing native, monolingual students. When referring to texts that use a different term for generation 1.5

students, I use the term the authors provide and make note that their term still refers to generation 1.5 students.

Such distinction in these terms is helpful as I move to further explore the differences between international students and native multilingual students. In the following sections two crucial questions are explored: 1. where in the process of English language acquisition are students, and 2. where is the bulk of the language being acquired? With these questions, the difference between International students and generation 1.5 becomes clearer as does the ill-fit of the term “ESL” for generation 1.5 students.

Language Acquisition

In considering where a student is in the process of learning English, there is much variation for generation 1.5 students. One means of differentiating generation 1.5 and international students is found in Dana Ferris’ 2009 study *Teaching College Writing to Diverse Student Populations*. Ferris broadly studies second language students (L2), defined as “students whose first language (the language to which they were exposed in the home as young children) is not English” (4). From here she divides this group into the categories of international student, late-arriving resident student, and early-arriving resident student.³ The term “late-arriving and early-arriving resident student” is a useful and important splitting of the generation 1.5 student population. This split helps put into perspective that even within generation 1.5 there remains differences, differences that can distinctly impact students’ success. Early arriving resident students, for example, may

³ Resident students in this context is the same as generation 1.5 students—“L2 students who intend to reside permanently in the new country” (Ferris 14).

show no signs of linguistically based error patterns in writing, but instead may show error patterns much more akin to native, monolingual students. Thus, it is prudent to remember that while this thesis considers generation 1.5 broadly, it is certainly not true that everything being discussed and suggested is applicable or appropriate for the entire group.

Another powerful distinction Ferris provides (originated by Guadalupe Valdés) is between an incipient bilingual, “one who is still an *active learner or acquirer* of the [second language],” and a functional bilingual, “one who has acquired a *stable*, possibly fossilized, form of the [second language] and *can use it adequately* in many settings or for many purposes”(Ferris 10). Whether a student falls into the category of an incipient bilingual or a functional bilingual often indicates whether a student is late arriving or early arriving. The earlier a student arrives, the more likely she is to be a functional bilingual. This is due to her having spent more time learning through the United States’ educational system and acquiring skills necessary for college success. As a result, early arriving, functional bilinguals are more likely to be placed on a mainstream track when they reach first-year composition (FYC) courses (15). Conversely, late-arriving, incipient bilinguals are more likely to be placed into ESL designated FYC courses (15).

Up to now I have shown that even within the generation 1.5 student population there can be wide variability in students’ language acquisition. However, there are also ways that generation 1.5 students are more similar to each other and quite different from international students. The type of English language fluency and the place of English language acquisition are two such dividing factors.

Most international students learn English in their home country, and many in an English as a Foreign Language (EFL) course. This situation tends to result in international students being much more adept at writing in English than speaking (Ferris 34). Like American students learning foreign languages, international students tend to learn English via textbooks with an emphasis on grammar and vocabulary and without as much emphasis on verbal communication. This pattern is often the reverse with the generation 1.5 population because they have often lived in the United States for some time and have had to practice speaking English on a daily basis in order to interact with classmates or at work (Valdés 43-44). In many cases, generation 1.5 students are so proficient in speaking English that they have a strong command of the unwritten, nuanced rules of using slang (Ferris 35). Such verbal fluency has many perks and advantages for generation 1.5. At the same time, it also begins to point out a common difference between generation 1.5 and international students. While generation 1.5 students are often verbally fluent, international students tend to be less so and instead maybe stronger writers.

Another significant difference between generation 1.5 and international students is that of elective and circumstantial bilingualism. An elective bilingual is “one who *chose* to learn or study the [second language]” and a circumstantial bilingual is “One who was *required* by life circumstances to learn or study the [second language]” (Ferris 10). Valdés notes this as a significant difference because “while immigrant bilinguals have a choice of not acquiring English, the consequences of their not doing so have far more direct consequences on their daily lives than do decisions made by elective bilinguals when they elect to learn or not to learn a second language” (44). Understanding this

context may be helpful for instructors to consider as it may directly affect a student's motivation and dedication to learning the new language and writing successfully in it.

Over these last few pages, the differences between generation 1.5 and international students has been shown. The differences include: where English was learned, how far along the student is in English language acquisition, and the reason for English language acquisition. The complexity and uniqueness of generation 1.5 students can be better understood in light of these differences. Still, two questions have yet to be answered: 1. how does this thesis define “generation 1.5” and 2. does generation 1.5 need to be a stand-alone distinction within ESL, specifically considering FYC tracks? In response to these questions the next section provides a working profile of generation 1.5 students and the subsequent section investigates how different tracks of FYC do and do not meet the needs of generation 1.5 students.

Defining the Generation 1.5 Profile

This thesis defines generation 1.5 as any student who is: 1. a resident of the US, 2. has spent over a year in the US K-12 Education system, and 3. is multilingual or has been raised in a home or community where a language other than English is prominently spoken. This definition is purposefully broad so as to best represent the vast spectrum of generation 1.5 students. Consider the third qualification, for example—a student who is multilingual or has been raised in a home or community where a language other than English is prominently spoken. This third aspect allows this definition of generation 1.5 to include students who are multicultural, but may not identify as multilingual. These students remain an important group to include because they may learn “English in

communities from speakers of ‘imperfect’ English. This ‘imperfect’ English contain[s] nonnative-like features [which] over time can become part of the variety of English spoken in the bilingual community” (Valdés 51). In turn, this “imperfect English” is learned by students who do not identify as multilingual and can manifest itself in the way these students write. Having this third aspect as part of the definition enables including those students speaking” imperfect English.” The third aspect also allows for including students who, rightfully so, believe English to be their native language because they are not fluent in their home language. While considering which students generation 1.5 does include, it is important to remember that because a student may fit the profile of generation 1.5, it does not mean he should automatically be placed in a specialized generation 1.5 FYC course. Such a broad generalization can never be applied appropriately to a whole. What *is* at stake is creating an awareness of a group of students that can necessitate extra support and resources in the writing classroom and at the college and university level. With this focus on support and resources, the next and final section of this chapter demonstrates the complexity of generation 1.5 students, specifically in terms of mainstream and ESL FYC classrooms.

Generation 1.5 in the Writing Classroom

While up to now it has become clear that there is a distinction between generation 1.5 and international students, what has not been discussed is how this impacts FYC track systems and/or how this impacts composition instruction. The following sections focus on generation 1.5 students’ placement in ESL and mainstream FYC classrooms and how these different FYC tracks both meet and do not meet their needs.

The ESL Classroom

Upon entering a university, multilingual students are sometimes asked to take a writing assessment. Other times, Test of English as a Foreign Language (TOEFL) scores are used as indicators of whether said student should be placed on an ESL or mainstream track of FYC.⁴ With this information, some schools automatically place students onto those tracks while other programs allow students to self-select with guidance from an advisor (Harklau 6-7). When students are funneled into or select the ESL track, the teacher often has the background and experience needed to support elements, like English literacy, in which a mainstream instructor would not likely have training. Another advantage is that ESL classrooms sometimes have smaller class sizes or have an extended amount of class time. Indeed, the Conference on College Composition and Communications' "Statement on Second Language Writing and Writers" suggests that classes with solely language learners reduce the class size to 15 students "since working with second language writers often requires additional feedback and conference time with the instructor..." (CCCC). Smaller class size and increased instructor interaction are both meant to provide multilingual students with the extra support and access to resources they need. In contrast to these potential advantages, there are also concerns when placing generation 1.5 students into broadly categorized ESL FYC courses. Three that are mentioned below are: course structure/topics, student composition, and error patterns.

The structure of ESL courses is one recurring concern among generation 1.5 researchers. Often ESL courses are structured based on the assumption that because

⁴ Whether students are asked to take a writing assessment is also dependent on what types of FYC course offerings are available at a given university. Some schools, for example, will not have an ESL track, but a basic writing track. Other schools may have all three. Still others may have only a mainstream option.

students are ESL, their native culture is different from US culture. This is a conflation of ESL and international. With this conflation in place, teachers often ask students to write comparisons between their home culture and US culture (Harklau 9-10; Blanton 125).

What happens then to the generation 1.5 student who identifies with US culture? Such an assumption has the power to make generation 1.5 students feel out of place or as “other” in the classroom. This negative experience can then cause performance issues as a student, now feeling isolated and ostracized, may choose to stop attending regularly or refuse to use the instructor as a resource when help is needed. While the instructor’s offence may seem slight, and likely unintentional, it could be yet another force that pushes a generation 1.5 student to believe higher education is not the right choice.

Another element to consider is the makeup of the classroom. For an instructor, even one trained in teaching ESL students, teaching functional, incipient, elective, and circumstantial bilinguals in a single class seems to be a thin stretch of a teacher’s abilities, attention, and training. Further, having a combined ESL class can also be detrimental to generation 1.5 students’ sense of identity and accomplishment. Since generation 1.5 students (especially early arriving students) have already spent time experiencing US culture and learning in US K-12 classrooms, being placed in a course with students who are new to US education, language, and/or culture can be confusing, insulting, and discouraging (Blanton 125). What does it say to a student who believes he has progressed in his English language acquisition, but is placed in a course with others who do not have his background or experience with English language acquisition? It tells him that he has not progressed. It tells him that despite years of studying in the US, perhaps in Advanced Placement courses, he has not strengthened his skill set. It tells him

that there is something wrong with him—that his is not smart enough, that perhaps he never will be.

The third concern with placing generation 1.5 students in ESL FYC courses is error patterns. Unfortunately, writing assessment tests are often based on error. When generation 1.5 students are placed or advised to take an ESL FYC course, it is because they made a certain number of errors. Some tests and test readers are more nuanced and differentiate between basic writing errors and ESL errors. Some tests are ESL specific and have a very black and white determining structure: yes, student is ESL or no, student is not ESL. However, according to Stephen M. Doolan, it may be time to reconsider such broad usage of ESL error patterns. In his study, “Generation 1.5 Writing Compared to L1 and L2 Writing in First-Year Composition,” Doolan sets out to study and compare the written error patterns of generation 1.5 (“long-term U.S.-resident language learners”), L1 (“English as first language”), and L2 (“e.g. international or recently arrived immigrants”) students (137). Considering the first-year composition course, the study hypothesizes that “if Generation 1.5 writers are in fact language learners (as the prevailing narrative suggests), then textual differences should emerge between the writing of Generation 1.5 and L1 (and perhaps L2) students” (138). The study instead finds that “the error patterns among generation 1.5 writers closely resemble errors of L1 writers at the first-year composition level. Further, error differences between Generation 1.5 and L2 writing were widespread” (150-151). In other words, written errors made by generation 1.5 students are closer to those of native monolingual students than they are to international students. If that is true, then there is a case for placing generation 1.5 students into mainstream FYC tracks as this track may better address their needs. This could also open up the

possibility of dividing generation 1.5 students (via testing) along the lines of late-arriving and early-arriving status'. With such a divide, early-arriving generation 1.5 and monolingual native students could enter mainstream FYC courses while international and late arriving generation 1.5 students enroll in the ESL FYC courses. In this way, the spectrum of generation 1.5 students could potentially be better addressed. Doolan's findings, along with the other concerns of classroom makeup and course content, start the questioning of whether the ESL FYC classroom is an appropriate fit for generation 1.5 students – especially those who are early-arriving. With this ill-placement in mind, the next section investigates generation 1.5 students in the mainstream classroom.

The Mainstream Classroom

Like the ESL classroom, there are also benefits when a generation 1.5 student enrolls in a mainstream FYC course. One advantage is rigor. In the mainstream classroom, students are exposed to texts that are often longer and more complex, texts that are of the caliber that students will continue to encounter throughout college. This can be different from ESL courses, which sometimes use only a paragraph or few pages from a text (Holton 176). A second advantage is practice. The mainstream FYC classroom provides generation 1.5 students with the opportunity to practice writing in American Academic English at a level expected throughout the university. ESL FYC courses often focus on other elements of writing, such as grammar or vocabulary, that are less helpful for students acquiring a sense of overall paper development (Murie and Fitzpatrick 154).

Nevertheless, there are also concerns with placing native, multilingual students in a mainstream FYC course. One recurrent issue with a mainstream classroom is that of teacher assumptions. When a student looks like the instructor or speaks English as fluently as the instructor, there is the instinct to assume that the student has a similar educational background. This background hinges upon the assumption that the student has spent K-12 in the US Educational system, likely at the middle class level and without any outliers— socioeconomic status, invisible disabilities, bilingualism, etc.—that would impact or impede a student’s learning. With such assumptions also come consequences. With verbal fluency, for example, can come an instructor’s biased interpretation of written errors. When a student speaks English fluently, an instructor is prone to believe the student has a background as described above. If/when that student makes errors in writing, the instructor is more likely to assume the errors are the result of the student not proofreading or being lazy instead of the result of a lack of exposure and unfamiliarity (Land and Whitley, 1989; Valdés, 1992; Zamel, 1995 qtd. in Harklau, et al 6).

A second issue with placing generation 1.5 students in a mainstream, FYC classroom is teacher training. Instructors of FYC are often graduate teaching assistants who may or may not have received training to teach the course, but almost certainly did not receive much training to teach students with needs and error patterns different from that of a native, monolingual student. While many instructors may be sympathetic to a student still in the process of acquiring English, many are not trained to meet the needs of those learners. These needs can range from understanding verbal instructions or lectures given by instructors to reading comprehension to needing extended instruction in the fundamentals of writing. As Dana Ferris notes, these students are “mainstreamed” and

then placed in classes of increasing difficulty and demand as they are perceived as on par with monolingual native students and consequently aren't provided adequate (read: any) support for their specific language learner needs (Ferris 20). While I argue that the rigor of a mainstream course can be beneficial to generation 1.5 students, I also do not disagree with Ferris' concern that some generation 1.5 students may be underprepared for this rigor.

Because of the spectrum of generation 1.5 students' time in the US K-12 system and level of English language acquisition, it simply is not feasible that all generation 1.5 students are prepared for a mainstream FYC course. As aforementioned, it may be more helpful (when deciding on a fitting FYC track) to consider generation 1.5 students in terms of early-arriving and late-arriving statuses. This method may provide a better alignment of generation 1.5 students' needs and appropriate resources for meeting those needs.

Conclusion

As can be seen, there is no easy answer to generation 1.5 student placement into FYC courses, certainly a reflection of what a unique group of students this is. This uniqueness has been explored throughout this chapter's four sections. The first section looked to identify the varied labels generation 1.5 students have been provided in different research. This section also considered why ESL is an ineffective term for generation 1.5 students—specifically its broadness and unstable connotations. The second section on “Language Acquisition” discussed the ways generation 1.5 students' profiles can differ from one another as well as how generation 1.5 students' profiles

differ from international students' profiles. The third section provided the definition of generation 1.5 used throughout this thesis and the fourth section considered advantages and disadvantages of generation 1.5 placement into mainstream or ESL FYC courses.

Each of these sections builds upon the next to identify generation 1.5 students as well as identify their uniqueness. The last section especially works to show that there is no simple solution for supporting generation 1.5. Instead, there are many factors that require thoughtful consideration. Undoubtedly, this makes generation 1.5 students' placement in FYC courses all the more complicated, especially in considering that for many institutions it is financially impractical to create a new FYC track for a single group.

The following two chapters in this thesis keep all of this in mind as they explore options and measures other colleges, universities, and nonprofit college access programs are utilizing in supporting generation 1.5 students.

Chapter 3: What's Going On: Examples of Supporting Generation 1.5 Students at the Classroom Level

Once, while substitute teaching in a high school yearbook course, a student and I had the following conversation:

“You know Ms. W, I can’t read in English.”

“Why not?” I asked.

“I moved from Mexico when I was 13. I learned to speak, but I didn’t learn to read.”

“Well, what are you going to do next year?” (The student was a graduating senior)

“Go to [the community college]”

How this conversation arose, I cannot recall. I do remember my surprise at the student’s admission. What made him decide to disclose this to me, a person he would know for 45 minutes and likely never see again? Perhaps there was security in telling a stranger. What stands out to me now in reflecting on this conversation is his reliance on the community college and the implications of that reliance. One implication is that, perhaps, there is a prevailing idea among students, particularly generation 1.5 students, that the community college is *their* place in higher education because of a “you are a part of this group, this is where you go” mentality. Another possible implication here is that the community college is seen as a cure-all, that perhaps these issues experienced by generation 1.5 students, such as illiteracy, can be overcome at the community college.

In this chapter, two- and four-year colleges and universities are considered as examples in their modes of supporting generation 1.5 students. The models stem mostly from two-year colleges because of the high enrollment rates by generation 1.5 students at

these institutions. Still, I do believe that the practices developed at two-year colleges are very adaptable to four-year colleges and universities because of their broadness and malleability to varying college and university goals and structures. Before considering models of support, I think it will be grounding to first consider generation 1.5 students' access to higher education.

As noted earlier there are high numbers of generation 1.5 students seeking admittance to both two- and four- year colleges and universities. While researchers know the number is increasing, pinpointing that number is illusive. In "Immigrant Youth and Higher Education," Linda Harklau and Meryl Siegal cite a major reason for the difficulty in identifying a number is that higher education institutions, unlike K-12 public schools, are not required to keep record of students' home languages (26). Other means for potentially classifying language minority students, such as SAT questionnaires, are becoming increasingly unreliable as "the number of people who decline to report race and ethnicity has doubled in the past 15 years (Gilroy, 2005 qtd. In Harklau & Siegal, 26). Despite these obstacles, Harklau and Siegal do find that when considering what information can be garnered from different sources like the SAT, "it is clear that language minority youth form an increasing percentage of the students in the secondary school "pipeline" to college (27). Despite the large and increasing number of generation 1.5 students in, or heading to, higher education, there remain barriers to their access. Three barriers that Harklau and Siegal bring up are standardized testing, limited capacity at colleges and universities, and rising college costs.

Access to College

Though standardized testing such as the ACT and the SAT is a required component of admissions at a majority of four-year colleges and universities, standardized testing frequently places native, multilingual students at an unfair disadvantage. Summarizing Roy O. Freedle's article "Correcting the SAT's Ethnic and Social-Class Bias: A Method for Reestimating SAT Scores," Harklau and Siegal state that "the SAT and other standardized tests used in college admissions and placement such as Advanced Placement exams have persistently shown bias against non-White and non-middle-class groups..." (28). This bias, Harklau and Siegal go on to explain, can take multiple forms. One is that "test items may be less intelligible to English learners..." (28). Further, a student still in the process of acquiring English may not yet have the vocabulary range to completely interpret the test items. In addition, there is the pressure of the tests being timed. If a student is still in the process of acquiring English, she may read slower than another monolingual test taker. This can result in an unfinished test or a test riddled with errors she may not have made if she was not rushed for time (28). In addition, there is potential that the material itself is isolating in that the tests "contain cultural content and assumptions that put minority students, particularly newcomers, at a disadvantage" (Pennock-Roman, 1986 qtd. in Harklau and Siegal, 28). By the time native, monolingual students take standardized tests, they have years and years of background in both standardized test taking and culturally relevant information. This background, however, may not be the same for generation 1.5 students, especially late-arrivers. For example, if a passage in a test made mention of "Honest Abe," most native, monolingual students could understand this as a reference to Abraham Lincoln. Native,

multilingual students, especially one who was late-arriving or an incipient learner, may not have the background knowledge to make this connection.

The biased potential of standardized tests has been taken into consideration by colleges and universities who now “give special consideration to applicants for whom English is not the first language. (Harklau and Siegal, 29). The problem with this approach, however, is that there are only a selected number of seats allotted for these special consideration cases. Further, these cases extend beyond multilingualism to also include: “first generation college-going [students], applicant’s geographic location, socio-economic status, and academic and community service endeavors outside the classroom” (29). Given the breadth of special consideration categories combined with the limited number of seats reserved for special consideration cases, gaining access to higher education through the special consideration category can often be highly competitive.

The third outstanding barrier that native, multilingual students face is funding. A majority of contemporary immigrants⁵ are coming from countries poorer than the United States, and often these students are likely to be from low income households (29). Further, there is an imbalance between income and the cost of college. In 2005 the CollegeBoard made note of this situation, claiming that “Over the past 10 years, average tuition and fees have increased significantly at all levels of higher education. At the same time, median household income has not increased at the same rate, resulting in projections of greater financial need” (College 6). In combination, the high and rising cost of four-year colleges and universities along with a potentially low income

⁵ The term “immigrant” is meant to reflect students who moved to the US with the intent of permanency and are enrolling in US schools (K-12 and higher). This group is a part of generation 1.5 students and independent from international students.

background makes attending a four-year university as a generation 1.5 student seem decidedly unfeasible. The potential of higher education becomes even more unlikely when considering a third issue: financial aid. As Harklau and Siegal summarize, “state and federal aid has been moving away from need-based awards, thereby decreasing supplemental aid” (Harklau and Siegal, 29). While issues in funding impact all students, the barring nature of decreased funds and increased costs is all the more detrimental to low-income students, a category of which generation 1.5 students are often a part.

These issues of funding, capacity, and standardized testing all directly impact students’, especially generation 1.5 students’, ability to attend four-year colleges and universities. In turn, this combination is likely one collection of many reasons generation 1.5 students have higher enrollments at community colleges. While enrollment tends to be higher at two-year colleges, states with high immigrant populations (such as California and New York) tend to enroll high numbers of generation 1.5 students at both two- and four-year colleges and universities. With this in mind, the next section specifically considers what some two- and four- year colleges and universities are doing to support generation 1.5 student populations and how these methods may be helpful to four-year institutions in supporting burgeoning or already prevalent populations these students.

Suggestions and Models

In this section, I suggest multiple options for creating generation 1.5 supportive classrooms. While these methods are adaptable to many types of classroom structures, this thesis pointedly considers them in light of FYC classes. The FYC class is an important and ideal class to focus on because FYC courses and tracks have made marked

efforts to address student writing diversity. These efforts have often resulted in split FYC tracks including mainstream, ESL, and sometimes basic writing. Yet, these options often fall short of meeting generation 1.5 students' needs (as was discussed in chapter one). Thus, this section provides classroom models that are more reflective of generation 1.5 students' backgrounds and needs.

Some such models are provided by Steven Accardi and Bethany Davilia in "Too Many Cooks in the Kitchen: A Multifield Approach for Today's Composition Students." In this essay they detail innovative ways of creating an inclusive, hospitable, and beneficial learning environment when teaching composition courses to linguistically diverse student bodies. What stands out about Accardi and Davila's suggestions are the specific considerations of how to approach students' language diversity in ways that honor and support that diversity. For example, one suggestion is using alternative genres of writing. Basing this move on contrastive rhetoric's idea that "clear and effective communication is bound by context—no one discourse is naturally better than another," Accardi and Davilia argue that "students should do the work of the academy in a way that does not force them to give up their ways of thinking and communicating" (58-9). Thus instructors can capitalize on genres that use "emotion and personal experiences, or reject assertions..." (59). In this way, then, students are immediately shown that their multilingual status is not devalued, indeed that their past culturally, ethnically, linguistically, and academically is not devalued.

Integrating Language

Another possibility from Accardi and Davilia's work is to "assign papers that allow, even encourage, the use of home languages and dialects" (58). This could include a writing assignment, for example, asking students to describe a legend—either cultural or familial—to an audience unfamiliar with the tale. Such an assignment would be culturally inclusive to all students while also providing multilingual students with the option of combining their home and school languages. In this way students are asked to think critically about a topic they have familiarity with while also relaying the story in a new context and to a new audience. Further, this kind of assignment acknowledges that the students' backgrounds are relevant and can have a place in an academic setting.

At first instructors may balk at the idea of using home languages and dialects, but with low-stakes writing assignments, (Accardi and Davilia suggest personal writing assignments) there are many potential benefits. One benefit of students using a home language is, again, instructors providing a tangible demonstration of valuing the diverse linguistic backgrounds of language minority students (58). Another support for this approach is that writing which combines a home language with academic American English presents an opportunity for "instructors to acknowledge the location of their students' literacy as existing within a borderland between academic and home discourses" (58). This kind of acknowledgment can be important for generation 1.5 students because they may not know how to situate or identify themselves as multilingual students in the US. This may be especially so if they are coming from backgrounds where the language they speak was the native language or a language that was highly valued.

Previous experience with their multilingual background could be in stark contrast to their backgrounds' appreciation (or lack thereof) in the US.

As mentioned above, along with integrating home languages on lower stakes assignments, integrating academic language is crucial for helping native, multilingual students progress in learning and utilizing academic English. Amanda Kibler, George Bunch, and Ann Endris emphasize that “students need access to and engagement in the contexts in which the registers they need to develop are used” (210). In other words, students need exposure to and practice in American Academic English if they are going to be expected to use it throughout their educational careers. Kibler, Bunch, and Endris suggest that “courses that integrate language development with academic content offers students authentic opportunities for language development” (Brinton, Snow, and Wesche, 1989; Crandall, 1993; Crandall and Kaufman, 2002 qtd. in Kibler 210). In turn, this language development and academic content integration can help students move beyond coursework that “focus[es] on discrete language skills to include experiences with more authentic academic language and literacy and...allow[s] for language support in the context of mainstream academic coursework” (Kibler 210). While valuing students' diverse linguistic backgrounds, the suggestions on writing presented above still challenge students to write at the university level and help students build skills they will use beyond any single classroom. Helping generation 1.5 students build transferrable skills is another area that is tantamount for helping support this group. One way this can be addressed is through Linked Courses.

Linked Courses

There are many shapes a linked course can take. As Kibler et al. explain, “linked courses may involve shared students, linked curriculum and assignments, and teacher collaboration, although not necessarily all of these factors” (Kibler, et al. 211). One of the strongest benefits of linked courses, especially for generation 1.5 students, is the constant interaction of the same course topics, the same group of students, and (sometimes) the same instructors. This constant, overlapping interaction allows students to build a comfortable and safe network of support. For any student, dealing with a constantly changing atmosphere is difficult. When every semester or term begins in a new class, takes on a new topic, and introduces a new set of peers and instructors, it can be intimidating, overwhelming, and not conducive to a student bolstering the skills he needs for continued education success. What linked courses do, instead, is counter this by creating an atmosphere of familiarity.

Because linked courses can take on many shapes they inherently hold a variety of options. Robin Murie and Renata Fitzpatrick detail one version of using linked courses in “Situating Generation 1.5 in the Academy: Models for Building Academic Literacy and Acculturation.” Here they specifically explore the University of Minnesota’s Commanding English Program, a program geared toward supporting native, multilingual students. They believe the “recursive layering [of linked courses] gives students rich material to draw from; for example, readings from sociology in the fall are relevant in a research writing course in the spring” (157). This layering gives students an arsenal of knowledge which they can build as well as draw from at later dates, the same kind of

knowledge that was discussed earlier in this chapter as missing when noting the biases of standardized testing.

What is particularly noteworthy about the Commanding English model of linked courses is that courses are not just linked to core and elective subjects, but to “adjunct courses” focusing on some issues particular to native, multilingual students, such as reading. A common issue found in teaching generation 1.5 students is illiteracy, especially with academically rigorous texts (Kibler, Bunch, Endris, 2010; Bunch, Endris, Panayotova, Romero, Llosa, 2010; Crosby, 2009). To address this, Commanding English’s model

provides academic and language support that genuinely engages in the tasks required in college: how to read two chapters of sociology a week, navigate the complex wording of multiple choice exams in an anatomy course, critique an ethnocentric stance in cultural anthropology, take notes in a biology lecture, or read densely embedded articles about modern art. (158)

More specifically, “students work on note-taking, vocabulary, and other reading strategies, and write summaries of the content course readings, becoming more familiar with the academic concepts and theories of the core content” (158). In this way this program does not hesitate from introducing students to dense and rigorous texts, but instead teaches students how to successfully read and learn from these texts. This structure offers a crucial move for any program because these are the types of texts students will continually encounter. Indeed, as Murie and Fitzpatrick note, “without the support of a connected reading course, the dense reading load could easily become overwhelming, leading to the situation L. Kasper (2000) describes of the case of students who pass ESL courses but are unable to succeed in the general college curriculum” (VIII

qtd. in Murie 158).⁶ Students successfully passing an ESL course, but not being successful in other courses is an outcome that holds significant potential for generation 1.5 students, and should be taken into consideration when generating and implementing means of supporting these students.

Learning in Co-Lingual Classrooms

A final option for supporting native, multilingual students is classrooms that include both monolingual and multilingual students in their population. Having a co-lingual class allows native, multilingual students to simultaneously have the support of being in a class with other native, multilingual students while also gaining experience, exposure, and comfort with academic contexts that include native, monolingual students. This double exposure, if you will, is an important opportunity for preparing native, multilingual students for the majority of academic settings awaiting them beyond that first year. Further, the co-lingual class is also a viable option for institutions that may not have the resources to create a generation 1.5 specific track of first-year composition (FYC). This type of class could allow universities to have mainstream instructors trained in teaching both mono-and multilingual students instead of finding the resources to create a separate generation 1.5 track.

One model of a co-lingual classroom comes from Susan Miller Cochran's study "Beyond 'ESL Writing': Teaching Cross-Cultural Composition at a Community College." At the college where Miller Cochran implements this course, the first year

⁶ When considering a linked course option, it may be worth noting that "Program administrators [at Queensborough Community College] found that enrollment [in linked courses] was highest when ESL writing and reading courses were linked with a core course requirement [vs an elective]" (Lay, Carro, Tien, Niemann, & Leong, 1999 qtd in Kibler 212).

composition courses were split into tracks, one for ESL students and one for mainstream students, with each track consisting of two courses—one per semester⁷ (22). Miller Cochran works with this structured tracking system to create a course that is composed of an equal mix of students from the ESL and mainstream tracks and which contributes to the learning of both groups of students (22). The resulting course revolves around “a semester-long research project that is scaffolded for students throughout the term...[in which students] choose topics for research and writing that focused on their own linguistic and literacy experiences” (23). The article does not explain how students are assessed, but does note the use of “informal and formal peer review” where students were matched with different classmates each time and thus were exposed to an array of cultural backgrounds and influences, giving students a variety of ways to reconsider their own writing (22, 23).

As with Accardi and Davili’s suggestions, here is presented another model focusing on honoring student language diversity. In addition, this model is also noteworthy because it appears to address the finding in chapter one that native, multilingual students’ writing errors are closer to that of native monolingual students (Doolan 150-151). If a course is designed akin to Miller Cochran’s, that is, with an eye toward combining native multilingual and native monolingual students, then perhaps the course will be more effectively structured⁸ given the closer relationship of needs of the students.

⁷ The ESL track does not take into consideration the non-credit bearing courses that some ESL students had to take before testing into the track course.

⁸ As opposed to an ESL course that combines international students and native, multilingual students.

With this approach Miller Cochran creates a learning community where all writers are seen as having insight and multilingual writers can view their background as something beneficial instead of something burdensome or negatively “other.” Often when courses are created with language minority students in mind, the course hinges upon errors, with the idea that *here is what these students are doing wrong in comparison to native, monolingual students*. With such an emphasis, students can feel that coming from a multilingual background is a deficit, something to be embarrassed and ashamed about. What these approaches do, then, is show students (multilingual and monolingual) that being multilingual is an advantage and something to be proud of. Miller Cochran’s approach, by combining mainstream and multilingual students, also builds a broader community of support and acceptance. It breaks down the barrier of ESL and generation 1.5 students viewing mainstream students as “other,” and vice versa (Cochran Miller 25). In turn, hopefully, combining FYC courses in this manner will provide a far reaching effect of international and generation 1.5 students feeling less anxious about their performance in future mainstream classes and their abilities and contributions in comparison to native, monolingual students.

Concerns with Models

In the previous section, many viable models of supporting generation 1.5 students in the classroom were provided. However, there still remain concerns to be addressed. Two concerns at the forefront have to do with acquiring and practicing Academic

American English.⁹ It is unclear the extent to which Susan Miller Cochran's example helps students, especially international and generation 1.5 students¹⁰, build upon and acquire a deeper understanding of, and ability to write in, Academic American English. While Miller Cochran's course seems beneficial in many ways, I wonder if it sufficiently prepares students for future college courses that depend on students' ability to write, at increasingly advanced levels, in Academic American English.

This concern becomes clearer when reconsidering the first chapter's point that early arriving generation 1.5 students who have been academically successful in the US K-12 education system are often tracked into mainstream FYC courses. However, this can quickly become problematic. As Dana Ferris points out, "The mainstreaming produces the unfortunate effects of requiring [students] to meet increasingly complex and difficult academic demands while competing with monolingual native speakers and with no accommodation made for their status as continuing language learners" (Hartman and Tarone, 1999; Miramontes, 1993; Roberge, 2002 qtd. in Ferris 20). Without sufficient exposure to and practice in the writing that will be expected of students again and again, students tend not to fare well. Miller Cochran, likewise, is aware that there is a disconnect between her course and learning Academic American English. She notes that the course she proposes will not work at community colleges across the board because different

⁹ It is an unstated assumption of this thesis that acquiring proficiency in Academic American English (AAE) is a goal for both instructors of generation 1.5 students and generation 1.5 instructors alike. I make this assumption based on the strong likelihood that some level of fluency in AAE is going to be expected of students throughout their college and post-graduate (if they choose) education.

¹⁰ I include international students in this consideration, and not solely generation 1.5 students, because Susan Miller Cochran's course combined students from an ESL track which likely included international students in its population.

institutions and instructors have different student learning outcomes when teaching first year composition. More expressly:

A teacher must be consciously aware of his or her stance and agenda in designing such a course, as well as being aware of the overarching stance of the program and institution in which he or she teaches. In other words, does the teacher as an individual, or does the program as a whole, value students' ability to produce error-free prose in academic English (an assimilationist stance)? Or does the teacher, program, or institution expect students to acquire new discourse patterns without losing or devaluing primary languages and literacies (an accommodationist stance)? (24)

The course Susan Miller Cochran proposes is surely a part of the latter category.

However, I do not believe that a teacher or program needs to be solely assimilationist or accommodationist. Indeed, as seen with the Accardi and Davilia examples, I do believe there is space for both approaches. My concern, then, lies in the courses, especially FYC courses, that do not address the assimilationist stance. So, while I support and believe there is much worth in both valuing primary languages and literacies and helping students become familiar with Academic American English, I do not think one should come at the expense, or through the neglect, of the other.

A second prominent concern is how courses address, or do not, the variety of needs of diverse student populations. As quoted previously, courses at Miller Cochran's school could "have sixteen or seventeen different languages present in one classroom of twenty students" (22). Add to this the often differing needs of generation 1.5 students and it becomes even harder for the course to meet the spectrum of student needs. One thing that surely helped Miller Cochran work with, and not be overwhelmed by, these needs was that before attempting this course she had background in teaching ESL FYC. This background likely aided her ability to work successfully within a linguistically diverse

writing classroom. Having or gaining background in teaching generation 1.5 students is something instructors would have to consider before instructing a course akin to Miller Cochran's. The course in and of itself is not a magic solution to working with linguistic diversity. A solution Miller Cochran does provide, and I second, is "that *all* writing teachers should be trained to work with linguistically diverse student populations and that writing program administrators should take responsibility to learn about the impact of linguistic diversity in writing classes" (Miller Cochran 24). By having all instructors trained, instructors across the university will gain much needed background in supporting generation 1.5 students and (perhaps more importantly) a stronger understanding of the influences being multilingual can have—on writing, on identity, or on goals.

Teacher Training

When instructors are insufficiently trained, the classroom for native, multilingual students can be ineffective and detrimental. In Harriett Attison's study of high school ESL instruction, she found that:

In place of students reading and synthesizing course text material, all study participants described a number of classes in which their teachers used ancillary DVDs to deliver PowerPoint lectures that are condensations of book content. In addition, those readings were predominately brief, decontextualized phrases, with some full sentences, emphasizing knowledge identification; in contrast, college assignments are primarily extended, connected passages from multiple sources emphasizing application, analysis, or evaluation. (79)

There are many faults in the common system Attison describes. One of the most glaring is that this is certainly an inadequate preparation for students to read and write in a 4-year college classroom. Because this thesis focuses on preparing students for college level writing, I think it is important to consider studies like Attison's since what happens in

high schools indisputably affects a student's ability to access, acclimate, and be successful at institutions of higher education.

High schools, however, are not the only institutions that need to reevaluate teacher training for its instructors. Guadalupe Valdés brings this up in her article “Bilingual Minorities and Language Issues in Writing” when discussing the importance of the distinction between incipient and functional bilingualism. As she explains, there are preexisting “compartments” for students in composition classes. Most student writers are placed in the broader, mainstream compartment—that is basic and “speakers of nonstandard varieties.”¹¹ Separate from this stands the ESL category, specifically incipient learners (50). (See appendix 1 for diagram). Once a student is deemed a functional bilingual, she is moved from the outlying ESL compartment to the broad mainstream compartment, sometimes overlapping with basic writers, speakers of nonstandard varieties or both (50). But:

The mainstream profession [of teaching composition] is not structured to address the needs of ‘diverse’ learners outside the compartments designated for them. Ordinarily instructors of ‘regular’ composition classes will have some knowledge about the language characteristics of nonmainstream English speakers but will have little background in the topic of language differences associated with bilingualism. They have not been trained to evaluate the writing of non-English-background students and to determine what kinds of instruction they need. (49-50)

Thus with this lack of training and experience, instructors are ill equipped to meet the needs of the student who has rightfully been transitioned into mainstream courses.¹²

While transitioned students are ready for the challenges of a mainstream course,

¹¹ A nonstandard variety would be something like African American Vernacular English.

¹² Many sources note that it takes at least seven year to acquire a language. Further, it is unrealistic to expect a multilingual student to eventually obtain the level of writing proficiency as a native monolingual student—it simply is not how language acquisition works (Valdés 51-2 and 55).

underprepared instructors often give these students low grades or refer them back to an ESL track (52). Both of these options can be stifling to students' academic progress and perseverance.

While colleges and universities seek to employ teachers who have been thoroughly trained in their field, training to detect and support multilingual students (especially native, multilingual students) is generally reserved for instructors who opt to specialize in teaching multilingual students. However, given the rising population of generation 1.5 students, this approach is becoming increasingly insufficient. Further, because language acquisition and improved writing performance is an on-going process, it seems a decided disservice if instructors are unable to recognize or support a rapidly growing body of students' needs.

Conclusion

This chapter has served a two-fold function. The first was to continue the consideration of generation 1.5 students from chapter one, with a specific focus on issues of access and their prominent presence at two-year colleges. As was shown then and in the previous section on teacher training, considerations of supporting generation 1.5 students *has* to extend beyond the writing classroom into realms such as accessing four-year colleges and universities, high school preparation, training across the institution, and institution-wide support. Given the continual rise in the number of generation 1.5 students pursuing higher education, it simply is not enough to rely on an FYC course to be the only support for generation 1.5 students. For students unable to access college, the

support is too late; for those who are pursuing college level courses, the support is too little.

The second purpose of this chapter was to explore some approaches two- and four-year colleges are using as means of supporting generation 1.5 students at the classroom level. These approaches included linked courses, creating co-lingual contexts, and integrating languages. The majority of these approaches also successfully combined exposing students to Academic American English and valuing students' home languages. This combination I discuss as important and achievable in the ending section of this chapter on residual concerns with the classroom suggestions discussed. While these classroom suggestions are full of potential, I would be remiss not to discuss some of the shortcomings or unstated prerequisites (e.g. teacher training) that went along with the suggestions. Building on this chapter's consideration of access and support, chapter three continues the conversation by specifically looking at a nonprofit college access and support program.

Chapter 4: College Access and Preparation: A Connective Consideration of an Outstanding Organization—LEDA

In the previous chapter I considered how to support generation 1.5 students inside the classroom at the college and university level. In the last chapter I also discussed some barriers generation 1.5 students face in gaining access to colleges and universities. While touching upon the issue, chapter two does not thoroughly discuss facilitating or improving the process by which native, multilingual students access those colleges and universities. This chapter attempts to address this by looking at a college preparation program that has successfully helped many generation 1.5 students achieve acceptance to highly selective colleges and universities. In addition, this chapter considers the program as another model providing adaptable means of supporting generation 1.5 students. The program is called Leadership Enterprise for a Diverse America (LEDA), but before exploring the program itself, it is important to first consider why such programs exist.

The Build-up of Inequality

In chapter two of this thesis the issues generation 1.5 students often have accessing higher education were discussed, listing standardized testing, limited capacity at colleges and universities, and rising college costs as a few main factors (though not a complete list) inhibiting access. Shirley Tilghman, former president of Princeton University, notes this divide (for all minority students) has to do with resources. As she says, “Where you were born, into what family you are born, what their resources are, are to a large extent are going to determine the quality of education you receive, beginning in preschool and moving all the way up through college” (Opening). Not having access to

those resources, in turn, creates a distinct disadvantage. This division in access via resources can be seen more clearly when comparing the divide between independent and public school attendance.

Independent schools are frequently educationally advantageous for a multitude of reasons hinging upon increased access to resources and, often, better preparation for higher education. For one, academic courses are more rigorous as students and teachers focus on critical thinking instead of meeting state standards or passing state exams (Independent). In addition, class sizes are typically smaller at independent schools so students have more one-on-one interactions with teachers (Independent). Independent school students are also more likely to take advantage of outside resources such as SAT tutors. Thus, when the time arrives to apply to college, independent school students are better trained, better prepared, and ultimately have a distinct advantage in applying, adjusting, and thriving in college.

Native monolingual students in public school often have a similar profile. Many public schools offer academic tracks of courses such as Advanced Placement, International Baccalaureate, and College Preparatory. In turn, students enrolled on these tracks are privy to varying degrees of preparation for college. Worth noting, however, is that access to these tracks is hierarchical. International Baccalaureate programs accept students based on test scores and grades in previous courses. Both Advanced Placement and College Preparatory courses are generally on track systems that can extend as far back as middle school. For example, Ceres High School (CHS) uses a tracking system standard to many public high schools across the nation. To take AP Calculus at CHS, a student must first take Advanced Geometry, Advanced Algebra II, and Pre-Calculus

(Course). At a year per class, this is the entirety of a student's high school career. If a student is not prepared to take Advanced Geometry their freshman year, reaching AP Calculus by their senior is no longer a viable option within the CHS tracking system (Course).¹³

Students who have not been set up to be on these track systems do not have access to advanced courses. In turn, these students often do not set their goals on four-year colleges and universities, but instead two-year colleges or focus on just graduating high school. Generation 1.5 students can, and often do, miss the opportunity of being placed on these tracks when they are instead placed solely or predominately on ESL tracks. In Rebecca Callahan's study "Tracking and High School English Learners: Limiting Opportunity to Learn," she looks closely at the stigmatizing and stifling effects of English Learner track systems.¹⁴ Her research data shows that a majority of students on English Learner track systems did not take a "sufficient number of college-preparatory courses to be eligible to apply for admission into a 4-year university..." (Callahan 318). Thus, while these tracking systems are set up, in theory, as means of helping support students and their varying backgrounds, they can just as easily be disadvantageous for students. Because these issues of access to higher education goes beyond generation 1.5 students to include minority students at large, a number of programs have been implemented to help bridge the gap in access (Puente Program; PrepforPrep; CollegeSpring). Of these types of programs, the one of focus for the rest of the chapter is Leadership Enterprise for a Diverse America (LEDA).

¹³ Unless a student chose to take extra classes at a community college, at their own expense, to catch up.

¹⁴ In this case English Learner track system is synonymous with ESL track systems.

Overview of LEDA

In 2004 Gary Simons founded a new organization: LEDA. As a co-founder of Prep for Prep, a program geared towards granting disadvantaged youth access to independent and board schools in the Northeast (Mission), Mr. Simons was already well versed in creating successful college access nonprofits. But LEDA is a little bit different. LEDA maintains the overriding goal of helping rising high school seniors from socio-economically disadvantaged backgrounds gain access to top-tier and Ivy League colleges and universities. As their mission statement explains:

These students are currently underrepresented in our nation's top colleges, universities and ultimately, leadership sectors. LEDA believes that highly competitive colleges and universities are a nexus for the development of leadership and require an infusion of diversity to improve the mix of ideas and information impacting leaders of public and private institutions across the nation. By helping socio-economically disadvantaged students gain admission to these institutions, LEDA seeks to equalize educational opportunity. (Mission)

With these goals at the forefront, LEDA has become a program with three foci: admission to LEDA, Aspects of Leadership Summer Institute, and ongoing support.

Admission to LEDA

LEDA's admissions process includes three components. First, to be eligible for the program overall, students must meet two criteria: be a junior (11th grade) in high school at time of applying and be a US citizen or permanent resident (Admission Criteria). For a program dedicated to helping students attend top tier colleges and universities, these criteria may seem insubstantial. However, like many university admissions, LEDA considers applications holistically. While students must submit

documents (like test scores and transcripts) during Step 1, these documents go unmentioned as a limiting criterion for two reasons: LEDA looks to consider students beyond just grades and wants to encourage applications from students without perfect GPAs. Often students are relegated to a number—ID numbers, class standing, GPA, percentile rank on tests—and often these numbers can obscure other outstanding qualities students have to offer. Not initially requiring a GPA or test score also allows these other attributes to stand out while also not discouraging applicants from applying who may have a less than perfect GPA. Many students look at criteria for programs (as well as colleges and universities) and self-selectively decide that those programs and institutions are unattainable. By not making transcripts and test scores eligibility criterion, LEDA breaks down a barrier students frequently self-create.

When students meet the eligibility requirement and decide to apply, the second component of applying for admission to LEDA begins. Here students fill out an application requiring: two essay responses, a previously graded high school writing sample, their transcript and test scores, a letter of recommendation from a core subject teacher, and academic, “biographical, high school and family information” (Admission Process). The strongest candidates (as selected by LEDA staff) are then asked to provide “updated academic information including an updated transcript and test scores; a copy of [their] family’s most recent federal tax return and proof of citizenship” (Admission Process). Students who stand out move on to the third component, which is an interview with LEDA staff (Admission Process). From this whittled-down group, approximately sixty students are invited to join the LEDA Scholars Program and attend the Aspects of Leadership Summer Institute.

Aspects of Leadership Summer Institute

In June, LEDA flies these sixty or so scholars to New Jersey for an intensive seven-week institute at Princeton University. The Aspects of Leadership Summer Institute is comprised of four components: “leadership training, writing instruction, standardized test preparation (provided by Advantage Testing), and college guidance” (Aspects). The leadership training is achieved through the Aspects of Leadership Curriculum in which scholars spend most days from 8-4 discovering and challenging what it means to be a leader by considering “some of the toughest ethical and policy issues facing the world in the 21st Century” (Aspects). In doing this, instructors engage scholars by using “state-of-the-art educational methodologies” that include “interactive technologies, progressive group discussion techniques, engaging role-plays, student debates, critical thinking games, and other methods [which] offer vast opportunities for scholars with individual learning needs” (Aspects). A longstanding apt example of this leadership training is scholars’ ending assignment to write, as a group of sixty, a constitution. In completing this task students have to rely upon their learned skills to figure out ways to compromise, have their individual and collective voices heard, and decide which issues are worth taking a hard stance on. This assignment is often frustrating, emotional, and drawn out over long days in the classroom and even longer nights in the dorm rooms. The cherry on top of all this is that students must complete the constitution without the interference of their facilitators. Scholars build up to this concluding assignment through readings from Howard Zen’s *The People’s History* and John Gardner’s *On Leadership*, studying leaders such as Mahatma Ghandi, a question

and answer session with Senator Cory Booker, and multiple in-class role playing activities.

Along with leadership training, the other components provide students with the tools to bridge the gap of access and prepare for the rigor of a top tier school. Advantage Testing, for example, is a premiere standardized test preparation organization whose starting rates in 2008 were “\$195 for a 50 minute session” (Weiss). These rates are usually exclusionary for students not coming from wealthy backgrounds; LEDA provides this test preparation at no cost to students. Through LEDA, students outside of that exclusive category are given a fighting chance as well.

Ongoing Support

The third component of LEDA’s model is ongoing support. After the close of the seven-week summer institute, scholars continue working closely with college guidance and writing instruction as they begin college and scholarship applications. After college acceptance and entry, LEDA maintains a close-knit connection with scholars through: reunions, on-campus visits, phone calls, and a monthly newsletter. Post-graduation, scholars continue to receive notices about fellowship, internship, and job opportunities. Scholars also have the option to use LEDA as a resource for graduate school applications, cover letters, and other such written documents.

Through all of these methods of communication, LEDA creates a community of support and fellowship for scholars. During the summer institute LEDA facilitates community among scholars in many ways, including having scholars partake in “mandatory fun.” Mandatory fun is exactly as it sounds, allotted time during which

scholars are required to partake in group recreational activities. These activities have ranged from board game nights to scavenger hunts to the LEDA Olympics. In the Olympics, for example, students are assigned to different teams. Each team creates a banner, team t-shirts, a slogan, and a chant. Then the teams compete against each other in activities such as Chubby Bunny and three-legged races. Under normal circumstances, mandatory fun sounds fun. However, for students it often feels like one more thing to do on top of writing papers, preparing college lists, studying SAT vocabulary, and, finally, sleeping. In truth, it is through these hectic schedules that scholars are building their communities; LEDA does not build the community, it provides the space for community to take place.

Beyond the summer institute, LEDA continues facilitating scholars' community through interaction via social media and hosting events such as annual reunions and a Thanksgiving dinner at the LEDA offices. While LEDA provides options for connecting to the greater community, scholars often do the work of maintaining tight knit communities themselves by hosting regional reunions, creating Facebook pages, and, often, attending a college or university already attended by LEDA scholars from other cohorts or to be attended by scholars of their own cohort.

Building community is important to LEDA because it often provides students with the support and resources they may not receive at home or may not know how to seek out in college. In turn, this helps bridge the gap between students attending low-performance high schools and those who have attended private preparatory schools for years. As LEDA's mission statement states, "we are better off as a nation and as a people if we offer equal opportunity regardless of socio-economic status" (Mission).

The Students

Given LEDA's focus on students from disadvantaged socioeconomic backgrounds,¹⁵ the students attending the program also frequently have immigrant backgrounds. In the past few years, this has spanned from Somalian to Haitian to Peruvian to Aleutian to Laotian to Native American; LEDA creates a truly diverse student body¹⁶. Working with a group so ethnically diverse often brings along a range of invisible or unforeseen circumstances. Sometimes this is the first time students have spent a significant time away from family. Sometimes it is a student's first time flying. Sometimes it is the first time they have been in a community that strongly supports and encourages academics. Sometimes, it is the students' first encounter with such rigorous curriculum. Sometimes, LEDA provides a viable path for students to get out of negative home situations—poverty, abuse, homelessness, racism. And many students are *very* aware of the opportunity they are being provided. During a community meeting, a student once expressed that “this program is it for me. My single-parent can't afford to send me to college. She's on disability. Without this program, I wouldn't even have a chance”—chance being the key word. While all students know that participation in LEDA does not guarantee admission to Yale, for example, they do recognize that this is an opportunity to help them do more and achieve more. LEDA then often becomes a chance to realize academic options they may have been unaware of or thought of as unattainable (Five).

¹⁵ Socioeconomic disadvantage is given as family's “whose household income is \$55,000 or less,” though LEDA also considers students from families whose household income exceeds that figure (Admissions Criteria).

¹⁶ While LEDA has these demographics, I did not have access to them. My awareness of student demographics stems from conversations with students.

Providing this kind of hope and awareness of academic options is important not just for LEDA students, but generation 1.5 students as well—two groups that are often not mutually exclusive.¹⁷ Given the ethnic diversity aforementioned, it is unsurprising that many LEDA scholars are bilingual or bicultural. Many speak another language at home or spoke another language prior to learning English and many have lived in the United States for varying lengths of time. These types of backgrounds are not unique to LEDA's student body, but are reflective of the expansion of diversity in the US population.

Because of the organic appearance of generation 1.5 in the LEDA scholar population, I believe looking closely at three elements of LEDA can provide a foundation for considering approaches colleges and universities can use to better support generation 1.5 populations. These three elements are: the writing program, leadership instruction, and community.

The Writing Program

LEDA's writing program is structured such that the sixty scholars are divided among five instructors, one of whom is also the Director of Writing. Before the summer institute commences, instructors receive one week of training. During the institute instructors have group and individual meetings with the Director of Writing Instruction in which student performance, student concerns, grade normalizing, and curriculum progression is discussed (Gellene). While each instructor conducts their course individually, all students complete the same three major writing assignments: the Personal Essay, the Response Essay, and an in-progress Research Paper.

¹⁷ This is, again, information I am aware of via student interaction and not LEDA-supplied data.

In the Personal Essay students are asked to “consider the forces that have shaped who you are and how you see the world” and to convey this by “*show[ing]* through narrative and description [and] *tell[ing]* through reflection and theorizing” (Appendix 2). Students are expected to utilize assigned readings to achieve this balance of showing and telling. The two main readings are Sandra Cisneros’ “Americans” and Eric Liu’s “Notes of a Native Speaker,” though there are also optional additional readings. The personal essay utilizes a multi-draft process that begins with a generative writing assignment, which is very similar to a structured freewrite, and provides students with time for revision.

The second written assignment is a response essay. This essay continues the theme of identity, but here asks students to enter into a conversation with an author from their readings (Appendix 3). This conversation asks students to respond to a major claim the author makes while also expecting them to develop their “*own complex claim*” about the issue using “both logical reasoning and specific [anecdotal] evidence” (Appendix 3). The students’ claims should have “moments of belief as well as moments of doubt” and thereby show their claim to be “a revision, but not a full rejection, of [their] source’s claim” (Appendix 3). In preparation for the response essay, students read Richard Rodriguez’ “The Third Man” and Kwame Anthony Appiah’s “The Case for Contamination.” The response essay is a complex one based on complex readings and includes the goals of getting students to focus on a single claim instead of trying to tackle multiple claims, “reading and understanding challenging texts,” incorporating sources, and writing to an unfamiliar audience (Appendix 3).

The third paper is a research paper, of sorts, and is broken into three components. First, students keep a research journal throughout the summer. Second, students choose

one topic from the research journal to explore further and then submit an Intellectual Project Proposal. Third, students “prepare and present a 5 minute presentation of [their] research in progress” (Appendix 4). Students never actually complete a research paper (due to lack of time), but instead go through some of the steps composing a successful research paper would entail—writing an introduction; finding four “credible and authoritative sources,” at least one scholarly; annotating each source; and identifying two ways the resources of a major college or university could further develop this project (Appendix 4). In addition to these three research based steps, students are also asked to write a 500-word essay explaining why they find a leader from their field of research to be exemplary. This last component asks students to incorporate information they have learned about leadership in the Aspects of Leadership class and the sources they used therein. Including leadership information in the research-in-progress paper allows LEDA to build yet another connecting element as the assignment asks students to take information they learned elsewhere and put it into a new context.

In combination, these assignments allow students to practice with the tools for writing successfully at the college level. Such tools include generative writing (which is akin to structured freewriting), entering into conversations, writing multiple drafts, and conducting scholarly research. Many of these tools, such as entering into academic conversations, are already in practice at colleges and universities across the nation, while some of the other abilities, such as conducting scholarly research, will be expected of students upon entering college.

In particular, these writing assignments are of use for generation 1.5 students through the requirement of multiple drafts. Writing multiple drafts and revision is an

important element of bolstering writing skills because it provides students time and feedback to present stronger arguments. The importance and utility of revision is highlighted in Judith Rodby's study "Contingent Literacy: The Social Construction of Writing for Nonnative English-Speaking College Freshmen." She develops four case studies of generation 1.5 students enrolled in first year composition (FYC) courses redeveloped with generation 1.5 needs in mind to answer the question, "how was it that the course affected student learning and student writing development?" (46). In studying restructured FYC courses¹⁸ at her school, Rodby details why revising is important for generation 1.5 students. These reasons include that students "develop a better understanding of the assignment... [and learn to] gradually appropriate the craft of the academic argument; its ways of using evidence, sentences, and words" (47). With revision, then, comes practice and a deeper understanding of the structures and conversations of academic writing. Rodby goes on to say that students who passed the class revised multiple drafts of their papers (47). Undoubtedly this is a testament to the success of revision as a means to reinforce student comprehension of academic writing.

Revision, then, becomes an important way for generation 1.5 students and LEDA students to practice and support their writing skills. In like fashion, the theme of identity is also one method LEDA uses that holds particular relevance for generations 1.5 students. Considerations of identity are important for LEDA scholars, and especially generation 1.5 students, because students' sense of identity can often be in a state of flux. Identity consideration is important in writing because it allows students to situate themselves in a larger discussion and from there challenge and reconsider who they are

¹⁸ Restructured to also meet the needs of generation 1.5 students.

and who they want to be. The initial focus on identity at LEDA is key because of the list generated earlier on how this experience includes multiple “firsts” for many students—first time away from home, first time in a rigorous academic community, etc. Because there are often so many elements of change, students are already facing challenges to their identity; by focusing on these challenges in writing students are given a means to grapple with these challenges.

For generation 1.5 students, focusing on identity becomes even more important because of their varied backgrounds. As Linda Harklau, Meryl Siegal, and Kay Losey explain:

Students may be highly privileged and highly educated on arrival and make the transition to U.S. schooling effortlessly. On the other hand, they may have interrupted schooling histories in their home countries. Some have superlative literacy training in their native language and feel comparatively ill at ease with English language literacy practices, whereas other may only be literate in English. (Harklau 4-5)

With such rich and varied classrooms, students may have trouble situating themselves in the context of the classroom. On one hand, students could be experiencing an identity conflict between receiving a majority of their education in the US, yet being enrolled in an alternative generation 1.5 or ESL FYC course. Or students could be experiencing an ongoing identity conflict because their home language was highly regarded in their native country, but is devalued in the US because of language barriers. Even if a student is not experiencing an identity conflict, identity as a theme often allows students to write on a topic with genuine interest. Robin Murie and Renata Fitzpatrick provide two examples of exploring identity through writing. These include researching “social problems that are not necessarily limited to the United States,” or researching “their nations of origin and

histories” (Murie and Fitzpatrick 162-3). What stands out about these topics is that they are inclusive of the spectrum generation 1.5 students. There are no presumptions about students’ backgrounds (as was a concern presented in chapter one of this thesis). Further, whatever those backgrounds are, they are valued. Indeed, this type of identity focused writing situates students as “bilingual experts rather than as ‘under-prepared, weak writers prone to making grammar errors’” (Murie and Fitzpatrick 163). As seen with the models of FYC courses discussed in the last chapter, the theme of identity gives generation 1.5 back their agency as students with something to contribute.

On Leadership

Leadership is such a crucial element for LEDA and many of the aforementioned college prep programs. By emphasizing and developing leadership, these programs give students the tools they need to succeed, as well as thrive and engage. Leadership provides students with the platform and support to speak and act with confidence, compassion, and awareness.

Further, the emphasis on leadership also provides students with an overarching sense of power, self-assurance, and social contribution. Many of LEDA’s students come from backgrounds that do not have strong models of academic success, backgrounds where going to college, especially highly selective colleges, is not a common or promoted goal. Thus, for these students, programs like LEDA give them a greater sense of purpose and community, a drive to return to their community and create pipelines of success and demonstrate that educational success and goals are achievable despite outlying circumstances.

Including an element like leadership for generation 1.5 students can have a similar effect of empowerment. Like the suggestions in chapter two, leadership can be another way to honor students' diversity by showing them that their background is valuable and that they do have something to contribute. In turn, giving students a sense of a greater purpose can help them gain confidence in their abilities, their background, and their current place within a college or university.

On Community

Community is important for both LEDA and generation 1.5 students because it provides a network of support, a network students may not have elsewhere. As discussed, LEDA creates two types of community. One type is within each cohort over the seven-week summer institute. This community forms naturally as students do all of their activities as a single group or in small groups. These group activities range from classes, to eating, to “mandatory fun.” Even when being in groups is not required, students often seek each other out to study, to play sports, and to make runs to the convenience store. Thus, despite how much time students *have* to spend together, they also go on to build their own communities. This kind of self-built community is equally important for generation 1.5 students. With such a community, students can form tighter bonds with their classmates. In turn, this may bolster students' comfort and confidence in their academic contributions and performance in the classroom. Through this constant overlapping interaction then, students build a network of support.

This network of support can and does go beyond peer-to-peer interactions to include faculty and staff. During LEDA's summer institute, staff and instructors are

constantly interacting with students inside and outside of the classroom. After the summer institute ends, this interaction continues via: social media, reunions, on-campus visits, phone calls, and a monthly newsletter. Further, this ongoing interaction with faculty gives students an awareness of who they can confidently and comfortably turn to when they need help, support, or guidance. Building community with faculty is likewise important for generation 1.5 students, because these strong relationships connect students with people who can help them seek academic resources students may be unaware of such as academic support.

Conclusion

Because LEDA is a college access program, this chapter first has discussed the issues generation 1.5 students face in accessing colleges and universities—especially four-year institutions. This inequality is demonstrated by considering the difference in preparation and opportunity for independent and public school students. Further, the inequality is brought up in terms of tracking systems (AP, ESL, etc.) seen at most public high schools in the US. After this further discussion on inequality of educational access and preparation, this chapter moved on to look closely at LEDA.

LEDA is a program with the mission of helping high-achieving, socioeconomically disadvantaged students gain access to top colleges and universities across the nation. I chose to study LEDA because it is a program I am familiar with as an alumni and former employee and because their student population has organically grown

to include generation 1.5 students.¹⁹ Even with this expansion in student profiles, LEDA retains a high success rate of preparing students for access to highly competitive colleges and universities. Thus, LEDA presents itself as a useful model for considering means of supporting generation 1.5 students. The means focused on are building community, using identity and revision in writing, and fostering leadership. The theme of identity helps students establish genuine connections to the writing/essay while multi-draft revisions allows students to familiarize themselves and gain a deeper understanding of academic writing conventions. Leadership helps students understand what different types of leadership and roles of leaders there can be. In turn, often, providing students the wherewithal to be leaders in their home communities. Building community gives students the support and access to resources they may not be receiving elsewhere. In combination, these methods allow students to think critically about themselves, their writing, and those around them. These three methods also provide further means four-year colleges and universities can go about supporting generation 1.5 students.

In the next and final chapter, I look more closely at community as a means of supporting generation 1.5 students. Through community, I argue, students are able to build a network of support and resources tantamount to educational success beyond the FYC classroom.

¹⁹ As I illustrated in the second chapter of this thesis, generation 1.5 students often come from low-income backgrounds, which fits LEDA's focus.

Conclusion: Building Communities: A Cumulative Means of Supporting Generation 1.5 Students

Up to now, many models have been suggested as means of supporting generation 1.5 students in colleges and universities. Chapter two looked at FYC classroom models while chapter three considered the college access program LEDA and how their practices could be adapted to colleges and universities. In both of those chapters there was a recurring model of community building. This chapter takes up this model and discusses the importance of building communities for generation 1.5 students as well as providing two models of community adaptable to colleges and universities.

Before considering the benefit of community for generation 1.5, it is prudent to consider what “community” means. William M. McDonald and associates in *Creating Campus Community: In Search of Ernest Boyer’s Legacy*²⁰ note components of community as “shared purpose, shared commitment, shared relationships, [and] shared responsibility” (Bogue 3). Together these elements provide a basic foundation of community. Indeed, it is through sharing, exploring, embracing, and challenging group members’ similarities and differences that community is fostered for many groups. At LEDA, for example, students are constantly interacting and do so many activities together that building community is almost as unavoidable as it is encouraged and supported. And yet this community is extremely beneficial for students as they build a

²⁰ Ernest Boyer was the “president of The Carnegie Foundation for the Advancement of Teaching for sixteen years (1979-1995)” (McDonald xvii). This book cited herein is a follow-up to a special report published by The Carnegie Foundation entitled *Campus Life: In Search of Community*. Ernest Boyer was a main contributor to this report through which he “addresses the increasing concern for the declining state of community in higher education” (xvii).

network of support and resources they carry back home, through college, and beyond. In many of the same ways that community is important for LEDA students, it is also important for generation 1.5 students. Communities for both groups can be vital because: transitioning to a college or university often isolates students from their home communities, community provides a safe and comfortable environment to bolster skills, and community allows for layered support. The powerful effects of community, specifically for generation 1.5 students, are represented in two pieces of research, one by Ilona Leki and the other by Judith Rodby.

The Importance of Communities

Ilona Leki, in her essay “‘Pretty Much I Screwed Up:’ Ill Served Needs of a Permanent Resident,” details the story and study of Jan, a US student who immigrated from Poland at seventeen (Leki 20). The study follows Jan from high school through college, focusing on his haphazard survival of the US education system. What the study finds is that the education system fails at providing Jan the appropriate support he needs. This failure spans from Jan taking high school ESL courses that are remedial and unstimulating to him falling under the radar in college and receiving little to no support his first years. What stands out, to me, in all this is the severe lack of community or community options for Jan. During his first semester as an undergraduate, Jan took seventeen hours and maintained a full-time job, a workload that would have been too much for anyone, but all the more so for a freshman in college (26). Jan’s schedule was so heavy because he thought college courses would be like his high school courses—oversimplified and unstimulating (27). He was wrong and, because he was unaware of

the school's withdraw policy, received mostly Ds his first term (26, 27). What is missing is any kind of relevant/administrative guidance. No one told Jan 17 hours was too much; no one made him aware of the ability to withdraw. If Jan had an advisor, or a community, through which to receive guidance and answers, his first year may have turned out differently.

Along with a lack of advising and University support, the relationship among multilingual peers, both in high school and at college, is conspicuously absent as well in Jan's story. Partly Jan himself is to blame. In high school, for example, he was bitter that native, monolingual students did not wish to connect with him, but also felt no desire to connect with the other students in his ESL class (23). While this is never attributed to the kind of in-between space he inhabits as a generation 1.5 student, I do think it is functionally representative as such. As implied through Jan's experience, there is a distinct disconnect that relates back to identity—how do native, multilingual students relate when they feel unwelcomed by the monolingual, native community, yet distinct from the greater ESL community? I think one answer is to set up a community through which different student bodies can come together and connect.

An example of this, and the positive results of community for generation 1.5 students, comes across clearly in Judith Rodby's "Contingent Literacy: The Social construction of Writing for Nonnative English-Speaking College Freshman." In this study, Rodby uses four case studies of generation 1.5 students enrolled in first year composition (FYC) courses redeveloped with generation 1.5 needs in mind. The course had a high success rate as shown by the 89% graduation rate of the class. However, Rodby and other instructors were perplexed by the 11% who were not passing the course.

Rodby's group considered students' entering written assessment scores, but there was no "statistically significant correlation between students' entering test scores and their pass-fail rates" (46). Thus, researchers wanted to know what was impacting generation 1.5 students' writing success (46). Through considering questions based on what successful students were doing to succeed and what was causing less successful students to fail or withdraw, Rodby and the other researchers questioned "how was it that the course affected student learning and student writing development?" (46). What was found was that "students were motivated by elements of the environment in which they were studying. As their environs changed so did their writing, their persistence in revising, and hence their writing skill" (47). That is to say, influences on students' success or failure went beyond the context of the classroom and was impacted by elements like familial support and expectations. Of particular interest is that community was one of the influencing elements. As Rodby's study progresses, it becomes clearer that the students who were able to build strong communities were the most successful.

One of the case studies that demonstrated this trend was that of Luciana, a student who immigrated to the US from El Salvador at the age of seven and was able to build a particularly strong community in college (48). Before college began, Luciana took summer classes with a group of students who also were in many of her classes that fall (50). The group of students' interaction extended beyond the classroom as they lived in the same dorms and were required to attend "mandatory group tutoring" (50). As was seen with LEDA, Luciana and her peers were constantly interacting and, in turn, built a sense of familiarity in terms of relationships with peers, physical spaces (e.g. the dorm rooms), and activities (e.g. classes, tutoring). Another aspect that likely aided Luciana's

success was that the courses were linked and valued her multilingual background. The Chicano Studies course, for example, “employed language and knowledge from Spanish and US History” (50). While the Chicano Studies course is not explicitly connected to learning about or engaging in community practice, elements like linked courses help students situate themselves, their backgrounds, and their identity within overarching contexts like the university or social issues.²¹ For Luciana, it seems, the combination of elements allowed her to build a strong, supportive community. While each component in and of itself is an aid for students, combining these components helps build even stronger community and foundational support—for Luciana, and, potentially, for other generation 1.5 students.

In comparing these two case studies, I hope to have illustrated the powerful potential of communities for generation 1.5 students. With these case studies in mind, the next section considers two models of community colleges and universities can potentially adapt to further support generation 1.5 students. The first model stems from LEDA and, like Luciana’s community, hinges on continuously overlapping and interacting elements. The second model is a suggestion for mimicking and expanding upon cultural center models already present at colleges and universities.

LEDA and Community

At LEDA, there are two main communities: a larger community that connects LEDA staff and all of the cohorts and a smaller community among the sixty scholars of each individual cohort. The smaller community is built and reinforced in many ways that

²¹ This is discussed in more detail in chapter three of this thesis.

are similar to those seen with incoming college students, ways that can be utilized by colleges and universities. The most obvious similarity is that LEDA students, like incoming college and university students, are entering a new environment with mostly strangers and (often) at a distance from home communities—neighborhoods, churches, high school friends. While this does not automatically constitute a community, it does provide some necessary grounding for students to be open to joining or creating a new community. As inherently social beings, people want to be a part of something, want to feel included.

Of course, merely having a group of strangers together is not enough to create a community, especially an enduring one. At LEDA, students do just about everything together. They have class together, they reside together, and they go on trips together. In this way, students' relationships are in constant interaction and their awareness of each other becomes multifaceted. This constant overlapping interaction, I propose, is a key component of LEDA building successful, supportive communities. Further, I think this model has potential for building communities at the college level for generation 1.5 students.

In chapter two of this thesis I discussed this kind of overlapping interaction, most pointedly that of linked courses. I stand by that model, but also think continuing this interaction takes another step forward and adds another brick in the wall of support for generation 1.5 students. Thus, colleges could expand on the linked courses by having those same students also live in the same residential hall their first year, in this way allowing the community to continue from the classroom to the home. One example of this type of learning community is detailed in "Ideas in Practice: Building Bridges in a

Multicultural Learning Community” by Patricia A. James, Patrick L. Bruch, and Rashné R. Jenangir. The basis of this center was to “find new ways to help 1st-year students gain a sense of belonging at the university and to enhance students’ academic abilities...”

(10). Students in these learning communities took three classes—first-year composition, Creativity Art Lab, and Multicultural Relations—which also had overlapping themes, most pointedly identity (11). As with LEDA and the generation 1.5 population, there was much diversity in the backgrounds of the students participating in this community. In addition to identity, agency was also a major theme for this learning community. Much like LEDA’s theme of leadership focusing on identity and agency allowed students to “reflect on the significance of their own actions and on their ability to meaningfully shape their world” (12). Using these themes students were able to situate and view themselves in a position of power and worth.

Further, colleges could build on this model, or create a separate approach, by having mandatory group interaction outside of the classroom such as a mandatory study hall or writing center hours. Similarly colleges could require a monthly, themed mandatory residential gathering—the meeting could be discussion based or activity based. Providing ways the same group of students come together, especially during the first year, to do something not necessarily academically related has powerful potential. One model for this was discussed in chapter three which detailed LEDA students’ constant reengagement with each other through programming like “mandatory fun,” floor meetings, and study breaks. Another example comes from Oregon State University.

Oregon State University recently established a First-Year Experience program, a part of which is CONNECT—a long weekend of on-campus activities meant to connect

students to each other as well as the campus before the first year commences. Some goals for students participating in CONNECT are that at the end of the weekend students will: “set [their] own goals for first-year student success...converse with a member of the OSU faculty or staff, recognize [themselves] as a part of a community of scholars, [and] develop a connection to fellow OSU students” (connect). CONNECT seeks to attain these goals through activities like ice cream socials, bowling, and group exercise classes (Calendar). As was seen with Rodby’s case study of Luciana, making connections before the start of the academic year can be grounding for students as it provides both support and familiarity. Regardless if activities are required or elective, students spend time getting to know each other in non-academic contexts, thereby creating a tighter weave to their sense of community.

The Cultural Center Community Model

A second community model that holds potential is based on already existent cultural centers, in essence, a multilingual center. This center could function as many cultural centers do in that it could be a communal space. In this space, faculty, staff, and students could come together for advising, hosting events, building community, and creating a space of comfort and safety (James, Bruch, and Jehangir 10). A broader community like this could be an ideal starting place for campuses that do not have the means, yet, to fully support generation 1.5 students at the classroom level.

However, implementing such a center is certainly the trickier option. In the case study of Jan, for example, there were student orientations and programming in place for

ESL students,²² but Jan missed opportunities for inclusion because of registration issues (Leki 26). Additionally, as was discussed in chapter one, there is wide variability among generation 1.5 students. Given such variability defining the parameters of such a center is inherently complicated. For example, if designated a multilingual center, does this also include international students despite the strong, distinguishing characteristics of international and generation 1.5 students? Surely all groups of students would be welcome at the center, but how could it simultaneously be structured so as to meet the particular needs of generation 1.5 students? These nuances of the center are what would determine its success in supporting generation 1.5 students and also making them aware that the center is a specialized resource for them.²³

Conclusion

In considering this final model of community support, it is clear that there is no easy solution when it comes to ways of supporting generation 1.5 students. However, what this thesis has done cumulatively is provide many considerations on ways to address supporting generation 1.5 students both inside the writing classroom and at the university level.

In this thesis many ideas have been established and considered. The first chapter defined generation 1.5 as any student who is: 1. a resident of the US, 2. has spent over a year in the US K-12 Education system, and 3. is multilingual or has been raised in a home or community where a language other than English is prominently spoken. With

²² While I generally steer away from the broad generalization of ESL, in Jan's case I think it held the potential of being helpful in introducing him to the new culture and university standards.

²³ In current research, generation 1.5 centers have yet to be established for students. The closest similar support currently is writing centers. For more on generation 1.5 students and writing centers see: Terese Thonus' "Serving Generation 1.5 Learners in the University Writing Center".

this definition in hand, the chapter establishes the difference between generation 1.5 and international students. Determining these differences was tantamount because it served to demonstrate the inefficient and underserving nature of the umbrella term English as a Second Language (ESL). In understanding the inefficiency of the term ESL in combination with the uniqueness of generation 1.5 students' profile, I argue that generation 1.5 students warrant further, nuanced consideration.

This further consideration is taken up in chapter two which explores different methods of support at two- and four-year colleges and universities. These methods included linked courses, creating co-lingual contexts, and integrating languages. In studying encouragement at these institutions, chapter two demonstrates that support for generation 1.5 students needs to go beyond the classroom to include access to higher education, teacher training (ideally across departments), and high school preparation.

Chapter three discusses access and support for generation 1.5 students by detailing some successful approaches from Leadership Enterprise for a Diverse America (LEDA). Since inception, LEDA's mission has been to combat the gap of educational inequality in the US "by helping socio-economically disadvantaged students gain admission to [highly competitive colleges and universities]" (Mission). The increasing diversity of the United States' population, however, has also impacted the American student body and from there LEDA. Embracing the expansion of its student composition, LEDA has maintained a spectacular track record of helping socioeconomically disadvantaged students access highly selective colleges and universities. For example, "92% of LEDA Scholars [from the most recent cohort] were accepted to at least one

‘Most Competitive college’” (Breger).²⁴ Due to their high rate of success, LEDA provides important elements to consider when structuring writing courses and university programs for generation 1.5 students including a focus on identity in writing and utilizing empowering, overarching concentrations like leadership.

In chapter four (this chapter) I discuss two models of community as two final suggestions for supporting native multilingual students. In sum, these chapters have explored who native multilingual students are and how to support their educational progress not just in the FYC classroom, but also at the level of the university and through considerations of access to higher education. What is gleaned from this thesis is that generation 1.5 students are a unique population within the US education system that may need further support and resources that go beyond those previously established for native, monolingual or international students.

This support, as discussed, includes providing students with ample practice writing in American Academic English as it will likely be expected throughout students’ higher education path. This support extends to high schools and the need for better preparation of generation 1.5 students for both two- and four-year colleges. This support includes making concentrated efforts to create spaces of familiarity be it through linked courses, community centers, or the use of identity as a theme in writing. This support, then, is tantamount to preparing and aiding native multilingual students’ success in higher education.

²⁴ As classified by Barron’s *Profiles of American Colleges*.

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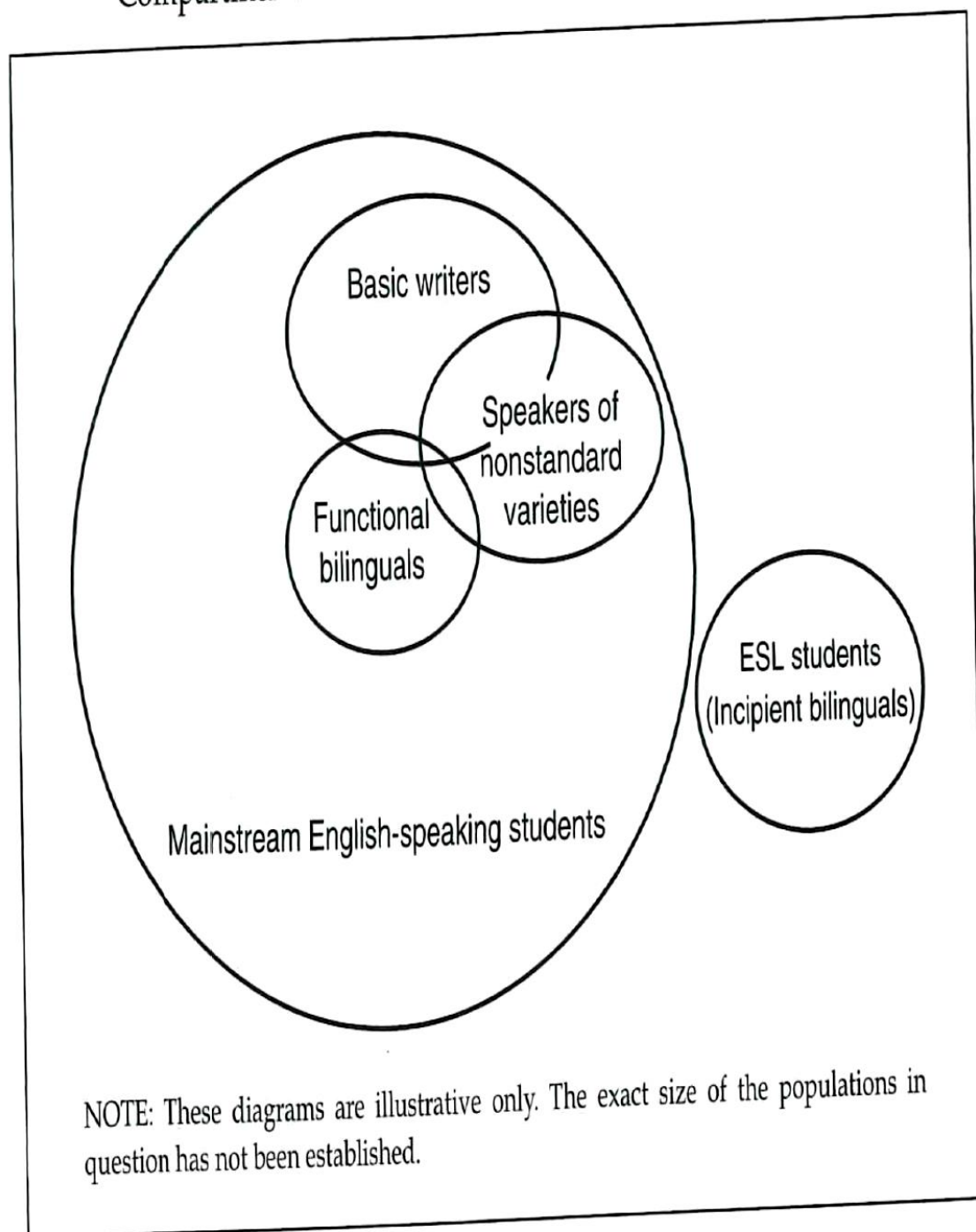
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APPENDICES

Appendix 1:

Figure 3: The Place of Incipient and Functional Bilinguals within Existing Compartments
(Valdés 50)

FIGURE 3. The Place of Incipient and Functional Bilinguals within Existing Compartments



Appendix 2:
Assignment 1: Personal Essay

Assignment 1: Personal Essay

Diversity is highly valued at LEDA and at premier academic institutions because many believe that the spirit of inquiry and innovation is enriched by the exchange of different perspectives. Racial, ethnic, gender, religious, cultural and other forms of diversity are valued because of the assumption that these elements shape our experiences and identities, which in turn shape our ethical commitments and perspectives. In this first assignment we ask you to consider the forces that have shaped who you are and how you see the world. These forces might include your home country or hometown, your language, gender, religion, race, culture, or sexual orientation, your socio-economic or family circumstances.

Though this essay asks you to think about your relationship to big ideas and categories, this essay should not be abstract. Like Cisneros' story "Mericans", your essay should focus on a particular moment or event (or series of events) that helps to illustrate your relationship to the one of the ideas or circumstances that has shaped you. Ground your essay in vivid narration and description that paints a picture for your reader. While most of your essay should *show*, it should also, like Eric Liu's essay "Notes of a Native Speaker", *tell* us what the event means to you and develop an insight that is useful to others.

Specific Guidelines

Your essay should focus on a very concrete and specific moment from your life that illustrates some aspect of your background that shapes who you are: home country, hometown, language, gender, religion, race, culture, sexual orientation, socio-economic or family circumstances. This moment from your life may even reflect conflict or tension that arises between these categories.

Your essay should *show* through narrative and description at least as much, if not more, than it *tells* through reflection and theorizing.

Your narrative and description should be vivid and interesting. You should employ strategies that we've seen in the assigned readings.

Your essay must have a clear style and consistent tone.

The final essay should be 750-1200 words.

Critical and Writing Goals

As you write and revise this assignment, you will practice

- Generative Writing
- Showing and telling (narrating, describing, reflecting, and theorizing)

- Generating questions/claims based on a concrete object of inquiry (in this case, a personal experience)
- Drafting and revising

Required* Readings

Sandra Cisneros. "Mericans."

Eric Liu. "Notes of a Native Speaker."

*Also look for optional "Additional Readings" on CourseSites. I am happy to discuss any of those with you in office hours.

Format

- 12 pt font
- Times New Roman
- Double spaced
- 1 inch margin
- MLA citation
- Include a title
- Include page numbers

Major Due Dates

Generative Writing Due in class on Thursday, June 27; please also post at least parts 2, 3 & 4 on CourseSites before class.

First Draft due on CourseSites by 9pm Saturday, June 29

Final Draft due on CourseSites by 9pm Saturday, July 6

Appendix 3:
Assignment 2: Responding to Critical Perspectives

Assignment 2: Responding to Critical Perspectives

In Assignment 1, you reflected on how your personal background and experiences have shaped your identity, and you began to generate insights about identity that could apply to others. To begin this assignment you will read two essays by two different scholars who all raise and explore challenging questions related to issues of identity—culture, race, tradition, cosmopolitanism, tolerance, etc.

Your job is to write an essay in which you converse with one of these authors about one of these key issues by responding to a major claim from one of these author's arguments. Your primary goal will be to develop your *own* complex claim about one of these issues—culture, race, tradition, etc.—and to distinguish your claim from your source's claim.

Your claim must be based on both logical reasoning and specific evidence. Your evidence should be anecdotal (stories about yourself or people you know). Due to time constraints, please avoid using evidence that requires outside research.

Your response to your source's claim must be complex. If you completely disagree with your source, you're probably oversimplifying its argument. Most sources you'll read in college are at least partially right. If you completely agree with your source then there's no point in writing the essay—you'll contribute nothing to the readings understanding of your issue. So develop your response with moments of belief as well as moments of doubt. Consider how your experience both reflects and resists your source's ideas. Show how *your* claim is a revision, but not a full rejection, of your source's claim.

Guidelines

Your essay must be focused! This means that you can not address every claim that author makes in the essay you are responding to. Focus on one particular claim that really interests and challenges you, and use that claim to motivate your essay.

When responding to the claim that you select, be sure to present and engage the argument the author makes to support it. Do not simply take a quotation from the essay out of context.

You must present the source and the argument you are responding to clearly and accurately for an unfamiliar reader, using textual support as necessary.

Building on the skills you developed in Assignment 1, your anecdotal evidence should be presented vividly. Reflect and theorize as necessary to show how your evidence supports your response to the source.

You must organize your essay into clear, focused paragraphs.

You must develop a clear central claim that responds to and builds on the argument of your source.

Your essay should be at least 1250 words.

Critical and Writing Goals

As you write and revise this assignment, you will practice

- Reading and understanding challenging texts
- Generating strong claims and questions
- Responding to arguments using logic and evidence
- Incorporating sources (summary, quotation, paraphrase, citation)
- Paragraphing, topic sentences, and transitions
- Writing clearly for an unfamiliar reader

Format

- 12 pt font
- Times New Roman
- Double spaced
- 1 inch margin
- MLA citation
- Include a title
- Include page numbers

Required Readings

Richard Rodriguez. "The Third Man."

Kwame Anthony Appiah. "The Case for Contamination."

Major Due Dates

Generative Writing Due in class on Thursday, July 9 and 11

First Draft due on CourseSites by 9pm Saturday, July 13

Final Draft due on CourseSites by 9pm Sunday, July 21

Appendix 4:
Assignment 3: Intellectual Inquiry and Leadership

Assignment 3: Intellectual Inquiry and Leadership

In Assignments 1 and 2, you considered the nature of identity from personal and theoretical perspectives. We believe that questions of identity are important to consider since the mission of LEDA assumes that your specific backgrounds and experiences will inform your goals as leaders now and in the future.

LEDA is also interested in helping you to pursue your intellectual interests and goals. In this assignment you will have the opportunity to extend your knowledge of an intellectual topic that you are passionate about and consider how you might apply your study of leadership in your intellectual life.

You will develop your research in your Research Journal throughout the summer. Then you will build upon this initial research and submit an Intellectual Project Proposal. You will also prepare and present a 5 minute presentation of your research in progress.

Guidelines

Part I: Raising the Question

Write an introduction to the research paper that might result from this project. The introduction should present your “seed text”—the source that illustrates or provokes your research question—and raise the central question/problem that you would like to research. Be sure to clearly motivate and contextualize your question.

Part II: Annotated List of Sources

Find at least four credible and authoritative sources that are relevant to your specific question. At least one of your sources must be a scholarly source. The sources you choose should collectively provide you with background, case studies, arguments, and theories (remember that a single source may serve more than one of these functions). Each of your sources should add something unique to the proposal; no source should simply repeat the information or perspective of another source.

For each of your sources:

- Provide a full citation in MLA format
- Present the source, according to the guidelines you have learned (at least 150 words)
- Explain the specific connection between this source and your question (including how you might use this source in an essay on your topic (background, case study, argument, theory) (at least 100 words)
- Respond to the source: What was new to you? What did you already know? Does this source agree or disagree with other sources you read? What parts of the

source did you agree with? What parts of the source were you unsure about? What further questions do you have about your topic/object now that you have read this source? (at least 250 words)

Part III: Research at the University

Identify at least two specific ways that you would use the resources of a major college or university (e.g. experiment, travel, special collections) to develop this project further. You should look at one (only one) of the specific institutions you are considering applying to. Be as detailed as you can in describing how the unique resources of that institution would advance the project and what further questions you might be able to address with this support. (at least 250 words)

Part IV: Leadership in the Field

Choose a leader in your field of research that you consider to be exemplary. It could be an important scholar, a industry leader, an activist, a public intellectual, a government leader, etc. Write an essay in which explain why you find this leader to be exemplary.

Guidelines:

- Present this leader for an unfamiliar reader
- Analyze their role as a leader by considering how they reflect and resist the concepts of leadership that you have read and discussed in *Aspects*.
- Assess their leadership overall—what aspects of their leadership do you want to imitate your own career and life, what aspects do you not plan to imitate.
- Incorporate textual support (summary, quotation, paraphrase) from at least one *Aspects* reading in your essay.
- Think about the best way to structure your essay; do not simply address bullets 1-3 as if they are separate, consecutive questions.
- Cite all sources (*Aspects* reading, information you found about this leader online)
- Though this is a short essay, you should incorporate the elements of writing (e.g. presentation of sources, reflects/resists analysis) we discussed throughout the course. This is your opportunity to demonstrate your mastery of those elements.
- This essay should be at least 500 words

Critical and Writing Goals

As you write and revise this assignment, you will practice

- Moving from a topic to a question
- Motivating a question
- Research strategies
- Different ways of using sources
- Presenting sources for an unfamiliar reader
- Summarizing and responding to scholarly arguments
- Presenting your research
- Citation

- Applying the writing skills you have learned throughout the course

Format

- 12 pt font
- Times New Roman
- Double spaced
- 1 inch margin
- MLA citation
- Include a title
- Include page numbers

Due Dates

Draft Due on CourseSites at least 24 hours prior to your Week 6 Conference

Research Presentations July 30-August 1

Final Draft due on CourseSites by 10 P.M., Monday August 5