

GRANTING ACCESS AND REWARDING SUCCESS IN A DEVELOPMENTAL WRITING PROGRAM THROUGH THE USE OF A STUDENT PUBLICATION

Dawn Terrick, Missouri Western State University



2009/2010 DOUBLE ISSUE

←

As a basic writing instructor and the Director of Developmental Writing, I struggle to make my students better writers and allow them access to the discourse of the academy, but in trying to do this, I face formidable obstacles, least of which are students' abilities and potential. Studies regarding class, mobility and the working class studies movement claim low retention rates, in part, are due to growing numbers of first generation, working class students who lack a support system at home and possess an apprehensive attitude toward education. Many of these students feel resentment or embarrassment for having to take developmental courses. In addition, I have heard myriad stories from my own students who have been labeled and then either ignored by our educational system or forced to succumb to the inequities of standardized testing. Furthermore, many of my students are balancing the responsibilities of school life with those of family, work and home. As a result, the basic writing instructor faces not only the challenge of providing students with foundational critical thinking, reading and writing skills but also with motivation and support needed to keep them in the classroom. Missouri Western's developmental writing program's student publication, *Discovering the Student, Discovering the Self*, is a way in which to encourage basic writing students, make them feel part of the academy and, consequently, increase their success and retention rates.



Missouri Western State University draws a unique population because it remains the only open admissions four-year institution in Missouri and half of its incoming student population needs at least one developmental education course (writing, reading and/or math). Approximately half of the incoming freshmen will be placed in ENG 100, the developmental writing course, based upon an EACT of 18 or below. The Developmental Writing program offers students the opportunity to challenge EACT placement by taking a Writing Placement Exam (WPE). ENG 100 – Introduction to College Writing is comprised of three hours in the classroom with an instructor and one hour in a Writer’s Workshop with a trained student assistant. Students earn 3-credit hours (elective). A student must earn a C or higher to pass the course. Each fall, Western offers approximately 20 to 25 sections (22 students per class) that are delivered by 40% full-time, continuing faculty and 60% part-time faculty. Over the past twelve years, incoming freshmen have had ACT (composite) average scores between 19.3 and 19.8. Our population consists of a majority of poor, working-class, first-generation college students. In fact, Western’s students qualify for need-based aid at a level that is 17% greater than the average at other Missouri four-year schools and our students’ family incomes are 30% below the Missouri average. In addition, according to Ellen Kisker, the Director of the Non-Traditional Student Center, 35% of the student body is non-traditional students. Our ENG 100 classrooms are also a combination of Caucasian and African-American students, a combination of students from both rural and urban settings. Let’s look at who our students truly are in their own words¹:



My stepfather’s emotional and dependency problems made it hard for him to be a good father figure, and help me along the journey of becoming a man. My childhood wasn’t filled with great joy or memories of a father that anyone would want to claim. One memory much like Bragg describing his father to “kick the mortal hell out of a man in a parking lot,” I was with my stepfather at one of his Y League basketball games. He got into a fight with another man and at first I was terrified from all the chaos, then I found myself naturally drawn closer to see, hear and learn all I could. After my dad kicked his ass and was expelled from the league for a year, I found out what the guy did. He

¹ Images from 2007 reception, where published authors read from essays to a crowd of family, friends, community members, and local press. We hold this event each year. Excerpts are from 2007, 2008, and 2009 issues of *Discovering the Student, Discovering the Self*. Images of students reading do not correspond to text presented, as the point here was to draw your attention to the patterns of student experiences often making up our program’s classes. Complete citation information for the images, excerpts, and video from 2009 reception available below.

simply called my step dad out in front of his friends . . . My stepfather would rather die than let a man questions his male fortitude. He told me to “never take shit from anyone, especially if they think they are better than you,” and then he followed with, “family and honor is all we have boy.” According to my stepfather, an education of the streets would take me farther than any book would.

* * *

It was the summer of 1954 when this movement in and out of foster homes began. One day my dad told me that a lady was going to come for Ben and I and take us to live somewhere else for a while. I thought this was exciting not understanding the purpose of it all. I still have feelings of hostility when I think about that first home. It was the second night we were there . . . when the attack came. I was sharing a bed with another foster boy and we were talking and laughing as six year olds will do. Mrs. D. as everyone called her came into the room and jerked the covers off of my feet and beat me with a belt. She said bedtime was not the time for talking and the sooner I realized this the better off we would all be. The next day I could not tie my shoes because my feet were swollen so badly.

* * *



I met Tommy in kindergarten. He lived in the horrible projects up the street from where I lived . . . When I was little, the two times that I found myself over there we found a black pistol in the bushes and watched a guy get his head stomped on a curb until yellow stuff started coming out the back of his head. In the five years that Tommy stayed in the projects, he said that his apartment had gotten robbed seven times and hit with a stray bullet twice . . . When Tommy got older he put a lock on his closet because people would steal his clothes . . . In the third grade Tommy won one of those little art competitions and he became fascinated with drawing . . . While Tommy was chasing his dreams, I was chasing my nightmares. Around the seventh grade, I went from the honor roll to Cs and Ds. I had gotten real influenced by what I had seen and been around in the streets and tried my hardest to blend . . . After a while I lost track of Tommy and then one day I ran into him and he made my heart drop – he told me he was going to art school and doing well in high school. Him telling me that made me more than question what I was doing and the way I was living.

* * *

Our first summer was an adventure of learning a new way of life. Because we had no indoor plumbing we had to draw water from the well outside the kitchen. My stepfather, Russell, thought he was purifying the water by pouring a gallon of bleach into it; but the well was shallow and a gallon was way too much. We could only use the well water for washing clothes after that. We hauled water from the area springs or from Humansville's water tower in five gallon milk cans. We took baths in an old tub on the back porch where we fashioned an area for privacy next to our own little port-a-potty, a five gallon bucket and a partition. When rain came we all ran for the soap and shampoo to take showers under the roof downspout.

* * *

Pauly's Barbershop was located in a busy part of the neighborhood. Outside of Pauly's children scurried across fire hydrants that blasted water into the street on hot days. Men wearing suits met secretly, and were commonly followed by two or three other men. Project apartments and old duplexes would cast a large shadow over the street. The sweet smell of cheese steaks and hoagies poured into the street from the Italian restaurant catty-corner to Pauly's, called Minino's. Minino's had the best Italian water ice in the city. A man could be found pacing back and forth trying to sell brown bags full of salted soft pretzels, which were a good buy at five bucks a pop. Children from the neighborhood played stickball in the street, using old Chryslers as bases and a low hanging telephone wire as the home run marker. Although I attended school with Puerto Rican, Irish, and black kids, they were never allowed in our neighborhood. I really liked a Puerto Rican girl, but wasn't able to see her outside of school.

* * * * *

With this profile in mind, one of the goals of the developmental writing program is to move students from writing about the personal to text-based writing by focusing on the connection between reading and writing; thus, a large component of the course is reading. As a committee, the ENG 100 instructors first devised writing assignments that would move students in this direction and would encourage students to write about their educational experiences so they can figure out their places within and against the academy. We were satisfied with our writing assignments but not with the students' reading assignments, so I decided to create a custom textbook in order to create a unified course and generate funds for the program through textbook royalties. Published by McGraw Hill, this textbook, in its fourth edition, consists of a reader, Writer's Workshop handbook and course syllabus. Through a series of meetings, ENG 100 faculty agreed upon a collection of essays that would help to instruct our students in writing and span vital themes that connect back to our central focus of "Discovering the Student, Discovering the Self" (see "Appendix A" for readings). We also decided on two

supplemental texts: Jonathan Kozol's *Savage Inequalities* and Rick Bragg's *All Over But the Shoutin'*. Because the faculty who teach this course created this textbook, teaching is now more effective and impassioned, and improved student learning is evident.

With a clear focus, I decided to implement a student publication to motivate students to revise and refine their own writing and provide students with the support needed to keep them in the classroom. Student publications are a growing trend among colleges and universities. However, these student publications often include only first-year student writing or writing from across the campus. Surprisingly, this trend is only beginning to take hold in developmental writing programs. In fact, I argue that developmental writing programs most need student writing publications, for it is in these writing programs that student publications can have the greatest impact. This impact is illustrated as students embrace, come to understand and write about their histories, their struggles and their successes, both within and outside of academia, and become surer of themselves as members of our classrooms and campus. In *Limbo*, Alfred Lubrano claims that poor, working-class, first generation college students feel uncertain, in part, because "their lives are not usually reflected in the university syllabus or represented among campus student organizations"(2). With this program and publication, we are able to change this as students' lives become visible in the publication.

* * *

... I never in my life took a book home until my sophomore year. We didn't have enough books for the classes so all we did in school was copy pages out of the book. If I could put together all the pages that I had to copy, I could make a novel. I had books that were torn, pages were missing and there was writing on almost every page.

* * *

The conditions of a school are very important to student's education because if the school is dirty and the students don't feel safe then they will not reach their full potential. It doesn't matter how smart you are if you don't feel safe in your school then you will not focus on school because you're more focused on your safety. According to Jonathan Kozol and the New York Times there was an article that talked about inner city schools being overcrowded, "Bathrooms, gymnasiums, hallways and closets have been converted into classrooms "because the school came up with the idea to create classrooms out of nothing" (114). We see that wasn't a good idea because these gyms, hallways and closets aren't built to hold a large number of stu-



dents at one time; how can you expect students to feel comfort when they are surrounded by hundreds of students at one time you can't focus at all in that kind of environment. When I went to Smith Hale Middle School in sixth grade, I didn't feel comfortable going to school because I felt like the teachers couldn't control their classrooms so that made me feel uneasy because the possibility of something happening to me was high. I was a little guy and most of the students were bigger than me; a lot of the older students would try and bully the smaller kids. I saw this happen all the time in the restrooms, classrooms and hallways; I was so afraid of that happening to me that I would always be the first person in the hallway just to avoid the bigger kids. That kept me from focusing on my school work because I was more worried about the bigger kids picking on me. Our government needs to look into this because they say that our kids are the future well our future isn't looking very good. Our kids aren't getting the proper education they need to be successful.



* * *

Our educational system does not provide every student with the same chance to be successful. Jonathan Kozol points out that the poor city schools aren't getting the same amount of money for their students as the wealthy schools. Kozol gives examples of how the amount of money is handed out "\$5,590 for the children of the Bronx and Harlem . . . for the slightly better off community of Younkers, over \$ 11,000 for every lucky child of Manhasset, Jericho and Great Neck" (122). This is saying that the only way your child is going to get a good education is to move to these rich wealthy areas of New York Manhasset, Jericho or Great Necks. It shouldn't matter where you live, you should be able to receive the same education no matter what school you attend. Un-

fortunately that's the way our public education system is run; we need to do some serious thinking about how we can change this. I went to inner city school K-6th grade; we had old textbooks, our teachers weren't the best and they didn't make as much money as some other teachers in other districts. When I went to Raytown school District, a suburb outside of Kansas City, they had better textbooks and some of the best teachers. Most of the teachers had at least their Masters; we even had teachers that used to be Doctors and lawyers. How do you expect to get the best teachers when the school districts don't have the money to pay for the teachers or even buy books for the teachers to use in their classrooms? I wonder what my life would be like if I would have graduated from an urban school compared to the suburban school I graduate from. However, the suburban schools aren't perfect because I felt like I was

ready for college when I graduated but when I went to college they told me that I didn't have some of the basic skills to take college courses; they put me in development classes which really have helped me. That goes to show you that we still have issues in our school system no matter what school you may attend.

* * *

Ms. Thomas, my fifth grade teacher. I can say that name now and not feel burning bile welling up inside my throat like molten lava. I'm not sure why she hated me, but I know that she did. I was always polite; mostly quiet, but an eager student. I received high marks over the previous couple years, and was looking forward to keeping up the momentum when school started again. I was beginning to be more adventurous when it came to writing since my Dad no longer lived with us, and [I] had even been keeping a journal. All that changed in the fall of 1975 at the beginning of fifth grade. Ms. Thomas ridiculed me on what seemed a daily basis, and generally it had to do with my school work. Whether it was my penmanship or a poor grade, it didn't matter, but worse yet she encouraged fellow students to do the same. The clothing I wore was clean, yet it was not stylish. My clothing was mostly provided by The Salvation Army or Goodwill and was the basis for daily teasing. Then it happened. Fear of being late for class after lunch caused me to skip restroom privileges and go straight to my classroom. I have never understood why using the bathroom is considered a privilege, it should be a right. My decision proved to be emotionally fatal, for when I could no longer wait, I timidly raised my hand. "May I use the restroom please?" I asked in what seemed a whisper. What came next was a nightmare. A resounding "NO!" followed by, "You had plenty of time after lunch; just hold it until next break." She replied with one brow lifted and a voice dripping with sarcasm. I couldn't wait; because, the next thing I knew urine was streaming onto the floor beneath my chair. The invisible yet recognizable stench of urine filtered through the room. Looking back it must have resembled a scene from the movie *Carrie*. Almost everyone was pointing and laughing at me including dear Ms. Thomas. It was more than I could bear. Once again, tears streamed down my face and my chin quivered uncontrollably. It was like taking two steps forward and three hundred back. Of course my Mother never knew, she was a custodian for the school and I knew if I told her she would have used the long red mop-like hair on Ms. Thomas' head to scrub the hallway floor. Consequently, this would be one more monster I would have to hide from using my books.



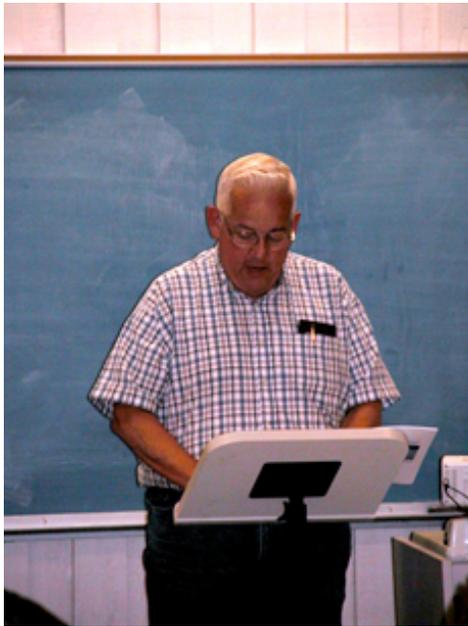
* * *

“The Sanctuary of School” shows how children go to school to get away from the neglect they suffer at the hands of their family. In the essay Berry tells about her being a seven year old girl who is neglected at home. The pain she suffers at home makes her cling to school. She shows how she was ignored because her parents were always arguing because they had a very low income and a large amount of people that lived with them however; they could not afford them. “We were children

with the sound turned off” (Berry 192). Both her brother and she were children who were always there but never seen or heard no matter how good they were being or how good they were doing in academics. She tells about how her parents probably didn’t know she was gone because the only thing they ever thought about was how to survive. This is true to many people such as myself. Growing up in a very poor East Nashville neighborhood somewhat like Berry, we, too, had a house with a large amount of people living in it. To be more specific there were thirteen people living in our house ranging any where in age from a few months to fifty. I was the oldest out of the seven younger children, so I was expected to take care of myself without having someone else’s attention. The lack of attention at home made me do my best at school because I thought my parents would pay attention to me. This plan didn’t work so I started acting out so then I would get in trouble I could come home with straight A’s and get nothing but if I did something I was told not to do I would get attention. I started coming home with company when told not to so at least then I was getting some kind of attention even though it was negative. However school was very different; the teachers would always reward me for everything I did right and for being a good student. Mrs. Benson was my fourth grade math teacher. Every time I would pass my math test or run and do something for her she would say, “Great job,” or give me a treat. This made me feel very loved and wanted. School is a great place for kids to spend their time so they can receive positive attention instead of the negative or lack of attention they received at home.

* * *

There were many people in my family I could have chosen to interview about their struggles and their determination to achieve an education, but no one’s story would have been



more meaningful than that of my grandmother, Barbara Ruth Booker. As I asked her many questions and she began to tell me about her childhood in Mississippi, I too slipped back in time with her to the farm she grew up on and the all black schools she attended to the basketball games and the endurance to achieve her goal of an education . . . At age five, my grandmother began picking cotton in the hot fields of Mississippi. "We were raised on a farm and my parents were sharecroppers; we had to work on the farm from sun up to sun down, six days a week picking cotton," she said. But in her spare time away from field, work, and chores, she learned how to play basketball with her brothers. She spent countless days and nights playing with her brothers as well as the some other boys on the plantation. She soon mastered the game and fell in love with the sport which later changed her

life . . . In the era my grandmother grew up in, all the black kids attended the same school and all the white kids attended a different school. She started school at age six at the local church that was used as the elementary school during the week and for church service on Sunday. This "church school" housed the head start students all the way to the 5th grade students. All of the children from the plantation went to the same school and they only had one teacher who was black also. She told me how their nine months of schooling would be split up because they had to have "harvest time" for gathering the crops that had been planted earlier in the year. So, instead of going to school in August, September, and October, they would go in June, July, August, September, and October would be spent gathering the crops for harvest, then they returned to school after Thanksgiving . . .

* * * * *

I had wanted to do this type of project for a while, but it always seemed that some other project or deadline got in the way. But during Fall 2006, I decided that this publication was too important to delay. I believe that if any program is to undertake a student publication, it is vital that the purposes of the project are clear from the inception and maintained throughout. It was agreed upon that this publication would serve myriad purposes. The most important purposes would be to validate students' experiences and writing abilities and to provide these students, as well as future developmental writing students, with the confidence and encouragement they need. It was also essential that this publication be seen as a reward, as something to be celebrated. Moreover, this publication would provide students with a real audience as well as provide instructors with

a text for instruction, assessment and motivation. I hoped that these goals would, in turn, increase success and retention rates in the program. Furthermore, as Director of ENG 100, I wanted this publication to illustrate the worth and capabilities of these individuals to the entire English Department as well as the campus. On the Missouri Western campus, there are still faculty, administrators and even students that do not know what our ENG 100 course entails and do not fully comprehend what our program achieves. I was confident that this publication would help erase any potential stigma or taboo associated with this class.

At the end of the Fall 2006 semester, students had the option of submitting their work for publication. Before the actual evaluation process, the evaluation committee comprised of all the ENG 100 instructors, met to determine our grading criteria. In alignment with our purposes for this publication as well as the course's objectives and goals, we agreed upon the following criteria: content, originality, a sense of discovery and insight on the part of the author, style or "presence on paper" as Kate Ronald defines it, and control of form, language and sentence construction. Students deleted identifying information from their papers and then submitted both hard and electronic copies with a cover sheet. As papers were submitted, I coded each one and separated the papers so each essay was blindly graded and instructors would not be able to evaluate their own students' papers. After second reads, I evaluated the scores into accepted, not accepted and split reads and distributed the split reads for a third evaluation. This evaluation process ensured fairness and that we only chose papers that two readers fully agreed upon. The process of creating this publication involved both part-time and full-time faculty; therefore, instead of being marginalized, part-time faculty were seen as integral to all aspects of this publication and program and this helped to foster camaraderie among all instructors. Print and electronic versions were designed by a student research assistant; the research assistant posted the electronic version on our department's website and campus printing published the print version which was distributed to students and their families as well as faculty, staff and administrators. Textbook royalties from McGraw-Hill, which are funneled directly into the program, were used to fund the publication.

After all of this was, for me, the most important step of the process: rewarding the students whose essays were to be published with a reception in which they could share their work and success. A diverse group of students--students entering college straight from high school, students returning to the classroom after years of work and family, students from rural and urban areas, students representing different backgrounds and cultures--were up on stage, some with tears in their eyes and all with a look of pride on their faces, reading their personal and text-based essays that dealt with their struggles both in life and in the classroom. This was the scene at the reception in which I un-

veiled the publication [*Discovering the Student, Discovering the Self*](#). And it was at this reception where I discovered the true power of this project. As students read their essays, each audience member discovered the same things that the students had discovered: during their first semester in college they are discovering themselves, realizing that they are part of many communities and defining themselves as individuals, students, scholars and citizens. And the work in this publication is truly their work -- the committee did not make any revisions or corrections to the essays. This was something that I insisted upon from the start.

And now I want you to hear from the students themselves as to why this publication and program are vital, effective and successful. According to former English 100 student and now published author Jeremy Hoffman:

After finding out one of my pieces was selected, a News-Press reporter contacted me to set up a time to do a short interview, because they were bringing some press to the publication. I told him about how I was a 28 yr old non-traditional student that never put forth the effort to learn in my grammar school days, and that I was now married with two kids. I ended up being the focal point of the story, with a couple of nice pictures to boot. The day after the article circulated, Dr. Varma, the chairperson in the Engineering Department, pulled me out of class to tell me how proud he was and that he wanted to reward me for my hard work. Little did I know that he was already working to help me land an internship as an estimator at Herzog Contracting, one of the largest railroad constructors in the world. Now, as a sophomore, they have already offered me a full time position when I graduate, while they usually don't even hire an intern unless he is a senior close to graduating. None of this would be possible if it weren't for you and the department publication. If you can pass this on to anyone that may help keep this great opportunity going, please do, so maybe someone else will benefit as much from it as I have.

Another story that shows the transformative power of this publication is the story of Laura Sapp. A nontraditional student, Laura could not afford a new blouse for the reception; her co-workers bought one for her so she could be proud and confident on stage at the reception.

Ultimately, what did our students discover about themselves, about where they have come from and where they are going? What have they learned about knowledge, education and being a student? And what will these students teach the next class?

* * *

Not unlike Russell Baker in his essay "Learning to Write," I have found an unforeseen joy of self expression with writing (220). English, the class I most dreaded, has proven to be my most pleasurable. Words pour from me like floodwaters pushing down the walls I have been building since I first learned to read, and the pages I would use to keep warm have now become a sponge soaking those words up. My instructor, whom is most supportive, jokingly calls me wordy. I feel it is a compliment. I have kept so many words bottled up inside for far too long. Once introverted, I no longer dread raising my hand or speaking up in class. Generally, I'm the first to do so, because my desire is to be an inspiration for those around me. I no longer fear being ridiculed. The only thing I fear is class ending. College is no longer something unfortunate; it has become a life preserver that floats me on a gentle stream of knowledge.

* * *

The power of three, if teachers, parents and community did their part our nation's youth would be much more prepared and able-bodied for the battle of education they are soon to face, but it will take the participation of all parts to come together with the same goal in mind: making reading the priority in all children's lives. . . I never had all three of these elements and I am in college now, but I feel as if I am behind.

* * *

Books and reading have opened the grand door of writing to me and allowed me to find myself. . . I am now outgoing, outspoken, responsible, loving, hardworking and somewhat adventurous. And I am happy that because I love reading and writing and I can now share my story about literacy to you and hope you bloomed or will bloom just as I did after I discovered the magic behind the cover of a good book.

* * *

When Welty misplaced a metaphor in one of papers about where the moon rises, a writing critic told her "always be sure to get your moon in the right part of the sky" (Welty 186). The literal meaning is make sure you know the moon doesn't come up in the west, but make sure you are in the right place in the world.

* * * * *

As Mike Rose says, "All students cringe under the scrutiny, but those most harshly affected, least successful in the competition, possess some of our greatest unperceived riches"(xi). I would like to think that Missouri Western's Developmental Writing Program and its publication, *Discovering the Student, Discovering the Self*, help students to

understand what “riches” they have to offer. Furthermore, the impact of the Conference on Basic Writing Award for Innovation has been great: it has afforded a sense of worth and value to our students and the program. Students, faculty and administrators across the campus are shedding their inaccurate notions of basic writers as “dumb” and those who do not belong and are beginning to accept them. With this shift in perception comes a shift in the support and recognition of our program. Rose argues that “it is an outstanding challenge . . . to actualize the potential not only of the privileged but, too, of those who have lived here for a long time generating a culture outside the mainstream.” Helping students to reach their potential is a worthwhile challenge that will become more familiar on our campuses as we showcase our students’ work. This student publication proves “this painful but generative mix of language and story. . . gives rise to new speech, new stories, and once we appreciate the richness of it, new invitations to literacy” (Rose 226).



Works Cited

Bragg, Rick. *All Over But the Shouting*. Vintage, 1998.

Images. Book Launch and Reception. *Discovering the Student, Discovering the Self: Essays from English 100*. Missouri Western. April 25, 2007. Web. <<http://www.missouriwestern.edu/eflj/ENG100/>>

Kozal, Jonathan. *Savage Inequities: Children in America's Schools*. Harper Perennial, 1992.

Lubrano, Alfred. *Limbo: Blue Collar Roots, White Collar Dreams*. Wiley, 2005.

Rose, Mike. *Lives on the Boundary: The Struggles and Achievements of America's Underprepared*. Penguin, 2005.

Terrick, Dawn et. al., Editors. *Discovering the Student, Discovering the Self: Essays from English 100*. Missouri Western State University: Department of English, Foreign Languages, and Journalism, 2007, 2008, 2009, 2010.

Video. Book Launch and Reception. *Discovering the Student, Discovering the Self: Essays from English 100*. Missouri Western. April 2009. National Conversation on Writing (NCoW): A Council of Writing Program Administrators-Network for Media Action Initiative. Web. <http://www.ncow.org/site/spotlight/basic_writing.htm>

APPENDIX A: Custom Textbook, Table of Contents
(*Discovering the Student, Discovering the Self*, 4th Ed: McGraw Hill)

Memories and Self-Reflection:

Maya Angelou, "Graduation Day"
Maya Angelou, "Sister Flowers"
Russell Baker, "Growing Up"
James Baldwin, "Notes of a Native Son"
Anthony Brandt, "Rite of Passage"
Judith Ortiz Cofer, "Casa: A Partial Remembrance of a Puerto Rican Childhood"
Frederick Douglass "How I Learned to Read and Write"
Jayne Gilbert, "The Family Car: A Metaphor for Life"
Zora Neale Hurston, "How It Feels to Be Colored Me"
Julius Lester, "Objects"
Bill McKibbin, "A Modest Proposal to Destroy Western Civilization . . . The \$100 Christmas"
N. Scott Momaday, "The Way to Rainy Mountain"
Gordon Parks, "Flavio's Home"
Richard Rodriguez, "On Becoming Chicano"
Amy Tan, "Mother Tongue"
Eudora Welty, "One Writer's Beginnings"

Education:

Russell Baker, "School Vs. Education"
Lynda Barry, "The Sanctuary of School"
Caroline Bird "Where College Fails Us"
Leon Botstein, "Let Teenagers Try Adulthood"
Leonid Fridman, "America Needs its Nerd"
Barbara Jordan, "Becoming Educated"
Richard Rodriguez, "On Becoming Chicano"
Mary Sherry, "In Praise of the F Word"

Language: Writing, Speaking, Reading:

Russell Baker, "Learning to Write"
Frederick Douglass, "How I Learned to Read and Write"
Gail Godwin, "Watcher at the Gates"
Gloria Naylor, "The Love of Books"
Richard Rodriguez, "The Lonely, Good Company of Books"
Eudora Welty, "One Writer's Beginnings"

Culture and Identity

James Baldwin, "Notes of a Native Son"
Judith Ortiz Cofer, "Casa: A Partial Remembrance of a Puerto Rican Childhood"
Zora Neale Hurston, "How It Feels to Be Colored Me"
Maxine Hong Kingston, "Reparation Candy"
Gloria Naylor, "The Love of Books"
Amy Tan, "Mother Tongue"
Alice Walker, "Everyday Use"

Appendix B: Writing Prompts (English 100)

Go back into your memories and find a story regarding literacy that you vividly remember. What specific details do you remember? Is it serious or funny? What emotions do you want to evoke from your audience with this story? Tell your story.

Do you remember when and how you learned to read? Did a family member, like your mother, grandmother or big brother, read to you?

Do you remember your favorite book as a child? What was it and why?

Did your room or house have a lot of books, newspapers and reading materials? If so, describe.

What about that evil, scary looking grade school teacher you had that made you hate reading and writing? What did she look and sound like?

What obstacles did you face as a youngster in learning to read and/or write? OR What is your crowning moment of glory in learning to read and/or write? Tell this story.

Did you have reading time in grade school? What class and teacher? What did you do? Did you enjoy it? Tell this story.

Do you have a true passion or fierce dislike for reading and writing? If so, something happened to make you feel this way. Think back on your childhood and find the moment when this formed. Tell about it, using details and description.

Appendix C: Student Publication Details
(*Discovering the Student, Discovering the Self: Essays from English 100*)

Purposes and audiences of publication:

- Validate students' experiences and writing abilities
- Provide these students, as well as future developmental writing students, with the confidence and encouragement they need
- Increase success and retention rates in the program
- Illustrate the worth and capabilities of students to the entire English Department as well as the campus
- Educate the campus about and promote the developmental writing program
- Use publication as a text in the ENG 100 developmental writing classroom
- Audience: ENG 100 students; faculty, administrators and staff; students' families and friends

Evaluation criteria:

- Content
- Originality
- Control of form/structure, language and sentence structure
- Sense of discovery and insight on part of the student writer
- Style or "presence on the page"

Evaluation process:

- Multiple "blind" readings and scorings

Printing and distribution of the publication:

- Print and electronic versions created by the Director of Developmental Writing and a student assistant
 - Print version distributed to students, students' families, ENG 100 faculty and administration
 - Electronic version posted on department website: www.missouriwestern.edu/EFLJ/ENG100/

Communication:

- Emails sent to students informing them of their acceptance
- Invitations with RSVP (print and electronic) sent to students, all English department faculty, administrators and staff connected to the ENG 100 program

Reception:

- Welcome and introduction from the Director of Developmental Writing
- Students' names read as students walk up on stage and receive certificates
- Awards (\$100 gift certificates to the bookstore) distributed for "Best Student Essay" and given by the student's instructor
- Students read their published works
- Books distributed to students' families
- Food
- Local media coverage and reporter from university newspaper

Funding:

- Budget for the publication *Discovering the Student, Discovering the Self*:

Printing (150 books):	\$303.75
Reception:	\$122.73
Gift certificates:	\$300.00
Student labor:	\$125.00
Total:	\$671.48