



# TRANSLATING OPPORTUNITY TEXAS



## Participant Handout - Module 1

### Incorporating Existing Resources into the MLE Context

*Presented by Dr. Erin Doran, Dr. Darin Jensen, and Dr. Emily Suh*

**Objectives:** Participants will:

- Consider their own identities, the identities of their students, and how students' identities and linguistic backgrounds are assets to be leveraged in the classroom.
- Braid research and practice on literacy practices to design assignments that help students learn about their college context while building their academic literacies.
- Connect their classes to existing services on their campus to provide students with holistic support.

### Section 1: Framing Support and Pedagogy for Multilingual Learners/ Research Base (Literacy and Engagement)

**Notes:**



#### Pause & Reflect 1 (8-10 min)

1. What do you know about your students? What has surprised you about the linguistic diversity of your students?
  
  
  
  
  
  
  
  
  
  
2. Has your institution provided you with disaggregated data to understand where they're coming from? (Bensimon et al., 2019)

3. What linguistic strengths do your students bring to the classroom?
  
4. How do you create moments in the classroom for students to see their heritage language as an asset while they are strengthening their English skills?

## Section 2: Providing support from faculty and through assignments

Notes:

### Some example texts for use in class are:

- *Lives on the Boundary*, Michael Rose
- *A Different Mirror for Young People (A History of Multicultural America)*, Ronald Takaki & Rebecca Steffoff
- *Savage Inequalities: Children in America's Schools*, Jonathan Kozol
- *Between the World and Me*, Ta-Nehisi Coates
- *Tell Me How it Ends*, Valeria Luiselli
- *Wounded by School*, Kristen Olson
- *Absolutely True Diary of A Part-Time Indian*, Sherman Alexie
- *Autobiography of Malcolm X*, Malcolm X, Alex Haley & Attallah Shabazz
- *Borderlands/La Frontera*, Gloria Anzaldúa





### **Pause & Reflect Meaning of education; leveraging resources**

(8-10 minutes)

5. Knowing your students, what kind of responses would you expect from your students?
6. How could you use this knowledge to build community and leverage institutional resources?
7. Consider the list of sources in the discussion guide and what authors have said about education and/or their lived experience. What are your experiences that you can share?

### **Section 3: Braiding research and practice**

**Notes:**



### **Pause & Reflect 3: Integrating resources and students' experiences (personal literacies)**

(8-10 minutes)

8. In what ways are campus services already integrated into your classes? How could those be better utilized?
9. What are texts and writing prompts that can draw on students' lived experiences?

**Suggested Follow-Up Reading:** [Gloria Ladson-Billings\(1995\)](#), [Ngo and Lee \(2025\)](#) (Full citation information available in the references).

**Link to slideshow presentation**

## Sample Scaffolded Assignment:

### **Prompt:**

In this essay, students will become familiar with the institutional literacies that they need for success at their school. Students will choose an aspect of their institution and to read and analyze. They will write an essay using a writing process and then will remediate the essay into a presentation to teach their classmates about the institutional literacy they've learned.

### **Outcomes:**

- Students will apply critical reading and rhetorical analysis to understand unfamiliar texts and situations as applied to their institution.
  - Students will understand relationships between power and rhetorical choices.
  - Students will learn to summarize and present complex information effectively to a learning audience.
  - Students will adapt their writing choices and strategies to different audiences.
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## Instructions Provided to Students:

### **The purposes of this project are to:**

- Build your confidence in your abilities to critically read and critically write
- Expand your understanding of the concept of "literacy" into "literacies"
- Learn critical reading concepts and strategies based in rhetorical analysis
- Practice different methods of writing that enhance critical thinking
- Practice the social stages of the writing process

### **What you will submit:**

*For this project you will submit a reflective literacy analysis. You can choose between three options for the format of your analysis:*

- An analytical essay that includes personal experiences
- A narrative with reflective analysis
- An instruction guide with reflective analysis

### **Process**

*You have followed this process to complete the project:*

- Select an area of your life in which you feel you are literate.
- Critically read to complete a rhetorical analysis of the area or "literacy."
- Analyze how you became literate in this area.
- Draft the reflective literacy analysis.
- Peer review others' analyses and get feedback on yours.
- Submit final draft of reflective literacy analysis.

### **Formatting Expectations**

*The format of your reflective literacy analysis will depend on the format option you choose.*

- The analytical essay format would include introduction and conclusion with body paragraphs that focus on elements of the literacy with examples and anecdotes to illustrate those elements.
- The narrative essay format shares your story of developing your literacy that follows a beginning, middle, and end and includes anecdotes/experiences.
- The instruction guide format shows how someone becomes literate in the area you choose by using sections, lists/steps, images/graphics, etc.
- Regardless of which format you pick, the written portion needs to be about 1000-1250 words in length.

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