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The CATESOL Journal

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Promoting Generation 1.5 Learners' Academic Literacy and Autonomy: Contributions from the Learning Center

■ **This article explores the ways in which learning centers contribute to the development of Generation 1.5 students' academic literacy beyond the classroom. Using specific examples of tutoring sessions and tutor training activities, the authors demonstrate how Generation 1.5 students can benefit from an articulated learning center pedagogy that promotes skill development, metacognitive awareness, and student autonomy.**

Introduction

Generation 1.5 writers bring to college a diverse set of skills, strategies, and background experiences. Like native-speaking basic writers, these students bring a wealth of cultural and idiomatic knowledge as well as aural/oral skills to the composition classroom, yet some still need specialized support to more fully develop their cognitive academic language proficiency. Figure 1 below highlights the diversity within the English language learner population in U.S. colleges and universities.

Figure 1
English Language Learners in U.S. Higher Education Contexts

Types of English Learners

Late Arrival Students <-------------------------------> Early Arrival Students
<--Exchange--International--Recent Immigrant--Long-term Immigrant-->

Years in the United States

<--------- 4-6 years ----------- 7-12 yrs -------------13-18+ yrs ------->

Modes of Learning

Eye Learners of English <-------------------------------> Ear Learners of English
Analytical Learners <-------------------------------> Relational Learners

Strengths

Late Arrival Students <------------------------------> Early Arrival Students

Late Arrival Students	Early Arrival Students
• Academic Literacy in L1	• Interpersonal Communication Skills in L2
• Cognitive/Metacognitive Study Strategies	• Oral/Aural Fluency
• Formal Study	• Knowledge of U.S. Culture and Educational System
• Knowledge of English and its Grammatical System	

Generation 1.5 learners' characteristics tend to cluster toward the right end of the continua. In general, these learners have been in the US for more than six years. They are more often ear learners than eye learners, having acquired English through oral and aural means, not through formal or systematic learning in EFL, ESL, or English classrooms. These students possess a high level of conversational fluency and identify with U.S. culture and its educational system, many not having received any formal education in another country. These very factors, however, can create learning situations in which Generation 1.5 students generally achieve a lower level of cognitive academic language proficiency than later-arriving immigrants or internationals, given their lack of formal, systematic study of English and exposure to academic language and discourse. In most cases, Generation 1.5 students' language and literacy training has afforded them little opportunity to focus on acquiring the following skills and strategies:

- Syntactic and lexical accuracy and variety
- Sophistication in organization and development
- Academic audience awareness
- Use of appropriate heuristics depending on task
- Formal schema (exposure to different types of writing)
- Reading attack strategies
- Metacognitive learning strategies

The range of experiences within the Generation 1.5 population is also worthy of note. Students defined as Generation 1.5 may have been in the US anywhere from 6 to 18 years. Among other differences, they have participated in a variety of language and writing training in public schools, have received varying levels of parental input in regard to literacy training and economic support, and hold widely divergent sets of expectations concerning university level writing tasks (see Roberge, this volume, for an in-depth discussion of Generation 1.5 learner characteristics, and TESOL Executive Committee, 1999, for a description of factors affecting achievement of academic literacy).

Administrators confront placement issues: Should Generation 1.5 students be considered developmental or ESL writers? Which program would best serve students? Teachers must confront the myriad skill levels attained by the diverse population served in any one ESL, developmental, or reading and composition class. Thus, for teachers and administrators, the diversity of the Generation 1.5 population creates a new set of issues to be "handled."

Learning center professionals, however, design programs based not on a set curriculum but rather on individual student needs and tasks. Learning centers are in the unique position of being able to meet the student where the student is (North, 1982), offering skill instruction and strategies tailored to the specific needs and styles of the learner in a way not possible in the classroom setting. We feel that, given the flexibility provided by the tutorial setting and inherent in learning center pedagogy, learning centers provide the optimal environment for complementing classroom instruction for the diverse population of Generation 1.5 learners.

In this paper, we present the basic tenets of learning center pedagogy and a set of tutoring and tutor training frameworks used in the learning centers at San Francisco State University (SFSU) and The University of California, Berkeley (UCB).[1] We focus specifically on (a) the Kolb Experiential Learning Cycle, which highlights the role of cognitive and metacognitive strategies in learning and (b) the Tutoring Cycle, based on Ross MacDonald's 12 Step Tutor Cycle, which provides tutors a means of structuring tutorials around individual student needs. We then show how these frameworks guide the work of undergraduate and graduate peer tutors at these two centers, helping tutors address the diverse needs of the Generation 1.5 population. We conclude by demonstrating how these frameworks also guide activities in tutor development seminars and workshops.

Part I: Learning Center Pedagogy

Tutoring pedagogy at SFSU and UCB is founded on the following principles:

- Because the higher education learning community can be hard to navigate, students need tutors that are empathetic, positive role models.
- In the learning center environment, students learn and practice transferable strategies that contribute to building their autonomy as learners.
- Students' language and academic development is promoted by the individualized support provided by tutors in student-centered and task-based sessions.

The following sections elaborate on these principles.

A Diverse Tutoring Staff for a Diverse Student Population

In order to serve a population as diverse as Generation 1.5, our learning centers strive to employ a peer tutoring staff that brings a diversity of identities to learning in terms of ethnicity, race, gender, major, educational experiences, and paths to success. Such diversity serves to create cultural affinity and thus a more welcoming, empathic environment for all learners. Given their own experiences, a multicultural, multilingual tutoring staff can be sensitive to language and identity issues faced by our Generation 1.5 learners. Having achieved a level of success within academia, these tutors can also act as role models for developing Generation 1.5 learners. And finally, many learners who may feel hesitant to come to centers for learning assistance

might feel welcome if cultural affinity is more apparent. If Generation 1.5 learners, who are often subjected to years of misidentification, see students like themselves working within centers, these learners may be more likely to seek out services.

Developing Strategies to Build Autonomy: Skills-Based Tutoring

A skills-based learning center pedagogy provides flexible frameworks for meeting the particular needs, across disciplines, of both Generation 1.5 students and second language learners in general. Second language writers often have gaps in their preparation or skills and enter college with varying degrees of knowledge about writing conventions and levels of grammatical accuracy, especially with certain features such as tenses and articles, errors which are usually labeled "ESL" by their content instructors.

Because of class size and curricular demands, classroom instruction, both in content and composition courses, often cannot meet these students' individual needs, requiring them to rely on other venues to work on their deficits. For example, while most writing courses do include some grammar instruction (teachers may mark errors on final drafts, refer students to a grammar book or exercise, and devote class time to teaching new ways of combining ideas in sentence combining exercises), class time devoted to grammar instruction generally remains limited and leaves students to work independently on those grammar errors not common to all students. Students in a freshman composition class, for instance, might learn about using noun phrase appositives correctly, which all developing writers can benefit from; however, it is unlikely that this class will devote any time to teaching the difference between simple past and past perfect as only some second language writers in the class would have problems with those tenses.

In tutoring interactions, tutors assess individual students' needs and choose strategies and tasks to fill in gaps while working with students to recognize and utilize their existing strengths, supporting students in developing skills to succeed in their classes. In small groups or individual tutorials, tutors can assess each individual learner's style and employ strategies to help ear learners such as Generation 1.5 students "speak their way into reading and writing," allowing students to access information through the more comfortable medium of speech and then focus on differences between spoken and written discourse. Also, tutors can provide strategies and explanations for "noticing" grammatical patterns and attending to detail, helping Generation 1.5 learners make sense of grammatical rules outlined in writing handbooks and pointed out by their instructors. Such flexibility is not always possible, given the reading, lecture, and note-taking format of most content classes or the heavy curricular demands and diverse levels represented in composition classes.

Figure 2 below contrasts salient features of classroom instruction and learning center interactions, showing how tutorials can support Generation 1.5 learners outside class.

Figure 2
How Learning Centers Supplement Classroom Instruction

CLASSROOM	LEARNING CENTERS
Linear Curriculum • Linear curriculum, with built-in push to get through material. • Little time for individual interaction. • Failure or difficulty in performance indicates gaps students are responsible for filling individually (outside class).	**Individualization** • Individualized instruction: Individual learning outcomes dictated by individual needs/ gaps. • Individual needs and gaps are assessed; goals are set accordingly.
Learning Styles • All styles addressed, but individual student's preferred modalities or styles not necessarily dominant. • Not enough time for all learners to participate orally.	**Learning Styles** • Individual/ small group tutoring sessions tailored to individual's learning styles. • Increased opportunities to use oral/aural skills with immediate feedback. • Students have more opportunities to discuss class content, ask questions, talk through their ideas. • Relational learners get more feedback.
Assessment of Progress • Achievement is measured in grades as compared to others (achievements are graded).	**Assessment of Progress** • Individual progress is gauged and evaluated by the individual only in terms of skills (self-evaluation). • Students learn to self-evaluate needs, progress, learning outcomes.
Learning Autonomy • Independence is assumed to fill in gaps.	**Learning Autonomy** • Learning to achieve independence.

Affective Factors	Affective Factors
• Instructors are never peers, no matter how nice: They determine the grade. • Not all students feel comfortable asking questions, especially those who feel their voices are not represented in the classroom.	• Tutors are peers (students, possibly second language writers, role models) who do not assess outcomes. • At both at UCB and SFSU, multilingual writers comprise 60 to 75% of the learning centers' student population.

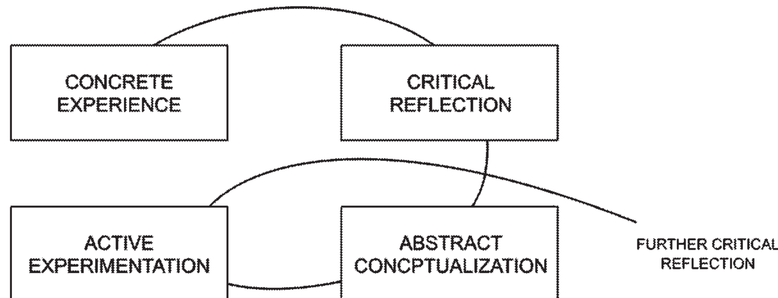
Although Generation 1.5 students exhibit a wide range of strengths, gaps in their knowledge may at best make their learning difficult in content courses and at worst prevent them from succeeding and graduating from college. Colleges and universities dedicate tremendous effort and resources towards retaining students, ensuring students take appropriate courses while enrolled in developmental classes for English and math, creating freshman experience courses for cohorts of students identified as being at-risk, for example, or increasing the number of checkpoints for students enrolled in such classes to insure that students don't "fall through the cracks." However, at the same time, some colleges and universities enact mandates or policies that potentially keep many Generation 1.5 students, those most in need of developmental writing courses, out of the university until they have completed their remedial courses in math and English. Learning center programs can contribute most dramatically to these students' development, success, and retention by helping them fill these gaps.

Kolb's Learning Cycle Applied in Learning Center Pedagogy

Developing writers, especially Generation 1.5 writers whose educational experiences may not have afforded them sustained opportunities for developing methods for self-reflection, are often so overwhelmed with new material and tasks that they cannot navigate the learning process successfully on their own. Tutors, facilitating sessions that are student centered and task based, can scaffold this learning process while making it more meaningful for the student.

Kolb, in his Experiential Learning Cycle (Kelly, 1997), describes how learning happens as part of a cycle of Experience, Reflection, Abstract Conceptualization and Active Experimentation (see Figure 3 below).

Figure 3
Kolb's Experiential Learning Cycle (Kelly, 1997)



In the first stage of the process, *Concrete Experience*, the learner is engaged in some sort of learning experience: processing an assignment, listening to a lecture, or reading new information about a topic. For example, a Generation 1.5 learner might be handed back a paper which needs to be revised in order to receive a grade. It contains questions to help the writer clarify content, marks on grammar errors, and an endnote pointing out areas of strength and areas needing improvement.

During the second stage, the learner uses *Critical Reflection* to learn from the experience. This stage is for reflection—self-evaluation in some cases—a time for asking and formulating questions. To continue the example of the learner above, a tutor at this stage can help the student look at the instructor's comments critically in order to figure out what needs to be done to revise the essay. The tutor prompts the student to figure out what makes sense, what doesn't, what worked, what didn't, where bottlenecks occurred, and why, while helping the student relate this new experience to previous experiences and knowledge.

In the third stage, *Abstract Conceptualization*, the learner makes hypotheses about learning and the learning process, reconceptualizing problems and revising her approach to the original task. The tutor guides the student in this phase, encouraging her to set learning goals, self-assess strengths and weaknesses, and build sets of cognitive and metacognitive strategies and transferable skills for approaching academic tasks. In the Critical Reflection stage, the same Generation 1.5 student might discover that the biggest problem in the returned paper is development. In this conceptualization stage, by talking with a tutor and relying on familiar revision strategies, the student hypothesizes that by answering the instructor's questions, she can sufficiently clarify her ideas. Under a tutor's guidance, though, she realizes that this is only a first step and she revises her strategy: She decides that she will go back to the articles she has read in class to find more effective support.

The fourth stage is one of *Active Experimentation,* during which the learner tests new hypotheses or strategies. In tutoring sessions, students apply the skills and strategies they learn. The second language writer described above actually works with her tutor, analyzing specific questions to find out what she needs to expand on in order to make her point clearer, going back to

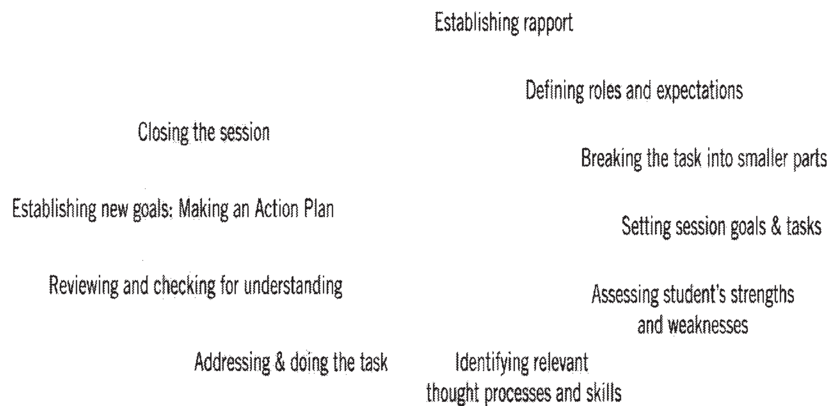
the readings to look for supporting evidence, integrating this evidence in her essay, and evaluating her revisions as she goes along.

This learning cycle continues, starting over with each new learning experience.

Part II: Pedagogy in Practice: The Tutoring Cycle

A skills-based approach to tutoring encourages students to think critically, to apply what tutors model, and to develop strategies for self-evaluation and improvement that lead to independence. For each session, tutors attempt to accomplish three things with the learners: (a) answer questions the student comes with and formulates during the session; (b) develop transferable strategies and skills to answer these questions and to promote independent learning; and (c) formulate an action plan to continue the task independently. And since no two individuals learn at the same pace or in the same fashion, tutors must be flexible yet structure tutoring sessions to facilitate the learning process of each tutee. The Tutoring Cycle described below (see Figure 4), based on Ross MacDonald's Tutor Cycle introduced to SFSU's Learning Assistance Center by Kate Kinsella in 1991, is a framework that provides a structure to tutors, allowing them to become facilitators who support students in developing autonomy as learners.

Figure 4
The Tutoring Cycle for Individual and Group Tutoring



In this cycle, the learning, the teaching, and their affective dimensions are all represented and addressed. They are broken down into distinguishable parts that enable tutors to devise and address manageable learning outcomes in each session. All groups connected to the learning center can benefit from this structure:

- The tutees, who develop independence while learning skills and strategies rather than having someone do the work for them or having to figure out on their own what they have learned and how it can be transferred to other tasks.

- The tutors, who have a framework applicable to each tutoring session that helps them prioritize goals and learning outcomes, break down bigger tasks into manageable subtasks, and articulate the skills and strategies they work on with their tutees.
- The instructors, who can trust that there is a unified approach to tutoring despite the individual differences between tutors and tutees.
- The training staff, who can design training sessions and individual feedback for tutors with these steps in mind.

By negotiating the cycle together, tutor and tutee assess needs, establish goals and expectations, and identify and practice skills in each tutoring session. The following steps, without creating a rigid framework to be followed blindly, enable tutors to guide students through an individualized learning process. The goal of the cycle is not to create a script that dictates each tutoring interaction but rather to provide benchmarks that act as reminders for the tutors to engage students actively in their own learning.

Establishing Rapport. "How are things today?" "Did you see the game last night?" "I remember that you had a midterm yesterday. How did it go?" A friendly question is a great way to establish rapport and break the ice before delving into the tutoring session. In addition to putting the student at ease, an initial, friendly, and personal chat provides the tutor with information about what the student is working on or what roadblocks he might be encountering.

Defining Roles and Expectations. As the session starts, tutors explain to students the skills-based approach used in tutoring. For example, a tutor can say "I can't edit your essay for you, but I will read it and point out to you the main mistakes I notice. Together we can find ways for you to fix them so you can do this on your own next time." With clear expectations of each other's roles—the tutor as a facilitator who guides the students to their own answers, and the student as an active participant who develops skills—the session can proceed.

Breaking the Task into Smaller Parts. Most times, students come for help with tasks that are multilayered: starting a draft of a paper after having analyzed several readings, editing a seven-page paper, or finding a suitable research topic. Generation 1.5 writers and other developmental writers often don't recognize that the task they want help with is actually composed of several subtasks that can be done sequentially. For example, in order to edit, one has to: (a) find out what errors one makes, (b) prioritize the errors to attend to the most salient ones first, (c) know what each error "looks like," (d) find ways to fix the errors, (e) devise strategies for finding and correcting these errors in one's writing.

Breaking large tasks into smaller parts makes the task manageable for the tutor to address, but more importantly, it allows the student to learn discrete, transferable skills, which is especially salient for students who need to develop their academic literacy, such as Generation 1.5 students.

Setting Session Goals and Tasks. After breaking the larger task into manageable pieces, in this step, tutor and tutee choose what to focus on specifically in the session, such as brainstorming and evaluating research topics,

analyzing an essay and checking its coherence and cohesion, or editing sentence structure errors. Clearly articulated, realistic learning outcomes and tasks give the session a specific focus and help both parties manage time and expectations more effectively.

Assessing Student's Strengths and Weaknesses. Tutors can guide students through a critical reflection to assess their particular strengths and skills for the task they are focusing on. Based on this inquiry, tutors might also gain knowledge regarding the tutee's preferred learning style or modalities. By asking a student to show how he edits his paper for sentence structure errors, for instance, a tutor might discover that the student actually has no specific strategy other than reading the paper over. At the same time, though, the tutor might notice that the student can catch errors when he hears sentences spoken aloud, displaying his preference for an auditory learning modality.

Identifying Relevant Thought Processes and Skills. As an experienced and successful writer and student, a tutor is usually able to quickly analyze and understand tasks that students bring in. A more challenging task for the tutor is to be able to identify the skills necessary to complete the task, articulate them, and find ways to teach these skills. For example, looking for sentence structure errors requires a writer not only to identify subjects, verbs, and clauses, but also to know what kinds of errors he usually makes, what these errors look like, and which strategies he can use to correct them.

Addressing and Doing the Task. This is the bulk of the tutoring session, which the tutor will conduct using tutoring strategies that are appropriate for each student, drawing from a toolbox of strategies developed with experience and in training workshops, as described further in Part IV. Tutors are encouraged to use the chalkboard for visual reinforcement, and to engage the student in active learning such as reading aloud, writing on the board, making connections with materials previously learned, and practicing strategies that the tutor introduces.

Reviewing and Checking for Understanding. Throughout tutoring sessions, tutors encourage their tutees to rephrase what they explain, and come up with strategies for completing a similar task independently in the future. The student editing his essay for sentence structure errors could be asked to give his own definition of an error he tends to make. After generating a short checklist for finding and correcting this error, the tutor could write a sentence that contains an error on the board and ask the student to edit it using the checklist. The next step would be to point the student to an area of the paper that contained the same error, and ask him to locate and correct it. The last step would be to let the student find the next similar error without any direction, explain why it is an error, and correct it.

Establishing New Goals: Making an Action Plan. This is the culmination of the tutoring session. By having the student summarize and verbalize in an action plan what he or she needs to do next, the tutor is making clear to the student that a tutorial is only the beginning of the learning process and that the strategies they discussed need to be practiced in order to be learned.

An action plan clearly lays out steps for completing or continuing a specific task, often summarizing parts of a tutoring session. To be effective, an action plan should be:

- Short: it should have no more than 6 steps so as to remain doable.
- Specific: the tutor helps the student use descriptive verbs for each step and details so there is no doubt what the task is.
- Doable: the student should be able to articulate these steps, so it should be in the student's own words, and the tutor should help the student plan a study time to complete the task.
- Transferable: it should include, as a final step, some suggestions for how to transfer the strategies outlined in the action plan to a subsequent assignment or learning experience.

The student who started editing his essay with a tutor as described above might leave with an action plan that lists the following steps:

ACTION PLAN
(For finding and correcting run-together sentences [RTS])

1. Read essay aloud and listen for sentences that sound "weird."
2. Mark those and make sure to check them.
3. Look for RTS (run-together sentences): long sentences that you connect with commas.
4. Underline main verbs and circle subjects.
5. Make sure that independent clauses are connected properly:
   - Use a joining word to show connection between ideas (BEST!)
   - Use a semicolon (;) if the ideas are closely related
   - Use a period (.) to separate ideas (Watch out! Result can be CHOPPY).
6. If you're not sure how to fix a sentence or if it's too long, rewrite it.

Next time: Edit essay for RTS before tutoring; mark sentences you're not sure about.

Closing the Session. This very last step in the cycle, an echo of the first step, Establishing Rapport, ends the session on a personal note. As learning center programs strive to provide an environment that is both respectful and friendly, one that fosters learning without intimidation, tutors are encouraged to take the time to bring closure to each session. Comments such as, "Good luck. I hope this works out for you," or "You worked hard today, and the steps you came up with will also be really useful for your History essay," let students know that their tutors care about their success.

At SFSU's Learning Assistance Center, each student has a record that, in addition to personal information as described later in Part IV, includes a brief summary of each tutoring session. While closing the session, tutors and students also summarize together the skills covered in the session so the tutor can write them down in the student's session record, a document which they use throughout the semester to set goals and evaluate progress and learning outcomes. At UCB's Student Learning Center, tutors and students meeting weekly fill out a goal-setting chart in the first few tutoring sessions. Then,

throughout the term, the pair reviews the chart, noting which initial items the student seems to have better control over and adding new issues that have emerged during subsequent sessions.

Two Second Language Writers, Two Tutoring Sessions: One Approach

The following two hypothetical tutoring sessions with second language writers illustrate how students coming to a learning center with different tasks and needs would both benefit from a tutoring session that follows the Tutoring Cycle.

Student 1: Belinda, a Weekly Student. Belinda, a Generation 1.5 student born in El Salvador but educated in the San Francisco's public schools, works weekly with a tutor on a portfolio to finish an incomplete for a freshman composition class for native speakers. A strong oral communicator, she has little difficulty producing text. However, she struggles with organizing her ideas and crafting a strong central thesis for her papers. Her language contains many sentence level errors and shows much evidence of oral composing. Despite four semesters of composition instruction, which included two semesters of developmental writing courses and two semesters of freshman composition, she still has difficulty evaluating her own writing and requires frequent and sustained feedback from both instructors and tutors in order to write passing papers. For this reason, she is working with a tutor to complete a portfolio by revising four papers she has already written instead of repeating the course for the third time and having to cope with entirely new assignments and materials. She meets weekly with a tutor, who has discovered much of the preceding information during an initial intake (see Appendix A for intake form and questions) and the first few sessions.

The tutoring session described below is the fourth one. Belinda's goal for the week was to revise one of her essays and check topic sentences, ensuring that her paragraphs were focused and supported the main idea.

By this time, Belinda has developed a good relationship with her tutor, so the initial Establishing Rapport and Defining Roles and Expectations are quick. The tutor asks Belinda how her revising process went and what she thinks her essay still needs, the first step for Setting Session Goals and Tasks. In this particular case, Belinda feels satisfied with the organization of her essay but wants help incorporating some details she has brainstormed.

Before articulating these goals, the tutor reads the essay to check whether Belinda's assessment is accurate. Often, session goals need to be negotiated. On reading the essay, her tutor notices that even though Belinda was able to improve the focus of several paragraphs, important parts of her essay still lack both organization and development. At the same time, he concurs with Belinda that the details she wants to incorporate are needed to clarify and illustrate an important point. So they agree that they will do the following in the remaining 45 minutes of the session: work on organizing the parts that still need it and find ways to incorporate details that clarify the points stated in the topic sentences.

During the next step, Assessing Student's Strengths and Weaknesses, the tutor needs to assess how well Belinda was able to apply the skills she practiced previously and perhaps think of different strategies to help her evaluate and improve her organization. Even though she was able to group related ideas in separate paragraphs, a couple of key paragraphs still lack cohesiveness. The tutor further notices that Belinda has trouble expressing logical connections between ideas when she needs to be analytical, which is also why she was not able to figure out where she could add the details she thinks her reader needs. The tutor decides to reintroduce the concept of paragraph focus using a new strategy, circling the subjects of sentences and also utilizing a strategy they used before to organize her whole essay: using highlighters of different colors to identify different ideas.

They spend the rest of the session working actively on the paper, focusing first on one paragraph. Using a facilitative approach of inductive questioning coupled with clearly stated directions and strategies, the tutor guides Belinda in the revision of one paragraph, analyzing it, reorganizing the ideas, and clarifying connections between those ideas. Together, they come up with a list of steps and strategies for completing this task. For example, this list might include the following:

1. Underline the topic sentence and make sure it is clear.
2. Circle the subject of each sentence.
3. Use different colored highlighters to show the topics of different sentences.
4. Group sentences that belong together and make sure they are connected.

During the session, the tutor also helps Belinda discover that she has more trouble focusing and connecting her ideas when she advances an argument, makes a point, or analyzes information. Just as important, the tutor also helps her gain confidence by pointing out areas of her essay where she was successful in organizing her ideas and connecting them either with explanation or with joining words. To help Belinda, the tutor gives her a chart of joining words which shows how and when to use them and how to punctuate them.

As a way of reviewing and checking for understanding and in order to foster her development of independence as a writer, her tutor checks that Belinda is able to continue the task of analyzing the connections between sentences independently in another paragraph. To promote success, the tutor elicits each step of the process from Belinda and writes the list on the board before starting. Then, he gives her the opportunity to complete each on her own, and gives her feedback before asking her to continue with the next step.

Since Belinda is paying attention to how she can make her ideas or points clearer to her reader, it is very likely that during this process she will discover where she needs to add the details she has brainstormed, with or without her tutor's guidance.

The action plan that Belinda and her tutor develop before ending the session depends greatly on how successful Belinda was at meeting the goals set at the beginning of the session. Since Belinda comes every week, the action

plan is also a time for planning what the next session might cover. Before they part, Belinda lists the steps needed to continue the revision started in the session:

Action Plan for Belinda

1. Revise ¶3 and 7 (see notes).
2. Do the same thing with ¶8: highlight sentences, circle subjects, reorganize, add connections.
3. Read the essay over. Underline topic sentences.
4. Check in each paragraph that all sentences relate to the topic sentence.
5. Double Underline joining words: Make sure they're used correctly (check the list).

Next time: Mark places where you have questions; start editing: read aloud and fix places that don't sound right.

Student 2: Vincent, a Drop-In Student. For drop-in sessions, the Tutoring Cycle provides a much-needed framework as well, since in these sessions the tutor is not afforded the luxury of the time to get to know the students, their needs, expectations, and long-term goals. In a shorter or one-time drop-in session, while some of the steps of the Tutoring Cycle can be collapsed, a few remain essential: Defining Roles and Expectations, Setting Session Goals and Tasks, Addressing and Doing the Task, and Establishing New Goals: Making an Action Plan as can be seen in the following example.

Vincent seeks tutoring help on a drop-in basis whenever a paper is due. A native of China who moved to San Francisco when he was 12, he can't remember taking an ESL class since his first semester in the sixth grade. Vincent has completed the composition requirements—developmental writing courses and two semesters of composition at a junior college and the exit composition course at SFSU—and is now enrolled in a business writing class, a core course for his major. Although the content of his memos for this class seems satisfactory, he can't find ways to improve them on his own. He has a hard time making generalizations from the written feedback he receives from his instructor who marks some errors, edits others, and makes suggestions in specific parts of his memos. Unable to prioritize what he needs to work on in subsequent assignments in order to improve, he focuses on the one thing he knows for sure he needs to work on: grammar. He expects tutors to point out all the errors and make direct suggestions for corrections.

Establishing rapport is just as important in a drop-in session as defining roles and expectations, and these two steps can be done concurrently. Vincent's tutor asks him what he needs help with and when he says he wants her to point out the mistakes she sees in his memo, she first inquires when his memo is due—the next day as it turns out—and whether he has proofread the memo already—the answer is no. With this in mind, she explains that she can help Vincent figure out what he needs to work on and offer steps for improving his memo by the time he leaves, but that she won't do the editing for him.

In order to set realistic goals for the remainder of the tutoring session, Vincent's tutor then reads the memo, looking for a pattern of errors or an area that requires improvement. She notices two things: First, some sentences are unclear because of poor focus and sketchy structure. In addition, she realizes that in several places Vincent's pronouns and other references lack the clarity and specificity required for any reader to understand exactly what he is referring to, a common problem among developmental writers tackling a new genre. Vincent's tutor gives him her reactions as a reader about what "works" and asks questions about points that aren't so clear so they can negotiate what goals they should establish for the session. She shows him that by clarifying his ideas in certain places, he will likely fix some of the sentence structure errors. Vincent agrees that since he has one more day before the memo is due, he will work first on making ideas clearer.

Once this clear goal is set, the tutor starts asking Vincent questions to help him not only add details where the reader might need them, but also develop strategies for finding areas where he needs to be specific. During this tutorial, Vincent also understands why he needs to be specific, and he learns how to achieve specificity in the context of writing for business. In the process, he articulates how the concept of specificity in business is both similar to and different from other writing tasks familiar to him: personal essays, literary essays, and history papers among others.

Since this tutor will not be able to evaluate the outcome of the tutoring session and review the skills Vincent used and practiced, making an action plan is even more essential. Vincent must leave with clear directions for continuing the task of revising and editing and for transferring these skills to his next memo. The action plan below also summarizes the strategies Vincent used and practiced during the tutoring session, some of which will be included in Vincent's session record:

ACTION PLAN for Vincent

1. Be specific! Read over and make sure there's enough info for any reader :
   - Name people and companies the first time you mention them (look for "he" "it" "they" "you").
   - Don't start sentence with "it" or "this"; name what "it" and "this" refer to.
2. Rewrite sentences in brackets: make it clear WHO/WHAT DOES WHAT.
3. Read aloud and stop at sentences that sound "weird."
4. Check verbs (correct tense and form) and sentence structure. Make corrections.
5. Mark places where you have questions for the next tutor.

<u>Next time:</u> Think about "the reader in the hallway," be specific, and get feedback sooner.

On the surface, it may seem that Vincent got very little feedback and few strategies regarding his grammar needs during this session: His tutor did not

mark errors or lead him through a contrastive analysis of sentences with specific sentences structure errors. Instead, what the tutor did was utilize Vincent's strengths—his strong oral communication skills—to improve his writing. By paying more attention to his audience's needs and learning ways to be more specific and clear in his writing, Vincent is developing important skills for communicating more effectively in writing. Also, by paying more attention to what he wants to say and how he can make sure it is understandable to his audience, he is paying more attention to his "language."

This discussion of learning center pedagogy demonstrates that structured yet flexible individual and small group instruction provides efficient ways to show second language writers how to use their strengths to overcome their weaknesses. The strength of learning center programs lies in the fact that we work not only with the individual problems students bring, but also with whole individuals, their stories, their strengths, their needs, their gaps. Our learning centers provide a positive affective environment: communities of peer learners and tutors who share common experiences and may serve as role models, and where bilingual and Generation 1.5 students are given much constructive and supportive feedback to learn to self-evaluate their own needs, strategies, and progress. Experimenting with new strategies, experiencing success, and learning distinct skills transferable to new tasks also contribute to supporting Generation 1.5 students in developing the motivation they need to continue learning independently in their classes.

Part III: Peer Tutor Training and Development

Tutoring at the learning centers at SFSU and UCB, as described above, is based on a peer tutor model in which advanced undergraduate and beginning graduate students facilitate student learning by helping clarify course content, promoting and modeling the use of appropriate study strategies, and serving as role models for undergraduates. Peer tutoring, if properly supported by a strong, systematic training program, can be effective in improving both tutees' and tutors' academic and social development and has particular advantages in terms of working with Generation 1.5 writers. While specialists or tutors formally trained in teacher education and TESOL can provide Generation 1.5 students with excellent support, peer tutors who display excellent listening, questioning, analytical, and expository skills can be effective in additional ways. Given that many Generation 1.5 writers are long-term ear learners of English, classes or sessions replete with grammar rules and taught by "ESL specialists" can be overwhelming and even alienating to writers who have not studied English formally, have little knowledge of terminology, and do not identify as ESL or even as nonnative English speakers. The very same information presented by peers as patterns of academic language (which tutors themselves recently had to learn) may be more readily received.

Tutor Development Models Based on Flexibility and Adaptability

In order to set goals and plan successful sessions with students, tutors must first learn techniques for assessing student needs. In order to individualize sessions, tutors must also learn a variety of tutoring techniques—a tool-

box of strategies—for explaining difficult concepts or addressing particular problem areas and then learn to access and choose judiciously from that toolbox the most appropriate strategy for a given student. In tutor development programs, coordinators provide tutors with a framework for conducting sessions (see Figure 4) and then hold trainings focusing on developing a set of strategies to address particular issues, skills, and learning outcomes. This approach to training proves invaluable in our work with Generation 1.5 learners, given the diverse educational, cultural, and language learning backgrounds of this population.

In order to highlight differences across learners, early in the training program, tutors are introduced to the idea that one size does not fit all. What "works" for the tutor as a learner does not necessarily work for the tutee. Contact with tutors of differing backgrounds can augment tutor development. Training sessions aim to engage tutors in dialogue with fellow tutors, all accomplished students and writers, but each with their own unique background experiences that have led to their own personalized sets of learning strategies. Thus, tutors bring in different educational experiences, language and cultural backgrounds, academic interests, and levels of training in teaching and TESOL. The richness of discussion that takes place in training can help tutors step outside their own limited perspectives and raise awareness of the myriad experiences, styles, and strategies each student brings to learning.

As stated above, tutor training stresses the need for a variety of learning and tutoring strategies to help students work through difficult concepts or phases of their learning. We have found that tutors, like student writers, internalize learning best when they are taken through an experiential cycle (see Figure 3). Thus, program coordinators hesitate to provide tutors with formulas for success, a handbook of do's and don'ts, even avoiding such learning center axioms as "Always facilitative, never directive." Instead, they work to help tutors generate strategies for assessing learner strengths, needs, and styles (see Sample Cycle 1) and for developing approaches to use depending on the outcomes of that assessment (see Sample Cycle 2). They also aim to help tutors understand how to scaffold learning by achieving a balance between directive and facilitative feedback. Using Kolb's model as a guide, coordinators engage tutors in an experience (real or simulated tutoring sessions, role plays or scenarios, interaction with sample student papers, readings about learning and the learner), guide reflection on that experience, and work with tutors to create a set of approaches or techniques to apply in tutoring sessions. In this section, we present two training cycles. The first cycle introduces tutors to techniques for understanding the diverse backgrounds and needs of the English language learners accessing services in our learning centers. The second examines the ways in which tutors create a toolbox of tutoring strategies and then—based on the tutor's assessment of student's strengths, challenges, and background experiences—choose from among these strategies to individualize sessions and address individual learner's needs.

Sample Training Cycle 1: Learning about the Learner

To highlight the diversity of the nonnative speaking population on our campuses, coordinators might first present writing tutors with a spectrum of student profiles—from an international exchange student to a recent arrival immigrant to a Generation 1.5 learner (see Appendix B and ESL Intersegmental Project, 2001, for sample profiles). They then pose questions to tutors about each profile:

- What type of educational experiences might this student have had?
- What type of education in English might this student have?
- What was probably stressed in that education? How facilitative vs. directive was it?
- Do you think this student would be an ear or eye learner? Why?
- What strengths might this student bring to the writing situation?
- What particular challenges might the writer face?
- What sociocultural and/or socioeconomic issues might come into play?

In small groups, coordinators then ask tutors to reflect on this information: What questions might a tutor want to ask the student? How might this information affect tutoring choices? How can tutors play off each student's strengths? What might tutors want to avoid doing or using? Then, as a group, tutors attempt to create hypotheses about how to gain the background information necessary to guide strategy choices. Tutors might come up with points such as these: "Finding out which teachers they found most helpful will give us insight into how they learn best." Or, "Generation 1.5 learners often do not identify as ESL, so be careful how you address their language and literacy backgrounds." Or, "Ear learners might not know grammar terms, so focus on patterns."

Follow-up activities ask tutors to apply the particular strategies generated, such as "focus on patterns, not terminology," to different role play situations. These activities emphasize different ways to establish rapport, set goals, assess strengths and weaknesses, and address the task for native speaker, international, and Generation 1.5 learners.

Given the importance of the differences students bring to the learning situation, training activities must explore specific ways to gather information from student writers. Following Kolb's cycle, at UCB's Student Learning Center, where tutors meet weekly for training seminars, two activities are assigned that ask tutors to analyze and reflect on their own backgrounds and differences as learners and then examine how tutors can use these same activities in tutoring sessions to assess and accommodate the backgrounds and needs of their student writers.

The first activity asks tutors to map out their language histories, focusing on how languages have changed in their families and in their own lives as a result of such events as immigration, marriage, friendships, and political struggle (see Appendix C). Given that the product of this assignment might take the form of a map, diagram, picture, list, and/or prose, tutors can learn about not only the diversity of fellow tutors' language histories but also the variety of approaches tutors take in doing the task, leading to a discussion of

learning styles and preferences. The second activity asks tutors to write about their histories as writers, focusing on significant influences, challenges, and rites of passage (see Appendix D). Inevitably, tutors share stories of their struggles, adjustments, strategies, and triumphs as they negotiated living within various cultures and entering new discourse communities.

After reflecting on their own varied experiences, struggles, and accomplishments as learners, tutors then discuss the many benefits of using these two activities in tutoring sessions with students. Tutors can share their maps and stories with their student writers and then ask these writers to reciprocate. In discussing language and literacy histories, the student writer presents valuable information that tutors can use to begin assessing the writer's strengths, preferences, and needs.

At SFSU, such background information is acquired more directly through an intake procedure: a form and set of questions completed by each student in her initial session at the Learning Assistance Center (see Appendix A). Thus, a core component of tutor training, which takes the form of preservice workshops, centers on how to work with students to obtain the most complete and relevant information. Because the form asks for basic information about the student's ethnicity, status, class schedule, and previous assistance received, tutors conducting the intake procedure must learn how to ask appropriate follow-up questions to glean richer data on language and literacy history, socioeconomic factors, learning styles and preferences, and strengths and challenges, all of which the tutor must then synthesize into an action plan for working with the student throughout the term. Tutors must also learn to read how the student perceives the process: Does she feel the tutor is prying? Should the tutor hold off on formally gathering information and wait until such information comes up in tutorials?

Again, following a cycle of experience, reflection, conceptualization, and action, training workshops examine this intake procedure, reinforcing the importance of the initial assessment and providing guided practice in conducting the tutor-student interview and creating action plans based on a variety of intake data sets. Tutors are presented with scenarios of different intake sessions and are asked to role play the procedure. Follow-up discussion focuses on which types of questions garnered relevant information, which answers signaled particular needs and issues, and how tutors translated student responses into a course of action. The tutors then practice the scenarios again, incorporating new strategies gleaned from the discussion.

In addition, before conducting their first intake session, tutors participate in at least two hours of observation, viewing the questioning and interpretation strategies more experienced tutors and program coordinators use. The tutors then reflect on the observation session and, with the assistance of a mentor tutor or program coordinator, generate strategies for improving the tutor's intake techniques.

Sample Training Cycle 2: Learning about Editing Strategies

In addition to assessing the learner, the experiential learning cycle can help tutors create sets of strategies to work on any one skill area and then to

choose appropriate strategies to address the needs of any individual learner. Outlined below is a training cycle that assists tutors in understanding and appropriately employing multiple approaches to help students locate and self-correct problems with verb tense and form, common editing issues faced by Generation 1.5 writers.

Tutors and students alike often ask for "a handout on verbs," a one-size-fits-all quick fix. Not only is the verb tense system in English complex, but so is the process of guiding tutors as they help students work through rules, explanations, pattern recognition, and editing techniques. Instead of creating a single handout, tutors and coordinators create a flowchart of possibilities; thus, the Centers' resource files contain many different activities to use with students to work on the same skill area. Approaching a discussion of grammar issues in a paper, especially with Generation 1.5 writers, relies on whether a particular writer has received any formal grammar instruction and is thus familiar with the rules and metalanguage of English grammar. Also important to assess is whether the problem is an error (the writer is still struggling to understand exactly when and how to use a structure) or a mistake (the writer does not form or use a structure correctly because she is processing a large amount of information and, essentially, forgets). In terms of training, coordinators must help tutors recognize patterns of error and learn to talk about particular issues in a variety of ways depending on learner backgrounds.

In a tutor development seminar or workshop, coordinators might first present tutors with a writing sample about an issue such as gun control—which involves using outside source material and writing about events, facts, and opinions—and ask tutors to identify patterns of "error," in this case verb tense and form. Next tutors discuss how they might address these patterns in sessions with students. Here the learning cycle and tutoring cycle dovetail, as tutors reflect (phase 2 of Kolb's learning cycle) on how different phases of the tutoring cycle might play out. In sessions, tutors need to assess a writer's skill weaknesses and also her background knowledge of grammar in order to break the task (working on verb tense editing) into smaller parts and then address the separate components of the task necessary to cover with this student (issues with subject-verb agreement, tense shifting, and the use of *past tense*—specific events and results—vs. *present tense*—generalizations and opinions). In training seminars, tutors generate different ways to address the verb editing needs displayed in the sample paper:

- Remind the student about subject-verb agreement and verb shifting between present and past tenses, helping the writer identify each verb and check for these two items (assumes a level of knowledge of verb tense system).
- Explain the differences between facts, results, opinions, and generalizations, and their corresponding verb tenses before discussing an editing strategy (assumes the writer may not have a clear understanding of verb tense use but knows something about terminology).
- Choose not to use any terms at all, but instead work with the student to identify verbs in sentences, underline them, and then ask ques-

tions about the verb: Am I talking about a specific event that happened in the past? Am I writing about what happened in an author's study or research? Am I presenting an author's opinion about gun control? If I am talking about an opinion, should I add an -s? (assumes little awareness of terminology or rules, focuses on construction of meaning).

Next, tutors think back to the training session focusing on different learner profiles and analyze which strategy listed above would work best with which student depending on that student's background, preferences, and needs. Again, we conclude with guided practice, asking tutors to role play sessions with different types of learners—one who has had some formal training in verb tense use and form, one who has an awareness of sentence structure and patterns but not rules and terminology, and one who cannot even locate verbs in her sentences—and then create an individualized tutoring and learning plan for each writer.

Conclusion

Generation 1.5 learners enter college with very different levels of knowledge about formal rules, study strategies, and approaches to academic writing. Classroom teachers strive to provide Generation 1.5 students with a variety of approaches to writing and editing, but are often constrained by a set curriculum presented to large groups of students. Learning center tutors are in a unique position: They have the time and space to craft an individualized plan for each Generation 1.5 writer. Tutoring and training modeled after Kolb's Experiential Learning Cycle and the Tutoring Cycle help tutors and writers take advantage of this unique position.

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Endnote

[1] While both San Francisco State University's and UC Berkeley's learning centers provide a number of different services across the disciplines, in this paper, we limit our discussion to individual writing tutorials.

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Appendix A
SFSU's Learning Assistance Center Student Intake Form and Questions

Learning Assistance Center
Student Intake

Student I.D. number _______________	Native Language______________
Last Name_______________________	Date________________________
Address________________________	First name___________________
Home Phone______________________	City/Zip_____________________
Where can we leave a message during the day? ________________________	E-mail address _______________
	Male [ ] Female [ ]

Ethnicity:
African-American [...] Asian [...] Pacific Islander [...]
Native American [...]
Latina/o [Mexican-American Central American,
Other([specify])]________________________________ [...]
Caucasian [...]
Other (specify)_________________________________ [...]

Major:
Class level:
Freshman [...] Sophomore [...] Junior[...] Senior [...] Graduate [...]
Have you ever received tutoring at the LAC?
What semester?

Campus programs you have participated in:
Step to college [...] Summer Bridge [...] ILP English [...] ILP Math [...]
DRC [...] EOP [...] FSMP [...] SSS [...] What semester?

Are you a transfer student?
When did you transfer?
Which college or university did you transfer from?
Class level when you entered SFSU:
Freshman [...] Sophomore [...] Junior[...] Senior [...]

List the courses you are taking this semester. Check the ones you would like help with.

Course number AND section number	Instructor's Name	Need help?
Example: English 114 (03)	J.B. Good	[...]
______________________________	__________________	[...]
______________________________	__________________	[...]
______________________________	__________________	[...]

TUTORS: Your goal is to assess each student's needs and offer appropriate academic support.

1. Listen and ask questions to find out what the student wants and needs (Use the **Questions** below as a guide.)
2. Describe LAC services (give student a brochure and go over it) and tutoring options to student (Use the LAC Online Guide to Tutoring at SFSU to find out about other services)
3. If the student will come to the LAC for drop-in or weekly sessions:
   - Have the student fill out the Student Intake Form (check that it is complete and legible).
   - Make note of your recommendation on this sheet.
   - Staple this form to the Student Intake Form.
   - Give the student drop-in schedules and explain service.
4. If the student needs to sign-up for a weekly session, direct the student to the reception desk.

Date ___________ Student ________________________________
Tutor ________________________________

PLEASE TELL STUDENTS THAT YOU ARE ASKING THESE QUESTIONS TO HELP DETERMINE THE BEST LEARNING SUPPORT FOR THEM.

Use the Space below to take notes on the following questions:

1. Why are you here? (kind of help you're looking for, courses you're taking or have already taken, skills you want to work on)
2. Do you have a referral or a recommendation from an instructor or advisor? (attach it to the intake form)
3. How are you doing in school? (successes, past grades in courses leading to this one, previous tutoring experiences, past and current GPA, unit load, work schedule)
4. Do you have any special circumstances the LAC should know about? (to be sure that you get the best tutoring support for your needs)

Recommendation: Drop in _____Weekly _____Other _________________

EXPLAIN DROP-IN TUTORING OR CANCELLATION/NO-SHOW POLICY

Appendix B
Profiles of English Language Learners in U.S. Higher Education
Tutor Training Resources, UC Berkeley's Student Learning Center

Version 1(Adapted from ESL Intersegmental Project, 2001):

Hui (David), a Taiwanese student wanting to major in business at Cal, came to the US five years ago after having completed middle school, including some English language classes, in Taiwan. He participated in an intensive ESL program for one summer and was subsequently enrolled in a U.S. high school. Hui struggled in school because of his low level of English, but he had been a fairly strong student in Taiwan and was able to rely on the study skills he had already acquired. He was at times shocked by the informality of the classrooms in his U.S. high school, had difficulty being direct and "persuasive" (his teacher's words) in his writing, and was angry that he did not receive more grammar correction and instruction from his teachers. Hui took the Subject A exam in his senior year and received a nonpassing score with an "E" (ESL) designation, given that his essay was considered brief, lacking in analysis, and containing a pervasive pattern of error. He enrolled in an NNS section of College Writing and told his tutor that he feels all his writing problems are due to his being a non-native English speaker.

Mytoan came as a refugee to the US when she was six years old. She spoke Vietnamese exclusively at home with her family. She entered grade school and initially participated in pull-out ESL instruction in addition to her mainstream classes. Throughout her school experience, she bounced back and forth between ESL and mainstream courses. In the fourth grade, her family moved to a new school district. Given her surname and her original designation as ESL, she was placed back in ESL classes in the new school. She found the classes boring and finally made it back into mainstream classes. This process occurred again in the seventh grade, despite her fluency in English and her length of time in the US. Upon entering Cal, she was not able to receive a passing score on the Subject A exam and was placed in College Writing R1A. Although she did not receive an ESL designation, she felt that this placement once again illustrated she was being penalized for her surname and place of birth.

How might these writers differ in terms of:

- Identification with and understanding of first vs. second culture?
- The amount of schooling they have had and where?
- The way they learned English?
- The way they learned about writing in English?
- Their expectations of the role of the tutor?
- Their knowledge of grammar and vocabulary?
- Difficulties approaching readings, class discussions, and writing assignments?
- Other frustrations?

How might our tutoring approaches differ for these two groups?

Version 2:

	Ming	**Sang**	**Yadira**
U.S. Arrival Age	Age 14 (4 years ago)	Age 7 (11 years ago)	Born in US
Status	Recent Immigrant	Permanent Resident	2nd Generation Immigrant
Self Identification	NNS, Bilingual, native speaker of Chinese	Native speaker of two languages (English/Vietnamese)	Native speaker of two languages (English / Spanish)
Skill/Strategy Strengths			
Skill/ Strategy Challenges			

Appendix C
Language History Map (adapted from Jaramillo & Olsen, 1999)
UC Berkeley Student Learning Center Writing Program

This activity focuses on exploring your own history and experiences with language and then sharing what you learn with other tutors.

Draw a picture of your *own* language history. You may choose to focus on your own personal history or you may decide to go back and explore several generations. Use words, phrases, colors, symbols and/or pictures to depict the history.

If you choose to do a language map for your family, it should include the languages spoken by your family as far back as you know, and then trace what happened. If your map is your own personal story, it should show what has happened to you regarding language gain or language loss.

You may want to show the following on your map:

- Key events that show how languages have changed when your family moved to a new country, or through marriage, wars, conquest, etc.
- When and how languages were gained or lost.
- What languages have been spoken in the home to children and others.
- How you might have learned a new language (studying in school, living in another country, developing friends who speak other languages, etc.).
- If possible, show the links between your own language history and your work as a tutor on behalf of non-native English speakers.

Appendix D
My History as a Writer Paper,
UC Berkeley Student Learning Center Writing Program

This activity is designed to help you to think about, mull over, discover, uncover, rediscover your history as a writer. "My history as a writer?" you might ask.

Yes, your history. You are a writer, and you have a history as a writer. Your first memories of writing may come from your childhood. Maybe when you first picked up your favorite color from the crayon box, or formed a letter on the chalkboard—or on your bedroom wall!? Are your memories of writing tied to reading? To the books you were read as a child? Who read to you? Who taught you to recognize and form letters? Do you remember learning to write? Do you remember the first thing you wrote? Where were you? What types of things did you write? In what language did you write them? Did you write for yourself? For fun? For school?

You might also consider the people who influenced your writing—parents, teachers, friends, authors. Were these influences positive, negative—or a mixed bag? Were you encouraged and praised for your writing? Were you discouraged? How did these experiences influence the writer you've become?

Take yourself to the present moment. What types of writing do you do now? Have the types of writing changed? How much do you write? How often? Whom do you write for? What motivates you to write?

****

Now that your creative juices are flowing and your memory is doing somersaults and cartwheels, ***begin writing!*** Remember, writing is what this is all about. I'd like to see this project go through a few drafts. Initially, use your writing to *recall* and *explore* your history. You might freewrite, draw word pictures, get lost in a thought, a word, an image. Pull out that box of crayons, grab your favorite journal—whatever you'd like to do. Fill white space. Generate as much text as possible. Don't get bogged down in issues of language, grammar, or "correctness." Just write.

After you've done some exploration and discovery, take some time to look at what you created. Does anything leap out at, surprise, impress you? Do you see connections and relationships among your ideas? Perhaps an idea for organizing your piece will emerge.

Next, work on generating a draft. Think about *what* you'd like to share with your readers and *how* you'd like to convey your ideas to them. What do you want them to feel and think after reading your piece?

Remember this piece—like all other writing—is a work in progress. We'll share our drafts with one another, and take our pieces from there.

Enjoy the journey. Fly, be free. Have fun. Write.