

# Confronting Poverty among College Students Conference

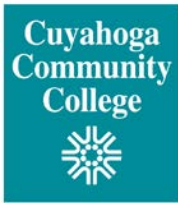
## WRITING THAT SERVES A PURPOSE: ON THE PATH TO SELF ACTUALIZATION

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**Metro Campus**

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## Who Were We?

- Summer 2018 English 1020
- Seven students



1. A STNA, wife, and mother, intending to enter the Radiography program
2. A grandmother and educational aide attending for the love of learning
3. A young single mother interested in teaching or social work
4. A woman in her 30s interested in progressing in her field of manufacturing and engineering
5. A woman in her 20s who intends to become a nurse or a doctor
6. A young man pursuing a career in criminal justice
7. A young woman attending a local four-year institution for music education, also interested in archaeology.

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## Career-Based English 1020

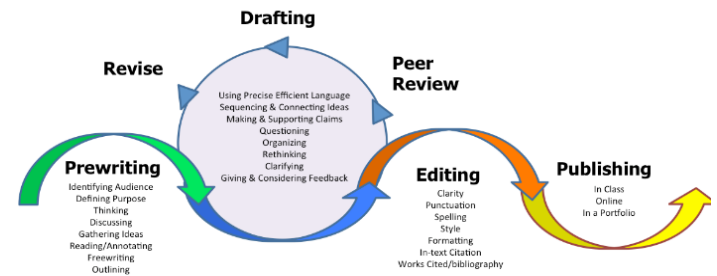
CURRICULUM is OPEN, GENRE-BASED

WRITING SHOULD BE REAL, PURPOSEFUL, and AUTHENTIC

- USED AS A MEANS TO SUCCEED IN CAREERS
- USED AS A MEANS TO DISCOVER

and also

- HEALTHY and FULL
- COLLABORATIVE



### The Writing Process



## Twenty Pages

- PROFILE
- RESEARCH PAPER (10 pager)
- REVIEW/EVALUATION
- PROPOSAL

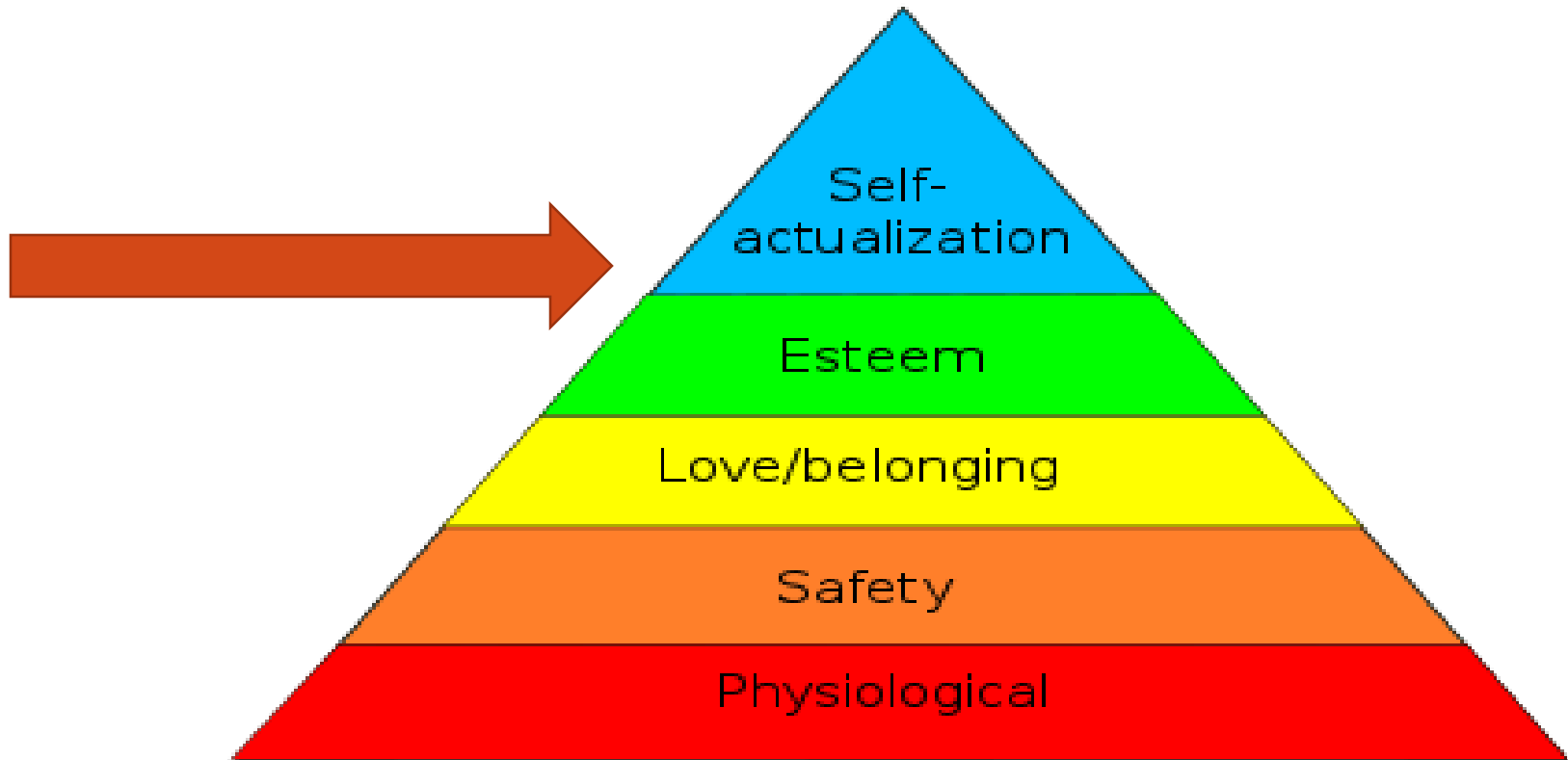


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With these E Portfolios, I was aiming them at Esteem and Self-actualization...

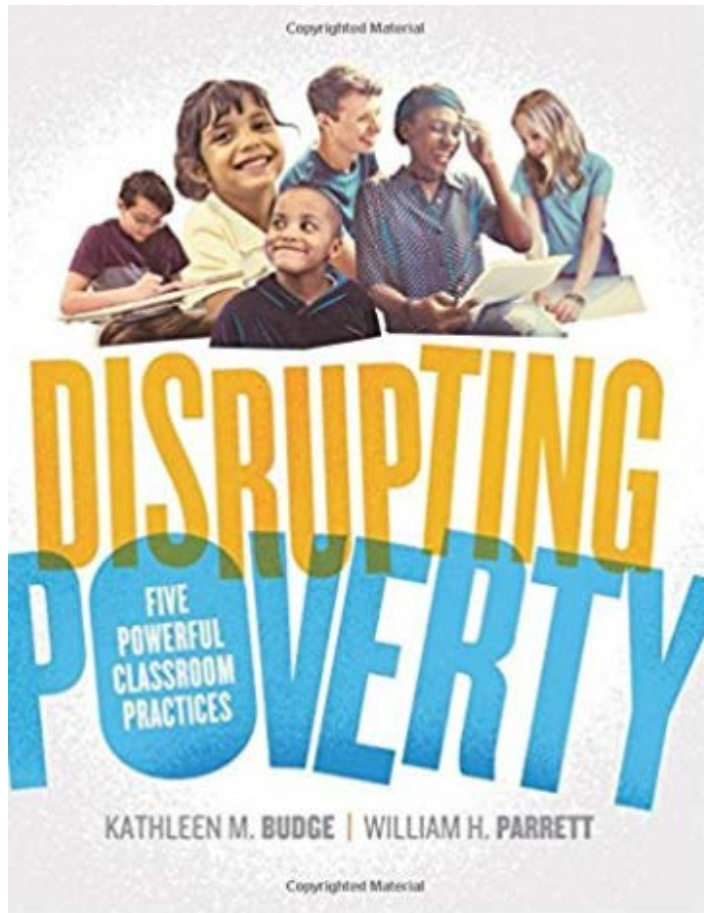


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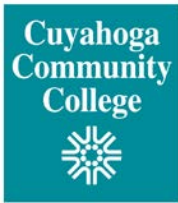
## *Disrupting Poverty: Five Powerful Classroom Practices (ASCD)*



Budge and Parrett's *Disrupting Poverty: Five Powerful Classroom Practices* (2018) urges teachers of all ages to teach in ways that will encourage, enliven, bolster, and foster human beings who grow into strong voices advocating for themselves, their communities, and their worlds

- (1) caring relationships and advocacy
- (2) high expectations and support
- (3) commitment to equity
- (4) professional accountability for learning
- (5) the courage and will to act

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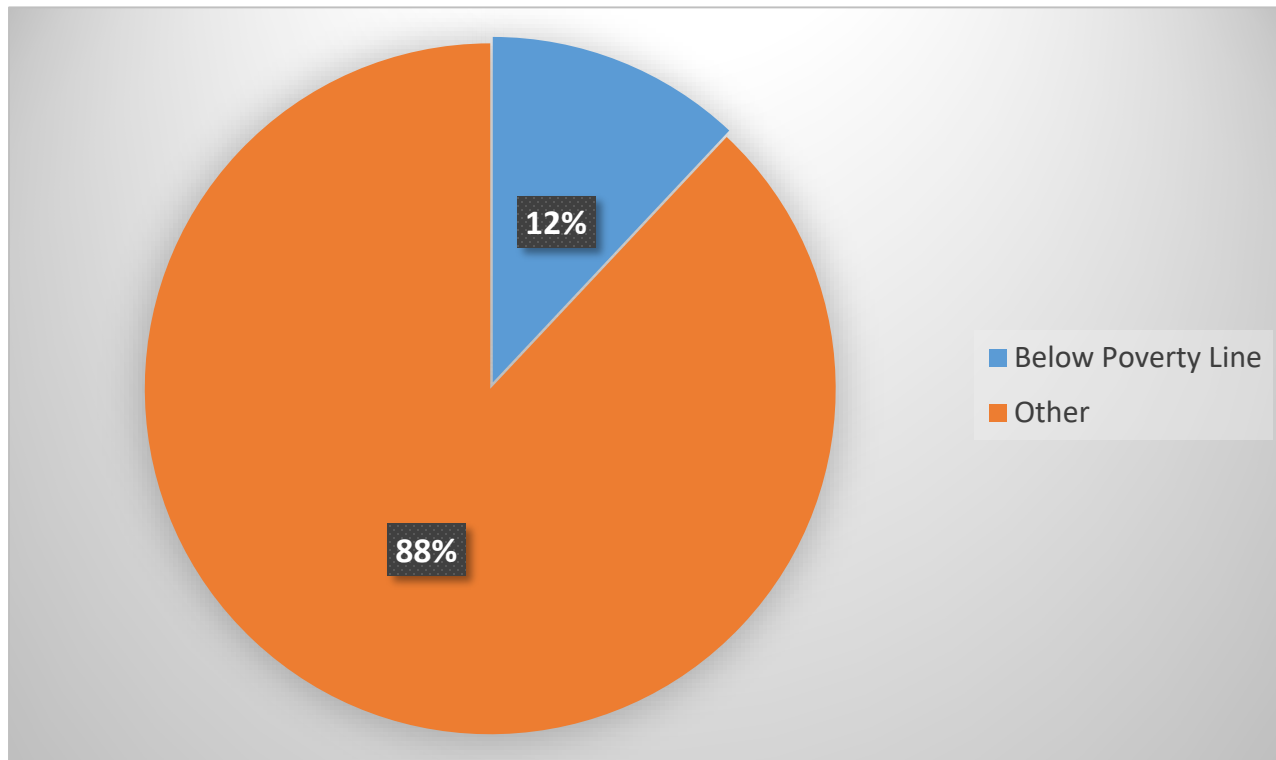


- Enter the wonderful Mr. Norris
- My role as a Career Services Specialist is to coach and help students get **Career Ready**.
- My purpose for meeting with the class was to guide them on how to leverage their e-portfolios from a career perspective.
- My time at Cuyahoga Community College has granted me the opportunity to work at **Metro**, **East** and **West** Campuses.

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## *Cuyahoga Community College Student Enrollment*



Currently Tri-C has 2,739 students enrolled that are living below the National Poverty Line. That is 12% of our total student population.



## My Experiences with English 1020

- 1<sup>st</sup> Visit (I met with the students in order to brainstorm topics for their papers)
- 2<sup>nd</sup> Visit (I met with them in order to speak of the importance of sharing their writing online in the form of an e-portfolio.)
- Lastly (I met with them and was amazed at how their initial thoughts and writing evolved. What these students wrote was profound and focused on the health and safety of other)

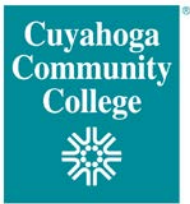


## Student Branding



- How do you present yourself?
- How are you perceived?
- What are you known for?
- What makes you unique?



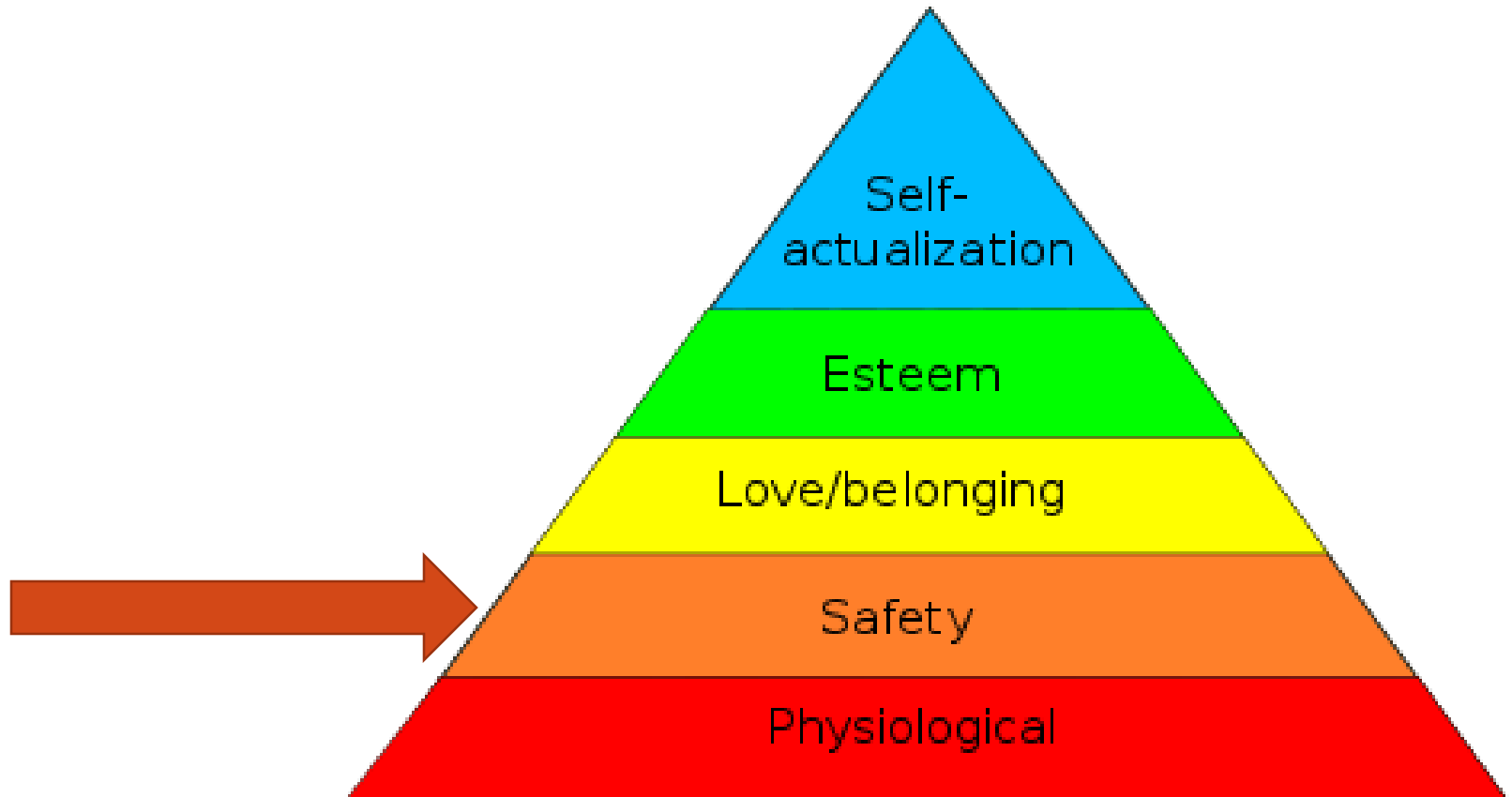


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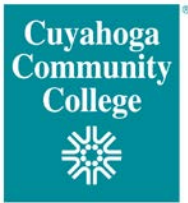
## What *did* they write about?

1. A STNA intending to enter the Radiography program: gun violence in the city of Cleveland and the need for a change
2. A grandmother and educational aide with CMSD attending for the love of learning: a detailed proposal for ameliorating youth gone astray in the city of Cleveland
3. A 20-something woman interested in teaching or social work: several studies of kinship care as well as proposal for funding it
4. A woman in her 30s interested in progressing in her field of manufacturing and engineering: research on health care and diabetes, along with proposal for getting it better funded/covered
5. A woman in her 20s who intends to become a nurse or a doctor: review of a nursing home she had worked at along with strong guidelines for what she would do differently if in charge
6. A young man pursuing a career in criminal justice: mass tragedy and the need for drills and smart planning on the part of law enforcement
7. A young woman attending a local four-year institution for music education, also interested in archaeology: a heart-rending profile of a fellow patient at an inpatient treatment center she had been at who committed suicide

## Students' Writing Showed Different Needs

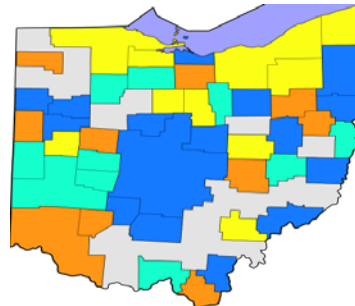


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## Takeaways

- Our students care deeply about their communities and naturally want to advocate for them
- They want, and need, to feel healthy and safe
- Students can benefit from the amazing resources that Tri-C provides
- Student choice and open-ended assignments are key
- Disrupting Poverty: Five Powerful Classroom Practices: such a good reminder
- Our students are truly resilient, strong and amazing—and we can help them change the world through discovering their voice in writing



## QUESTIONS

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