

INNOVATION GRANT RESEARCH REPORT:

**Working Together to Improve Campus Climate for
Undocumented AB540 Students at UC Berkeley**

PART B: WRITING WORKSHOP RESOURCES

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This section of the report discusses the inception of the writing workshop project, the process through which we recruited student participants and facilitators as well as the intended goals/outcomes of the workshop. Currently the workshop is in its third semester and due to widespread student interest and support by students, faculty and staff, will be continued in some form or another through student services staff and related campus units. Following this narrative of the project, we have also included copies of syllabi and other related materials used in the course for those faculty, staff, educators and community members who are interested in knowing more about the more technical components of the workshop and logistically, how we implemented this space on campus.

~ Inception of the Writing Workshop Idea/Concept ~

As discussed in Part A of the report, Professors Evelyn Nakano Glenn and Lisa García Bedolla first began work on the innovation grant application in Fall 2010. During this time, student leaders from the UC Berkeley undocumented student support and advocacy group, Rising Immigrant Scholars through Education (RISE), approached Professors Nakano Glenn and García Bedolla about the possibility of collaborating on the grant application, integrating their proposal for a writing workshop as part of the community building and research/data collection portions of the proposed grant project. The faculty and RISE student leaders met and agreed to include the RISE student desire for a writing workshop in their own grant proposal for improving campus climate for undocumented students at Cal.

In their reasoning for the need of having a writing workshop on campus, RISE student leaders noted that, despite the fact that such spaces for writing and creative self-reflection existed outside of the UC Berkeley campus¹, a space on-campus, specifically for students at Cal was needed to 1) build community among undocumented students on campus and 2) provide a sustained, structured space supported by faculty and staff to help facilitate these writing activities/exercises. At its inception, the intention was that over time, the project would function as a partnership between students and AB540 student supportive faculty/staff allies. It is now our collective vision that this will be part of an emerging cadre of institutionalized resources in place at Cal for undocumented students and will be largely student led and run, but faculty and university supported.

After hearing word that we had in fact received funding from the Division of Equity & Inclusion, a group of faculty, staff and students came together in January 2011 to begin taking steps to establish this space on campus and to recruit potential students to participate/take part in the

¹ These spaces include the Educators for Fair Consideration (E4FC) writing workshop for students led by Monica Regan, lecturer and writing instructor at San Francisco State University. The workshop was first offered in Summer 2010 and subsequently Summer 2011. It is now offered during the course of the academic year. In Fall 2010 students presented their narratives publicly at Angel Island, the site where documented and undocumented Chinese immigrants were detained and held indefinitely without due process during the Chinese Exclusion Act Era (1882-1943). In Fall 2011, a new cohort of students shared their experiences at a public event at the Women's Building in San Francisco. Selected narratives from students in the Summer 2010 cohort have been published in the Harvard Educational Review and can be found online at: http://e4fc.org/images/HER_TINS_Fall2011.pdf.

workshop. This group consisted of Lupe Gallegos Díaz (Director, Chicano/Latino Student Development), Elisa Huerta (Director, the Multicultural Community Center), Rosaisela (Rosa) Rodríguez (Research Specialist, Center for Latino Policy Research), Kevin Escudero (Ph.D. Candidate in the Ethnic Studies Department) and Uriel Rivera (undergraduate student and RISE member). At the meeting it was decided that for the first semester of the workshop, Elisa Huerta and Kevin Escudero would serve as co-facilitators holding group meetings with students for two-hours weekly. Elisa and Kevin designed a syllabus (see Appendix A) and a recruitment/screening process was also decided upon (see Appendix C). Elisa and Kevin also jointly co-facilitated the seminar and outreached to students as well as participated in the reading of student applications and selection of those to be a part of the inaugural UC Berkeley undocumented AB540 student writing workshop.

~ Recruitment of Student Participants ~

Elisa Huerta and Kevin Escudero, the workshop co-facilitators in their capacities as the Director of the Multicultural Community Center and Ph.D. Candidate in the Ethnic Studies Department respectively, recruited students they each worked with to participate in the writing workshop. UC Berkeley Student Development directors, Lupe Gallegos Díaz (Chicano/Latino Student Development) and Jere Takahashi (Asian Pacific American Student Development) also recruited students from the Multicultural Immigrant Student Programs (MISP) space and emails were sent out via campus listservs and through the RISE listserv/Facebook group.

Students were selected on their reasons and desire to take part in the writing workshop. Reasons provided ranged from being in need of additional units, desiring a shared space to dialogue with others with shared experiences/similar backgrounds, an intention to improve one's writing skills/abilities. Though many students desired to be part of the writing workshop, there were scheduling conflicts that made it difficult for some students to commit to the weekly two-hour meetings. For the inaugural workshop, Elisa and Kevin decided to only accept those students who were able to commit to all sessions to ensure a cohesive, intimate group of students. Coincidentally, many students selected had already known or worked with each other previously, for example in RISE, or through service on the Chancellor's recently established AB540 Task Force.²

Another interesting observation with regards to the recruitment of student was that we ended up with a well-balanced initial cohort of humanities/social science and science/engineering majors. Many science/engineering students expressed excitement at the opportunity to write, keep a journal and share writing tips/practices with students in disciplines that involve large amounts of reading/writing or who on their own, write extensively. Humanities/social science students appreciated the opportunity to write what they wanted to, for themselves and about their own lived experiences, without having to relate their writing to a class assignment,

² Chancellor's Task Force on Undocumented Members of the On-Campus Community (http://diversity.berkeley.edu/undocumented_task_force).

prompt or theory. Many students also wrote and shared about the importance of being able to narrate one's own story as opposed to having others (researchers, those in academia, newspaper reporters, etc.) theorize and debate the experience of "being undocumented" without ever having lived such a reality.

Lastly, due to the absence of an Asian American undocumented student group on campus, it was difficult to actively recruit such students to participate in the writing workshop. Understandably, these students expressed their interest in being a part of the workshop space, but did not feel comfortable sharing such intimate aspects of their lives with individuals with whom they had no prior relationship. As will be discussed in the following section, "Format/Organization of the Workshop," in Fall 2011 we shifted to a student-facilitated model where one of the three facilitators self-identified as Asian American. Though the Asian American facilitator helped raise awareness in the Asian undocumented student community about the workshop, he remained the only sustained Asian American participant in the writing workshop. Yet, among the Latina/o student participants, there did exist diversity in terms of major, gender, sexual orientation and year at Cal (first-years, third-year transfer students, recent graduates, etc).

~ Format/Organization of the Workshop ~

Spring 2011

In the first semester of the writing workshop, Elisa Huerta and Kevin Escudero, co-facilitators, designed the syllabus with the intent being to first introduce students to the importance of personal narrative on both an intellectual and personal level. To achieve this, students were led in a discussion of how narratives have been theoretically understood and articulated in mainstream academia as well as how narratives of marginalized groups serve to counter dominant models of culturally deficit thinking and stereotypes of non-majoritarian individuals. The syllabus also included guest lectures and presentations by local Bay Area writers, poets and creative artists who Kevin and Elisa hoped would inspire and serve as valuable resources for students as they began their own journey and writing process. For Spring 2011, Alberto Ledesma (a formerly undocumented writer and artist), Javier Huerta (a graduate student in the English Department at Cal) and two UCLA Alumni who participated in the writing of the groundbreaking student publication, *Underground Undergrads: UCLA Undocumented Students Speak Out*, were guest speakers. For the weeks in-between the guest speaker presentations, Elisa and Kevin facilitated session on difficulties in discussing one's "undocumented" experience, identity/self-expression through creative auto-ethnography and the writing/editing process.

For the end of semester final project, students had three options – to create a syllabus for a course on the undocumented student experience for Fall 2011, to create a book or zine of selected pieces written for the workshop or to assist the Innovation Grant's Graduate Student Researchers (GSRs) Kevin Escudero and Puck Lo, with outreach, community building and

research. When presented with the options, students were most excited about the possibility of publishing their work, which was ideal as the grant had already set aside \$2,000 for publishing expenses in the initial proposal submitted to the Division of Equity & Inclusion. This book/zine project, however, ended up being more involved than we had first envisioned. We were also running short on time in the Spring 2011 semester because we spent the first few weeks of the semester finalizing logistics. As a result, the students decided to continue the project into the fall, which was ideal because it allowed a greater number of students to take part in the workshop and also gave students the opportunity to take more control/ownership of the workshop space. The publication has been re-imagined as an anthology of writings as well as documents reflecting campus history of the advocacy done by and with undocumented students, as well as a map of critical campus resources. Students are organizing a major cultural event around the book launch for February 2013, and are considering the possibility of using the anthology as a way to do outreach with undocumented high school students.

Fall 2011

Shifting towards a student-run model in the Fall 2011 semester, three students from the Spring 2011 workshop were hired using grant money to facilitate the workshop for this semester. These three students were juniors and seniors with extensive leadership experience and are highly committed to AB540 student spaces at Cal. Under the supervision of Elisa Huerta of the Multicultural Community Center, the students led and planned each workshop over the course of the semester, designed a syllabus and identified/recruited potential guest speakers/facilitators. Kevin Escudero, Research Coordinator GSR, attended all workshop meetings and assisted the student facilitators, serving as a resource during the group planning meetings, though not in the same capacity as the Spring 2011 semester. This was due to his responsibilities as Research Coordinator GSR in which he directed a team of research assistants to conduct 18 one and a half to two hour-long interviews with current and recently graduate undocumented students at UC Berkeley. For further details see Part C of the report.

Work this semester focused on having students build up their writing portfolios. As can be seen in the syllabus for the Fall 2011 semester (Appendix B) students were given weekly writing assignments and received feedback at multiple points throughout the semester from Elisa Huerta and Kevin Escudero as well as the three undergraduate student facilitators. When guest speakers were invited, the intent was to have them lead students in diverse and varied writing exercises so that the students would accumulate a large amount of pieces to choose from when deciding what to submit for inclusion in the book project. Guest speakers for this semester included renowned Chicana lesbian poet and writer, Cherrie Moraga; Monica Regan, the instructor for the Educators for Fair Consideration (E4FC) writing workshop and Momo Chang (freelance writer for Hyphen Magazine and former staff writer for the Oakland Tribune).

Spring 2012

This semester, one of the previous semester's student facilitators, Marco Flores, with the assistance of Kevin, took on the responsibility of organizing the writing workshop. Building off last semester's focus on having students accumulate work for their writing/literary portfolios, this semester has focused on working with students to polish pieces for possible inclusion in the book/zine project. As a part of this process, workshop participants have received feedback on their pieces from the editorial team, which is comprised of the workshop's past facilitators – Elisa Huerta, Kevin Escudero and the three undergraduate students – in addition to the multiple guest presenters who have also agreed to be a part of this team.

Moreover, to ensure that students have a space conducive to the writing/editing process, workshop participants meet every other Saturday morning for a meal and to write, share pieces and peer-edit. These 2-hour Saturday morning sessions are facilitated by Marco Flores and include workshop participants from Fall & Spring 2011 (current students and alumnae). Collectively as a group, students choose what pieces they want to include, what types of work should be included in the book (art, poetry, narrative, short story, but also information about resources for AB540 students at Cal, information about AB540, AB130 and AB131, etc). Workshop participants have also decided to allow students did not participate in any of the workshops to submit work for consideration. A local, Bay Area undocumented youth artist, Julio Salgado, has also agreed to contribute artwork to the book project and this semester, has begun to meet and write with the members of the writing workshop.³

~ Future Plans for the Writing Workshop ~

Looking forward, it is clear that there is a significant, unmet need of students that this workshop fulfills. Over the course of this pilot project, students have repeatedly expressed the need for a sustained creative outlet such as the writing workshop, in which to safely and collectively discuss their experiences as undocumented immigrant students. Some possibilities currently under discussion for future semesters include listing of the workshop as a regular course offering in the Ethnic Studies Department or continuing to offer the workshop under the direction of the Multicultural Community Center and Student Development office staff. In both instances, there would need to be a commitment from the university to provide funding for a team of interns (graduate and undergraduate students) to organize, lead and take charge of the workshop each semester. Alternatively, the workshop may also be included as one of many resources offered as part of the proposed AB540 Student Resource Center (for more details see Part C of the Report). The financial and institutional support of the university, in particular the Division of Equity & Inclusion, is crucial in ensuring that UC Berkeley continues to be at the forefront of colleges and universities nation-wide piloting innovative, much needed projects such as the writing workshop as a collaborative venture between students and faculty/staff.

³ Julio is a graduate of California State University, Long Beach with a major in Journalism. He is also a very talented and gifted artist who recently re-located to the San Francisco Bay Area from Southern California.

Building upon work that has been on-going for many years, the writing workshop provides a critical and vital space for undocumented immigrant students, a sub-set of the larger immigrant student population at Cal who face multiple unique challenges and difficulties, to safely express and discuss their daily lived experiences. Lastly, as we move forward in this area, it is also necessary to acknowledge the pioneering work done by faculty/staff that has established an infrastructure from which we are able to work and build upon today. These individuals include Lupe Gallegos Díaz (Chicano/Latino Student Development), Jere Takahashi (Asian Pacific American Student Development), Alberto Ledesma (Student Learning Center) and Dr. Laura Guillen; faculty/staff members and undergraduate student interns of the Multicultural Immigrant Students Program (MISP) and more recently, Meng So (the recently hired Undocumented Student Programs Coordinator) and Elisa Huerta (Multicultural Community Center).

Resource A: Spring 2011 Writing Workshop Syllabus

Ethnic Studies 199: Undocumented Immigrant Students at Cal Writing Workshop Series Spring 2011

Meeting Time: Thursdays, 6:30-8:30pm

Location: CLPR Conference Room

Shorb House, 2547 Channing Way

Facilitators: Kevin Escudero (kescudero@berkeley.edu)

Elisa Diana Huerta (elisahuerta@berkeley.edu)

Workshop Overview

In an effort to truly support undocumented, immigrant and AB540 students on the UC Berkeley campus, the Multicultural Immigrant Student Program (MISP), Immigrant Student Issues Coalition (ISIC) and RISE (Rising Immigrant Scholars for an Education) have been working diligently to develop programming and support systems for students while also working to inform staff and administrators of the significant issues and challenges that surface on a daily basis. Given recent difficulties in passing the federal DREAM Act and increasing focus by University administrators with the formation of an AB540 task force, Professors Evelyn Nakano Glenn and Lisa García Bedolla decided to submit a proposal (to the Haas Innovation Grants through the Vice Chancellor for Equity & Inclusion) to increase the University's understanding of issues affecting undocumented student success and persistence in college as well as identify ways to improve resources available to undocumented and AB540 students. The successful proposal included funding for a writing workshop series where undocumented and AB540 students of all backgrounds would have the opportunity to participate in a series of skill building workshops that included writing instruction, personal statement development and opportunities for participants to dialogue about the emotions and feelings discussed in their writings.

Class Meetings

Class meetings will consist of two types of workshops sessions: one series of workshop sessions will be lead by Kevin and Elisa and the other series will consist of invited sessions lead by campus authors and writers in addition to off-campus experts. Over the course of the workshop we will alternate between the two types of sessions in order to allow participants to both be exposed to particular writing techniques and relevant topics/themes as suggested by invited speakers and actually work on writing mechanics and discuss the writing process in a peer-driven environment with the support of the workshop facilitators.

Receiving ES199 Credit

This workshop series will be offered with the option of earning 1-4 P/NP units of Ethnic Studies 199 course credit under the supervision of Prof. Evelyn Nakano Glenn (*Ethnic Studies 199, Section 3, CCN: 31375*). The number of credit will vary from student to student, who, depending on his/her commitment to the group project, will have the opportunity to earn 1-4 independent study units. *Either way, students are expected to actively participate and be engaged in the workshop series should they choose to take part.*

Grading

Both students who elect to enroll in the ES199 for credit option and those who do not will be expected to complete the following assignments:

Writing Portfolio (50%): Students will work on drafts of writing projects from each seminar workshop. During the weeks in-between invited guest workshops, students will spend time peer-reviewing and editing each others' papers and at the end of the semester will turn in a portfolio of all writings from the various workshops. Portfolios will not be graded on content, but will be graded on completeness and individual progress over the course of the workshop (portfolios will include writing samples from each workshop, including rough, peer edited and final drafts, etc).

Attendance/Participation (25%): Student will be expected to attend and be on time to ALL class meetings/workshops. If a student is unable to attend due to a family or medical emergency, s/he should notify the course facilitators ASAP.

Group Project (25%): In order to assist with the goals of the Innovation Grant proposal, the facilitators have proposed three possible projects for students to work on as a group. Students may either choose from the options listed below or propose their own.

- **Development of course syllabus on the Undocumented Immigrant Student Experience for Fall 2011** – There possibility to offer a course on the undocumented immigrant students experience available to students from all around the campus in Fall 2011. Should students choose this option, they would identify issues important to a course on this topic, create discussion questions and do research to propose readings for the course. Students will also have the opportunity to decide if they would be interested in assisting with the teaching of the course itself in the fall.
- **Book Project** – Students may choose to create their own anthology of creative writing and poetry reflecting their experiences as undocumented students at UC Berkeley to submit for formal publication.
- **Research& Outreach** – Assist grant's Graduate Student Researchers with the community building and/or research activities.

Course Timeline

February 17th – Introduction

Facilitators: Kevin and Elisa

- Introductions & Review syllabus
- Community Agreements
- Short writing exercise

February 24th – The Importance of Personal Narrative and Storytelling

Readings:

Delgado Bernal, D. (2002). Critical Race Theory, LatCrit Theory, and Critical Raced-Gendered Epistemologies: Recognizing Students of Color as Holders and Creators of Knowledge. *Qualitative Inquiry*, 8(1), 105-126.

Delgado Bernal, D. (1998). Grassroots Leadership Reconceptualized: Chicana Oral Histories and the 1968 East Los Angeles School Blowouts. *Frontiers: A Journal of Women Studies*, 19(2), 113- 142.

Solórzano, D.G. & T.J. Yosso. (2002). "Critical Race Methodology: Counter-storytelling as an Analytical Framework for Educational Research." *Qualitative Inquiry*, 8(1), 23-44.

Selections from Will Perez (2009) *We ARE Americans: Undocumented Student Pursuing the American Dream*.

March 3rd – “Show and Tell When the Telling Is Controversial”
Guest Speaker: Alberto Ledesma (UCB Student Learning Center)

Readings:

“Embracing my Undocumented Immigrant Identity” in *Colorlines* (2/5/2010).

Can be accessed online at:

http://www.colorlines.com/archives/2010/02/embracing_my_undocumented_immigrant_identity.html

Other readings TBA.

March 10th – Difficulties in Discussing & Writing Undocumented Student Experiences
Facilitators: Kevin and Elisa

In-class discussion and small creative writing exercises: Process of “outing” ones’ self (or not)

Discuss current campus climate and understanding/awareness of undocumented student experiences & Access to campus resources and finding allies on campus; understanding among faculty and staff

March 17th – Guest Speaker: Javier Huerta

Readings TBA.

Due: *Personal Statement / Narrative Draft*

March 31st -- Discussion of Group Project Ideas and Work Day

April 7th – Reflections on the Undocumented APA Student Experience
Speaker: Kevin Escudero

Readings:

Buonavista, Tracy L. & Tran, Tam T. N. (2010). Asian American undocumented immigrant students. In E. Chen & G. Yoo (Eds.), *Encyclopedia of Contemporary Asian American Issues* (253-257). Westport, CT: Greenwood Press.

Selections from UCLA Labor Center’s publication *Underground Undergrads: UCLA Undocumented Immigrant Students Speak Out*.

Selected chapters from Stacey Lee’s (2004) book, *Up Against Whiteness: Race, School and Immigrant Youth*.

Due: *Group Project Proposal*

April 14th – Discussion of the work on their work-in-progress publication *Undocumented and Unafraid: The Story of Tam and Cynthia*
Guest Speakers: Student from UCLA Writing Course

April 21st – Identity and Self-Expression through Creative Autoethnography
Facilitator: Elisa

Readings:

Anzaldúa, Gloria (1987) How to Tame a Wild Tongue. from *Borderlands/La Frontera: The New Mestiza* (54-64). San Francisco, CA: Aunt Lute Books.

Huerta Soto, Mary Esther, Jesse Gainer and Jennifer Battle (2010) Finding Voice, Defining Self: An Interview with Yuyi Morales. *Language Arts*. San Marcos.

April 28th – Class Presentations

Resource B: Fall 2011 Writing Workshop Syllabus

Ethnic Studies 99/199: Creating Movements: Intersections of our Lived Experiences Writing Workshop ☆ Fall 2011

Meeting Time: Mondays, 12:00 – 2:00pm
Location: 554 Barrows, Barbara Christian Room

Facilitators: Marco Flores (marcoflores06@gmail.com)
Ju Hong (juhong89@gmail.com)
Gabriela Monico (gabrielamonico@gmail.com)
Elisa Diana Huerta (elisahuerta@berkeley.edu)

Workshop Overview

This writing workshop is the continuation of a creative writing workshop for self-identified undocumented and AB540 students that began in Spring 2011. This semester we will be focusing on the following theme: *Creating Movements: Intersections of our Lived Experiences*. Through this workshop, students will engage in a writing process that encourages self-expression and fosters supportive and productive writing environments. Our hope is to create a collective space where we can explore our rich and nuanced lived experiences of (im)migration and movement.

Our goal is to focus on writing and storytelling techniques that will support workshop participants to tell their own stories in dynamic and engaging ways. Participants will be asked to participate in writing assignments and activities both during and outside of workshop session meetings. By the end of the semester each participant will have at least one written piece ready for publication. This will be accomplished through a multi-leveled drafting process including peer feedback as well as input from our Reader and Reviewers Collective.

Class Meetings

Workshop sessions will be two-hours long and will be held once a week for the duration of the Fall 2011 semester. Weekly assignments will consist of short readings as well as writing assignments that will expose participants to a variety of writing styles and offer opportunities to experiment with genre and voice. In addition to sessions prepared by workshop facilitators, we are also excited to welcome a number of brilliant and inspirational guest speakers/facilitators who will help to us as we explore our writing processes.

Receiving ES 99/199 Credit

This workshop series will be offered with the option of earning 1-2 P/NP units of Ethnic Studies 99/199 course credit under the supervision of Prof. Evelyn Nakano Glenn. All students, whether they are taking the workshop for credit or not, are expected to actively participate and engage in workshops and complete all assignments.

Requirements for Participation

- Willingness to explore the themes of (im)migration and movement in your own lived experience
- Attendance and active participation in all workshop sessions (maximum of 2 excused absences will be allowed)
- Facilitate (or co-facilitate) one workshop session in consultation with workshop facilitators
- Completion of all reading and writing assignments, including at least one publication ready piece
- Prepare a writing portfolio consisting of all writing assignments (including drafts)

Workshop Timeline

September 12th –

Introduction

- Introductions & Review syllabus
- Community Agreements
- Writing exercise

Writing Assignment: Based on your reading of Sandra Cisneros’ “My Name” and Gregory Djanikian’s “My Name Brings me to a Notion of Splendor,” write a 1-page reflection on what your name means to you.

September 19th –

Questions about Writing

Writing Assignment: Write a piece (poem, story, letter, essay) about anything that you want.

September 26th –

Getting the story out

Special Guest: Alberto Ledesma

Writing Assignment: Choose a quotation that speaks to you. Write a piece (at least one page long) based on that quotation about any topic of your choosing.

October 3rd –

Sharing Stories

- Principles of Peer Reviewing

Writing Assignment: Write a piece using a lyric from a song as your first line.

October 10th –

Writing Day

Writing Assignment: 2nd draft of 1st peer reviewed piece due. Please bring one typed, hard copy to turn in to workshop facilitators at next workshop session.

October 17th –

Silence

Special Guest: Monica Regan

October 24th –

Family, Silence, Fear

Special Guest: Lisa Marie Rollins

October 31st –

Special Guest: Reid Gomez

*** By this date, all participants should schedule a one-on-one meeting with one of the workshop facilitators to discuss their participation in the workshop to get feedback on their writings thus far. ***

November 7th – Special Guest: Cherríe Moraga

Writing Assignment: Identify 2-3 pieces that you'd like feedback on from the workshop facilitators. Choose pieces that you're interested in crafting into "publishable" and "complete" drafts. Bring hard copies of each piece with you to our next meeting.

November 14th – **Memory**
Special Guest: Ariko Ikehara

November 21st – **Intersectionalities**
Special Guest: Gonzalo Arrizón

Writing Assignment: Prepare final (or as close to final as possible) draft(s) of the piece(s) of your choice. Bring a hardcopy of each piece to turn in to workshop facilitators.

November 28th – **Voice**
Special Guest: Momo Chang

TBD **Final Meeting & Celebration!!**

Resource C: Writing Workshop Information & Application Packet

Undocumented Immigrant Students at Cal Writing Workshop Series

INFORMATION & APPLICATION PACKET

Spring 2011

Background Information

In an effort to truly support undocumented, immigrant and AB540 students on the UC Berkeley campus, the Multicultural Immigrant Student Program (MISP), Immigrant Student Issues Coalition (ISIC) and RISE (Rising Immigrant Scholars for an Education) have been working diligently to develop programming and support systems for students while also working to inform staff and administrators of the significant issues and challenges that surface on a daily basis. Given recent difficulties in passing the federal DREAM Act and increasing focus by university administrators with the formation of an AB540 task force, Professors Evelyn Nakano Glenn and Lisa García Bedolla decided to submit a proposal (to the Haas Innovation Grants through the Vice Chancellor for Equity & Inclusion) to increase the university's understanding of issues affecting undocumented student success and persistence in college as well as identify ways in which the university can improve resources to for undocumented and AB540 students. The proposal includes funding for a writing workshop series where undocumented students of all backgrounds would have the opportunity to participate in a series of seminar workshops that included writing instruction, skills building techniques and opportunities for participants to dialogue about the emotions and feelings discussed in their writings.

We are excited to announce that during the Spring 2011, self-identified undocumented and AB540 students will have the opportunity to enroll in 1-4 units of ES199 credit for the workshop or to participate in the workshop without earning formal academic credit. *Either way, students are expected to actively participate and be engaged in the workshop series should they choose to take part.*

Workshop Overview

Seminar Workshops will be held on ***Thursdays from 6:30-8:30pm beginning on February 17th and ending on April 28th.***

Whether students decide to take the workshop for credit or not, all participants will be expected to fully and actively engage with all activities and assignments given by the workshop facilitators (Kevin Escudero & Elisa Diana Huerta). We are very excited for this opportunity to collaborate with undocumented and AB540 students in order foster positive and productive writing environments for all participants. Workshop topics will include:

- ☆ Developing personal narratives that can be used for cover letters, scholarship applications, requests to private donors, etc.

- ☆ Dialoging about the challenges of navigating Cal and other environments as undocumented and AB540 students
- ☆ Demystifying creative, academic & professional writing processes
- ☆ Collaboration and community building through storytelling

If you are interested in participating in this Writing Workshop, please complete and submit the "Request to Participate" form, along with a writing sample by February 9, 2011.

Electronic submissions can be sent to elisahuerta@berkeley.edu.

Hard copies can be dropped off to Elisa at that Multicultural Community Center (MCC), 200 MLK Jr. Student Union, 510-642-6528.

REQUEST TO PARTICIPATE

SPRING 2011

All information gathered in this form is confidential and will only be accessible by workshop facilitators.

Part 1: Basic Information

Name: _____

Current Phone: _____ Best time to Call: _____

E-mail: _____

Current Class Standing: _____ Expected Year of Graduation: _____

Major(s): _____

Minor(s): _____

Will you be able to attend the Writing Workshops (Thursdays 6:30-8:30pm)?: _____

Are you a self-identified AB540 and/or undocumented undergraduate student?: _____

Part 2: Short Response Questions

What organizations and/or programs are you a part of? Please include all community, professional and academic orgs/programs on and off campus:

Why are you interested in participating in this workshop?

What do you like about writing? What topics are you most excited to write about?

What are some of the challenges or difficulties you face when you write?

Part 3: Writing Sample

Please attach a 1-3 page-writing sample to your “request to participate” form.

Writing samples can be from taken from work completed in previous classes/seminars, scholarship applications, personal letters, creative writing, etc. Your sample should be an edited piece, not a first draft or work-in-progress.

Requests to Participate are Due:

February 9, 2011

Electronic submissions can be sent to:

elisahuerta@berkeley.edu

**Hard copies can be dropped off to Elisa at the
Multicultural Community Center (MCC)
200 MLK Jr. Student Union
510-642-6528**