

██████████.

Your rough draft shows a good start to reporting about the topic of literacy. The tone of your report is professional and informative, so you are also doing a great job at not being argumentative.

Here are a few suggestions to consider as you work on your next draft:

- You might find it helpful to create an outline of the main points that you want to report on. Look at your research questions and decide how you will answer them.
- As you are writing your paragraphs and sentences, use transitional expressions from one to another to make sure you are connecting your thoughts for the reader. You don't have to keep all the transitional expressions in the end, but they will help you see if your writing has a logical flow.
- In the conclusion, add a brief recommendation/solution for the problem.
- Don't forget to add a visual (image, graph, etc.).
- Revise APA formatting (we will also work on this in class on Wednesday).

I provided a few more comments below.

Dali

The ability to read and write may seem like a simple task for any person, however for some cities it may be a privilege to be considered literate. A recent study done by the Central Connecticut State University has informed the United States of the top ten most

and least literate cities. The cities ranked were chosen based on containing a population of 250,000 or more and also on “six categories: bookstores, residents’ educational attainment, newspaper circulation, use of online resources, the library system, and periodical publishing resources” (Frohlich & Hess, 2014). Unfortunately, El Paso has been ranked the fourth least literate cities studied. The study did not focus on “reading test scores, but on reading culture”, where in El Paso the few magazines that are published “had among the lowest circulation rates among large cities, and not one journal had a circulation of at least 500 people in 2013” (Frohlich & Hess, 2014). [add]

Living in a border city, English and Spanish are constantly exchanged and spoken throughout the town. However not every person gets the same chance to practice their second language. [add] “The two cities form one of the largest international U.S.–Mexico border communities. El Paso County is 82% Hispanic, almost 30% of whom are foreign born” (Soto Mas, Mein, Fuentes, Thatcher & Balcázar (2013). Children who are born in the U.S. get to experience the English speaking culture more frequently than their parents, grandparents or any family member who is not exposed to it daily in school or jobs. As the study in CCSU explained, their study focused on the older generations and how much people chose to read as a culture. Adults who have recently moved to the U.S. however, do not have the advantage of learning a new language at an early age. Being illiterate does not only affect ones learning a second language, but it has also been proven to affect health literacy. Soto Mas et al. (2013) explained how Hispanics in border cities are less likely to seek professional opinion for health related issues due to miscommunication between the patient and doctor.

Comment [U1]: Good introduction of the problem. [redacted]. How will your report inform us better of this problem? What kinds of information will we find in this report? This will also help you decide how you will organize your report.

Comment [U2]: What is El Paso bordering? Do not assume that everybody knows.

Comment [U3]: Pay attention to the logical flow of your sentences. For practice purposes, try to add a transitional expression between the previous and the next sentence to see how they are connected.

Comment [U4]: Avoid starting a sentence with a quote. For example, you can start by introducing your source: According to Soto Mas, Mein, Fuentes, Thatcher & Balcázar (2013). , “the two cities....”

Soto et al. (2013) quoted “Knowles (1984) [who] highlighted six key principles of adult learning: (1) adults have a need to know why they should learn something; (2) adults tend to be self-directed; (3) adults bring rich, extensive prior knowledge to the learning situation; (4) adults learn better when they themselves perceive the need for learning (rather than the need being defined by an outsider); (5) adults tend to have a more problem-centered (or task-centered) approach to learning, with the goal of application rather than content mastery; and (6) adults are driven by both intrinsic and extrinsic motivators to learn”.

Community Problem Report
Literacy in the city of El Paso, Texas

March 30, 2015

Annotated Bibliography

Comment [U5]: Only include a list of references, not the entire Annotated Bibliography.

Bunch, G. C., & Kibler, A. K. (2015). Integrating language, literacy, and academic

development: Alternatives to traditional english as a second language and remedial english for language minority students in community colleges.

Community College Journal Research & Practice, 39, 20-33.

Bunch is an Associate Professor of Education, who works at the University of Santa Cruz and focuses on language and literacy challenges. Kibler is an assistant professor that works at the University of Virginia whose interest is includes adolescent second language acquisition, bilingualism and more. The article focuses on students who have been learning English as a second language. These students are in community college, but the school is debating on what classes these students should be placed in. All this is determined by how good they know English, how long they've been learning and their progress completely. This is all relevant to my report because this is a way that educators are looking to help students gain a higher understanding of the English language and their overall literacy.

Dayton-Wood, A. E., (2009). The limits of language: Literacy, morality, and

transformation in mary antin's. MELUS, 34, 81-98.

Dayton is an associate professor at the University of Alabama who has earned her PhD in rhetoric-composition. Her interests include community literacy, language attitudes and immigrant literacy. This article is an essay pertaining to the memoir "The Promised Land" by Mary Antin. The essay goes into depth on the discussions asked, such as how it was beneficial to learn the language and literacy

gained. Wood then questions how this works towards immigrant communities and how this connects to their literacy habits. An article such as this one is beneficial to my report because it explains the reasons to be literate no matter what language you speak. It exemplifies the importance of recognizing how one can succeed and learn a new language fluently.

De La Piedra, M. T. (2010). Adolescent worlds and literacy practices on the united

states-mexico border. *Journal of Adolescent & Adult Literacy*, 53, 575-584.

De la Pierda is a professor of Education currently at the University of Texas at El Paso. Many of her articles include many concerns dealing with practices around the United States-Mexico Border and literacy. The article highlights the benefits of gaining students who are familiar with both English and Spanish, and how they are useful in schools. She explains how the students practice the second language and how that benefits them. Through examples such as this one, the reader is able to understand how being attentive to students who are bilingual can aid in making a change around their city. It shows how literacy in another native tongue can aid in gaining literacy in English as well.

Fránquiz, M. E., & Brochin-Ceballos, C. (2006). Cultural citizenship and visual

literacy: U.S.-mexican children constructing cultural identities along the U.S.-mexico border. *Multicultural Perspectives*, 8, 5-12.

Fránquiz is a dean at the University of Utah for the college of education. Her studies also include interests in culture and society. Brochin-Ceballos is a

professor at the University of San Antonio, where some of her interests include education and human development. This article explains how including students of different cultures and linguistics can be influential to their overall literacy in another language. They focus on the term cultural citizenship, in order to teach children along the U.S.-Mexico Border ways to learn through visual literacy. An article such as this one highlights the problems of students all around the U.S.-Mexico borderlands and also aids my report in showing ways people are working to help students maintain higher literacy rates.

Frohlich, T. C., & Hess, A. E. M. (2014, February 21). America's most (and least) literate cities. 24/7 Wall Street. Retrieved from <http://247wallst.com/special-report/2014/02/21/americas-most-and-least-literate-cities-2/>

Frohlich is a journalist for the company 24/7 Wall Street; he specializes in articles pertaining to lists and categories of "best and worst". Hess is also a journalist who has worked for many companies; currently working at 24/7 Wall Street, he spends his time writing about interesting stories America and its facts. This company spreads world news through the Internet, where many large news portals can publish these articles on their websites. This article briefly explains the recent study done by Central Connecticut State University on the most and least literate cities in America. It stated which cities are listed and explanations on why they are on the list did this. This article is relevant to my project because it is able to describe the major points in the study, which refers to one of my main questions, "What are some ways used to calculate how literate a city is". This is helpful

because I was not able to find the full study online, and the article simplifies the information I would have otherwise gathered reading the study.

Gardner, S. (2014). Working towards literacy in correctional education ESL. *Journal of Research & Practice for Adult Literacy, Secondary & Basic Education*, 3, 49-54.

Gardner is affiliated with the Maryland Correction Institution and has written many articles dealing with ESL and studies constructed to help people learn ways in order to become literate in English. The Maryland Correction Institution has an ESL class which contains many students who have come from Spanish-speaking counties. This article shows the work being done at this institution in order to help these students learn English in a more efficient way. This article gives my report another major and specific example on ways students are able to learn English in ways that are truly effective.

Soto Mas, F., Mein, E., Fuentes, B., Thatcher, B., & Balcázar, H. (2013). Integrating health literacy and ESL: An interdisciplinary curriculum for hispanic immigrants. *Health Promotion Practice*, 14, 263-273.

Soto is an Associate Professor of Public Health at the University of New Mexico School of Medicine where he is a health practitioner, researcher and academician. Mein is a professor at the University of Texas at El Paso, where she focuses on literacy education and biliteracy practices. Fuentes has no other information dealing with her other than that she has written this article. Thatcher is a rhetoric

and professional communication professor at New Mexico State University where he focuses on U.S.-Latin American practice and research methods. Balcázar is the Regional Dean of Public Health at the University of Texas Health Science Center in Huston, where he leads numerous studies. This article goes into depth on the reasons being illiterate can also affect your health. It emphasizes on the needs of Hispanics and their understanding of ESL instructions. It goes into depth on the developmental processes and the curriculum in order for students to gain a positive and effective understanding of English literacy. An article such as this one is beneficial to my report because it shows the importance being literate and how it can otherwise harm the wellbeing of a person.