



# Project for Integrative Refugee Writing Programs

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## ABSTRACT

How to help ESL Writers improve their Writing in a Community Writing Center?



## INTRODUCTION

My project entailed creating 3 functioning and sustaining refugee partnerships for the SLCC Community Writing Center.

The goal was to help refugees write creatively in English. This had both a functional and expressive component.

Backed by research, refugees are assisted better through a collaborative approach that does not primarily focus on grammar or punctuation correction.



## Tie to Coursework

My academic pursuits of English and International Studies blended handsomely with assisting ESL writers in the community by:

- Developing Curriculum
- Facilitating workshops
- One on One coaching
- Managing Partnerships

## Project



Partnerships were created with New American Academic Network (NAAN), Catholic Community Services (CCS), and Refugee Services @ Asian Association, and are now part of the SLCC Community Writing Center operations. The graphs above represent writing preferences from each respective organization.

At the end of the Project, 86 refugees were tutored and aided through a series of workshops, weekly coaching sessions, and a writing group.

## Community Need

By working directly with Refugee Organizations the project was able to address the abundant need for community literacy.

Drawing on theories and strategies from Paulo Freire and Carol Severino, it is suggested that the top down (teacher-student) approach prevents learning. Within the scope of this project ESL Writers are more apt to express themselves through a collaborative process rather than a bank deposit method.

## REFERENCES

Freire, Paulo (2009). *Pedagogy of the Oppressed*. New York, NY: The Continuum International Publishing Group Inc.

Severino, Carol (2004). Avoiding Appropriation. Bruce Shanti & Ben Rafoth (Eds.). *A Guide for Writing Center Tutors* (48-60). Portsmouth, NH: Boynton/Cook Publishers, Inc.

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