

**An Annotated Bibliography for Instructors of English at  
El Camino College: ESL/ELL**

*The Dream Act*

“Armed With a Burning Patience.” *Sojourners Magazine* 40.1 (2011): 32-34. *Academic Search Complete*. EBSCO. Web. 16 Jan. 2012.

Presented as a “diary of an undocumented student,” the anonymous author recounts his life from the beginning in San Miguel, Oaxaca, in 1990, through his family’s illegal migration to the United States when he was three-years old. Raised in New York, the author became fluent in both Spanish and English by 1996. The narrative summarizes his academic achievements, from his acceptance into a magnet school in the fifth grade, through his early admittance to college. At the age of eighteen, he registered as a “non-resident alien in the college files.” In 2010, the student joined other supporters of the DREAM Act in marching from Miami to Washington D.C., calling for the United States to consider immigrant children as legal residents. Ironically, he describes that at the age of six, he began to dream in English. The unknown student optimizes the struggles of the “DREAMers” as they wait in legal limbo for their chance at the American Dream.

(Flesch Reading Ease 59.6; Flesch-Kincaid Grade Level 8.8).

Besherse, Tammy. “The Dreamers: America’s Undocumented Youth.” *Children’s Rights*

*Litigation* 13.1 (2010): 1-14. *Academic Search Complete*. EBSCO. Web. 18 Jan. 2012.

Attorney Tammy Besherse discusses the status of the almost 1.5 million undocumented youth in the United States who are brought here illegally, most often by their parents. These youth receive a free public education through the twelfth grade, yet they are denied the opportunity to receive a higher education. “DREAMers” who want to continue on to college after graduating from high school face many obstacles. Federal immigration laws complicate these undocumented students’ ability to apply for in-state tuition and many times admission to college. Even when they are able to earn a higher education, because of current immigration laws, they cannot legally work and face the possibility of deportation. The DREAM Act and the American Dream Act, which would provide the opportunity for undocumented students to apply for conditional permanent residence in the United States, have been stalled in Congress for the past several years. Besherse details various arguments for and against the DREAM Act.

(Flesch Reading Ease 43.9; Flesch-Kincaid Grade Level 13.7).

Bradley, Paul. “Outlook 2011. (Cover Story).” *Community College Week* 23.11 (2011): 6-7.

*Academic Search Complete*. EBSCO. Web. 17 Jan. 2012.

Editor Paul Bradley chronicles the legislative failure of the DREAM Act, which was five votes short of the required two-thirds margin on a procedural vote in the United States Senate that would have allowed the measure to come to the floor for a vote on resolution. GOP opposition to

immigration reform have vowed to take a hard line against the DREAM Act, which the GOP criticizes would allow lawbreakers, those who entered the United States illegally as minors, to gain citizenship. Further, pressures to reduce spending at the state and federal levels have targeted a reduction in financial aid programs for needy students. As a result, community colleges are fighting to maintain their current level of funding. David Baime, Senior Vice President for Government Relations and Research at the American Association of Community Colleges, speculates that Congressional pressures to reduce spending to 2008 levels cloud the future of the DREAM Act. As community colleges struggle to maintain their already reduced budget allocations, the pursuit of new initiatives such as the DREAM Act have been dropped. (Flesch Reading Ease 39.2; Flesch-Kincaid Grade Level 13.0).

Brown, Erica. "A Lost Dream for DREAM Act Supporters." *New York Amsterdam News* 101.52 (2010): 3. *Academic Search Complete*. EBSCO. Web. 16 Jan. 2012.

Erica Brown reports that a lack of unity amid Democratic senators led to the DREAM Act's failure in the legislature in 2010. Although three Republican senators crossed party lines voting in favor of its passage, five Democratic senators, all previous supporters of the bill, opposed passage of the DREAM Act when it came to the floor for a vote. At issue for the Democratic senators is the perception that the DREAM Act could potentially provide amnesty to 2.4 million people. Providing a path to citizenship for undocumented students, opponents contend, would reward immigrants who came to the United States illegally. The Obama administration however, has vowed to continue to fight for the DREAM Act, and the Pentagon included the DREAM Act in its 2011-2012 strategic plan. (Flesch Reading Ease 40.1; Flesch-Kincaid Grade Level 13.2).

Calefati, Jessica. "Chasing the College Dream." *U.S. News & World Report* 146.8 (2009): 52-53. *Academic Search Complete*. EBSCO. Web. 16 Jan. 2012.

According to a report published by the College Board approximately 65,000 students who could benefit from passage of the DREAM Act graduate from high school each year. This article sketches the journey of "Marisol," whose family came to Los Angeles illegally when she was eight years old. (*U.S. News* uses a pseudonym for this student to protect her identity). Marisol did not learn of her status as an undocumented immigrant until she reached high school. In applying to Colorado State University, she learned that she could not apply for student financial aid or scholarships without a Social Security number. Marisol graduated from high school with a 3.5 grade-point average; therefore, a lack of academic achievement did not block her access to a college education. Rather, she had no way to pay for tuition. Passage of the DREAM Act, however, would give students like Marisol the eligibility for work-study and student loan programs. Under the DREAM Act, students would not qualify for federally funded Pell grants. (Flesch Reading Ease 40.5; Flesch-Kincaid Grade Level 14.2).

Campo-Flores, Arian. "Keeping Obama to His Word." *Newsweek* 156.23 (2010): 36-38.

*Academic Search Complete. EBSCO. Web. 17 Jan. 2012.*

Campo-Flores presents a brief congressional autobiography of United States Representative, Luis Gutierrez, a staunch supporter of immigration reform who is now in his tenth term in office. Rep. Gutierrez (D-Illinois), is also a long time supporter of President Barack Obama, both from Chicago. However, Rep. Gutierrez's rhetorical style both on the floor of congress and in the community as he advocates for comprehensive immigration reform is deemed too adversarial. Supporters of immigration reform, including members of the Obama administration, believe his style is counterproductive. Gutierrez has now narrowed his fight for comprehensive immigration reform and decided to concentrate on promoting the passage of the DREAM Act. In today's political climate, Gutierrez concludes, only the DREAM Act has a real chance to pass in a partisan congress that is strongly divided on the issue of overall immigration reform. Pro-immigrant forces and supporters of the DREAM Act are concerned that Rep. Gutierrez's fiery approach, encouraging acts of nonviolent civil disobedience, threatens serious consideration of the DREAM Act by the Obama administration and his fellow members of congress. (Flesch Reading Ease 49.3; Flesch-Kincaid Grade Level 10.6).

Chitty, Haley. "Debating the Delayed DREAM Act." *University Business* 13.10 (2010): 28-30.

*Academic Search Complete. EBSCO. Web. 16 Jan. 2012.*

Haley Chitty is director of communications at the National Association of Student Financial Aid Administrators, [www.nasfaa.org](http://www.nasfaa.org). Chitty outlines the association's mission to provide underserved student populations with access to higher education. NASFAA supports passage of the DREAM Act because it is consistent with the organization's Statement of Ethical Principle, which asserts that aid offices should be "committed to removing financial barriers for those who wish to pursue postsecondary learning." A key component of the DREAM Act would provide undocumented students with access to government financial aid. However, not all NASFAA members, more than 18,000 aid administrators at about 2,800 educational institutions, support passage of the DREAM Act. This article summarizes some of the positions argued by NASFAA members who support and oppose the DREAM Act. (Flesch Reading Ease 44.5; Flesch-Kincaid Grade Level 12.4).

"The DREAM Act Immigrant Access to Higher Education." *Congressional Digest* 89.9 (2010):

257. *Academic Search Complete. EBSCO. Web. 18 Jan. 2012.*

The proposed United States congressional legislation titled the Development, Relief, and Education for Alien Minors Act (DREAM), was introduced for approval every year between 2001 and 2010. This *Congressional Digest* editorial discusses the specifics of the bill and reasons held for supporting it or opposing it. Supporters argue that those who qualify under the DREAM Act, undocumented students who have attended United States schools and met other requirements, are blameless for their illegal status. Those who oppose the DREAM Act counter that any path to citizenship offered to aliens who came to the United States illegally, regardless

of the fact that they entered as minors, offers amnesty to individuals entering the country without documentation. Such action, congressional opposition contends, would encourage more illegal immigration and fraudulent claims by undocumented aliens who do not meet the DREAM Act qualifications.

(Flesch Reading Ease 28.7; Flesch-Kincaid Grade Level 16.1).

“Dream Time.” *New York Times* 20 Sept. 2010: 30. *Academic Search Complete*. EBSCO. Web. 17 Jan. 2012.

This *New York Times* editorial calls on congressional leadership to make good on their campaign promises of immigration reform, at least in part, by passing the DREAM Act. An estimated 800,000 out of the 11 million individuals living in the United States illegally are blameless for their illegal status. Undocumented children brought to this country by their parents have no recourse to change their status. Passage of the DREAM Act would provide an opportunity to gain citizenship by earning a college degree or by serving for two years in the military. The Defense Department understands the legislation’s potential value to the military by helping it to maintain a “mission-ready, volunteer force.” Consequently, the Pentagon included the DREAM Act in its 2011-2012 strategic plan. For now, it appears that comprehensive immigration reform is dead in this Congress. The DREAM Act separated from larger immigration bills provides the means for legalizing a significant number of immigrants waiting for the opportunity to become United States citizens.

(Flesch Reading Ease 48.2; Flesch-Kincaid Grade Level 11.2).

Groseclose, Rachael. “Pursuit of the American Dream.” *Journal of College Admission* 206 (2010): 2. *Academic Search Complete*. EBSCO. Web. 17 Jan. 2012.

Editor Rachel Groseclose introduces a special issue of the *Journal of College Admission* that is devoted entirely to the issues that surround the passage of the DREAM Act. The Editorial Committee of the *Journal* invited submissions from leading advocates who support the DREAM Act, from “research authorities to institutions implementing new policies, to the voices of the undocumented students themselves.” This editorial highlights a plethora of relevant articles and testimonials about the benefits and legal wrangling of the DREAM Act.

(Flesch Reading Ease 37.1; Flesch-Kincaid Grade Level 13.1).

Hernandez, Ingrid, et al. “Things I’ll Never Say: Stories of Growing Up Undocumented in the United States.” *Harvard Educational Review* 81.3 (2011): 500-507. *Academic Search Complete*. EBSCO. Web. 18 Jan. 2012.

As the debate about the proposed Development, Relief and Education of Alien Minors (DREAM) Act goes on in political speeches, congressional hearings, and media outlets, what is absent from the debate are the voices of the alien minors whose lives are affected by this growing national debate. This article is a collection of autobiographical stories written by

students in Educators for Fair Consideration, a San Francisco-based non-profit organization that provides support and advocacy for low-income immigrant students. Each of the students represented in the narratives describe the challenges they face growing up as undocumented youths. Brought to the United States by their parents, these “DREAMers” face an uncertain academic future due to financial need and immigrant status. Their narratives are presented in an order that creates a sense of a young immigrant’s journey: departure, crossing, arrival, alienation, and attempts at finding acceptance in a new home. The article provides an update on the academic status of each narrator.

(Flesch Reading Ease 66.1; Flesch-Kincaid Grade Level 7.3).

Hudson, Audrey. “DREAM Act Dreamers: Wake Up!” *Human Events* 67.24 (2011): 18.

*Academic Search Complete. EBSCO. Web. 17 Jan. 2012.*

Congressional correspondent, Audrey Hudson, reports on the first Senate hearing on the Development, Relief and Education for Alien Minors Act that is sponsored by Senator and Majority Whip Dick Durbin. Durbin in 2001, the day after the September 11 terrorist attacks introduced the DREAM Act to the United States Senate. The hearing was postponed until July 2011, nearly a decade later. Debate surrounding the DREAM Act during the hearing reveals a polarized Senate. Democrats, led by Durbin, argue that passage of the DREAM Act would give nearly 3 million undocumented students the ability to attend college or enter the military. Education Secretary, Arne Duncan, told a Senate Judiciary subcommittee that in order to stay globally competitive the United States needs at least 18 million college graduates by 2018. Providing undocumented immigrant students eligible under the conditions of the DREAM Act with the means to pursue a higher education would help the U.S to achieve that goal and to meet the market demands for college-educated individuals. However, Republican senators, who strongly oppose passage of the DREAM Act, argue that it will cost an estimated “12 billion dollars for one million illegals to attend state universities or community colleges” under terms of the DREAM Act.

(Flesch Reading Ease 45.5; Flesch-Kincaid Grade Level 12.2).

Johnson, Fawn. “The Dream Act Message: It’s about Education.” *CongressDaily* 29 Nov. 2010:

10. *Academic Search Complete. EBSCO. Web. 18 Jan. 2012.*

Education Secretary, Arne Duncan, argues that the DREAM Act is not a substitute for comprehensive immigration reform. The DREAM Act is a tough sell, the *CongressDaily* reports, because conservative lawmakers view any path to legalization for illegal immigrants as amnesty. The issue, Duncan asserts, is not immigration but education. How can the United States lead the world in college graduates, as President Obama calls for, when each year over 55,000 exemplary students who are in this country illegally want to go to college but can’t? Duncan advocates that the United States should be doing everything it can to “increase educational opportunity, not deny it.” This bill would give illegal immigrants who came to this country as minors the opportunity to go to college and earn legal status.

(Flesch Reading Ease 51.3; Flesch-Kincaid Grade Level 10.6).

Leppala, Mike. "Dream a Little DREAM: A Solution to US Illegal Immigration That Is Fair to All." *Christian Science Monitor* 10 Jan. 2012: n.pag. *Academic Search Complete*.

*EBSCO*. Web. 16 Jan. 2012.

In this article, the Christian Science Publishing Society calls for "compassion and fairness" for undocumented students who are in the United States illegally through no fault of their own. These students, Leppala argues, are "culturally American" because they grew up in the United States where they received a free, public American education through high school. The United States government has the opportunity to create a "special category of 'green card' or lawful permanent resident status" for these students under the proposed DREAM Act. "Permanent resident status," Leppala underscores, is not United States citizenship. One fundamental difference is that a permanent resident cannot sponsor other immigrants who are applying for United States citizenship, including their parents and other family members. One reason that Leppala endorses the idea of a special class of residency for DREAM Act eligible undocumented youth is because it would bar these youth from rewarding their parents, who are culpable for illegal immigration.

(Flesch Reading Ease 42.7; Flesch-Kincaid Grade Level 12.5).

"Let Them Have a DREAM." *Economist* 397.8710 (2010): 16. *Academic Search Complete*.

*EBSCO*. Web. 17 Jan. 2012.

This scathing editorial criticizes President Barack Obama's lack of follow through on his campaign promise to reform the immigration laws in this country. Specifically, the *Economist* outlines four immigration problems facing the United States at the end of Obama's second year in office: border security between the United States and Mexico, implementing a guest-worker program, legalizing illegal individuals already in the United States, and a plan to legalize undocumented youth through passage of the DREAM Act. The DREAM Act would allow undocumented immigrants who were 16 years old or younger when they came to the United States the opportunity to apply for citizenship after serving in the military or spending at least two years in higher education. Despite bipartisan support for the DREAM Act, the bill has languished in Congress for a decade.

(Flesch Reading Ease 47.4; Flesch-Kincaid Grade Level 12.4).

Lin, Judy. "Law Opens Private Aid to Illegal Calif. Students." *Community College Week* 24.1

(2011): 12. *Academic Search Complete*. *EBSCO*. Web. 17 Jan. 2012.

In August of 2011, California Governor, Jerry Brown, signed into law a bill that will allow students who entered this country illegally to receive private financial aid at California's public colleges. AB130 is the first of a two-part bill referred to as the California Dream Act. The second phase of the bill, AB131, which would allow illegal immigrants to receive state-funded scholarships and financial aid, has not yet passed the state Senate. California's community colleges and public universities support AB131 because it will give a greater number of

undocumented students access to funding for higher education. Currently, the first portion of the bill, for those who qualify for private scholarships and financial aid, affects less than one percent of the student population. However, critics of the second phase of the packaged bill argue that California does not have the resources to finance the education of the United States citizens who are in the country legally. Providing aid to people who come here illegally, critics argue, would deny the opportunity for legal residents to receive financial aid for college. (Flesch Reading Ease 40.8; Flesch-Kincaid Grade Level 13.2)

McClure, Ann. "Documenting Tuition." *University Business* 14.5 (2011): 10. *Academic Search Complete*. EBSCO. Web. 16 Jan. 2012.

This article reports on the 2011 decision of the Board of Regents to reject admission to undocumented students who apply to several institutions in Georgia. Admission will be denied to undocumented students applying to Georgia College and State University, Medical College of Georgia, Georgia State University, Georgia Institute of Technology, and The University of Georgia, if these institutions have rejected admission to academically qualified, documented residents. At issue is the debate on whether or not the University System of Georgia has the right to check if a student is illegal or not. John Millsaps, Associate Vice President for Media and Publications for the University System, explains that the university admissions board only verifies whether a student is a *lawful Georgia* resident, and therefore, would qualify for in-state tuition. *University Business* correspondent, Anne McClure, expresses that the board's position is a matter of semantics. The result remains that undocumented students who are in the United States illegally are denied admission to Georgia's public colleges and universities. (Flesch Reading Ease 35.8; Flesch-Kincaid Grade Level 13.1).

Mertens, Richard. "College-educated and Illegal: Immigrants Pin Job Hopes on DREAM Act." *Christian Science Monitor* 15 Dec. 2010: n. pag. *Academic Search Complete*. EBSCO. Web. 16 Jan. 2012.

Correspondent Richard Mertens details the lives of several undocumented students who came to the United States illegally at the age of three. The students do not give their real names for fear of deportation. The students are now adults who have earned their advanced degrees, yet cannot find meaningful employment because of their immigration status. Despite a bachelor's degree in history and political science, "Tina" cannot realize her dream to become a lawyer because without legal status, she cannot take the bar exam. Similarly, "Maria" dreams of becoming a nurse; however, her community college guidance counselor warned her that an illegal immigrant could not possibly obtain the necessary certification. She plans to study biology at a four-year school and hope for immigration reform that will offer a path to citizenship. These students, and an estimated 2 million more children and young adults who are in school or have graduated, pin their hopes on passage of the DREAM Act. (Flesch Reading Ease 50.1; Flesch-Kincaid Grade Level 10.5).

Miranda, María Eugenia. "DREAM Act, Part II." *Diverse: Issues in Higher Education* 28.6

(2011): 8. *Academic Search Complete*. EBSCO. Web. 17 Jan. 2012.

María Eugenia Miranda observes that "despite President Barack Obama's vocal support for the DREAM Act, momentum for the legislation has slowed and, with it, hope for a federal solution." Miranda attributes the government's unwillingness to pursue legislation that would provide a path to legalization for undocumented students on the conservative climate in today's government. Many see a more realistic opportunity for a modified version of the DREAM Act to be adopted at the state level. Although granting undocumented immigrants permission to work falls under federal jurisdiction, some financial benefits of the DREAM Act should be available to students who qualify for the consideration under the proposed legislation. If implemented at the state level, undocumented students would have access to financial aid and be able to participate in work-study programs in order to pay college expenses. This article details the efforts of New York state legislators to introduce the New York DREAM Act. (Flesch Reading Ease 39.6; Flesch-Kincaid Grade Level 13.4).

---. "One DREAM Comes True." *Diverse: Issues in Higher Education* 28.9 (2011): 20-21.

*Academic Search Complete*. EBSCO. Web. 17 Jan. 2012.

Mexican immigrant Mariano Cardoso's family brought him into the United States illegally when he was twenty-two months old. Now 23 years old, Cardoso has an associate degree in liberal arts from Capital Community College in Hartford, Connecticut. His academic goal is to earn a higher degree in civil engineering from Central Connecticut University. In addition to the burden of financing his education, Cardoso carried the burden of a deportation order he lived with for nearly three years. However, through the support and intervention of his community; Connecticut Governor Daniel P. Malloy; United States Senator Joe Lieberman, I-Conn.; and United States Senator Richard Blumenthal, D-Conn., Cardoso's deportation order was halted. The legal mechanism known as "deferred action" allows for the removal of a deportation order for DREAM Act-eligible deportees. However, there are no established guidelines or even a formal process for applying for deferred action. The senators involved in Cardoso's case argue that granting deferred action in a DREAM Act case would provide an alternative method for undocumented youth to remain in the United States until the passage of comprehensive immigration reform. In the interim, Mariano Cardoso remains in the United States as an undocumented student.

(Flesch Reading Ease 43.2; Flesch-Kincaid Grade Level 12.3).

Palacios, Moses. "The Dream Act Explained." *Journal of College Admission* 206 (2010): 2.

*Academic Search Complete*. EBSCO. Web. 17 Jan. 2012.

Moses Palacios, public policy assistant with the National Association for College Admission Counseling, provides a succinct summary of the Development, Relief and Education for Alien Minors Act (DREAM) Act first introduced by United States Senator Dick Durbin in 2001. Palacios notes that the DREAM Act, reintroduced in congress in May 2011, continues to receive



## **DREAM Act 9**

much congressional attention. Despite wide support, the controversial legislation languishes in a partisan political climate. Key components of the DREAM Act include a pathway to citizenship for undocumented students, the right for states to determine eligibility for in-state tuition, protection from deportation, provides for work authorization, and gives access to federal student loans.

(Flesch Reading Ease 25.9; Flesch-Kincaid Grade Level 15.6).

Notes

The Flesch/Flesch–Kincaid readability tests indicate the comprehension difficulty of contemporary academic English. Two readability test results are included with the annotated bibliography for ESL students. The Flesch Reading Ease rating and the Flesch–Kincaid Grade Level rating use the same base measures (word length and sentence length). Each readability test bases its rating on the average number of syllables per word (ASW) and the average sentence length (ASL). The Flesch Reading Ease test rates on a 100 point scale, where the higher the score, the easier to comprehend a document. The Flesch–Kincaid Grade Level test rates text on a U.S. school grade level. For example, a score of 12.4 indicates the level of reading comprehension is appropriate for a twelfth grade student in the fourth month of the senior year. Rudolf Flesch devised both systems.