**Annotated Bibliography**

Barnard, B. (2022). College admission: new year, same you. *Forbes.*

Retrieved from:

https://www.forbes.com/sites/brennanbarnard/2022/01/04/college-admission-new-year-same-you/?sh=520e5b8b7fbd

This article compiles advice from college admissions professionals about how to genuinely appear authentic in the college application process, including via essays. The message is that students don’t need to spend their entire high school careers designing themselves for a college – they should instead look for a college that best fits who they truly are. This is a helpful perspective to keep in mind, even as I try to help students polish their positioning and put their best foot forward – it still needs to be true to who they really are and what they genuinely bring to their future school.

Covarrubias, R., & Fryberg, S. (2015). Movin’ on up (to college): first-generation college students’ experiences with family achievement guilt. *Cultural Diversity and Ethnic Minority Psychology,* 21(3), 420-429.

This article introduces the concept of family achievement guilt and explores how it affects ethnically diverse college students. It examines possible contributions to family achievement guilt and potential ways to alleviate it. This article is critically helpful for understanding the psychological barriers that ethnically diverse students – including many first-generation college students – face as they leave their families to pursue a higher education.

Engle, J., Bermeo, A., & O'Brien, C. (2006). Straight from the source: what works for first-generation college students. *The Pell Institute for the Study of Opportunity in Higher Education.*

Retrieved from http://www.pellinstitute.org/publications-Straight\_from\_the\_Source.shtml

This article highlights the impact that professors and college counselors can have on the college persistence of students – particularly those who are first generation. It highlights examples of teachers who aren’t supportive and the detrimental impact that can have, while also highlighting the strong, positive influence counselors can have in encouraging students to consider college as a realistic, attainable option for them. This article reinforced for me the profound impact that adult interactions with students can have on them, and has inspired me to interact with my students carefully during the course of coaching them on their admissions essays.

Engle, J., & Tinto, V. (2008). Moving beyond access. *The Pell Institute for the Study of Opportunity in Higher Education*, 2.

Retrieved from: http://files.eric.ed.gov/fulltext/ED504448.pdf

This article compares the persistence and success rates of low income, first-generation college students compared with peers from continuing education families or those with stronger financial means, and the differences in achievement across types of schools. This article provides comprehensive insight on the challenges plaguing first-gen students in nearly every aspect of their college experience and gave me a deep appreciation for the incredible achievement earning a degree is for this population.

Fitzpatrick, D., & Schneider, B. (2016). Linking counselor activities and students’ college readiness: how they matter for disadvantaged students. *SREE Spring 2016 Conference*, 2, 4.

This article connects the concept of social capital, or the knowledge and norms held by a student’s community, family and social circle, as a key factor in a student’s successful transition to college. The article further examines how lack of social capital pertaining to higher education, such as for first-generation students, negatively impacts their adjustment. While this article helped me further understand the challenges of first-generation students, it also helped me articulate something at play with my affluent, continuing education clientele – the idea that they have social capital to inform their college choices and boost their success upon arrival.

Franek, R. Crafting an unforgettable college essay. *The Princeton Review.*

Retrieved from: https://www.princetonreview.com/college-advice/college-essay

This article provides a series of tips college applicants can use to write interesting, effective college application essays. Sound advice, such as striving to sound like yourself rather than to sound “smart,” is presented to readers through seven tips. While this article presents good advice, for me it serves to reinforce why my proprietary process for approaching essays is so unique in the market – because of all the great tip articles I’ve come across, none recommend students stop before they begin writing to decide what their most compelling selling points are, then to choose the questions they answer based on which will best enable them to share those compelling selling points.

Lin, L. (2021). There’s more than one way to write a college essay. *Chalkbeat.*

Retrieved from: https://philadelphia.chalkbeat.org/2021/12/23/22836968/college-essay-writing-trauma- joy

This article is a powerful, personal narrative from a recent college applicant who was accepted with a full ride to Dartmouth. She speaks of the assumption that she would “lead with her trauma” when writing college essays about her minority status, and how she worked through that to write essay content that felt more true to her character and less exploitive. I found this perspective to be inspiring and helpful when thinking carefully about how to talk about hard circumstances in a student’s life in their essays – something that frequently arises in my own coaching practice.

Murchie, S. (2021). Flipping the script on the college essay with help from the New York Times. *The New York Times.*

Retrieved from: h<ttps://www.nytimes.com/2021/10/06/learning/lesson-p>lans/flipping-the-script-on-the-college-essay-with-help-from-the-new-york-times.html

This article talks about the paralyzing fear many college applicants have about responding to the Common App essay prompts, and how one teacher has helped them navigate through this by taking them through an essay writing “boot camp” that helps them get some content down on paper before they ever look at the actual essay prompts. This is the closest thing I’ve found to how I work with students and there are aspects of this approach that I believe I can integrate into the key message content creation process I take students through. This article also gives me an appreciation for the level of stress many students feel about their college essays, and how I can partner with them as their guide to help alleviate some of that stress.

Ross, K., Haynie, D., & Moody, J. (2021). How to write a college essay. *U.S. News & World Report.*

Retrieved from: h<ttps://www.usnews.com/education/best-colleges/articles/how-t>o-write-a-college-essay

This article speaks to the pressure many students feel to convey their accomplishments via their college application essay, given it’s the most subjective part of the application. It also provides sound advice on creating a memorable, effective essay. While the advice is sound, similar to other articles cited here, this article provides strong reinforcement for why my proprietary process is unique in the crowded field of essay advice. It inspires me to consider protecting my intellectual property as well as to be more bold in marketing what makes my approach unique.

Simmons, A. (2014). The art of the college recommendation letter. *The*

*Atlantic.*

Retrieved from: https://www.theatlantic.com/education/archive/2014/02/theart-

of-the-college-recommendation-letter/284019/

This article outlines considerations made by a veteran writer of letters of recommendation on behalf of college candidates and shares the author’s perspective for how to write genuine, thoughtful, and not cliché content that will get the college admissions committee’s attention. One tip I found most helpful was for students to avoid providing their teacher with other information they’ll provide on their application, because it tempts the teacher to reiterate data the admissions committee will already have access to elsewhere in the application. This article prompted me to consider how the students I work with can establish their key messages (something I help them create as part of my proprietary process) as juniors so they can provide them to their teachers and ask to have letters of recommendation align to those concepts to the extent possible. This creates a consistent theme around the information the student most wants to highlight about themselves and provides cohesion across the college application that I believe few students will have coordinated, helping them stand out.

Sorensen, T. (2022). College prep resolutions for high school juniors. *U.S. News & World Report.*

Retrieved from: https://www.usnews.com/education/blogs/college-admissions-playbook/articles/college-prep-resolutions-for-high-school-juniors

This article provides advice to college juniors about how they should start planning now to tackle the college application process. This is one of the only articles I’ve seen written to juniors who are only halfway through their school year and it’s a great reference as I consider how early to begin talking to juniors in my own marketing and social media efforts.