Contents

Introduction 1

Part I. Developmental Immigrant Students and Academic Literacy 5

Chapter 1: Who Are Developmental Immigrant Students? 7
  Mainstream Developmental Students 9
  ESL Students 9
  Generation 1.5 Students 10
  Developmental Immigrant Students 11
  Challenges Faced by DI Students 13
  Challenges Faced by Faculty of DI Students 17

Chapter 2: Approaches to Teaching Academic Literacy 21
  Creating Courses and Programs for Generation 1.5 23
  The American Studies Cluster 25

Part II. Partnering with Campus Support Programs 29

Chapter 3: Supporting Classroom Learning: The Learning Center 31
  The Role of the Tutor and Developmental Immigrant Students 33
  GOAL 1: Provide writing support 35
  GOAL 2: Help students learn project coordination 37
  GOAL 3: Provide a contact person to help students solve problems 38

Chapter 4: Teaching Study Skills and What to Expect in College 41
  GOAL 1: Help students better understand the expectations 42
  of college instructors
  GOAL 2: Help students discover their own strengths, weaknesses, 45
  and attitudes with the help of peer tutors or peer mentors
  GOAL 3: Help students identify and use their own learning styles 48
  GOAL 4: Explicitly teach time management skills 50
  GOAL 5: Explicitly teach key study skills 52
  GOAL 6: Introduce students to campus resources in a personal way 53
  GOAL 7: Teach students financial skills 54
Part III. Teaching Literacy within an Academic Framework: 59

Suggested Approaches

Chapter 5: Teaching Academic Integrity  61
GOAL 1: Teach the concept of intellectual property as an American value and the importance of citing sources  63
GOAL 2: Provide clear practice in identifying plagiarism, and provide direct instruction and hands-on practice in integrating quotations, paraphrasing, and summarizing  67
GOAL 3: Provide a variety of opportunities for students to practice skills in reading and writing with sources that aren’t necessarily full-fledged research papers  69
GOAL 4: Provide guidance and choices in topic selection, and make the process manageable for students when assigning a research paper or argumentative essay  71

Chapter 6: Teaching a Content-Based Course: American Studies  75
GOAL 1: Recognize and address the specialized use of language across disciplines  77
GOAL 2: Bridge immigrant communities and mainstream American society  79
GOAL 3: Introduce students to the higher education system: First-year seminar  81
GOAL 4: Provide an opportunity for students to engage in undergraduate research and leadership opportunities (in institutions where research opportunities are available to undergraduate students)  83

Chapter 7: Teaching Reading  87
GOAL 1: Create a clear purpose and motivation for reading  89
GOAL 2: Build students’ background knowledge  94
GOAL 3: Build students’ reading comprehension by teaching specific strategies within the context of authentic readings  95
GOAL 4: Build students’ reading fluency and reading speed  97
GOAL 5: Build students’ academic vocabulary  98
GOAL 6: Improve students’ screen literacy  100
Chapter 8: Teaching Writing

GOAL 1: Make students more comfortable with writing

GOAL 2: Develop competence in rhetorical structure and detailed development

GOAL 3: Use oral language skills as a strength

GOAL 4: Develop students’ cognitive and metacognitive skills

Chapter 9: Teaching Grammar for Writing

GOAL 1: Choose an approach that best fits your student and campus needs

GOAL 2: Develop students’ awareness of their most common and most serious grammatical errors

GOAL 3: Provide students with easy-to-understand grammar explanations and rules

GOAL 4: Use a variety of hands-on and engaging approaches

GOAL 5: Teach meaning as well as grammar

Appendixes

Appendix 2a: Description of Courses in the American Studies Cluster

Appendix 4a: Examining a Syllabus

Appendix 4b: Entrance Survey

Appendix 8a: First Day of Class Survey

Appendix 8b: Illustrative Paragraph Graphic Organizer Choices

Appendix 8c: Reflecting on Your Essay

Appendix 8d: End-of-Semester Reflection

Appendix 8e: English Final Writing Assignment

References